Self-Concept among Higher Secondary School Students In Relation to their Gender, Type of School and Academic Stream

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Abstract

This study examines self-concept among higher secondary school students in relation their gender, type of school and academic stream. In present study, Random Sampling Technique has been employed for selecting a sample of 200 students studying in higher secondary schools from ten schools of Jammu district. Descriptive Survey Method was employed for the study. A standardised tool namely Self-Concept Rating Scale (SCRS) by Pratibha Deo (2008) has been employed. Statistical techniques namely Percentage Analysis, Mean, Standard Deviation and t-Test have been applied to analyse the scores. The study shows that students from Arts stream have scored significantly higher on Aesthetic dimension of SCRS than the students from Science stream. The students studying in government schools have been found to have higher mean scores on the dimensions namely Character and Intelligence of SCRS in comparison to the students studying in private schools. The study further revealed that male students were found have higher level of self-concept on Social dimension in comparison to female students.

KEYWORDS: Self-concept, character, social, emotional, intelligence, aesthetic, higher secondary school students.

INTRODUCTION

Education is most effective tool used to empower the individual to increase tolerance within society. Research highlights that there is significant difference between self-concept achievement and motivation Self-concept affects academic experience and education affects self-concept. Motivation is the activation of goal-oriented behaviour By way of a formal definition, self-concept refers to the person's total appraisal of his appearance, background and origin, abilities and resources, attitudes and feelings, which culminate as a directing force in behaviour (Coetzee, 2016). In order to reach a common definition of self-concept, the researcher will make use of the definition by Shavelson et al. (1976) of the self-concept. They indicate that self-concept is the perception that each person has of him or herself, formed from experiences and relationships with the environment, as well as with others. Abdi et al. (2012) reported that Self-Concept had relationship achievement motivation among pre-university students. Kaur (2013) revealed that self-concept play a significant role in influencing the achievement motivation among engineering students. Affum-Osei Emmanuel et al. (2014) investigated the relationship between achievement motivation, academic self-concept and academic

achievement of high school students. The results showed that, majority of the high school students were highly motivated, have high self-concept and performed well on the achievement test. The study also found a significant correlation between self-concept and academic achievement. Amina (2016) depicted high, moderate, and low levels of relationships between academic achievement and the conceptual variables, and that self-concept and mother's profession are the main predictors of academic achievement.

SIGNIFICANCE OF THE STUDY

Various psychological variables affect the personality of students in general and academic performance in particular. Self-concept and achievement motivation of students have been observed as important aspects. The present research focuses on the relationship between self-concept and achievement motivation. In this modern era, there is a general criticism against our school education system that it does not lead to development of higher qualities of head and heart. This is especially true in case of government schools which caters to general population and lacks many facilities in educational environment. It would therefore be interesting to compare the self-concept and achievement motivation of students in these types of schools. A review of researches reveals that there had been significant relationship among different variables (academic achievement, achievement motivation, academic efficacy, emotional maturity, problem solving ability and achievement motivation) with self-concept of students (Pajares & Miller, 1994; Pietsch, Walker & Chapman, 2003; Hangal & Aminabhavi, 2007; Sambyal, 2009; Awan, 2011; and Wang, 2012). The present study is an attempt in understanding the self-concept of students and is thus a humble effort in this direction of proving the guidance and counselling and orientation programmes to them. The result of the study will help the policy makers, teachers and parents to have better understanding of the self-concept and will provide directions for bringing their self-concept up.

OBJECTIVES OF THE STUDY

1. To assess the levels of self-concept among higher secondary school students .
2. To find the differences in self-concept of Arts and Science students.
3. To find the differences in the self-concept among students studying in government and private higher secondary schools.
4. To find the differences in self-concept of male and female higher secondary school students.

RESEARCH METHODOLOGY

Method

Descriptive Survey Method of research has been employed for the study.

Sample

In present study, a sample of 200 students studying in twelfth class from ten schools (5 government and 5 private secondary schools) of Jammu district has been selected through Random Sampling Technique. Further, from each school 20 students (10 from Arts and 10 from Science streams) have also been selected randomly.

Tool Used

For accomplishment of the objectives of the study, a standardised tool namely *Self-Concept Rating Scale* (SCRS) by Pratibha Deo (2008) has been employed.

Data Collection

First of all, the randomly selected schools have been visited and and the purpose of administration of tools was explained to the principals of the schools. The tool was administered on the higher secondary school students in the classroom. Every attempt was made by the investigator to remove their doubts and difficulties. After filling up the response by the students, the copies were collected back.

Statistical Techniques Employed

In order to arrive at certain conclusions, it was necessary to analyse the scores obtained from the administration of the tools. After tabulation of the scores, suitable statistical techniques namely percentage Analysis, Mean, Standard Deviation and *t*-Test have been applied to analyse the scores.

ANALYSIS AND INTERPRETATION OF DATA
Research objective 1

To assess the levels of self-concept among higher secondary school students.

The scores obtained by higher secondary school students on *Self-Concept Rating Scale* (SCRS) have been categorized into seven levels as given in the manual of SCRS viz. very high, high level, above average level, average level, below average level, low level and very low level. These have been mentioned in table 1.

Table 1

Number and Percentage of 10+2 Students Having Very High, High, Average, Below Average, Low, Very Low Levels of Self-Concept

S. No.	Z-Score Range	Number of Students (%age)	Self-Concept Status
1.	+2.0 and above	8(4.0)	Very High Level
2.	+1.26 to +2.00	13(6.5)	High Level
3.	+0.51 to +1.25	34(17.0)	Above Average Level
4.	-0.50 to +0.50	86(43.0)	Average Level
5.	-0.51 to -1.25	39(19.5)	Below Average Level
6.	-1.26 to -2.00	12(6.0)	Low Level
7.	-2.0 and below	8(4.0)	Very Low Level

It is evident from table 1 that 8 (4.0%) students are found to have very high level of self-concept,13 (6.5%) students are found to have high level of self-concept, 34 (17.0%) students are found to have above average of self-concept, 86 (43.0%) students are found to have average level of self-concept, 39 (19.5%) students are found to have below average level of self-concept. 12 (6.0%) students are found to have low level of self-concept and 8 (4.0%) students are found to have very low level of self-concept, Thus, it can be concluded that most of the students 86 (43.0%) are found to have average level of self-concept.

Research objective 2

To find the differences in self-concept of Arts and Science students.

To compare the Arts and Science students on Self-Concept Rating Scale (SCRS) t-Test was applied. The Mean, Standard Deviation and t- values calculated have been shown in table 2.

Table 2

Mean, Standard Deviation and t-values for Arts and Science Students in relation to their Self-Concept

Dimension	Stream	N	Mean	Std. Deviation	t -Value
Character	Arts Science	100 100	105.36 107.13	14.01 13.61	.906[#]
Social	Arts Science	100 100	32.94 32.15	6.63 6.99	.819[#]
Emotional	Arts Science	100 100	42.33 41.66	6.74 6.06	.739[#]
Intelligence	Arts Science	100 100	39.17 39.32	5.31 4.94	.207[#]
Aesthetic	Arts Science	100 100	15.45 14.53	2.92 3.10	2.159[*]
Overall Self-Concept	Arts Science	100 100	237.41 236.27	28.41 25.68	.298[#]

[#]- Not significant at 0.05 Level, [*]-Significant at 0.05 Level

Table 2 shows that Arts and Science don't differ significantly at 0.05 level of significance on four dimensions of SCRS namely *Character, Social, Emotional and Intelligence* as well as on overall self-concept. But on *Aesthetic* dimension of SCRS, Arts and Science students are found to be significantly different at 0.05 level of significance. Further analysis of the table reveals that Arts students have got higher mean value on *Aesthetic* dimension than Science students. Figure 4 shows the significant difference between Arts and Science streams students on Aesthetic dimension of SCRS.

Research objective 3

To find the differences in the self-concept among students studying in government and private higher secondary schools

The mean scores of Government and Private School students on different dimensions of Self-Concept Rating Scale (SCRS) along with Standard Deviation and values of 't' are presented in table 3.

Table 3

Comparison of Self-Concept in Different Dimension between Government and Private School Students

Dimension	School	N	Mean	Std. Deviation	t-Value
Character	Govt. Private	100 100	108.40 104.09	14.52 12.75	2.230[*]
Social	Govt. Private	100 100	33.39 31.70	6.97 6.57	1.764[#]
Emotional	Govt. Private	100 100	42.40 41.59	5.97 6.82	0.894[#]
Intelligence	Govt. Private	100 100	40.19 38.30	5.53 4.50	2.651[*]
Aesthetic	Govt. Private	100 100	14.95 15.03	3.29 2.78	0.186[#]
Overall Self-Concept	Govt. Private	100 100	239.89 233.79	28.42 25.31	1.603[#]

[#]- Not significant at 0.05 Level, [*]- Significant at 0.05 Level

Table 3 represents that the differences between higher secondary school students studying in Government and Private schools are not significant at 0.05 level with respect to three dimensions namely *Social, Emotional* and *Aesthetic* as well as on overall self-concept. But on *Character* and *Intelligence* dimensions of SCRS, Government and Private schools students are found to have significantly different mean scores at 0.05 level significance. Government School students have got significantly higher mean scores on Character and Intelligence dimension of SCRS

Research objective 4

To find the differences in self-concept of male and female higher secondary school students.

The mean scores of male and female students on different dimensions of Self-Concept Rating Scale (SCRS) along with Standard Deviation and values of 't' are presented in table 4.

Table 4

Comparison of Self-Concept in Different Dimensions of SCRS of Male And Female Students

Dimension	Sex	N	Mean	Std. Deviation	t-value
Character	Male	100	107.45	14.76	1.236[#]
	Female	100	105.04	12.74	
Social	Male	100	33.75	6.03	2.536[*]
	Female	100	31.34	7.35	
Emotional	Male	100	42.76	5.73	1.697[#]
	Female	100	41.23	6.95	
Intelligence	Male	100	39.56	4.96	.870[#]
	Female	100	38.93	5.27	
Aesthetic	Male	100	14.57	3.38	1.967[#]
	Female	100	15.41	2.60	
Overall Self-Concept	Male	100	239.65	28.07	1.475[#]
	Female	100	234.03	25.75	

[#]- Not significant at 0.05 Level, [*]- Significant at 0.05 Level

Table 4 shows that the gender differences are not significant at 0.05 level with respect to four dimensions namely *Character, Emotional, Intelligence* and *Aesthetic* as well as overall self-concept. However, on *Social* dimension male and female students have been found to have significantly different mean scores at 0.05 level of significance. Further, from the mean values, it can be said that male students have got higher score on *Social* dimension of SCRS in comparison to females.

DISCUSSION

In most of the studies, it was found that majority (70.5%) of the students have average to high level of self-concept and there are significant differences in the self-concept male and female students. The study further revealed that male students were found to have high level of self-concept on social dimension in comparison to female students. Similar findings have been reported by Kaur (2013) and Patil, Gaonkar & Kataki (1994). The study shows that students from Arts stream have scored significantly higher on Aesthetic dimension of SCRS than the students from Science stream (Bains & Gakhar, 2011). The students studying in government schools have been found to have higher mean scores on the dimensions namely Character and Intelligence of SCRS in comparison to the students studying in private schools.

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