STUDY OF SELF-CONCEPT OF STUDENTS STUDYING IN SECONDARY SCHOOLS

Author: Dr.C.B.Vikram, Assistant Professor, JSS Institute of Education, Sakleshpur -573134 Hassan District, Karnataka

Abstract:

The main objective of the study is to Study of Self-Concept of Students studying in secondary schools. The study applied survey method to explore the self-concept of secondary school students. A total of 300 students took part in the study. Vikram-Prahallada Self-Concept Inventory was used to collect the data. An independent sample t test was used to analyse the collected data. A graphic representation of the data was also displayed. The study found that, locality and class have no significant effect on the self-concept of secondary school students. In terms of self-concept dimensions, the study found a strong effect of locality on emotional characteristics, personality traits, and social behaviour, as well as a significant effect of class on emotional characteristics.

Key Terms: Self-concept, Students and Secondary School.

INTRODUCTION:

In the educational process, personality traits play a big and essential role in school. When compared to cognitive characteristics that determine accomplishment and related behaviour, personality traits were actually recognised later. A child's development is always influenced by his or her "self." The term 'self-concept' refers to how people think about, evaluate, and view themselves. To be conscious of oneself means to have a concept of oneself. In psychology, self-concept is an idea of the self formed by one's own views about oneself and the reactions of others (Babu, 2016). Totally, a person's self-concept shapes his or her actions and behaviours. The taught self-concept serves as a behavioural guide for most well-adjusted individuals. In the case of an individual who lacks a constant positive self-concept or who has an exceptionally unsatisfactory self-concept, this leads to unity and consistency in behaviour.

Perhaps the most crucial quality and the key to comprehending a person's actions is their self-concept. More significantly, self-concept is learned rather than inherited. A person acquires it as a result of his interactions with his surroundings. A youngster develops their self-concept rather than being taught it.

Additionally, as the child grows, he learns an increasing amount. Thus, it is imperative to comprehend pupils' self-concept at the school level. Understanding how strongly the self-concept developed during these times may be helpful. In this background, the self-concept is a key factor in success or failure.

High self-concept stems from a pleasant, fulfilling, and worthwhile existence. As a youngster grows older, his or her self-concept provides internal motivation (Dalal & Kamlesh, 2022). Given this context, the current study attempted to investigate secondary school student's self-concepts.

REVIEW OF RELATED LITERATURE:

Ajay, (2015) conducted research to study the levels of self concept of secondary school students in relation to emotional competence of secondary school students. The results of the study revealed that there was an insignificant relationship between self-concept and emotional competence of secondary school students of Moga Dist. Further the result shows that there was no significant difference between the mean score of self-concept on the basis of gender and areas of secondary school students of Moga Dist.

Kumar, (2016) carriedout study to assessment the self concept of higher secondary students. The results reveal that respect to the gender, locality of school, type of management, medium of instruction, parental occupation, parental qualification and type of family have average level of self-concept towards higher secondary students and further it shows that there is significant difference between the types of management of higher secondary students towards self-concept.

Agrawal and Teotia, (2019) conducted a study on Self concept of secondary level students in Delhi (NCR).The result of the study revealed that there was no significant difference in the total self-concept with regard to gender and type of school variation, but urban students have better self-concept than rural students. Another finding of the study revealed that socio-economic self-concept of the girls was better than their counterpart.

Beura and Nayak, (2023) conducted a descriptive survey study to explore the self-concept of secondary's school tribal students. The study found that the self-concept levels were similar among tribal secondary school students, regardless of gender. And the self-concept of tribal students in secondary schools varied significantly between rural and urban areas.

From the above review of related literature and theoretical background, the present research aims to study the self-concept of secondary school students.

STATEMENT OF PROBLEM:

The main objective of the study is to Study the Self-Concept of Students Studying in Secondary Schools.

VARIABLES OF THE STUDY:

The research examined two categories of variables: independent and dependent variables. Self-perception is a dependent variable, while student class and location are independent variables. Finding the independent variable wise difference in secondary school students' self-concept is the goal of the study.

OBJECTIVES OF THE STUDY:

1.   To find out the difference between the students studying in rural and urban backgrounds secondary schools with respect to self-concept and its dimensions that is Physical Appearance; Intellectual Aspects; Emotional Characteristics; Personality Attributes; Social Behaviour; Happiness and Satisfaction.

2.   To find out the difference between 9th and 10th standard secondary school students with respect to self-concept and its dimensions that is Physical Appearance; Intellectual Aspects; Emotional Characteristics; Personality Attributes; Social Behaviour; Happiness and Satisfaction:

HYPOTHESIS OF THE STUDY:

1.   There is no significant difference in mean scores of self-concept and its dimensions of students studying in rural and urban secondary schools.

2.   There is no significant difference in mean scores of self-concept and its dimensions of 9th and 10th standard students studying in secondary schools.

RESEARCH DESIGN OF THE STUDY:

The study applied **survey** method explores the self-concept of secondary school students.

SAMPLE OF THE STUDY:

The sample for this study consisted of the ninth and tenth standard secondary schools that serve both tribal and non-tribal students in the four taluks (Chamarajanagar, Kollegal, Gundalpet, and Yelandur) of the Chamarajanagar District. Stratified random sampling was applied to choose the study's sample. In this study, secondary schools are chosen using the proportionate sample technique. A total of 300 students studying in 9th and 10th standard took part in the study.

TOOLS USED IN THE STUDY:

The study used Vikram-Prahallada Self-Concept Inventory to collect the data. Inventory consist of 60 statements with 3 responses for each item viz., "Yes" (2 Marks), "No" (1Marks) and "can't say" (o Marks). Both positive and negative items were included. The maximum score obtained by the child will be of 120 and least will be 0. The inventory assess the self-concept under the dimension of Physical Appearance; Intellectual Aspects; Emotional Characteristics; Personality Attributes; Social Behaviour; Happiness and Satisfaction.

STATISTICAL TECHNIQUE USED IN THE STUDY:

An independent sample t test was used to analyse the gathered data. A graphic representation of the data was also displayed.
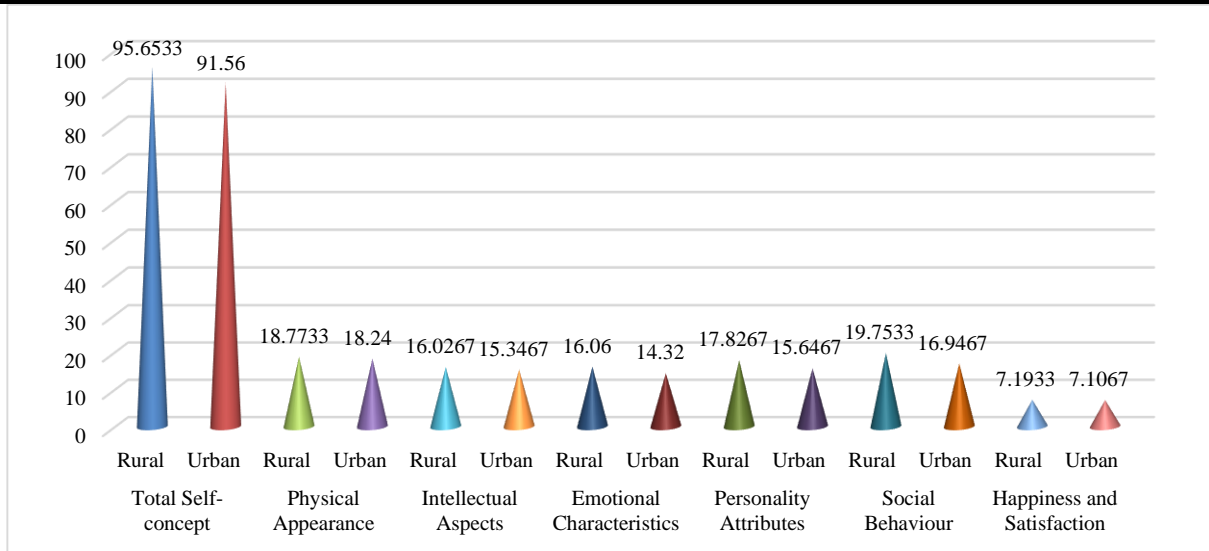
ANALYSIS AND INTERPRETATION OF DATA:

Hypothesis-1: There is no significant difference in mean scores of self-concept and its dimensions of students studying in rural and urban secondary schools.

Table-1: Comparison of mean scores of self-concept and its dimensions of students studying in rural and urban secondary schools

Self-concept	Locality	N	Mean	SD	t-value	p-value	S/NS
Total Self-concept	Rural	150	95.6533	13.69759	1.233	.219	NS
	Urban	150	91.5600	38.29460			
Physical Appearance	Rural	150	18.7733	3.67678	1.291	.198	NS
	Urban	150	18.2400	3.47702			
Intellectual Aspects	Rural	150	16.0267	3.65261	1.750	.081	NS
	Urban	150	15.3467	3.04989			
Emotional Characteristics	Rural	150	16.0600	3.57138	4.420	.000	S
	Urban	150	14.3200	3.23844			
Personality Attributes	Rural	150	17.8267	3.18711	6.107	.000	S
	Urban	150	15.6467	2.99247			
Social Behaviour	Rural	150	19.7533	3.29110	7.180	.000	S
	Urban	150	16.9467	3.47723			
Happiness and Satisfaction	Rural	150	7.1933	1.40324	.521	.603	S
	Urban	150	7.1067	1.47528			

From the above table it is evident that the obtain p value is .219 and t value is 1.233 for mean scores self-concept of students studying in rural and urban secondary schools. Here, the obtained p value is higher than the .05 level significance. Therefore, there is no significant difference in mean scores of self-concept of student's studying in rural and urban secondary school.

Further dimension wise analysis of self-concept data indicates that the obtained p value for Physical Appearance, Intellectual Aspects and Happiness and Satisfaction is higher than the .05 level of significance. Therefore, there is no significant difference in mean scores of Physical Appearance, Intellectual Aspects and Happiness and Satisfaction of students studying in rural and urban secondary schools. Whereas, the obtained p value for Emotional Characteristics, Personality Attributes and Social Behaviour is less than the .05 level of significance. Therefore, there is a significant difference in mean scores of Emotional Characteristics, Personality Attributes and Social Behaviour of students studying in rural and urban secondary school. The mean comparison indicates that the students studying in rural secondary school showed higher Emotional Characteristics, Personality Attributes and Social Behaviour compare to students studying in urban secondary schools. The data also reported in the following graph.

Graph-1: Comparison of mean scores of self-concept and its dimensions of students studying in rural and urban secondary schools

Hypothesis-2: There is no significant difference in mean scores of self-concept and its dimensions of 9th and 10th standard students studying in secondary schools.
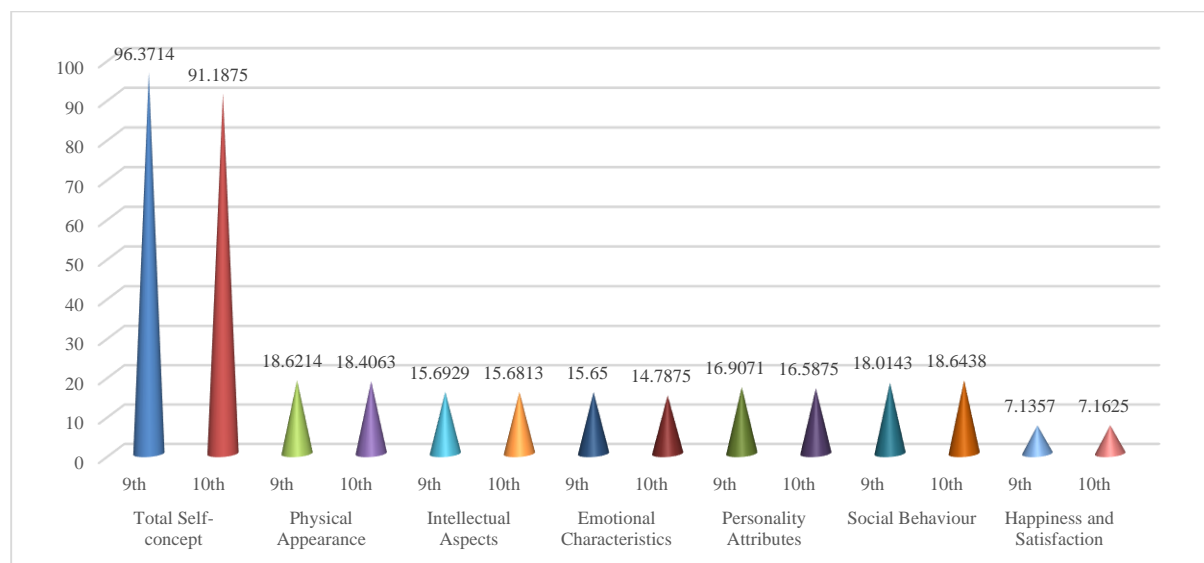
Table-2: Comparison of mean scores of mean scores of self-concept and its dimensions of 9th and 10th standard students studying in secondary schools.

Self-concept	Class	N	Mean	SD	t-value	p-value	S/NS
Total Self-concept	9th	140	96.3714	39.68697	1.560	.120	NS
	10th	160	91.1875	12.97757			
Physical Appearance	9th	140	18.6214	3.66878	.518	.605	NS
	10th	160	18.4063	3.51331			
Intellectual Aspects	9th	140	15.6929	3.45973	.030	.976	NS
	10th	160	15.6813	3.31259			
Emotional Characteristics	9th	140	15.6500	3.61437	2.134	.034	S
	10th	160	14.7875	3.38213			
Personality Attributes	9th	140	16.9071	3.33263	.843	.400	NS
	10th	160	16.5875	3.22410			
Social Behaviour	9th	140	18.0143	3.81965	1.489	.138	NS
	10th	160	18.6438	3.50085			
Happiness and Satisfaction	9th	140	7.1357	1.33686	.161	.872	NS
	10th	160	7.1625	1.52500			

From the above table it is evident that the obtain p value is .120 and t value is 1.560 for mean scores of self-concept of 9th and 10th standard students studying in secondary schools. Here, the obtained p values are higher than the .05 level significance. Therefore, there is no significant difference in mean scores of self-concept and its dimensions of 9th and 10th standard students studying in secondary schools.

Further dimension wise analysis of self-concept data indicate that the obtained p value for Physical Appearance, Intellectual Aspects, Personality Attributes, Social Behaviour and Happiness and Satisfaction is higher than the .05 level of significance. Therefore, there is no significant difference in mean scores of Physical Appearance, Intellectual Aspects, Personality Attributes, Social Behaviour and Happiness and Satisfaction of 9th and 10th standard students studying in secondary schools. Whereas, the obtained p value

for Emotional Characteristics is less than the .05 level of significance. Therefore, there is a significant difference in mean scores of Emotional Characteristics of 9th and 10th standard students studying in secondary schools. The mean comparison indicate that the 9th standards students showed higher Emotional characteristics compare to 9th standards students. The data also reported in the following graph.

Grapah-2: Comparison of mean scores of mean scores of self-concept and its dimensions of 9th and 10th standard students studying in secondary schools.

MAJOR FINDIGNS OF THE STUDY:

Both rural and urban secondary school students share a similar self-concept, physical appearance, intellectual attributes, happiness, and satisfaction. In contrast, the students studying in urban secondary schools, those in rural secondary schools exhibit higher levels of emotional characteristics, personality traits, and social behaviour. In relation to the differences in class, secondary school students in the ninth and tenth grades share similar in their self-perception, physical appearance, intellectual characteristics, happiness and satisfaction, personality traits, and social behaviour. But when it comes to the emotional characteristics dimension, ninth-grade kids perform better than tenth-grade secondary school pupils.

CONCUSSION:

Education helps an individual to soar heights of excellence through rational thinking and attain supremacy and nobility, making him the roof and crown of all creations. The study clearly showed that locality and class have no significant effect on the self-concept of secondary school students. In terms of self-concept dimensions, the study discovered a strong effect of locality on emotional characteristics, personality traits, and social behaviour, as well as a significant effect of class on emotional characteristics. Education experts, policy makers and teachers in the field should make use of the findings of the present research study to plan the school curriculum and to improve the schooling facilities for children in such a way that children develop better perspectives about their own self in a positive way.

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