



Self Concept of Higher Secondary School Student with regards to Gender

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Abstract:

The main aim of the present study is to examine the various dimensions of the self concept of higher secondary school student in relation to gender. Total 100 (50 male and 50 female) higher secondary school student, were randomly selected from the higher secondary school of Mehsana City. For data collection children self concept scale by Dr. S.P. Ahluwalia and Dr. Hari Shankar Singh was used. To analysed the data 't' test was used. Results indicate that significant difference was found between male and female students of higher secondary school in relation to self concept regarding behaviour. Female students have better self concept regarding behaviour than male students of higher secondary school. Significant difference was found between male and female students of higher secondary school in relation to self concept regarding physical appearance and attributes. Female students have better self concept regarding physical appearance and attributes than male students of higher secondary school. Significant difference was found between male and female students of higher secondary school in relation to self concept regarding anxiety. Male students have better self concept regarding anxiety than female students of higher secondary school. Significant difference was found between male and female students of higher secondary school in relation to self concept regarding popularity. Male students have better self concept regarding popularity than female students of higher secondary school. Significant difference was found between male and female students of higher secondary school in relation to overall self concept. Male students have better overall self concept regarding popularity than female students of higher secondary school.

Keywords: Anxiety, Higher secondary school students, Happiness, Satisfaction, Self concept

1. Introduction

Self-concept is the image we have of ourselves. It is influenced by many forces, including our interaction with the important people in our lives. It is how we perceive our behaviors, abilities, and unique characteristics. For example, beliefs such as "I am a good friend" or "I am a kind person" are part of an overall self-concept.

Our self-concept impacts how we respond to life, so a well-developed self-concept helps us respond in ways that are more positive and beneficial for us and those around us. One way it does this is by enabling us to recognize our worth. A well-developed self-concept also helps keep us from internalizing negative feedback from others.

Self-concept also affects how we interact and communicate with others. For example, how we communicate with others is often tied to our self-concept and how we relate to our social group. If social group communicates a certain way, we would likely choose to communicate that way as well. Studies on teens have connected high self-concept clarity with more open communication with parents.

Hasan (2006) conducted research with the aim to examine empirically whether self-concept, occupational aspiration and gender were independently or in interaction with each other are capable of generating variance in career maturity in case of Hindi speaking Indian adolescence studying in class tenth (240 males & 240 females), with the age range of 14-16 years from different Hindi medium schools of Raipur city of Chhattisgarh state. The result revealed that self-concept vocational aspiration and gender are able to account from the variance of all the components of career maturity. The present study deals with the concept of academic self-concept (ASC) in which Jacobs and Eccles 1985 talks about domain of academic self-concept and gender. In the current study also, the researcher has studied adolescent's male and female students and their academic self-concept whether there exists any difference in their academic self-concept. This matches to the study conducted by Hasan, (2006). Hence, the researcher has included this study.

Shiva (2006) conducted a study to compare the self-concept among institutionalized and normal school-children i.e. children belonging to forward and backward community. The sample consisted of 120 students (12 to 15 years) from grade 5 to 10 from forward and backward community notified by the Karnataka state government, Two groups of children were selected such as experimental and controlled groups, wherein the results showed that the institutionalized children had lower self-concept compared to the normal school-children and the backward community children had lower self-concept compared to

the upper caste children. In the present study also, it is studies whether the board of school as well as other aspect like whether the school is aided or unaided has any impact on their academic self-concept. The present study deals with the concept of academic self-concept (ASC) and the study conducted by (Shiva 2006) also deals with academic self concept in relation with school-children. Hence, the researcher has included this study.

Latha (2007) conducted an investigation into the Open University distance learner's academic self-concept, study habits and attitude toward distance education in relation to academic performance at B.Ed. level with 219 graduates and 170 postgraduates. The results revealed that the academic self-concept of B.Ed. level distance learners was found to be above average, they possessed good study habits and exhibited above average attitude-towards distance education. The present study deals with the concept of academic self-concept (ASC) and its relationship with other personality variables which is similar to the study conducted by Latha, (2007) as it also deals with academic self-concept in relation with study habit. Hence, the researcher has included this study.

Nithya (2007) conducted research to find out the influence of personality structure of an individual and self-concept on the usage of the internet in India. Exploratory research design was used in this study and the tool used was Eysenck personality inventory and Mohsin self-concept inventory. The internet was the medium for data collection and individuals were invited by e-mail to participate in the study. The method of random sampling was used for selecting the sample of 200 in this study, internal users were classified as heavy or light users based in the number of hours spent online. The result revealed that there was no significant difference between heavy and light uses of internet and it was found that the heavy users scored high on self-concept. The present study deals with the concept of academic self-concept (ASC) in relation to gender, type of school and board of school and the study conducted by Nithya, (2007) also deals with academic self-concept in relation with usage of internet. Both the studies are relatable to each other. Hence, the researcher has included this study.

Jagpreet (2009) conducted a study to understand relationship between academic achievement and home environment and how it influences self-concept. The sample consisted of 300 adolescents of ninth class from government and private schools of Patiala district of Punjab, through descriptive method of research. The study revealed a positive, yet non-significant correlation of self-concept with academic achievement and home environment among adolescents. The present study deals with the concept of academic self-concept (ASC) which is grounded by Covington, (1992). In this social comparison theory suggested that ASC is significant predictor of academic achievement and the finding of the study conducted by Jagpreet, (2009) had shown non-significant correlation of self-concept with academic achievement and home environment among adolescents. The present study also studies academic self-concept with other variables like locus of control and self-esteem. Hence, the researcher has included this study.

2. Statement of Problem

The main aim of the present research was to study and compare various dimensions of the self concept scale such as self concept regarding behaviour, intellectual and school status, physical appearance and attributes. Anxiety, popularity and happiness and satisfaction among higher secondary school students in relation to gender. The main problem of this research is "A Study of Self Concept of Higher Secondary School Students with regards to Gender."

3. Objectives of the Study

1. To examine the self concept regarding behaviour of higher secondary school students in relation to gender.
2. To examine the self concept regarding intellectual and school status of higher secondary school students in relation to gender.
3. To examine the self concept regarding physical appearance and attributes of higher secondary school students in relation to gender.
4. To examine the self concept regarding anxiety of higher secondary school students in relation to gender.
5. To examine the self concept regarding popularity of higher secondary school students in relation to gender.
6. To examine the self concept regarding happiness and satisfaction of higher secondary school students in relation to gender.
7. To examine the overall self concept of higher secondary school students in relation to gender.

4. Hypothesis

Ho₁ There is no significant difference between male and female higher secondary school students in relation to self concept regarding behaviour.

Ho₂ There is no significant difference between male and female higher secondary school students in relation to self concept regarding intellectual and school status.

Ho₃ There is no significant difference between male and female higher secondary school students in relation to self concept regarding physical appearance and attributes.

Ho₄ There is no significant difference between male and female higher secondary school students in relation to self concept regarding anxiety.

Ho₅ There is no significant difference between male and female higher secondary school students in relation to self concept regarding popularity.

Ho₆ There is no significant difference between male and female higher secondary school students in relation to self concept

regarding happiness and satisfaction.
Ho₇ There is no significant difference between male and female higher secondary school students in relation to overall self concept.

5. Methodology of research

5.1 Sample

In present research total 100 (50 male and 50 female) higher secondary school student were randomly selected from high school of Mehsana city.

5.2 Variable

In present research gender of the students is taken as independent variable and various dimension of the scores self concept such as behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction and overall self concept taken as dependent variable.

5.3 Tool

In present study children self concept scale by Dr. S.P. Ahluwalia and Dr. Harishankar Singh was used for data collection.

5.3.1 Reliability

The test-retest reliability of male and female participants were found .83 and .88 respectively. The split-half reliability of male and female were found .74 and .79 respectively.

5.3.2 Validity

5.3.2.1 Content Validity

The content validity of the self-concept scale was determined by “Translation and Back Translation method”. The original version of Piers translated into Hindi by the author. It was then given to 5 experts in Hindi language (Readers and Lecturers) for checking the linguistic accuracy and adequacy of the items.

5.3.2.2 Concurrent Validity

In order to ascertain concurrent validity of the self-concept scale, the scores from each sub-scale were inter-correlated. These values have been presented in Table.

Table 1: Matrix of Inter-correlation Between Various Dimensions of Self-Concept (N=239)
Dimensions of Self-Concept

	A	B	C	D	E	F
A	--	.504	.433	.539	.512	.540
B	.504	--	.621	.512	.517	.384
C	.433	.621	--	.412	.427	.453
D	.539	.512	.412	--	.397	.451
E	.512	.517	.427	.397	--	.400
F	.540	.384	.453	.451	.400	--

Above table shows that inter correlation range from .397 to .621 which were statistically significant at .01 level of confidence. The subscale behaviour, intellectual and school status, appearance to correlate higher with most other measures of self concept.

5.4 Scoring

The test was two-point scale ‘Yes’ or ‘No’. If ‘Yes’ answer was given 1 score, whereas ‘No’ answer was given 0. Higher the score was higher the academic stress.

5.5 Procedure

After establishing the rapport with selected students of higher secondary school of Mehsana City. The instruction were given to the students in small manageable group according to self concept scale and this scale was also administered in small manageable group of students. After completion of the data collection scoring of each scale was done by the scoring key of the manual and data was arranged in appropriate tabular form for data analysis.

5.6 Statistical Analysis

To analysed the data mean, SD and ‘t’ test was used.

6. Results and Discussion

Results and Discussion of male and female higher secondary school students in relation to self concept regarding behaviour.

Table 2: Mean, SD and 't' Value of male and female higher secondary school students in relation to self concept regarding behaviour

Groups	N	Mean	SD	t	Level of Significance
Male Students	40	8.03	1.78		
Female Students	40	9.50	1.24	4.31	.01

Table No.1 shows that 't' value of male and female higher secondary school students in relation to self concept regarding behaviour is 4.31 which is significant at 0.01 level, so the null hypothesis "There is no significant difference between male and female higher secondary school students in relation to self concept regarding behaviour." is rejected. It means significant difference was found between male and female students of higher secondary school in relation to self concept regarding behaviour. Mean score of male and female students of higher secondary school are 8.03 and 9.50 with SD 1.78 and 1.24, respectively. Here female students have better self concept regarding behaviour than male students of higher secondary school.

Results and Discussion of male and female higher secondary school students in relation to self concept regarding intellectual and school status.

Table 3: Mean, SD and 't' Value of male and female higher secondary school students in relation to self concept regarding intellectual and school status

Groups	N	Mean	SD	t	Level of Significance
Male Students	40	9.35	1.92		
Female Students	40	8.38	4.84	1.18	NS

Table No.2 shows that 't' value of male and female higher secondary school students in relation to self concept regarding intellectual and school status is 1.18 which is not significant, so the null hypothesis "There is no significant difference between male and female higher secondary school students in relation to self concept regarding intellectual and school status" is accepted. It means significant difference was not found between male and female students of higher secondary school in relation to self concept regarding intellectual and school status. Mean score of male and female students of higher secondary school are 9.35 and 8.38 with SD 1.92 and 4.84, respectively.

Table 4: Mean, SD and 't' Value of male and female higher secondary school students in relation to self concept regarding physical appearance and attributes

Groups	N	Mean	SD	t	Level of Significance
Male Students	40	7.80	1.36		
Female Students	40	8.83	0.90	3.97	.01

Table No.3 shows that 't' value of male and female higher secondary school students in relation to self concept regarding physical appearance and attributes is 3.97 which is significant at 0.01 level, so the null hypothesis "There is no significant difference between male and female higher secondary school students in relation to self concept regarding physical appearance and attributes" is rejected. It means significant difference was found between male and female students of higher secondary school in relation to self concept regarding physical appearance and attributes. Mean score of male and female students of higher secondary school are 7.80 and 8.83 with SD 1.36 and 0.90, respectively. Here female students have better self concept regarding physical appearance and attributes than male students of higher secondary school.

Table 5: Mean, SD and 't' Value of male and female higher secondary school students in relation to self concept regarding anxiety

Groups	N	Mean	SD	t	Level of Significance
Male Students	40	8.28	1.18		
Female Students	40	7.20	0.85	4.68	.01

Table No.4 shows that 't' value of male and female higher secondary school students in relation to self concept regarding anxiety is 4.68 which is significant at 0.01 level, so the null hypothesis "There is no significant difference between male and female higher secondary school students in relation to self concept regarding anxiety" is rejected. It means significant difference was found between male and female students of higher secondary school in relation to self concept regarding anxiety. Mean score of male and female students of higher secondary school are 8.28 and 7.20 with SD 1.18 and 0.85, respectively. Here male students have better self concept regarding anxiety than female students of higher secondary school.

Table 6: Mean, SD and 't' Value of male and female higher secondary school students in relation to self concept regarding popularity

Groups	N	Mean	SD	t	Level of Significance
Male Students	40	8.50	1.06	5.92	.01
Female Students	40	7.15	0.98		

Table No.5 shows that 't' value of male and female higher secondary school students in relation to self concept regarding popularity is 5.92 which is significant at 0.01 level, so the null hypothesis "There is no significant difference between male and female higher secondary school students in relation to self concept regarding popularity" is rejected. It means significant difference was found between male and female students of higher secondary school in relation to self concept regarding popularity. Mean score of male and female students of higher secondary school are 8.50 and 7.15 with SD 1.06 and 0.98, respectively. Here male students have better self concept regarding popularity than female students of higher secondary school.

Table 7: Mean, SD and 't' Value of male and female higher secondary school students in relation to self concept regarding happiness and satisfaction

Groups	N	Mean	SD	t	Level of Significance
Male Students	40	7.60	1.46	0.60	NS
Female Students	40	7.40	1.48		

Table No.6 shows that 't' value of male and female higher secondary school students in relation to self concept regarding happiness and satisfaction is 0.60 which is not significant, so the null hypothesis "There is no significant difference between male and female higher secondary school students in relation to self concept regarding happiness and satisfaction" is accepted. It means significant difference was not found between male and female students of higher secondary school in relation to self concept regarding happiness and satisfaction. Mean score of male and female students of higher secondary school are 7.60 and 7.40 with SD 1.46 and 1.48, respectively.

Table 8: Mean, SD and 't' Value of male and female higher secondary school students in relation to overall self concept

Groups	N	Mean	SD	t	Level of Significance
Male Students	40	41.63	3.45	5.34	0.01
Female Students	40	38.10	2.35		

Table No.7 shows that 't' value of male and female higher secondary school students in relation to overall self concept is 5.34 which is significant at 0.01 level, so the null hypothesis "There is no significant difference between male and female higher secondary school students in relation to overall self concept" is rejected. It means significant difference was found between male and female students of higher secondary school in relation to overall self concept. Mean score of male and female students of higher secondary school are 41.63 and 38.10 with SD 3.45 and 2.35, respectively. Here male students have better overall self concept regarding popularity than female students of higher secondary school.

Conclusion

- Significant difference was found between male and female students of higher secondary school in relation to self concept regarding behaviour. Female students have better self concept regarding behaviour than male students of higher secondary school.
- Significant difference was not found between male and female students of higher secondary school in relation to self concept regarding intellectual and school status.
- Significant difference was found between male and female students of higher secondary school in relation to self concept regarding physical appearance and attributes. Female students have better self concept regarding physical appearance and attributes than male students of higher secondary school.
- Significant difference was found between male and female students of higher secondary school in relation to self concept regarding anxiety. Male students have better self concept regarding anxiety than female students of higher secondary school.
- Significant difference was found between male and female students of higher secondary school in relation to self concept regarding popularity. Male students have better self concept regarding popularity than female students of higher secondary school.
- Significant difference was not found between male and female students of higher secondary school in relation to self concept regarding happiness and satisfaction.
- Significant difference was found between male and female students of higher secondary school in relation to overall self concept. Male students have better overall self concept regarding popularity than female students of higher secondary

school.

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