Self-Concept in relation to personal variables among secondary school students

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Abstract: **The individual belief about himself or herself, including the person's attributes and what the self is. Present study has taken the students from standard IX from Kanyakumari District. The main objective of the study is to find out the significant difference, in self-Concept among secondary students with regard to their locality and gender. Sample of 300 students from various schools in and around Kanyakumari were derived by simple random sampling. Survey method was adopted for this study. Data is analyzed by t-test. The findings of the study revealed that there is significant difference in Self-Concept among secondary students.**

Keywords: **self-concept, derived, adopted, significant, revealed.**

1. INTRODUCTION

Self-Concept is what the individual thinkers of his actual self. It is the part of an individual. The idea of self starts growing from infancy during childhood adolescence and maturity. A person's self-concept may change with time. Self-concept is not restricted to the present it includes past selves and future selves or possible selves may function as incentives for future behaviour. Self-concept refers to domain specific evaluations in many domains. Self-concept as those part of the phenomenal field which the individual has differentiated as deity and definite part of characteristics of himself. (Back1971). An initial distribution must be made between the term self and concept much confusion in social psychology over whether the self is a process or a structure stems from the failure to distinguish between self-process of re- flexibility which emanates from dialectic between I and Me (Martin 2010).

Objectives of the studies:

➢ To find out the level of Self-Concept of secondary students

➢ To find out the level of Self-Concept of secondary students with regards to gender

➢ To find out the significant difference between Self-Concept of secondary students with regards to locality of students

Hypothesis:

➢ There is no significant difference between self-concept of secondary students with regards to gender.

➢ There is no significant difference between self-concept of secondary students with regards to locality of students.

Sample:

The investigator used simple random sampling technique. Thus the sample consists of 300 secondary students from Kanyakumari district.

Population and sample for the study:

The population for the present study consisted of secondary school students in Kanyakumari district. The investigators have used simple random sampling techniques for selecting the sample from the population. The sample consists of 300 students in and around Kanyakumari district.

Tool used for the present study:

By keeping various objectives of the study in mind, the following tool was used by professor and their investigator for collecting the data

1. Personal data form.

2. The tool used in this study was SuMe's scale on loneliness of secondary students pursuing secondary education in Tirunelveli district developed by J. Merlin and Dr.S.R.Sundaravalli(2018). It is a five point scale consisted 40 items.

Statistical Techniques Used:

The scientific way of pursuing researcher is also called research methodology. The investigator will adopt survey method for this study.

Analysis of data:

Data analysis means procedure for analysis of data, techniques for interpretating the results of such procedures, way of planning od data to make its analysis easier, more precise or more accurate, and , and all the machinery and results of (mathematical) statistics which apply to analysis data.(pandey 2005)

Table 1: Level of Self-Concept of secondary students

Variables	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Self-Concept	Male	31	20.5%	110	72.8%	10	6.6%
	Female	24	16.1%	99	66.4%	26	17.4%

72.8% of male secondary school students have moderate level of self-concept.

66.4 % of female secondary school students have moderate level of self- concept.

Table 2: Significant Difference between male and female in their self -concept.

Gender	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Male	151	58.24	11.93	2.373	NS
Female	149	61.52	12.04		

In the above table, since the t value (2.373) is greater than 1.96, the null hypothesis is accepted At 5% level of significance. This shows that there is no significant difference between male and female of secondary students in their self-concept.

Table 3: Significant Difference between rural and urban of secondary students in their Self-concept

Locality	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Rural	188	59.42	11.68	.835	NS
Urban	112	60.63	12.74		

In the above table, since the t value (.835) is greater than 1.96, the null hypothesis is accepted At 5% level of significance. This shows that there is no significant difference between rural and urban of secondary students in their self-concept.

2. FINDINGS

1. There is no significant difference between male and female of secondary students in their self-concept.

2. There is no significant difference between rural and urban of secondary students in their self-concept.

3. RECOMMENDATIONS

➢ Teachers always motivate the students to maintain their self-concept

➢ Adolescent's students can't make a clear decision and they lack their self-concept. So parents always spend their time with them and motivate the students.

➢ Give as much freedom for the students so they had a chance to sharing their feelings.

4. CONCLUSION

Self-concept to know about what their self is. Inside the class teachers always separate the students in gender wise. Girls cannot present anything in front of boys in that they lost their self-concept. So teachers gave as much time for interacting them, so the students feel free. Tamil medium students always have inferiority complex toward English medium students. They started to compare themselves to English medium students, so they lost their self-concept. Teachers conduct some awareness programme and motivate the student it was help the students to reach their goal.

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