

## An Investigation the Relationship Between Self Concept and Self Efficacy Among Senior Secondary School Students

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### ABSTRACT

The main objective of this investigation is to examine the relationship between the Self - Concept and Self Efficacy. A number of hundred students consisting 50 boys and 50 girls were selected as sample. Random sampling technique was used for sample selection. Self-Concept Rating Scale developed by Dr. Rajkumar Saraswat & Self -Efficacy Scale developed by Dr. Arun Kumar and Dr. Shruti Narain were used for data collection. The results of the study showed that there exists no significant relationship between the Self Concept and Self efficacy of Senior secondary school students of Gohana city of Sonipat district.

**Keywords:** *Self-Concept, Self-Efficacy, Senior Secondary Students, Boys, Girls*

Self-concept is indeed the sum of our beliefs and perception about ourselves influenced by various factors including genetics upbringing experience and importantly social interactions. These interactions play a crucial role in shaping our understanding of ourselves by providing feedback. Validation and comparison with other. Self-concept encompasses our perception of ourselves. Including our beliefs. Abilities and characteristics. These perceptions are shaped by various factors. Including our interactions with significant individuals in our lives.

One aspect of my self-concept that I hold dear is my commitment to continuous growth and self-improvement. I firmly believe that embracing both my strengths and weaknesses is essential for personal development. Rather than shying away from challenges or setbacks, I approach them as valuable learning opportunities that contribute to my growth as an individual. Empathy plays a significant role in one's self-concept as well. By understanding and empathizing with the experiences and perspectives of others, one can understand the humanity and foster meaningful relationships. This empathetic approach to life enables one's to connect with people from diverse backgrounds and cultures, enriching oneself own worldview in the process. Self-concept revolves around self-awareness, growth, authenticity, and empathy. These pillars form the foundation upon which navigate life's challenges and opportunities, striving to become the best version of self while embracing the complexities of the human experience.

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Self-Concept is indeed multifaceted encompassing various dimensions such as physical emotional, social and spiritual aspects each aspect contributes to our overall understanding of ourselves and they can vary in importance and influence from person to person our self-concept evolves over time as we gain new experiences an insight about over selves. Self-concept is an overarching idea we have about who we are physically, emotionally, socially, spiritually and in terms of any other aspects that make up who we are (Neill, 2005).

Self-concept refers to the perception or understanding that an individual has about them. It encompasses various aspects such as beliefs, attitudes, values, abilities, and perceptions about one's own identity, characteristics, and capabilities. Self concept is often defined as the images we have of our bodies' capabilities, impressions etc. but let's break the definition of Self concept down a bit more to understand it better. Some have suggested that self – concept involves a variety of different things we know about ourselves. (Baillery 2003). It is influenced by personal experiences, social interactions, cultural background, and feedback from others. It plays a crucial role in shaping behavior, decision-making, and overall psychological well-being. Developing a positive self-concept involves acknowledging strengths, accepting weaknesses, and cultivating a healthy sense of self-esteem and self-worth.

Psychologist Albert Bandura, refers to an individual's belief in their ability to accomplish tasks, meet challenges, and achieve goals. It's not about the skills one possesses but rather the confidence in their ability to utilize those skills effectively in various situations. This belief influences how people think, feel, motivate themselves, and behave. Self-efficacy is domain-specific, meaning it varies across different areas of life, such as academics, sports, career, and personal relationships. It's shaped by past experiences, social influences, feedback, and one's interpretation of those experiences. For instance, repeated successes can enhance self-efficacy, while failures or negative feedback can diminish it.



*Source: <https://transformingeducation.org/resources/self-efficacy-toolkit>*

**Bandura** identified four main sources that contribute to the development of self-efficacy i.e Mastery Experiences, Vicarious Experiences, Social Persuasion and Emotional and Physiological States. All these factors developed self-efficacy. Self-efficacy is regarded to be able to forecast and explain one's behaviour, feelings, and thoughts. Nonetheless, the assessment of efficacy pays less attention to an individual's aptitudes and competencies. It gives more weight to what people think they may do with the talents and abilities they may have. This offers a point of comparison with a self-concept judgment, which frequently

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necessitates an assessment of the competencies. While self-efficacy reflects people's expectations and convictions about what they can achieve in certain situations, self-concept expresses people's overall judgments of themselves in specific domains of functioning. An efficacy judgment might be, for instance, the belief that a person can high-jump six feet (Bandura, 1986). It's rooted in social cognitive theory and emphasizes the role of personal beliefs in shaping behavior. Self-efficacy plays a crucial role in shaping human behavior, influencing the level of effort individuals invest in tasks, and ultimately impacting their success and well-being in various aspects of life.

### **REVIEW OF RELATED LITERATURE**

**Mathiyalagal and Maheswari (2022)** investigated the level of self-concept among adolescents. A sample of 50 adolescents comprising boys and girls of Govt. Sec. School, Samayanallur was selected through random sampling technique. There exists a significant difference between the level of self -concept of boys and girls.

**Céspedes, et. al. (2021)** examined the relationship between self concept, self efficacy and subjective well being of adolescent in. a sample of 406 students was selected for this study. findings of the study determinates that migrant students had higher level of academic self concept and self efficacy than the native students. The study also revealed that there is no significant difference between both with regards to their well-being.

**Rahmadini, H. and Rohmaniyah (2019)** studied the relationship between self- efficacy and duration of final writing project. A number of 33 university students from Semarang were selected for this investigation. The result of the study stated that student's self -efficacy and their time period for final project completion was positively correlated with each other.

**Beri and Akhoon (2018)** studied the level of Emotional self efficacy of senior secondary school students. A total number of 202 students from Baramulla district of Kashmir was selected as sample. Emotional self-efficacy by Dr. Nimisha Beri and Manisha Jain (2015) was used for data collection. The findings of the study showed that most of the students having average level of emotional self- efficacy. The results also showed that there exists no significant difference between the level of emotional self -efficacy of male and female students.

**Piran, N. A. (2014)** examined the relationship between self and reading self. In self, he included self -concept, self- efficacy and self -esteem. A number of 92 students studying in Iran Language Institute, Tehran were chosen for this study. Self -developed tool for Self -concept Attitude Scale and Self Efficacy questionnaire were used for data collection. TOEFL test for reading comprehension self is also used. There exist an significant relationship between self-efficacy and reading self. The results also showed that the reading comprehension grade were affected by their self- concept and self- esteem.

**Flores (2013)** investigated the relationship among self- efficacy, self -concept and writing performance of college students. 211 college students were chosen for the administration for the questionnaire. Mean & SD were calculated for the data analysis. The findings of the study showed that there was a significant relationship among self -efficacy, self -concept and writing performance of the college students. It is also noticed that self- efficacy had a great effect on writing performance.

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### *Justification of the Study*

As we all know Self -Concept is very important part of human behaviour. Self-concept includes many dimensions in it which relates to human actions and reactions. Along with self-concept there are many factors which affects one's behaviour and social life. Everyone knows himself/herself better than other. One can know his weakness and strengths very well. A teacher have to played an important role in students life. These factors like self-concept and self-efficacy has an influence on student's life. Being a teacher, it becomes one's moral duty to understand such type of qualities in students behaviour and motivate them to explore in a good way. There are some studies which are not supported the relationship of both variables. **Cespedes. et. al. (2021)** stated that there is no significant difference between both with regards to their well-being. **Beri and Akhoon (2021)** determines that there exists no significant difference between the level of emotional self-efficacy of male and female students. **Flores (2013)** showed that there was a significant relationship among self-efficacy, self-concept and writing performance of the college students. So, from the review of literature, the researcher decided to investigate the relationship between the both variable at senior secondary level.

### *Objectives of the Study*

- To assess the level of Self Concept of senior secondary school students.
- To assess the level of Self Efficacy of senior secondary school students.
- To find out the relationship between the Self Concept and Self Efficacy of senior secondary school students.

### *Hypothesis of the Study*

There exists no significant relationship between the Self concept and Self efficacy of senior secondary school students.

## **METHODOLOGY**

"Self-concept methodology" refers to the various techniques and approaches used to study and understand an individual's perception of themselves. These methodologies can include qualitative methods such as interviews, self-report questionnaires, and narrative analysis, as well as quantitative methods like psychological tests and surveys. Researchers may also use experimental designs to manipulate aspects of self-concept and observe how individuals respond. Overall, the goal is to gain insights into how people view themselves, their identities, beliefs, and behaviors.

### *Sample of Study*

In this study, a sample of 100 senior secondary school students were chosen through random sampling techniques from Govt. School students of Gohana City. The present sample comprises 50 boys and 50 girls.

### *Tools Used*

- Self -Concept Rating Scale by Dr. Rajkumar Saraswat to measure the level of Self concept of students.
- Self -Efficacy by Dr. Arun Kumar Singh & Dr. Shruti Narain to measure the level of Self Efficacy

**RESULTS AND INTERPRETATION**

The results of the study are presented in three sections.

**SECTION-I. ASSESSMENT OF THE LEVEL OF SELF CONCEPT OF SENIOR SECONDARY SCHOOL STUDENTS**

*Table No.- 1 Level of Self Concept of Senior Secondary School Students*

Variable	N	Z score Range	No. of Boys	No. of Girls	Percentage	Level of Self Concept
Self-Concept	100	190 & Above	09	01	10%	Very High
		173 - 189	11	01	12%	High
		156 - 172	19	24	43%	Average
		139 - 155	7	12	19%	Low
		122 - 138	4	12	16%	Very Low

**Interpretation**

The above Table no. -1 represents the data of Self-Concept of senior secondary school students.

The data shows that only 10% students has very high level of self-concept and only 12 % of the students has high level of self -concept. Along with this, the results shows that only 24% of the students lies in the range of average level of Self -concept. Only 19% of the students has low and 16% students has very low level of self- concept. The above table shows that mostly students has average level of self- concept.

**SECTION-II ASSESSMENT OF THE LEVEL OF SELF EFFICACY OF SENIOR SECONDARY SCHOOL STUDENTS**

*Table -2. Level of Self Efficacy of Senior Secondary School Students*

Variable	N	Z score Range	No. of Boys	No. of Girls	Level of Self Efficacy
Self- Efficacy	100	73- Above	49	43	High
		69 - 72	01	07	Low

**Interpretation**

The table no.-2 shows the level of Self Efficacy of senior secondary school students. The results of the table shows that a number of 49 boys and 43 girls has high level of self-efficacy. Only 01 boy students & 07 girls student has low level of self- efficacy. It means, both girls and boys having high level of self- efficacy.

**SECTION-III RELATIONSHIP BETWEEN THE SELF CONCEPT AND SELF EFFICACY OF SENIOR SECONDARY SCHOOL STUDENTS**

*Table- 3 Significance of Relationship between Mean Scores of Self Concept and Self Efficacy*

Variable	N	'r'- value	Level of Significance
Self- Concept	100	0.0266	Very low Positive correlation
Self -Efficacy	100		

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### Interpretation

The above Table No.-3 shows the results of Self Concept and Self efficacy of senior secondary school students. The 'r' value is less than the table value which is found not significant statistically. So, the null hypothesis is accepted. It means there exist very low positive relationship between the Self- concept and Self- Efficacy.

### CONCLUSION

It is concluded from the present study that there exist no significant relationship between self-concept and self-efficacy of senior secondary school students. The calculated value is less than table value, so it is said that very low positive relationship exist between the Self-concept and Self- Efficacy. But there are some studies which are not supported the results of the present study. Solanki (2022) stated that there is a positive relationship between self-esteem and self-efficacy among college going students. Chen, et. al. (2022) revealed that exist a direct relationship self-concept, self-imagination and self- efficacy with English Language Learning outcomes.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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