

**SELF CONCEPT AMONG SECONDARY SCHOOL STUDENTS
STUDYING IN GOVERNMENT AND PRIVATE SCHOOLS**



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CERTIFICATE

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ABBREVIATIONS USED

SCS Self-ConceptScale

S.D StandardDeviation

Govt. Government

Pvt. Private

ABSTRACT

The present study attempts to examine the Self-concept of secondary school students studying in different government and private schools in Jammu in relation to their gender, residential area and schools. For this study stratified random sampling technique was employed and the sample consists of 250 secondary school students studying in different government and private school in Jammu. Descriptive survey method has been used for this study. For this study, " *Self-Concept* " scale developed by Miss Mukta Rani Rastogi (2015) has been used for data collection. For analyzing the data t-test has been employed. The result of the study highlights that there is no significant gender difference, area difference and school difference among secondary school students studying in different Government and Private schools in Jammu.

CHAPTER-I

1.1 INTRODUCTION

“Life is experience, experience is education. Education is enlightenment; enlightenment is truth, truth is wisdom and wisdom is god.” Today, no nation remains untouched by the dynamics of change sweeping across the world. Students are going to face a new world order and these changes are greatly influenced and challenge the younger generation’s emotional, intellectual and physical well-being. Since education is viewed as an instrument of overall development of student, it should prepare the younger generation with the balance in between Gyana yoga, Bhakti yoga and Karma yoga. The school is one of the most important agencies of education for students. The attempts towards improving secondary education should be made keeping in view the interests, attitudes and aptitudes of secondary school students. As well as realize, it is a sacred duty of the school authorities to help the students to develop as worthy citizens of our democratic republic. As learning is not a mechanical process there is need to recognize the interface between cognition and emotion. Growth and development begins at birth and continues into adulthood. Typically a person will achieve specific development tasks as one passes through each stage of life. The successful accomplishment of developmental tasks can have an altered or negative self-concept.

Self-Concept

“Anyone can become angry that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way that is not easy”. Self-concept is dominant element in personality pattern; therefore the measurement of self-concept becomes essential. There are several terms that are virtually synonymous with self-concept among them are self-images, the ego, self-understanding, self-perception and phenomenal self.

Self-concept is a central theme around which revolves a large number of major aspects of persons thoughts and feeling, hopes, fear and fantasies his view of what he is, what he has been, what he might become and his attitudes pertaining to his worth. Self-concept is more or less organized perceptual object resulting from present and past (Jenid (1960)). It is the cognitive-effective map of an individual’s which help him in understanding oneself. Self-concept is referred by Lowe (1961) as one’s attitude toward self; Sarswat and Gour (1981) describe self-concept as the individual’s way of looking at himself it also signifies his way of thinking feeling and behaving.

Person’s self-concept may be viewed as a store of self-perception. It consists of the answer of such question as who am I? What are my strength and weakness? Self-concept refers to the experiences of one’s being. It is an organized structure comprised a set of attitudes belief and values that cut across all the face to face experiences and actions. Self is something of which one is immediately aware. It is a warm, central private region of one’s own life.

People often infer their characteristics from their observed behaviour. They also use thoughts and feeling of other people, for the formation of self-concept. Finally people compare themselves to others which help in the formation of inferiority or superiority complex, which further helps in

the formation of self-concept. We form thoughts, feeling and action. If ones self-concept is formed it tends to resist change by new information and begin to regulate many aspects of our lives. Self –concept has been recognized to play a vital role in an individual's life. It has been established by contemporary researches that self-concept is the way which an individual's life .It has been established by contemporary researches that self-concept is the way which an individual's perceives himself to shape his overall personality including behavioral patterns.

In simple words, self-concept is the nature and organization of beliefs about one's self. Self-concept is theorized to be multi-dimensional. For Example people have separate beliefs about physical, emotional, social, aspects of themselves. The self also includes ones reputation ones physical possessions such as clothes, house, land and bank account. All of these and many more become a part of us when us grow and prosper.

Concept of self is hierarchal in nature. The most basic of the primary self-concept is required first. It manifests the experiences; the child has at home and is made of many individual concepts each resulting from experiences with different members of the family group. The primary self-concept includes both physical and psychological self-images though the former usually develops earlier than the latter.

The concept of self is also central in the learning process. It becomes evident that the self must be accepted as a problem of perception. It has been found that person with good self-concept are less anxious. They are judged to be generally better adjusted and more effective in groups. They are also found to be more honest with themselves and less defensive. It has been realized that psychology excluding the self cannot fully understand human behaviour. Self-concept is one of the important possible dimensions of personality which gives direction to one's whole life. Self-concept refers to the experiences of one's own being it includes what teachers come to know about them through experiences, reflection and feedback from the student. Self-concept is an organized cognitive structure comprising a set of attitudes and beliefs' that cut across all facets of experiences and actions, organizing and tying together the variety of specific habits outlooks ideas, and feeling that a teachers displays.

The self-concept in reality is an individual's anticipations of his general acceptance or rejection in a given situations. As the self-concept is formulated it tends to shape new experiences to confirm to the established patterns. Behaviour seen from a angles become an attempt to maintain the consistency of the self-concept and homeostasis at the psychological levels. The self is a person's total subjective environment it is the distinctive center of experiences and significance. The self constituent a person's inner world as distinguished from the outer world consisting of all other peoples and things Jersild, (1952), self: is a relational stable organization of values that mediates and focuses behaviour. On account of this it exerciser a profound influences on an individual's everyday life Shoen, (1962) self-concept is a central theme around which a large number of the major aspects of personality are organized.

Educators have long recognized that student's belief about their academic capabilities plays an essential role in their motivation to achieve. Self-concept is a person's self-perception. It may be understood as individual's feeling or confidence levels in accomplishing particular academic tasks. Chowdhary&Pati (1997) assert that self-concept plays a significant role in the

educational process when a child is accepted, approved, respected and liked one will have an opportunity to acquire an attitude of self-acceptance and respect for one self. According to Wang & Lin (2008) self-concept was seen as the general confidence that individual felt about themselves and the levels of an individual's self-concept predict whether or the extent to which he or she was able to accomplish academic tasks successfully or unsuccessfully.

Self-concept comprises of both efficacy and perceived competence, where former may be general sense of belief in one's ability. Self-concept is defined by Shavelson et al as ...“a person's perception of himself formed through his experience with his environment”. Self-concept is described by Klobal and Musek (in Baadjies 2008) as an individual's perceptions of him/herself; it is psychological entity and includes one's feelings, evaluations and attitudes as well as descriptive categories. Thus, self-concept is a cognitive generalization about 'self', which mostly includes self-descriptions of neutral values. By way of a formal definition, self-concept refers to the person's total appraisal of his appearance, background and origin, abilities and resources, attitudes and feelings, which culminate as a directing force in behaviour.

In simple words, self-concept is the nature and organization of beliefs about one's self. Self-concept is theorized to be multi-dimensional. For example people have separate beliefs about physical, emotional, social, aspects of themselves. The self also includes one's reputation one's physical possessions such as clothes, house, land and bank account. All of these and many more become a part of us when we grow and prosper.

Concept of self is hierarchical in nature. The most basic of the primary self-concept is required first. It manifests the experiences; the child has at home and is made of many individual concepts each resulting from experiences with different members of the family group. The primary self-concept includes both physical and psychological self-image though the former usually develops earlier than the later. The first psychological self-image is based on children's siblings. As contacts outside the home increase, children acquire others concept of themselves through the eyes of others. The self-concept at primary includes physical as well as psychological self-images. Generally though not always, the primary self-concept is more favorable than the secondary.

The self-concept in reality is an individual's anticipations of his general acceptance or rejection in a given situation. As the self-concept is formulated it tends to shape new experiences to confirm to the established patterns. Behaviour seen from a new angle becomes an attempt to maintain the consistency of the self-concept and homeostasis at the psychological levels. The self is a person's total subjective environment it is distinctive center of experience and significance.

Aristotle self-concept is one's image in one's eyes. Every person tries to equip oneself in such a manner, so as to be liked by other. Self-concept helps the individuals in various important moments of life. E.g. in judgment in decision making and in other various situation. It is an important mental apparatus which influence every function of life. A realistic self-concept helps an individual to grow professionally and also help in proper emotional adjustment with the environment. An individual behaviour and adjustment in one's society are determined by his attitudes perception and feeling about himself as well as the perception of others towards him. Self-concept plays a very important role in understanding this complex human behaviour.

Self-concept is the picture of own self. It is his view of himself as distinct from how he is, viewed by others on the basis of his behaviour. Self-concept is one burning topics it is an essential part of psychology, psychology began to be applied in education industry. It became evident that self-concept is a crucial aspect in personality development, learning and for that matter in during any work with any degree We think are, what we think, we can achieve, what we think about others, think of us and what we would like to be. Self-concept also called self-construction, self-identity, and self-perspective or self-structure. Self-concept is a vehicle of four symbolic behaviour. It is regarded as the most important tool of our thought and expressions, our language which works as important aspects in individuals as well as social progress is too much indebted to our concept.

According to Raimy in 1943; He said that the “self-concept is just like a map which is consulted by every individual in order to understand himself during the moment of crises or choices, it belong to our past as well as present experiences.”

According to Burns in 1970 “The self-concept is the composite image of what identity, sexual identity and racial identity. Generally self-concept means “an organization of qualities that the individuals attribute him.”

Self-concept is formed, when an individual interacts with the environment. And it is changed when the environment is changed self-concept includes “I” “Me” “Mine” and “Myself”

- a) How am I?
- b) How other perceive me?
- c) How would they like to be?

Like the development of other concept about people, idea, object and places the formation of self-concept is also the result of the interaction of his self with the environment surrounding him. Such interaction is loaded with past and present experiences may make an adolescent to have a judgment value related to his potentialities his strength and weakness personality traits and behaviour pattern etc.

Thus, self-concept frequently refers to a person’s attitude and feeling about himself and Secondly it is regarded as a group of psychological processes that govern his behaviour and adjustment. “Roger’s theory of self” believed that in addition to self structure there is an ideal self which indicates what the person would like to be. For him, the self-concept denote the organized consistent conceptual gestalt composed or perception of the characteristic of “I” or “Me” and the perception of relationship of “I” , “Me” to other and the various aspect of life together with each value attached to these perception. Rogers (1951) A person learns significantly only those this that perceived as being involved in the maintenance or enhancement of the structure or self.

Charles Cooley (1964) Drew early attention to the important relationship between self and society in his ideas of looking glass self-proposing that the content of self-perception is derived largely through the mirror of interaction of with other teacher or student. George Herber Meads (1969) gave a more elaborate description of feedback from others who are especially important individual (“significant others”) and composite feedback synthesized from collective interaction with many other people (“the generalized others”).

1.2 Characteristics of Self-Concept

1. Self-concept involves a lot of information about himself.
2. Self-concept has several dimensions.
3. Self-concept is hierarchical.
4. Self-concept becomes increasingly differentiated with the increase in age.
5. Self-concept is stable.
6. Self-concept is negative as well as positive.

Self-concept is a central theme around which a large number of major aspects of personality are organised. It has been described differently by different authors.

Self-concept is the picture of own self. It is his view of himself as distinct from how he is, viewed by others on the basis of his behaviour. Self-concept is one of the burning topics and is an essential part of psychology; psychology began to be applied in education industry. It became evident that self-concept is a crucial aspect in personality development, learning and for that matter in during any work with any degree. We think are, what we think, we can achieve, what we think about others, think of us and what we would like to be. Self-concept is a vehicle of our symbolic behaviour. It is regarded as the most important tool of our thought and expressions, our language which works as an important aspect in individuals as well as social progress is too much indebted to our concept.

1.3 Dimension of Self-Concept

A Self-concept can also be defined as an all encompassing awareness you had of yourself in the past the awareness you have of yourself in the present and the expectation you have of yourself at a future time. Your self-concept is built upon perception upon how you perceive yourself based on the knowledge you have gained over a lifetime of experience. When it comes down to it, a self-concept is a perception you have of your image, abilities and in some ways a perception of your own individual uniqueness.

1. Concept of what others say and Think About You:
The first dimension of self-concept is being aware of how you impact other people. What other people say and think about you does matter, but not way you might think it does. We tend to think that what other people say about us is a reflection of who we are. The truth is what people say/ think about us is their reaction to how we impact them. We cannot change people's reactions, only the impact we have on them. Their reaction to our behaviour is a telling sign of how we impact the world, and through empathy we can better understand ourselves and make adjustments to our behaviours.
2. Concept of the Thoughts and Feelings you have about yourself:

The second dimension of self-concept understands the root causes of the thoughts and emotions we have towards ourselves. If we're not careful, our thoughts and feelings can trample our soul. Look back over the course of your young life, what memories come to mind?

3. Concept of who you really are:

The third dimension of self-awareness is viewing who we actually are as reflected by our actions, motivations and emotions. Have you ever said "I didn't mean what I said."? It's that same type of incongruence when we view ourselves in one way and act in another. In his book *The Speed of Trust*, author Stephen M.R. Covey said "We judge ourselves by our intentions and others by their behaviour." I couldn't agree more. Last week I wrote about how we do this with our identity, believing we're one person but acting like we're another; that's the result of only being aware of our intentions and not our actions.

4. Concept of who you want to become:

The fourth dimension of self-concept is understanding who you want to be in future; an awareness of your future self. Do you know who it is desire to be? Have you written your own eulogy? What kinds of things do you want people to say about you when you're not around? We should regularly take time to reflect on who we want to become over time, as we grow older and more mature.

How to Improve Yourself Self-Concept:

Transforming your self-concept won't be easy. In fact, it will take a great deal of patience, time and effort. Along this journey, you will likely need to release old habits, limiting beliefs and unhelpful thoughts. You will essentially need to question the values of how you've been living your life, which include the choices and decisions you've been living your life, which includes the choices and decisions you've making. If the choices you make are not stretching your comfort zone and pushing you toward your goals then change is something that needs to be on the horizon. Even through this journey and the inevitable transformation will not be easy, it will however, be worth your while.

Now longer will you be at mercy of your rose-colored view of reality. Instead, you will have taken control and with control come confidences and personal power- the power to transform your life with purpose. When our emotional experiences are of a healthy and positive nature, this improves the quality of our thoughts and as our thoughts improve so do our choices, decisions and actions.

Secondary School Students

Secondary schools are often called high schools in the United States and the other is called high school and has grades 9 through 12. A person generally starts middle school at age 11 or 12 and starts high school at age 14 or 15 and finishes at age 18. Generally a student goes to the high school for four years.

Secondary school is where students go to be educated once they have completed primary intermediate school. It is also known as college, high school or grammar school. Students study for five years at secondary schools beginning in years 9 and finishing at the end of year. Students are normally aged 13 years when they begin at secondary school and finish when they are about 18 years old. The secondary school day is usually about half an hour longer than primary school.

A secondary school is both organization and organization that provides secondary education and the building where this takes place. Some secondary schools can provide both lower secondary education and upper secondary education (level 2 and 3 of the ISCED scale), but these can also be provided in separate schools, as in the American middle and high school system.

Secondary schools typically follow on from primary schools and lead into vocational and tertiary education. Attendance is compulsory in most countries for students between the ages of 11 and 16. The organizations, buildings, and terminology are more or less unique in each country.

1.4 NEED and SIGNIFICANCE OF THE STUDY

Self-concept of student has been observed as an important aspect of student's personality. A review of researches also reveals that there has been significant relationship between self-concept among secondary school students studying in government and private schools. It is essential that for the harmonious development of the personality of the child home environment is must because it shapes the personality of the child. The present study shall help the researcher to know about the self-concept among secondary school studying in government and private schools and will help the teachers and parents to improve the self-concept of students. This study shall also give the researcher data on the development of self-concept. So, the present study is significant and relevant to current scenario.

1.5 STATEMENT OF THE PROBLEM

A STUDY OF SELF CONCEPT AMONG SECONDARY SCHOOL STUDENTS STUDYING IN GOVERNMENT AND PRIVATE SCHOOLS

1.6 OPERATIONAL DEFINITIONS

Self-Concept: Self-concept is an individual's evaluation of his/her own abilities and attributes. It includes all aspects of an individual's personality of which he/she is aware. In this study self-concept will be assessed through children's *Self-Concept scale by Dr. Mukhta Rani Rostogi*. (2015).

Secondary School Students: It refers to the students studying in 9th or 10th class in secondary schools.

Government Schools: The government schools are the schools which are directly administered by the state/ Union Territory school education board.

Private Schools: Private schools refers to non-governmental, privately funded which are not financially supported by government.

1.7 OBJECTIVES OF THE STUDY

1. To study significance difference in self-concept among secondary school students with respect to their gender.
2. To study significance difference in self-concept among secondary school students belonging to urban and rural areas.
3. To study significance difference in self-concept among secondary school students studying in class 9th and 10th Government and Private Schools.

1.8 HYPOTHESES OF THE STUDY

1. There exists no significant difference in self-concept among secondary school students with respect to their gender.
2. There exists no significant difference in self-concept among secondary school students belonging to urban and rural areas.
3. There exists no significant difference in self-concept among secondary school students studying in Government and Private school.

1.9 DELIMITATIONS OF THE STUDY:

- The study shall be delimited to 250 secondary school students studying in 6 government and 6 private schools located in Jammu.
- The study has been delimited only one tool Self-Concept.

CHAPTER- II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A literature review is an evaluative report of information found in the literature related to your selected area of study. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical base for the research and help the author determine the nature of his/her research. Works, which are irrelevant, should be discarded and those, which are peripheral, should be looked at critically.

A literature review is more than the search for information, and goes beyond being and descriptive annotated bibliography. All works included in the review must be read, evaluated and analyzed but relationships between the literatures must also be identified and articulated, in relation to the field of research.

In writing the literature review, the purpose is to convey to the reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. The literature review must be defined by a guiding concept e.g. your research objective, the problem or issue you are discussing, or your argumentative thesis. It is not just a descriptive list of the material available, or a set of summaries. A literature review is a text of a scholarly paper, which includes the current knowledge including substantive finding, as well as theoretical and methodological contribution to a particular topic literature reviews are secondary sources, and do not report new or original experimental work. Most often associated with academic oriented literature, such as thesis, dissertation or a peer reviewed journal article, a literature reviews usually precedes the methodology and results section although this is not common in a research proposal or prospectus (the document that is approved before a student formally begins a dissertation or thesis).

Its main goal is to situate the current study within the body of literature and to provide context for the particular reader. Literature reviews are a basis for research in nearly every academic field. A systematic review is a literature review focused on a research, trying to identify, appraise, select and synthesize all high quality research evidence and arguments relevant to that question.

Review of related literature is a significant aspect of any research work to know what others have learned from similar research situation and to help in the formation of hypotheses for the study. The related studies in any field form the foundation upon which future work is dependent. Review of related literature makes the investigator fully aware with the previous work that has been done. It also provides an opportunity of gaining insight to the methods, measure, subjects and approaches employed by the other source of information about the problem to be investigated is one of the important steps in the planning of any research study. In the present study the investigator has reviewed the researcher done in the field of teaching styles and teaching strategies in India and abroad.

Patwardhan (2002) conducted a study on self-concept of students in two stages- a) gender and grade differences, and b) its relation with future identity. Self-concept is one's overall idea of a

sense of self, with multi dimensions of self in reference to others. Future identity refers to youth's awareness of life's work in future. In the first stage, 381 students (191 females and 190 males, from seventh grade through under-graduate level) attempted an inventory measuring multi dimensions of self-concept. They showed a high level of self-concept, with no significant gender differences. The difference in two extreme grades was significant. In the second stage, 30 undergraduate students attempted two inventories measuring self-concept and future identity. The correlation between these two components was weak.

Seema (2002) conducted a study of self-concept in relation to sex and academic achievement. She found that high and low achievers do not differ from each other on the factors of happiness and satisfaction of the self-concept. When the two independent variables of academic achievement and sex are taken jointly, an effect of the total scores of the self-concept has been seen. Academic achievement does not make any significant effect on the other factors of self-concept that is anxiety of high achievers and low achievers do not differ significantly from each other on this factor. Male and female students do not differ significantly from each other on the third factor of self-concept that physical appearance and attitude.

Kour (2003) conducted a study of self-concept and academic achievement in relation to sex and caste found that sex as the single variable does not make a significant effect on the high cost achievers and low cost achievers.

Dorner, Jessica, (2006) conducted a study on self-concept among students and measure the personality growth, self-concept and maturity (SCM) development, validation and age effects. Results in terms of age trends were clearly in line with hypothesis older adults showed higher levels of self-esteem, self-concept integration and self-concept transcendent value orientation than younger people, whereas their levels of affect balance were lower than in the younger age group. As expected no age difference were found with regard to the complexity of the self-concept. Furthermore, the validation of the SCM instrument as a personality growth measure by and large was confirmed by the results: SCM revealed a strong link with other variables of personality growth while there was a moderate relationship with the domain of adjustment. As expected, SCM was uncorrelated with chronological age implying that younger and older adults did not differ in their levels of SCM.

Green et.al. (2006) casual relationship between academic self-concept, academic motivation and its effect on academic achievement. This paper aimed to elucidate the relationships among self-Concept, motivation and academic achievement by proposing a longitudinal design by which self-concept and motivation were measured from a multi dimensional perspective.

Manning (2006) conducted a study on self-concept among secondary school students, posit that it has two levels and relates to how well we do in school or how well we learn. While the first level deals with the general academic self-concept of how good one is in all subjects, the other has to do with asset of specific content related to self-concept that describes how good one is in mathematics, science, social studies and English language. Self-concept like any psychological construct is relative and depends on some frame of reference. According to the frame of

reference model, academic self-concept will depend on a student's own academic ability and the ability level of other students within the same class. When a student perceives himself as the best in class he tends to hold a positive self-concept of himself/herself.

Manger and Eikeland (2006) in their study of the effect of Mathematics self-concept on girls' and boys' mathematical achievement found that Norwegian elementary school boys showed significantly higher Mathematics self-concept than girls. Boys also had a significantly higher mathematical achievement score than girls. However, controlling for Mathematics self-concept produced several interesting results. First, there was no significant effect of gender on overall mathematical achievement. Second, although the gender difference in achievement favoring boys increased with increasing task difficulty, no significant effects of gender were found in sub-samples of difficult tasks. Finally, a significant effect of gender favoring girls appeared in sub-samples of easy tasks and in routinizing well-defined procedural tasks. These results indicate that Mathematics self-concept is an important variable accounting for differences in elementary school girls' and boys' Mathematical achievement.

Raju, M.V.R., Rahamtulla, T., Khaja,(2007) conducted a study on self-concept among students and study adjustment problem among school students. The study intended to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. The variables included for the study was adjustment (family, social, academic, financial and emotional) are age gender, class, type of school etc. The major finding of the study showed that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

Cooley (2009) conducted a study on self-concept among secondary school students. Academic self-concept was broadly conceptualized as how a student views his/her academic ability when compared with other students to be academically successful individual must be identified with domain of academics. Academics must be a part of their self-concept; more specifically, they must have a positive academic self-concept. Some previous research works suggest that there is a positive relationship between academic self-concept and academic achievement as measured by grade point average.

Gerardi (2009) conducted a study on self-concept among secondary school students the results indicates that academic self-concept was the best predictor of academic success as measured by Grade Point Average (GPA) was minority and low socio economic status college students. Specifically, self-concept of ability better predicted academic success than cognitive variables such as college skills assessment examinations and high school GPA.

Ishak and others (2010) examined the students' self-concept among 16- and 17- year- old adolescents in Malaysian secondary schools. A total of 1168 students participated in the survey. This study utilized the CoPs (UM) instrument to measure self-concept. Principal Component

Analysis (PCA) revealed three factors: academic self-concept, physical self-concept and social self-concept. This study confirmed that students perceived certain internal context factors, and revealed that external context factor also have an impact on their self-concept which in turn influenced positively their academic performance.

Sambyal (2010) conducted a study on the self-concept among secondary schools students studying in government and private schools of Jammu city in relation to their socio-economic status. The study was based on a randomly selected sample of 200 students from the high schools in Jammu city. The sample was categorized on the basis of sex and type of schools. The tool used to assess the *Self-Concept and Socio-Economic Status* was standardized tools. The study revealed that the students studying in private schools come from high socio-economic status whereas students studying in government schools come from families with a relatively low socio-economic status. It was found that the girls and boys do not differ significantly with regards to their self-concept scores. The results from the study have implications for teachers as well as education institutions.

Spaights, Kenner and Dixon (2010) conducted a study on self-concept, and examined student's perception on self-concept and the relationship between self-concept and academic performance. Participants were 37 male and 81 female African and American students from three universities in the university of Wisconsin system who were administered the *Tennessee Self-Concept Scale*. Academic performance was measured by GPA. Spaights found no significant relationship between self-concept and GPA, but for students perception, they found out that the students perceived self-concept positively. While these findings are useful, it is important to note that the researchers used a global measure of self-concept, as opposed to measuring academic self-concept, which could account for the results.

Isaac et al (2011) conducted a study on relationship between self-concept and Mathematics Achievement of Senior Secondary Students in Port Harcourt Metropolis. The results of the tests indicated that Mathematics Self-Concept is significantly related to Mathematics Achievement, General Academic Achievement and General Academic Self-concept. The main implication of the findings of this study is that self-concept and Mathematics, and General Academic achievement of students are so strongly related that a change in self-concept facilitates a change in achievement. It was therefore, recommended that educational programme designers and developers, teachers, parents and students should make self-concept development of students an educational aim as important as academic achievement.

Quarisy and Turki (2011) conducted a study on self-concept among students and indicated that self-concept and achievement motivation of high creative male and female adolescents is less than the low creative male and female adolescents. Self-concept and Achievement motivation of low creative male and female adolescents is less than the average and is greater than the high creative male and female adolescents. Additionally, the results indicate that achievement motivation of the high self-concept of the male and female adolescents is greater than the average self-concept and is greater than the low self-concept. It also indicates that the achievement motivation of low average and high self-concept of private syllabus and state

syllabus adolescent that the achievement motivation of the higher self-concept. Total adolescents is less than the average self-concept and is greater than the low self-concept. And the correlation between the creativity with their physical self, social self, temperament self, educational self, moral self, intellectual self and total self-concept of sub-samples are not significant.

Hoge, Smit and Crist (2012) conducted a study on self-concept among students and also conducted a two-year longitudinal study of 322 sixth and seventh graders that compared the three levels of self-concept (high, middle and low) and studied the effects of self-concept on achievement and achievement on self-concept influences of self-concept on grades were weak but grades had a modest influence on subsequent discipline-specific self-concept. The researcher concluded that past correlation studies have overstated the influence of self-concept on grades and of grades on self-concept. Self-concept is frequently positively correlated with academic performance, but it appears to be a consequence rather than a cause of high achievement.

Williams (2012) conducted a study on the self-concept among secondary school students. Finding of the study revealed that there was a significant relationship between self-concept and vocational interest. The adolescents with high vocational interest turned toward scientific, literary, persuasive, and computational and social services interest musical and artistic areas of interest. No significant differences found to exist between the male students in their vocational interest. It was recommended among others that well-packaged seminars and workshop should be organised regularly, including the school-based management committee in various schools to intimate parents, teachers and counselors on self-concept, interest and needs of the adolescents.

Anithal and Parameswari (2013) conducted a study on self-concept among secondary school students. The present study is aimed to explore the home environment and the academic achievement. Which correlates self-concept in a sample of 300 students. The results of the study revealed that self-concept is considerably positive and correlated with academic achievement. It reveals a significant positive relationship of Home Environment components-protectiveness, conformity, reward and nurturance with self-concept. It means that use of rewards and nurturance from parents should be done for positive self-concept among students for development. The correlation of social isolation, deprivation of privileges and rejection components of Home Environment is significantly negative with self-concept among students. It indicates that there should be less or no use of social isolation, deprivation of privilege, rejection and positive self-concept among students for development. The study has implications for educationalists and parents as well.

Crawford (2013) conducted a study on self-concept among students. It was found that student's self-concept influenced their academic performance significantly. Crawford further found that the level of effort exerted by students in learning to large extent contributes significantly to their self-concept which in turn boosts their academic performance.

Kumari (2013) conducted a study on Self-Concept and Academic Achievement among Secondary School students. She took a sample of 321 students in different categories of schools following different systems of education at the higher secondary level was chosen. The findings

of the study conducted revealed that students belonging to central board schools were better in their self-concept and academic achievement when compared to students from other boards. There is also a significant and positive relationship between self-concept and academic achievement of students at the higher secondary level.

Aggarwal (2015) conducted a study on self-concept among secondary school students. Finding of the study revealed that there was no significant difference in self-concept of the secondary level students in relation to gender and management variation, but urban students had better self-concept than rural students. Results further revealed non-significant differences found to exist in achievement motivation with regard to locale and management variation of secondary level students, but boys showed better academic achievement than girls. Another finding of the study revealed that socio-economic self-concept of the girls was better than their counterpart, results of the study also revealed that temperamental qualities, emotional tendencies and mental health of urban students. The study also revealed significant relationship between the two variables of self-concept and academic achievement. Based on the finding of the study, suggestions for increasing the academic achievement of the students have been developed.

Bharathi and Sreedevi (2015) conducted on the study of self-concept among secondary schools student. *Self-concept Scale* by Saraswat (1984) was used to analyze the self-concept of 40 adolescents of twin cities of Hyderabad, Telangana. The findings of the study revealed that higher percentage of adolescents had above average levels of self-concept in dimension of temperamental(85.0)Intellectual(77.5)physical(60.0)andsocial(52.5).About47.5percentofadolescents equally had high moral self-concept. Hence, the study may help the teachers and parents to maintain the optimum level of self-concept of adolescents.

Jain, Pasrija and Divya (2015) conducted a study on self-concept among secondary school students on emotional maturity and self-concept among senior secondary school students in relation to type of school. The research adopted normative survey method in the study. The sample for the study consisted of 100 students from senior secondary schools by randomly. *Emotional Maturity Scale* of Dr Yasvir Singh and Dr Mahesh Bhargava and *Self-Concept Scale* by Dr. R.K.Saraswati was employed in the study. For the analysis of data, the descriptive statistics like mean, standard deviation and 't'-test was employed. The finding revealed that significant difference in self-concept and emotional maturity in relation to type of school.

Lone and Lone (2016) investigated the self-concept as a whole set of attitudes, opinion and cognitions that a person has of himself. While the academic achievement performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goal. The objective of the study was to find the relationship between the self-concept and academic achievement i.e. there any relationship between these two variables or not. The study is based on the sample of 248 students taken from the senior secondary school of Jammu district. The sample was selected randomly out of 9 selected school. However, the finding of the study revealed the significant relation was found to exist between the self-concept and academic achievement.

Mahmood (2016) conducted a study on self-concept among secondary school students (2016) finding of the study revealed that (1) there was significant relationship between home environment, academic achievement, self-concept and career maturity of students (2) there was significant difference between boys and girls, rural and urban in respect of their home environment, academic achievement self-concept and career maturity and (3) there was significant difference between rural and urban students in respect of their home environment and career maturity , however insignificant difference is found in case of rural and urban on the measures of academic self-concept.

Izuchi and Onyekuru (2017) conducted a study on the self-concept among secondary school students. Self-concept is a construct concerned with one's attitude, feelings and perceptions about one's intellectual or academic capabilities, representing one's self-beliefs and self-feelings I academic setting, just as academic motivation is a construct recognized for its influence on student's interest in and attitude out the differences. If any between the rural and urban. Further the level of significance was set at 0.05. The experiment carried out on twenty-five rural and twenty-five urban school going adolescent students to find out the comparison on self-concept. After applying standard questionnaire to obtained responses and statistical treatment. The result comes out were shows significant difference between rural and urban school going adolescent students.

2.3 CONCLUSION

Studies reviewed revealed that the self-concept among secondary school students in the whole process of in learning. The complex nature of learning was found from the studies that include many variables which directly or indirectly were responsible for self-concept. Age, gender was some variables. In most of the studies students' self-concept report was average. In most of the studies significance difference were reported between male and female students.

CHAPTER-III

METHODOLOGY AND PROCEDURE

3.1 Introduction

Research methods play a vital role in a research process. Research is an endless quest for knowledge and an unending search for truth. It brings to light new knowledge or corrects previous errors and misconceptions and adds in an orderly way to the existing body of knowledge. The knowledge obtained by research is scientific and objective and is a matter of rational understanding, common verification and experience. "Research is considered to be the more formal, systematic structure of investigation usually resulting in some sort of formal record of procedure and a report of results in conclusion." (J.W. Best) "Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. It is a process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data. The best search is that which is reliable, verifiable and exhaustive, so that it provides information in which we have confidence." Research in education is needed to improve educational practices and policies. Many of our educationists are constantly engaged in research to find out effective methods of instruction and satisfactory techniques of improving pupil behaviour. Research in education is also undertaken to develop suitable learning materials, satisfactory techniques of evaluation, more comfortable physical facilities and more efficient systems of educational management and administration. He was of the opinion that aim of research is to provide knowledge which will permit the educator to achieve these goals by the most effective methods.

Rummel has observed that since no two research undertakings are exactly alike, it is impossible to set forth any right formulation of method or procedure. There is a wide variation in the condition and circumstances, which determine the objectives and nature of research problems in different fields. His purposes of a study may vary from researcher to researcher in terms where it is to be conducted and the applications to be made of it. In addition, great differences in the capacities and characteristics among the individuals who do research work are a proved fact. Thus, all methods defy portrayal in terms of formulae or standardization. Considering its special advantages, and depending on the nature of the present study, the survey method has been chosen to study the formidable problem that follows the task of defining the research known as the "Research Design". Decision regarding what, where, when, how much, by what, concerning an inquiry or a research design. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose with economy in procedure (Clair Salltiz and others, 1962). In fact the research design is the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data.

A good design is often characterized by objectives like flexible appropriate efficient economical and so on. Generally, the design, which minimizes bias and maximizes the reliability of the data collected and analyzed, is considered a good design. The design, which gives the smallest experimental error, is supposed to be the best design in many investigations. Similarly, a design

which yields maximal information and provides an opportunity for considering many different aspects of a problem is considered the most appropriate and efficient design in respect of many research problems. Thus, the question of good design is related to the purpose of the research problem and also to be. His purposes of a study may vary from researcher to researcher in terms where it is a conducted and the applications to be made of it. In addition, great differences in the capacities and characteristics among the individuals who do research work are a proved fact. Thus, all methods defy portrayal in terms of formulae or standardization.

Considering its special advantages, and depending on the nature of the present study, the survey method has been chosen to study the Self concept among secondary School students studying in Govt. and Private schools.

3.2 Design of theStudy

The design of the research is the blue print of the procedure for the completion of various steps and searching valid conclusion.

3.2.1 Method

The population of the present study consisted of all secondary school students who are studying in Govt. and Private Schools of Rural and Urban areas Jammu district. The population beingvery large in number and vastly scattered, it was very difficult to contact it because of the limited resources. Moreover, it seemed that it would be a wasteful exercise to carry on the study with the whole population, when only a small representative sample could furnish the required information and the expected results.

3.2.2 Variables of the study

Variables are those which may vary from person to person or situation to situation. In the present study.

A) Independent variables

1. Gender (Male and Female)
2. Type of Schools (Private and Government)
3. Area (Rural and Private)

B) Dependent variables

- 1) Self Concept

3.2.3 Population of the Study

To achieve the objectives of the present study, proper methodology is required to select an appropriate sample and a tool to get the information from the students. It must be appropriate, feasible, objective, and reliable well planned and well understood. The Descriptive survey method has been used for the present study.

3.2.4 Sample of thestudy

Sampling is the foundation of research. The process of investigation demands on successful

sample, which truly reflects the population from which it has been taken. The study of the sample varies from study to study, method to method, and nature of population. It is easier, less time consuming and economical to deal with a sample than the whole population. In fact, good sample minimize the error of estimation. There are many techniques for obtaining a sample, which may be the representatives of the whole population.

In the present study, stratified random sampling technique was applied for the selection of the sample. The sample was drawn from secondary school students. The investigator selected 20 students from each school for present study.

Thus sample covers 250 secondary school students from selected schools. The sample consisted of Distribution of the sample has been given in the table.

Table 3.1:

Distribution of Sample from Urban Private Secondary Schools Students:

S.NO.	NAME OF SCHOOLS	MALE	FEMALE	TOTAL
1.	Brig KhudaBakash Memorial Hr. Sec School	10	10	20
2.	B.N. Hr. Sec. School	12	08	20
3.	VidyaPeeth Public Hr. Sec. School	06	14	20
	Total	28	32	60

Table 3.2

Distribution of Sample from Rural Private Secondary School Students:

S.NO .	NAME OF SCHOOLS	MALE	FEMALE	TOTAL
1.	S.R.P Model High School	17	03	20
2.	Trikuta Public High School	16	04	20
3.	Raja Public High School	09	11	20
	Total	42	18	60

Table3.3

Distribution of Sample from Urban Govt. Secondary School Students:

S.NO .	NAME OF SCHOOLS	MALE	FEMALE	TOTAL
1.	Govt. Hr. Sec. School ChanniHimmat Jammu	12	08	20
2.	Govt. C.B. Hr. Sec. School	20	00	20
3.	Govt. Girls Hr. Sec. School Mubarak Mandi Jammu	00	20	20
	Total	52	08	60

Table 3.4

Distribution of Sample from Rural Govt. Secondary Schools Students:

S.NO .	NAME OF SCHOOLS	MALE	FEMALE	TOTAL
1.	Govt. Hr. Sec. School Bhalwal	10	20	30
2.	Govt. High School GurahBrahmana	10	10	20
3.	Govt. High School Bantalab	11	08	20
	Total	31	38	70

3.3 ToolEmployed

For the purpose of the accomplishment of the objective the following tool of the research has been used by the researcher.

- *Self-Concept Scale*
- 51 items

Reliability: Reliability of the scale by spilt-half method following Spearman-Brown Propheey formula was found to be 87.

3.2 ADMINISTRATION OF THETOOLS

Data collection is essentially an important part of the research process. In order to collect the required data, firstly the researcher sought permission of the head of the department, and then she approached the principles of school asked them to grant their permission to collect data from secondary school students to conduct the investigation. After that the subject's teacher trainees were approached and were explained the purpose of the present study. This way a good rapport was established with the secondary school students. Prior administering the tools, the researcher read out the instruction and necessary guidelines regarding the patterns of response to be made in each tool. When, it was sure that they have understood the mode of recording their response the researcher then asked them to fill in the required information. There was no limit for answering and also the secondary school students were able to complete the questionnaire. In this way, investigator visited different secondary schools of Jammu in order to collect the require information for the present study. The investigator has collected the data of 250 secondary school

students (both male and females). Since, it is not possible to encompass the entire population. Therefore, the researcher has collected the data of 250 secondary school students.

3.5 STATISTICAL TECHNIQUE USED

To analyze and interpret data, the investigator shall used

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CHAPTER -IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.1 INTRODUCTION

Data analysis is considered to be important step and heart of the research in any research endeavor. The process of data evaluation with analytical and logical reasoning leads a researcher to examine each of its components. The foremost task before the investigator, after the collection of data, is its compilation and careful tabulation which finally leads us to meaningful inferences. Data analysis is a process of assigning meaning to the collected information to determine the conclusions, to be scientifically processed or analyzed so as to achieve the objectives of investigation. Besides, data analysis is referred to calculations and computations based on certain parameters viz. searching for pattern of relationships which exist in the variables and thereafter tested in the light of hypothesis.

It is to be noted that collection of data merely presents a stock of facts unless it is scientifically analyzed. Analysis is the process of breaking up the whole study into its constituent parts. It is a process of inspecting, cleaning, transforming, and modeling data with the objective of information. Therefore, the purpose of analysis refers to the process of generating value from the raw data (Johnson & Christensen 2004). The purpose of the data analysis phase is to transform the data collected into credible evidence about the development of the intervention and its performance. In this regard, Burns & Grove (1998) Data analysis is a mechanism for reducing and organizing data to produce findings that require interpretation by the researcher.

According to the De Ross (1998) Data analysis entails that the analyst breaks down data into constituent parts to obtain answer to researcher questions and to research hypothesis. Statistical analysis is the mathematical process of gathering, organizing, analyzing and interpreting numerical data and is one of the basic phases of the research process. According to Mouly (1978), research data become meaningful in the intellectual model where the relationships involved are carefully brought out so that meaningful inferences can be drawn. It is used to describe group behaviour or group characteristics abstracted from a number of individual observations that are combined to make generalization possible. The aim of this chapter is to analysis and interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. In this chapter, a detailed analysis of the collected data is made. The sample of study was 250 secondary school students taken from 6 Government and 6 Private schools of Jammu by using the tool self-concept scale by Miss Mukta Rani Rastogi.

4.2 RESULTS AND FINDINGS

The resulting data has been analyzed using statistical technique namely Mean, Standard Deviation and t-test.

4.2.1 Gender difference in Self-Concept of secondary schoolstudents.

To compare the Self-Concept of male and female secondary school students, Mean, Standard derivation and t-test has been computed .The result has been given in table 4.1.

Table 4.1

Mean, Standard deviation and t-value for the scores with respect of gender difference among secondary school students on Self Concept scale.

Gender	N	Mean	S.D	SEM	Df	T	Level of Significanc e
Male	125	198.68	16.07	1.43	248	0.60	Not Significant
Female	125	199.76	12.09	1.08			

Table 4.1 shows that, the mean value of overall score of self-concept among secondary school students male is 198.68 and the mean value of female students is 199.68. The value of $t=(0.60)$ has found to exist in significant at 0.05 level. So, male and female of secondary school students have not shown any significant difference in their self-concept with respect to their gender. Also, even through the female students have got little higher mean score on self-concept as compared to male students. Thus it is inferred that our hypotheses no- 1 stating that there is no significant gender difference in self-concept of secondary school students stands accepted.

4.2.2 Difference in Self concept among Secondary School students belonging to urban and rural areas.

To compare the self-concept of secondary school students studying in urban and rural areas, Mean, Standard Deviation and t-test were computed. The result has been given in the table 4.2.

Table 4.2

Mean, Standard Deviation and t-Value for scores of secondary school students studying in urban and rural areas on self concept scale.

Area	N	Mean	S.D	SEM	Df	T	Significance
Urban	120	195.44	17.81	1.62	248	4.17	Not Significant
Rural	130	202.71	8.45	.74			

Table 4.2 shows that, the mean value of scores on self-concept obtained by urban is 195.44 and the mean value of rural is 202.71. The $t=$ value 4.17 found is not significant at 0.05 level. So, secondary school students have not shown significant difference in their self-concept with respect to their background. The urban secondary school students have got lower mean scores as compared to rural. Thus it is inferred that our hypotheses -2 stating that there is no significant difference in self concept of secondary school students stands accepted.

4.2.3 Difference in self concept among secondary school students belonging to Government and Private school.

To compare the self-concept of secondary school students studying in government and private school, Mean, Standard Deviation and t-test were computed. The result has been given in the table 4.3.

Table 4.3

Mean, Standard Deviation and t-test for scores of secondary school students studying in government and private school on self concept scale.

SCHOOL	N	Mean	S.D	SEM	df	T	Significance
Government	120	195.90	16.05	1.46	248	3.63	Not Significant
Private	130	202.28	11.49	1.00			

Table 4.3 shows that the mean value of scores on self-concept of male students is 195.90 and the mean value of female students is 202.28. The value of $t = 3.68$ has been found to be not significant at 0.05 level. So, male and female of secondary school students have not shown any significant difference in their self-concept among secondary school students belonging to Government and Private school. Also, even though the Government students have got lower mean score on self-concept as compared to the private school students. Thus it is inferred that our hypotheses -3 stating that there is no significant difference in self concept of secondary school students stands accepted.

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the result in previous chapter, the finding have been delimited and discussed in the present chapter. The findings are generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show these finding are concurrent with some of the concurrent studies already conducted in the field. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all concerns of the study as some suggestions have been given for further research. The chapter is therefore devoted to focusing the conclusions, discussion of the study and for indicating their implications and suggestions for further research.

5.2 MAJOR FINDINGS OF THESTUDY

The major finding of the present study among students at the secondary school level in relation to gender, urban and rural areas, government and private school have been analyzed as the objectives in the present study. The major findings of the present study are reported in the following section.

5.2.1 : Research objective:1

To study the difference in self-concept among secondary school students in relation to gender.

The calculated t-value is .60 (less than table value 1.97) which is not significant. Hence, it can be concluded that secondary school students with respect to gender differ not significant in their level of self-concept.

5.2.2 Research objective:2

To study the difference in self-concept among secondary school students in relation to areas.

The calculated t-value is 4.17(more than table value 1.97) which is significant. Hence, it can be concluded that secondary school students with respect to area differ significant in their level of self-concept.

5.2.3 Research objective:3

To study the difference in self-concept among secondary school students in relation to type of school.

The calculated t-value is 3.63 (more than table value 1.97) which is significant. Hence, it can be concluded that secondary school students with respect to government and private school differ significant in their level of self-concept.

5.3 CONCLUSION AND DISCUSSIONS

On the basis of the interpretation of the results drawn in the present study, following have been drawn:

- The present study revealed that there is no significant between the male and female secondary school students. Studied by Ishak and others (2010) and Quarisy and Turki (2011) reported results contrary to the present study.
- The present study revealed that there is significant difference in area. Studied by Ali (2002) and Sanchez and Roda (2007) reported results contrary to the present study.
- The present study revealed that there is significant difference in government and private secondary schools students. Studied by Majda Schmidt (2008) and Maria Ugin Joseph, Muthuchamy I. (2010) reported results contrary to the present study.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

Based on the study of the present study the following important implications can be offered. Education is need of the hour, not only because of the child intellectual development but in order to make an individual, an independent personality in wide aspects.

Any educational research is worthwhile if the results produce fruitful educational implications. As so far the present investigation is concerned, it can be claimed that useful information obtained could be useful in enhancing the educational success of the students.

1. Urban students are found to be better result than the rural students through the results of the study.
2. This study will improve self concept among students by organizing seminar, sports club, and workshop.
3. The school system needs to be made flexible in order to enhance the self-concept of students.
4. Co-curricular activities should be an integral part of curriculum in secondary school students.
5. Proper guidance and counseling by the teacher is required to protect child. There should be a self-concept scale in school to provide necessary help to child.
6. There should be programs regarding self-concept in order to improve cognitive and intellectual performance as well as problem ability among secondary school students.

7. Students at the secondary stage need to be groomed in the areas of personality development, presentation skills and interpersonal relations. There should develop a collaborative working style with teachers.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

After a research is completed researcher feels certain gaps and lapses during the process of investigation which are not be removed or improved due to some reasons. During research, investigator realizes several views related to their research and other aspects. In the light of the experiences gained during this research work, the investigator suggests following topics for research in future:

1. The present study was limited to only secondary school students, therefore, similar studies can be carried out on students of all grades of secondary and higher secondary students.
2. A similar study can be carried out on students of different levels and different schools.
3. Sample of 250 students from twelve schools from Jammu district was taken the present study. A similar study can be conducted on large samples of secondary school students.
4. A study of self-concept among secondary school students including effect of sex, area and school should be conducted on different grade of students.

SUMMARY

TITLE: SELF-CONCEPT AMONG SECONDARY SCHOOL STUDENTS STUDYING IN GOVERNMENT AND PRIVATE SCHOOL

SUPERVISOR

DR.BINDUDUA

INVESTIGATOR

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A. INTRODUCTION

Self-Concept is one of the important factors that determine personality and success in life in all fields including academic achievement. One's perception about oneself creates zeal, motivation, positive or negative energy in him/her which determines the level of success or failure. 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 expectations 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.

Both attitude and behaviour, being the functional aspects of one's personality are greatly influenced by education. In a broader sense, education -formal or informal is a mean to one's awareness to some information, knowledge or facts. It broadens one's mental outlook, influences one's belief structure and modifies one's attitude towards an issue, object or class of people. Further, the process of educating a person enables him to think in terms of right or wrong, true or false, reasonable or unreasonable. Education has been called the third eye. It is associated with modifiability, susceptibility to progressive views and rationalism. It contributes in liberalizing one's attitude. Both self-concept and value pattern of an individual are in one way. The present researcher has tried to find out a relation among value, self-concept of secondary students as each has significant impact upon the other.

DEFINITION

SELF-CONCEPT

Self-concept is a dominant element in personality pattern. It means the totality of perception that each person has of themselves and this self-identity play an important role in the functioning of every one. In order to know the influence of other variable upon self-concept, a gender-wise analysis, caste-wise analysis, area-wise analysis and type of school-wise analysis has been attempted. To corroborate the present study the researcher found the following studies relating to self-concept.

Gyanani (1999) observed that general category students had more positive self-concept than those from other social categories. However, positive self-concept has also been reported in SC and ST children by Verma and Thakur (1993).

Padhi(1993) reported that cognitive preference style was related to the academic self-concept of students. He noted that memory style was negatively and application style was positively related to self-concept in science.

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.

Baumeister (1999) provides the following self-concept definition:

“The individual’s belief about himself or herself, including the person’s attributes and who and what the self is”.

Self-concept is the image that we have of ourselves. How exactly does this self-image form and change over time. Self-concept is generally thought of as our individual perceptions of our behavior, abilities and unique characteristics. 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.

B. NEED AND SIGNIFICANCE

Self- concept of student had been observed as an important aspect of student’s personality. A review of researches also reveals that there has been significant relationship between self-concept among secondary school students studying in government and private schools. It is essential that for the harmonious development of the personality of the child home environment is must because it shapes the personality of the child. The present study shall help the researcher to know about the self-concept among secondary school studying in government and private schools and will help the teachers and parents to improve the self-concept of students. This study shall also give the researcher data on the development of self-concept .So; the present study is significant and relevant to current scenario.

C. OBJECTIVE OF THE STUDY

The objectives of the study are given as under:

1. To study the difference in self-concept among secondary school students in relation to gender.
2. To study significance difference in self-concept among secondary school students belonging to urban and rural areas.
3. To study significance difference in self-concept among secondary school students in relation to Government and Private Schools.

D. HYPOTHESIS

1. There will be no significant difference in self-concept among secondary school students with respect to their gender.
2. There will be no significant differences in self-concept among secondary school students belonging to urban and rural areas.
3. There will be no significant difference in self-concept among secondary school students studying in Government and Private school.

E. SAMPLE

A sample is defined as a smaller set of data that is chosen and or selected from a larger population by using a predefined selection method. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole.

In the present study, a random sampling technique has been employed for selecting a sample of 250 secondary school students from Government and Private schools of both rural and urban area of Jammu.

F. TOOL USED

In the present study the tool Self-Concept Scale by- Miss Mukhta Rani Rastogi (1979) will be used by the investigator.

G. VARIABLE OF THE STUDY

Variables are those which may vary from person to person or situation to situation. In the present study:

A) Independent variables

1. Gender (Male and Female)
2. Type of school (Government and Private)
3. Area (Rural and Urban)

B) Dependent variable

1. Self-Concept

H. RESULTS

In order to accomplish the objectives of the study, the following statistical techniques have been employed and the results are given in Table 1, 2 and 3 respectively.

TABLE 4.1

Mean, Standard Deviation and *t*-test for Self-concept among secondary school students in relation to gender.

Gender	N	Mean	S.D	SEM	df	T	Significance
Male	125	198.68	16.07	1.43	248	0.60	Not Significant
Female	125	199.76	12.09	1.08			

TABLE 4.2

Mean, Standard Deviation and *t*-test for Self-concept among secondary school students belonging to urban and rural areas.

Area	N	Mean	S.D	SEM	Df	t	Significance
Urban	120	195.44	17.811	1.62	248	4.17	Significant
Rural	130	202.71	8.45	0.74			

TABLE 4.3

Mean, Standard Deviation and *t*-test for self-concept among secondary school students studying in Government and Private school.

School	N	Mean	S.D	SEM	Df	t	Significance
Govt.	120	195.90	16.05	1.46	248	3.68	Significant
Private	130	202.28	11.49	1.00			

I. FINDINGS

The results of the research can be summarized as under:

1. It has been found that there is no significance difference between male and female students of secondary school.

2. It has been found that there is significance difference between urban and rural area of secondary school.
3. It has been found that there is significance difference between private and government schools students of secondary school.

J. EDUCATIONAL IMPLICATIONS OF THE STUDY

Based on the study of the present study the following important implications can be offered:

1. Secondary school students need to pay attention or concentrate over the students who feel self-concept in classroom.
2. Secondary school students need to create conducive climate in classroom so that students do not feel self-concept in studying.
3. Secondary school students should try to go to the root problems of the students so that they can council their problems and wipe out the anxiety from the students.
4. There should be more co-curricular activities to provide more opportunities to students to participate in different activities.
5. Secondary school students should take the help of the parents and counselor to solve the problems of the students.
6. Secondary school students need to pay attention or concentrate over the students who feel anxiety in classroom.

K. SUGGESTIONS FOR FURTHER RESEARCH

After a research is completed researcher feels certain gaps and lapses during the process of investigation which are not be removed or improved due to some reasons. During research, investigator realizes several's views related to their research and other aspects. In the light of the experiences gained during this research work, the investigator suggests following topics for research in future:

1. The present study was limited to only secondary school students, therefore similar studies can be carried out on students of all grades of secondary school students.

2. Sample of 250 students from twelve schools from Jammu district was taken the present study. A similar study can be conducted on large sample of student

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LIST OF APPENDICES

**MANUAL
FOR
SELF CONCEPT SCALE**

Constructed & Standardized By:

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Published by :

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**Manual
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Self-Concept Scale**

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Manual For Self-Concept Scale

Introduction

The concept of self is probably the most distinctive and indispensable concept in psychology of personality and social psychology. There is a vast literature in psychology dealing with the nature of self concept, component of self-concept, types of self-concept, development of self-concept, discrepancy between social, ideal and basic self concept and effect of self-concept on behaviour and adjustment.

In psychological discussion the word 'self' has been used in many ways. Two chief meanings emerge, however; the self as the subject or agent and the self as the individual who is known to him-self. The term self-concept has come into common use to refer to the second meaning which rests to the phenomenological approach. Allport (1961) has described self-concept as 'something of which we are immediately aware. We think of it as the warm, central private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self), in our personality (a concept broader than consciousness) and in our organism (a concept broader than personality). Thus it is some kind of core in our being'.

Each behaviour of an individual, simple and complex, is influenced by how he sees himself. If an individual feels he is accepted socially, he will act friendly and cooperatively. 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 behaviour and characteristic reactions to people and situations. Because self-concept is dominant element in personality pattern, the measurement of self-concept becomes very essential. If we want to understand personality of an individual, to understand and predict his life adjustment and his success and failure, we cannot proceed further without knowing this self-concept.

A variety of methods and techniques have been developed to index self-concept. Few important techniques among these are Q-sort semantic differential technique, other types of rating methods, questionnaire and adjective check lists.

An examination of various instruments developed to measure self-concept reveals that these measures have not

incorporated many important components of self-concept presumed in theory and in observation. These measures do not deal with all aspects of self-concept but provide narrow and limited indexes depending upon purpose and interest of investigators. As such, a valid, reliable and direct measure of self-concept is not available. Most of the instruments are sampled on children and young adults. No measure deals with areas of self-concept which are of more significance to identify self-concept of old individuals. Moreover, no standardized scale has been developed as yet based on Indian adult and old population. With all these, the crucial requirement to develop the present scale to measure phenomenal self-concept of adult and old individuals is felt.

Components of Self-Concept :

According to Hurlock (1974) the concept of self has three major components : the perceptual, the conceptual and the attitudinal. The perceptual component is similar to physical self-concept which includes the image of one's appearance, attractiveness and sex-appropriateness of body and the importance of different parts of body.

The conceptual component is similar to 'psychological self-concept' which relates to the origin of the individual, his abilities and disabilities, his social adjustment and traits of personality.

The attitudinal component refers to attitudes of a person about his present status and future prospects, his feelings about his worthiness, his attitudes of self-esteem, pride and shame. It includes his beliefs, convictions, values also.

Item-collection :

The investigation started with an item-pool of 103 items-pool of 103 items related to 10 constructs of self-concept covering the above mentioned three elements of self concept. The ten constructs are health and vigour, abilities, self confidence, self-acceptance, worthiness, present, past and future, belief and conviction seeling off shame and guilt, sociability and emotional maturity. These items have been collected from the following varied sources :

(a) Some items were collected by administering Sack's Sentence Completion Test to a group of 25 old individuals.

(b) The other sources was the popular scales measuring adjustment, self acceptance and confidence.

(c) A few items in the present study are result of heavy discussion among teachers in Psychology and other experts in this area.

(d) Finally, theoretical literature provided the base for constructing some items.

In framing the items general rules of item-construction are observed (Lindquist, 1965).

Item analysis :

Content validity—The 103 items were given to 50 experts (14 psychologists, 6 social workers, 5 clinical psychologists and University teachers, teaching Education and psychology) to rate them in terms of their degree of favourableness and unfavourableness on a nine-point rating scale following Thurston's method of Equal Appearing Intervals (Edwards, 1969).

On the basis of the rating by experts, Q and scale values were determined for item and thus sixty items with low Q -values and having different scale values are selected so that the scale values of the items (in psychological continuum) are equally spaced.

Item discriminability—The set of 60 items selected on the basis of experts' rating method was further administered to a sample of 400 respondents belonging to different age, SES, occupation and sex. But for determining the discriminability of each item responses of only 342 cases could be analysed. The respondents were asked to indicate their agreement or disagreement with each statement on a five-point rating scale. From this sample two groups (25% obtaining highest scores and 25% obtaining lowest scores) were extracted and 't' was worked out for each statement separately on the basis of responses of high scorers and low scores (Edwards, 1969) 't' is, thus, an index of discriminability of the items.

Homogeneity :

Besides obtaining item discrimination value, homogeneity of items was also determined statistically. For this purpose each item was correlated with the total construct score (construct to which it belongs).

These two criteria (discriminability and homogeneity) were applied together to select the items further and those items with low 't' values and in significant correlation coefficients were eliminated. Thus only 51 items out of 60 could be retained. Here again it was kept in mind that both positively and negatively framed items were selected.

Further each total construct score was correlated with the total test score and all ten constructs were found to be significantly correlated ($< .01$ level) with total test score.

Table No. I given below indicates items included in ten constructs :

Table-I: Constructs of Self-Concept* Along With Their Item Numbers*.

Sl. No.	Constructs	Item numbers
1.	Health and Sex Appropriateness	6, 20, 29, 22, 34 & 46 <i>P P N N P P</i>
2.	Abilities	4, 8, 12, 23, 36, 88, 39 & 42 <i>P P N N P N N P</i>
3.	Self-confidence	7, 9, 14, 16 & 44 <i>P P N N P</i>
4.	Self-acceptance	2, 10, 17 & 35 <i>P N N N</i>
5.	Worthiness	1, 3, 19, 25, 27, 41 & 48 <i>P N N P P N P</i>
6.	Present, Past & Future	18, 22, 26, 31 & 40 <i>P P N N P</i>
7.	Beliefs and Convictions	24, 47 & 49 <i>N P P</i>
8.	Feeling of Same & Guilt	5, 13, 28, 30 & 50 <i>N N N N N</i>
9.	Sociability	33, 37, 43 & 45 <i>N P P N</i>
10.	Emotional	11, 15, 21 & 51 <i>N N N N</i>

* The letters 'P' or 'N' below each item show the positiveness or

Reliability :

Reliability of the scale by split-half method following Spearman-Brown Prophecy formula was found to be .87.

Method of Administration :

The self-concept scale is self-administering. It can be administered individually as well as to a group. There is no time limit but all the items can be responded within the time limit of 30 minutes. The respondent is given following instruction to give his response :

"Here are given fifty one statements. Below each statement are given five responses, (Strongly agree, Agree, Undecided, Disagree and Strongly Disagree). Please read each statement carefully and respond to it by marking a tick on any of the five responses given. If you really strongly agree with the statement mark (✓) on 'strongly agree' if you only agree with the statement mark (✓) on 'Agree' and so on.

Example—I feel shy before others.

	✓				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree	

Here the individual 'x' agrees with the statement and therefore has marked (✓) response 'Agree'. There is no right or wrong response. Try to give your response according to what you feel about yourself in reference to that statement. Your answers will be kept confidential."

Scoring Method :

The respondent is provided with five response alternatives to give his response and therefore a score from one to five may be obtained for each item, positive items are scored five to one for responses (strongly Agree, Agree, Undecided, Disagree and Strongly disagree) and negative items are scored one to five for the same response alternatives. In Table No. 1 letter P or N below item-number indicates whether the item is positive or negative.

Norms : Mean scores of the ten constructs and total test were computed separately which are given in Table No. II.

Table-II : Mean Scores for the Construct and the Whole Scale.

Sl. No.	Constant	Male	Female	General
1.	Health and sex appropriateness	21	19	20
2.	Abilities	29	27	28
3.	Self-confidence	18	16	17
4.	Self-acceptance	15	15	15
5.	Worthiness	28	22	25
6.	Present, Past and Future	17	19	18
7.	Beliefs and convictions	11	11	11
8.	Feeling of shame and guilt	13	19	16
9.	Sociability	14	14	14
10.	Emotional maturity	13	11	12
	Total	179	173	176

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Self-Concept Scale

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Instructions :

Here are given fifty one statements. Below each statement are given five responses (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree). Please read each statement carefully and respond to it by marking a tick (✓) on any of the five responses given. If you really strongly agree with the statement, mark (✓) on 'Strongly Agree'; if you only agree with the statement mark (✓) on 'Agree' and so on.

Example :

(✓)

Strongly Agree Agree Undecided Disagree Strongly Disagree

Here the individual 'X' agrees with the statement and therefore has marked (✓) response 'Agree'

There is no right or wrong response. Try to give your response according to what you feel about yourself in reference to that statement. Your answers will be kept confidential.

1. In General, I believe, I am a fairly worthwhile person.
Strongly Agree Agree Undecided Disagree Strongly Disagree
2. I like and feel pretty good towards myself.
Strongly Agree Agree Undecided Disagree Strongly Disagree
3. I worry over humiliating situations more than most persons.
Strongly Agree Agree Undecided Disagree Strongly Disagree
4. I can perform my best in a vocation or job against an opponent who is much superior to me.
Strongly Agree Agree Undecided Disagree Strongly Disagree
5. I often feel that my movements are clumsy.
Strongly Agree Agree Undecided Disagree Strongly Disagree
6. I think I have an attractive personality.
Strongly Agree Agree Undecided Disagree Strongly Disagree

7. If given a chance, I could do something that would be of much benefit to the world.
Strongly Agree Agree Undecided Disagree Strongly Disagree
8. I tend to be quick and certain in my actions.
Strongly Agree Agree Undecided Disagree Strongly Disagree
9. I think of myself as a successful person.
Strongly Agree Agree Undecided Disagree Strongly Disagree
10. At times I am uncharitable to those who love me.
Strongly Agree Agree Undecided Disagree Strongly Disagree
11. Sometime I feel depressed for no apparant reason at all.
Strongly Agree Agree Undecided Disagree Strongly Disagree
12. I frequently feel thwarted because I am unable to do as I desire.
Strongly Agree Agree Undecided Disagree Strongly Disagree
13. I often feel I get blammed or punished when I do'nt deserve it.
Strongly Agree Agree Undecided Disagree Strongly Disagree
14. I find it hard to continue work when I do not get enough encouragement.
Strongly Agree Agree Undecided Disagree Strongly Disagree
15. When upset emotionally I take much time to recover.
Strongly Agree Agree Undecided Disagree Strongly Disagree
16. I find it hard to do my best when people are watching.
Strongly Agree Agree Undecided Disagree Strongly Disagree
17. At times I indulge in false excuses to get out of things.
Strongly Agree Agree Undecided Disagree Strongly Disagree
18. I prefer not to spend much time dwelling on the past.
Strongly Agree Agree Undecided Disagree Strongly Disagree
19. I am unwanted by those, I feel, are important to me.
Strongly Agree Agree Undecided Disagree Strongly Disagree
20. I am satisfied to a large extent about my sex matters.
Strongly Agree Agree Undecided Disagree Strongly Disagree
21. I become upset by criticism even if it is good or meant well.
Strongly Agree Agree Undecided Disagree Strongly Disagree
22. I look forward to prepare myself to attend what I intended to.
Strongly Agree Agree Undecided Disagree Strongly Disagree
23. My greatest weakness is that I find difficult to complete my work without assistance from others.
Strongly Agree Agree Undecided Disagree Strongly Disagree

24. It is my conviction that people in general tend to grow more conservative after the age of forty.
Strongly Agree Agree Undecided Disagree Strongly Disagree
25. I am as good as anyone else.
Strongly Agree Agree Undecided Disagree Strongly Disagree
26. If I were young I would try to do the thing which I could not do earlier.
Strongly Agree Agree Undecided Disagree Strongly Disagree
27. The members of my family often take advice and suggestion from me for overall matters.
Strongly Agree Agree Undecided Disagree Strongly Disagree
28. When things go wrong I pity or blame myself.
Strongly Agree Agree Undecided Disagree Strongly Disagree
29. I sometimes think or imagine of performing sexual act that many people consider unnatural.
Strongly Agree Agree Undecided Disagree Strongly Disagree
30. I certainly feel useless at times.
Strongly Agree Agree Undecided Disagree Strongly Disagree
31. I spend much of the time worrying over the future.
Strongly Agree Agree Undecided Disagree Strongly Disagree
32. I find difficult to control my weight.
Strongly Agree Agree Undecided Disagree Strongly Disagree
33. I can always hear and see things as well as most other people.
Strongly Agree Agree Undecided Disagree Strongly Disagree
34. I do not get invited out by friends as often as I would really like.
Strongly Agree Agree Undecided Disagree Strongly Disagree
35. At times I brag about my qualities before others.
Strongly Agree Agree Undecided Disagree Strongly Disagree
36. I am fairly able to recall the significant events of my early childhood.
Strongly Agree Agree Undecided Disagree Strongly Disagree
37. I can recover easily and quickly from social blunders.
Strongly Agree Agree Undecided Disagree Strongly Disagree
38. I frequently fail to recollect several things which I am to do.
Strongly Agree Agree Undecided Disagree Strongly Disagree
39. I have several times given up doing a thing because I thought too little of my ability.
Strongly Agree Agree Undecided Disagree Strongly Disagree

40. I see it is a bad mistake to spend most of my time worrying of the future, instead I prefer to try to find some pleasure in every present moment.
Strongly Agree Agree Undecided Disagree Strongly Disagree
41. I am often in low spirit.
Strongly Agree Agree Undecided Disagree Strongly Disagree
42. It is very important to me to feel that what I am doing is very worthwhile or meaningful.
Strongly Agree Agree Undecided Disagree Strongly Disagree
43. I enjoy mixing with people.
Strongly Agree Agree Undecided Disagree Strongly Disagree
44. I can tackle new situations with reasonable degree of assurance.
Strongly Agree Agree Undecided Disagree Strongly Disagree
45. At times I feel a painful sense of loneliness any want very much to share an experience with someone else.
Strongly Agree Agree Undecided Disagree Strongly Disagree
46. I can almost always go to sleep at night without any difficulty.
Strongly Agree Agree Undecided Disagree Strongly Disagree
47. When luck turns against me I pray God to make it in favor of me.
Strongly Agree Agree Undecided Disagree Strongly Disagree
48. Sometimes I would become a respectable person of society.
Strongly Agree Agree Undecided Disagree Strongly Disagree
49. I believe that everyone is responsible for what he is as for what he does.
Strongly Agree Agree Undecided Disagree Strongly Disagree
50. I deserve severe punishment for my sins.
Strongly Agree Agree Undecided Disagree Strongly Disagree
51. I usually prefer to do things in tried way rather then experimenting new and different ways.
Strongly Agree Agree Undecided Disagree Strongly Disagree

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