

A STUDY OF SELF-CONCEPT OF HIGHER SECONDARY SCHOOL STUDENTS IN KOLASIB DISTRICT, MIZORAM WITH REFERENCE TO THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT:

Self Concept is a person's set of observations and beliefs about himself or herself. Childhood experiences and how society perceives us both have an impact on our self-concept. These self-perceptions become more ordered and precise as we age and learn more about oneself and what is important to us. Many youths today succumb to the rising academic and social expectations, which causes mental illness and low self-esteem. Due to rising competitiveness, technological advancement, social and religious duties, and general parental expectations, children today, especially students, face enormous challenges. Therefore, it is essential to understand the various factors that influence students' self-concepts at the higher secondary level in order to foster a positive outlook and achieve better outcomes. Therefore, the study may enable the adolescent in realizing the significance of their own self-concept and in altering their perspective in order to enhance their psychological wellbeing. Additionally, the results of the study may show how important one's self-concept is to academic success.

Keywords: Self-Concept, Academic achievement, Higher Secondary School Students.

INTRODUCTION

Three elements make up the self-concept:

1. The sense of self.
2. The ideal self.
3. The sense of worthiness.

Self-concept is the term used to describe how we view ourselves. This idea is shaped by a variety of things, including our interactions with important people in our lives. How we perceive ourselves affects how we act, learn, and possess unique abilities. It is one of the elements affecting individual behaviour. Our motivations, attitudes, and conduct are significantly influenced by how we view ourselves.

When a person is young and still developing their identity, their self-concepts are typically more adaptable. These self-perceptions become more ordered and precise as we get older and learn more about who we are and what is important to us. It reflects to how individuals view their potential and capacities in various spheres of life. Self-concept is how one feels about themselves and how they view their own abilities. Consequently, it is crucial to be conscious of oneself. An individual's perspective, self-perception, self-belief, and personal traits make up their self-concept. What the ideal self would look like (Nath, 2015). Perhaps our ideas of I, Me,

and Myself provide the best framework for understanding the self as a system of phenomenal world. Our ideal selves emerge. (mangal, 2014). Individuals work to keep their sense of who they are by controlling their conduct once they have acquired this concept of who they are. Anything that aligns with one's self-concept is quickly accepted and held on a conscious level. Any threat to the image, however, is either completely disregarded or burrowed deep inside the unconscious. The conformity and harmony between one's self-image and the totality of experiences or situations encountered in life are essential for happiness, growth, and development. What a person goes through in life and how they interpret it affects how they feel about themselves.

RATIONALE OF THE STUDY

All beings live in a world that is always changing. His basic tendencies and attempts to know and comprehend oneself as well as one's environment are the experience in which he is centred. He responds to his surroundings based on what he has learned and experienced throughout ongoing engagement. It gradually assumes the form of "itself" when the environment is developed and differentiated. As a result, the integration is arranged and a special self-structure appears. An integrated and structured sense of self emerges during this process. His entire course of action is focused on enlightenment, upholding and strengthening this self-structure. This aspect of one's self-structure, which they view as a whole, developed certain, largely stable self-characteristics of self-concept. Over time, one's values and opinions about oneself change. His self-image typically aligns with his personal behaviour and satisfaction demands. When a person's desires conflict with how they perceive themselves, they may resort to dishonest means to satisfy their needs and maintain their behaviour. Positive self-concept students are more inclined to speak up and be assured of their abilities and ideas. The purpose of this study is to look at the relationship and interactions between these variables given the importance of one's opinion of oneself and its impact on adolescents' emotional development and sense of self.

REVIEW OF RELATED LITERATURE

1. **Pujar and Gaonkar (2000)** Examined the impact of age and the nature of the family on the self-concept of 142 high- and 142 low-achieving adolescents. Students from the eighth, ninth, and tenth grades made up the sample. The study found that both high and low performers had higher levels of self-concept as they aged.
2. **Sood (2006)** Examined how the educational decision related to academic stress, accomplishment motivation, and academic self-concept. There were 90 guys and 90 girls. They ranged in age from 17 to 19 years old. The findings showed that participants with strong accomplishment motivation also had good academic self-concepts.
3. **Yoshino (2012)** TIMSS 2007 research was done on the connection between achievement and self-concept, and Japanese and American pupils were compared. The conclusion was reached that there is a strong relationship between a person's self-concept in math and their math accomplishments, even though the magnitude of the correlations may not be the same between the two races.
4. **Bharati and Sredevi (2016)** Did a study on adolescents' self-concepts. As a result, the survey discovered that fewer than half of the pupils have a positive self-concept. High self-concept is essential for improving mental health and improving academic achievement.
5. **Lone and Lone (2016)** The results of a study on the relationship between secondary school pupils' academic achievement and self-concept have led researchers to the conclusion that there is a considerable connection between the two. According to the

study, education may be made more effective by carefully organising and including opportunities and experiences. This would help kids develop a more positive self-image, which would lead to improved performance in both academic and extracurricular activities.

6. **Gnanavel and Diane (2017)** Among pupils in higher secondary schools, the relationship between self-concept and academic achievement was examined. According to the study, there is a strong correlation between students' academic success and their own perceptions of themselves. It recommended holding development seminars to help pupils create a good self-concept. The investigations also shown that pupils' self-concept is significantly impacted by the economy.
7. **Sungoh and Kharmalki (2019)** Undertake a study on self-concept of higher secondary students. 150 higher secondary students from five (5) schools were chosen as the study's sample. The analysis of the data revealed that the higher secondary pupils had an Average Self-concept, indicating that they are conscious of who they are. At the higher secondary level, students have an Average Self-concept regardless of gender or course of study.
8. **Tus (2020)** Studied a senior secondary school students self-concept, self-efficacy and self-esteem impact on the academic performance of the students. The findings of the analysis showed that academic performance in senior high school students is not significantly impacted by self-concept, self-esteem, or self-efficacy. Additionally, it is advised that parents and school staff keep an eye on their children while they look for their identities and give them the support and direction they need.
9. **Pahsyntiew and Rymbai (2020)** Looked at how Meghalayan high school students perceive themselves. 500 higher secondary school students from seven districts of Meghalaya were the respondents. The study's findings show that most students have an average self-concept.
10. **Bunker (2021)** Studied how higher secondary schools in urban and rural areas view themselves in relation to their gender, specifically boys and girls. 120 students from higher secondary schools made up the sample, 60 of whom were boys and 60 of whom were girls. The findings indicate a considerable disparity between urban and rural higher secondary students self-concept. The outcome also demonstrates a considerable difference in self-concept between boys and girls in higher secondary school.

OBJECTIVES OF THE STUDY

The objectives of the study are-

1. To find out the self- concept level of Higher Secondary School students in Kolasib District, Mizoram.
2. To compare the levels of self –concept among higher secondary school students in Kolasib District, Mizoram in relation to their gender.
3. To compare the levels of self-concept among higher secondary school students in Kolasib District, Mizoram in relation to their academic stream.
4. To compare the levels of self –concept of Higher Secondary School students in Kolasib District, Mizoram in relation to their locale.
5. To compare the levels of self-concept among higher secondary school students in Kolasib District, Mizoram in relation to their academic achievement.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the levels of self- concept among higher secondary school students in Kolasib District, Mizoram in relation to their gender.
2. There is no significant difference between the levels of self -concept among higher secondary school students in Kolasib District, Mizoram in relation to their academic stream.
3. There is no significant difference in the levels of self-concept among higher secondary school students in Kolasib District, Mizoram in relation to their locale.
4. There is no significant relationship between the levels of self-concept among higher secondary school students in Kolasib District, Mizoram in relation to their academic achievement.

METHODOLOGY AND PROCEDURE

Method of the Study

The present study employs a descriptive survey method.

Population and Sample

The population of the present study comprises of Higher secondary school students in Kolasib District, Mizoram.

Sample

The investigator select 138 higher secondary school students in Kolasib District, Mizoram.

Tools Used

The investigator used Self Concept Questionnaire Scale (SCQ-s) developed and standardized by Dr. Raj Kumar Saraswat (2011) and a latest academic result of the students for their achievement test.

Procedure of data analysis

In this study, Arithmetic Mean, Standard Deviation, T-test and Anova were used to compare the data. The data collected from the questionnaire were used to score the points.

ANALYSIS AND INTERPRETATION OF THE STUDY

Table 1: Analysis of Self Concept of Higher Secondary School Students in Kolasib District, Mizoram.

Self Concept	No of Students	% of students	Mean	Standard Deviation	Mean Score
High Self Concept	23	16.67	212.35	13.62	172.3
Above Average Self- concept	102	73.91	167.98	13.35	
Average Self-Concept	13	9.42	135.38	12.50	

Below Average Self-Concept	Nil	0	Nil	Nil	
Low Self Concept	Nil	0	Nil	Nil	

Analysis of data from Table1 shows the self- concept level of higher secondary school students in Kolasib District, Mizoram. It indicates that out of 138 respondents, 16.67% of student have high self-concept level. 73.91% of students have above average self-concept and 9.42% have average self-concept level. There are no respondents who have below average level and low self-concept level.

Table 2: Comparison of Self- concept level of Higher Secondary School Students in Kolasib District, Mizoram with relation to their gender.

Gender	No. of Students	Mean Score	Standard deviation	t-value	Level of significance
Male	68	171.9	23.3	0.19	Not significant
Female	70	172.7	25.3		

Comparative analysis in table 2 shows that the mean self-concept level of female students is slightly higher as compared to male students. The calculated t-value is found to be 0.19 and is lower than the critical value at 0.05 level. Hence, the hypothesis stating that there is no significant difference in the level of self-concept in relation to gender cannot be rejected.

Table 3: Comparison of Self Concept level of higher secondary school students in Kolasib District, Mizoram with relation to their academic stream.

Academic Stream	No. of Students	Mean score	Standard Deviation	t-value	Level of significance
Science	52	164.3	21.91	2.98	0.01
Arts	86	152	25.78		

Comparative analysis in table 3 shows that Students of science stream have higher mean level of self-concept as compared to students from arts stream. Also, the calculated t-value is greater than the critical value. Hence, the hypothesis stating that there is no significant difference between the level of self-concept in relation to academic stream cannot be accepted.

Table 4: Comparison of Self-concept level of Higher Secondary School students in Kolasib District, Mizoram with relation to their locale.

Locale	No. of Students	Mean	Standard Deviation	t-value	Level of Significance
Urban	63	170.83	18.86	0.65	Not significant
Rural	75	173.55	18.49		

The comparative analysis in table 5 shows that the mean score of students from rural area is higher than the mean score of students from urban area in terms of self -concept. However, the calculated t-value which is 0.65 is lower than the critical value at 0.05 level. Therefore, the assume hypothesis that, there is no significant difference between the level of self- concept among urban and rural areas cannot be rejected.

Table 5: Comparison of Self-concept level of Higher Secondary School Students in relation to their Academic Achievement.

Academic Results	No.of Students	Mean Score	Standard Deviation	F-value	Level of Significance
Distinction	28	171.86	22.67	2.91	0.01
First	29	175.83	19.73		
Second	29	173.34	14.19		
Third	28	175.25	17.96		
Simple Passed	28	163.86	16.19		

Analysis of table 5 shows, that students who passed in first and third division have the highest self- concept. Surprisingly, students who passed in distinction have lower level of self-concept as compared to students who pass in first, second and third division. Simple passed students shows the lowest mean level of self-concept as compared to those students who passed the exams. Moreover, the calculated t-value which is 2.91 is greater than the critical value. Therefore, the hypothesis stating that there is no significant difference between the level of self concept in relation to their Academic achievement among Higher secondary school students in Mamit district cannot be accepted.

MAJOR FINDINGS

The major findings of the study are listed below:

1. It is evident from the above analysis that higher secondary school students of Kolasib District, Mizoram have above average level of self-concept.
2. The comparative analysis shows that, there is no significant difference in the level of self-concept among higher secondary school students of Kolasib District, Mizoram in relation to their gender.
3. The comparative analysis shows that, there is significant difference in the level of self-concept among higher secondary school students of Kolasib District, Mizoram in relation to their academic stream.
4. The comparative analysis shows that, there is no significant difference in the level of self-concept among higher secondary school students of Kolasib District, Mizoram in relation to their locale.
5. The comparative analysis shows, that there is significant difference in the level of self concept among higher secondary school students in Kolasib District, Mizoram in relation to their academic achievement.

LIMITATIONS:

Since the study is centered around Kolasib District, Mizoram and due to time constrain, three higher secondary school are selected for collection of the sample.

DISCUSSION:

The overall study with regard to self concept shows that majority of Higher secondary school students in Kolasib district, Mizoram have above average level of self concept. This findings is in line with the findings of Kharmalki (2019) who found that majority of the students possess average self-concept. The present study also found that in all the three higher secondary schools of Kolasib district, Mizoram the mean score of female self concept is higher than male students. This findings is in line with the findings of Suthar (2016) who found that female students reported to have a better Self-concept than male students. However, the calculated t-value is lower than the critical value at 0.01 level. Therefore, the null hypothesis cannot be rejected.

From the study, it is also evident that there is a significant difference in the level of self-concept among higher secondary school students of Kolasib district, Mizoram in relation to their academic stream and academic achievement. This findings is in line with the findings of Velmurugan & Balakrishnan (2012) who found that there is a significant relationship between self -concept and academic achievement of higher secondary school students.

The comparative analysis also shows that there is no significant difference in the level of self- concept among higher secondary school students of Kolasib district, Mizoram in relation to their locale. Thus, we can say that locality have no influence on the self-concept. In terms of Mean scores, it can be seen that mean self- concept score of rural senior secondary school students has been found higher than that of urban senior secondary school students.

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