Self-concept of secondary school students: A Review

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Abstract

At the second level, students' thinking plays an important role in their learning. The aim of this study was to examine the selfconcept of rural and urban high school students and government and public school students and to compare the identity concepts of boys and girls. The sample of the study consisted of 400 secondary school students, 200 males and 200 females, studying in government and private schools in rural and urban areas. (Female), Dr. R. P. Verma and Dr. P. K. developed the "Swatva Bodh Parikshan" (SBP) scale. Goswami (1988) and Dr. T. R. Sharma's AAMT questionnaire was used as an instrument to measure motivation towards academic achievementThe results of the study show that there is no difference in selfconcept between gender and school type, but urban students have a better selfconcept than rural students. Another finding from the study showed that girls have better health expectations than their peers. Urban students have better emotional, mental and sentimental states than rural students. This study also found a positive relationship between selfconcept and academic achievement among all secondary school students. Based on the findings, recommendations were designed to improve students' self-concept.

Keywords

self-concept, secondary students, gender, area, types of schools variation

Introduction

Selfconcept is the essence of being human. It expresses a person as a whole in terms of his physical, social and educational abilities. A person has some ideas about himself, a set of characteristics, properties, weaknesses, limitations, values and relationships that the learne can identify. "Selfconcept is an important factor in the development of psychology. It is a multifaceted structure, it determines the behavior of the person. Students will be more likely to participate in activities where they believe they have the ability to plan and complete the learning necessary to

achieve the results. Their character, abilities, body, and significance as a person; in short, how th ey see and view themselves. Peterson (1981) believes that the youth's sense of self is "self-constructed" through integration, differentiation, and integration for personal development. According to Pandit (1969), "Selfconcept is the basic medium around which the entire personality is transformed into a homeostatic process that maintains the consistency and stability of personal character." The word "self" plays an important role in psychology because it is seen a s both the cause and the effect of successful learning. Personality research shows that people with higher selfesteem are more likely to achieve challenging goals and to make strong commitments even in the face of difficulties. In contrast, people with lower selfconcept tend to a void difficult tasks, are less motivated and less able to pursue personal goals, and are prone to distraction due to anxiety and depression (Bandura, 1993). The construction of selfconcept is an important aspect of selfconcept (Covington, 1992; Covington, 1998; Covington, 2000; Covington & Dry, 2002; Eccles & Wigfield, 2002). In summary, selfconcept suggests that "each individual has the desire to establish and maintain a positive selfconcept or sense of self" (Eccles & Wigfield, 2002, p. 122). Because children spend most of their lives in the classroom, self-esteem theory suggests that the key to developing and maintaining selfworth is creating and maintaining selfworth. In the form of selfawareness. To translate this broad concept into something practical, Shaulson and Boulos (1982) defined selfconcept as the understanding of int elligence in various contexts. It is worth noting that many researchers in Battle (1981), Pierce an d Harris (1964), Marsh et al., 1985, in addition to focusing on strengths, also focused on student health and satisfaction. There is a difference between selfawareness and selfefficacy in achieving academic goals (Marsh et al., 1999). The items prepared for the General Education Program mea sure whether students find school subjects easy for them and whether they are generally good at s chool. Academic mood includes items measuring whether students like going to school, hate goi ng to school, enjoy learning differently, and enjoy school. In addition, Marsh et al.'s (Marsh, 1988, 1992; Marsh & O'Neill, 1984) School Subject Selfconcept Scale (SelfDescription Questionnaire) includes a test to determine whether students prefer to work for themselves. selfesteem subscale (1981) includes items measuring whether students often drop out or often want to drop out when school becomes too difficult. Of course, Singaporean students' description of selfdirected learning may lend itself to the "promise" of the concept of selfirected learning. This is because the culture is often influenced by Confucianism, whose educational philosophy is "thinking, investigating, contemplating, reflecting, and generosity" (as cited in Li, 1996). The idea is that a person's passion for learning and desire to pursue it influences students' content, understanding, and values.

Self concept

Selfconcept refers to a person's understanding and thoughts about themselves. It includes many f actors, including selfimage (how you see yourself), selfesteem (how you feel about yourself), an d selfimage (who you want to be). It is essentially the sum of the beliefs and thoughts you have a bout yourself and your character. This concept plays a significant role in behavior, decision-

making, and overall health. , personal opinion, and personality. physically and emotionally, but girls have higher selfesteem. In schools and public schools. Marsh et al. (1991) investigated children's selfconcept. The results showed that girls had higher selfesteem for physical fitness compared to boys, but higher selfesteem for body image and literacy. Dina (2004) showed the relationship between family environment and self-concept. Research has shown that youth self-concept is influenced by religious affiliation, parental or caregiver care at home, and siblings in the family. Tarobin and Laanan (2005) examined students' confidence and self-concept as positive factors in determining students' achievement in science and mathematics. Th results indicate differences in students' selfconcepts regarding science and mathematics education. Sacks (1994) examined predictors of mathematics selfconcept and gender differences using a national sample of approximately 15,000 college student from the 1985 Cooperative Research Program (CIRP). Research has shown that female students have lower self-concept (self-confidence) in mathematics skills than male students, and that the genderparent gap widens as students advance in college. Enam (2006) found that children from middleclass families have the highest selfesteem, followed by children from upperclass families, and those with the lowest self esteem are those from lowerclass families. Kaur et al. (2009) believe that it is not surprising that selfconcept comes from family experience and that a good family environment can lead to better relationshipsbetween parents and children. Many researchers have found that familyenvironmen has an impact on selfconcept. Determine whether this support is necessary or will affect the child The selfconcept of students receiving parental support at home was compared with two measure the Annual School Performance Report and the SelfAssessment. Sellfconcept was measured twice. One month before the school's annual examination and the other one month after the annual results were announced. The results of this study show that parental involvement in their children's home education has a direct and positive effect on children's learning and selfesteem in life. These two factors can affect and influence a person's childhood development. Self-esteem and self-esteem begin to emerge during childhood and adolescence. It is important for young people to have good habits for healthy adults. Kathy Hamilton and Louise Hassan (2010) show the differenc between individuals' selfconcept and idealized leadership styles (such as "I" and relationships). These differences lead to negative emotions and stress coping strategies. The influence of smokers' behavior on nonsmokers' behavior is also discussed. Other important factors such as style, style, and price. The literature emphasizes differences between social groups and their interests in different industries. . Talukder and Parveen (2011) conducted a study to examine the relationship between self-concept and achievement of medical students in three dimensions: self-concept, family concept, and personal view. The results showed significant differences. Students selfconcept correlations moderated by gender. The study results also show a positive relationship between self-concept dimensions and students' academic performance. Christian M. (2012) Self-esteem in blood pressure control: A gender identity problem? "The gap analysis seems to be a step back from the original conception. Very little AI is being done in the real world. The current analysis shows that New Zealand has its strengths and its own work." Courses from New Zealand General information about Lan School 929 schools. The results showed that employees had two or three problems with verbal and mathematical selfconcept. Learning this behavior in general all

ows students to be more aware of their motivation for mathematics after stress. Among them is t he real estate agent of the Titanic. Similar results were observed in the verbal test. For General, B asic, Languages and Mathematics, it is not the complexity of the general sections related to gend er, but how the magic occurs within the sections. Thoughts on basic concepts. This finding may i ndicate that employees are selected based on their strengths and limitations by focusing on different areas. Times Independent Bharati T. Aruna, p. Serido (2013) Selfconcept study in youth This study was used to measure the selfconcept of youth. SelfConcept Saraswat (1984) dis cusses 40 young Gaia. Hyderabad, dual city model. Risk analysis shows that the percentage of vi sually impaired young people is intellectual (85), academic (77.5), physical (60) and social (52.5). Young people have selfconfidence. Generally, it is better for young people to be in the to p 2.5% and top 2. Evaluation can encourage teachers and counselors to maintain the quality that young people think.Qaneen CP, Baviskar PA (2015) 'SelfReflection and Emotional Intelligence: A comparative evaluation of art and science. The test was used along with Upinder Dhar's t-test to find out the self-report of the age group of 18-22. Quotes about character. Self-esteem cannot be developed without self-improvement. Therefore, self-reflection or self-assessment is the focus. Selfreflection is an important skill for selfimprovement. It's about thinki ng. There are many types of machine learning. Thoughts and knowledge are unknowns of human control. Two main strategies were identified. Objective D.1. Thoughts 2. Thoughts.
Agar (2014) conducted a study to investigate whether self-
concept has a positive relationship with secondary school students in Dhaka city. The results sho wed that selfconcept has a slight relationship with the academic performance of the students. A s ample of 200 students, 100 males and 100 females, was taken from Cambridge International School, Punjab. Data analysis was done using mean square, standard deviation and ttest.
Research results: There is a negative relationship between selfconcept and mathematics anxiety. Personalopinion and problemsolving skills are good and relevant. Significant differences were fo und in mathematics anxiety in adolescents with low and high selfesteem. 1700 students were test ed. Use personal models and personal ideas. Studies have shown that students with a positive self concept and positive attitude are more successful in English. Maddux (2016) studied individuals. He studies people's ideas and their ability to achieve great results. He found that their perception of themselves is important to their health and adjustment. Understanding these factors can preve nt you from staying in your home. Come, this is lamb meat and it has no power. Stay tuned for e vents and activities shared by experts. When looking at the appearance of the house, it does not s eparate the family home. Cheap. People who live at home with their families and only come to cl ass or school during school hours are accepted from abroad. And I think the master is tired of al ways thinking that he is satisfied alone. These lines of work are different from housework and ha ve different characteristics from outside work. At this time, psychology is learning that the "self" of the individual is a way of enjoying, creating, combining and changing. Patterns and consistency. The selfconcept, which reflects its own importance in relation to the life world, is as sociated with these activities (Horkes and Jackson, 1972). Goode (1973) Self-
Reflection in the Dictionary of Education. The actress is a selfmade man who successfully demo nstrates her talent, character, performance and asks many questions in the real life of Manmeet K

aur. It is believed that in "today's society" people are not evaluated well. A person with type B se lfawareness is not a person but is called a person. (2018) "A subjective study on academic achiev ement of BE students". This paper attempts to discuss the impact of critical thinking on the devel opment of new teachers. Reflection and outlook for approval and barrier strength. This is true in using their abilities, no matter how high (or low). They can assess their own needs and abilities (Kuppuswamy 1974). Lighting control is important. Let them progress in the song of understandi ng, develop their understanding and science, and not be afraid. Addressing these differences and creating an environment can help all students develop a positive selfconcept. In this study, Feifei (2019) tested the interaction between gender, Aboriginal culture, and individual mathematical ab ility and mathematical performance of Australian primary school students. A sample of 566 male s (44.6%) and 702 females (55.4%) was selected. Complete a personal report and student math te st scores. The results of the study show that gender has a significant and negative effect on mathe matical ability in terms of selfconcept and mathematical performance. It is not possible to say tha t boys are superior to girls. Indigenous students perform better in mathematics than non-Indigenous students. This study analyzed differences in selfassessment by gender, education, age , grade, weight and physical activity. They recruited 712 young Mexicans, 354 boys and 385 girl s, ages 10 and 14, in fifth and eighth grades. A 5item selfreport questionnaire was used to assess academic, social, emotional, family, and physical dimensions, with the mean score for each dimension. Significant differences in selfconcept were observed during the transition to school. I n all cases, high school students scored lower than elementary school students. Aging is associate d with lower self-esteem. These results will help us strengthen thinking and learning in school.

Gender

Dividing people into men and women refers to gender. "Man" is stronger, more powerful, and stockier. "Woman" is delicate, gentle, softspoken, and loving. Generally speaking, research shows that:

Male:Often times, boys will face pressure to conform to traditional masculine standards, which will impact their selfesteem. They may feel the need to demonstrate characteristics such as indep endence, confidence, and emotional control, which will impact how they view themselves and th eir abilities in academic, athletic, and social arenas overall.

FemaleWomen can experience stress related to results, social relationships, and academic achiev ement. They often face social expectations and need to balance learning with relationships and e motions that may create their own opinions. Concerns about body image and social norms can ha ve serious consequences for them, too.

Intersectionality: It is important to note that the influence of gender on self-concept can be influenced by other factors such as an individual's race, socioeconomic status, and personality. These interactions can create different experiences and senses of identity within

each gender group. Were et al. (2010) investigated gender differences in selfconcept and academic performance among visually impaired students in Kenya. Stratified random sampling was used. The study used a sample of 262 individuals, 152 males and 110 females. In this study, two instruments were used: 1. students' selfconcept and 2. school tests. Research results: 1. Ther are gender differences in the selfconcept of visually impaired students, 2. Girls score higher than boys on achievement measures (Dutta and Sen, 2020) and girls who complete college or high school are less likely to marry as children. They also found that some cities in West Bengal are aware of the disadvantages of early marriage but 26.17% of girls in the age group of 14-18 drop out of school. All the girls who went down were married in the older group. Enam et al. (2011) conducted an experiment to examine selfconcepts regarding gender, parental role and academic achievement among girls and boys in different urban schools in Rajshahi. The results showed that girls had higher selfconcept than boys. In terms of academic achievement, high achievers had more positive outcomes than low achievers. In terms of parental support, girls and boys with higher grades had the best selfconcept, followed by boys and girls with lower grades. When it came to parenting, girls with higher scores reported better selfconcept than girls with lower scores. However, there was no significant difference between high and low achieving boys in terms of parental involvement. Sen and Modak (2017) found an interesting fact that in West Bengal, low income families or poor families are not the reason for child marriages. Because poor families see girls as breadwinners. . They also show no education; They also add that school has weak defenses. Family situations, early marriages and pregnancies force these girls to drop out of high school. The benefits of education for women are very important in building a healthy country and hygiene issues such as separate toilets for girls are also very important and ensure that girls go to school. Access to primary and secondary schools is sometimes affected by immigrant girls. Mullah (2018), General status of secondary schools in the West Bank region based on gross enrollment (GER), enrollment ratio (NER), gender gap (GPI), teacher ratio (PTR), student ratio (SCR). In this, he emphasized the necessity and importance of world high schools for improving the health of Siberian high schools. Most parents prefer to invest in their children's education and want to be more involved in the family, which leads to negative situations. families and reduced tolerance towards secondary school girls. Serious problems with menstruation, holidays and restrictions are one of the reasons why girls of secondary school age are not enrolled in school. The system is not good and as a result, teachers cannot communicate with students.

Types of school variation

Secondary schools often offer a range of variations to cater to diverse student needs and interests. Here are some common types

Academic Programs:

1.General Education: A broad curriculum covering core subjects.

2.Honors/AP/IB Programs: Advanced courses for academically gifted students.

Specialized Schools:

1.Magnet Schools: Focused on specific areas such as science, arts, or technology.

2.Charter Schools: Publicly funded but operate independently with unique educational approaches.

3.Vocational/Technical Schools:Provide training in specific trades or technical fields alongside traditional academic subjects.

4.Alternative Schools:Offer non-traditional teaching methods and curricula to accommodate different learning styles and needs.

5 Online Schools:Offer courses and degrees through digital platforms, allowing for flexible learning schedules.

6.International Schools:Follow curricula from other countries, often offering bilingual or multilingual education.

7.Religious Schools:Integrate religious teachings with the standard academic curriculum.

8.Residential Schools:Provide education in a boarding setting, often focusing on specific needs or disciplines.

Conclusion

In summary, this study focused on the selfconcept of high school students and found differences in selfconcept among different groups. The study shows that the average selfconcept of students will not satisfy the students because it is considered as an important factor that can change belief s, attitude patterns, personal and social reactions (Mehrad, 2016). Additional personal ideas can a ffect students' thoughts, skills, abilities, acceptance and other aspects of students' lives. However the findings regarding the differences in selfconcept between males and females and urban and rural students showed that this difference is due to the lack of brick surface, not good for school and family environment, lack of infrastructure etc. In practice, there is no bias between the two groups. Therefore, this study also shows that it is necessary and essential for those who are in direct contact with students to help them develop their thinking, guide them and teach them self-awareness.

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