



Comparative Study of Self Concept Among School Students

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ABSTRACT

This is the age of mental, social, academic and personality development. The home, school, work place, social environment influences an individual every moment. It is a collection of beliefs about oneself that include academic performance, gender identity and racial identity. School plays a key role in the formation of self concept. This article introduces a new formulation of self concepts. In present study, self concept capability of boys and girls studying in different classes are compared.

KEYWORDS : Self Concepts, Social, Capability

Introduction:

Self concept is self construction of self identity, self perspective or self structure. It is different from self awareness, self esteem. It is a cognitive or descriptive component of one's self. It is made up of one's schemes and interacts with self esteem, self knowledge and self social status to form self as whole. A self concept is an understanding you have of yourself that's based on personal experience, body image and thoughts one have about one self. Self concept is more or less collection of beliefs that a person have about his own nature, time. It is a perception of image, abilities and uniqueness. It includes the past, present and future selves, where future selves represent individual's ideas of what they might become, what they would like to become or what they are afraid of becoming. Possible selves may function as incentives for certain behavior.

The perception people have about their past or future selves which are related to the perception of their current selves. The temporal self appraisal theory argues that people have a tendency to maintain a positive self evaluation by distancing themselves from their negative self and paying more attention to their positive one. People have a tendency to perceive the past self less favorably and the future self more positively.

Literature shows that children's understanding of themselves begins by approximately age 3. Researchers suggest that it develops later among age 7 to 8. When children are mentally prepared to interpret own abilities and express them. Self concept influences behavior, cognitive emotional outcomes as happiness, anxiety, self esteem and life satisfaction.

Academic self concept is related to academic abilities. To raise academic self concept, parents and teachers need to provide children with specific feedback that focuses on their particular skills. Learning opportunities should be conducted in groups that down play social comparison.

Gender differences in interdependent environments appear in early child hood. Boys and girls become involved in different social interactions and relationships. Girls tend to prefer one on one interaction, forming tight, intimate bonds while boys prefer group activities. Girls are more likely to wait their turn to speak, agree with others and acknowledge the contributions of others. On the other hand, boys build larger group relationships based on shared interests and activities.

A healthy self concept helps to get ahead in life. It allows maximizing potential and getting most out of your strengths, talents and abilities. A weak self concept hinders progress, self sabotage behavior. It influences one's ability to manage emotions. It determines how far a person may go to achieve goal. It affects interaction with people.

Methodology:

200 students of class 8-12 are randomly selected for study. These students are categorized according to class they are studying. Each group was consists of 40 students with equal boys and girls. All selected students were tested using a self prepared questionnaire. Collected data was tabulated, converted into percentage and comparatively analysed. Self concept performance was divided into 3 categories on scale as 51-100, 101-150 and 151-200. Score 51-100 is considered as low capability of self concept, 101-150 is taken as average and 151-200 as higher level of performance.

Finding and Analysis:

Table-1: Status of Self Concept Among Class-8 to class-12 students

Self Concept Value	No. of Performer Students (%)									
	Class-8		Class-9		Class-10		Class-11		Class-12	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
51-100	42	51	38	46	35	39	31	36	29	33
101-151	34	30	35	33	37	36	38	36	38	37
151-200	24	19	27	21	28	25	31	28	33	30

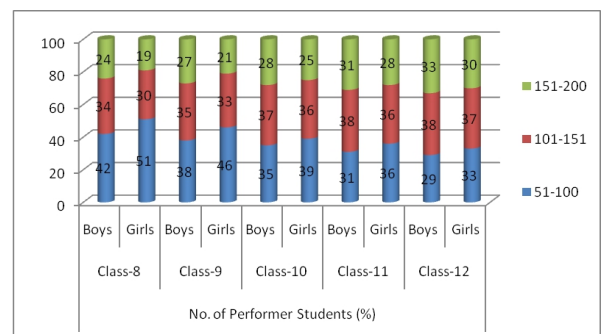


Chart-1: Status of Self Concept Among Class-8 to class-12 students

Result shows that girls are weak in self concept presentation than boys. Among students of class-8, 42% boys and 51% girls are weak performers while 34% boys and 30% girls are average, 24% boys and 19% girls are good performers. Similarly for class- 9, 38% boys and 46% girls have low performance, 35% boys and 33% girls have average performance while 27% boys and 21% girls have high value. Among students of class-10, weak performance was presented by 35% boys

and 39% girls, average performance was by 37% boys and 36% girls and good performance by 28% boys and 25% girls. For class 11, 31% boys, 36% girls indicated poor, 38% boys, 36% girls average and 31% boys, 28% girls high performance. For class 12 self concept capability is higher i.e., 33% boys and 30% girls observed as high scorer. Thus as studying class upgraded weak performer's decreases average and good performer's strength increases.

Conclusion:

Self concept is self awareness. Its training is necessary for students. Self concept provides an opportunity of self evaluation, self presentation and confidence development and decision power. Self concept is important for job preparation. It should be a part of practical curriculum at school level. Self concept sets limits on one's behavioral possibilities in several ways.

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