



Exploring Self-Concept among Secondary School Students: A Socioeconomic Perspective

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Abstract

This study examines secondary school pupils' levels of self-concept in Secunderabad, Telangana, taking into account a variety of socioeconomic circumstances. Data from 676 children in 26 schools were collected using a descriptive survey method to examine the relationship between students' self-concept and their parents' income, educational background, and occupation. Significant variations in self-concept were found across socioeconomic strata, which provided insight into the intricate relationship between students' self-perceptions and their family backgrounds.

Keywords: Self-concept, Socioeconomic factors, Parental role, Well being

I. Introduction

Self-concept is an important component of teenage development that affects wellbeing in general, social interactions, and academic achievement. For educational interventions to be effective, secondary school pupils' dynamics must be understood. This study explores the complex interplay between socioeconomic variables—parental income, educational attainment, and occupation—and self-concept. Self-concept, which is frequently considered the foundation of psychological well-being, has several facets that influence how people view themselves and their role in the world. It is essential to appreciate the various aspects of self-concept in order to guide treatments, understand human behavior, and promote holistic growth. Physical, social, emotional, educational, moral, and intellectual elements are among the many facets of self-concept that are important and have a significant impact on people's life.

People's perceptions of their strength, physical attributes, looks, and health play a big role in determining how they feel about themselves

overall. Positivity about one's physical characteristics promotes resilience, self-assurance, and a positive body image. On the other hand, unfavorable opinions can result in low self-esteem, bodily dysmorphia, and eating disorders, among other mental health problems. Comprehending the physical aspect of one's self-concept is vital in advancing holistic wellbeing and countering social influences associated with body image.

The social aspect of self-concept concerns people's perceptions of their own value in social situations, interpersonal connections, and group memberships. Emotional well-being, meaningful connections, and improved interpersonal skills are all facilitated by a positive social self-concept. On the other hand, social anxiety, loneliness, and feelings of isolation can result from having a negative social self-concept. People's total self-concept is greatly influenced by how they see their strength, physical attractiveness, health, and body. A healthy body image, resilience, and self-confidence are all nourished by having a favorable self-perception of one's physical attributes. Negative views, on the other hand, might result in low self-esteem, body dysmorphia, eating disorders, and even mental health problems. In order to promote holistic well-being and resist societal pressures associated with body image, it is imperative to comprehend the physical aspect of self-concept. People's feeling of value in social interactions, relationships, and group affiliations is referred to as the social component of self-concept. A positive social self-concept improves communication, creates deep connections, and supports emotional health. On the other hand, emotions of loneliness, isolation, and social anxiety might result from having a negative social self-concept. The intellectual dimension deals with people's perceptions of their own intelligence, ability to solve problems, and discernment. Accomplishment in the classroom, intellectual curiosity, and cognitive development all depend on



an understanding of the intellectual dimension.

Need and Significance of the Study

Adolescence is a crucial stage characterized by the development of self-awareness and identity. Nonetheless, these conceptions are significantly shaped by the socioeconomic context. This study attempts to close a significant gap in the literature by examining the ways in which parental wealth, educational attainment, and occupation affect self-concept. By gaining an understanding of these processes, educators, legislators, and parents can better enlighten themselves on the causes impacting kids' perceptions of themselves, allowing for the development of good self-concepts through targeted interventions. In a fast changing educational environment where socioeconomic inequality and diversity are on the rise, it is critical to understand the complexities of self-concept. This study sheds light on the complex relationship between self-perception and socioeconomic circumstances, providing insights into the multidimensional process of teenage development. Regardless of a student's socioeconomic background, these insights are crucial for creating inclusive educational practices that meet their various requirements. This study goes beyond simple academic research since it provides practical insights that have a significant impact on educational policy and practice. Acknowledging the influence of socioeconomic issues on self-concept, stakeholders can cooperate in fostering a nurturing atmosphere that promotes comprehensive adolescent development.

Comprehending the multifaceted aspects of one's self-concept is imperative in advancing comprehensive growth, nurturing mental health, and catering to the heterogeneous requirements of persons in numerous settings. Teachers, psychologists, and legislators may collaborate to create a supportive atmosphere that enables people to flourish and realize their full potential by acknowledging the significance of each dimension.

II. Review of related studies

Studying one's own self-concept has been a dynamic area that has expanded over decades to include many aspects and viewpoints. Ahluwalia and Singh (2012) developed the Children's Self Concept Scale, a structured method for evaluating children's self-concept. Bajaria's (2015) study illuminated the complex relationship between self-perception and family dynamics by examining the interaction between self-concept and parenting methods among teenagers with learning difficulties. The Self-Concept Scale and Self-

Concept Rating Scale, developed by Deo (2019, 2014), are useful instruments for measuring and comprehending self-concept in a variety of settings and demographics. Moreover, Dhar and Dhar (2015) investigated self-esteem with a self-perception scale, which deepens our knowledge of the dynamics of self-concept. Jain (2012) investigated the relationship between academic achievement and self-concept, revealing the complex relationships between students' self-perception and academic performance in senior secondary school. Kaur and Singh's (2014) study on schoolchildren's self-concept provided valuable insights into the maturing features of self-perception in the early years of schooling.

Additionally, Khan and Alam (2015) investigated the connection between accomplishment motivation and self-concept, emphasizing the motivational elements that affect high school students' perceptions of themselves. In a comparative research of self-concept in chronic skin illnesses and chronic schizophrenia, Rai et al. (2014) clarified the influence of mental health on self-perception. Rashmi and Jaswal (2010) examined how obese and non-obese people perceived themselves, which advances our knowledge of self-esteem and body image. Furthermore, Singh and Singh (2012) investigated the relationship between teenage self-concept and emotional intelligence, highlighting the significance of emotional elements in determining self-perception. Gender dynamics in self-perception at work were highlighted by Tripathi and Choube (2015), who looked at values and self-concept among male and female bank workers. When taken as a whole, these studies offer a wealth of information about the complex nature of Self-concept in a variety of settings and demographics, from early childhood to maturity.

Objectives of the Study

1. To find out the level of Self-concept of the secondary school students and to classify them.
2. To find out Self-Concept of secondary school students with respective parental educational qualification and parental income

III. Methodology

The study adopted a Descriptive Survey Method and All students studying 9th grades in Secunderabad of Telangana State comprise the population. Stratified random Sampling technique was adopted for the study. As population covers all 9th grade students in Secunderabad I and II the



sample is extracted from these two areas giving equal weight age. Given the extensive and dispersed nature of the population, it was impractical to include all individuals within the study. A total of 26 schools, 13 from Secunderabad I and 13, from Secunderabad II were identified for the study. The sample was extracted from 13 government high schools, and 13 private unaided schools. From each school, 26 students were selected by lottery and were finalized for the study. Altogether, 336 students of 9th grade and 340 students of grade 10 were taken as sample, of which 338 are male and 338 are female students. A

representative sample of 676 students was selected and to analyse the data Self – Concept Questionnaire prepared by Dr. Raj Kumar Saraswat (2022) was used.

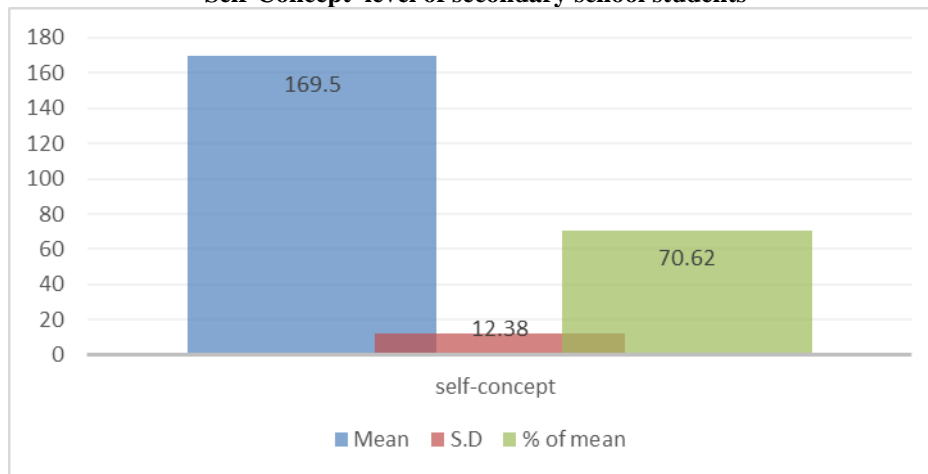
Analysis of Data

In order to find out the level of self-concept of the secondary students the whole sample scores were taken and data analysis was done and table 1 furnish the overall Mean, Percentage of Mean, minimum value, maximum value and range etc.

Table: 1 Self-Concept level of secondary school students

| N | Range | Min. Value | Max. Value | Mean | S.D. | % of Mean |
|-----|-------|------------|------------|-------|-------|-----------|
| 676 | 192 | 48 | 240 | 169.5 | 12.38 | 70.62 |

Graph: 1
Self-Concept level of secondary school students



The data provided in Table 1 regarding the self-concept level of secondary school students, included in the analysis is 676, the range, the maximum and minimum values, are 192, 240 and 48. This range reflects the spread of self-concept scores observed among the students. The average self-concept score among the students is 169.5. This mean score represents the central tendency of the distribution of self-concept scores among the sampled students. The standard deviation measures the dispersion or variability of the scores around

the mean. In this case, the standard deviation is 12.38, indicating the extent to which individual self-concept scores deviate from the mean. The percentage of mean, which is 70.62%, appears to represent the percentage of the mean score. It's not entirely clear how this percentage is calculated or its significance without further context. The analysis suggests that the sampled secondary school students have a moderate to high level of self-concept.



Hypothesis: 1

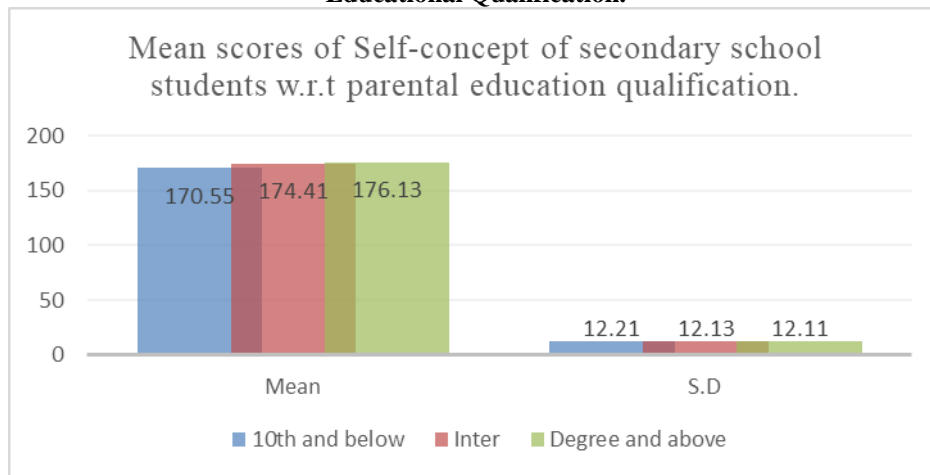
There would be no significant difference in Self-Concept secondary school students w.r.t Parental Educational Qualification.

Table: 2 Comparison of mean scores of Self-Concept of secondary school students w.r.t the variable – Parental Educational Qualification

| Parental Educational Qualification | N | Mean | S.D | Groups | Sum of Squares | Df | Mean Squares | F-value |
|------------------------------------|-----|--------|-------|----------------|----------------|-----|--------------|---------|
| 10 th and below | 302 | 170.55 | 12.21 | Between Groups | 3602.209 | 2 | 1801.104 | 12.17** |
| Inter | 240 | 174.41 | 12.13 | Within Groups | 99544.762 | 673 | 147.912 | |
| Degree and above | 134 | 176.13 | 12.11 | Total | 103146.971 | 675 | | |

*Significant at 0.05 Level; **Significant at 0.01 Level; NS: Not Significant

Graph: 2 Comparison of mean scores of Self-Concept of secondary school pupils' w.r.t Parental Educational Qualification.



The analysis involves three groups based on parental educational qualification "10th and below", "Intermediate", and "Degree and above". The mean self-concept scores for each group are "10th and below": 170.55, "Intermediate": 174.41, "Degree and above": 176.13. The F-value is computed to determine whether there are significant differences in mean scores among the groups. The F-value for between-groups comparison is 12.17, which indicates that there is variability in mean self-concept scores between the groups of parental education.

The findings suggest that parental educational qualification significantly influences the self-concept levels of secondary school pupils. Students with parents having higher educational qualifications tend to have higher mean self-concept scores compared to those with parents having lower educational qualifications.

Hypothesis: 2

There would be no significant difference in Self-Concept of secondary school students w.r.t Parental Income.

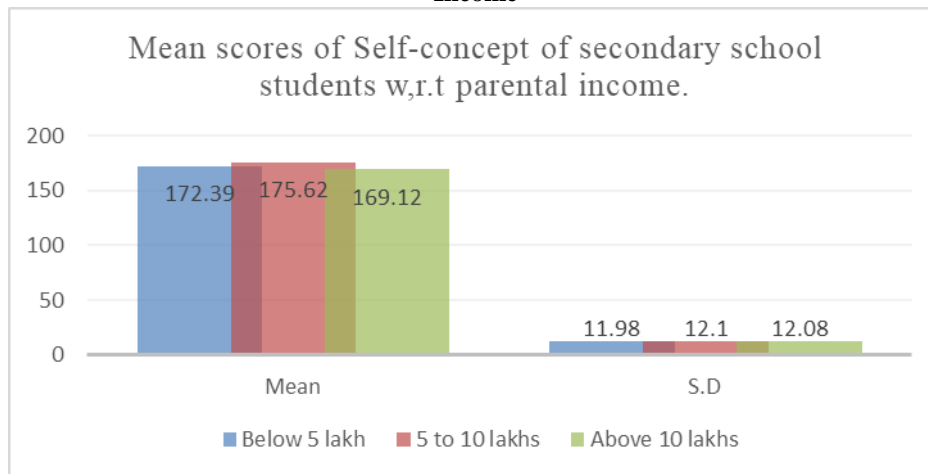


Table: 3 Comparison of mean scores of Self-Concept of secondary school students w.r.t the Parental Income.

| Parental Income | N | Mean | S.D | Groups | Sum of Squares | df | Mean Squares | F-value |
|-------------------|-----|--------|-------|----------------|----------------|-----|--------------|---------|
| Below 5lakhs | 273 | 172.39 | 11.98 | Between Groups | 4122.584 | 2 | 2061.292 | 14.203 |
| 5lakhs to 10lakhs | 247 | 175.62 | 12.10 | Within Groups | 97673.01 | 673 | 145.131 | |
| Above 10 lakhs | 156 | 169.12 | 12.08 | Total | 101795.585 | 675 | | |

*Significant at 0.05 Level; **Significant at 0.01 Level; NS: Not Significant at any Level.

Graph: 3 Comparison of mean scores of self-efficacy of secondary school Students w.r.t the Parental Income



The analysis involves three groups based on parental income "Below 5 lakhs", "5 lakhs to 10 lakhs", and "Above 10 lakhs". Mean Scores Comparison is "Below 5 lakhs" Mean is 172.39 "5 lakhs to 10 lakhs" Mean is 175.62, "Above 10 lakhs" Mean is 169.12 .The F-value computed for the between-groups comparison is 14.203, indicating variability in mean self-concept scores between the income groups is statistically significant at the 0.05 level.

The findings suggest that parental income significantly influences the self-concept levels of secondary school pupils. Students from families with higher incomes tend to have different self-concept scores compared to those from families with lower incomes.

Findings of the Study

1. parental education influences the self-concept levels of secondary school students
2. It was observed that parental income significantly influences the self-concept levels of secondary school students

IV. Recommendations

1. Encourage parental involvement in their children's education, regardless of their own educational background.
2. Implement education and awareness programs for parents about the importance of fostering positive self-concept in their children.
3. Develop financial support programs aimed at students from low-income families to alleviate financial stressors that may negatively impact their self-concept.
4. Provide mentoring and counseling services for students to support their emotional and psychological well-being. This could include individual counseling sessions, peer support groups, and mentorship programs aimed at helping students build resilience, self-confidence, and a positive self-image.
5. Create a school environment that celebrates diversity and inclusion, where students from all backgrounds feel valued and accepted.
6. Provide professional development opportunities for educators to enhance their understanding of the impact of parental education



and income on students' self-concept.

V. Conclusion

The findings of the study underscore the importance of addressing the influence of parental education and income on students' self-concept. By implementing targeted interventions and support programs, schools and communities can work towards fostering positive self-concept in all students, regardless of their socioeconomic background. Investing in the holistic development of students is essential for creating a more equitable and inclusive educational system that empowers all students to succeed

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