

## A Study of Self Concept of Secondary School Students in Relation to Personality

Dr. Suman Dalal<sup>1</sup>, Mrs. Kamlesh<sup>2\*</sup>

### ABSTRACT

Personality signifies the inner psychological characteristics that reflect how a person reacts to his environment. Personality shows the individual choices for various products and brands. The present study was conducted with the purpose to see a comparative and relation study of Personality and self-concept among secondary school students. The present study was conducted to a randomly selected sample of 100 secondary school students. The tool of “Eysenck Personality Questionnaire” was Developed by Eysenck (1985) & “Self- Concept Rating Scale” was developed by Dr. (Mrs.) Pratibha Deo (1998) was used for the collection of the data in the present study. The data were analyzed by employing mean, SD, t-test & Correlation. The results of the study showed that the no significant relation between self-concept and Personality of secondary school students.

**Keywords:** *Self Concept, Secondary School, Students, Relation, Personality*

The self-concept as an organizer of behaviour is a great importance. Self-concept is experience of one own being. It is an organised cognitive studier comprised of a set of attitudes. Self-concept as an organized of behaviour is a great importance. Self-concept is experience of one own being. It is an organized cognitive structure comprised of a set of attitudes. Self-concept theory and research indicate that attitude to self-influence behaviour in any determined by one.

There are several different components of self-concept physical, academic and social. There are two levels. A general academic self-concept of how good we are overall. The social self-concept describes how we related over selves to other people. Self-concept is the nature and organization of beliefs about one's self. Self-concept is theory of beliefs about one's self. Self-concept is theorized to be multi- dimensional. For example, people have different beliefs about physical, emotional, social and many other aspects of themselves.

Self-concept is what an individual think of his actual self. A person of himself is defined by self-description of one self. Self-concept is a major component to success or failure. High

<sup>1</sup>Dean & Associate Professor, B.P.S. Institute of Teacher Training and Research Khanpur Kalan

<sup>2</sup>M. Ed. Student, B.P.S Institute of Teacher Training and Research Khanpur Kalan

\*Corresponding Author

Received: August 09, 2022; Revision Received: September 18, 2022; Accepted: September 30, 2022

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self-concept based too happy, gratifying and purposeful life. Self-concept gives you internal drive as a child grows and develops in age.

### *Meaning of Self Concept*

Self-concept can also refer to the general idea we have of over selves. Self-concept has been defined by several author; Murphy (1941) defines it as the individual as known to the individual.

- Self-concept is different from self-esteem or self-report.
- Self-concept is the nature and organization of beliefs one's self. Self-concept is theorized to be multi – dimensional. The term self-concept refers to be ordered self of attitudes.

### *Meaning of Personality*

There are several more specific purposes for being in tested in personality. Personality of an individual plays very important role in adjustment of person. Although personality is the characterised integration of very aspects of the individual. The aspect of personality that predominate is always the social aspect.

- **Essence**, “Personality is more or less stable and ending organisation of a person character in tested.”
- **R. Bcattell**, “Personality that which permits predication of what a person will do in a given situation.”

### *Development of Personality*

- (Intelligence) There is definitely some relationship between intelligence and personality.
- (Sex Difference) Sex difference play a virtual role in the development of personality. They have a better sense of fine art.
- (Nervous System) Nervous system limits one learning capacity man intellectual ability.

### *Importance of Teacher Personality*

The teacher is the backbone of society. He stands as an outstanding figure among the literate and semi-illiterate families. Teacher is superior guide. Teacher is the nation builder. Teacher shapes of children who are entail leaders of tomorrow. He should command respect pupil have their likes and dislike.

## **REVIEW OF LITERATURE**

**Khofifah 2012 International Journal of Science Tomorrow Vol. | N5** conducted a study on a sample of 275 adolescents in the age group of 18-22 years sitting in tail technical university to determine. The significant difference between high achievers were affect thymic have highest scholastic capacity then high achieving males and low achieving males as well as families.

**A Berman J. Karabakh FM Spinach (2015)** Quality of field experience during teacher education as well as individual characteristic of students are considered important for the development of teaching skill.

**Landline , Jaffer R. (2016)** The relationship between vocational self-concept , ego identifying development and vocational decision making , the present study explored the

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connection between vocational self-concept, ego identity and career decision participation were university student enrolled in an introduction psychology class, correlation and regression analysis revealed a strong negative relationship between vocational indecision and a more moderate negative relationship between advanced identity status and career decision.

**Parveen Ahamad lone, Teriq Ahmad lone (2016)** Self-concept is the whole set of attitudes, opinions and cognition that a person has of himself while the academic achievement or performance is the outcomes of education. The extent to which a student teacher or institution has achieved their education goal.

**Sandeep Kumar Jaiswal Rustom Choudhary (2017)** At the level of secondary school students' self-concept about their personality play an important role. Sample of the study were 615 secondary students of both genders.

**Shikha Dhall (2017)** says that the present investigation to find out the relationship of reality reach in to personality of school students of effect of intelligence is school students.

**J. Roloff Klugman O Ludtke U Torstein (2020)** The present study investigated to what degree teacher personality traits, cognitive abilities and an academic ability which were assured at the end of high school as well as grades from the first and second state examination of teacher education predict later instructional quality.

### ***Justification of the Study***

The purpose of the study we are relation to personality and self-concept. In this study to examine the effect on student personality and self-concept. This study is main objective of how self-concept and personality development. The present study will help to know how the teacher personality helpful in students' self-concept.

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

“A Study of Self-Concept of Secondary School Students in Relation to Personality.”

### ***Operational Definition of Key Term***

(Self-concept)- Self-concept is an essential self in term of psychology has two meaning that attitude and falling of a person towards himself that something the whole psychological process the control behaviour and self – adjustment. According to owns the self-concept is self-esteem of worth or self-acceptance that include all belief and judgement about.

### ***Variable of the Study***

- **Independent variable** – Self – concept
- **Dependent variable** – Personality

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

- To study of relationship between personality and the self-concept of secondary school students.
- To find out the difference between personality and self-concept of secondary school students.

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### *Hypothesis of the Study*

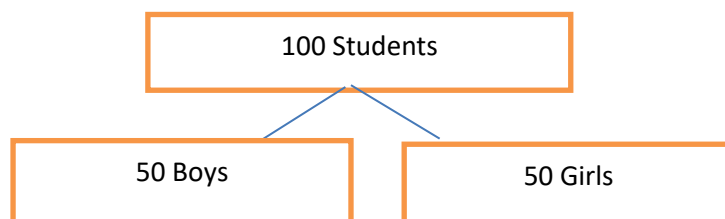
- There is no significant relationship between personality and the self-concept of secondary school students.
- There is no significant difference between personality and self-concept of secondary school students.

### **RESEARCH METHODOLOGY**

In present study descriptive survey method was used.

### *Sample of the study*

Sample is a small position of population selected for observation and analysis. Sampling is the process of selecting a sample for the population. Here 100 students will be taken as sample for the study.



### *Tools To Be Used*

Self-Concept Rating Scale developed by Dr. Pratibha Deo 2011) & Eysenck Personality Questionnaire Developed by Eysenck (1985) scale was used in this study.

### *Statistical Techniques to be Used*

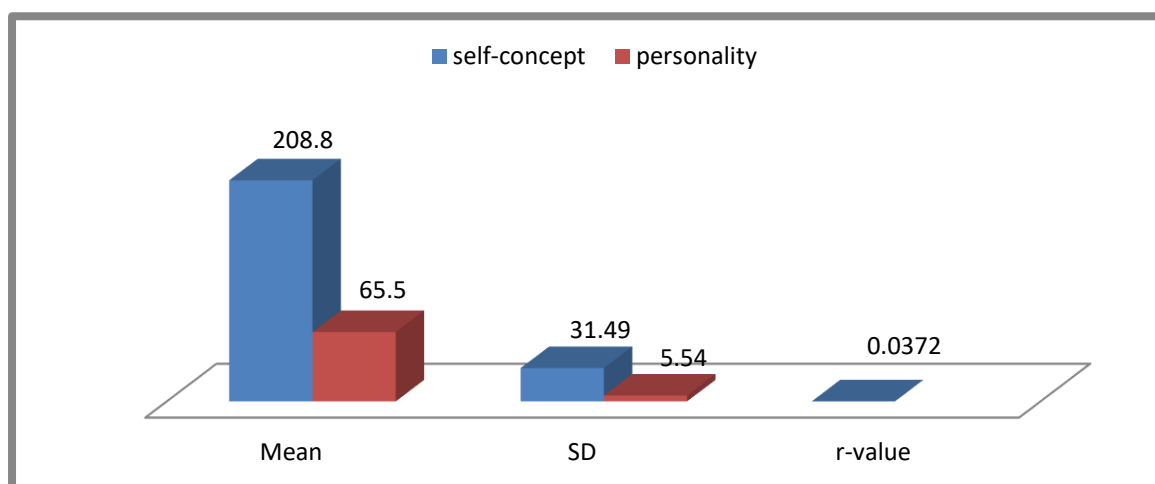
In this study will be using the statistical techniques are Mean, S.D, T-test & Correlation.

### *Data Interpretation of The Study*

**Objective 1:** To study of relationship between personality and the self-concept of secondary school students.

**Table - 1**

Groups	N	Mean	S.D	r-value	Level of significance
Self-concept	50	208.8	31.497	<b>0.0372</b>	<b>0.05</b>
Personality	50	65.5	5.548		



**Fig. 1**

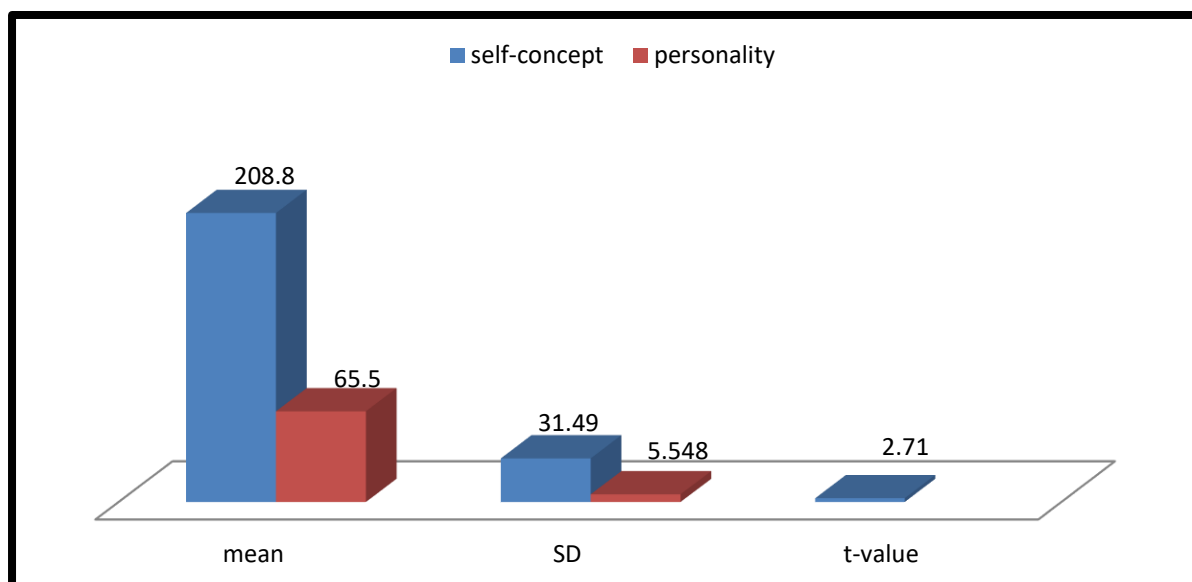
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The table 1 & fig.1 showed that, the mean score of self-concept and personality of secondary students are 208.8 & 65.5 respectively. The ‘r’-values comes out to be 0.0372 which is significant at 0.05 levels. Therefore, the null hypothesis, “There is no significant relationship between personality and the self-concept of secondary school students” is accepted.

**Objective 2:** To find out the difference between personality and self-concept of secondary school student.

**Table -2**

Groups	N	Mean	S.D	t-value	Level of significance
Self-concept	50	208.8	31.497	<b>2.710</b>	<b>0.01</b>
Personality	50	65.5	5.548		



**Fig. 2**

The table 2 & fig.2 showed that, the mean score of self-concept and personality of secondary students are 208.8 & 65.5 respectively. The ‘t’-values comes out to be 2.71 which is not significant at 0.01 levels. Therefore, the null hypothesis, “There is no significant difference between personality and self-concept of secondary school students” is rejected.

### ***Delimitation of The Study***

- The study was limited to be secondary school students only.
- The study was limited to Sonipat district only.
- The study was limited to be 100 girls only.
- The study was limited to be 100 boys only.
- The study was limited to be only two variables i.e., Self-concept & Personality.

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### **Acknowledgement**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Dalal, S. & Kamlesh (2022). A Study of Self Concept of Secondary School Students in Relation to Personality. *International Journal of Indian Psychology*, 10(3), 1349-1354. DIP:18.01.144.20221003, DOI:10.25215/1003.144