



A Comparative Study of Relationship between Self-Concept and Anxiety among Secondary School Students

DAXA MODI

1. Introduction

Rosenberg viewed the self as made up of two elements - "identity" which represents cognitive variables and "Self Esteem" which representing affective variable. The cognitive variable or "identity" involves perceiving and interpreting meaning. Self Esteem was made up two meaning. Self Esteem was made up of two components: 1) Feelings of Self-worth based primarily on reflected appraisals and 2) Feelings of efficacy, based on observations of the Impacts of one's own actions. One's social behavior is then a product of the two jointly operating cognitive and affective variables.

When children enter school, the self-portrait consists of a social exterior and their judgment of themselves in seven dimensions: physical parent's relations, readings, and math and school subjects. There is also some evidence that they have a perception of their character, their personal responsibilities, as well as the other dimensions. Self-esteem does have an impact on the nature of the work individuals choose to do. Those who are self-confident to begin with make if more likely that they will engage in relatively complex work later on. Younger person who starts out with deprecating tendencies appear significantly more likely to hold jobs that are closely supervised.

Self Esteem and personality are likely to share common development roots, and examining the personality correlates of Self Esteem across the life span might provide insight into the nature of Self Esteem and its development. Personality has been found to be associated with Self Esteem. Bernaras studies go participants and found that high extraversion was associated with high Self Esteem, hence implying that interval factors too such as personality traits can be associated with levels of Self Esteem. Adjustment as an important psychological variable can be defined as "an index of integration", between need and satisfaction, promote or demote self-system, achievement motivation, social acceptance, sex, age, economic as well as social status, social maturity and moral system, hence, adjustment is a process by means of which the individual attempts to maintain a level of psychological and physiological equilibrium.

2. Title of the study

A Comparative Study of Relationship between Self-Concept and Anxiety among Secondary School Students

3. Objectives

1. To find out the correlation between self concept and school anxiety among Gujarati Medium and English Medium students.
2. To compare the levels of self-concept and school anxiety across gender and cultures.
3. To compare and analyze the variables like; test anxiety, lack of self-confidence, fear of self-expression and psycho-physiological reactions, in relation to school anxiety across gender and cultures.
4. To compare and analyze the variables like; behavioural problems, intellectual ability and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction in relation to self-concept across gender and cultures.

4. Hypotheses of the Study

- Ho₁:** There will be no significant relationship between school anxiety and self concept.
- Ho₂:** There will be no significant differences on self-concept between Gujarati Medium and English Medium students.
- Ho₃:** There will be no significant differences on school anxiety between Gujarati Medium and English Medium students.
- Ho₄:** There will be no significant gender differences on self-concept among English Medium students.
- Ho₅:** There will be no significant gender differences on self-concept among Gujarati Medium students.
- Ho₆:** There will be no significant gender differences on school anxiety among English Medium students.
- Ho₇:** There will be no significant gender differences on school anxiety among Gujarati Medium students.

5. Research Design

The survey method has been suitably employed for the present study.

6. Population and Sample of the Study

All students of 9th Standard in the English Medium Schools in Ahemdabad city Gujarat State in India, and all students of 9th Standard in the General Secondary Schools in Baroda city in Gujarati Medium during the academic year 2015-15 constituted the population for the study. A sample of 1200 students, 600 (300 boys & 300 girls) from Ahemdabad and Baroda, each, has been drawn through multi-stage sampling employing random selection technique.

7. Tools and Techniques

The Self-Concept Scale developed by Investigator, and the School Anxiety Scale developed Investigator have been selected and utilized by the investigator for the study.

8. Data Analysis

Pearson Product Moment Method, 't' test and Multivariate Analysis of Variance have been appropriately used for data analysis.

The study has arrived at quite meaningful findings as follows:

1. In English Medium Students (Boys and Girls), school anxiety was found significantly negatively correlated with self-concept. Girls were higher on school anxiety than boys. There was no significant difference between boys and girls on self concept.
2. In English Medium Students (Boys and Girls) on school anxiety factors, girls were higher on test anxiety, fear of expression and psycho-physical reactions than boys. But girls were lower on lack of confidence than boys.
3. In English Medium Students (Boys and Girls) on self-concept, there were no significant differences between boys and girls on behavior, intellectual and social status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction.
4. Among Gujarati Medium students both boys and girls, school anxiety significantly was negatively correlated with self-concept. Girls were higher on school anxiety than boys and there was no significant difference between girls and boys on self- concept.
5. Among Gujarati Medium students, both boys and girls on school anxiety factors, girls were higher on test anxiety, fear of expression, psycho-physical reactions than boys. But they were lower on lack of confidence than boys.
6. Among Gujarati Medium students, both boys and girls on self-concept factors, there was no significant difference between them on the behaviour, intellectual and social status, physical appearance and attributes, popularity. But boys were higher on anxiety than girls, and girls were higher on happiness and satisfaction than boys.
7. School anxiety was negatively correlated with self-concept in all the samples (Boys and Girls) from English Medium and Gujarati Medium.

8. Overall results of these two countries showed that, girls were higher on school anxiety than boys and there was no significant difference between girls and boys on self concept.
9. Overall results showed that, there was no significant between Gujarati Medium and English Medium students on school anxiety. Gujarati Medium students were found to have higher self-concept than English Medium students.
10. Overall results on school anxiety (across gender) showed, girls were higher on test anxiety, fear of expression, psycho-physical reactions than boys, but they were lower on lack of confidence than boys.
11. Overall results on school anxiety (across nations) showed that Gujarati Medium students were higher on test anxiety and lack of confidence than English Medium students.
1. English Medium students were higher on fear of expression than Gujarati Medium students. But there was no significant difference between English Medium and Gujarati Medium students on psycho-physical reactions.
12. Overall results on self-concept (across gender) showed, there were no significant differences between boys and girls on the behaviour, intellectual and school status, and physical appearance. But boys were higher on anxiety than girls; girls were higher on popularity, happiness and satisfaction than boys.

9. Conclusion

Overall results on self-concept (across nations) showed, Gujarati Medium students were higher on behaviour, intellectual and school status, physical appearance and attributes, than English Medium students. But English Medium students were higher on anxiety than Gujarati Medium students. There were no significant differences between English Medium and Gujarati Medium students on popularity, happiness and satisfaction.

References

1. Adema, J. (2000). "Exploring the relationship between Learning Styles and Personality". Paper Presented at the 10th European Conference on personality, July 16th Cracow Poland.
2. Aggarwal, Archana, (2002). "Some Correlates of Academic Achievement". English Medium Journal of Educational Research, Vol. 21(2), pp.75-76.
3. Best, John W and James, V. Kahn (1992). "Research in Education". New Delhi: Prentice-Hall of English Medium Pvt. Ltd.
4. Besty Mc Coach, and Del Siegle, D. (2001). "A comparison of highachievers and low-achievers attitudes, perceptions, and motivations". Academic Exchange Quarterly, Summer, 2001. (www.accessmylibrary.com)
5. Buch, M.B. (1978-88). "Third Survey of Research in Education". New Delhi, Vol. I.
6. Mishra, H.K. (1962). "Personality factors in High and low achievers in Engineering Education". Ph.D. Education, IIT Kharagpur, English Medium.
7. Murray, H.A. (1938). "Explorations in Personality". New York: Oxford University Press.
8. Srivastava, S.K. (2002). "Effect of self-concept on the learning style preference: A study of High Schools Pupils". English Medium Journal of Educational Research, Vol.21 (2), 53-60.