A STUDY ON SELF CONCEPT OF HIGH SCHOOL STUDENT WITH REGARD TO TYPE OF SCHOOL

Education

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ABSTRACT

The terms self-concept and self-esteem are often used interchangeably, they represent different but related constructs. Self-concept refers to a student's perceptions of competence or adequacy in academic and nonacademic (e.g., social, behavioral, and athletic) domains and is best represented by a profile of self-perceptions across domains. The main objective of the study was to find out the self concept of high school student with regard to type of school. The sample consists of 299 high school students randomly selected from 10 school from V.K.Pudur Taluk IN Tirunelveli District. Self concept Scale was used as tool to collect data. The research reveals that the level of self concept of self concept was moderate and there is significant difference in self concept of high school students with respect to type of school

KEYWORDS:

self concept, high school students.

INTRODUCTION

Self-concept is distinguishable from self- awareness, which refers to the extent to which self – knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions Self-concept also differs from self-esteem: self-concept is a cognitive or descriptive component of one's self (e.g. "I am a fast runner"), while self esteem is evaluative and opinionated. Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' 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 is 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. In addition, people have a tendency to perceive the past self less favorably and the future self more positively.

SIGNIFICANCE OF THE STUDY

Self-concept is an important element in the growth and development process for individual human beings. High school education for foundation for higher education. In high schools, curriculum is common; also the students of this age are adolescents. Self-concept at school seems to be affected by the image that other of significant persons like teachers, parents; peers have of the pupil and social comparison with others in the same settings. Those who have high self-concept can easily develop high level of intrinsic motivation within themselves which leads to great achievement. Students who are intrinsically motivated participate in learning activities for their own sake; they desire the outcome. They do not need rewards or praise; they find satisfaction in knowing that what they are learning will be beneficial later. They want to master the task, and they believe it is under their control to achieve mastery. The work may reflect personal interest or be a new challenge. Self-concept clarity in offering a wider expanse of behavioural options has also been demonstrated in relation to decision-making behaviour. One study by Setterlund and Niedenthal (1993) used the concept of prototype matching to explore the impact of self-concept confusion on decision-making strategies Prototype matching involves comparing one's own self-attributes with those of the typical individual connected with a given situation. This enables people to choose what they believe to be the best situation in which to express their own identity. Teachers, administrators, and parents commonly voice concerns about students' self-esteem. Its significance is often exaggerated to the extent that low self-esteem is viewed as the cause of all evil and high self-esteem as the cause of all good (Manning, Bear, & Minke, 2006). Promoting high self-concept is important because it relates to academic and life success, but before investing significant time, money, and effort on packaged programs, principals should understand why such endeavors have failed and what

schools can do to effectively foster students' self-esteem and self-concept. Therefore the investigator desires to "*A study on Self Concept of high school student with regard to type of school*".

OBJECTIVES OF THE STUDY

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

HYPOTHESIS OF THE STUDY

1. The level of self concept of high school students is average.
2. The level of self concept of high school students with respect to type of school is average.
3. There is no significant difference in self-concept of high students with respect to type of school.

METHODS OF THE STUDY

A descriptive survey method was adopted to conduct this study.

POPULATION AND SAMPLE

Population for this study was students studying IX and X standard in high schools in V.K. Puthur Taluk. The investigator used the simple random sampling technique for selecting the sample. The investigator selected 299 high school students from V.K. Puthur Taluk .

STATISTICAL TECHNIQUE

Percentage analysis, t-test.

TOOLS

The tool used for the study was collected using Self concept Questionnaire developed by C.Mageshwari (Investigator) and Dr. V. Kasirajan (Research Supervisor).

Delimitations of the study

This study is delimited to the V.K.Pudhur Taluk, Tirunelveli District, Tamilnadu, South, India. This study is considering the High school students those who are studying in V.K.Pudhur Taluk.

ANALYSIS

1. To find out the level of self concept of high school students.

TABLE-1.1
THE LEVEL OF SELF CONCEPT OF HIGH SCHOOL STUDENTS

Variable	Low		Moderate		High	
	No	%	No	%	No	%
Self concept	54	18.1	202	67.6	43	14.4

It is inferred that among high school students, 18.1% have low level,

67.6.% have moderate level and 14.4 % have high level of self concept of high school students.

2. To find out the level of self concept of high school students with respect to type of school.

TABLE-1.2
LEVEL OF SELF CONCEPT OF HIGH SCHOOL STUDENTS WITH RESPECT TO TYPE OF SCHOOL

Variable	Type of school	Low		Average		High	
		Count	%	Count	%	Count	%
Self concept	Government	22	34.4	38	59.4	4	6.2
	Govt. Aided	15	14.0	75	70.1	17	15.9
	Self-finance	17	13.3	89	69.5	22	17.2

It is inferred from the above table that, with regard to government school, 34.4% of students have low level, 59.4% of them have average level and 6.2% of them have high level of self-concept. With regard to aided school, 14.0% of students have low level, 70.1% of them have average level and 15.9% of them have high level of self-concept. With regard to self-finance school, 13.3% of students have low level, 69.5% of them have average level and 17.2% of them have high level of self-concept.

Null Hypothesis- 1
1. There is no significant difference in self concept of high school students with respect to type of school.

Table-1.2
ONE WAY ANOVA SHOWING SIGNIFICANT DIFFERENCE IN SELF CONCEPT OF HIGH SCHOOL STUDENTS WITH RESPECT TO TYPE OF SCHOOL.

Variables	Sources of variation	Sum of squares	df	Mean square	Calculated 'f' value	Remarks
Type of School	Between groups	3286.219	2	1643.109	12.680	S
	Within groups	38356.163	296	129.582		
	Total	41642.381	298			

It is inferred from the above table that calculated 'f' value (12.680) is greater than the table value (3.04) for df (2,296) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in self concept of high school students with respect to type of school.

MAJOR FINDINGS OF THE STUDY
1. 18.1% have low level, 67.6.% have moderate level and 14.4 % have high level of self concept of high school students
2. 4.4% of students have low level,59.4% of them have average level and 6.2% of them have high level of self-concept.
3. 14.0% of students have low level, 70.1% of them have average level and 15.9% of them have high level of self-concept.
4. 13.3% of students have low level, 69.5% of them have average level and 17.2% of them have high level of self-concept.
5. There is significant difference among government, aided and private high school students in their Self-concept.

INTERPRETATION
The 'F' test result shows that there is significant difference in self –concept of high school students with reference to type of school. The private school students are better than other counterparts in their self concept. This may be due to the fact that the private school teacher may be encouraged their students to set reasonable goals and evaluate realistically. So they have high level of self concept of high school students.

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

Teachers could prevent or reduce feelings of low self-concept by reducing social comparison cues in the classroom. Helping students change the point of reference they use when judging their abilities may help them change their self-perceptions.

1. The teacher should Encourage students to focus on how much they have improved over time instead of focusing on how their peers are doing is a simple way of avoiding negative self-perceptions and low motivation.

2. The teacher could encourage and help the high school students to set reasonable goals and evaluate realistically.
3. 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.
4. The parents should encourage a positive (but realistic) attitude toward themselves and appreciating the students worth, while at the same time behaving responsibly towards others.
5. Teachers also can promote self-concept by fostering supportive relationships among students. Students' perceptions of their classroom as a caring community are positively related to their academic, social, and global self-concept.
6. The school teacher should provide them with opportunities for success. Given the appropriate tasks based on their age and encourage to completing on their own task.

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