

SELF CONCEPT OF HIGHER SECONDARY STUDENTS

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Abstract

The main aim of the study was to find out the significant difference between self concept of higher secondary students. Survey method was adopted for this study. The sample consists of 1014 higher secondary students (XI and XII standard) in and around Tirunelveli district. Simple Random Sampling Technique was used. Self concept Scale (SCS) standardized tool developed by the investigator was used to collect the data. The statistical technique used was mean, standard deviation and 't' test. The findings of the study were: i) there was no significant difference between male and female higher secondary students in their self-regard,

interpersonal relationships, impulse control, problem solving, emotional self-awareness, flexibility, reality testing, stress tolerance, empathy and emotional intelligence. ii) There was no significant difference between Tamil medium and English medium higher secondary students in their self-regard, interpersonal relationships, impulse control, problem solving, emotional self-awareness, flexibility, reality testing, stress tolerance, empathy and emotional intelligence. The educational implications and suggestions for further study are also given as per the findings of the study.

Key Words: Self Concept, Higher Secondary Students.

Introduction

Self concept is the image that one has of them. This image develops in a number of ways, but is particularly influenced by our inter actions with important people in our lives. The term 'self-concept' is a general term used to refer to how someone thinks about, evaluates or perceives them. To be aware of oneself is to have a concept of oneself. Self concept in psychology is an idea of the self constructed from the beliefs one holds about oneself and the responses of others. Self concept is the way in which one thinks about themselves and the way in which one see our self as a person.

Self concept is a very broad concept because it encompasses all knows about our 'self'. The two broad categories of self-concept are our ideal or imagined self and our actual self. Self concept is the construct that negotiates these two selves. In other words, it connotes first the identification of the ideal self as separate from others, and second, it encompasses all the behaviour vetted in the actual self that one engage in to reach the ideal self. One's self-concept (also called self-construction, self-identity and self perspective or self-structure) is a collection of beliefs about oneself that includes elements such as academic performance, gender roles and sexuality and racial identity.

Need for the Study

The school is the major socialization institution for any child. It is the child's first contract with the world outside the house. For nearly 12 years a child spends 5 to 7 hours a day in the school. School is one of the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like, handling emotion, social communications and the management of day-to-day interactions at home and school. In reality the growing child is dependent on the immediate environment that is the house and the school to meet his growth needs. Each behavior of an individual, simple and complex is influenced by how he sees himself. If an individual feels he is accepted socially, one will act friendly and comparatively. Research studies from several areas of behaviour, have shown that how self-concept built in early years of life and reinforced by later experiences, influences behavior and characteristic reactions to people and situations. Because self concept is dominant element in personality pattern, the measurement of self concept becomes very essential. If one wants to understand personality of an individual, to understand and predict his life adjustment and his success and failure, cannot proceed further without knowing this self concept. So the investigator has taken up this present study for investigation.

Operational Definitions of the Key Terms

- **Self concept:** Self concept refers to the way a person thinks about their abilities in a variety of facets of life, including academics, athletics and social interactions. An individual's sense of self, including self-definition in the various social roles one enacts, including assessment of one's own status with respect to a single trait or too many human dimensions, using societal or personal norms as criteria. Self concept is the way in which one think about our self and the way in which one see our self as a person.
- **Higher Secondary Students:** It refers to the students studying in XI and XII standard in the higher secondary schools.

Objectives of the Study

1. To find out the level of self concept of higher secondary students.
2. To find out the differences, if any, in the self concept of higher secondary students with respect to the gender.
3. To find out the differences, if any, in the self concept of higher secondary students with respect to the type of family.

Null Hypotheses of the Study

1. There is no significant difference between male and female higher secondary students in their self concept.

- There is no significant difference between Nuclear family and Joint family higher secondary students in their self concept.

Methodology

The researcher adopted the survey method to study the self concept of higher secondary students.

Population and Sample

The population for the present study consisted of the higher secondary students in and around Tirunelveli district. 1014 higher secondary students (XI and XII standard) were taken for this investigation. The investigator collected the data from schools in Thoothukudi, Tirunelveli and Kanyakumari districts. They were selected randomly from each school.

Tool used for the Study

The investigator has used standardized tool. Self Concept Scale developed and validated by the investigator.

Statistical Techniques Applied

The statistical applications mean, Standard deviation and 't' test was applied for the study.

Delimitations of the Study

- The study is conducted in higher secondary schools only.
- The area chosen for conducting the study was only at Thoothukudi, Tirunelveli and Kanyakumari districts.
- No dimensions were included in self concept scale.

Data Analysis and Findings of the Study

Table 1: Level of Self concept of Higher Secondary Students

Variables	Total Sample	Low		Moderate		High	
		No.	%	No.	%	No.	%
Self concept	1014	202	19.9	609	60.1	203	20.0

(Low = Below 40; Moderate = Between 40-60; High = Above 60 from the 'T' Scores)

19.9%, 60.1% and 20% of higher secondary students have low, moderate and high level of self concept respectively.

Null Hypothesis - 1**Table 2: Difference between Male and Female Higher Secondary Students in their Self concept**

Dimensions	Male (N = 434)		Female (N = 580)		Calculated 't' value	Remarks
	Mean	S.D.	Mean	S.D.		
Self concept	232.90	6.692	233.10	6.856	0.466	NS

Table value for df 1012 is 1.96 at 0.05 level of significance. It is inferred from the above table that there is no significant difference between male and female higher secondary students in their self concept.

Null Hypothesis - 2**Table 3: Difference between Nuclear Family and Joint Family Higher Secondary Students in their Self concept**

Variable	Nuclear Family (N = 760)		Joint Family (N = 254)		Calculated 't' value	Remarks
	Mean	S.D.	Mean	S.D.		
Self concept	232.99	6.788	233.11	6.784	0.251	NS

Table value for df 1012 is 1.96 at 0.05 level of significance. It is inferred from the above table that there is no significant difference between nuclear family and joint family higher secondary students in their self concept.

Educational Implications

1. Opportunity for participation in extra-curricular and co-curricular activities like quiz, drama etc., may be given to widen their self concept.
2. The higher secondary students can adopt understanding level and reflective level of teaching rather than the knowledge level of teaching.
3. Students can be encouraged to actively participate in cultural and academic competitions to develop their self concept.
4. Students can be recommended mini projects to improve their self concept.
5. Awareness programmes on self concept and its characteristics can be organized.

Suggestions for Further Research

The following are the suggestions for further research studies.

1. A similar study may be undertaken for college students, student teachers and polytechnic students.
2. This study can be extended to school and college teachers.
3. The sample is taken from Thoothukudi, Tirunelveli and Kanyakumari districts only. It can be extended to other districts.
4. Self concept may be undertaken for higher secondary teachers.

5. Some more dimensions were included in self concept and can be taken into account for further investigation.

Conclusion

A number of important implications for learning and teaching and those ideas are considered within the context of self concept which impact on the scholastic achievement that students might employ during learning. Although much of the research on self concept has been conducted with children, the literature on adult education is cited to prove evidence. In today's materialistic and highly competitive world, man seems to be losing their identity and direction. Fast growing technological changes have put a lot of pressure on them that blinds their vision for other alternatives of growth and survival.

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