



**A STUDY OF SELF-CONCEPT OF HIGHER SECONDARY STUDENTS IN
RELATION TO THEIR LEVELS OF ANXIETY**

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ABSTRACT:

A person's self-concept is inversely proportional to his level of anxiety. Both affect the one's behaviours. In teaching learning situation, the levels of anxiety of student is treated as inhibitory factor that should be minimized and develops self-concept in positive direction that makes one's useful and protective person of society. The present study enquires the relationship between self-concept and anxiety of higher secondary students in promoting the academic growth of students. 800 students were chosen from different school of Varanasi division. Using simple statistical tool such as co-efficient of correlation; the study involves understanding the relationship between self-concept and anxiety at different dialectics of location and stream of study. This study concludes that high level of anxiety adversely affected a student's self-concept.

Keywords: *Self Concept, Anxiety, Self Image, Ideal Self, Self Esteem*

INTRODUCTION:

It is a common belief that self-concept and anxiety are not complementary but contradictory variables. Self-concept is knowledge of our abilities and uniqueness. It develops in a number of ways but is specially influenced by our interaction with important people in our lives (**Pastorino and Doyle-Portillo, 2013**). As we grow older, our self-concept becomes more organized, abstract and specific. It makes inner personality of individual that plays determinant role in individual's adjustment. **Engel, M. (1959)** agrees with the fact that "It was predicted that a change in self-concept in the positive direction would be related to improved adjustment and a change in self-concept in the negative direction would be related to impaired adjustment". **Roger (1959)** also emphasises the fact that self-concept plays key role in personality development and self-actualization.

Self-concept is not inherent in nature but it develops in social settings as home environment, school environment, society, peer group and media. It is dynamic in nature and life-long process; it is influenced by one's present experiences of life as well as it includes past experiences and future expectations of life. As one grows through different stages of development, he develops an intrapersonal world including attitudes, feeling, traits, interest and expectations that form a unique frame of personality and he behaves according to his self-concept in society (**Crisp, R. j and Turner, R. N. 2007**). In early childhood, our self-concept depends on many concrete characteristics e.g. colour of hair and skin, height, weight, gender etc and latter it includes psychological traits, comparative evaluation with others and is affected by others view.

The three main components of the self-concept are:

(i) Self-image- It is an individual perception of him. It depends upon various factors i.e. parents, teachers, family, neighbourhood, friends and media. All these factors affect the image of person. For example-A young girl who has whitish color may have a self-image in which the she believes she has fair color. This may have developed in a girl as a result of the perception of his parents and relatives. Generally, children describe themselves more on the basis of physical traits as I am tall, I am beautiful, and I am fair whereas adult people define themselves more on the basis of their social roles.

(ii) Ideal self – It is the self that we want to be. It is dynamic in nature and it always affects self-image and self-esteem of an individual. The view of the ideal self needs to be realistic and obtainable otherwise the person may feel anxiety which may lead to alterations in self concept. Hence, a difference may exist between a person's ideal-self and real experience.

This is known as state of incongruence. A state of congruence exists when a person's ideal-self and real experiences are very similar (**Rogers, C. 1959**).

(iii) Self esteem – It is how one value's oneself. One frames a positive or negative view of oneself on the basis of one's evaluation. Positive view is related to high self esteem. Negative view is related to low self esteem. High self esteem lead to confidence, self-acceptance, and optimism in behavior of individual. However if an individual has low self-esteem of himself; he will always have a feeling of pessimism, lack of confidence and sadness (**Miller and Ross, 1975**).

All these three aspects are important in understanding the behaviour of one's (**Carl, Roger.1954**). Sometimes there is a conflict between the different components of self resulting in anxiety. To maintain good mental health there should be compatibility among the self esteem, ideal self and self-Image.

There are many causal factors or independent variables of self-concept. Anxiety is one of them; it is a predominant variable. It usually persists in the behaviour of nearly all the students with varied extend.

Anxiety is a reaction over stress in general. It is a feeling of fear and concern in an individual which is experienced in all stages of development. Anxiety is a psychological and physiological state caused by somatic, emotional, cognitive and behavioural components. Anxiety can create feelings of fear, worry, uneasiness and dread due to presence or absence of stress. Sometimes anxiety helps students to cope up with a demanding situation. Excessive anxiety is bad as it becomes an anxiety disorder (**K, R. 2012**). According to a recent epidemiological study, the lifetime prevalence of any anxiety disorder is 28.8% (**Kessler, et al. 2005**). As anxiety is a psychological or physiological state it has both physical and psychological symptoms. The physical symptoms of anxiety are tremors, restlessness, fearful facial expression, palpitation, sweating, tachycardia, hyperventilation, diarrhoea, constriction in the chest, dyspnoea. As well as generates many psychological symptoms i.e. concentration, negative thoughts, hyper arousal, an inability to relax and tolerate noise, etc.

Generally as anxiety plays negative role in a student's personality development; it creates many problems in teaching learning situation. Often students feel problems of poor concentration, negative thoughts, restlessness, stress and palpitation etc. These problems are barrier in personal, academic and professional growth, so a positive self concept should be developed in students to minimize anxiety. A positive self concept plays major role to cope up with anxiety. It has important role in a student's happiness and success. Students with positive

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self concept have self confidence, willingness to take risks and set goals they can achieve. Thus we can conclude that those who have positive self concept can face situation full of anxiety better than those with a negative self- concept (**Bergen, D.J 2014**).

Self-concept plays vital role in understanding one's life philosophy, strengths, weakness and attitude etc. It can solve the problems of adjustment and increase one's performance in school and life. Teacher and Parents can create safe, secure and congenial atmosphere for the development of self-concept and give certain guidelines and critical instructions for one's psychical, moral and social development (**Singh, Sushila.2006**). Students can also assess themselves accurately and they will make useful and productive persons for society. They can develop awareness towards situation and activities that create anxiety for the child and provide professional help.

STATEMENT OF THE PROBLEM- “A study of self-concept of higher secondary students in relation to their levels of anxiety”.

OBJECTIVES OF THE STUDY- The present investigations are led by the following objectives:

1. To investigate the relationship between self-concept and anxiety of higher secondary students.
2. To investigate the relationship between self-concept and anxiety of the science students.
3. To investigate the relationship between self-concept and anxiety of the arts students.

HYPOTHESES- The following null hypotheses were formulated and tested to make suitable generalization.

1. There exists no significant relationship between self-concept and anxiety of higher secondary students.
2. There exists no significant relationship between self-concept and anxiety of the science students.
3. There exists no significant relationship between self-concept and anxiety of the arts students.

DELIMITATIONS OF THE STUDY

1. The study is confined to the 800 students of class XI and XIIth pursuing in science and arts stream of various schools of rural and urban areas of eastern U.P.
2. The study is limited to the students of eastern U.P.

3. In this study two variables (self-concept and Anxiety) are taken for investigation.

METHOD

Considering demand and nature of the study, ex-post facto method of research was followed. This method of research was followed because this research is study of real situation where researcher does not have direct control on intervening variables because their manifestations have already occurred.

POPULATION, SAMPLE AND SAMPLING PROCEDURE

Stratified random sampling method was used for the purpose of sampling. Varanasi division was randomly selected for study out of eight divisions which comprises eastern Uttar Pradesh. Different higher secondary schools of four districts of Varanasi division that defines the population have been taken randomly. Two schools, one from rural and the other from urban area were selected from each of the four district of Varanasi division .800 students were taken by randomly, which consists of four hundred science students and four hundred arts students from urban and rural areas.

Tabular representation of the sample

N=800											
Science (N=400)						Arts (N=400)					
Urban	Sc.	Stu.	Rural	Sc.	Stu.	Urban	Arts	Stu.	Rural	Arts	Stu.
(N=200)			(N=200)			(N=200)			(N=200)		

STATISTICAL TOOLS

One sample statistics is used for different purposes depending on needs and the nature of data such as Pearson product movement Correlation Coefficient is used. On the basis of Pearson Coefficient Correlation, different required indices for computing co-efficient of correlation were found out.

VARIABLES

There are two types of variables for the present study-

- (i) The independent variable: Anxiety.
- (ii) The dependent variable: Self-concept.

MEASURING DEVICERES

Two measuring devices have been used in the present investigation.

A. Swatva Bodh Parikashan

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"SWATVA BODH PARJKSHAN" (A test of self-concept) prepared by G.P. Sherry, R.P. Verma and P.K. Goswami was used to measure the levels of self-concept among the students. This test has been used for its high level of reliability and validity.

B. Anxiety Scale

Sinha W-A self-analysis form (Anxiety Scale), constructed and standardized by Durganandan Sinha was used to measure the levels of anxiety among the students.

COLLECTION OF DATA

For the purpose of administering the test Principal's permission was taken and rapport was established with the students. Self-concept and anxiety tests were respectively administered upon the selected sampling units. After collection of data the answer sheets were evaluated with the help of scoring key and manual of the tools. The scores were arranged systematically for statistical analysis.

RESULTS AND DISCUSSION:

RELATIONSHIP BETWEEN SELF-CONCEPT AND ANXIETY SCORE OF THE STUDENTS.

1- Co-efficient of correlation between scores of self-concept and anxiety of the students

The result of table 1 shows that the Co-efficient of correlation 'r' between self-concept and anxiety of total students were found (-.231).

Since this calculated co-efficient of correlation is low and negative correlation, i.e., -0.231 that is greater than the Pearson's r-table (.081) at .01 level, therefore it is concluded that it has a significant correlation at the .01 level. It means there is a significant negative correlation between self-concept and anxiety of the total students. Thus the null hypothesis is rejected.

It is pre-assumed that there will be negative correlation between self-concept and anxiety of the students. It is because of the reason that both the variables are not complementary but contradictory. The same fact has been repeated here on the basis of this finding. This result shows that if a student is having high level of anxiety his level of self-concept will be a bit low. Similar Result have been found by Singh, Sushila (2006) in "A study of self-concept of science and arts students in relation to their level of Aspiration and Anxiety" and by Fathi-Ashtiani Ali (2007) who studied on "Relationship between self-concept, self-esteem anxiety, depression and Academic Achievement in Adolescents."

Table -1

Population	N	r	df (n-2)	Table value of Pearson's
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				.05	.01	Inference
Total Student	800	-0.231	798	.062	.081	P>0.01

2- Co-efficient of correlation between scores of self-concept and anxiety of science students (N=400)

The table 2 also tells the relationship between self concept and anxiety of science students. The calculated value of 'r' was found -0.222 which is significant on the basis of Pearson's 'r' table (.128) at .01 level . Obtained 'r' value is low and negative correlation. It means there is again a significant negative correlation between self-concept and anxiety among science students. Therefore the null hypothesis is rejected.

Table -2

Population	N	r	df (n-2)	Table value of Pearson's		
				.05	.01	Inference
Science Student	400	-0.222	398	.098	.128	P>0.01

3- Co-efficient of correlation between scores of self-concept and anxiety of arts students (N=400)

The table 3 reveals the relationship between scores of self-concept and anxiety of arts students. The low negative co-efficient of correlation 'r' was found between the self-concept and anxiety of the students. Obtained 'r' (-.241) is greater than the Pearson's 'r'-Table (.128) at .01 level, therefore, it is concluded that there is a negative and significant correlation between self-concept and anxiety of art students. Both the undertaken variables are contradictory not complementary. Which is evident by the computed correlation for the scores of self-concept and anxiety of the art students?

The effects of anxiety and self-concept have been reported in many previous investigations which has negative correlation and the same fact has been repeated here. The correlation was found low and negative on the basis of this finding.

Table -3

Population	N	r	df (n-2)	Table value of Pearson's		
				.05	.01	Inference
Art Student	400	-0.241	398	.098	.128	P>0.01

FINDINGS –

- (i) Relationship between self-concept and anxiety – There exists low and negative correlation between self-concept and anxiety of the total students.
- (ii) Relationship between self-concept and anxiety of the science students- There exists low and negative correlation between self-concept and anxiety among science students.
- (iii) Relationship between self-concept and anxiety of the arts students- There exists low and negative correlation between self-concept and anxiety among arts students.

It is clear that self-concept is negatively affected by anxiety.

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