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A STUDY ON SELF-CONCEPT OF HIGH SCHOOL STUDENTS

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Abstract

Adolescent is a period of life with its own peculiar characteristics and problems. There is a need for deep penetration in to their perceptions of their own self concept. Self concept is a dominant element in personality pattern; therefore, the measurement of self concept becomes essential. The self concept is the individuals' way of looking at himself and also signifies his way of thinking, feeling and behaving. Self concept has a significant impact on the academic performance. This study attempts to measure the level of self-concept of high school students. The sample consists of 300 high school students. The Self-Concept Inventory was standardized by Moshin. Survey method was employed to describe and interpret what exists at present. The findings reveal that high school students differ in their self-concept based on number of siblings, did not differ based on their gender, medium of instruction, type of family and locale.

Keywords: *Self-concept, High school students.*

INTRODUCTION

Education is a way of developing of intellectual habits, skills and attitudes which make an individual a good citizen. Our society has formulated a separate organization called "School" where the students can develop all the qualities. Education plays an important role in developing the self – concepts. The self – concept provides us with our personal identity or sense of who are Even though situations and people around us change, our self – concept, our self – concept reassures us that we are basically the same person we were yesterday. Our self – image is more real to us than our bodies, and it governs the way we experience our bodies.

Meaning of Self-Concept

Self – concept has been defined as the cluster of the most personal meaning a person attributes to the self. Willam A. Mehrans (1967) declares that a person perceives and perceived knower and thing that is known. This definition seems to be too philosophical.

The Encyclopedia of psychology (1972) defines self – concept as the totality of attitudes, judgment and value of an individual, relating to his behaviour, abilities and qualities. Self concept embraces the awareness of these variables and their evolutions.

NEED AND IMPORTANCE OF THE STUDY

Adolescent is a period of life with its own peculiar characteristics and problems. There is a need for deep penetration in to their perceptions of their own self concept. Self concept is a dominant element in personality pattern; therefore, the measurement of self concept becomes essential. The self concept is the individuals' way of looking at himself and also signifier his way of thinking, feeling and behaving. Self concept has a significant impact on the academic performance. It represents accessibility characteristics, specific cognitive and motivational characteristics of the learner. Students

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with high self concept have a high level of aspiration towards learning, which depends on their cognitive and affective traits.

OBJECTIVES OF THE STUDY

3. To find out the level of self-concept of high school students.
4. To find out the significant difference in the self-concept of high school students based on gender, number of siblings, medium of instruction, type of family and locale.

HYPOTHESES OF THE STUDY

1. The level of self-concept of high school students is moderate in nature.
2. There is no significant difference in the self-concept of high school students based on gender, number of siblings, medium of instruction, type of family and locale.

METHODOLOGY

Method: Survey Method is used for the study

Sample: A stratified random sampling technique was adapted for the selection at sample. 300 students were drawn from Government Schools, Government Aided Schools, and Private Schools. The students studying in IX standard in the schools in Vellore district of Tamil Nadu were chosen as sample.

Tool Used: The Self-Concept Inventory was standardized by Moshin. In the self concept inventory there are about 100 statements. This inventory consists of 35 positive and 65 negative statements.

ANALYSIS AND INTERPRETATION OF THE DATA

Table 1. Level of Self-concept of High School Students

| Variable | Levels | Frequency | Percent |
|--------------|----------|-----------|---------|
| Self concept | Low | 87 | 29.0 |
| | Moderate | 120 | 40.0 |
| | High | 93 | 31.0 |

From the above table it is observed that the level of self-concept of high school students is moderate in nature. Therefore the null hypothesis is accepted.

Table 2. N, Mean, S.D. and t- value of Self-concept of High School Students based on their Gender, Number of Siblings, Medium of Instruction, Type of Family and Locale

| Sl. No. | Variable | N | Mean | Std. Deviation | t-value | Level of significance |
|---------|----------|-----|-------|----------------|---------|-----------------------|
| 1 | Boys | 150 | 57.05 | 22.131 | 1.221 | Not Significant |
| | Girls | 150 | 53.91 | 22.316 | | |

| | | | | | | | |
|---|-----------------------|---------|-----|-------|--------|-------|-----------------|
| 2 | Number of Siblings | 0 to 1 | 188 | 58.32 | 20.699 | 2.900 | 0.01 |
| | | Above 1 | 112 | 50.71 | 23.963 | | |
| 3 | Medium of Instruction | Tamil | 200 | 55.57 | 21.864 | 0.128 | Not Significant |
| | | English | 100 | 55.30 | 23.091 | | |
| 4 | Type of family | Joint | 124 | 55.44 | 23.049 | 0.024 | Not Significant |
| | | Nuclear | 176 | 55.51 | 21.723 | | |
| 5 | Locale | Rural | 162 | 55.39 | 21.913 | 0.077 | Not Significant |
| | | Urban | 138 | 55.59 | 22.702 | | |

From the above table it is observed that there is no significant difference in the self-concept of high school students with respect to their gender, medium of instruction, type of family and locale. Hence the null hypothesis is accepted.

Similarly, it is also found that there is significant difference in self-concept of high school students based on their number of siblings. Hence the null hypothesis is rejected.

DISCUSSION

The finding of study clearly states that there is no significant difference in the self-concept of high school students with respect to their gender, medium of instruction, type of family and locale. Similarly, there is significant difference in the self-concept of high school students based on their number of siblings. The result shows that the students with one sibling have more self concept than the 2 or 3 siblings.

CONCLUSION

Self concept plays an important role in the lives of the students. Self concept is affected and determined by many factors including external influences from the family, school, and classroom environments, internal factors related to individual's cognitive and affective prerequisites. A central requirement of parented behaviour is that it fosters the child's sense of controllability and predictability especially of the caregivers' behaviour, within both a climate of warmth and unconditional acceptance and clear standards. In the school context, the development of a positive self concept seems to be facilitated when teacher's standards for evaluating student achievement are based on individual reference norms and mastery rather than social comparison. It is the responsibility of the school to create good self concept in the students so that they can excel in their studies.

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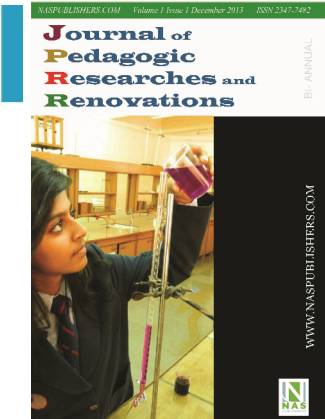
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