



## A STUDY OF SELF CONCEPT AND ANXIETY AMONG NSS AND NON NSS HIGHER SECONDARY SCHOOL STUDENTS

Dominic Savio<sup>1</sup> and Dr. P. P. Shaji Mon<sup>2</sup>

<sup>1</sup>Research Scholar Bharathiar University Coimbatore.

<sup>2</sup>Assistant professor St. Thomas College Pala.



### ABSTRACT

*The study of human behaviour is incomplete without its affective aspects, feelings and emotions. Self Concept and anxiety are the psycho dynamic factors of human behaviour. The objective of the present study is to find out the relation between Self Concept and Anxiety of NSS and Non NSS higher Secondary Students. The sample comprised of 200 Higher Secondary Students which 100 NSS and 100 Non NSS students. Standardised tools, namely Muktha Rasthogi's Self Concept Inventory and Taylor's Manifest Anxiety Inventory are used. The study reveals a high relationship between NSS and Non NSS Students. And it is found that NSS students have high Self Concept And low Anxiety as compared to Non NSS students. The study highlights the effectiveness of NSS programmes in developing Self Concept and reducing Anxiety among Higher Secondary Students.*

**KEYWORDS:** National Service Scheme, Self Concept, Anxiety, Higher Secondary Students etc.

### INTRODUCTION

**National Service Scheme (NSS)** is an Indian government-sponsored public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's birth centenary year, 1969. The Education Commission headed by Dr. D.S. Kothari (1964-66) recommended that students at all stages of education should be associated with some form of social service. This was taken into account by the State Education Ministers during their conference in April 1967 and they recommended that at the university stage, students could be permitted to join the National Cadet Corps (NCC) which was already in existence on a voluntary basis and an alternative to this could be offered to them in the form of a new programme called the National Service Scheme (NSS). Promising sportsmen, however, should be exempted from both and allowed to join another scheme called the National Sports Organization (NSO), in view of the need to give priority to the development of sports and athletics.

The main objectives of NSS are to understand the community, identify the needs and problems of the community, develop among themselves a sense of social and civic responsibility, develop competence required for group-living and sharing of responsibilities, acquire leadership qualities and democratic attitudes etc. In this context most of the NSS students in Kerala take up so many community services. This will help the students to improve their psychological variable such as anxiety self-concept and emotional maturity etc.

The three aspects of self are perceived self, ideal self and real self. The perceived self is "what we think we are", the ideal self is "what we would like to be", and the real self is "what actually we are". It is the subjective feeling of the self that stands at the centre of the personality. The building of the Self Concept is a slow process, growing out of reaction of parents and others to the child's early behaviour. NSS programs help them to develop self-concept. The study of human behaviour is incomplete without its affective aspects,

feelings and emotions. Anxiety and self-concept are the psycho dynamic factors of human behaviour. The study of these factors has been the subject of immense interest for many psychologist through several years. Anxiety of higher secondary school students adversely affect their studies. A student with a balanced personality can make success in life. Self concept designate goal seeking behaviour where behaviour operates under cognitive influence, while anxiety is considered to be the effective aspect of behaviour. The three aspects of self are perceived self, ideal self and real self. The perceived self is "what we think we are", the ideal self is "what we would like to be", and the real self is "what actually we are". It is the subjective feeling of the self that stands at the centre of the personality. The building of the Self Concept is a slow process, growing out of reaction of parents and others to the child's early behaviour. NSS programs help them to develop these factors in adolescents. It is necessary to investigate the influence of these potent factors of human behaviour in adolescents. The students who had high self-esteem were significantly less anxious than those with low self-esteem. A high level of self-concept helps the students in the task of learning.

### NEED AND SIGNIFICANCE OF THE STUDY.

The study of anxiety and self-concept has been of observing interest to psychologist, sociologist and educationalists all over the world. The study of anxiety and self-concept among higher secondary school students should be of considerable interest to educationalists. Sometimes students seem to perform below or above the level commensurate with their ability conditions in home and the emotional difficulties may be the reason for their under achieving. Individual's self-concept is of great importance for mental health professionals, and it can be said that an individual has mental health if he/she has a positive self-concept. Recognition of factors affecting mental and physical health of persons, especially students, is of special importance

To be sure, a healthy self-concept is more than having high self-esteem. While high self-esteem is important, the term itself can be misleading since self-esteem is largely based on your 'feelings' of self-worth and encompasses your 'beliefs' about being valuable and capable. It consists of your self-image, either positive or negative, at an emotional level.

When based on emotion, self-esteem can be wavering and vulnerable to threats. Likewise, if it's obtained mostly from external factors, such as an attractive physical appearance, or being popular, you can feel on top of the world one day, and find yourself disillusioned or disappointed on the next.

Therefore, a healthy self-concept must derive from within. Instead of being dependent upon validation from external sources, or the wavering opinions of others, self-esteem must result from self-reflection, self-analysis and self-acceptance.

Anxiety is an inevitable experience in everyday life, and a certain level of anxiety is normal. This anxiety may be expressed through increasing levels of generalized anxiety, anxiety attacks, panic attacks, the development of phobias, or obsessive thoughts or compulsive behaviours. Everyone has feelings of anxiety at some point in their life, whether it is about preparing for a job interview, meeting a partner's family for the first time, or the prospect of parenthood. While we associate anxiety with alterations to our mental state, experienced as worry or apprehension perhaps, and physical symptoms such as raised heart rate and adrenaline, we also understand that it is likely to affect us only temporarily until the source of our anxiety has passed or we have learnt to cope with it. Anxiety is therefore one of a range of emotions that serves the positive function of alerting us to things we might need to worry about: things that are potentially harmful. More importantly, these emotions help us to evaluate potential threats and respond to them in an appropriate way, perhaps by quickening our reflexes or focusing our attention. In this regard self-concept and anxiety have highly related. This paper examined how the self-concept and anxiety related among NSS and Non NSS in the higher secondary school

## DEFINITIONS OF THE TERMS

### Self-Concept

Self-Concept is individual's belief about himself or herself, including the person's attributes and who and what the self is (Baumeister, 1999)

### Anxiety

Anxiety is a palpable but transitory emotional state or condition characterised by feelings of tension and apprehension and heightened automatic nervous activity (Spielberger, 1966)

### National Service Scheme (NSS)

National service scheme popularly known as NSS is a college and higher secondary based voluntary youth organization under youth and sports affairs ministry of India

### Objectives of the Study

1. To find out the relationship between in the anxiety and self-concept between NSS and Non NSS students
2. To find out the significant difference in the anxiety and self-concept between NSS and Non NSS students

### Hypotheses of the Study

1. There is significant relation between self-concept and anxiety of NSS and Non NSS higher secondary school students.
2. There is no significant difference in the anxiety and self-concept between NSS and Non NSS students

## METHODOLOGY

The purpose of the present study is to find out relation between self-concept and anxiety of NSS and Non NSS higher secondary school students. For this investigator select 200 higher secondary school students considered as the sample of the study out of this 100 are in NSS and 100 are in the Non NSS students. The survey method is used for the data collection

### Sample of the study

100 NSS volunteers and 100 non NSS students from St. Thomas HSS Erumely,

### Variables of the study

Emotional maturity and Self-concept are the variables used in this study.

### Tools used for the study

To verify the framed hypotheses, the following tool were used.

1. Taylor's Manifest Anxiety Inventory.
2. Self-concept Inventory by Muktha Rastogi

### Analysis and Interpretation

*To find out the relationship between in the anxiety and self-concept between NSS and Non NSS students*

### HYPOTHESIS 1

There is significant relation between self-concept and anxiety of NSS and NON NSS higher secondary school students.

**Table1**  
**Showing the correlation between anxiety and self -concept of NSS and Non NSS higher Secondary School Students.**

Groups Compared	Sample Size	r Value	Table of Value	Level of Significance
NSS	100	-0.53	0.148	0.05
Non NSS	100	-0.33		

Above table shows that the obtained r value between Self-concept and Anxiety in the NSS students is -.53.that means the r value is significant at 0.01 and the Relationship between Self-concept and anxiety substantial negative correlation that means when the self-concept of the students is increases, the Anxiety of the students will decreases.

So it can be concluded that NSS will help the students to increase the self-concept of the students. And that will help them to reduce their anxiety.

But in the case of Non NSS students relation between the self-concept and anxiety the correlation coefficient is -0.33.which indicate there is low correlation between anxiety and self –concept. That means there exists low negative relation between Anxiety and Self-Concept among higher secondary school students.

The relation clearly reveals that there is an inverse relation between the anxiety and self-concept of higher secondary school students.

*To find out the significant difference in the anxiety and self-concept between NSS and Non NSS students*

## Hypothesis 2

### There is no significant difference in the anxiety and self-concept between NSS and Non NSS students

Showing the significance of difference between mean of anxiety and Self Concept scores of NSS AND Non NSS Higher Secondary Students

Variables	Type of Students	N	Mean	S.D	t	L.S
Self-concept	NSS	100	126.32	3.18	2.88	P<05
	NON NSS	100	125.3	3.12		
Anxiety	NSS	100	9.21	2.18	6.84	P<05
	NON NSS	100	11.23	1.99		

Above table shows that the obtained t value for the self-concept between NSS and Non NSS students is 2.88 , which is significant at 0.05 level of significance. That means there is a significant difference in the self-concept level of NSS and Non NSS students. The obtained mean score is 126.32 is greater than the mean score Non NSS in their self-concept .so it can be concluded that NSS students have high self-concept compare to Non NSS students.

In the case of anxiety the obtained t value for the between NSS and Non NSS students is 6.84 , which is significant at 0.05 level of significance. That means there is a significant difference in the anxiety level of NSS and Non NSS students. The obtained mean score is of Non NSS 11.23 is greater than the mean score NSS in their Anxiety .so it can be concluded that NSS students have low anxiety compare to Non NSS students.

## CONCLUSION

The study reveals that there is negative relationship between Self Concept and Anxiety among NSS and Non NSS Higher Secondary Students. That means NSS will help the students to improve the Self

Concept that will help them to reduce the Anxiety level. More over the NSS have high Self Concept compared to Non NSS students .In the case of Anxiety,NSS students have low anxiety compared to Non NSS students. The overall aim of NSS. The overall aim of National Service Scheme as envisaged earlier, is to give an extension dimension to the higher education system and orient the student youth to community service . The educated youth who are expected to take the reins of administration in future are found to be unaware of the problems of the community and in certain cases are indifferent towards the needs and problems of the community. It is clear that NSS activities positively influence the student community.

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**Dominic Savio**  
Research Scholar Bharathiar University Coimbatore.