



## SELF-CONCEPT OF SECONDARY SCHOOL STUDENTS WITH RESPECT TO THEIR GENDER

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### Abstract

*This study investigates the self-concept of secondary school students concerning gender differences. Self-concept, a vital aspect of personality, influences behavior, attitudes, and academic performance, especially during adolescence—a period of significant biological, cognitive, and emotional changes. The research aims to compare the self-concepts of boys and girls in secondary schools, using a sample of 60 students (30 boys and 30 girls) from three government schools in Puri town. Data were collected through a standardized self-concept scale covering six dimensions: behavior, intellectual status, physical appearance, anxiety, popularity, and happiness. The analysis shows no significant overall difference between the self-concepts of boys and girls, though boys scored slightly higher on physical appearance and attributes. The findings suggest that while self-concept is similarly developed among boys and girls, certain aspects, such as body image, are more prominent in boys. The study emphasizes the importance of nurturing positive self-concept through supportive environments created by parents and teachers, especially during adolescence. Furthermore, it calls for future research across different regions and educational settings to deepen the understanding of gender-related self-concept development and its impact on academic and personal growth.*

**Key Words:** *Self-concept, Secondary school students, Gender*

## INTRODUCTION

The way of life in which every individual walks is not a simple path. In this competitive global market, every individual must have enriched knowledge and skill to adapt in this environment. To bring happiness and satisfaction in our life, we have to be quite adjustable. Self-awareness is necessary for well adjustment. Self-awareness is closely concerned with self-concept. Without developing the self-concept, a person cannot adjust himself with this rapidly changing world. For becoming a successful person first every individual has to develop a proper self-concept. Self-concept helps everybody to grow properly and adjust properly. Positive self-concept always strengthens the ability of reasoning, problem solving and efficiency of a child. The development of self-concept depends upon the child's heredity endowment and environment influence. The human beings have inherited tendency to develop their self-concept in the process of interpersonal and social experiences which they acquire in the environment. A new born baby doesn't have a self-concept. Self-concept develops gradually.

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Secondary school students are mainly adolescent children. Adolescent is a period of transition between childhood and adulthood. It involves biological, cognitive and socio-emotional changes. These changes transform the young person's vision of self into more complex, well organized and consistent picture. Hence it is the appropriate time period for every child to inculcate self- concept among them.

In our diversified society there is a major difference between attitudes of boys and girls. So the study focuses on attainment of self-concept by boys and girls at their secondary stage.

### **Need and Significance of the Study:**

Self-concept is gaining importance both in academic and professional fields of education. Self-Concept is one of the dominant features of personality. It develops one's behaviour and attitudes. It is a key to self-confidence. It is the self-image of a person.

Self-concept of a person is considered as an important parameter. In the context of learning it facilitates understanding a person and motivate him or her to improve his/her learning performance. Self-concept of a person can be defined as the picture an individual has of himself/herself. Self-concept like motivation is a major psychological factor operating within the individuals which determines his behavior. The development of self-concept depends upon the child's heredity and environment influence. A new born baby does not have a concept of his self. Adolescence is the best period for development of self-concept. It has been found that self-concept and scholastic competence of the children are closely related factors. Hence, it is essential to assess the self- concept of the secondary school children.

The number of previous researchers held on this topic is very less. Different researchers have different views about self-concept of boys and girls. Singh (2013) found no significance difference between boys and girls on their self-concept. Chakrabati (2005) found significance difference between boys and girls on their self-concept. Hence there is a great need of research in this field. Therefore, the researcher has undertaken the study to know the significance difference between self-concept of secondary school boys and girls.

### **Statement of the Problem:**

“SELF-CONCEPT OF SECONDARY SCHOOL STUDENTS WITH RESPECT TO THEIR GENDER”.

### **Operational Definitions of the Key Term Used:**

#### 1) Self-Concept: -

Self-concept in the present study refers to six area of concept namely behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction as measured by S. P. Ahluwalia.

#### 2) Secondary School Student: -

In the present study secondary school student refers to the 9<sup>th</sup> and 10<sup>th</sup> class students of Govt. secondary school

#### 3) Gender: -

Gender refers to boys and girls of secondary schools.

### **Objectives of the Study:**

1. To study the self-concept of secondary school children.
2. To study the self-concept of secondary school children with respect to their gender.

### **Hypotheses of the Study:**

Ho: There is no significance difference between self-concept of secondary school boys' and girls'.

### **Delimitations of the Study:**

1. The study is confined only to 9<sup>th</sup> class students of Puri town only.
2. The study is delimited to sample of 60 students consists of 30 boys and 30 girls from three schools of Puri town.

### **Research Method:**

In the present study the investigator aimed at comparing the self-concept of secondary school students with respect to their gender. As such, the study involves extensive mode of data collection regarding the self- concept of the secondary school students. Therefore, the study under investigation adopts survey method which comes under descriptive type of research.

### **The Sample:**

The investigator has selected the sample by adopting the purposive sampling procedure for the present study. Due to lack of time the investigator has selected only 60 students (30 boys and 30 girls of 9<sup>th</sup> class) from three different schools situated in the Puri town.

### **Tool Used:**

In order to measure the self-concept of the sample under the study one teacher made tool entitled as “Children’s Self- Concept Scale” was adopted. Self- concept scale is a simple ‘yes’ or ‘no’ response type questionnaire for obtaining the data. It is a verbal paper pencil test, consisting of thirty items.

This self-concept scale constitutes of six sub scales which are included in it and are considered to be important in the psychological world of childhood and adolescence.

### **Scoring procedure of Children Self-Concept Scale:**

The scoring procedure for the self-concept scale is simple. The items scored in the direction of high adequate self- concept according to the scoring key. To facilitate the scoring, a scoring key has prepared. The student’s response has been matched with the scoring key. Two score has given for correct response and one score has given for wrong response. The sum of the scores for each sub-scale of the self-concept scale score can be obtained by adding the scores. The total self-concept score can be obtained by adding scores of all the six areas, which can be used as a total self-concept score. The maximum score for the total self-concept scale can be 60, whereas the minimum score can be 30.

### **Statistical Techniques Used:**

For the purpose of analysis, the investigator had decided to use both descriptive as well as inferential statistical techniques. The mean and standard deviation value of sub-samples was calculated in case of both the variables and ‘t’ test was used to know significance of mean difference among the variables.

### **Analyses and Interpretation:**

Analysis and interpretation of the data is the heart of the research report. Analysis and interpretation of data refer to that fact of study which is associated with the drawing of inference from the collected facts after an analytical study.

The data collected with a view to draw certain conclusion about the problem which is being investigated if statistical method is misused. It is natural that the conclusion obtain would be inaccurate and undependable. If, on the other hand a proper use of statistical method is made there is no reason why inferences drawn would not be fairly accurate and trust worthy.

The present study was aimed at to study the self-concept of secondary students with respect to their gender. The relevant data were tabulated under different heading of the variables in the study and the analysis of the data as made in the manner described below:

**Table 1: Gender Wise Score Distribution on Self-Concept of Secondary School Students.**

Dimension	Category	Number of Students	Mean	Standard Deviation
Self-concept	Boys	30	53.5	12.20
	Girls	30	51.66	13.53

An analysis of Table 1 reveals that the mean score on self-concept of secondary school boys and girls are 53.5 and 51.66 respectively. Further, the standard deviation with respect to boys and girls are reported to be 12.20 and 13.53 respectively, which indicates that self- concept of boys is stronger than that of girls.

**Table 2**

**Significance of Mean Differences on Self-Concept of Secondary School Boys and Girls.**

Category	N	Mean	Standard Deviation	SED	Df	T	Remarks
Boys	30	53.5	12.20	3.32	58	0.55	Not Significant
Girls	30	51.66	13.53				

An analysis of Table 2 reveals that the mean scores of self-concept of boys and girls are found to be 53.5 and 51.66 with standard deviation as 12.20 and 13.56 respectively. The table value of 't' with 58 df is reported to be 2.01 and 2.68 at 0.05 and 0.01 level of significance respectively. As the calculated value of 't' is found to be 0.55 which is smaller than the table value. Therefore, the calculated 't' value is not significant at 0.05 level of significance.

In other words, it can be said that the hypothesis 'there is no significance difference between self-concept of secondary school boys' and girls' is accepted. Hence, it can be inferred that the secondary school boys and girls do not differ significantly on their self-concept.

#### **Major findings of the study:**

The findings of the study are concluded as follows.

- Boys and girls of secondary school students do not differ significantly on their self-concept.

- There is no significant difference exist between boys and girls on behaviour dimension of self-concept.
- Boys and girls students do not differ significantly on intellectual and school status dimension of self-concept. It means that boys and girls possess same level of self-concept on intellectual and school status dimension.
- Boys and girls students differ significantly on physical appearance and attributes dimension of self-concept.
- Boys and girls students do not differ significantly on the anxiety.
- There do not exist significant difference between boys and girls on the popularity dimension of self-concept.

### **Educational Implication of the Study:**

The present study has a wider range of implementation in the field of education. Some of the implications are given below

1. The parents and teacher should provide conducive and free environment to the students in order to develop good self-concept.
2. Both the parents and teachers should provide proper guidance to the students mainly in adolescence age for the development of good self- concept.
3. The teachers should be very much vigilant and careful regarding the development of self-concept.
4. Different exposure programmes should be organized for the development of self-concept.
5. Besides curricular programmes co-curricular activities should also be organized in the school.
6. Gender inequality will a major factor for developing of self-concept. So, building up of self-concept of both boys and girls will help the students in future. So, the parents and teacher motivate the students to maintain self-respect.

### **Suggestion for Further Study:**

In the light of finding that have emerged from the present study and valuable experiences gained by conducting this investigation, some related problem that can be taken for the further researcher are stated as follows

1. The study may be conducted by taking sample from any other Districts of Odisha.

2. The study may be undertaken with primary school learners, college or university students.
3. A study may be designed to investigate the difference in self-concept of District wise, State wise variations.
4. The study may be undertaken with the difference in self-concept of local wise.
5. The study may be undertaken with private students.
6. A study can also be conducted on any other psychological aspects such as attitude, achievement motivation socio-economic status, mental health etc, and Their impact on self-concept can be also be studied.

## CONCLUSION

Self-concept of a person is considered as an important parameter in the context of learning. It is also considered as a critical issue that can impact on individuals' attitudes towards their life and society, and also in some cases, it changes the way of their behavior and relationship with others. Overall knowing self by each and develop it correctly can be valuable and necessary for humanity; additionally provide a convenient condition for individuals' advancement. Adolescence is the most important period for the development of a proper self-concept. It is very essential that one should develop a positive self-concept. Health, happiness and success are the result of positive self- concept. Hence teachers should adopt suitable strategies and provide opportunities to children to develop their self-concept.

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