



Relationship Between Self-Concept And Anxiety Of 9th Standard Students

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ABSTRACT:

The present study aims to explore the relationship between self-concept and anxiety among 9th standard students, with the intention of gaining insights that may help in developing effective educational and psychological interventions to enhance students' mental health and academic success. Objectives of the study were (i) to find out the level of self -concept of 9th standard students, (ii) to find out the level of anxiety of 9th standard students and (iii) to find out the relationship between self-concept and anxiety of 9th standard students. The researcher used normative survey method. A sample of 120 9th standard students was used for collecting data. The findings of the study revealed that the level of self-concept and anxiety of 9th standard students is average. The study also showed that there exists a positive relationship between self-concept and anxiety of 9th standard students.

Index Terms-Relationship, Self-concept, Anxiety, 9th standard students

INTRODUCTION

Adolescence is a crucial stage of human development marked by rapid physical, emotional, social, and cognitive changes. Students of the 9th standard generally fall within early adolescence, a period during which individuals begin to form a clearer understanding of themselves while simultaneously facing increased academic and social demands. During this stage, self-concept and anxiety play a significant role in shaping students' behaviour, academic performance, and overall mental well-being. Self-concept refers to the perception an individual holds about oneself, including beliefs related to abilities, appearance, personality traits, and social relationships. A positive self-concept enables students to feel confident, competent, and secure, whereas a negative self-concept may lead to self-doubt, low self-esteem, and feelings of inadequacy. In school settings, self-concept influences motivation, interpersonal relationships, and coping strategies. Anxiety is a common emotional experience among adolescents and is characterized by feelings of tension, worry, fear, and nervousness. For 9th standard students, anxiety may arise due to academic pressure, examinations, peer comparison, parental expectations, and fear of failure. Moderate levels of anxiety can sometimes motivate students. However, excessive anxiety can negatively affect concentration, decision-making, emotional stability, and academic achievement.

NEED AND SIGNIFICANCE OF THE STUDY

The need for the present study arises from the growing levels of stress and anxiety observed among school students due to examination pressure, competition, parental expectations, and peer influence. Understanding the relationship between self-concept and anxiety can help identify students who are emotionally vulnerable and in need of psychological support. The study can help teachers and school administrators to understand how students' self-concept is related to their anxiety levels. This awareness can guide the development of classroom practices, assessment methods and supportive learning environments that reduce anxiety and promote healthy self-concept among students. It highlights the importance of emotional and self-perception factors in students' mental health, encouraging early identification and intervention for anxiety-related problems. Understanding this relationship can encourage parents to provide emotional support and realistic expectations, helping students to develop a balanced self-concept.

The significance of the study lies in its potential contribution to the field of educational psychology. The findings can help teachers understand how students' self-perception affects their emotional well-being. This knowledge can assist educators in adopting teaching strategies that enhance students' confidence and reduce anxiety in the classroom. Furthermore, school counsellors and psychologists can use the results of this study to design intervention programs, counselling sessions, and guidance activities aimed at improving self-concept and managing anxiety among adolescents. At a broader level, the study can contribute to creating a supportive school environment that promotes emotional stability, mental health, and academic success among 9th standard students. Thus, the present study is significant as it emphasizes the importance of understanding psychological factors affecting adolescents and provides valuable insights for improving students' overall development and well-being. It was found that there is a significant effect of anxiety on academic achievement of the students of higher secondary level (Sawant,2020). Through this study, a teacher will be able to know about self-concept and anxiety of the students. They can be advised and guided by the teacher whenever required. Along with that, the students' anxiety of study and exams can be lessened and issues of suicide can be reduced. Students can be taught that when these feelings arise, indicating that they have a problem, they should positively face it and try to do something about it. Therefore, the present study aims to explore the relationship between self-concept and anxiety among 9th standard students, with the intention of gaining insights that may help in developing effective educational and psychological interventions to enhance students' mental health and academic success.

TITLE OF THE STUDY

The present study is entitled Relationship Between Self-Concept and Anxiety of 9th Standard Students.

OBJECTIVES OF THE STUDY

1. To find out the level of self-concept of 9th standard students.
2. To find out the level of anxiety of 9th standard students.
3. To find out the relationship between self-concept and anxiety of 9th standard students.

HYPOTHESES OF THE STUDY

1. The self-concept of 9th standard students is average.
2. The anxiety of 9th standard students is average.
3. There exists a positive relationship between self-concept and anxiety of 9th standard students.

METHODOLOGY IN BRIEF

In this study the researcher used normative survey method. For the present study a sample of 120 9th standard students of NSS GHS, Pandalam, Pathanamthitta was selected. The present study focuses on students of the 9th standard because this stage represents a critical transitional period in adolescence. This transition often leads to heightened self-awareness, identity exploration, and sensitivity to peer and teacher feedback, all of which directly influence self-concept. At the same time, 9th standard students begin to face increased academic pressure, including a more demanding curriculum and greater emphasis on future educational goals. These changes can contribute to elevated levels of anxiety, making this group particularly relevant for examining the relationship between self-concept and anxiety. The 8th standard was not selected because students at this level are generally in a comparatively less stressful academic

environment, with lower academic stakes and fewer future-oriented concerns. The 10th standard was also excluded because students in this class face board examinations, which can produce situational or exam-specific anxiety. Such high-stakes examination stress could overshadow general anxiety levels and confuse the relationship between self-concept and anxiety. Therefore, the 9th standard provides an ideal balance—students are mature enough to reflect meaningfully on their self-concept, while their anxiety levels are not dominated by board examination pressure—making them a suitable population for the present study.

After finalizing the sample size, the tools were administered-Self-concept scale and Anxiety scale. 20 statements were included in both the scales. In this, there were five responses strongly agree, agree, neutral, disagree and strongly disagree. The investigator established a rapport with students, explained the purpose of the study and assured them that their responses would be used only for research purpose. The prepared tools were administered to the students after giving adequate instructions. Statistical techniques used by the investigator in this study are arithmetic mean, standard deviation and Karl Pearson's product moment coefficient of correlation.

ANALYSIS AND INTERPRETATION OF THE DATA

The present study is intended to find out the level of self-concept and anxiety of 9th standard students and also to find out the relationship between them. To find out the extent of self-concept and anxiety of 9th standard students, the mean and standard deviation of the scores were calculated. To find out the relationship between self-concept and anxiety, Karl Pearson's product moment coefficient of correlation was used.

Table1:Mean and standard deviation of scores on self-concept and anxiety of 9th standard students

SELF-CONCEPT				ANXIETY			
Mean	Standard deviation	Mean + Standard deviation	Mean-Standard deviation	Mean	Standard deviation	Mean + Standard deviation	Mean-Standard deviation
55.37	8.67	64.04	46.7	40.39	7.03	47.42	33.36

Table 2 :Level of self-concept of 9th standard students

Level of Self-concept	Range	Number of students	Percentage
High	Above 64.04	26	21.66 %
Average	Between 64.04 and 46.7	77	64.1 %
Low	Below 46.7	17	14.16 %

Table 2 depicts that only 21.66 % of 9th standard students possess high level of self-concept and 64.1% of 9th standard students possess average level of self-concept and 14.16% of 9th standard students possess low level of self-concept. It suggests that most of the students have a self -concept that is neither exceptionally high nor exceptionally low, but rather falls within the middle range when compared to their peers. Hence hypothesis 1 is accepted.

Table 3: Level of Anxiety of 9th standard students

Level of Anxiety	Range	Number of students	Percentage
High	Above 47.42	27	22.5%
Average	Between 47.42 and 33.36	69	57.5%
Low	Below 33.36	24	20%

Table 3 reveals that only 22.5 % of 9th standard students having high level of anxiety. 57.5% of 9th standard students having average level of anxiety and 20 % of students having low level of anxiety. It suggests that majority of the students experience a moderate level of anxiety. This means their anxiety levels are neither unusually high nor unusually low compared to their peers. Hence hypothesis 2 is accepted.

Table 4 Correlation between self -concept and anxiety of 9th standard students

Variables correlated	Number of students	Coefficient of correlation	Verbal interpretation
Self-concept and Anxiety	120	0.87	High positive correlation

Table 4 reveals that the value of coefficient of correlation is 0.87 which shows a high positive correlation. That is, as self-concept increases, the anxiety level of 9th standard students also increases. It also suggests that higher level of anxiety could lead to a higher self-concept. Hence hypothesis 3 is accepted.

CONCLUSION AND IMPLICATIONS OF THE STUDY

From this study, it can be concluded that the level of self-concept of 9th standard students is average. The study also showed that the level of anxiety of 9th standard students is average. The main conclusion is that there exists a positive relationship between self-concept and anxiety of 9th standard students. The relationship between self-concept and anxiety of 9th standard students highlights several crucial educational implications. Understanding how self-concept influences anxiety can help educators to identify students who may be at risk of developing anxiety related issues. This knowledge allows for targeted interventions and support system. Anxiety can prompt students to pay closer attention to their own responses, emotions and reactions. This increased self-awareness can help them to develop a clearer and more accurate self-concept as they become more attuned to their personal goals, values and capabilities. Students who experience anxiety might be more motivated to seek help, develop coping strategies, and improve their performances. This proactive approach to managing anxiety can lead to personal growth and an enhanced self-concept.

However, this relationship is not always positive as indicated by the findings of this study. This was supported by different studies.(Kumar & Chamundeshwari,2013, Baylon & Tus ,2022). The impact of anxiety on self-concept can vary widely depending on individual experiences and coping mechanisms. The finding implies that schools should not only focus on enhancing self-concept but also help students manage academic stress and expectations, especially students having high self-concept. The result highlights the strong interdependence between emotional and cognitive aspects of adolescent development. During the 9th standard, students face various academic and social pressures, and their perception of themselves plays a crucial role in determining how they respond to stress and anxiety. Therefore, the study confirms that self-concept is an important psychological factor influencing anxiety among adolescents. Counsellors should recognize that students with a high self-concept are not free from anxiety. Counselling programmes should therefore address coping skills, stress management, and emotional regulation, in addition to self-concept development.

Teachers should be cautious about excessive competition and constant performance comparisons. Even confident students may experience anxiety due to pressure to maintain their self-image or academic standing. Parents should understand that students who appear confident and capable may still experience anxiety. Providing emotional reassurance rather than performance-based validation can help reduce such anxiety. Overall, studying the relationship between self-concept and anxiety in 9th standard students provide valuable insights for improving educational practices and fostering a supportive learning environment conducive to students' emotional well-being. In conclusion, the study emphasizes the need for combined efforts by teachers, parents, and schools to promote a positive self-concept and effectively manage anxiety among 9th standard students, thereby supporting their academic success and emotional well-being.

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