

Self-Concept, Self-Esteem, and Scholastic Performance among General and Vocational Students at the Higher Secondary Level in Selected Schools of Kolkata

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Abstract: Self related psychological perceptions include self-concept and self-esteem have an impact on students' behavior and academic performance. **Aim:** This study aims to compare the Self-concept, self-esteem and scholastic performance among Higher Secondary level general and vocational students in selected schools of Kolkata. **Methods:** Comparative survey research was adopted and 230 higher secondary level school students (115 general students+115 vocational students) selected using simple random sampling technique. Data were collected using semi structured demographic proforma, Dr Raj Kumar Saraswat's self-concept scale, Rosenberg's self-esteem scale and academic performance scale of Christopher M.C Gregory et.al. **Result:** The study findings revealed that Higher Secondary level vocational students had 36% high self-concept, 58% normal self-esteem and 25% excellence scholastic performance whereas Higher secondary level general students had 23% high self-concept, 54% normal self-esteem and 14% excellent scholastic performance. Result showed that there was statistically significant association between self-concept of higher secondary level vocational students with their father's educational status, occupation of mother, occupation of father and monthly family income at 0.05 level of significance. Findings also reveal that higher secondary level vocational students had statistically significant high self-esteem and scholastic performance than higher secondary level general students at 0.05 level of significance. **Conclusion:** The current study concludes that vocational education helps to enhance self-esteem and scholastic performance among higher secondary level students.

Keyword: Self-concept, self-esteem and scholastic performance.

1. Introduction

Aims of education are not only change in knowledge and skill but also change in attitudes, behavior, personality, values, needs and several other variables which are psychological and behavioral in nature. The behavior of an individual is to a very great extent dependent upon his view about himself. The emergence of a positive self-concept and self-esteem bring unity and consistency of personality. Adolescence is a key period for development self-concept. Success and approval can contribute to greater self-esteem and a stronger self-concept into adulthood.

School performance is a multifaceted marker of a child's development, and pediatricians can make significant contributions to helping the child be as successful as he or she is capable. In 2014, The Central Government brought revised Centrally Sponsored Scheme of Vocational training in Higher Secondary and Secondary Education (CSSVHSE) aligned to National Skill Qualification

Framework (NSQF) with an aim to promote a national level integrated education and competency based skill framework.

2. Methods

Using simple random sampling technique 230 higher secondary level school students (115 general students+115 vocational students) were selected. Data were collected by self-reporting using valid and reliable tools viz, semi structured demographic proforma and structured questionnaires like Dr Raj Kumar Saraswat's self-concept scale, Rosenberg's self-esteem scale and academic performance scale of Christopher M.C Gregory et.al. Statistical analysis were done using SPSS Version 29.

3. Results

Computed data are organized and presented under various subheadings-

Table 1: Frequency and percentage distribution of demographic characteristics of Higher Secondary level general and vocational students

Demographic Variables	General		Vocational	
	Frequency	Percentage	Frequency	Percentage
Gender				
Male	53	46	56	49
Female	62	54	59	51
Religion				

Hinduism	71	62	71	62
Islam	32	28	37	32
Christian	12	10	7	6
Father's Educational Status				
Primary	23	20	28	24
Secondary	30	26	28	24
Higher Secondary	21	18	32	28
Graduate and above	41	36	27	24
Mother's Educational Status				
Primary	49	43	43	37
Secondary	25	22	30	26
Higher Secondary	21	18	30	26
Graduate and above	20	17	12	11
Occupation of Father				
Business	62	54	71	62
Service	53	46	44	38
Occupation of Mother				
Business	17	15	45	39
Service	18	16	12	10
Housewife	80	70	58	51
Type of Family				
Nuclear	83	72	93	81
Joint	32	28	22	19
Monthly Family Income				
≥ Rs 5000	6	5	2	1
Rs 5001–20000	58	50	29	25
Rs 20001–35000	32	28	40	35
Rs 35000–50000	10	9	29	25
Above Rs 50000	9	8	15	14
Dwelling Place				
Urban	98	85	89	77
Semi Urban	8	7	11	10
Rural	9	8	15	13

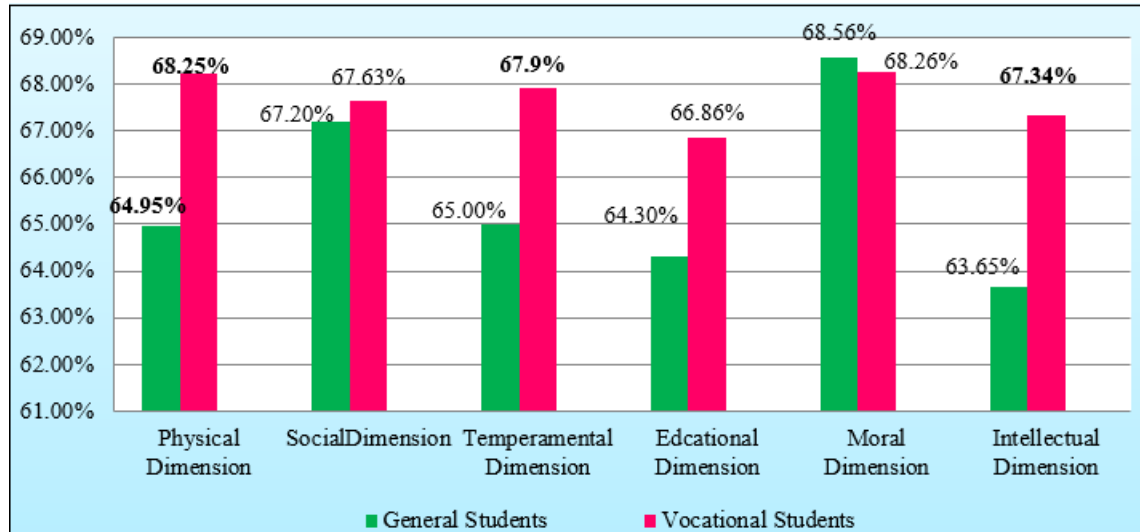


Figure 1: Mean percentage of Self Concept Dimensions of Higher Secondary level

General and Vocational students

Table 2: Frequency and percentage distribution of self concept among higher Secondary level general and vocational students

Level of Self-Concept	Range	General Frequency	General Percentage	Vocational Frequency	Vocational Percentage
High	193–240	27	23	41	36
Above Average	145–192	5	48	44	38
Average	97–144	23	40	22	19
Below Average	49–96	10	9	8	7
Low	1–48	0	0	0	0

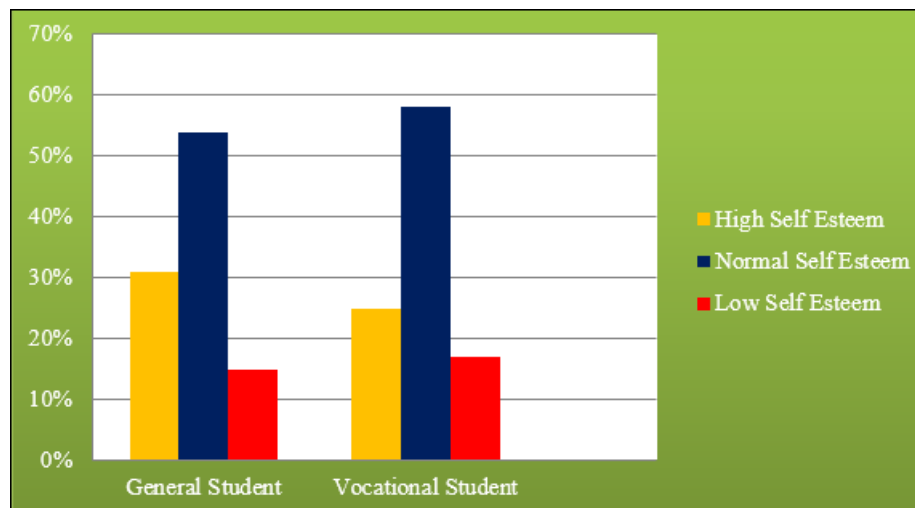


Figure 2: Percentage distribution of self-esteem among Higher Secondary level general and vocational students

Table 3: Frequency and percentage distribution of scholastic Performance among higher Secondary level general and vocational students

Scholastic Performance	Range	General Frequency	General Percentage	Vocational Frequency	Vocational Percentage
Excellence	33–40	16	14	29	25
Good	25–32	76	66	60	52
Moderate	17–24	23	20	26	23
Poor	9–16	0	0	0	0
Failing	0–8	0	0	0	0

Table 4: Comparison of self concept among higher secondary level vocational and general students

Types of Students	Total Score	Mean Score	Mean Difference	SD	't' value	df	'p' value
General Students	18116	157.5	5	38.27	0.97	228	0.33
Vocational Students	18691	162.5		39.77			

Table 5: Comparison of self esteem among higher secondary level vocational and general students

Types of Students	Total Score	Mean Score	Mean Difference	SD	't' value	df	'p' value
General Students	2334	20.3	2.8	4.60	4.72*	228	0.001
Vocational Students	2666	23.1		4.68			

Table 6: Comparison of scholastic performance among higher secondary level vocational and general students.

Types of Students	Total Score	Mean Score	Mean Difference	SD	't' value	df	'p' value
General Students	3205	27.9	2.5	3.58	4.53*	228	0.002
Vocational Students	3502	30.4		4.96			

Table 7: Association between self concept and selected demographic variables of Higher Secondary level general students

Variables	Self Concept		χ^2 Value	p – value
	< median	> median		
Gender				
Male	26	27	0.05	0.8
Female	29	33		
Father's Educational Status				
Upto Higher Secondary	43	31	7.67*	0.005
Graduate and Above	12	29		
Occupation of mother				
Homemaker	45	35	6.40*	0.01
Working	10	25		
Dwelling Place				
Urban	44	54	2.27	0.13
Rural	11	6		

Table 8: Association between self concept and selected demographic variables of Higher Secondary level vocational students

Variables	Self Concept		χ^2 Value	p-value
	< median	> median		
Gender				
Male	31	26	1.05	0.3
Female	26	32		
Father's Educational Status				
Upto Higher Secondary	50	38	6.70*	0.009
Graduate and Above	7	20		
Occupation of father				
Service	16	28	4.96*	0.02
Business	41	30		
Occupation of mother				
Homemaker	36	22	6.34*	0.01
Working	21	36		
Family Monthly Income				
<25000	23	38	6.33*	0.01
≥ 25000	34	20		
Dwelling Place				
Urban	43	46	0.24	0.61
Rural	14	12		

Table 9: Association between self esteem and selected demographic variables of Higher Secondary level general students, n=115

Variables	Self Esteem		χ^2 value	p value
	< median	≥ median		
Gender				
Male	18	35	0.76	0.38
Female	26	36		
Father's Educational Status				
Upto Higher Secondary	40	34	5.18*	0.02
Graduate and Above	4	37		
Occupation of Father				
Service	13	40	6.80*	0.01
Business	31	31		
Family Monthly Income				
<25000	30	60	4.25*	0.03
≥ 25000	14	11		

Table 10: Association between self esteem and selected demographic variables of Higher Secondary level vocational students

Variables	Self Esteem		χ^2 value	p value
	< median	≥ median		
Gender				
Male	25	32	0.209	0.64
Female	23	35		
Father's Educational Status				
Upto Higher Secondary	43	45	6.62*	0.01
Graduate and Above	5	22		
Occupation of mother				
Homemaker	18	40	5.51*	0.01
Working	30	27		
Family Monthly Income				
<25000	32	29	5.23*	0.02
≥ 25000	16	38		

Table 11: Association between Scholastic Performance and selected demographic variables of Higher Secondary level general students

Variables	Scholastic Performance		χ^2 value	p value
	< median	≥ median		
Gender				
Male	17	36	7.66*	0.005
Female	37	25		
Mother's Educational Status				
Upto Higher Secondary	49	46	4.68*	0.03
Graduate and Above	5	15		

Table 12: Association between scholastic performance and selected demographic variables of Higher Secondary level vocational students

Variables	Scholastic Performance		χ^2 value	p value
	< median	≥ median		
Gender				
Male	22	35	2.00	0.15
Female	30	28		
Mother's Educational Status				
Upto Higher Secondary	50	53	4.40*	0.03
Graduate and Above	2	10		
Family Monthly Income				
<25000	34	27	5.80*	0.01
≥25000	18	36		

4. Discussion

Self- concept and self- esteem are the dominant elements in personality pattern. The measurement of individuals' success and failure can not proceed without measuring their self –concept and self- esteem. In this present study higher secondary level general 55(48%) and vocational 44(38 %) students had above average self- concept, 27(23%) general and 41(36%) vocational students had high self concept and there was no student with low self- concept in general and vocational student.

In this present study majority of general (54%) and vocational (58%) students exhibited normal self-esteem, 31% general and 25% vocational students had high self –esteem. Whereas general (15%) and vocational (17%) students had low self esteem.

Findings of this study related to scholastic performance majority of general 66% had good scholastic performance whereas vocational 52% students had good scholastic performance .14% general students had excellence performance and 25% vocational students exhibited excellence scholastic performance. General 20% and vocational 23% students had moderate scholastic performance. There was no student with poor and failing performance in general and vocational student.

5. Limitation

The study can not be generalized beyond Kolkata and the students of class 12 were not available due to Higher secondary examination.

6. Conclusion

The study depicted that the higher secondary level vocational students had high self-concept than higher secondary level general students. But there was no significant difference of self-concept among higher secondary level general and vocational students. The findings of the study also outlined that Higher Secondary level vocational students had higher self-esteem and scholastic performance than general students. There was significant difference of self-esteem and scholastic performance among higher secondary level general and vocational students. So vocational courses enhance self-concept, self-esteem and scholastic performance among higher secondary students.

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