

A STUDY ON SELF-CONCEPT OF HIGH SCHOOL STUDENTS

Dr. A.R. Anandhakrishnaveni

Principal, Arulmigu Kalasalingam College of Education, Krishnankoil

G .Mariyaselvaviyagulamary

M.Ed Scholar, Arulmigu Kalasalingam College of Education, Krishnankoil

Abstract

The present study was conducted on, self-concept of high school students in Srivilliputtur taluk. The data were collected from a sample of 300 students 171 boys' and 129 girls who were studying in the classes 9th and 10th standard students selected by using simple random technique. The descriptive survey method was used for data collection using self concept Inventory standardized by investigator and guide. The study reported that, i) the level of Self concept of high school students with respect to the total sample is average. ii) there is significant difference between Tamil and English medium high school students in their Self concept.

Introduction

Self Concept is an Important Element in the Growth and Development process, for individual human beings adult learners in probing their inner selves to be able to move ahead in their lives. Self Concept implies a person's perception or view of himself. The positive self concept is likely to enable an individual to lead happy, contented and well managed life. His development is an optimum. It is, therefore, important that children are trained to learn from the very beginning to develop a positive self-concept which is socially desirable.

Significance of the Study

Education cannot be static and fixed or unchanging as it has to be planned according to the changing circumstances and needs of a particular society or nation. In today's competing world education needs to fulfill and meet the requirements of society. Education that aims at the overall development of a child or an individual should be imparted in a way that the individual is able to face the challenges of life and is able to solve the emerging problems of life with courage. Self-concept has a significant role to develop an individual. The individuality and personality of the learner with respect to self-concept must be known before he is taught or subjected to behaviour modification. The individual difference in terms of self-concept is very important. Self-concept is what an individual perceives himself about his ways or manners in which he acts for a particular situation, event, phenomenon, idea, thought, situation etc. It is depicting all about perception, thinking, valuing and attempting in a particular situation, event, phenomenon, idea, thought, situation etc. by an individual for himself. Thus it could be said that, self-concept is an idea of an individual towards various aspects related to the self or own perception of an individual regarding any phenomenon that occurs with an individual. High school means the institution in which the adolescents study. In high school the students get the formal education beginning at 14 or 15 years. This

important period of the adolescents deals with adjustment needs and normally the adolescents cater for adjustment with the circumstances or problems they face. In this context the researcher deals self-concept of high school students as an image that an individual has of his own-self, his attitude, beliefs, achievement, Behaviour, interest etc .

Review of literature

Yamuna (2011), Sudhakara Raju, Ch (2013), Nagarjuna, M (2015) and Shaik Md. Iliyas Ahammad (2016) reported that academic cant difference on self achievement of individuals do have significant difference on self concept. However, Padakanti Bal Raju (2012) and Rizwana Begum (2014) reported that academic achievement of individuals do not have cant difference on self concept. □Sudhakara Raju, Ch (2013), Nagarjuna, M (2015) reported that age cant difference on self concept. However, □Yamuna (2011), Padakanti Bal Raju (2012), Rizwana Begum (2014) and Shaik Md. Iliyas Ahammad (2016) reported that age individual do not have significant difference self concept. □

Scope of the Study

The main intention of the present study is to the relation of self concept of 9th and 10th standard students with medium of instruction.

Objectives of the Study

1. To find out the self-concept among high school students
2. To find out the self-concept among high school students with respect to gender
3. To find out whether there is any significant difference in self-concept of high school students

Method

Sample

Samples selected for this study was 300 in Srivilliputtur Taluk. In this study the investigator followed Random Sampling Technique. The population for the study was the 9th and 10th students both boys and girls of Srivilliputtur Taluk.

Tools Used

A five point self concept scale prepared and validated by investigator and guide (2017) was adopted. The tool was highly reliable for the investigation and it contains 45 items representing the students' attitude towards self concept. Personal data sheet for recording the students' name, medium of instruction was prepared by the investigator.

Analysis of Data

1. To find out the level of Self concept of high school students with respect to the total sample

Table 1.1 Level of Self Concept of High School Students

Low		Moderate		High	
Count	%	Count	%	No.	%
64	21.3	177	59.0	59	19.7

It is inferred from the above table that, 21.3 % of the high school students have low, 59.0 % of them have moderate and 19.7 % of them have high level of Self concept.

2. To find out the level of Self concept of high school students with reference to medium of instruction

Table 1.2 Level of Self Concept of High School Students with Reference to Medium of Instruction

Medium of Instruction	Low		Moderate		High	
	No.	%	No.	%	No.	%
Tamil	25	11.0	144	63.2	59	25.9
English	39	54.2	33	45.8	0	0.0

It is inferred from the above table that, 11.0% of the Tamil medium high school students have low, 63.2% of them have moderate and 25.9% of them have high level of Self concept. 54.2% of the English medium high school students have low 45.8% of them have moderate and 0.0% of them have high level of Self concept.

3. There is no significant difference between Tamil medium and English medium high school students in their Self concept.

Table 1.3 Difference between Tamil and English Medium High School Students in their Self Concept

Medium of Instruction	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Tamil	228	1.87902	31.24973	6.743	S
English	72	1.61012	23.02387		

(At 5% level of significance, for df_{298} , the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (6.743) is greater than the table value (1.96) for df (285) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between Tamil and English medium high school students in their Self concept .

Major Findings

- 21.3 % of the high school students have low, 59.0 % of them have moderate and 19.7 % of them have high level of Self concept
- 11.0% of the Tamil medium high school students have low, 63.2% of them have moderate and 25.9% of them have high level of Self concept.

3. 54.2% of the English medium high school students have low 45.8% of them have moderate and 0.0% of them have high level of Self concept.
4. There is significant difference between Tamil and English medium high school students in their Self concept.

Interpretation

The 't' test result shows that there is significant difference between Tamil and English medium high school students in their Self concept. While comparing the mean scores of Tamil medium students are better than the English medium students in their Self concept. This may be due to the fact that the Tamil medium students may get proper guidance and counselling to manage, self-identity, and self-perspective this may help to develop to self concept among them.

Recommendation of the Study

The investigator has given the following recommendation based on the findings to development of self concept..

1. The parents should encourage a positive (but realistic) attitude among toward themselves, while at the same time behaving responsibly towards others.
2. Teachers could prevent or reduce feelings of low self-concept by reducing social comparison cues in the classroom.
3. The teacher should encourage students to focus on how much they have improved over time instead of focusing on how their peers are doing.
4. The teacher may encourage and help the high school students to set reasonable goals and evaluate realistically.
5. Teaching children to praise themselves helps them to praise others, and praising others often brings praise in return. By learning how to praise others, children will become even better at looking for good things in themselves and in others instead of concentrating on the bad or weak things.
6. The school teacher should provide them with opportunities for success. Given the appropriate tasks based on their age and encourage to complete them at their own risk.
7. Teachers should help in reducing the feelings of failure so that the self confidence of the students can be enhanced. So, teachers as well as parents should observe that student feel confident about themselves and perform better in their life.

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