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**A COMPARATIVE STUDY OF SELF CONCEPT OF  
SENIOR SECONDARY SCHOOL STUDENTS OF  
KURUKSHETRA DISTRICT**

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# A Comparative Study of Self Concept of Senior Secondary School Students of Kurukshetra District

Mrs. Harmeet Kaur

Asst. Professor, Dharamjeevi Institute of Professional Education, Pehowa Road, Bagthala

**Abstract – A positive self-concept is an important part of a client's happiness and success. Individuals with a positive self-concept have self-confidence and set goals they can achieve. Achieving their goals reinforces their positive self-concept. Senior secondary school students are those students who are preparing for adulthood. It is the time when childhood behaviour & attitudes are being replaced by the attitude & behaviour of an adult. The active involvement of their parents in education could lead to their educational success and thus in improving the dwindling fortunes of our educational standards. Thus, the investigator decides to conduct a study to see the effect of gender, type of school from where they are studying, literacy level of parents, working status of mother, stream, locality, community group on self-concept among senior secondary school students of Kurukshetra district..**

**Key Words: Self-concept, gender, type of school, literacy level of parents, working status of mother, stream, locality, community.**

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## INTRODUCTION

Developmental theorists often note that adolescence is a time in which youths experience substantial changes in their physical, mental, and social identities (Graber, et al., 1996; McCandless, 1970; Santrock, 1986; Sprinthall and Collins, 1984). Self-concept is shaped by others and the environment and reciprocally influences how one perceives the self, others, and the environment (Hattie, 1992). The domains of self-concept are often differentiated from global self-worth, self-esteem, and general self-concept, all of which refer to the evaluation of one's worth as a person (Harter, 2006). Self-concept is the attitude of a person through which one identifies his roles and realizes his responsibilities (Zahra, Aasma-tuz- (2010). It is the mirror in which a student sees his face; he understands his feelings and emotions about the subjects, his class fellows and the teachers (Ayduk, Anett & Anna, 2009). Students with better Self-Concept (SC) had higher Academic Competence (AC) than the others (Barbara M. Byrne, 2011). Carl Rogers and Abraham Maslow are the main contributors of the concept of self-concept. Rogers was of opinion that almost all people strive to be prominent in their fields. Self-concept as the core of human personality refers to the sum total of people's perceptions about their physical, social and academic competence.

## OBJECTIVES

The main objectives of the present, study are as follow:-

1. To study the self-concept of senior secondary school students with respect to gender.
2. To study the self-concept of senior secondary school students with respect to location.
3. To study the self-concept of senior secondary school students with respect to type of school.
4. To study the self-concept of senior secondary school students with respect to parent's level of qualification.
5. To study the self-concept of senior secondary school students with respect to stream.
6. To study the difference in self-concept of senior secondary school students with respect to status of work of mother.
7. To study the significance of difference in self-concept in relation to community to which the students of senior secondary school belong.

## HYPOTHESIS

1. There is no significant difference exists between male and female senior secondary school students in self-concept.
2. There is no significant difference between self-concept of senior secondary school students belonging to rural and urban location.
3. There exists no significant difference between self-concept of senior secondary school students belonging to government and public schools.
4. There is no significant difference between self-concept of senior secondary school students in regard to qualification of their parents.
5. There is no significant difference between self-concept of senior secondary school students of Science and Arts streams.
6. There is no significant difference between self-concept of senior secondary school students on the basis of status of work of mother
7. There is no significant difference between self-concept of senior secondary school students on the basis of community.

## SAMPLE OF THE STUDY:

In the present study, sample of 400 adolescents' students will be selected from nine senior secondary schools of Kurukshetra district. Further 40-50 students from each school will be selected on the basis of systematic sampling technique.

## TOOLS OF THE STUDY

Self-concept is the nucleus around which the entire personality structure revolves in its homeostatic process of maintaining consistency and stability with the individual personality. It can be measured through the Self-concept Questionnaire by **Dr. S. P. Ahluwalia**.

### Scoring procedure

The scoring procedure for self-concept scale is simple. The items are scored in the direction of high self-concept according to the scoring stencil. One score is to be awarded to each statement either for 'Yes' or 'No'.

## STATISTICAL TECHNIQUES USED

The data was analyzed statistically by using Mean, Standard deviation and t-score for Teaching Aptitude of the students. Mean is sensitive measure of sample or group. It is the most accurate measure of control tendency.

## ANALYSIS AND INTERPRETATION OF RESULT

Table 1. Significance of difference between the Means of Male and Female group among Senior Secondary School Students on Self-Concept scores.

Variable	No. of Students	Mean Score	S.D.	S.E.D	t-Value	Significance at 0.05 level (S/NS)
Self-Concept(Male)	213	51.34	14.41	1.42	3.36	S
Self-Concept(Female)	187	56.10	13.90			

It is evident from table that mean score of Self Concept score of Male students is (M-51.34) and Female students is (M-56.10) with corresponding S.D. are 14.41 and 13.90. The computed t-value is (t-3.36). The obtained t-value is lower than the table value (1.97) at 0.05 level of significance. So null hypothesis "There is no significant difference between male and female senior secondary students in relation to their self-concept" has been rejected..

Table 2. Significance of difference between the Means of Urban and Rural Location among Senior Secondary School Students on Self-Concept scores.

Variable	No. of Students	Mean Score	S.D.	S.E.D	t-Value	Significance at 0.05 level (S/NS)
Self-Concept(Urban)	171	54.74	13.78	1.45	1.42	NS
Self-Concept(Rural)	229	52.63	15.06			

It is evident from table that mean score of Self Concept score of Urban students is (M-54.74) and rural students is (M-52.63) with corresponding S.D. are 13.78 and 15.06. The computed t-value is (t-1.42). The obtained t-value is lower than the table value (1.97) at 0.05 level of significance. So null hypothesis "There is no significant difference between self-concept of senior secondary school students belonging to rural and urban location." has been retained.

**Table 3.**Significance of difference between the Means of Government and Private School Students among Senior Secondary School Students on Self-Concept scores.

Variable	No. of Students	Mean Score	S.D.	S.E.D	t-Value	Significance at 0.05 level (S/NS)
Self-Concept(Govt school)	219	53.30	13.86	1.45	0.41	NS
Self-Concept(Private School)	181	53.89	14.97			

It is evident from table that mean score of Self Concept score of Government Senior Secondary students is (M-53.30) and Private School students is (M-53.89)with corresponding S.D. are 13.86 and 14.97. The computed t-value is (t-0.41). The obtained t-value is lower than the table value (1.97) at 0.05 level of significance. So null hypothesis "There exists no significant difference between self-concept of senior secondary school students belonging to government and public schools." has been retained.

**Table 4.**Significance of difference between the Means of Moderate and high level of literacy among Senior Secondary School Students on Self-Concept scores.

Variable	No. of Students	Mean Score	S.D.	S.E.D	t-Value	Significance at 0.05 level (S/NS)
Self-Concept(Moderate level)	230	55.09	13.89	1.44	2.47	S
Self-Concept(high level literate)	170	51.50	14.76			

It is evident from table that mean score of Self Concept score of Children of Moderate level literate parents is (M-55.09) and high level literate is (M-51.50)with corresponding S.D. are 13.89 and 14.76. The computed t-value is (t-2.47). The obtained t-value is higher than the table value (1.97) at 0.05 level of significance. So null hypothesis "There is no significant difference between self-concept of senior secondary school students in regard to qualification of their parents has been rejected.

**Table 5.**Significance of difference between the Means of Science and Humanities group among Senior Secondary School Students on Self-Concept scores.

Variable	No. of Students	Mean Score	S.D.	S.E.D	t-Value	Significance at 0.05 level (S/NS)
Self-Concept(Science)	211	55.11	13.55	1.43	2.27	S
Self-Concept(Humanities)	189	51.84	15.05			

It is evident from table that mean score of Self Concept score of Science students is (M-55.11) and Humanities students is (M-51.84 )with corresponding S.D. are 13.55 and 15.05. The computed t-value is (t-2.27). The obtained t-value is higher than the table value (1.97) at 0.05 level of significance. So null hypothesis "There is no significant difference between self-concept of senior secondary school students of Science and Arts streams has been rejected.

**Table 6.**Significance of difference between the Means of Working and Non-working among Senior Secondary School Students on Self-Concept scores.

Variable	No. of Students	Mean Score	S.D.	S.E.D	t-Value	Significance at 0.05 level (S/NS)
Self-Concept(Working Mother)	178	54.20	14.81	1.45	0.79	NS
Self-Concept(Non Working Mother)	222	53.05	13.99			

It is evident from table that mean score of Self Concept score of children of working mothers is (M-54.20) and non-working mothers is (M-53.05)with corresponding S.D. are 14.81 and 13.99. The computed t-value is (t-0.79). The obtained t-value is lower than the table value (1.97) at 0.05 level of significance. So null hypothesis "There is no significant difference between self-concept of senior secondary school students in regard to work status of mother." has been retained.

Table 7. Significance of difference between the Means of Minority (Sikh, Jain etc.) and Majority (Hindu) communities among Senior Secondary School Students on Self-Concept scores.

Variable	No. of Students	Mean Score	S.D.	S.E.D	t-Value	Significance at 0.05 level (S/NS)
Self-Concept(minority)	214	54.14	14.30	1.44	0.74	NS
Self-Concept(majority)	184	53.08	14.40			

It is evident from table that mean score of Self Concept score of students belonging to minority community is (M-54.14) and majority community is (M-53.08) with corresponding S.D. are 14.30 and 14.40. The computed t-value is (t-0.74). The obtained t-value is lower than the table value (1.97) at 0.05 level of significance. So null hypothesis "There is no significant difference between self-concept of senior secondary school students on the basis of community." has been retained.

## CONCLUSION

1. There is significant difference exists between male and female senior secondary school students in self-concept.
2. There is no significant difference between self-concept of senior secondary school students belonging to rural and urban location.
3. There exists no significant difference between self-concept of senior secondary school students belonging to government and public schools.
4. There is significant difference between self-concepts of senior secondary school students in regard to qualification of their parents.
5. There is significant difference between self-concept of senior secondary school students of Science and Arts streams.
6. There is no significant difference between self-concept of senior secondary school students on the basis of status of work of mother
7. There is no significant difference between self-concept of senior secondary school students on the basis of community.

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