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GRT A STUDY ON SELF - CONCEPT AMONG HIGH SCHOOL STUDENTS

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Abstract:-This study was undertaken to examine the self-concept among high school level students managed by the governments and government-aided school. Academic self-concept can be explained as “specific physical, social, temperamental, educational, moral and intellectual skills, representing a person’s self-beliefs and self-feelings regarding the academic setting”. A sample size of 1200 tenth standard students studying in Government and Government-aided Schools in Cuddalore District of Tamil Nadu State was selected. A well-designed and pre-tested scale by Rajkumar Saraswat (1984) was used for data collection during the academic year 2012-13. The results show that Male students, bus travelers, urban locality, high level parental education, lower income group and later birth order students have lower self-concept. The study has found significant difference for the demographic variables namely, Gender, locality, Family annual income and Attending tuition classes. The study has also found no significant difference for the demographic variables such as, bus transportation, Parents Educational qualification, Birth order and School management. Based on the problems, suitable suggestions are offered in this study.

Keywords:Self-concept, Tenth Standard Students.

INTRODUCTION

About Self-Concept:

One’s self-concept is a collection of beliefs about oneself (Leflot et al. 2010 and Flook et al., 2005) that includes elements such as academic performance, (Bong and Clark, 1999; Byrne, 1984); Byrne and Worth Gavin, 1996; Shavelson and Bolus, 1982; and Shavelson, et al., 1976) gender roles and sexuality, (Hoffman et al. 2005; Wade, 1998; and Hoffman, 2005) racial identity, (Aries, et al., 1998) and many others. Generally, self-concept embodies the answer to "Who am I?" (Myers, 2009).

Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is clearly defined, consistent and currently applicable to one’s attitudes and dispositions (Ayduk, 2009). Self-concept is made up of one’s self-schemas. Additionally, self-concept interacts with self-esteem, self-knowledge, and social self to form the self. Self-esteem refers to the evaluation or comparison of one’s self-concept and self-schemas to form one’s overall self-worth (Myers, 2009; and Fleming and Courtney, 1984).

One’s self-concept is made up of self-schemas, their past, present and future selves. The self-concept includes past, present and future selves. Future or possible selves represent individuals’ ideas of what they might become, what they would like to become, or what they are afraid of becoming. These different selves correspond to one’s hopes, fears, standards, goals, and threats for their present selves. Possible selves may function as incentives for future behavior and also provide an evaluative and interpretive context for the current view of self that is used when one self-evaluates, contributing to one’s self-esteem (Myers, 2009; and Markus, and Nurius, 1986). Self-esteem and self-concept cannot be used interchangeably. Self-esteem focuses on an evaluative and opinionated aspect to one’s self (e.g., I feel good about the fact that I am a fast runner), whereas self-concept is more of a cognitive

or descriptive component to one's self (e.g., I am a fast runner). This distinction is important to note, as self-concept and self-esteem closely interact to form an overall view of the self.

The perception which people have about their past or future selves is related to the perception of their current self. The temporal self-appraisal theory (Wilson and Ross, 2001) argues that people have a tendency to maintain a positive evaluation of the current self by distancing their self-concepts from their negative selves and paying more attention to their positive selves. In addition, people have a tendency to perceive the past self less favourably (Ross and Wilson, 2002) (e.g., I'm better than I used to be) and the future self more positively (Wilson et al. 2012) (e.g., I will be better than I am now).

Psychologists Carl Rogers and Abraham Maslow paved the way for this concept. According to Rogers, everyone strives to become more like an "ideal self". The closer one is to their ideal self, the happier one will be. Rogers also claimed that one factor in a person's happiness is Unconditional Positive Regard (UPR), from others. UPR often occurs in close or familial relationships, and involves a consistent level of affection regardless of the recipient's actions (Kass, 1994). Rogers explained UPR as neither approving nor disapproving of someone based on their behaviours or characteristics but rather accepting them without judgement (Rogers, 1992). From a therapy frame of reference, Rogers identified the significance of a client perceiving a therapist's UPR towards them, so that the client would not feel judged as they attempt to accurately express themselves. Evidence of UPR in self-concept research is apparent in studies by Benner and Mistry (2007) and Tiedemann (2000). Research has indicated that adolescents whose mothers and teachers had high expectations for their future educational attainment experienced more academic success than those whose adult influences had lower expectations (Benner and Mistry, 2007). Adults' high expectations for children are also reported as being important buffers from the negative effects of other parties' low expectations by developing feelings of positive regard in adolescents (Benner and Mistry, 2007). In research about parent stereotypes, the correlation between parents' beliefs about their early elementary age children's mathematics abilities and the children's actual abilities increased as children aged (Tiedemann, 2000). This demonstrates the strong relationship between adults' beliefs about children and children's beliefs about themselves, indicating the importance of developing unconditional positive regard for students so they can develop it themselves.

SELF-CONCEPT DEFINITION:

Academic self-concept can be explained as "specific physical, social, temperamental, educational, moral and intellectual skills, representing a person's self-beliefs and self-feelings regarding the academic setting".

Scope of the Study

The current study focuses mainly on self-concept of tenth standard students. The findings of this study generated information to assist administrators, parents, educators, and school counselors with understanding the effects of additional educational supports to those students on academic self-concept.

OBJECTIVES OF THE STUDY

1. To find out the self-concept among the X Standard students with respect to their sub-samples.
2. To identify the relationship between the students' self-concept with their sub-samples.

Hypothesis

There is no significant difference among the X standard students' sub-samples in their self-concept.

METHODOLOGY

Since the main objective of this study is to compare the academic self-concept among the tenth standard students in the study area. Descriptive study method was adopted, which is to be appropriate for this study. The population of the study is X standard students studying in High Schools and Higher Secondary Schools management by the Government and by the Government-Aid in Cuddalore District of Tamil Nadu State. The samples are taken from the X standard students based on convenience sampling technique. The sample size of the study is 1200 X standard students. The self-concept scale was designed and validated by Rajkumar Saraswat (1984) was used for data collection. This study was undertaken during the academic year 2012-13.

FINDINGS

- ❖ In order to test the hypothesis the mean scores secured by the students are compared and computed by using 'F' test and 't' test. To compare the self-concept the personal variables of the respondents such as, Gender, School

- Management, Parents Educational Qualification, Parents Annual Income, Free transportation service used by the students, Locality, Tuition Classes and Birth Order are categorized scientifically and systematically.
- ❖ Self-concept of the students are computed and the result shows that, 0.25 per cent of them are in the below average level, 37.75 per cent of them are in the average level, 45.25 per cent of them are in the above average level and 16.75 per cent of them are in the high self-concept level.
 - ❖ Male students have lower self-concept on most of the dimensions whereas, female have more and there is a significant difference between male and female respondents on the self-concept dimensions.
 - ❖ Majority of the respondents are bus travelers in this study, who have lower self-concept on the dimensions than non-bus travelers. The respondents are differed for social self-concept dimension and others do not differ significantly.
 - ❖ Respondents from urban locality have lower level self-concept on its dimensions than rural respondents and there is 0.01 level significant difference.
 - ❖ Parent's educational qualification-wise dimensions of the self-concept such as, physical, social, temporal, educational, moral, intellectual and overall mean scores are compared. The result shows that high school level parental education acquired respondents have low level self-concept than others in general and there is no significant difference among the respondents.
 - ❖ Family annual income-wise respondents self-concept of the dimensions of the self-concept and overall self-concept level, below Rs.50,000 income group have obtained lower mean scores than others. There is a significant difference among the sub-samples.
 - ❖ Birth-order wise, first born respondents have more social and overall self-concept, later born respondents have obtained lower level self-concept for the dimensions of the self-concept. There is significant difference among the sub-samples for the dimensions social and temporal self-concept and other dimensions do not differ.
 - ❖ Respondents were studying Government-Aided schools have higher self-concept of social and temporal dimensions. Government and Government-aided school studying respondents are not differed significantly in the self-concept dimensions.
 - ❖ Students not attending tuition classes have lower level self-concept and there is 0.01 level significant difference.
 - ❖ Gender, Annual income, locality, tuition classes attendance and birth order are correlated significantly with the self-concept.
 - ❖ Majority of the respondents have average level and above average level self-concept and the rest of them have shared the high level and below average level self-concept for the sub-samples.
 - ❖ 30.20 per cent of the total variation on self-concept is accounted for demographic factors.

SUGGESTIONS

This study mainly investigates the self-concept, one of the important predictors of academic achievement. The most important among student factors is reported to be a lack of self-confidence, confidence in teaching or application due to lack of interest in the course. Based on the findings the educational implications of the study are given suitable recommendations below to administrators, parents, educators, and school counselors with understanding the effects of additional educational supports to those students on self-concept.

- ❖ Students' academic self-concept can be improved in ability-grouped classes, even though they are assigned to the class with the lowest performance level. The findings establish that students' perceptions of academic confidence, one of the important components of academic self-concept, are subject to change.
- ❖ The teachers not only should strive to enhance students' academic achievement but also should tailor their instructional strategies to the affective needs of the students, with the expectation that the motivational properties of higher academic self-concept can lead to better subsequent language performance.
- ❖ Helping students to develop positive self-concept may be one of the most difficult tasks for teachers. However, teachers can try to help their students set specific learning goals and continuously provide them with motivational feedback that accentuates the positive aspects of their experience and performance.
- ❖ In the case that students' performance is not up to expectations, teachers still need to give constant support and encouragement. Teachers can praise their efforts and improvement in specific domain and describe what they should do, rather than giving negative comments or feedback.
- ❖ It is important that students develop confidence in their competence and be interested and motivated in learning so that they will put in more effort in their coursework and continue to make progress.

CONCLUSION

Self-Concept is as, "specific physical, social, temperamental, educational, moral and intellectual skills, representing a person's self-beliefs and self-feelings regarding the academic setting". This study has aimed to examine and compare the self-concept among high school level students. A sample size of 1200 tenth standard

students studying in Government and Government-aided Schools in Cuddalore District of Tamil Nadu State. The results show that Male students, bus travelers, urban locality, high level parental education, lower income group and later birth order students have lower self-concept. The study has found significant difference for the demographic variables namely, Gender, locality, Family annual income and Attending tuition classes. The study has also found no significant difference for the demographic variables such as, bus transportation, Parents Educational qualification, Birth order and School management. Further, suggestions are offered in this study.

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