

## Self-concept of higher secondary students in Meghalaya

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**Abstract:** *Self-concept is one of the most dominating factors that influence the behaviour of an individual (Deo, 1971). It is assumed as an important factor for each and can change his or her belief, attitude and reaction toward personal and social life (Mehrad, 2016). Self Concept is the perception of one-selves involving his/her attitudes, feelings and knowledge about skills, abilities, appearance and social acceptability (Mahakud & Joshi, 2016). Self-concept is the feeling that one has about oneself and the evaluation of one's capability. Thus, it is important to be aware of oneself. Self-concept consists of an individual's viewpoint, perspective, belief and characteristics about themselves. The purpose of the present study is to investigate the self-concept of higher secondary students in Meghalaya. The participants in the study consist of 500 higher secondary students drawn from the seven districts of Meghalaya. The tool that is used in the study for collection of data is a self-constructed Self-concept scale. Appropriate statistical technique like percentage and t-test are used for analysing the data. The result of the present study is discussed in the light of the objectives formulated.*

**Key words:** *self-concept, higher secondary students.*

### 1. INTRODUCTION:

Self-concept is one of the most dominating factors that influence the behaviour of an individual (Deo, 1971). It is assumed as an important factor for each and can change his or her belief, attitude and reaction toward personal and social life (Mehrad, 2016). Self Concept is the perception of one-selves involving his/her attitudes, feelings and knowledge about skills, abilities, appearance and social acceptability (Mahakud & Joshi, 2016). Self-concept is the feeling that one has about oneself and the evaluation of one's capability. Thus, it is important to be aware of oneself. Self-concept consists of an individual's viewpoint, perspective, belief and characteristics about themselves. What you wish you were really like - Ideal self (Nath, 2015). The sense of self summarizes how the individual sees oneself (Ummet, 2014). Self-concept is the individual's belief about himself or herself, including the person's attributes and who and what the self is (Baumeister 1999). Self-concept is the overall way I see my-self. As such, it is composed of all those perception of 'I' and 'me' (self, society, ideals) together with the feelings, values and beliefs associated with them (Gaheroa, 2012). Further, self-concept is also defined as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence (Nath, 2015). The purpose of the present study is to investigate the self-concept of higher secondary students in Meghalaya.

However a more thorough definition was given by an american psychologists carl ransom roger in 1947, who developed the self theory and stressed the importance of an individual's self for determining the process of his growth, development and appropriate adjustment to his environment. self- concept can be best understood in terms of our concept of i, me and myself (mangal, 2014).

#### 1.1. Objectives of the study:

- To find out the self-concept of higher secondary students in Meghalaya.
- To find out the difference in self-concept between male and female higher secondary students.
- To find out the difference in self concept between urban and rural higher secondary students.

#### 1.2. Hypotheses of the study: The hypotheses formulated are as follows

Ho1. There is no significant difference in self concept between male and female higher secondary students.

Ho2. There is no significant difference in self concept between urban and rural higher secondary students.

### 2. LITERATURE REVIEW:

Studies on self-concept that was conducted in Nagaland by Chakravarty (1977) found that boy's self-concept was higher than girls. A study conducted in Meghalaya by Dkhar (2011) showed that there is no significant difference in self-concept of boys and girls of secondary schools Khliehriat Block. Shantharam (2011) found that there is no significant difference in self-concept between boys and girls and further, urban students have obtained a higher self-concept than the rural students. Gaheroa (2012) found that male participants do not differ from female participants on self-concept. Thakar (2013) found that there is no significant difference between the mean score of self-concept of boy

and girl students. Niwartii (2014) found that male and female were found to be parallel in their overall self-concept. Rathod (2015) found that majority of the students have a medium level of self-concept and that number of boys having high level is more than girls and majority of girls have a medium level of self-concept. In contrast, Suthar (2016) revealed that there is a significant difference in self-concept between boys and girls, and girls have higher self-concept than boys, also there is a significant difference in self-concept of urban and rural area students and urban area students have higher self-concept than students of rural area. Coelho and Romao (2017) found that gender differences emerged with boys showing greater decrease in emotional self-concept and girls in academic self-concept.

## 2.1 MATERIALS:

The investigators constructed a Self-concept Scale which was standardised and the reliability was tested on two methods that is the cronbach alpha = 0.782 and the split half method = 0.737. The scale consists of 50 items and contains both positive and negative items.

## 3. METHOD:

The descriptive survey method is used in the present study. The participants of the study consist of 500 Higher Secondary Students studying in seven different districts of Meghalaya. The statistical techniques used in the study are percentage and t-test

**3.1. ANALYSIS:** The collected data of Higher Secondary Students were analysed and the result are shown as follows:

**Analysis of objective 1:** To find out the self-concept of higher secondary students in Meghalaya

**Table 1:**

*Levels of Self-concept of Overall students; male, female, urban and rural students*

| Levels                                  | Overall |      | Male |      | Female |      | Urban |      | Rural |       |
|---|---------|------|------|------|--------|------|-------|------|-------|-------|
|   | N       | %    | N    | %    | N      | %    | N     | %    | N     | %     |
| Very High Self-concept<br>129 and above | 58      | 11.6 | 32   | 13.7 | 26     | 9.7  | 19    | 14.5 | 39    | 10.6  |
| High self-concept<br>119-128            | 107     | 21.4 | 47   | 20.2 | 60     | 22.6 | 33    | 25.2 | 74    | 20.05 |
| Average Self-concept<br>111-118         | 139     | 27.8 | 74   | 31.8 | 65     | 24.3 | 36    | 27.5 | 103   | 27.9  |
| Low Self-concept<br>103-110             | 105     | 21   | 43   | 18.4 | 62     | 23.2 | 27    | 20.6 | 78    | 21.13 |
| Very low self-concept<br>102 and below  | 91      | 18.2 | 37   | 15.9 | 54     | 20.2 | 16    | 12.2 | 75    | 20.32 |
| Total                                   | 500     | 100% | 233  | 100% | 267    | 100% | 131   | 100% | 369   | 100%  |

From Table 1, it is found that 27.8% overall higher secondary students have average self-concept, 21.4 % have high self-concept, 21% have low self-concept, 18.2% have very low self-concept and 11.6% have very high self-concept. Also, 31.8% male higher secondary students have average self-concept, 20.2% have high, 18.4% have low self-concept, 15.9% have very low self-concept and 13.7% have very high self-concept respectively. Amongst female students, 24.3% have average self-concept, 23.2% have low self-concept, 22.6% have high self-concept, 20.2% have very low self-concept and 9.7% have very low self-concept. Further, 27.5% urban higher secondary students have an average self-concept, 25.2% have high self-concept, 20.6% have low self-concept, 14.5% have very high self-concept and 12.2% have very low self-concept respectively. Also 27.9% rural higher secondary students have an average self-concept, 21.13% have low self-concept, 20.32% have very low self-concept, 20.05% have high self-concept and 10.6% have very low self-concept. This shows that majority of the secondary school students lack the knowledge about themselves which can also affect their growth, development and appropriate adjustment with the environment (Carl Roger, 1947).

**Analysis of objective 2:** To find out the difference in Self-concept between male and female higher secondary students the difference in Self-concept of male and female students is seen in Table2. The Null hypotheses is stated as

H<sub>0</sub>1: There is no significant difference in self concept between male and female higher secondary students.

**Table 2**

*Difference in Self-concept between male and female Higher Secondary Students*

|              | Group  | N   | M      | SD    | df  | t-value | Sig. |
|--------------|--------|-----|--------|-------|-----|---------|------|
| Self-concept | Male   | 233 | 115.09 | 11.78 | 498 | 2.02    | .04  |
|              | Female | 267 | 112.94 | 11.90 |     |         |      |

From Table 2, it is observed that there is a significant difference in Self-concept between male and female Higher Secondary Students. An independent sample t-test showed the difference in Self-concept between male ( $N=233$ ,  $M=115.09$  and  $SD= 11.78$ ) and female ( $N=267$ ,  $M=112.94$  and  $SD= 11.90$ ) was statistically significant at .01 where,  $t(498) = 2.02$ ,  $p = .04$ . Hence the null hypothesis is rejected at .05 level of significant.

**Analysis of objective 3:** To find out the difference in self-concept between urban and rural higher secondary students the difference in Self-concept of urban and rural students is seen in Table 3. The Null hypotheses is stated as Ho2. There is no significant difference in self-concept between urban and rural higher secondary students

Table 3

*Difference in Self-concept between urban and rural Higher Secondary Students*

|              | Group | N   | M      | SD    | df  | t-value | Sig. |
|--------------|-------|-----|--------|-------|-----|---------|------|
| Self-concept | urban | 131 | 115.93 | 12.12 | 498 | 2.24    | .02  |
|              | rural | 369 | 113.23 | 11.73 |     |         |      |

From Table 3, it is observed that there is a significant difference in Self-concept between urban and rural Higher Secondary Students. An independent sample t-test showed the difference in Self-concept between urban ( $N=131$ ,  $M=115.93$  and  $SD= 12.12$ ) and rural ( $N=369$ ,  $M=113.23$  and  $SD= 11.73$ ) higher secondary students was statistically significant at .05 where,  $t(498) = 2.24$ ,  $p = .02$ . Hence the null hypothesis is rejected at .01 level of significant.

#### 4. FINDINGS & DISCUSSIONS:

On observing the findings of the study, it was found that majority of the higher secondary students have an average self-concept and this finding is in line with the finding of (Rathod, 2015). But in contrast to the finding of (Bharati & Sreedevi, 2016) who founded that majority of the students have an above average self-concept. Further there was a significant difference in self-concept between male and female higher secondary students. This finding is in line with the previous findings of (Rathod, 2015; Suthar, 2016; Coelho & Romao, 2017) who found that there is a significant difference in self-concept between male and female students where as this finding is in contrast to the findings of (Dkhar, 2011; Shantharam, 2011; Gaherao, 2012; Thakar, 2013; Niwartii, 2014) who founded that there was no significant difference in self-concept between male and female students. It is also observed that male higher secondary students have high self-concept when compared to female higher secondary students, thus this finding was common with the findings of (Chakravarty, 1977 and Rathod, 2015) and in contrast to the study of Suthar (2016) who founded that girls have higher self-concept than boys. Moreover, the study founded that that there was a significant difference in self-concept between urban and rural higher secondary students and this finding was common with the finding of (Shantaram, 2011; Suthar, 2016) who found that urban students have high self-concept than the rural students and in contrast to the findings of (Gaherao, 2012) who founded that urban students do not differ significantly in self-concept from the rural students.

#### 5. CONCLUSION & RECOMMENDATIONS:

In conclusion the study had focused on the self-concept of higher secondary students and in finding the difference in self-concept between the different groups. The finding of the study reveals that majority of the students have an average self-concept which may not be satisfactory for students as it is assumed as an important factor that can change the belief, attitude and reaction toward personal and social life (Mehrad, 2016). Further self-concept can influence student's feelings, skills, abilities, acceptance and other aspects of the students' life. However, the finding in relation to the difference in self-concept between male and female, urban and rural higher secondary students implies that the differences may be found due to the lack of opportunities given, unpleasant environment in school and at home, lack of infrastructure etc. Therefore equal opportunity and practices should be provided in the family, school and society which show no biasness in both the groups. Thus, the study also indicates that there is a need and call for the people concern, which are in direct contact with the students to help them in improving their self- concept by giving them proper guidance and counseling and different awareness programs on self-concept.

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