An Empirical Study on the Self-Concept among 10+2 Students during the COVID-19 Crisis

Dr. Runjun Saikia and Sri Jibedhar Nath

Panigaon OPD College
Lakhimpur, Assam, India

Abstract:

A study was carried out to compare the self-concepts of 10+2 students using Dr. Raj Kumar Saraswat's (1984) self-concept questionnaires to collect data from 100 students in the Lakhimpur district of Assam. The study's findings revealed that the highest percentages of students are in the high category in the physical (66%), social (68%), temperament (53%), educational (47%), moral (48%), and intellectual category (55%) of self concept. The mean self-concept score of student is highest in the educational dimension and lowest in the moral dimension. In terms of physical, social, temperamental, educational, moral, and intellectual dimensions, there are significant differences in the mean self-concept score of the students as a whole. The mean self-concept scores of male and female students have significant difference in the physical and temperament dimensions, but not in the social, educational, moral and intellectual dimensions. In all six dimensions of self concept, there are significant differences in the mean self concept scores of HS 1st and HS 2nd year students.

Keywords: self concept, male, female, 10+2 students.

1.1 Introduction:

The term "self-concept" refers to how an individual thinks about, evaluates, or perceives oneself. The term "self" has two meanings in psychology: it refers to a person's attitude and sentiments about himself, as well as the overall psychological process that controls thoughts and self. A person's attitude and feelings about himself, and there have been plenty of psychological processes that govern behaviour and adjustment, are referred to as self-concept. It's an essential aspect in analyzing and interpreting human psychology. Perceptual, conceptual, and attitudinal are the three primary components of self-concept. The perceptual component is the representation an individual has of his or her body's appearance and thus the perception he or she makes on everyone else, which is commonly referred to as the 'physical concept.' The individual's conception of his notable features, abilities, background and origin, and future is the conceptual component. It's also known as the 'psychological self concept. 'The emotions a person has about himself, his attitude, his existing position and future prospects, his thoughts about his competence, and his attitudes of consciousness, personality, confidence, and humility compose the attitudinal component.

A person's self-concept is not inborn; rather, it is created through the training process that occurs throughout every person's life, from childhood through maturity, and is obtained from the approach of continuous individual interactions with the environment. It is supported by their social relationships with other members of society and their surrounding environment, instead of exhibiting and flourishing by itself.

Like other psychological traits, self-concept is relative and is dependent on a conceptual framework. Educators, families, and other stakeholders must understand their children's self-concept, as well as the causes of their issues, in order to give appropriate assessment, educational, and professional advice for something like the development of a positive self-concept. A country's success is determined by how well its human resources are exploited. The prosperity of the country across diverse fields is based on the right direction of these youngsters. One of the first requirements for development is that young individuals have a healthy, positive self-concept. The study of self-concept is significant for maintaining, resolving, and mitigating adjustment problems.

1.2 Statement of the Problem:

The investigation's primary objective is to study the self-concept of students who are still studying at the 10+2 level. The research topic for this study is entitled "An Empirical Study on the Self-Concept among 10+2 Students during the COVID-19 Crisis" since the topic of this particular group's problem is considered appropriate.

1.3 Objectives of the Present Study:

The objectives of this study are as following.

1. To study the self concept of the students of 10+2 level.
2. To study the self concept of the Male & Female students of 10+2 level.
3. To study the self concept of the HS 1st & HS 2nd year students.

1.4 Hypotheses:

The following hypotheses constitute the foundation for the current study, which are based on the above mentioned objectives.

H_{01}- There is no significant difference in the self concept of the 10+2 level student in respect of physical, social, temperamental, educational, moral, and intellectual dimensions.

H_{02} –There is no significant difference in the self concept of the 10+2 level students between Male & Female.

H_{03} –There is no significant difference in the self concept of students between HS 1st year & HS 2nd year.

1.5 Delimitation of the Study:

Students, geographical location, study period and procedural concerns are all delimitation of this study. The study is confined to students enrolled in general degree institutions of the Arts faculty at the 10+2 level during COVID-19 crisis in the year 2020-21. The study is limited to the Lakhimpur district of Assam, and the provincialized general degree colleges accredited to Dibrugarh University are included in study. The sample size for this study and the researcher's scale represent as procedural delimitations.

2. Review of Related Literature:

Enam *et al.* (2011) carried out a study of early-adolescent boys and girls' self-concept in relation to gender, parental occupation, and academic achievement in various Bangladeshi institutions, reporting that female students have significantly higher self-concept than males.

Khirade K. (2012) found that 70% students have above average self-concept while 30% students have high self concept.

Bharathi, A., and Sreedevi, P. (2013) did a study on adolescent self-concept in Hyderabad, Telangana. The study found that a larger percentage of adolescents had an above-average level of self-concept in temperamental (85%), intellectual (77.5%), physical (60%), and social dimensions (52.5 %). In education, around 47.5 percent of adolescents had both a high and an above-average self-concept. In addition, 57.5 percent of adolescents had a positive moral self concept. Overall, adolescents' self-concept was found to be 27.5 percent in high and 72.5 percent above average.

A Comparative Study of Self Concept Between Physical Education and Non-Physical Education Students of Lucknow was conducted by Singh A. K. *et al.* (2013), researchers found no significant differences in self concept between physical education and non-physical education students in all dimensions.

Kiransaimons S. *et-al* (2016) carried out a study on the effect of emotional maturity on self- concept of adolescents and reported significant difference between the effect of self-concept among boys and girls adolescents.

Kumar S. & Singh N. (2017) reported no significant difference in the self – concept between boys and girls college students.

Manjari (2017) analyzed the self-concept of college students and found no significant differences between male and female college students in terms of overall self-concept and self-concept dimensions.

In a comparative study of the self-concept of Government School and Private School players in Puducherry, Savarirajan R. (2017) found a significant difference in the Self Concept Dimensions of Physical, Social, Temperamental, Educational, Moral, and Intellectual between the Government School and Private School players. The mean scores of the Physical, Social, Temperamental, and Moral Self Concept Dimension showed that Private School players have a much higher level of self concept than Government School players. Although this mean scores of the Educational and Intellectual Self Concept Dimensions suggest that Government School players have a much higher level of self concept than Private School players.

Gayen R. & Behera S. K. (2018) conducted a study on postgraduate students' self-concept and found no significant differences in self-concept between male and female students, between rural and urban residents. The study also revealed significant differences in self-concept between students of different social classes (General, SC, ST, and OBC), academic years (2nd and 4th semester), religion (Hindu, Muslim, and Christian), and stream (Arts, Science, and Commerce).

A Comparative Study of Emotional Maturity and Self Concept among College Students of Jammu was conducted by Malhotra, P. (2018), who found no significant difference in the self concept of male and female college students.

3.1 Method of the Present Study:

In this study, the descriptive method of research was followed. The "Survey study" method was used in this study as a descriptive research approach.

3.2 Study Area:

The study was carried out at the provincialized colleges of Lakhimpur district of Assam.

3.3 Population of the Study:

The population of this study comprises the students of all the provincialized general degree colleges of Lakhimpur district of Assam during 2020-21.

3.4 Sample and Sampling Design:

The researcher used stratified random sampling to select 100 students (Higher Secondary First and Second Years). The detail of sample is stated in the Table-3.01.

Table-3.01

Sample Profile

Gender of student	Standard		Total
	HS 1st year	HS 2nd Year	
Male	25	25	**50**
Female	25	25	**50**
Total	**50**	**50**	**100**

3.5 Variables:

The variables of the present study are given in the table-3.02.

Table 3.02
Variables of the Present Study

Serial No	Name of variables	Nature of variable	Number of levels	Name of level
1	Self-Concept	Dependent variable	6	Physical, Social, Temperament, Educational , Moral and Intellectual
2	Gender of student	Independent variable	2	Male & Female
3	Standard	Independent variable	2	HS 1st & HS 2nd Year

3.6 Tools used for Data Collection:

To conduct any study, the research tools chosen must be designed in such a way that data can be collected in order to successfully test the hypothesis. Dr. Raj Kumar Saraswat's (1984) Self Concept Questionnaires was used to collect data in the current study. It has six distinct self-concept dimensions: physical, social, temperamental, educational, moral, and intellectual.

3.7 Statistical Method Applied for Analysis of Data:

The collected data are submitted to a number of statistical analyses in the current study. All data is analyses on a computer using SPSS (Statistical Package for the Social Sciences). The Simple percentage, Mean, Standard Deviation, ANOVA and t-tests are used to analyze and interpret the data.

4. Analysis of Data and Interpretation:

In order to study and investigate the self concept of the students of 10+2 level, the objective wise Percentage,Mean, Standard Deviation, ANOVA and 't' test are calculated. The mean differences are find out between different groups depending on variables such as dimensions of self concept(physical,social, temperament, educational ,moral and intellectual), gender of students (male & female) and class of students (HS 1st & HS 2nd year).

The percentage distribution of the students in the different dimensions & categories of self concept is presented in the Table 4.01.

It is observed from the Table-4.01 that among the students, 66 percent in high category, 21 percent in average and 13 percent in very high category in the physical dimension of self concept. There is no student in low and very low category of self concept. It is observed that the students as a whole are in average and above average category of self concept in the physical dimension.

Table-4.01

Percentage Distribution of the Students in the Different Dimensions and Categories of Self Concept

Dimension of Self Concept	Category of Self Concept	Range of Scores	Number of student	Percentage
Physical	Very high	33-40	13	13
	High	25-32	66	66
	Average	17-24	21	21
	Low	9-16	-	-
	Very low	0-8	-	-
Social	Very high	33-40	17	17
	High	25-32	68	68
	Average	17-24	15	15
	Low	9-16	-	-
	Very low	0-8	-	-

Temperament	Very high	33-40	33	33
	High	25-32	53	53
	Average	17-24	14	14
	low	9-16	-	-
	Very low	0-8	-	-
Educational	Very high	33-40	29	29
	High	25-32	47	47
	Average	17-24	24	24
	low	9-16	-	-
	Very low	0-8	-	-
Moral	Very high	33-40	24	24
	High	25-32	48	48
	Average	17-24	26	26
	low	9-16	02	02
	Very low	0-8	-	-
Intellectual	Very high	33-40	16	16
	High	25-32	55	55
	Average	17-24	29	29
	low	9-16	-	-
	Very low	0-8	-	-

In the social dimension, 68 percent students are in high category followed by 17 percent in very high and 15 percent in average category of self concept. There is no student in low and very low category of self concept. It is observed that the students as a whole are in average and above average category in the physical dimension of self concept (Table-4.01).

Among the students, 53 percent in high category, 33 percent in very high and 14 percent in average category in the temperament dimension of self concept. There is no student in low and very low category of self concept. It is observed that students of 10+2 level are in average and above average category in the temperament dimension of self concept (Table –4.01).

In the educational dimension, 47 percent students are in high category followed by 29 percents in very high and 24 percent in average category of self concept. There is no student in low and very low category of self concept. It is observed that students of 10+2 level are in average and above average category in the educational dimension of self concept (Table –4.01).

Among the students, 48 percent in high category followed by 26 percent in average, 24 percent in very high and 2 percent in low category in the moral dimension of self concept. There is no student in very low category of self concept. It is observed that students of 10+2 levels are in low, average, high and very high category in the moral dimension of self concept (Table –4.01).

In the intellectual dimension, 55 percent students are in high category followed by 29 percent in average category and 16 percent in very high category of self concept. There is no student in low and very low category of self concept. It is observed that students of 10+2 level are in average and above average category in the intellectual dimension of self concept (Table4.01)

The percentage distribution of the students in the different dimensions and categories of self concept is presented with the help of bar diagram (Figure-4.01).

Figure-4.01
The Percentage Distribution of the Students in the Different Dimensions an Categories of Self Concept
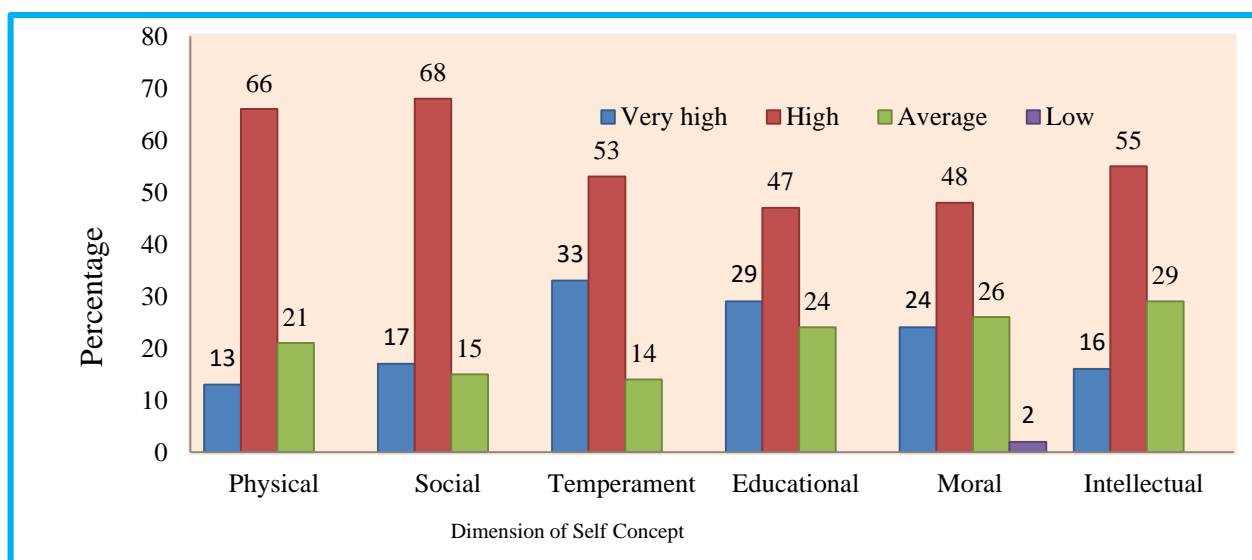
The obtained data are tabulated and calculated for the Mean and Standard Deviation. The Mean and Standard Deviation of self concept score of the students in the different dimensions is presented in the Table-4.02.

It is observed from the Table-4.02 that the mean self concept score of students is highest in educational dimension (29.86) followed by temperament dimension (28.63), social (28.57), physical (28.49), intellectual (27.03) and moral dimension (26.81) of self concept.

Table-4.02

Mean and Standard Deviation of Self concept Score of the Students in the Different Dimensions

Dimension of Self Concept	Student	
	Mean	Standard Deviation
Physical	28.49	4.70
Social	28.57	5.02
Temperament	28.63	6.26
Educational	29.86	5.30
Moral	26.81	6.22
Intellectual	27.03	5.49

The mean of self concept score of the students in the different dimensions of self concept is presented with the help of bar diagram (Figure 4.02).

Figure-4.02

The Mean of Self Concept Score of the Students in the Different Dimensions of Self Concept
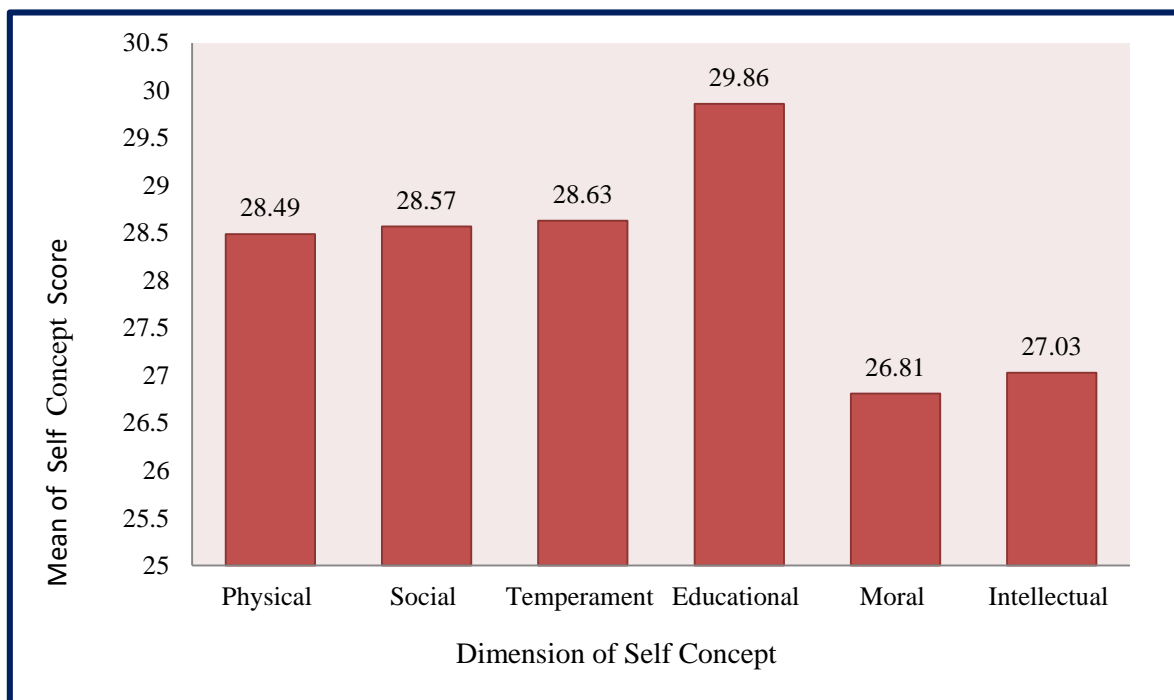
To test the differences of the mean of self concept scores of the students as a whole in different dimensions, the Analysis of Variance (ANOVA) test is applied. Here, the null hypothesis H_{01}- there is no significant difference in the self concept of the 10+2 level student in respect of physical, social, temperamental, educational, moral, and intellectual dimensions.

It is observed that the calculated value of F is 4.218 at df 5 which is greater than the tabulated value of F at 0.01 and 0.05 level. Therefore it is highly significant at 0.01& 0.05 level in the mean of self concept score of the students in different dimensions of self concept. Hence, the null hypothesis H_{01} is rejected at both 0.01 & 0.05 level. It could be concluded that there is significant

difference in the self concept of the students as a whole in respect of physical, social, temperamental, educational, moral, and intellectual dimensions (Table- 4.03).

Table-4.03
Analysis of Variance for the Mean of Self Concept Score of the Students in the Different Dimensions.

Source of Variation	SS	df	MS	F	F crit	Level of significant
Between	645.648	5	129.129	4.218	2.229 (0.005) 3.048(0.001)	Significant
Within	18183.15	594	30.611			
Total	18828.8	599				

The collected data are tabulated and calculated for the Mean, Standard Deviation and 't' value . The Mean of self concept score, Standard Deviation and 't" value of the students in the different dimensions according to gender is presented in the Table-4.04. Here, the null hypothesis, H_{02} –There is no significant difference in the self concept of the 10+2 level students between Male & Female.

It is observed from the Table-4.04 that the total mean self concept score as a whole in six dimensions of female student (174.66) is higher than the male (164.03) student of 10+ 2 level. The mean self concept score of female students is higher than the male students in all the six dimensions.

Table-4.04
Mean, Standard Deviation of self concept Score and 't' value of the Students in the Different Dimensions according to Gender

Dimensions of Self concept	Gender of student	Mean	Standard Deviation	't' value	Level of Significance
Physical	Male	27.02	4.51	3.27	Significant
	Female	29.96	4.48		
Social	Male	28.01	5.15	0.93	Not Significant
	Female	29.04	4.91		
Temperament	Male	27.30	6.51	2.86	Significant
	Female	29.96	5.76		
Educational	Male	29.34	5.35	0.98	Not Significant
	Female	30.38	5.26		
Moral	Male	25.72	5.99	1.77	Not Significant
	Female	27.90	6.32		
Intellectual	Male	26.64	5.57	0.71	Not Significant
	Female	27.42	5.45		
Total	Male	**164.03**	**28.90**	**1.83**	**Not Significant**
	Female	**174.66**	**28.80**		

It is also observed the Table-4.04 that the calculated t value for the total self concept sore of male and female student is 1.83 at df 1 and 98 which is less than tabulated critical't' value at 0.01 and 0.05 level. There is no significant difference at 0.01& 0.05 levels

in the total mean of self concept score of male and female students' of 10+2 level. The calculated 't' value for the mean difference of the self concept scores of the male and female students in physical and temperament dimensions are 3.27 and 2.86 respectively at df 1 and 98 and both are greater than the tabulated critical 't' value at 0.01 and 0.05 level. In case of social, educational, moral and intellectual dimensions, the calculated 't' value for the mean difference of the self concept scores of the male and female students are 0.93,0.98,1.77 and 0.71 at df 1 and 98 ; which are less than the tabulated critical 't' value at 0.01 and 0.05 level. Therefore, the null hypothesis (H_{03}) rejected at both 0.01 and 0.05 level in the dimensions of physical & temperament and accepted in the social, educational, moral & intellectual dimensions of self concept.

It could be concluded that there are significant differences in the mean of self concept scores of the male and female students in respect of physical and temperament dimension and no significant difference in the social, educational, moral and intellectual dimension of self concept.

The mean of self concept score of the students in the different dimensions of self concept according to gender is presented with the help of bar diagram (Figure-4.03).

Figure-4.03

The Mean of Self Concept Score of the Students in the Different Dimensions of Self Concept According to Gender
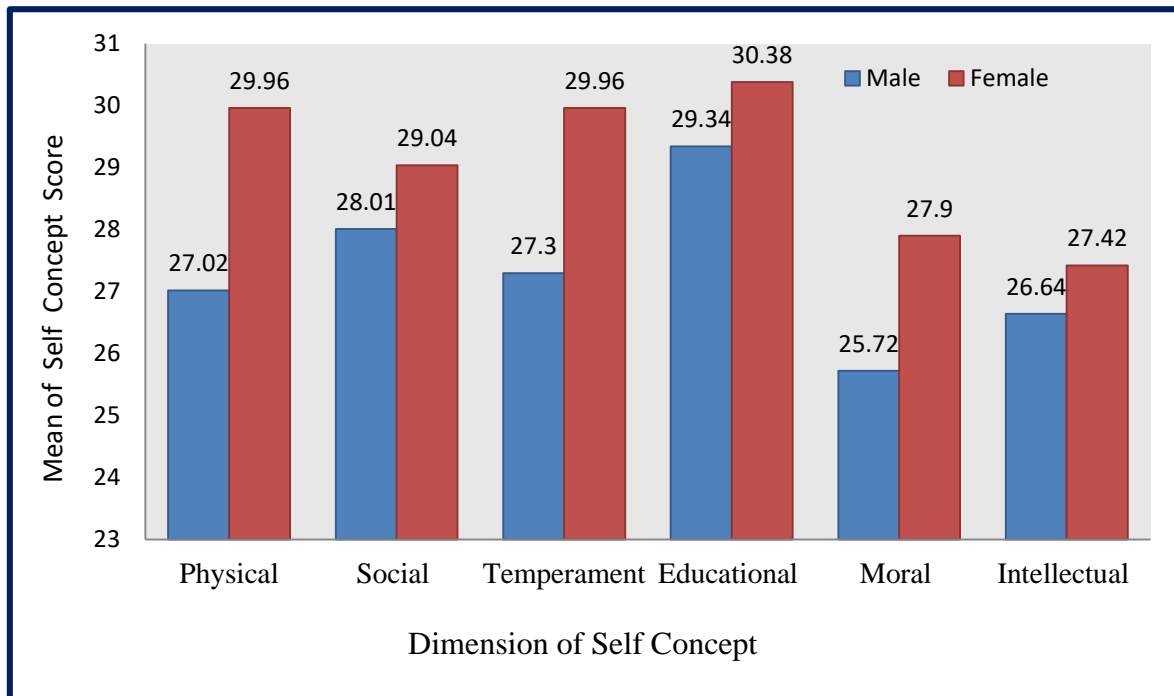
The Mean of self concept score, Standard Deviation and 't" value of the students in the different dimensions according to class is presented in the Table-4.05. Here, the null hypothesis, H_{03} –There is no significant difference in the self concept of students between HS 1st year & HS 2nd year.

Table-4.05
Mean, Standard Deviation of self concept Score and 't' value of the Students in the Different Dimensions according to Class

Dimensions of Self concept	Class of student	Mean	Standard Deviation	't' value	Level of Significance
Physical	HS 1st year	26.20	4.24	5.55	Significant
	HS 2nd Year	31.50	2.12		
Social	HS 1st year	26.02	4.23	5.86	Significant
	HS 2nd Year	31.12	4.47		
Temperament	HS 1st year	24.34	4.61	9.41	Significant
	HS 2nd Year	32.92	4.51		

|					
Educational	HS 1st year	26.58	4.16	7.85	Significant
	HS 2nd Year	33.14	4.20		
Moral	HS 1st year	22.36	4.27	10.23	Significant
	HS 2nd Year	31.26	4.43		
Intellectual	HS 1st year	23.48	4.56	8.45	Significant
	HS 2nd Year	30.58	3.81		
Total	**HS 1st year**	**148.98**	**21.24**	**9.78**	**Significant**
	HS 2nd Year	**189.80**	**20.48**		

It is observed from the Table-4.05 that the total mean self concept score as a whole in six dimensions of HS 2nd year student (189.80) is higher than the HS 1st year (148.98). The mean self concept score of HS 2nd year students is higher than the HS 1st year students in all the six dimensions.

It is also observed the Table-4.05 that the calculated t value for the total self concept sore of HS 1st year and HS 2nd year student is 9.78 at df 1 and 98 which is greater than tabulated critical 't' value at 0.01 and 0.05 level. There is highly significant difference at 0.01& 0.05 levels in the total mean of self concept score of male HS 1st year and HS 2nd year student. The calculated 't' value for the mean difference of the self concept scores of the HS 1st year and HS 2nd year student in physical, social, temperament, educational, moral and intellectual dimensions are 5.55, 5.86 ,9.41, 7.85, 10.23 and 8.45 respectively at df 1 and 98 and all are greater than the tabulated critical 't' value at 0.01 and 0.05 level Therefore, the null hypothesis (H_{03}) rejected at both 0.01 and 0.05 level in the dimensions of physical, social, temperament educational, moral and intellectual dimensions of self concept. It could be concluded that there are significant differences in the mean of self concept scores of the HS 1st year and HS 2nd year student in all the six dimensions of self concept.

The mean of self concept score of the students in the different dimensions of self concept according to class is presented with the help of bar diagram (Figure-4.04)

Figure-4.04

The Mean of Self Concept Score of the Students in the Different Dimensions of Self Concept According to Class
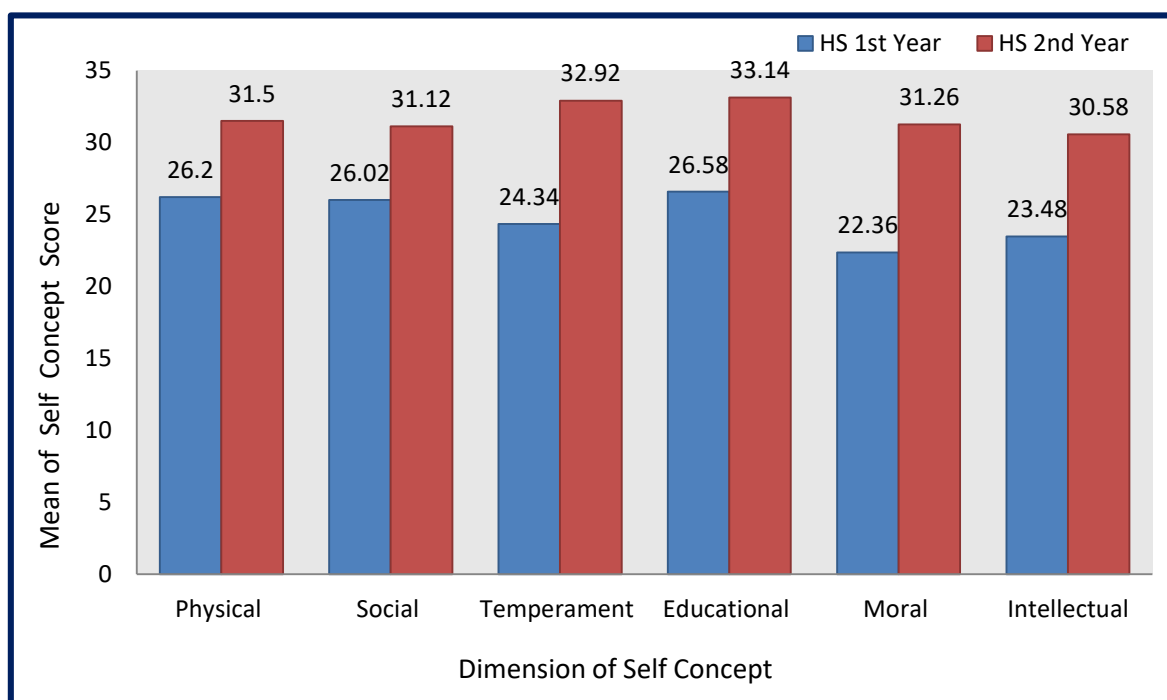
5. Conclusion:

The majority of students belong into to the high self-concept category, followed by the very high and average categories in the physical, social, temperament, and educational dimensions. In terms of moral dimension, the majority of students are identified as

having a high category of self concept, followed by average, very high, and low category of self concepts. The majority of students come into the high self-concept category, followed by average and very high category in the intellectual dimension of self-concept. The mean self-concept score of student is highest in the educational dimension and lowest in the moral dimension. In terms of physical, social, temperamental, educational, moral, and intellectual dimensions, there are significant differences in the mean self-concept score of the students as a whole. It could be concluded that there are significant differences in the mean self-concept scores of male and female students in the physical and temperament dimensions, but no significant differences in the social, educational, moral, and intellectual dimensions. In all six dimensions of self concept, there are significant differences in the mean self concept scores of HS 1st and HS 2nd year students.

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