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SELF-CONCEPT IN SECONDARY SCHOOL STUDENTS

MALLIKARJUN H.KRISHNAKAR AND SHIVAKUMAR S.CHENGTI

Research Scholar, Dept. of Psychology, Gulbarga University Gulbarga.
Chairman & Professor of Psychology, Gulbarga University Gulbarga.

Abstract:

The major aim of the present study was to study the Self-Concept in Secondary school students. The sample consists of 100 (50 Boys and 50 Girls) school students was chosen from Gulbarga district on whom the Self Concept Scale was administered. After scoring, the data were subjected to t – test. The results revealed that there is significant difference in self concept between the rural and urban school students. The study also revealed significant gender differences in the self concept.

KEYWORDS :

self-concept, school students.

1. INTRODUCTION:

The self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. Beginning in infancy, children acquire and organize information about them as a way to enable them to understand the relation between the self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers. During early childhood, children's self-concepts are less differentiated and are centered on concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self-concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence, the self-concept becomes more abstract, complex, and hierarchically organized into cognitive mental representations or self-schemas, which direct the processing of self-relevant information.

Self-Concept is a central theme around which a large number of the major aspects of personality are organized. It has been described differently by different authors. According to Raimy (1943) Self-concept is the map which each person consults in order to understand himself during the moments of crisis or choice. The self includes all that a person embraces in the works i, me, mine and myself. It is within each person, the core and the substance of his experience as human being. Cooley (1964) subjective public entity. The self is not the same as the human organism; it is a cognitive construct of the organism which is in certain ways identified with the organism itself. The self has also been described as a nucleus of personality.

Thus, self- concept appears to be a comprehensive and exhaustive area which can represent the personality at large. Recognizing its broader coverage than any other trait of personality self-concept has been chosen as one of the possible dimensions which give direction to the whole life.

The self-concept is something beneath one's skin which affects his /her behaviour as an organization of ideas about oneself which is derived from one's experience with others. Throughout life one is concerned with being approved by others. In this process, a concept is built of behaviour which seems to

lead to acceptance and love. The emergent pattern gradually becomes a conscious synthesis of mental image of what one is and what he thinks he is to other people. Cattell (1957) referred to self-concept as the “key stone personality”. Its importance stems from its influence over the quality of a person's behaviour and his method of adjustment to life and situations. Lewin (1951) has pointed out that it gives “Consistency to personality”. Rogers (1951) suggested self as the nuclear concept of personality. It is conceived as it develops as a result of the interaction of the individual with his environment. Epstein (1972) submits that self-concept is based on self theory. It is a theory that an individual has unwittingly constructed about himself as an experiencing, functioning individual and it is a part of a broader theory which he holds with respect to his entire range of significant experiences.

Therefore an attempt is made in this paper to study the Self Concept in secondary school students selected from Gulbarga.

2. METHODOLOGY:

Problem

To study self-concept in Secondary School Students.

Variable

1. Independent Variables
Gender
Domicile (Rural and Urban)

2. Dependent Variable
Self-concept

Objective

1. To Study the Self-Concept between Male and Female secondary school students.
2. There would be significant difference in Rural and Urban secondary school students.

Hypotheses

1. There would be significant difference in Self-Concept between Male and Female secondary school students.
2. There would be significant difference in Self-Concept Rural and Urban secondary school students.
3. There would be significant difference in self-concept rural secondary school students.
4. There would be significant difference in self-concept urban secondary school students.

Sample

The sample of the present study consists of 50 Rural & 50 Urban Students. The sample was randomly selected from Gulbarga City. The Sample design is as under.

Domicile			Total
	Male	female	
Rural	25	25	50
Urban	25	25	50
Total	50	50	100

Tools / Tests

Children's Self-Concept Scale (CSCS): Children's Self-Concept Scale was developed by Dr.S.P.Ahluwalia (2005) which consists of 80 items in all with response categories like yes or no .The scoring is done with the help of scoring key provided in the manual. Accordingly, the one who scores high is said to have high Self-concept and vice-vase. The reliability of scale is significant. The validity is adequate.

Statistical Analysis

t- test was used to analyze the results of the study.

3. DISCUSSION OF RESULTS:

The major objective of the study is to examine the differences in Self concept between Male and female secondary school students. The sample was further classified into two groups of (Rural and Urban) domicile. The sample was administered with self concept scale. The t scores were analyzed with the help of t-test. Thus the means, SD and t-values are presented in tables.

Table: 01 Shows the Mean, Sd and t-value of the self concept of male and female secondary school students (N=100)

Gender	N	Mean	SD	t-value
Male	50	50.46	10.04	2.09 *
Female	50	48.64	9.48	

*Significant at 0.05 level.

Table : 1 shows the mean, SD and t-value of Self concept of sample in two groups of gender . The mean value of Male group is 50.46 and that of Female is 48.64. The calculated t-value is 2.09.which is significant at 0.05 level. This indicates that there is significant difference in Self concept between Male and Female groups. The male students have significantly higher self concept than female. The results are highlighted in graph 1.

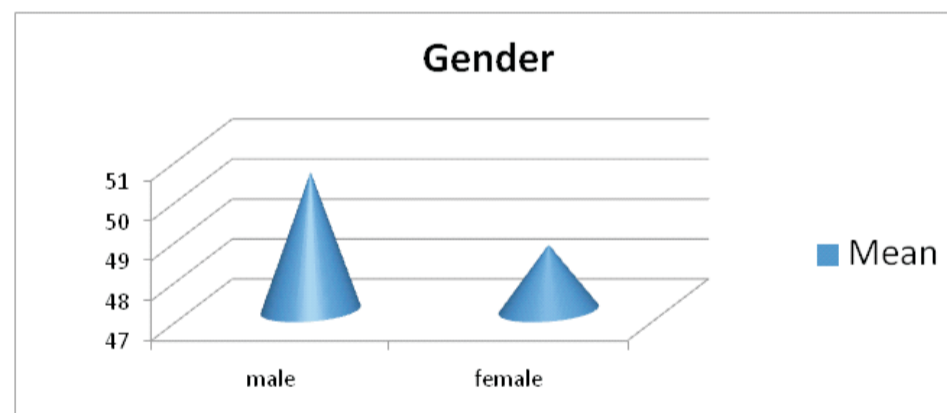


Table: 02 Shows the Mean, Sd and t-value of self concept of rural and urban secondary school students (N=100)

Domicile	N	Mean	SD	t-value
Urban	50	52.50	10.24	6.70 **
Rural	50	46.60	9.65	

**Significant at 0.01 level.

Table: 02 shows the mean, SD and t-value of Self concept of sample in two groups. The mean value of urban group is 52.50 and that of rural is 46.60. The calculated t-value is 6.70, which is significant at 0.01 levels. This indicates that there is significant difference in Self concept between urban and rural groups. The urban students have significantly higher self concept than female. The results are highlighted in graph 2.

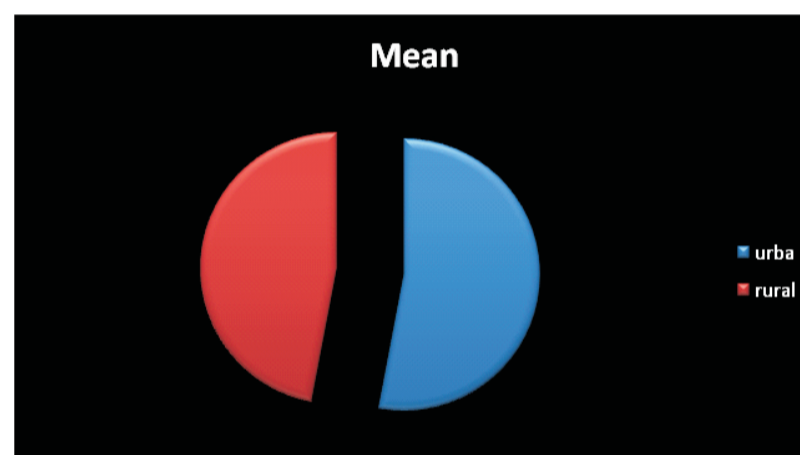


Table: 03 Shows the Mean, Sd and t-value of self concept of rural secondary school students (N=50)

Rural	N	Mean	SD	t-value
Male	25	48.20	9.80	2.60 **
Female	25	45.00	9.48	

**Significant at 0.01 level.

Table: 03 shows the mean, SD and t-value of Self concept of sample in two rural groups of gender. The mean value of rural male group is 48.20 and that of rural female is 45.00. The calculated t-value is 2.60, which is significant at 0.01 level. This indicates that there is significant difference in Self concept between rural male and Female groups. The rural male students have significantly higher self concept than rural female. The results are highlighted in graph 3.

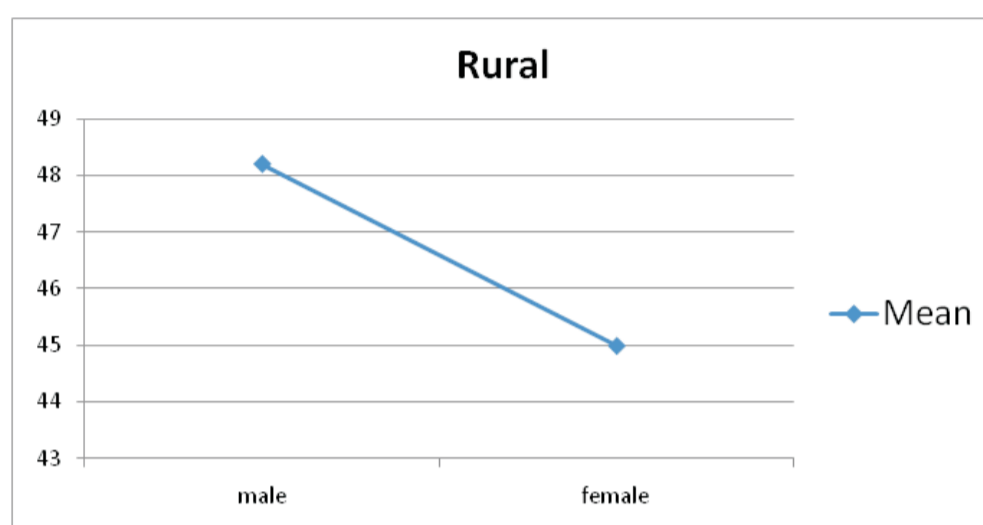
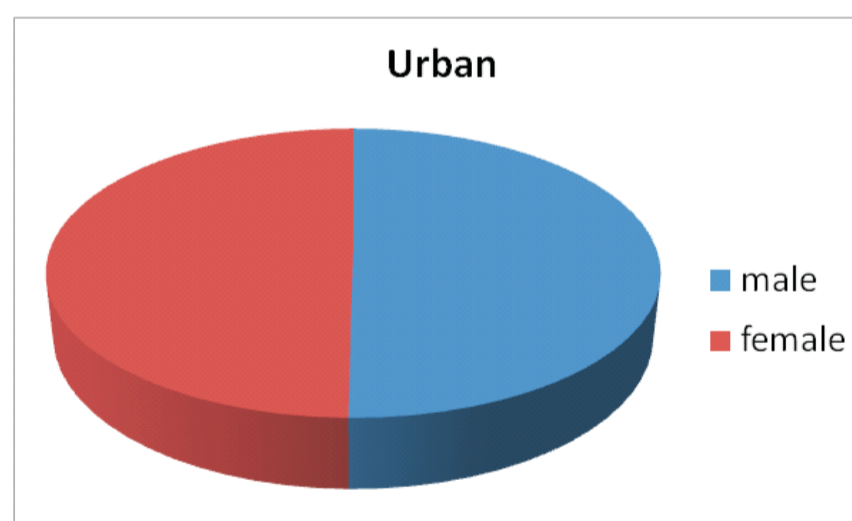


Table: 04 Shows the Mean, Sd and t-value of self concept of Urban secondary school students (N=50)

Rural	N	Mean	SD	t-value
Male	25	52.72	10.26	0.34
Female	25	52.28	10.72	

Table: 04 shows the mean, SD and t-value of Self concept of sample in two urban groups of gender. The mean value of urban male group is 52.72 and that of urban female is 52.28. The calculated t-value is 0.34. Which is not significant. This indicates that there is no significant difference in Self concept between urban male and female groups. The results are highlighted in graph 4.



4. CONCLUSION:

- 1.The male students have significantly higher self concept than the females.
- 2.The urban sample has significantly higher self concept than the rural.
- 3.Rural males exhibited higher self concept than the rural females.
- 4.There is no significant sex difference in self concept in the urban sample.

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