Perception of self-concept by higher secondary students of Shillong coming from different streams

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Abstract
Self-concept is an important aspect of personality development. Every individual will strive to reach an ideal self. Self-concept is essentially a mental picture of viewing at self. To enable an individual to understand oneself, self-evaluation and reflection is required. This exercise is being undertaken by children as well as adolescent in search of their personal and social identity. The present self has a direct bearing in the future self. To understand the self-concept of higher secondary students the present study is undertaken. Five (5) schools comprising of 150 higher Secondary Students were taken as sample for the study. The tool used is a standardised tool known as Self-concept Questionnaire (SCQ) developed by Saraswat, R. K. (1992). On analysing the data it was found that the higher secondary students had Average Self-concept (90.7%) which shows that the students are aware of their self. Also, irrespective of the gender and stream of study at the higher secondary level, the students are having Average Self-concept.

Keywords: Self-concept, higher secondary students

Introduction
Psychologists Carl Rogers and Abraham Maslow had major influence in popularizing the idea of self-concept in the west. According to Rogers, everyone strives to reach an "ideal self". Rogers also hypothesized that psychologically healthy people actively move away from roles created by others' expectations, and instead look within themselves for validation. On the other hand neurotic hand, people have "self-concept that does not match their experiences. They are afraid to accept their own experiences as valid, so they distort them, either to protect themselves or to win approval from others".

The self-categorization theory developed by John Turner states that the self-concept consists of at least two "levels": a personal identity and a social one. In other words, ones' self-evaluation relies on self-perception and how others perceive them. To understand the self an individual need to evaluate and reflect onto oneself. Self-evaluation is an important exercise that one needs to undergo to be able to be aware of the strengths and weaknesses. Self-concept can alternate rapidly between the personal and social identity. Children and adolescents begin integrating social identity into their own self-concept in elementary school by assessing their position among peers. By age

5, peers acceptance significantly affects children's self-concept, affecting their behaviour and academic success. Neglect by peers can significantly affect the self-concept of children.

Self-concept is the perception of self as an individual, relating oneself to others and being able to cope with different situations. Identity crisis too forms an integral part of self-concept. The ability of the individual to adjust one is also self-concept it forms as part of personality development.

Self-concept is a dominant element in personality pattern. Lowe (1961) described it as one's attitude towards self. Paderson (1965) described self-concept as an organised configuration of perception, beliefs, feelings, attitudes and values which the individual view as parts of the characteristics of himself.

Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as a whole. It includes the past, present, and future self, where future self (or possible self) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible self may function as incentives for certain behaviour.

Self-concept is essentially a mental picture of viewing at self. Self-concept tends to be more malleable when people are younger and still going through the process of self-discovery and identity formation. As people age, self-perceptions become much more detailed and organized as people form a better idea of who they are and what is important to them.

Statement of the problem
The statement of the study can be stated as: "Perception of Self-concept by Higher Secondary Students of Shillong coming from Different Streams".

Objectives
1. To study the Self-concept of Higher Secondary Students.
2. To find out Self-concept of Male and Female Higher Secondary Students.
3. To find out the Self-concept of Higher Secondary Students coming from different streams

Operational Definition of Terms
1. Self Concept: Self-concept is a dominant element in personality pattern. It refers to dimensions such as Physical, Social, Intellectual, Moral, Educational and Intellectual. (Saraswat, R. K. 1992)
2. Higher Secondary: Students studying in Classes XI and XII
3. Streams: Courses of study at the Higher Secondary stage which includes Arts, Science and Commerce

Methodology
Descriptive method was used in the present study which includes Mean, Median, Mode.

Research variable
Self-concept

Socio-demographic variables
Gender, stream and community

Population
47 Higher Secondary Schools of under the Shillong Cantonment Board under the urban locale

Sample
150 students from 5 schools Higher Secondary Schools of Shillong were taken as sample for collection of data

Sampling technique
Random sampling technique was used for selection of the sample

Criteria
All the three streams namely Science, Arts and Commerce streams were selected for the study.

Description of the tool
Self-Concept Questionnaire (SCQ) by Saraswat, R. K. (1992) was used for collection of data. It consists of 48 total number of items. It consist of six dimensions of Self-concept namely Physical, Social, Intellectual, Moral, Educational and Intellectual.

Scoring
The tool used is a 5-point rating scale. Five responses were given for the students to choose their answer. A minimum of 1 score and a maximum of 5 score can be obtained by an individual student. Total maximum scores that a student can obtained is 240 and least score is 48.

Analysis and interpretation
The data of the present study was analysed using Descriptive statistics. The analysed data is described briefly and presented in a tabular form. Mean, median and mode were used to provide an overall characterization of the data distribution of Self- concept. Also Skewness and Kurtosis were used for presenting the distribution of data

1.1 Objective 1: To study the Self- concept of Higher Secondary Students

1.1.1. Overall Self-concept of Higher Secondary Students
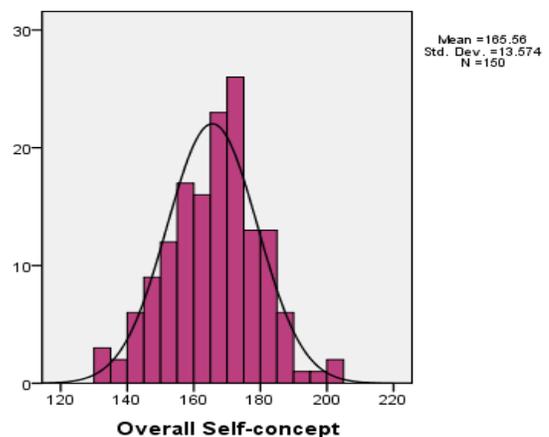Tables below shows the overall Self-concept of Higher Secondary Students

Table 1.1: Descriptive Statistics of Overall Self-concept of Higher Secondary Students

Mean	165.56
Median	167.00
Mode	169[a]
Standard Deviation	13.57
Skewness	-0.120
Kurtosis	-0.131
N	**150**

a. Multiple modes exist. The smallest value is shown

Interpretation:
Table above shows that the Mean of Higher Secondary Students is 165.56. The Median and the Mode are 167.00 and 169.00. SD of Higher Secondary Students is 13.57. It is also found that the Skewness is -0.120 which indicates that it is negatively skewed. Kurtosis is leptokurtic since the value is lesser than .263.

Figure 1: Showing the Overall Self-Concept of Higher Secondary Students

1.1.2. Classification of Self- concept
Table 1.2: Total Self-concept of Higher Secondary Students

Sl. No.	Self-concept	Raw Score	No. of students	%
1	High Self-concept	193 to 240	3	2
2	Above Average Self-concept	145 to 192	136	90.7
3	Average Self-concept	97 to 144	11	7.3
4	Below Average Self-concept	49 to 96	Nil	Nil
5	Low Self-concept	1 to 48	Nil	Nil
Total			**150**	

Interpretation
From the above table it is evident that maximum of students are having Above Average on their total Self-concept (90.7%) and only 7.3% of the students have High Self-concept, and 2% Average Self-Concept.

1.2. Objective 2: To study the Self-concept of Male and Female Higher Secondary Students
1.2.1. Overall Self-concept of Male and Female Higher Secondary Students
Tables below shows the overall Male and Female Self- concept of Higher Secondary Students

Table 1.3: Descriptive Statistics of Male and Female Self-concept of Higher Secondary Students

	Male	Female
Mean	167.24	164.93
Median	169	167
Mode	181	163
Standard deviation	13.81	12.40
Skewness	-.444	-.004
Kurtosis	.874	-.367
N	**41**	**109**

Interpretation:
Table above shows that the Mean of Male is167.24 Female Higher Secondary Students is 164.93. The Median are 169.00 and 167.00 and Mode are 191 and 163 respectively. SD of Male and Female Higher Secondary Students are 13.81 and 12.40. It is also found that the Skewness are -0.444 and -0.004 respectively which indicates that the scores are negatively skewed. Kurtosis of Female students is .834 which is platykurtic and Male students is -.367 which is leptokurtic since the value is lesser than .263.
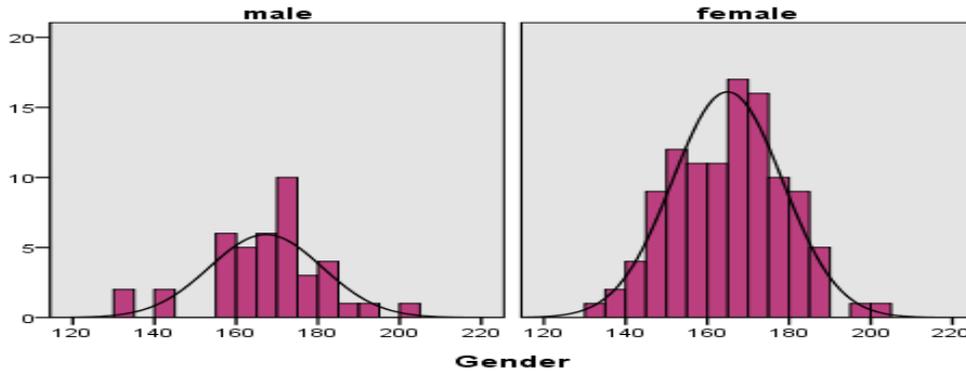
Figure 3: Showing the Self-concept of Male and Female Higher Secondary Students

Table 1.4: Self-concept of Male and Female Higher Secondary Students

Sl. No.	Self-concept	Raw Score	No. of Male Students	%	No. of Female Students	%
1	High Self-concept	193 to 240	1	2.44	2	1.83
2	Above Average Self-concept	145 to 192	36	87.80	100	91.74
3	Average Self-concept	97 to 144	4	9.76	7	6.42
4	Below Average Self-concept	49 to 96	Nil	Nil	Nil	Nil
5	Low Self-concept	1 to 48	Nil	Nil	Nil	Nil
Total			**41**		**109**	

Interpretation
From the above table it is observed that maximum of male and female students are having Above Average Self-concept (87.8% male and 91.74% female) and only 2.44% of male and 1.83% female students have High Self-concept. Male students having Average Self-concept are 9.76% and female students 6.42%.

1.3. Objective 3: To study the Self- concept of Arts, Science and Commerce Higher Secondary Students
1.3.1. Overall Self-concept of Arts, Science and Commerce Higher Secondary Students
Tables below shows the overall Self- concept of Arts, Science and Commerce Higher Secondary Students

Table 1.5: Descriptive Statistics of Self-concept of Higher Secondary Students from different streams

	Arts	Science	Commerce
Mean	167.38	165.04	164.53
Median	169.00	167.50	165.00
Mode	172	167[a]	152[a]
Standard Deviation	12.803	14.092	13.793
Skewness	-.135	-.464	.292
Kurtosis	.153	-.275	.068
N	**45**	**52**	**53**

a. Multiple modes exist. The smallest value is shown

Interpretation:
Table above shows that the Mean of Higher Secondary Students from Arts stream is 167.38, Science stream is 165.04 and Commerce stream is 164.53. The Medians are 169.00, 167.00 and 165.00 respectively. Modes are 172, 167 and 152 respectively. SD of Male and Female Higher Secondary Students are 12.803, 14.092 and 12.398. It is also found that the Skewness are -.135, -.464 and .292 respectively. Kurtosis of Arts and Commerce students are .153 and .068 and Science students is -.275 which is leptokurtic since the value is lesser than .263.

Table 1.6: Self-concept of Arts, Science and Commerce Higher Secondary Students

Sl. No.	Self-concept	Raw Score	No. of students (Arts)	%	No. of students (Science)	%	No. of students (Commerce)	%
1	High Self-concept	193 to 240	1	2.22	Nil	Nil	2	3.8
2	Above Average Self-concept	145 to 192	42	93.3	46	88.5	48	90.6
3	Average Self-concept	97 to 144	2	4.44	6	11.5	3	5.7
4	Below Average Self-concept	49 to 96	Nil	Nil	Nil	Nil	Nil	Nil
5	Low Self-concept	1 to 48	Nil	Nil	Nil	Nil	Nil	Nil
Total			**45**		**52**		**53**	

Interpretation
From the above table it is observed that majority of Arts. Science and Commerce students are having Above Average Self-concept (93.3% Arts, 88.5% Science and 90.6% Commerce students respectively). Only 2.2% Arts and 3.8% Commerce students have High Self-concept. Students having Average Self-concept are 4.4% Arts, 11.5% Science and 5.7% Commerce students.

1.4. Significance Difference of Self-concept among different groups
H$_1$: There is no significant difference in Self-concept between Male and Female Higher Secondary Students

The researcher is interested to find out the differences between means from two separate groups of the sample. The 0.05 level of significance is used to retained or reject the null hypothesis in this study. The 't' test is used to test the null hypothesis.

Table 1.7 Significance difference in Self–concept between Male and Female Higher Secondary Students

Sl. No.	Gender	N	Mean	SD	' t' Table Value	't' Value	Level of Significance
1	Male	41	167.24	13.81			
2	Female	109	164.93	12.40	1.98	0.93	Not Significant
	Total	**150**					

Note: df= (N- 2)= 150-2=148

Interpretation
Table shows that the mean of Male Higher Secondary Students is 167.24 and that of Female is 164.93. The SDs for the same groups are 13.81 and 12.40 respectively. The 't' value was found to be 0.93 which is not significant at 0.05 level. Hence the null hypothesis that there is no significant difference in Self-concept between Male and Female Higher Secondary Students is accepted.

H$_2$: There is no significant difference in Self-concept between Arts and Science Higher Secondary Students
The researcher is interested to find out the differences between means from two separate groups of the sample. The 0.05 level of significance is used to retained or reject the null hypothesis in this study. The 't' test is used to test the null hypothesis.

Table 1.8: Significance difference in Self–concept between Arts and Science Higher Secondary Students

Sl. No.	Stream	N	Mean	SD	' t' Table Value	't' value	Level of Significance
1	Arts	45	167.38	12.80			
2	Science	52	165.04	14.55	1.99	0.85	Not Significant
	Total	**97**					

Note: df= (N- 2)= 97-2=95

Interpretation
Table shows that the mean of Arts Higher Secondary Students is 167.38and that of Science is 165.04. The SDs are 12.80 and 14.55 respectively. The 't' value was found to be 0.85 which is not significant at 0.05 level. Hence the null hypothesis that there is no significant difference in Self-concept between Arts and Science Higher Secondary Students is accepted.

H$_3$: There is no significant difference in Self-concept between Arts and Commerce Higher Secondary Students
The researcher is interested to find out the differences between means from two separate groups of the sample. The 0.05 level of significance is used to retained or reject the null hypothesis in this study. The 't' test is used to test the null hypothesis.

Table 1.9: Significance difference in Self–concept between Arts and Commerce Higher Secondary Students

Sl. No.	Stream	N	Mean	SD	' t' Table Value	't' value	Level of Significance
1	Arts	45	167.38	12.80			
2	Commerce	53	164.53	13.85	1.98	1.05	Not Significant
	Total	**98**					

Note: df= (N- 2)= 100-2=98

Interpretation

Table shows that the mean of Arts Higher Secondary Students is 167.38and that of Commerce is 164.53. The SDs are 12.8 and 13.85respectively. The 't' value was found to be 1.05 which is not significant at 0.05 level. Hence the null hypothesis that there is no significant difference in Self-concept between Arts and Commerce Higher Secondary Students is accepted.

H$_4$: There is no significant difference in Self-concept between Science and Commerce Higher Secondary Students

The researcher is interested to find out the differences between means from two separate groups of the sample. The 0.05 level of significance is used to retained or reject the null hypothesis in this study. The 't' test is used to test the null hypothesis.

Table 1.10: Significance difference in Self–concept between Science and Commerce Higher Secondary Students

Sl. No.	Stream	N	Mean	SD	't' Table Value	't' value	Level of Significance
1	Science	52	165.04	14.55			
2	Commerce	53	164.53	13.85	1.98	0.19	Not Significant
	Total	**105**					

Note: df= (N- 2)= 107-2=105

Interpretation:

Table above shows that the Mean of Science Higher Secondary Students is 165.04 and Commerce Higher Secondary Students is 164.53. The SDs are 14.558 and 13.85 respectively. The't' value was found to be 0.19 which is not significant at 0.05 level. Hence the null hypothesis that there is no significant difference in Self-concept between Science and Commerce Higher Secondary Students is accepted.

Discussion

The findings of present study clearly indicates that the Self-concept of Higher Secondary Students of Shillong were Average. Since the tool tries to find out the six dimensions of Self-concept which includes Physical, Social, Intellectual, Moral, Educational and Intellectual it is evident that the students are aware of the dimensions. This is important as Self-concept is one of the important aspects in personality development. Also, it can be mentioned that irrespective of the gender, community and stream of study.

Recommendations
- The study of Self-concept can also be carried out for secondary as well as higher level of studies

- Self-concept can be studied with other variables which can enhance the level of Self-concept in an individual
- Similar studies can be carried out at a larger scale

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