

LEVEL OF SELF CONCEPT AMONG HIGHER SECONDARY SCHOOL STUDENTS* *Akshata Kishor Bamnolkar,*** *Priti Dattatray Namaware**S.Y.B.Ed, Aishabai College of Education***Abstract:**

Self Concept is likely the most crucial quality and the foundation for comprehending an individual's behaviour. A key element of a person's personality is how they view themselves. Various factors, such as one's peer group, socioeconomic level, family environment, and school environment, can impact one's sense of self. A person's attitude and sentiments about themselves as well as a variety of psychological processes that control behaviour and adjustment are together referred to as Self-Concept. It is an essential quality for comprehending and forecasting human behaviour. An attempt has been made to explore the Self-Concept among Higher Secondary School Students in this research. The results reflected that Male students and those students residing in Nuclear families had a higher level of Self-Concept. Low Self-Concept can be a result of problems and challenges, but it can also result from problems.

Keywords: *Self Concept, Higher Secondary Students, Family structure, Joint Family, Nuclear Family*

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Introduction:

In human development, education is key to all human development processes. Education is an essential tool in terms of material and spiritual development. Education is an important tool for facing various challenges in human life.(Lal Kumar,2016). Since independence, India has made tremendous progress in education. The overall literacy rate improved significantly during this period.(Lal Kumar, 2016). Adolescents are vulnerable to a variety of psychosocial stressors that are typically not recognized or addressed. They can inflict multiple victims, and usually have limited resources available to deal with those victims and their aftermath. Self-Concept reflects how adolescents value themselves in areas in which they believe success is important. Self-Concept reflects how adolescents value themselves in areas which they believe success is necessary. Self-Concept is an important factor that determines personality and success in all fields. One's perception of oneself creates zeal, motivation, and positive or negative energy that determines success or failure. Children should be encouraged to do their best since life is a process of gradual adaptation. Healthy interests, healthy attitudes, and balanced values help young students develop the right self-image, which, along with their Self-Concept, paves the way to health and well-being, productivity and success. Social psychologists point out that the Self-Concept plays an important role in social cognition, the process of forming impressions of others. Self-Concept refers to a set of psychological processes that govern attitudes and feelings about oneself, as well as behaviour and adaptation. This is an important attribute for understanding and predicting human behaviour. The term Self-Concept refers to an individual's perception or view of themselves. It refers to perceptions, beliefs, feelings, attitudes, and values that represent an individual's perception of one's abilities and status and role in the outside world. (Martin & Maheswari, 2022)

Self-Concept can be divided into two parts: positive Self-Concept and negative Self-Concept. A positive Self-Concept



indicates self-acceptance in which people with a positive Self-Concept know themselves well. A person with a positive Self-Concept understands and is willing to accept who they are, and is able to accept the certain undeniable fact that this kind of different evaluation of themselves is positive. Negative Self-Concepts fall into two types. That is, a personal view of oneself that is completely disorganized and devoid of emotion, stability, and wholeness. The Self-Concept works like a mirror. We look at others to see ourselves.(Saikia , 2020)

According to Self-Concept theorists, the Self-Concept is the most important and central object in each individual's experience; It is dominant, central, continuous, and ubiquitous in all aspects of behavior (Bakadorova et al (2009). Self-Concept reflects how adolescents value themselves in areas in which they believe success is important. (Nguyen, Hong T.; Scott, Amy N. (2008) Problems and difficulties can lower your self-image. But a low Self-Concept can also cause problems.This study aims to examine the level of Self-Concept of adolescents studying in school.

Self-Concept is one of the most important problems facing middle school students. The way a person sees themselves is a major contributor to success. He is self-confident, highly motivated in his academic performance, and can freely accept others without negative feelings. Negative Self-Concepts in adolescence are associated with various maladaptive behaviors and emotional problems. Problems and difficulties can undermine your self-image. However, a low Self-Concept can also cause problems and discourage learning. Building trust in young people is one of the most important steps educators and parents can take to create a learning environment. We need to discuss the need for comprehensive schooling that addresses not only improving school skills but also personal and social skills.(Martin & Maheswari, 2022). Many research studies have revealed that the psychological construction of a positive Self-Concept by students during their academic stage leads to success in educational environments and social and emotional situations (Eccles, 2009; Harter, 2012; Nasir and Lin, 2012; Chen et al., 2013). Therefore, the positive Self-Concept acquired in the formative years could help develop the strategies and skills needed for confronting life challenges (Huang, 2011).

Review of Literature:

In earlier Self-Concept study, a stereotypical pattern of gender disparities was discovered. Women have tended to evaluate themselves higher on Self-Concept measures of likability and morality, while men have tended to rate themselves higher on Self-Concept measures of giftedness, strength, and invulnerability. (Stake, 1992). Smoay F. (2018), indicated that Iraqi children's overall Self-Concept improved from age 5 to age 7. similar to Shapka and Keating.Shapka, J. D., & Keating, D. P. (2005)who discovered improved Self-Concept in aspects of personal relationship and social acceptability.,Gamer M. (2018), demonstrated that Sudanese undergraduate students' social self-concept grew with age. In contrast, in a second Arabic study by Saber W.(2010), involving teenagers aged 12 to 18, social self-concept was positively connected with age throughout middle school but negatively correlated with age during secondary school. In addition, a further study involving elementary school and junior high school students in the UAE revealed that elementary school students outperformed high school students in terms of math Self-Concept and school Self-Concept. Abu-Hilal, et.al.,(2000).This agreed with the research on scholastic competence and self-concept by Shapka, J. D., & Keating, D. P. (2005).

Studies on the development of Self-Concept and gender have been published. For examples, Alrajhi M, & Aldhafri S.(2015) discovered that Omani females performed better than boys on the academic English Self-Concept test, but there were no differences in social Self-Concept.Another study revealed that Omani girls had higher math and verbal Self-Concept than boys, Abu-Hilal M. & Al-Malkey H.(2014) . However, conflicting outcomes have been reported in other



research. Marsh et al., (2016) showed that boys reported having a more favourable view of themselves in math and science in four Arab nations than did girls. According to Gamer M. (2018), male Sudanese students had a superior intellectual and social Self-Concept than female students. It appears that no previous research has looked at age effects on gender disparities in self-concept. The growth of one's self-concept may, however, fluctuate depending on one's age and gender. A significant body of research has demonstrated that the formation of men's and women's self-concepts can take different paths. For instance, throughout a two-year period, a substantial interaction between time and gender was discovered in terms of general self-worth (from grade 9-10 to grade 11-12). Boys' sense of self-worth decreased throughout time, in contrast to girls, than they did. Boys also demonstrated lower degrees of intimate friendships and Self-Concept than did girls, and this level only rose in late high school. In contrast, the levels of self-concept among girls in this Shapka, J. D., & Keating, D. P. (2005). Bordeleau L. et al., (2003) also discovered that although both boys and girls' judgments of their reading proficiency declined over the course of a three-year period (from grade 1 to grade 3), the decline in males' perceptions occurred earlier than it did in girls.

In order to understand how boys' and girls' self-concepts change over time, it is crucial to look at this process. In order to examine how male and female students feel about their self-concept, the current study employs a survey design.

Methodology and Sample of the Study:

A Descriptive survey was carried out in order to study the level of secondary school students from school towards the Self Concept. Convenient sampling technique was used for data collection. For the purpose of this study data was collected from 99 students belonging to Higher Secondary School. A Self Concept questionnaire designed by Dr. R. K. Saraswat, was used to collect data students which was scored on a 5 point rating scale from Always, Usually, Sometimes, Usually not to Never. Given studies has two dimensions i.e., Gender difference and Family structure. Out of total students 51 were Female and 48 were Male. The following table 1.1 depicts the sample size.

Table 1.1 : Sample size for present study

Gender Difference	N	Percentage
All Students	99	100
Males	48	48
Females	51	52
Family Structure		
All Students	99	100
Joint	46	46
Neutral	53	54

Table 1.1 depicts the sample size based on Gender Difference amongst Female and Male Higher Secondary School Students and types of Family structure viz. Joint and Nuclear.

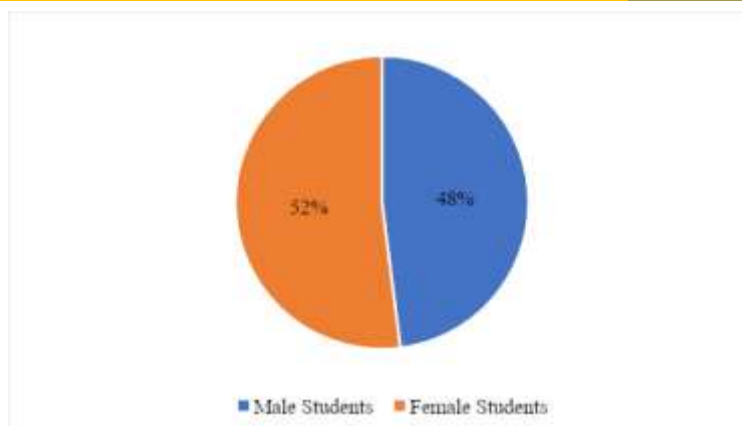


Figure 1.1: Pie-Chart Dipping Students from VIII, IX and X standard for present study

The total sample consisted of 99 students out of which 48% students were Male and 52% Students were Female.

Table 1.2. depicts the sample size based on types of Family structure viz. Joint and Nuclear. Self-Concept demonstrated by Male and Female students. Figure 1.2. is a pie-chart that represents the sample size based on types of Family structure possessed by Male and Female students.

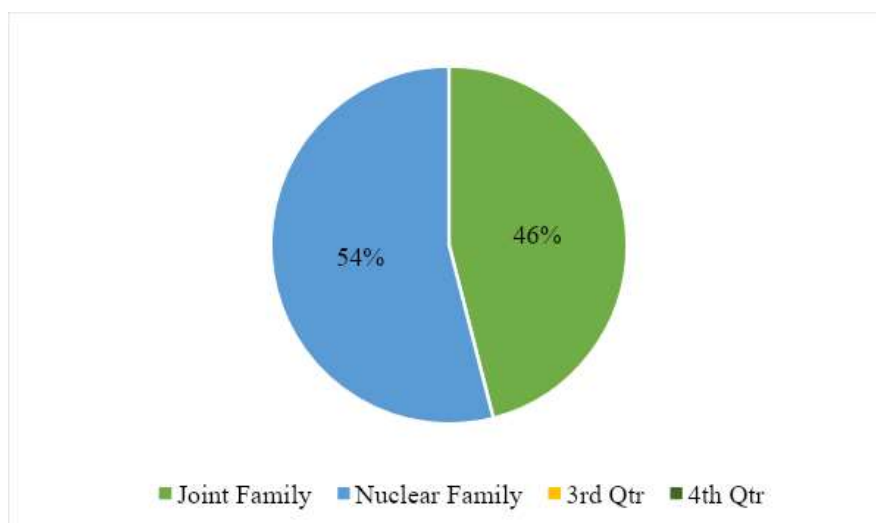


Figure 1.2: Sample size for present study based on type of Family Structure

Out of total Higher Secondary Students 46% students stays in Joint family and 54% students stays in nuclear family.

Scope and Delimitations of the Study:

The proposed study was conducted and the data was collected from VIII , IX and X standard students from Higher Secondary Schools, English Medium only. Consideration was given to students from urban communities. Other school sections like primary and secondary were not considered. College students were also not considered. The present study took the level of students towards Self Concept into consideration, level of teachers, parents, principals, management, etc was not considered. The present study focused on variance of Self Concept based on gender and family structure. Other variables affecting Self-Concept like std, school type, school board, medium of instructions, employment of mother, etc were excluded. A descriptive survey method was adopted, other methodology of research like observation, interviews, case-study was not carried out.

Hypothesis Testing and Interpretation of Data:

1. There is no significant difference in the level of Self-Concept among Higher Secondary School Students.
2. There is no significant difference in the level of Self-Concept among Higher Secondary School Students based on Gender.
3. There is no significant difference in the level of Self-Concept among Higher Secondary School Students based on Family Structure.

Table 1. 2: Relevant Descriptive Statistics

	Mean	Median	Mode	SD	Skewness	Kurtosis
All Students	190.81	189	189	19.85	0.85	0.88

The above Table 1.2 shows relevant descriptive statistical measures that were used to test Hypothesis 1.

Hypothesis 1: The Mean for all students was found to be is 190.8182, Median was found to be 189, Mode was found to be 189 and Standard Deviation was found to be 19.85065. The skewness is found to be 0.852066. The kurtosis is found to be 0.888776 which is positive and thus the distribution is Leptokurtic.

Table 1.3: Inferential Data Analysis

Gender Difference	N	Mean	t value	p value	LoS
All Female Students	51	185.19	3.02	0.0032	S
All Male Students	48	196.79			
Family Structure					
Joint Family	46	186.15	2.22	0.028	S
Nuclear Family	53	194.86			

The above Table 1.3 shows relevant descriptive statistics for Male and Female Higher Secondary Students and Joint and Nuclear family structure of Higher Secondary school.

Hypothesis 2: The t value of Self Concept of gender difference among Male and Female students was found to be 3.02 and the p value was found to be 0.0032, which is less than 0.01 and 0.05, thus it is significant. Therefore, the null hypothesis is rejected. There is a significant difference in the level of Self-Concept among Higher Secondary School Students based on Gender. The mean value for Female Students was found to be 185.19 and Male Students was found to be 196.79. The Mean score for Male students is greater than that of Female students. This indicates that the level of Self-Concept among Male students is greater than their female counter parts.

Hypothesis 3: The t value of Self Concept within Joint and Nuclear family structure was found to be 2.22 and the p value was found to be 0.028 which is less than 0.05, thus it is significant. Therefore, null hypothesis is rejected. Therefore, there is a significant difference in the level of Self-Concept among Higher Secondary School Students based on Family Structure. The mean score for Joint family was found to be 186.15 and for nuclear family was found to be 194.86. The mean scores of Students from Nuclear Family was Higher than those residing in Join Family. This indicates that students belonging from Nuclear Family had a higher level of Self-Confidence as compared to Joint Family.



Discussion and Conclusion:

The findings of the current study demonstrated a significant difference in Self-Concept level based on gender differences and family structure, namely Joint and Nuclear families. In gender difference Females students are seen to be highly significant ($P < 0.01$) than Male students, and in the family structure students from Nuclear family also showed high significance ($P < 0.01$) than students from Joint family.

The results obtained for the present study were generalized to Self-Concept based on gender, where Male students had a higher level of it as compared to Female Students. A number of studies have been conducted to examine gender effects on Self-Concept development. For example, Alrajhi and Aldhafri found that Omani girls scored higher on academic English Self-Concept than boys did; yet, no differences in social Self-Concept were reported. In another study, Omani girls were also found to have higher math and verbal Self-Concept than boys. Many studies support the fact that Females have a higher Self-Concept than Males, but the present study reflected upon the contradictory results. Also, those residing in the Nuclear Family had a higher level of Self-Concept. School and family are two distinct environments that support the development of a student's Self-Concept.

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