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SELF-CONCEPT OF HIGHER SECONDARY STUDENTS - A STUDY

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ABSTRACT:

The study attempted to find out the self-concept among higher secondary students. Survey method was employed for this study. A sample of 360 higher secondary students was selected in Coimbatore district. Data was analyzed by t-test and F-test. Results found that there is no significant difference in self-concept of higher secondary students in terms of gender and locality of school. Finding also showed that there is significant difference in self-concept of higher secondary students in terms of type of school.



KEYWORDS: Self-concept, Higher Secondary Students.

INTRODUCTION

Education is led to the enlightenment of mankind. Imam Ghazi said that education is a process which enables an individual to distinguish between the true and false, the good and bad, the right conduct and the evil doing. Aristotle said a education is process of creation of sound mind in a sound body. It distinguishes human being from other creations. The process of education is not only self-realization of the individual but it is also to bring into action the potential in man. The self-concept as an organizer of behavior is of great importance. Self-concept refers to the experience of one's own being. It includes what people come to

know about themselves through experience, reflection and feedback from others. It is an organized cognitive structure comprised of a set of attitudes, beliefs, values, variety of habits, abilities, out looks, ideas and feelings of a person. Consistency of behavior and continuity of identity are two of the chief properties of the self-concept. Wylie 1974, Brook over 1988 and Mishra 1989 indicates that self-concept is positively related with their school achievement. Self-concept is a factor which helps to study the human behavior and personality.

SELF-CONCEPT

On the broadest level, self-concept is the overall idea we have about who we are and

includes cognitive and affective judgments about ourselves. Self-concept is multi-dimensional, incorporating our views of ourselves in terms of several different aspects Self-concept develops through childhood and early adulthood when it is more easily changed or updated. The individual's belief about himself or herself, including the person's attributes and who and what the self is.

NEED AND IMPORTANCE OF THE STUDY

The varied experiences of children in their school life, the relationships they form with their fellow pupils and their teacher, their degree of participation and level of performance in school work and

activities, the extent to which they benefit from the opportunities and facilities offered in the school are of great importance in the holistic development of the child. Self-concept clarity can be defined as the degree to which an individual feels that the content of their self-concept (i.e. their self-knowledge) is well-defined, comprehensible, "consistent, and temporally stable" (Campbell et al, 1996, p.1). It is argued that self-concept clarity is as important as self-esteem in understanding the self-concept, influencing human thought, feelings and behavior in its own unique way. Self-concept clarity is one of several structural features of self-organization. It helps organize individuals' self-evaluations and self-beliefs. Low self-concept clarity arises when people experience mixture of positive and negative self-beliefs, leading to self-concept confusion, which in turn has several negative consequences (Leary & Tangney, 2003, pp.54-56).

OBJECTIVES OF THE STUDY

- To find out the self-concept among higher secondary level students with regard to gender, locality of school and type of school.

HYPOTHESES

- There is no significant difference between male and female higher secondary students in their self-concept.
- There is no significant difference between rural and urban higher secondary students in their self-concept.
- There is no significant difference among government, govt. aided and private higher secondary students in their self-concept.

METHODOLOGY

Normative survey method is adopted for the study. The population of this study consists of higher secondary students from Coimbatore district. The sample consists of 360 students. Data was analyzed using t-test and F-test.

DATA ANALYSIS

Table 1: Self-Concept of Higher Secondary Students based on Gender

	Gender	N	Mean	SD	t-value	Remark
Self-concept	Male	180	176.06	16.415	1.419	Not Significant
	Female	180	178.41	14.979		

From Table-1, the t-value (1.419) is lower than the table value (1.96) at 5% level of significance. Hence the hypothesis-1 is accepted. Therefore, there is no significant difference between male and female higher secondary students in the self-concept.

Table 2: Self-Concept of Higher Secondary Students based on Locality of School

Variable	Locality of School	N	Mean	SD	t-value	Remark
Self-concept	Rural	160	177.76	15.575	0.560	Not Significant
	Urban	200	176.82	15.890		

From Table-2, the t-value (0.560) is lower than value (1.96) at 5% level of significance. Hence the hypothesis-2 is accepted. Therefore, there is a no significant difference between rural and urban higher secondary students in their self-concept.

Table 3: Self-Concept of Higher Secondary Students based on Type of School

Type of School	N	Mean	Standard Deviation
Government	200	178.60	15.609
Govt. Aided	60	174.03	17.742
Private	100	176.44	14.491

Sourer of variance	Sum of squares	Df	Mean square variance	F	Remark
Between Groups	1048.162	2	524.081	2.416	Significant
Within Groups	87842.768	357	246.058		

From Table-3, the F-value (2.416) is higher than the table value (0.5) at 5% level of significance. Hence, the hypothesis-3 is rejected. Thus there is significant different among government, govt. aided and private higher secondary students in their self-concept.

CONCLUSION

Self-concept is a major key to success in life. It originates early in life. Students with a healthy sense of self concept feel that, the important adults in their lives accept them, care about them and would go out of their way to ensure that they are safe and well. When a student knows and understands herself, her strengths, struggles, and style, she is able to seek help, feel confident, and succeed as a thinker and learner. Self-concept is considered by many psychologists and educators to be so vital to good mental health, physical health and education. Self-concept is something that develops gradually over time, so it's not the sort of thing you can teach in a one-time lesson. The study revealed that student's opportunity level has a direct impact over their self-concept development. Thus it is obvious that teachers could be properly trained to be filled with the same.

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