



IMPORTANCE OF SELF-CONCEPT IN EARLY SCHOOL STAGE

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NEED OF THE STUDY

The school is the major socialization institution for any child. It is the child's first contract with the world outside the house. For nearly 12 years a child spends 5 to 7 hours a day in the school. School is one of the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like, handling emotion, social communications and the management of day-to-day interactions at home and school. In reality the growing child is dependent on the immediate environment that is the house and the school to meet his growth needs. Each behavior of an individual, simple and complex is influenced by how he sees himself. If an individual feels he is accepted socially, one will act friendly and comparatively. Research studies from several areas of behaviour, have shown that how self-concept built in early years of life and reinforced by later experiences, influences behavior and characteristic reactions to people and situations. Because self-concept is dominant element in personality pattern, the measurement of self-concept becomes very essential. So the investigator has taken up this present study for investigation. We develop and maintain our self-concept through the process of taking action and reflecting on what we have done and what others tell us about what we have done. We reflect on what we have done and can do in comparison to our expectations and the expectation of others and to the characteristics and accomplishments of others. That is, self-concept is not innate but is developed by the individual through interaction with the environment and reflecting on that interaction.

OBJECTIVES OF THE STUDY

1. To find out the level of Self-Concept of the secondary school students and to classify them.
2. To find out the level of Self-Concept with respect to the following components:
 - a. behavior
 - b. Intellectual and school status
 - c. Physical appearance and attributes
 - d. Anxiety
 - e. Popularity
 - f. Happiness and satisfaction
3. To find out the influence of the following variables on the Self-Concept of secondary school students.
 1. Gender : Boys / Girls
 2. Locality : Rural / Urban
 3. Type of Management : Government / Private
 4. Birth order : One/Two/Three
 5. The number of members in the family : below 3 /above 3 of the total members.

HYPOTHESIS OF THE STUDY

For the present study, the following hypotheses were framed

Hypothesis 1) There would be no significant difference between boys' and girls' of the secondary school students in their Self-Concept.



Hypothesis2: There would be no significant difference between rural and urban of the secondary school students in their Self-Concept.

Hypothesis3: There would be no significant difference between government and private of the secondary school students in their Self-Concept.

Hypothesis4: There would be no significant difference between One/Two/Three Birth order of the secondary school students in their Self-Concept.

Hypothesis5: There would be no significant difference between below 3 /above 3 of the total number of members in the family in their Self-Concept.

INDEPENDENT VARIABLES

1. **Gender** : Boys / Girls
2. **Locality** : Rural / Urban
3. **Type of Management** : Government / Private
4. **Birth order** : One/Two/Three
5. **The number of members in the family** : below 3 /above 3 of the total members.

DEPENDENT VARIABLE SELF-CONCEPT

SCOPE OF THE STUDY

The present study is confined to the Narasaropet, Palnadu district of Andhra Pradesh. The sample selected for the study was 9th standard secondary school students. The sample size chosen for the study was 200 students studying from rural and urban secondary schools. The variables chosen for the study were Gender, Type of school management, Locality, Birth order, Number of members in the family.

METHOD OF THE STUDY

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

POPULATION FOR THE STUDY

The present study's sample is 9th standard secondary school students studying in government and private schools in Narasaropet, Palnadu district of Andhra Pradesh. In many schools and colleges in this area, the students and parents seek to get a good rank. Still, getting good personalities and characters is necessary, so the investigator mainly chose this area.

SAMPLE SELECTED FOR THE STUDY

The sample for the present study was Secondary School Students of in the Narasaropet, Palnadu district of Andhra Pradesh who follow the Andhra Pradesh state syllabus. The present study was carried out on a representative sample of 200 Secondary School Students studying in standard IX students selected from various areas in Narasaropet, Palnadu district of Andhra Pradesh state. The sample was selected using a random sampling technique. The investigator considered the following variables while sampling viz., Gender, Type of school management, Locality, Birth order, Number of members in the family were chosen for the present study.



TOOL OF THE STUDY

For the successful completion of the investigation, we need certain tools for gathering sample data that depend upon the study's objectives, the availability of suitable tests, and the personal competency of the investigator to administer these tools. Keeping in view the purpose of the investigation, the following research tools were used to collect the sample data.

Tool 1: Self - Concept scale was constructed by **Dr.S.P.Ahluwalia and Dr.harishanker Singh(2017)**.

Statistical Techniques used for the Study

The Investigator collected raw scores after doing calculations with the help of a scoring key. Organizing and summarizing raw data to find meaningful interpretations and draw valid conclusions is necessary. The Investigator has used specific statistical techniques to translate and interpret the raw scores.

Following statistical techniques were used for the analysis and interpretation of data:

The following statistics were applied to analyze the collected data.

1. Arithmetic Mean
2. Standard Deviation
3. Percentage of Mean
4. t' Test and r-value- were calculated
5. ANOVA Analysis

MAJOR FINDINGS

Findings related to self - Concept of secondary school students.

FINDINGS ON SELF – CONCEPT

1. The result indicates from the whole sample, the sample secondary school student's fall under above-average in their Self – Concept.
2. The result indicates that most of the sample students are moderate level in their Self – Concept.
3. The result indicates that in all components of self-concept, the area is “Physical appearance and attributes” is highly performed 15.76% among secondary school students, and low performance of components is “Happiness and satisfaction” 8.21%.
4. The obtained "t" value is 3.29 significant at 0.05 level. Therefore the hypothesis is rejected for the variable is 'gender'. The result shows that gender has an impact on self-concept. There is a significant difference between boys and girls in their self-concept. Girls are better in their self-concept when compared with boys.
5. The obtained “t” value is 5.68, significant at 0.05 levels. Hence, the hypothesis is rejected for the variable “locality”. There is significant difference between rural and urban of the secondary school students in their Self Concept. Rural students are better in their Self Concept when compare with the urban students.
6. The "t" value is 2.75, which is significant at the 0.05 level. Hence, the hypothesis is rejected for the variable "type of institute". There is significant difference between government and private of the secondary school students in their Self Concept. Government school students are significantly better in their Self Concept.
7. The obtained "F" value is 0.29, which is not significant at 0.05 level. Hence, the hypothesis is accepted for the variable” Birth order”. There is no significant difference



between One/Two/Three birth order of the secondary school students in their Self Concept.

8. The "t" value is 3.15, which is significant at the 0.05 level. The hypothesis is rejected for the variable "Number of family members ". There is significant difference between below 3/above 3 of the number of the member in the family of the secondary school students in their Self Concept. The result shows that above 3 of the number of the member in the family of the students are better in their Self Concept.

EDUCATIONAL IMPLICATIONS

Based on the results of this investigation, the following recommendations are made.

1. Necessary infrastructure and physical facilities may be created in Secondary Schools. A friendly atmosphere may be developed in Secondary Schools. It teaches good health values.
2. Value-oriented teaching is necessary.
3. Special care may be taken for secondary school students (children with high grasping power below the age of 14 years).
4. Speeches of great persons (role models) may be provided at least once a month.
5. Separate Moral Education subjects may be introduced.
6. Special classes may be provided for secondary school students to inculcate Self - Concept.
7. Highly qualified, committed, and dedicated teachers may be recruited in the schools.
8. Working with the community has to be insisted upon. Appropriate areas have to be allocated. Surveys, interviews, observations, demonstrations, exhibitions, etc., may be organized and reported to the authorities. Credits and incentives should also be introduced.
9. Inter-institute/District/State visits may be arranged to exchange ideas and share experiences.
10. Special care/attention should be given to the educationally challenged personnel to teach values.
11. Visiting Temple is positively related to Self - Concept. Encourage students to visit the Temple at least twice a week.
12. Group Subjects are positively related to Self - Concept. The teacher should take some more care at the time of teaching. Special care may be taken regarding arts group students; inculcate more values whenever necessary.
13. Some Personality Characteristics are related to Self - Concept, so special care may be taken for developing such Personality Characteristics among students.
14. Self-concepts are related to Self - Concept. Necessary self-concepts may be developing among students.
15. Study Habits are positively correlated with Self - Concept. Better study habits may be developed among Secondary School students.
16. Necessary infrastructure facilities and physical facilities may be created in Secondary Schools.
17. A friendly atmosphere may be developed in Secondary Schools. It teaches good health values.

SUGGESTIONS FOR FURTHER RESEARCH

The present study, "Self - Concept of Secondary school students. Highlights several new areas for future researchers to explore. This study can test areas and variables not



covered to shed light on other associated factors. The following is a summary of the suggestions: Studies can be undertaken to study the impact of students' potation on their Self - Concept.

The following are the suggestions for further research:

1. The current study is limited to theNarasaropet, Palnadu district of Andhra Pradeshstate but it might be replicated in any district of Andhra Pradesh.
2. Studies can be undertaken on an experimental basis to instill, nurture and promote motivation for high school students' success and academic achievement.
3. The same study can be taken on teachers, lectures, professors.
4. Studies can be conducted to discover the influence of the school environment, the family environment, teachers, and classmates on adjustment, anxiety, and student achievement.
5. The same study may be taken up for degree level and post-graduation level.
6. The same analysis may take up a different story, like primary, pre-university (PUC), and university levels.
7. The same analysis may be taken up for medical and engineering students.
8. The study may extend to all standards of education.
9. The study may be conducted on Sainik School, public school, Navodaya School, and KendriyaVidyalaya students.
10. Similar study can be conducted among higher secondary school students and college level students.
11. Studies could be conducted focusing on the effect of intermediating variables such as social support among family and society for single parents, their education level and mental health to promote the well-being of the single-parent family

CONCLUSION

In the present study self - Concept of Secondary school students, the role of a parent and teacher in the changing social scenario is becoming very challenging. Earlier, the teacher was the only source of information and commanded respect on this count. Today, we have multiple information centers like books, coaching centers, audio visual aids such as audio cassettes, video tapes, microfilms, and internet services that provide information to those who need it. Society is becoming more materialistic, and values are pushed into the background. So the parent and teacher role is crucial in developing their child's values. To make your children responsible society members, teach them Self - Concept like honesty, loyalty, respect, self-reliance, self-discipline, patience, kindness, gratitude, forgiveness, personal responsibility, and courtesy.

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