SELF CONCEPT OF HIGHER SECONDARY SCHOOL STUDENTS IN MIZORAM WITH REFERENCE TO THEIR HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT

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CERTIFICATE

This is to certify that the thesis entitled, *Self Concept of Higher Secondary School Students in Mizoram with reference to their Home Environment and Academic Achievement* submitted by **Christina Lalchhanchhuahi,** having Regn. No. MZU/Ph.D/1471 of 15.10.2020 to the Mizoram University for the degree of Doctor of Philosophy in Education has been completed by her under my guidance and supervision. The work done by the candidate is the original one and it has not been submitted to any other University or Institution for the award of any degree or diploma and it is within the area of registration.

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DECLARATION

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I **CHRISTINA LALCHHANCHHUAHI**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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CHAPTER I

1.1. Introduction

Self-concept is a fundamental psychological construct that refers to an individual's perception, beliefs, and evaluation of themselves. It includes multiple aspects, including cognitive, emotional, and social components, and plays a critical role in shaping personal identity, behaviour, and psychological well-being (Baumeister, 1999; Markus & Wurf, 1987). Self-concept influences how individuals interpret experiences, make decisions, and interact with others. It forms the foundation of self-identity, affecting motivation, self-esteem, and overall mental health (Rosenberg, 1979; Harter, 2012). The development of self-concept is a lifelong process influenced by personal experiences, social relationships, and cultural context (Shavelson et al., 1976; Marsh & Shavelson, 1985).

Over time, self-concept evolves as individuals integrate new experiences and feedback from their environment into their self-perception (Swann, 1990; Gecas, 1982). It is not a static entity but a dynamic construct that adapts based on personal growth, social expectations, and environmental changes (Epstein, 1973; Demo, 1992). The clarity and stability of one's self-concept can impact confidence, emotional resilience, and interpersonal effectiveness (Campbell et al., 1996; Pelham & Swann, 1989). A well-defined self-concept fosters self-assurance and a clear sense of purpose, whereas an unstable or negative self-concept may lead to confusion, anxiety, or low self-esteem (Higgins, 1987; Markus & Nurius, 1986).

1.1.1.   Historical and Theoretical Perspectives

The origins of self-concept theory can be traced back to early psychological and philosophical inquiries into the nature of the self. William James (1890), in *The Principles of Psychology*, was one of the first scholars to distinguish between different aspects of the self, proposing the concepts of the "I" (the thinking, acting subject) and the "Me" (the self as an object of reflection). James emphasized that self-concept is deeply tied to individual experiences and is shaped by personal achievements, social relationships, and material possessions (McAdams, 1997; Gergen, 1971). He further divided the "Me" into three components: the material self,

which includes physical possessions and relationships; the social self, which represents an individual's role in various social groups; and the spiritual self, which summarise an individual's inner identity and core values. James asserted that self-concept evolves through introspection and social interactions, shaping how individuals perceive themselves over time.

George Herbert Mead (1934) further expanded on this idea by introducing the concept of the social self, emphasizing that self-concept develops through social interactions and the internalization of societal expectations (Stryker & Burke, 2000; Owens et al., 2010). Mead proposed that individuals undergo a developmental process wherein they adopt the perspectives of others, transitioning from the imitation stage to the play stage and finally to the game stage, where they fully understand the perspectives of the generalized other. According to Mead, language, play, and organized activities facilitate self-concept formation by allowing individuals to internalize the expectations and attitudes of society.

This aligns with Charles Horton Cooley's (1902) "looking-glass self" theory, which suggests that people shape their self-concept based on how they believe others perceive them (Shrauger & Schoeneman, 1979; Tice & Wallace, 2003). Cooley proposed three stages in this process: individuals imagine how they appear to others, interpret others' reactions to them, and develop feelings about themselves based on these perceived judgments. Through this mechanism, self-concept becomes a social construct influenced by interpersonal feedback and self-reflection.

Carl Rogers (1951) played an important role in shaping modern understandings of self-concept by emphasizing its role in personal growth and self- actualization (Deci & Ryan, 1995; Ryan & Deci, 2000). According to Rogers, self- concept consists of three core components: self-image (how individuals see themselves), self-esteem (the value individuals place on themselves), and the ideal self (who individuals aspire to be) (Harter, 1999; Higgins, 1989). When discrepancies arise between these components, individuals may experience psychological distress, underscoring the significance of self-concept in mental health and well-being (Festinger, 1954; Markus & Kitayama, 1991). Rogers also emphasized the importance of

unconditional positive regard, suggesting that individuals develop a healthier self-concept when they receive acceptance and validation from others.

Albert Bandura (1977) introduced the concept of self-efficacy, a key aspect of self-concept, which refers to an individual's belief in their ability to succeed in specific tasks (Schunk & Pajares, 2004; Zimmerman, 2000). His social cognitive theory talks about the reciprocal interaction between personal factors, behavior, and environmental influences in shaping self-concept (Maddux, 1995; Pajares, 1996). Bandura emphasized that self-concept is influenced by observational learning, where individuals model their behavior and self-perceptions based on the actions of others. Mastery experiences, social persuasion, and emotional states also play significant roles in strengthening or weakening self-efficacy.

Similarly, Henri Tajfel and John Turner's (1986) social identity theory suggests that self-concept is influenced not only by personal attributes but also by group membership and social categorization, affecting one's sense of belonging and intergroup relations (Abrams & Hogg, 1990; Brewer, 1991). Tajfel's research demonstrated that individuals derive a significant portion of their self-concept from the groups they identify with, leading to in-group favoritism and out-group bias. The theory posits that individuals strive to maintain a positive social identity by associating with groups that enhance their self-esteem and align with their self-perceptions.

Robert Kegan (1982) introduced a developmental approach to self-concept, proposing that individuals progress through five orders of consciousness, each reflecting a more complex way of understanding the self and the world. His theory emphasizes the transformation of self-concept through experiences, challenges, and personal growth. The final stage, the self-transforming mind, represents a fluid and adaptive self-concept, where individuals integrate multiple perspectives and recognize the evolving nature of their identity.

As research on self-concept continues to evolve, contemporary scholars emphasize its critical role in various domains of life, including education, mental health, career

development, and interpersonal relationships (Oyserman et al., 2012; Markus & Ruvolo, 1989). Understanding the historical development of self-concept theory provides a foundation for exploring its broader implications and applications in psychological and social contexts (Gergen, 1971; Dweck, 2008).

Distinguishing Self-Concept from Self-Esteem

While the terms *self-concept* and *self-esteem* are often used interchangeably, they refer to distinct psychological constructs. *Self-concept* is a broader, cognitive construct that includes an individual's perception of themselves across various domains of life, such as academic abilities, social interactions, and physical appearance. It is the mental image or understanding one has of oneself, formed through experiences, self-reflection, and interactions with others. Essentially, self-concept is descriptive; it refers to the various attributes or qualities a person associates with themselves, such as "I am good at math" or "I am a caring friend" (Shavelson, Hubner, & Stanton, 1976).

On the other hand, *self-esteem* is more evaluative and emotional. It refers to the subjective sense of one's worth or value. While self-concept describes the "who" and "what" of an individual, self-esteem focuses on how an individual feels about those aspects. In other words, self-esteem reflects how a person judges their self- concept in terms of liking or valuing themselves. For example, someone may have a positive self-concept about their academic abilities but low self-esteem if they don't value their own achievements (Marsh, Craven, & Debus, 2000).

Though distinct, self-concept and self-esteem are intertwined. A positive self-concept in one domain, such as social relationships or academics, may contribute to higher self-esteem, while low self-esteem might shape a person's self-concept, leading them to view themselves in a more negative light. However, researchers like Shavelson et al. (1976) argue that both self-esteem and the components of self-concept, such as academic or physical self-concept, are inherently evaluative. This perspective suggests that self-esteem and self-concept are both cognitive and affective, not entirely separate as some theories once posited (Swann, Chang-Schneider, & Larsen, 2007).

Multidimensionality of Self-Concept

The multidimensional nature of self-concept has become widely recognized, particularly through the work of Shavelson, Hubner, and Stanton (1976). Early research, before the 1980s, tended to view self-concept as a single, overarching construct, often equating it with self-esteem. However, Shavelson et al. (1976) proposed a more sophisticated, multidimensional model that emphasized the complexity of self-concept. According to this model, self-concept is not one single, unified idea but is instead made up of different, hierarchically structured components.

At the top of this hierarchy lies *general self-concept*, which represents an individual's overall view of themselves. Beneath general self-concept are two broad categories: *academic* and *non-academic* self-concepts. The academic self-concept is further divided into specific subject-related components (e.g., self-perception in subjects like mathematics or English), while the non-academic self-concept includes areas like social, emotional, and physical aspects of self. The physical self-concept, for instance, could be subdivided into specific domains such as physical ability and physical appearance (Shavelson et al., 1976).

This hierarchical and multidimensional structure of self-concept allows for a deeper understanding of how individuals perceive themselves in different areas of life. It suggests that a person's self-concept can vary significantly across domains; someone may feel confident academically but struggle with social self-perception, or they may have a strong sense of physical self-worth but experience insecurity in emotional domains (Marsh, 2007).

Recent advances in measurement tools have made it possible to empirically assess these multiple facets of self-concept. Instruments like the Self-Description Questionnaire (SDQ) developed by Marsh (1990c; 1992c) have been important in capturing this multidimensionality. These instruments have been extensively validated through factor analyses, supporting the idea that self-concept is composed of various, distinct facets that interact with one another in complex ways. Researchers have found that understanding self-concept requires acknowledging its

multidimensionality, as ignoring this structure leads to incomplete or inaccurate conclusions about self-perception (Marsh & Craven, 2006).

Self-Concept Across the Lifespan

Scholars across psychology, sociology, and human development have explored how self-concept develops and changes over time. Early theorists like William James (1890) distinguished between the "I" (subjective self) and the "Me" (objective self), emphasizing self-awareness as fundamental to identity development. Later, researchers like Erik Erikson (1968), Jean Piaget (1952), and Albert Bandura (1997) introduced developmental models showing social and cognitive contributions to self-concept.

Understanding self-concept development is important for fields such as education, mental health, and aging studies. This section examines how self-concept evolves across the lifespan, from infancy to late adulthood, integrating theoretical reasonings, empirical evidence, and practical applications.

Infancy and Early Childhood (0–6 years): The Formation of Self-Awareness: Self-Recognition and Early Identity

Self-concept begins to emerge in infancy, though at a rudimentary level. Newborns display implicit self-awareness by distinguishing their bodies from external objects, as seen in studies of neonatal imitation (Meltzoff & Moore, 1977). However, explicit self-awareness—the ability to recognize oneself as a separate entity—develops later.

A key milestone in early self-concept formation is mirror self-recognition, typically observed between 18 and 24 months (Lewis & Brooks-Gunn, 1979). The classic "rouge test" (placing a mark on a child's forehead and observing their reaction in a mirror) demonstrates whether a child has developed self-recognition. Children who attempt to remove the mark from their own forehead, rather than touching the mirror, exhibit an understanding of themselves as distinct individuals.

Development of Language and Social Self

Between ages two and three, self-concept becomes linguistically expressed, with toddlers referring to themselves using pronouns such as "I" and "me" (Brownell et al., 2010). At this stage, self-descriptions are concrete, focusing on physical characteristics ("I am big"), possessions ("This is my toy"), and basic emotions ("I am happy").

Between ages three and six, self-concept remains egocentric and overly positive (Flavell, 1999). Young children overestimate their abilities because they lack social comparison skills (Harter, 1999). This optimistic bias helps them develop confidence but also makes them vulnerable to disappointment when faced with failure.

Parents and caregivers play a fundamental role in shaping early self-concept through attachment (Bowlby, 1969), praise and feedback (Dweck, 2006), and socialization. Warm, supportive parenting fosters secure self-concept, while criticism or neglect can lead to self-doubt and low self-worth (Ainsworth, 1979).

Middle Childhood (7–12 years): Social Comparison and Cognitive Growth

During middle childhood, self-concept becomes more differentiated and realistic. Children integrate feedback from peers, teachers, and parents, leading to greater accuracy in self-evaluations (Harter, 2012).

A major cognitive development in this stage is the ability to engage in social comparison (Festinger, 1954). Unlike preschoolers, who think in absolute terms ("I am fast"), school-aged children evaluate themselves relative to others ("I am faster than most kids in my class but slower than my friend").

Children at this stage define themselves based on skills, intelligence, and achievements. Academic performance strongly influences self-esteem, particularly in cultures that emphasize education (Eccles, 2009). Success leads to positive self-concept, while repeated failure can cause feelings of incompetence and learned helplessness (Bandura, 1997).

Friendships also play a important role in social self-concept. Being accepted by peers enhances self-worth, whereas rejection can contribute to social anxiety and low self-esteem (Rubin et al., 2013).

Adolescence (13–18 years): Identity Formation and Self-Consciousness

Adolescence is a critical period for identity development, marked by Erikson's (1968) stage of identity vs. role confusion. Teenagers explore personal values, career goals, and social roles in an effort to establish a coherent self-concept (Marcia, 1980).

Adolescents often experience heightened self-awareness due to cognitive advances that allow them to think abstractly (Piaget, 1952). This leads to the imaginary audience phenomenon—the belief that others are constantly observing and judging them (Elkind, 1967). At the same time, adolescents develop a more nuanced self-concept, differentiating between actual self (who they are), ideal self (who they want to be), and ought self (who they think they should be) (Higgins, 1987). Large gaps between these selves can cause stress and self-doubt.

Early Adulthood (19–40 years): Self-Stability and Role Commitments

During early adulthood, self-concept becomes more stable and internally defined (Arnett, 2000). Career success, romantic relationships, and social roles significantly shape one's self-view (Robins et al., 2002). Erikson (1968) describes this stage as intimacy vs. isolation, where individuals form deep relationships that reinforce self-worth. Romantic partnerships often serve as a mirror for self- perception, with supportive relationships boosting confidence and toxic ones leading to self-doubt (Collins & Laursen, 2004).

Middle Adulthood (41–65 years): Generativity and Self-Acceptance

In middle adulthood, individuals experience self-acceptance and generativity vs. stagnation (Erikson, 1968). They focus on contributing to society through work, family, and mentorship (McAdams & de St. Aubin, 1992).

Self-esteem peaks during this stage, driven by career accomplishments, financial stability, and social support (Orth et al., 2018). However, midlife crises can lead to temporary self-doubt (Levinson, 1978).

Late Adulthood (66+ years): Reflection and Ego Integrity:

In late adulthood, self-concept is shaped by life reflections and social roles (Ryff, 1995). Individuals face Erikson's (1968) stage of ego integrity vs. despair, where they evaluate their life with either contentment or regret. Those with positive self-concept and adaptive coping skills are more likely to experience successful aging (Baltes & Smith, 2003). Social support and continued engagement in meaningful activities enhance self-worth and life satisfaction (Brandtstädter & Rothermund, 2002).

Self-Concept and Academic Achievement

Self-concept plays a fundamental role in shaping an individual's experiences, decisions, and overall trajectory in life, particularly in the realm of education. Academic achievement, an essential determinant of personal and professional success, is deeply intertwined with self-concept, a multifaceted construct that includes how individuals perceive themselves in relation to their abilities, competencies, and worth in an educational setting. This relationship is neither static nor one-dimensional; rather, it is reciprocal, dynamic, and influenced by various psychological, social, and environmental factors that evolve across time. Scholars and researchers have extensively explored this connection, providing evidence that supports the idea that a strong academic self-concept contributes positively to learning outcomes, while academic success further reinforces one's self-concept, creating a cycle that can either propel students toward greater success or hinder their motivation and progress.

The concept of self-concept itself has been studied from multiple psychological perspectives. Theories such as those proposed by Shavelson, Hubner, and Stanton (1976) conceptualize self-concept as a hierarchical and multidimensional construct, with academic self-concept forming one of its primary components. This means that

an individual's overall self-perception is not only shaped by personal identity and social roles but also by their confidence and self-beliefs in specific domains, such as mathematics, language arts, or sciences. These self-beliefs, in turn, influence motivation, effort, resilience, and the ability to overcome academic challenges. Deci and Ryan's (1985) Self-Determination Theory shows the important role of intrinsic motivation in fostering a strong academic self-concept, arguing that individuals who perceive themselves as competent, autonomous, and capable of academic success are more likely to engage in learning activities with enthusiasm and persistence. Similarly, Bandura's (1997) Social Cognitive Theory emphasizes the concept of self-efficacy, which closely aligns with academic self-concept. According to Bandura, students who believe in their ability to succeed in academic tasks are more likely to persevere through difficulties, exert greater effort, and ultimately achieve higher academic outcomes.

Empirical studies have consistently supported the notion that self-concept and academic achievement are interdependent. Marsh and Craven (2006) argue that students with a high academic self-concept tend to set higher goals for themselves, persist longer in the face of challenges, and employ more effective learning strategies, all of which contribute to better academic performance. Valentine, DuBois, and Cooper (2004) provide further evidence of this bidirectional relationship, demonstrating that students who experience academic success develop stronger self-concept over time, while those with negative academic experiences often struggle with self-doubt and disengagement from learning. The self-enhancement hypothesis suggests that students who possess a positive self-view are more likely to take on challenges, seek help when needed, and maintain a growth mindset, thereby improving their academic performance. Conversely, the skill development hypothesis posits that repeated academic success builds self-concept by reinforcing a sense of competence and achievement. The most widely accepted model, the reciprocal effects model, integrates both perspectives, showing that self-concept and academic achievement continuously influence each other in a cycle of mutual reinforcement.

One of the most significant factors influencing academic self-concept is the role of teachers and their expectations. The classic study by Rosenthal and Jacobson (1968) on the Pygmalion effect demonstrates how teacher expectations can significantly impact student performance. When teachers hold high expectations for students, they provide more encouragement, challenging tasks, and opportunities for intellectual growth, fostering a sense of competence and confidence in students. Conversely, low expectations can lead to reduced effort, disengagement, and ultimately, lower academic performance. Good and Brophy (2000) further emphasize that positive teacher-student relationships contribute to stronger academic self- concept, as students who feel supported and valued in the classroom are more likely to develop a positive perception of their abilities.

Parental involvement also plays a important role in shaping academic self- concept. Jeynes (2007) found that students with highly involved parents tend to have stronger self-concept and higher academic achievement compared to their peers with less parental support. Parents who provide encouragement, set high yet realistic expectations, and offer consistent academic support help cultivate a sense of self-efficacy in their children. Conversely, overly critical or disengaged parenting can erode self-confidence, leading to anxiety and academic underperformance. Eccles and Wigfield (2002) reveal the role of gender in shaping academic self-concept, noting that societal expectations often lead boys to develop stronger self-concept in subjects like mathematics and science, while girls tend to excel in verbal and language-based domains. These differences are not necessarily due to innate ability but rather to cultural reinforcement, teacher biases, and differences in encouragement from parents and educators.

Beyond individual and familial influences, peer interactions significantly impact academic self-concept. The "big-fish-little-pond effect" (Marsh et al., 2008) suggests that students in high-achieving schools often experience lower academic self-concept because they compare themselves to high-performing peers, even if their abilities are objectively strong. In contrast, students in lower-achieving schools may develop a higher academic self-concept due to more favorable social comparisons. This

phenomenon reveals the importance of relative rather than absolute performance in shaping students' self-beliefs. Similarly, peer support and friendships play a vital role in academic self-concept, as students who feel accepted and valued by their peers are more likely to engage in learning, participate in discussions, and seek help when needed.

Socioeconomic status further complicates the relationship between self- concept and academic achievement. Sirin (2005) found that students from lower socioeconomic backgrounds often struggle with lower academic self-concept due to limited access to educational resources, parental support, and enriched learning environments. However, interventions aimed at fostering a growth mindset, increasing access to mentorship programs, and providing financial and educational support can mitigate these disparities and enhance self-concept among disadvantaged students.

Given the strong connection between self-concept and academic achievement, various interventions have been designed to foster positive self-beliefs and improve student outcomes. Dweck's (2006) research on the growth mindset demonstrates that teaching students to view intelligence as malleable rather than fixed significantly enhances self-concept and academic motivation. Encouraging students to embrace challenges, persist through difficulties, and learn from failures fosters resilience and confidence in their abilities. Similarly, positive reinforcement from teachers, structured goal-setting exercises, and cooperative learning strategies have been shown to enhance academic self-concept. Slavin (2011) discusses the benefits of peer tutoring and collaborative learning, where students who work together in supportive environments develop stronger self-concept and perform better academically.

1.2   Home Environment:

The **home environment** refers to the set of physical, social, emotional, and cultural factors that make up the immediate context of a child's life and development. It is not just the house or apartment in which a family lives, but the interactions, relationships, values, and practices that occur within that space. This environment significantly influences various aspects of an individual's development, including cognitive, emotional, social, and behavioral functioning. Researchers and social

scientists agree that the home environment is one of the most critical contexts for understanding child development, as it shapes how children interact with the world and others, including their family, peers, and broader society (Bronfenbrenner, 1979; Baumrind, 1991).

i.   The Physical Environment

The physical setting of the home can have a profound impact on child development. Research has shown that children who grow up in homes with adequate resources—such as access to books, educational materials, a safe and clean living space, and quiet areas for study—tend to show higher cognitive abilities (Bradley & Corwyn, 2005). On the other hand, poor physical conditions, such as overcrowding, inadequate lighting, and lack of privacy, have been linked to negative developmental outcomes (Evans, 2006). Furthermore, the safety and security of the home environment are integral to a child's sense of well-being. A stable and predictable physical environment helps children feel safe, which is essential for their emotional development (Cohen et al., 2013).

ii.   **Emotional and Social Climate**

Equally important to the physical environment is the emotional and social climate of the home. The relationships between family members, particularly between parents and children, strongly influence a child's emotional regulation, behavior, and mental health. A nurturing, supportive environment characterized by open communication, warmth, and affection is essential for children to develop positive self-esteem and secure attachment styles (Bowlby, 1969; Cummings & Davies, 2002). In contrast, homes marked by high levels of conflict, neglect, or indifference can contribute to emotional difficulties and behavioural problems in children (Amato & Keith, 1991).

Family dynamics, such as the presence of parental conflict, divorce, or mental health issues, can also shape children's social functioning and their ability to navigate relationships with others. In fact, exposure to high levels of marital conflict or parental stress is associated with poorer social competence and academic performance in children (Cummings & Davies, 2002; Sturge-Apple et al., 2008).

Thus, the quality of familial interactions—whether positive or negative—can have lasting effects on a child's psychological and social development.

iii.   Cultural and Contextual Influence

The home environment is heavily influenced by the cultural and social context in which the family exists. Cultural norms shape parenting practices, values, and beliefs about education, discipline, and socialization. For example, in collectivist cultures, the emphasis is often placed on family cohesion and interdependence, while in individualistic cultures, personal autonomy and independence may be prioritized (Chao, 1994). These cultural values are often reflected in the home environment and influence how children are raised and socialized.

In addition, the socioeconomic status of the family plays a critical role in shaping the home environment. Families with higher incomes are more likely to provide their children with access to enriching educational resources and experiences, such as tutoring, extracurricular activities, and technology (Bradley & Corwyn, 2005). Conversely, families in lower socioeconomic strata may face barriers that limit access to such resources, creating disparities in child development outcomes. These socioeconomic disparities are particularly evident in terms of academic achievement and social mobility (Jensen, 2009).

Beyond parenting styles, other parental factors such as mental health, stress levels, and educational involvement also shape the home environment and influence children's well-being. Parental engagement in educational activities—such as helping with homework or participating in school events—has been found to contribute to better academic outcomes and social development in children (Hill & Tyson, 2009).

The Home Environment and Its Influence on the Development of Self-Concept

Self-concept refers to the cognitive and emotional understanding of oneself, including one's identity, self-esteem, and the perceptions they hold about their abilities and worth. The family and home environment serve as the primary context in which these self-perceptions are initially shaped, particularly during the early developmental stages. The feedback and interactions that children receive from their

caregivers, along with the values, emotional support, and cultural context of the home, play a critical role in the formation of their self-concept. Positive or negative experiences in the home can have long-lasting effects on a child's emotional well-being, social interactions, and ability to form relationships later in life.

Parental Influence on the Formation of Self-Concept

The influence of parents on the development of a child's self-concept cannot be overstated. George Herbert Mead (1934) suggested that self-concept is shaped through social interactions, particularly those within close relationships. Children, particularly in their early years, rely heavily on the feedback they receive from their caregivers to form their initial self-image. Charles Cooley (1902), with his concept of the "looking-glass self," argued that self-concept is derived from the reflection of ourselves in others' perceptions. Thus, a child's self-worth is often a reflection of how they believe their parents or primary caregivers perceive them. If parents consistently provide affirming feedback, children are more likely to form a positive self-concept, viewing themselves as capable and worthy of love and respect. Conversely, children who receive critical or indifferent feedback from their caregivers may internalize feelings of inadequacy, which can result in a diminished sense of self-worth.

John Bowlby's (1969) Attachment Theory further reinforces the critical role of the primary caregiver in shaping the child's self-concept. According to Bowlby, the emotional bond that forms between a child and their caregiver early in life becomes the blueprint for future relationships and plays a foundational role in the development of self-esteem. If a child's attachment is secure—marked by consistent care, attention, and responsiveness from caregivers—then the child is more likely to develop a positive self-concept, viewing themselves as deserving of affection and capable of forming healthy relationships. On the other hand, insecure attachment, often a result of inconsistent or neglectful caregiving, can lead to a fragile or negative self-concept, characterized by feelings of unworthiness and emotional instability.

Socialization and Self-Concept Development within the Home

The home environment is also the primary setting in which children first learn about their roles in society, and these early experiences significantly influence the development of self-concept**.** Sigmund Freud (1900) proposed that the family serves as the first and most important institution through which children internalize social norms, values, and behavio**rs**. Within the home, children observe how their caregivers react to various situations and absorb these social cues to shape their understanding of what is expected of them. They learn about empathy, self-control, social roles, and the boundaries of acceptable behavior. These early lessons contribute significantly to the way children perceive themselves in relation to the broader social world.

Albert Bandura's (1977) Social Learning Theory suggested that children learn not only through direct interactions but also by observing the behaviors, attitudes, and reactions of others, especially their caregivers. Parents serve as role models for children, demonstrating behaviors that the children then imitate. If children see their caregivers modeling positive behaviors, receiving praise, and being rewarded for their efforts, they are more likely to develop a positive self-concept rooted in their own capabilities. Conversely, children who observe negative behaviors or receive inconsistent responses may struggle to develop a clear or confident self-image.

In terms of physical resources, the home environment also plays a key role in shaping children's self-concept. Bronfenbrenner's (1979) Ecological Systems Theory emphasizes how the home, as part of a larger system of environmental influences, affects a child's development. The availability of resources, such as books, educational tools, and supportive interactions, provides children with the intellectual stimulation and emotional nourishment they need to develop a strong sense of self. A home environment that offers emotional support and fosters creativity, intellectual curiosity, and exploration contributes to a positive self-concept.

The Impact of the Home on Self-Esteem and Identity Formation

As self-concept is intricately tied to self-esteem, the home environment plays a important role in shaping how children value themselves. Cooley's (1902) "looking-glass self" theory posits that children derive their self-esteem from how they believe others perceive them. In particular, the feedback received from parents serves as a mirror through which children come to understand their worth. Positive reinforcement, emotional nurturing, and consistent support all foster high self-esteem, while criticism, neglect, or emotional rejection can lead to low self-esteem. A child's self-esteem is often intertwined with their experiences in the home, whether it be from the warmth of their caregivers or the harshness of unmet needs.

The formation of identity—the development of a coherent sense of who we are—also hinges on the home environment. James Marcia (1966) expanded on Erikson's theory of identity development, suggesting that adolescents form their identities through a process of exploration and commitment. Supportive homes that allow children to explore their interests and encourage independent thinking create an environment conducive to identity development. Children who are allowed to try new things, make mistakes, and explore their passions are more likely to form a clear and stable identity. In contrast, homes where rigid expectations prevail or where exploration is discouraged can stifle identity development, leaving children confused about who they are and where they fit in the world.

The Influence of the Home Environment on Academic Outcomes

The home environment is widely recognized as a important factor in determining a child's academic success. It is within the family setting that children first encounter the essential foundations of learning—through interaction, support, resources, and guidance. Over recent decades, research has increasingly revealed the profound and multifaceted ways in which home environments shape various academic outcomes. These outcomes include a child's cognitive development, learning behaviors, attitudes toward school, and long-term educational achievements. Through parental involvement, the availability of resources, emotional support, and the family's socio-cultural background, the home environment can significantly affect a child's

motivation, self-esteem, and overall academic success.

Perhaps the most consistently cited and researched aspect of the home environment influencing academic outcomes is parental involvement. Parental engagement—ranging from assisting with homework to fostering open communication with teachers—has consistently been linked to higher academic achievement in children. A study by Erdem and Kaya (2020), which conducted a meta-analysis of numerous studies on the subject, found that parental involvement significantly improved academic performance across various age groups and cultural contexts. Children whose parents are actively involved in their schooling tend to exhibit superior academic performance in terms of grades, test scores, and attitudes toward learning. This involvement strengthens children's academic motivation and boosts their confidence and self-esteem (Krauss et al., 2020).

Furthermore, Fan and Chen (2001) conducted a comprehensive review on how different forms of parental involvement contribute to academic achievement, emphasizing that parental emotional support, involvement in academic activities, and the communication of high academic expectations were key to improving students' outcomes. Children of parents who demonstrate consistent engagement in their academic activities tend to develop stronger cognitive skills and a greater intrinsic interest in learning.

The nature of parental involvement, however, varies significantly across families. Some parents may be able to devote more time to their children's education due to greater availability or flexibility in their own schedules, while others may face challenges related to work commitments, lower education levels, or limited resources. The support parents provide, however, extends beyond the practical aspects of helping with homework or attending school events. It also includes emotional involvement—nurturing children's curiosity, providing praise, and offering encouragement, which all serve to foster a growth mindset (Dweck, 2006, 2015, 2016, 2017, 2019). This mindset encourages children to perceive intelligence as malleable, which in turn promotes perseverance, hard work, and resilience, contributing to higher academic achievement over time.

1.3   Academic Achievement

Academic achievement is a term traditionally associated with a student's success in the classroom, typically measured by grades, test scores, and the extent to which students perform in various subjects. However, as research in education has advanced, scholars have recognized that the concept of academic achievement is far more complex than just a report card.

Traditionally, academic achievement was closely tied to grades and standardized test scores. Scholars like Boudon (1974) argued that these metrics often reflect not only the student's abilities but also their socioeconomic background. For instance, students from wealthier families may have more access to resources, tutoring, and a conducive home environment for academic success, which can lead to higher achievement.

As the field of education evolved, more nuanced perspectives on academic achievement emerged. Gardner (1983), for example, introduced the theory of Multiple Intelligences, arguing that true academic success goes beyond what is measured on a test. He proposed that people possess different kinds of intelligences—linguistic, logical-mathematical, spatial, musical, and others—and that academic achievement should account for a variety of talents. A student might excel in one area, such as art or problem-solving, even if they don't perform well on traditional exams.

Meanwhile, sociologist Coleman (1966) pointed out that external social and cultural factors play a significant role in a student's academic achievement. He argued that a student's performance is often shaped by their family background, cultural expectations, and community environment. Students from families that value and support education tend to perform better, while those from disadvantaged backgrounds face additional barriers to academic success.

Dweck (2006) introduced the concept of a "growth mindset," which challenged the idea that academic achievement is merely the result of innate talent. According to Dweck, students who believe that their abilities can improve through effort and

perseverance are more likely to succeed. Her work suggests that academic achievement is not fixed but can be influenced by a student's mindset, encouraging the idea that intelligence and skills can be developed over time.

In addition to motivation, Deci and Ryan (2000), through their Self- Determination Theory, emphasized the importance of intrinsic motivation in academic achievement. They argued that when students are motivated by an internal desire to learn or succeed—rather than external rewards such as grades—they are more likely to engage deeply with their studies and perform well over the long term.

Finally, Vygotsky (1978) emphasized the social nature of learning. He believed that academic achievement is not achieved in isolation but is a process shaped by interactions with others. Teachers, peers, and family members all play a role in a student's learning. Collaborative learning, according to Vygotsky, allows students to develop new skills and perspectives, thereby contributing to a broader and richer definition of academic success.

1.3.1. Factors Influencing Academic Achievement

Several factors influence academic achievement at the HSSLC level in Mizoram, just as in many other educational contexts. These factors range from individual traits to external influences like the home environment and self-concept, among others. Below are key factors that shape academic success:

The home environment plays a role in shaping a student's academic achievement. The influence of family, home resources, and the atmosphere of a student's living space can either encourage or hinder their academic success. One key factor is parental support. The level of support and involvement that parents offer in their child's education has an impact. Studies show that parental involvement in education enhances children's academic success (Desforges & Abouchaar, 2003). Parents who engage in their child's academic life—helping with homework, setting educational goals, and encouraging learning—tend to see better academic outcomes.

Another factor is socioeconomic status (SES). Families with higher SES can afford resources like private tutoring, learning materials, and extracurricular activities that enhance academic achievement (Jeynes, 2005). In contrast, students from lower-income families may lack these resources, which can affect their academic performance (Sirin, 2005). The educational background of parents also plays a role. The level of education attained by parents affects their attitude toward education and their ability to support their children's academic efforts. Children whose parents have higher educational attainment tend to perform better in school (Hanson & Waggoner, 2002). student's self-concept—their perception of themselves, their abilities, and their worth—can impact academic achievement. Self-concept influences how students approach challenges and set goals. Academic self-concept refers to a student's belief in their academic abilities. According to Bandura (1997), students with a strong sense of academic self-efficacy are more likely to take on challenging tasks and persevere in the face of difficulty, leading to higher academic achievement. Conversely, students with low academic self-concept may avoid challenges or struggle to meet their potential. Self-esteem, which is a student's overall sense of self-worth, also plays a role. When students have positive self-esteem, they are more likely to engage in their studies and remain motivated to achieve (Marsh & Craven, 2006). Negative self-esteem, often caused by academic struggles or criticism, can reduce a student's confidence and academic performance (Rosenberg, 1965).

Motivation is another significant factor in academic achievement. Intrinsic motivation—where students engage in academic activities because they find them interesting or fulfilling—leads to better long-term academic performance (Deci & Ryan, 2000). Goal setting also plays a role; students who set clear and realistic academic goals are more likely to achieve them (Locke & Latham, 2002).

Peer influence and the social environment also affect academic achievement. Positive peer relationships can motivate students to excel academically, share learning strategies, and collaborate on projects (Ryan & Shim, 2006). However, negative peer pressure, such as discouraging academic success or promoting disengagement, can lead to lower academic performance (Feldman & Elliott, 1990).

The role of teachers and the school environment is central to academic achievement. Teachers who are supportive, knowledgeable, and engaging create an environment that fosters learning. Teacher support and student-teacher relationships are often linked to improved academic outcomes (Hamre & Pianta, 2001). Additionally, the school culture, which includes attitudes toward education, discipline, and engagement, plays a role in student success (Anderman & Anderman, 2009). Each student has unique learning styles—visual, auditory, kinesthetic, etc.— which can influence how effectively they absorb and retain information (Gardner, 1983). Understanding and aligning study habits with their preferred learning style can improve academic achievement. Students who have established effective study routines and time management skills tend to perform better academically (Zimmerman, 2002).

Physical and mental health are important for academic achievement. Research suggests that students who experience poor physical or mental health may struggle with focus, concentration, and academic performance (Eisenberg et al., 2009). Emotional well-being also affects a student's ability to cope with academic stress, particularly during exam periods (Conley et al., 2014).

Cultural expectations and values can influence how academic achievement is perceived and valued. In many communities, education is seen as a means of social mobility. In Mizoram, similar cultural values around the importance of education could motivate students to work harder and perform better. However, cultural pressure to succeed academically can sometimes lead to stress and burnout, particularly for students facing unrealistic expectations (Choi & Lee, 2014).

1.4   RATIONALE OF THE STUDY:

Self-concept is a perception what students have about themselves. Every person in this world have his or her own identity which defines who we are. The way in which we perceived who we are, has an astounding impact on our social attitude and association with those around us. Since we live in a social world, realization of our self -worth determines the roles we play in society, our interest and aspirations in relation to the people around us. Self -concept has been found to be significantly

associated with a number of important aspects of human behaviour and their development. For long period of time, home environment and its internal relationship has been the determinant factor in the formation of individual personality. Unless there is peace and love to one another in the family, the children cannot have a good psychological health. The tender heart of the youth needs peace and love to one another in the family. When there is hatred, it leads to bad home environment and the tender heart of the students cannot concentrate in studies. The psychological health in adolescence line with the affective environment of one's own family. Therefore, a good home environment is necessary for the shining growth of the students. so, a good self -concept is obtained by students that have a good home environment. Pingale, Govind (2012) and Kumar (2019) in their research have arrived to the same conclusion that students having parental encouragement develop significant intellectual, social and moral self -concept than those students having low parental encouragement. Furthermore, the discernment of who we are is also largely determined by our socio economic conditions, ethnicity, physical and spiritual wellbeing and sense of self value. Nevertheless, this unique sense of self allows us to be a part of a group thereby indulging in various activities that we see fit in relation to the image we have of our self. Therefore, realization of not only our ideal self but also of one's true image is important for the development of who we are in contrast to the people living around us. It has rightly been said that, the linkage between infancy and maturity is the most important period of our lives which is marked by drastic physical and mental transitions. It is an important stage where we develop our self- realization and sense of belonging in relation to the society that we live in. Though, this transition gives significant possibilities, it is also a stage where many people develop severe mental disarray which may lead to social withdrawal and the development of mental disorder wherein the self -image is skewed from reality. Nevertheless, it is a critical stage that all individuals have to go through in order to attain adulthood.

It is imperative that the mental health and self- concept of the youths were nurtured more seriously at higher secondary stage so as to ensure that they realize their self worth which will thereby lay a foundation for a sustainable and productive future. It

is a stage where the students opt their future line. The students need continuous encouragement and motivation academically and specifically. There can be several intrinsic and extrinsic factors that can have a direct or indirect impact in moulding the self -concept of a students. Some attributes may have been acquired through our lineage, some may be through the influence of our peers, family and society whereas others are dependent upon our mental health. Social attitude, positive mentality and satisfaction acquired through accomplishment of goals and tasks plays an important role in shaping one's self -image.

The home environment, though unidimensional, plays a crucial role in shaping students' academic behaviors. A supportive home with involved parents, educational resources, and emotional stability fosters a conducive learning environment, whereas a negative home environment may lead to poor academic outcomes. Family had been playing an important role in the development of our self value and self realization. Majoribanks &Mboya (1997) point out that if there is sense of withdrawal from the the parents side as perceived by the adult, then the self concept of the adult drastically changes.

Academic achievement is a key determinant of future opportunities and personal development. However, student performance is not solely dependent on intelligence or school environment; personal and familial factors significantly contribute to academic success. Among these, self-concept and home environment are two critical influences. Self concept of an individual had also been gradually determined by ones achievement in different walks of life be it physical, spiritual or academic. Since, a person's capabilities is judged in comparison to his peers or the people around him, achievement in different fields led to the development of higher self concept, which is a crucial factor in the development of self concept. This is in line with the findings of Caplin (1969) and indicated that academic achievement are determined by the self-concept of the individuals. Though we cannot state that one or two factors is predominant in discerning the development of self concept, however, home environment and academic achievement seems to plays and important part in development of self concept and self awareness. Many physical, social and mental

factors may also have a compounding effect on the development of self concept. Haworth et al (2010) also found out that there are abundant determinants that can directly or indirectly influence self- concept such as age, education, media, appearance, culture, abuse, relationships, gender, and income. In Mizoram, where education is highly valued, understanding how self-concept and home environment impact academic achievement (measured by students' divisions in the Higher Secondary School Leaving Certificate HSSLC examinations can provide valuable insights for educators, parents, and policymakers. By exploring these relationships, this study seeks to bridge research gaps and contribute to improved academic support systems.

Hence, it is crucial to know the influential factor of self concept at higher secondary stage for the upliftment of the quality of education and students. There is a dire need of upliftment in the quality of education at higher secondary stage as, it is the initial stage for their future prospects. It is also the final stage where students got formal education. So, the study may help the adolescents recognize the importance of self-concept and change their perception and improve their psychological well-being. Further, the research findings could stimulate the relational importance of self-concept, home environment and academic achievement to the higher authority and thus, it is important to take up study in this area. .

1.5   STATEMENT OF THE PROBLEM

Despite growing research on the impact of psychological and environmental factors on education, limited studies focus on how self-concept and home environment interact to influence academic achievement in Mizoram. The multidimensional nature of self-concept and its specific impact on academic success remain unexplored in this context. Similarly, while the home environment is widely acknowledged as crucial for learning, its role as a unidimensional factor in Mizoram's educational setting has not been sufficiently studied. This makes it more difficult to comprehend the difficulties secondary students encounter, and the lack of study in this field makes the study more worthwhile. Therefore, the present study is entitled as "**Self Concept of Higher Secondary School Students in Mizoram with reference to**

their Home Environment and Academic Achievement"

1.6 OPERATIONAL DEFINITION OF THE KEY TERMS

- **Study**: In this study, it denotes to a detailed investigation and analysis of a subject or institution.

- **Self- concept**: Self- concept here means a perception one holds about oneself. The individual perception about how others view himself and the self-knowledge and self-awareness one's hold.

- **Higher Secondary Students**: Higher secondary school students refers to class xi and class xii students. It is the endmost years of formal education. It is also considered as the topmost classes in schooling.

- **Mizoram:** Mizoram is a state in northeast India and the demographic variation is suitable for conducting demography based research as many people residing outside the city are enrolled in different institutions in different parts on the state.

- **Home Environment**: In this study, Home environment mentions to where the individual lives and experiences loves and interaction, learn values and developed himself internally and externally.

- **Academic Achievement**: In the present study, academic achievement refers to the academic outcome of the individual, which is calculated by division.

1.7 RESEARCH QUESTIONS

The following research question will be formulated as:

1. What is the overall level of self-concept among higher secondary school students in Mizoram?

2. Is there any difference in the self-concept of Higher Secondary School students in Mizoram with reference to gender, locale and stream?

3. What is the quality of home environment among Higher Secondary School

students in Mizoram?

4. Is there any difference in the home environment of Higher Secondary School students in Mizoram with reference to gender, locale and stream of studies?

5. What is the level of academic achievement among Higher Secondary School students in Mizoram?

6. Is there any significant difference in the academic achievement of Higher Secondary School students in Mizoram with reference to their gender, locale and stream of studies?

7. Is there any correlation between self-concept and home environment among Higher Secondary School students in Mizoram?

8. Is there any relationship between self-concept and academic achievement among Higher Secondary School students in Mizoram?

9. Is there any correlation between home environment and academic achievement among Higher Secondary School students in Mizoram?

1.8   OBJECTIVES OF THE STUDY

1. To find out the level of self -concept among Higher   Secondary   School students in Mizoram

2. To compare the self-concept of Higher Secondary School students in Mizoram with reference to gender, locale and stream of studies.

3. To investigate the quality of home environment among Higher Secondary School students in Mizoram.

4. To compare the home environment of Higher Secondary School students in Mizoram with reference to gender, locale and stream of studies.

5. To investigate the level of academic achievement among Higher Secondary School students in Mizoram.

6. To compare the academic achievement of Higher Secondary School students in Mizoram with reference to gender, locale and stream of studies.

7. To study the self-concept of Higher Secondary School students in Mizoram with relation to their home environment.

8. To investigate self- concept of Higher Secondary School students in Mizoram with relation to their academic achievement.

9. To study the relationship between home environment and academic achievement among Higher Secondary School students in Mizoram.

1.9   HYPOTHESES OF THE STUDY

1. There is significant difference in the self-concept of Higher Secondary School students in Mizoram with reference to gender, locale and stream of studies.

2. There is significant difference in the home environment of Higher Secondary School students in Mizoram with reference to gender, locale and stream of studies.

3. There is significant difference in the academic achievement of Higher Secondary School students in Mizoram with reference to gender, locale and stream of studies.

4. There is significant correlation between self- concept and home environment of Higher Secondary School students in Mizoram.

5. There is significant correlation between self-concept and academic achievement of Higher Secondary School students in Mizoram.

6. There is no significant correlation between home environment and academic achievement of Higher Secondary School students in Mizoram.

NULL HYPOTHESES OF THE STUDY:

1. There is no significant difference in the self-concept of Higher Secondary School students in Mizoram with reference to gender, locale and stream of studies.

2. There is no significant difference in the home environment of Higher Secondary School students in Mizoram with reference to gender, locale and stream of studies.

3. There is no significant difference in the academic achievement of Higher Secondary School students in Mizoram with reference to gender, locale and stream of studies.

4. There is no significant correlation between self- concept and home environment of Higher Secondary School students in Mizoram.

5. There is no significant correlation between self-concept and academic achievement of Higher Secondary School students in Mizoram.

6. There is no significant correlation between home environment and academic achievement of Higher Secondary School students in Mizoram.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1.   INTRODUCTION

Analyzing relevant literature forms the cornerstone of the good investigation. By looking at prior research and literature, researchers would be able to have the knowledge gaps, set the stage for their own investigation, and expand on earlier findings. Using this method guarantees that, the research is based on current understanding and makes a significant contribution to the literature. By examining related literature, researchers can better understand the advantages and disadvantages of earlier study, which helps them create their own technique. In conclusion, developing a strong theoretical framework and directing the research process in a methodological and knowledgeable way depend on the analysis of related literature.

2.2.   STUDIES CONDUCTED ABROAD

Miller et al (1975) in ―Self-concept and Socialization: The Role of the Family‖ explore the profound impact that family dynamics have on the development of an individual's self-concept. They emphasize that the family unit is crucial in the process of socialization, acting as the primary context in which children learn and internalize societal values, norms, and beliefs. This foundational role of the family helps shape how children form their identity, guiding their sense of self and how they interpret the world around them. By fostering specific attitudes, behaviors, and social interactions, parents and caregivers directly influence how children perceive themselves and others. The family environment, with its unique patterns of communication and relationship dynamics, plays an essential role in cultivating a child's understanding of their position within a broader social framework. As such, the family's role goes beyond basic care giving, positioning it as a critical influence in shaping the values and perspectives that children carry with them into adulthood.

Shavelson et al. (1982). Self-concept: The interplay of theory and research. In Handbook of Research on Teaching suggest that self-concept is a multi-faceted and

hierarchical construct, with general self-concept at the top, and more specific facets, like academic and subject-specific self-concepts, at lower levels. However, the study did not find support for the idea that self-concept stability increases with higher levels in the hierarchy or that changes in self-concept occur from the bottom upward. Instead, the data suggested no clear directional model for change. Additionally, the study distinguished between self-concept and academic achievement, revealing that subject-specific self-concept is more strongly related to academic performance than general academic self-concept. The results indicated that self-concept has a causal influence on academic achievement, with a stronger impact across all subjects. The study calls for further research with larger, more diverse samples, incorporating additional variables such as peer and parental influence to deepen the understanding of the relationship between self-concept and achievement.

Shavelson & Bolus (1982) ―Self- concept- the interplay of theory and methods‖ led to several conclusions correlating to self-concept being a multi-faceted construct, with general self-concept being distinct yet correlated with academic self-concept. Subject-specific facets of self-concept are distinct but interconnected with both academic and general self-concept. However, the study did not find strong support for the idea that changes in self-concept occur from the least stable to the most stable levels of the hierarchy, nor could it confirm whether self- concept changes work upward or downward in the hierarchy. The study also found that self-concept and academic achievement are distinct, with a stronger relationship between grades and subject-specific self-concept than between grades and academic self-concept. Moreover, the results suggested that self-concept has a causal influence over academic achievement across different subjects, although the sample size limits the generalization of these findings.

Goldberg et al. (1998) ―The Influence of Intrinsic Motivation and Self-concept on Academic Achievement in Second- and Third-Grade Students‖ found that intrinsic motivation and self-concept, defined by perceived competence, are distinct constructs that influence academic achievement. While intrinsic motivation was positively associated with academic achievement, it did not have a direct influence

on future performance. Instead, achievement impacted autonomous judgment, which then influenced self-concept, suggesting a feedback loop where success boosts motivation and self-esteem. The study used structural-equation modelling (SEM) to explore these relationships, finding that students with positive self-concepts in academic and social domains tend to show greater academic progress. However, the distinction between academic and social self-concept was less clear in younger students, and further studies are recommended to refine measures and explore older students. The study supports the view that motivation and self-concept impact academic outcomes but acknowledges the need for further replication and improved measures to clarify these relationships.

Cookley et al. (2001) ―A Psychometric Investigation of the Academic Motivation Scale Using a United States Sample‖ found significant correlations between the motivational scale and the academic self-concept, supporting the construct validity of the motivational scores. Academic self-concept was positively correlated with intrinsic motivation subscales, which aligns with previous research showing that individuals with higher academic self-concept tend to be more intrinsically motivated. Gender differences were not observed in this sample, challenging the idea that female students have a more self-determined motivational profile than male students. Ethnic differences were also examined, however, no significant differences were found on the intrinsic motivational subscales. These results suggest that further research is needed, particularly with larger ethnic samples, to better understand motivational differences.

Guay et al. (2003), ―Academic Self-Concept and Academic Achievement: Developmental Perspectives on Their Causal Ordering‖ from correlational analysis and confirmatory factor analysis showed that as children age, their academic self-concept becomes more reliable, stable, and strongly linked to academic achievement. These findings were supported by both cross-sectional and longitudinal data, although formal invariance tests indicated that developmental effects were not statistically significant. The study found support for the reciprocal- effects model in the early data waves, and for the self-enhancement model in later waves. The results

showed good support for the reciprocal-effects model across all three cohorts, though supplementary analyses indicated that this pattern might be influenced by the study's design, particularly when examining specific data waves. No clear developmental trend was found in the causal relationship between academic self-concept and achievement, but the study did provide strong support for the generalizability of the reciprocal-effects model.

Green et al. (2006) ―The causal ordering of self-concept and academic motivation and its effect on academic achievement‖ motivational and self- concept framework at the core of this research has significant implications for schools, particularly in understanding how self-concept and academic motivation are connected to academic achievement. It has both theoretical and practical importance for researchers and educators, especially during the high school years. Improving students' self-concept and motivation is highly valued as an educational outcome, and there is ongoing effort to find effective practices that enhance motivation and, in turn, academic performance. If the reciprocal effects model holds true, academic self-concept, motivation, and achievement would be mutually reinforcing, meaning that better self-concept and motivation lead to improved academic performance, which then further boosts self-concept and motivation.

Marsh & Craven (2006) ―Reciprocal Effects of Self- Concept and Performance from Multi-dimensional Perspective‖ review supports the idea of both a multidimensional view of self-concept and the reciprocal effects model. The review suggests that self-esteem, which typically shows little correlation with academic achievement, is not a particularly useful measure when testing the reciprocal effects model in educational contexts. However, it does not deny the positive effects of self-esteem, rather, it emphasizes that specific aspects of self- concept more closely linked to relevant outcomes have stronger effects than general self-esteem, especially in education. The review acknowledges that high self-esteem can promote goal setting, coping mechanisms, and positive behaviours, as well as reduce negative outcomes like mental health problems, substance abuse, and antisocial behaviour. While specific domains of self-concept significantly influence performance, it is

premature to claim that self-esteem alone provides substantial, lasting benefits. The evidence suggests that it's the more specific self-concept components, related to particular outcomes, that are most important. Liu & Wang (2008) ―Home Environment and Classroom Climate: An Investigation of their Relation to Students' Academic Self- Concept in a Streamed Setting‖ observed notable variations in the strength of the relationship between students' academic self-concept and their perceptions of home environment and classroom climate from Secondary One to Three. It also identified significant differences in the predictors of academic self-concept for higher- and lower-ability stream students. These findings suggest that stream membership might influence the importance of home and classroom environment factors, emphasizing the need for further research on students' academic self-concept in streamed settings.

Damrongpanit et al. (2009) ―An Investigation of the Effects between Academic Self-concept, Non-academic Self-concept, and Academic Achievement: Causal Ordering Models‖ The study confirms William's (1993) view on the important role of non-academic self-concept in students' lives. The causal model linking academic self-concept, non-academic self-concept, and academic achievement fits well with empirical data, meeting validation criteria. The third-order effects were highly significant, supporting prior research that suggests a one-year gap between measurements. However, first- and second-order effects showed mixed results, possibly due to a short time period between measurements and disruptions from school activities. The study also found that while first-order effects were the strongest, the third-order effect for academic achievement was more significant than for self-concept, likely due to the continuous development of academic achievement over time.

Rodriguez (2009) ―The impact of academic self-concept, expectations and the choice of learning strategy on academic achievement: The case of business students‖ came to a conclusion that academic expectations, or extrinsic motivations, help reinforce appropriate learning behaviours. This aligns with previous research suggesting that self-concept and outcome expectations motivate behaviour and self-

regulation in learning. Students who adopt surface approaches tend to lack strategic evaluation of their learning methods, which hinders their success. The study supports previous findings that surface learning strategies are ineffective and calls for learning environments that encourage deep learning and intrinsic motivation.

 Saboote et al. (2011) ―The relationship between Academic self – concept and achievement motivation with Academic achievement among Secondary school girls‖ found out that academic self-concept is shaped by feedback from teachers, parents, and peers, and as students gather more evidence of their abilities, their self-concept better predicts their academic success. The influence of academic achievement on self-concept increases as students progress through school. The study also found that factors like self-esteem and effort, which are part of achievement motivation, are significantly linked to academic achievement. Students with higher motivation tend to take on more academic tasks and achieve greater success. Additionally, students with high achievement motivation are more resilient, taking responsibility for their failures and using them as opportunities to improve. Overall, academic self-concept and achievement motivation play crucial roles in shaping students' academic performance.

Arulmoly (2011) ―A Study of the Relationship between Academic achievement and Home environment as correlates of Self – Concept among Secondary school students in Batticaloa Educational zone, Eastern Province, Sri Lanka‖ found a significantly positive relationship between the protectiveness, conformity, rewards, and nurturance aspects of the home environment. The study revealed that adolescents' emotional self-concept was influenced by factors such as religion, supervision at home (by parents or guardians), and the number of siblings in the family. Additionally, girls were found to have a stronger social self-concept than boys. Overall, the physical, academic, social, and general self-concepts were not influenced by religion, sibling count, or types of supervision. Song and Hattie found that self-concept acts as a mediator between home environment and academic achievement in Korean adolescents. However, the current study also identified a significantly negative correlation between social isolation, deprivation of privileges, and rejection in the

home environment with self-concept among adolescents.

Awan et al. (2011) —A Study of Relationship between Achievement Motivation, Self-Concept and Achievement in English and Mathematics at Secondary Level‖ concludes that a positive self-concept and self- perception significantly enhance students' motivation, which in turn improves academic achievement. It highlights that male students tend to lag behind in motivation, achievement, and positive self-concept compared to female students. The findings emphasize the importance of motivation, self-concept, and achievement in academic performance. The study suggests that teachers should implement motivational strategies to engage students in academic activities, focusing on goal- setting, skill mastery, and behaviour change rather than rote memorization. Teachers should support students emotionally and academically, fostering positive teacher- student relationships that boost self-concept

Emmanuel et al. (2014) —Achievement motivation, academic self-concept and academic achievement among high school students‖ found that male students were highly motivated, which contrasts with previous research by Sikhwari (2014) that indicated female students were more motivated. This difference may be due to environmental factors, as motivation for females to study mathematics-related courses is generally low in Ghana. The study also revealed that male students had higher self-concept compared to females, and form three students had the highest self-concept, likely due to their better adaptation to the school environment. The results also showed that male students outperformed females on academic achievement tests, possibly due to their higher motivation. Overall, students performed averagely well on the mathematics achievement test.

Dambudzo (2014) —An Investigation into the Relationship between Self-Concept, Academic Achievement of Secondary School Learners by School Type‖ found that all specific self-concepts were positively linked to academic achievement for both boarders and day scholars. Boarders showed the strongest correlation between cognitive self-concept and academic achievement, indicating a better learning environment compared to day scholars. Physical and social self- concepts had a strong connection with cognitive self-concept, with day scholars showing stronger

relationships. Positive self-concepts in these areas led to better academic performance, particularly for day scholars. Emotional self-concept had a weaker link to academic achievement. The study also revealed that both urban and rural learners had positive relationships between physical, social, and cognitive self- concepts and academic achievement.

Hansen et al. (2019) ―Does academic self-concept drive academic achievement? They examines the connection between Academic Self-Concept and secondary education performance, finding that students with higher self-concept tend to perform better than those with lower self-concept. Students with higher self - concept generally score more points and are more likely to achieve higher marks compared to their peers with lower self-concept. The findings show that both high and low achievers with higher self-concept perform better than similarly able peers with lower self-concept. The positive effect of high self-concept is more significant among higher-achieving students, though caution is needed in interpreting some results. The study suggests that improving self-concept could boost performance, especially through targeted interventions for students with lower self-concept. These interventions should ideally begin early and continue throughout a student's education.

Veronica (2019) ―Relationship between Academic Self- Concept and senior secondary students' Achievement in biology‖ found that there is a positive correlation between academic self-concept and students' academic performance. A student's self-concept plays a significant role in their achievement in subjects like SSCE Biology. Those with strong self-esteem tend to have a well-defined self- concept. Self-concept is shaped through action and reflection by comparing our actions to our expectations, the expectations of others, and the achievements of others. Therefore, self-concept is not something we are born with, but is developed through interactions with our surroundings and by reflecting on those experiences. This dynamic nature of academic self-concept is crucial because it means that it can evolve and be changed over time.

Xia et al. (2019) Effect of Parents' Encouragement on Reading Motivation: The Mediating Effect of Reading Self-Concept and the Moderating Effect of Gender‖ highlights that parental encouragement significantly influences children's reading motivation, both directly and indirectly through the development of their reading self-concept. When parents encourage their children, it helps stimulate reading motivation and improves their reading self-concept, which can lead to increased interest in reading for pleasure and information. However, lack of parental support can hinder children, especially those who struggle early on, from developing strong reading motivation and self-concept. The study also suggests that parents and teachers should be mindful of gender stereotypes, particularly by offering more encouragement to boys, to help boost their reading motivation and self-concept.

Tatlah et al. (2019) ―Impact of Parental Expectations and Students' Academic Self-Concept on Their Academic Achievements‖ found a strong positive correlation between parental expectations and students' academic achievement, while a weaker positive correlation was found between academic self-concept and achievement. Additionally, secondary qualitative data supported the quantitative results, revealing that parents had high expectations for their children's academic performance, but did not provide enough attention or support to help them achieve high grades. Many parents viewed their expectations as a motivational tool for encouraging better academic performance. The study highlights the importance of parental expectations on students' academic self-concept and achievement, particularly for Pakistani students, and emphasizes the need for schools to educate parents on the impact of their expectations and how to support their children's self-concept development.

Runhare et al. (2021) ―An Examination of the Correlation between South African Grade 12 students' Mathematics Self-Concept and their Academic Achievement‖ The study's results show that mathematics self-concept is a key factor in students' academic performance, highlighting the importance of promoting positive self-concept. Additionally, gender differences do not appear to affect the impact of mathematics self-concept on students' academic success. The findings also

indicate that the school's location, whether in a rural or urban area, significantly influences both mathematics self-concept and academic achievement.

Aar et al. (2021) ―Better self-concept, better future choices? Behavioural and neural changes after a naturalistic self-concept training program for adolescents‖ revealed a notable link between social adjustment and academic performance. The findings showed a positive and significant trend for self-concept clarity, meaning that individuals who experienced a greater increase in self-concept clarity over time also reported better social adjustment and academic performance compared to those with a lesser improvement. However, no significant prediction models were found for other academic factors like drive or for general life outcomes such as satisfaction with choices or overall life satisfaction. The study concluded that for late adolescents, self-concept training can enhance domain-specific self- evaluations, self-esteem, and self-concept clarity, ultimately leading to improved social adjustment and academic performance.

García et al. (2021) ―Emotional Intelligence Profiles and Self-Esteem/Self-Concept: An Analysis of Relationships in Gifted Students‖ found that talent development requires addressing the psychological and social factors that impact students' learning, particularly for gifted students whose potential may affect their well-being. It's important to evaluate and improve their self-concept and self- esteem, with teacher involvement being essential for academic progress. A strong social self-concept and self-esteem are crucial for professional success and cooperation. Emotions and physical self-concept play key roles in social interactions, especially during adolescence. Socio-emotional learning and emotional intelligence programs can help gifted students develop better coping strategies and navigate peer relationships. Family support is vital for life satisfaction, and educational efforts should focus on enhancing well-being from a young age, with health services providing additional guidance.

Fatima et al. (2021) —Relationship between Perceived Quality of Home Environment and Self-Concept of Students at Undergraduate Level‖ found that four home environment factors—rejection, social isolation, deprivation of privileges, and nurturance—were negatively associated with self-concept, while the remaining six factors control, protectiveness, punishment, reward, conformity, and permissiveness had a positive relationship with self-concept. Additionally, there were notable gender differences in how students perceived their home environment. Male students reported experiencing more control, conformity, reward, permissiveness, protectiveness, and punishment, while female students perceived higher levels of social isolation, rejection, and deprivation of privileges.

Alkhutaba et al. (2021) —The Effects of Foreign Language Anxiety on Academic Self-Concept and Achievement Motivation‖ examined how foreign language anxiety affects academic self-concept, academic achievement, and other learner variables related to performance and achievement. Both theoretical and empirical evidence suggest that foreign language anxiety influences academic self- concept and achievement motivation, and that these three factors interact and impact each other. It was found that academic self-concept tends to enhance achievement motivation, which in turn helps reduce foreign language anxiety. Additionally, the study highlights the interaction between academic self-concept and achievement motivation in reducing foreign language anxiety. Therefore, psychologists and educators are encouraged to focus on personal skills, self-efficacy, and aptitudes to help alleviate foreign language anxiety during classroom activities that involve academic self-concept and achievement motivation.

Buchmann et al. (2021) —Parental educational aspirations and children's academic self-concept: Disentangling state and trait components on their dynamic interplay‖ explores the mutual influence of parental educational aspirations and children's academic self-concept during educational transitions in Switzerland, focusing on the period from late childhood to mid-adolescence. The research highlights the dynamic interaction between parents and children as they adapt to changes in educational expectations and academic beliefs, particularly during critical transitions to ability-

tracked education. The findings contribute to the transactional framework of socialization, showing that both parents and children adjust their beliefs in response to each other, challenging the idea that aspirations and competence beliefs remain fixed. The study also emphasizes the importance of educational transitions in child development, demonstrating that parent-child dynamics remain significant throughout both early and later educational transitions.

Postigo et al. (2022) ―Academic Self-Concept Dramatically Declines in Secondary School: Personal and Contextual Determinants‖ examined how students' academic self-concept developed over four years, from primary to secondary school, while considering the personal, school, and contextual factors influencing this change. The findings revealed a noticeable decline in academic self- concept as students transitioned from primary to secondary school. Additionally, background factors such as gender, immigrant status, and individual socio-economic conditions appeared to impact self-concept and likely influenced it from the start of schooling. Repeating a school year also had a negative effect on academic self- concept. Given the high rates of grade retention in Spain, the study suggests further investigation into the reasons students repeat years, beyond just medical, cognitive, or motor issues. Overall, the study challenges the theory that repeating a grade improves academic self-concept through comparison to lower-performing peers, suggesting that grade retention may not be effective in enhancing academic self- concept.

Martínez et al. (2022) ―Self-Concept as a Mediator of the Relation between University Students' Resilience and Academic Achievement‖ explored the relationships between resilience, emotional intelligence, self-concept, and academic achievement in university students. The findings revealed no direct relationship between resilience or emotional intelligence and academic achievement, which contrasts with previous research suggesting emotional intelligence significantly influences academic success. However, the study did find that self- concept mediates the relationship between resilience and academic achievement. Resilient students tend to cope better with challenges and value effort, which contributes to better academic performance. While emotional intelligence did not directly affect academic

achievement, it was linked to students' emotional well-being and ability to cope with stress, which can indirectly influence academic outcomes. The study suggests that fostering resilience and self-concept can improve academic performance, and emotional intelligence plays a key role in managing stress and emotional difficulties. Additionally, understanding how these factors predict academic success could help researchers and educators address student weaknesses and enhance their strengths for better academic outcomes.

Liu et al. (2022) ―How Classroom Environment Influences Academic Enjoyment in Mathematics Among Chinese Middle School Students: Moderated Mediation Effect of Academic Self-Concept and Academic Achievement‖ found that the classroom environment positively influenced Chinese middle school students' academic self-concept in math, which in turn led to increased enjoyment. The mediation model explained significant variance in enjoyment. The results suggest that when students perceive their classroom environment as supportive of learning, they feel more in control of their education and experience greater enjoyment. Additionally, the study indicated that the classroom environment also directly predicted enjoyment, but this relationship was mediated by students' cognitive appraisals of control and value. The research highlights that classroom perceptions do not directly trigger enjoyment, but are appraised to create this feeling. Notably, the study pointed out that the relationship between the learning environment and academic emotions may not always be mediated by conscious appraisals, as habitual cognitive appraisals can automatically induce academic emotions. In China, the fixed class composition, where students stay with the same classmates and teachers for several years, creates a stable social and psychological environment. This consistent environment leads to automatic emotional responses through repeated cognitive appraisals, even without conscious awareness of the process.

Gul et al. (2023) ―relationship between self-concept and academic achievement: an evidence of female students‖ revealed a significant positive correlation between academic self-concept and academic achievement, with physical self-concept also contributing to academic success. Among the different aspects of general self-

concept, the social self-concept was found to have the most substantial positive effect on academic achievement. Regression analysis supported these findings. The study concluded that the social self-concept plays a vital role in boosting academic performance, supported by encouragement from parents, educators, and peers. Enhanced academic achievement can improve relationships with key individuals, leading to even greater academic success. The researcher also highlighted that strengthening students' self-concept can improve college retention, an important issue in developing countries

Sánchez et al. (2024) ―The Self-Concept and Its Relationship with Parental Socialization and Environment in Primary School Students‖ confirmed that parental socialization styles significantly impact students' self-concept, supporting the idea that parenting shapes self-perception. It emphasized the role of values in physical education, with both home and school contributing to self-concept development. Democratic parenting was found to negatively affect self-esteem, while authoritarian parenting influenced perceptions of physical appearance and strength. The permissive parenting style was most strongly linked to the development of self-concept, as it provides more freedom for children to learn from their own experiences. The study concluded that a high level of self-concept, shaped by parental styles, is crucial for success in sports. In addition, the study found a significant association between socio-economic factors and self-concept, indicating that external factors beyond parental styles also shape self-concept during adolescence. The research calls for further studies to better understand how socio-economic context, parental styles, and self-concept interact. This understanding is essential for designing interventions that support healthy adolescent development.

Afufu (2024) in ―Students' Academic Self-Concept and Their Academic Achievement in Mathematics in Bekwarra Local Government Area of Cross River State‖ found varying relationships between students' self-concept and their academic achievement in Mathematics across different genders. When examining all students, self-concept accounted for a quarter of the variation in Mathematics achievement, highlighting its significant role in academic success. The study suggests that students

with a higher academic self-concept tend to perform better due to increased confidence and motivation. The study also emphasizes the importance of fostering a positive self-concept in students, particularly in Mathematics, to enhance academic achievement. Recommendations include encouraging early development of a positive self-concept, offering counseling services, and providing a supportive learning environment for both male and female students to promote equitable success in Mathematics.

Park & Kim (2024) ―Effects of Perceived Parent–Child Relationships and Self-Concept on Creative Personality among Middle School Students‖ examined the impact of perceived parent-child relationships on middle school students' creativity and self-concept. It found that positive parent-child relationships enhanced creativity traits like curiosity and openness, while controlling parenting hindered creativity. Additionally, self-concept was shown to moderate this relationship, with students who had a higher self-concept benefiting more from positive parent-child interactions. The study highlighted the importance of addressing both environmental factors, such as supportive parenting, and personal factors, like self-concept, in fostering creativity. It also acknowledged socio- economic influences but concluded that nurturing positive relationships and self- concept can boost creativity in all students, regardless of background.

2.3.   STUDIES CONDUCTED IN INDIA

Singh et. al (1989) ―A Comparative Study of Self Concept and Adjustment of Advantage and Disadvantage Secondary School Student‖ in their finding reveals several key findings about self-concept and adjustment among students from different backgrounds. Advantaged students generally have a higher self-concept compared to disadvantaged students, with urban advantaged students having a clearer perception of their self-worth than their disadvantaged counterparts in the same area. In rural areas, advantaged male students show a better ability to form a realistic self-image than disadvantaged males, while no such difference is observed for females. When considering gender, male students from both urban and rural disadvantaged backgrounds tend to have a more positive self-perception than their female

counterparts, although no gender difference appears within the advantaged group. Overall, male students tend to have a better self-concept than females. Urban students, in general, have a more favourable self-assessment than rural students, and male students tend to have a better self-evaluation than females within both groups. Regarding school adjustment, urban male students, whether advantaged or disadvantaged, appear to be better adjusted than their female counterparts. However, rural male and female students show similar levels of adjustment. In terms of location, urban male students are better adjusted than rural males, while no significant difference is found for females. Overall, male students tend to be better adjusted than female students, and urban students generally show better adjustment than rural students. The study also finds a significant positive correlation between self-concept and adjustment for most groups, except for urban male students.

Misra et al. (1992) ―Investigation of factors related to selected dimensions of self-concept among higher secondary school students‖ deduce that self-concept is a key factor in personality development and plays an important role in education, influencing academic achievement and interpersonal relationships. Self-esteem impacts an individual's achievements and behaviour, as they align their success with their self-image. A positive self-concept leads to better performance and confidence, while a negative self-concept can hinder success. Self-concept is shaped by personal perception and how others view an individual. It affects behaviour and achievement across various life areas. An empirical study exploring the link between self-concept, academic achievement, anxiety, intelligence, and socioeconomic status (SES) could offer valuable insights into students' performance.

Kaur et al. (2009) ―Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents‖ found a significantly positive relationship between the protectiveness, conformity, reward, and nurturance aspects of the home environment and self-concept. These results align with previous studies by Kale, Litovsky and Dusek, Panwar, Lau, and others. Dinah's research also highlighted the significant link between home environment and self-concept, noting that adolescents' emotional self-concept is influenced by factors like religion, supervision, and the

number of siblings. Additionally, girls were found to have a better social self-concept than boys. The study also revealed that social isolation, deprivation of privileges, and rejection in the home environment negatively affected adolescents' self-concept.

Rastogi et al. (2012) ―Multi variety analysis of anxiety self-concept and level of aspiration with academic achievement for higher secondary students‖ explores the link between self-concept and academic achievement in higher secondary students, revealing a significant positive correlation. Students with a higher self-concept tend to perform better academically. Several dimensions of self-concept were analysed: health and sex appropriateness, self-acceptance, and worthiness all showed positive correlations with academic success. However, abilities and self-confidence had no significant impact. The dimension of beliefs and convictions had a negative correlation, suggesting overconfidence might hinder performance. The feeling of guilt was positively correlated, indicating that students who feel guilty are more focused on their studies. Sociability was negatively correlated, suggesting it could be a distraction. Emotional self-concept had a negative correlation for female students but no significant impact on male students. Overall, self-concept, particularly dimensions like health, self-acceptance, and worthiness, plays a key role in academic achievement, with gender differences affecting certain dimensions.

Kharnaior & Ibahunrina (2013) ―A study on home environment in relation to academic achievement of higher secondary school students of east Khasi hills district‖ examines the relationship between various aspects of the home environment and academic achievement of higher secondary school students. It finds that control, protectiveness, punishment, conformity, social isolation, reward, deprivation, nurturance, rejection, and permissiveness all show low correlations with academic achievement, indicating that these factors do not significantly affect academic performance. Specifically, the calculated 'r' values for each aspect are lower than the critical values, leading to the acceptance of the null hypothesis in each case. The findings contradict some previous studies that suggest stronger connections between home environment factors and academic success with a conclusion that various home

environment factors do not have a significant impact on students' academic achievement at the higher secondary level.

Kumari & Chamundeswari (2013) ―Self-Concept and Academic Achievement of Students at the Higher Secondary Level‖ observed a significant difference in self-concept and academic achievement among students from different school categories at the higher secondary level. Students from matriculation board schools have a better self-concept compared to those from state board schools. Similarly, central board students have a better self-concept than state board students, and they also outperform matriculation board students in terms of self-concept. According to their findings, matriculation and central board school students perform better academically than state board students. However, no significant difference was observed in academic achievement between students from matriculation and central board schools at the higher secondary level.

Thakur (2014) ―Study the Effect of Home Environment on Value education of the Higher Secondary School Students‖ finds that the home environment significantly influences the development of value education among students, whether they attend government or private schools, or whether they are boys or girls. Parents and teachers play a crucial role in fostering value education in students, as their performance directly impacts students' academic achievements, personality development, and societal peace. The interactions between parents and children, the parents' status, and the overall social setup of the home are key factors in shaping the child's values and personality. The study concludes that the home environment has a significant effect on various aspects of value education for higher secondary school students.

Verma et al. (2014) ―Do Academic Achievements Really Work through Academic Self-Concept or Vice-Versa? They found significant gender differences in negative academic self-concept, with female participants reporting lower negative self-concept than males. However, there were no gender differences in positive academic self-concept. Additionally, no significant differences in academic self-concept were observed between bachelor's and master's degree holders. In terms of academic

achievement, there were no gender differences, but respondents with a master's degree performed better than those with a bachelor's degree. The study revealed that both positive and negative academic self-concept are strong predictors of academic achievement. A high positive academic self-concept correlates with higher academic performance, while a negative academic self- concept correlates with lower academic achievement. The findings support the bi- polar relationship between academic self-concept and achievement, where self- concept influences academic performance, and vice versa, challenging the null hypothesis of no significant relationship.

Alam (2016) ―Home Environment and Academic Self- Concept as Predictors of Career Maturity‖ concludes that demographic factors significantly correlate with career maturity among school students. It also found statistically significant differences in the home environment, academic self-concept, and career maturity between boys and girls, as well as rural and urban students. However, no significant difference was found in the academic self-concept between rural and urban students in Hyderabad City high schools. The findings suggest that with appropriate opportunities and support, both boys and girls, regardless of rural or urban background, can develop their abilities and strive to achieve their career goals. The study recommends integrating vocational guidance and counselling into the school curriculum at all stages, tailored to student needs, to help them make informed career decisions at the secondary and senior secondary levels. Additionally, developing realistic concepts about self and the world of work during the secondary stage would ease the transition from school to work.

Jaiswal & Choudhuri (2017) ―Academic Self Concept and Academic Achievement of Secondary School Students‖ reveal a positive relationship between academic self-concept and academic achievement among secondary school students. Additionally, it was found that there is a difference in academic self-concept between male and female students at this level. The study suggests that the development of academic self-concept is influenced by social comparison, where students assess their abilities in relation to others. Essentially, better academic achievement leads to a stronger

academic self-concept, and a positive academic self-concept enhances achievement. The study further suggests that both teachers and parents should work together to improve both academic self-concept and academic achievement to ensure sustained positive outcomes for students.

Monika & Kaur (2018) ―Study of Self Concept and Academic Achievement of adolescents deduce that female students outperform male students academically. The calculated 't'-value is one point four one nine, which does not reach significance at the zero point zero five level. Therefore, gender does not have a significant effect on academic achievement among adolescents. Consequently, Hypothesis one, which asserts that there is no significant difference in self-concept and academic achievement between genders, is supported. The Pearson product- moment correlation coefficients between self-concept and academic achievement are shown in Table two. The findings indicate modest but significant correlations, with a positive relationship between self-concept and academic achievement.

Shashikala (2020) in ―A Study of Emotional Adjustment Self Concept Socio Economic Status in Relation to Academic Performance of Higher Secondary School Girl Students of Hyderabad Karnataka Region‖ finds that in terms of self-concept, rural students generally have a higher self-concept than urban students in certain districts, but this is not consistent in all areas. Government, aided, and unaided school students generally show no significant difference in self-concept, except in Bellary district, where government school students have a better self-concept. Additionally, students from nuclear families generally have a better self-concept than those from joint families, although this pattern is not observed in all districts. Students in Kannada medium schools generally have a lower self-concept than those in English medium schools, with some exceptions. The study also found that arts students tend to have a lower self-concept compared to science students. Overall, significant differences in emotional adjustment and self-concept were observed among various groups, indicating the complex relationship between family, education, and emotional well-being in this region.

Wallang et al (2021) ―Self-concept and happiness in relation to academic achievement among higher secondary students in Meghalaya‖ found that the majority of male and female higher secondary students had an average self-concept, with males having slightly more average self-concept than females. In both genders, a smaller proportion exhibited high self-concept, with some students showing low, very high, or very low self-concept. For Arts students, most males and females also displayed an average self-concept, with a notable number having low self-concept. In Science, male students predominantly had a high self-concept, with a similar pattern observed for females, although more females had average and low self-concept compared to males. In Commerce, male students mainly showed an average self-concept, while females also had an average self-concept, but with a higher proportion having low self-concept.

Iyengar et al. (2021) ―Academic Self Concept and Academic Achievement of Indian CBSE School Students‖ found that the academic self-concept scale has been found to have an eight-factor structure, making it a valid and reliable tool for measuring academic self-concept among CBSE school students. The results suggest that students with a high level of academic self-concept tend to perform better academically. Additionally, the study concluded that there was a noticeable difference in academic self-concept between male and female students, with female students having significantly higher academic self-concept compared to their male counterparts.

 Rani & Kirti (2022) ―Self-Concept and Home Environment as predictors of Academic Achievement among Adolescents‖ conclude that self-concept and home environment play a crucial role in shaping the academic achievement of adolescent students. The study revealed a positive and significant relationship between self-concept and academic achievement among adolescents. Additionally, it highlighted a positive and significant connection between self- concept and the home environment of adolescents. This indicates that both self- concept and the home environment are important factors influencing academic success in adolescents.

Leena (2022) ―A study of academic achievement of senior Secondary school students in relation to Self -efficacy social competence and Concept attainment‖ examines the relationship between academic achievement and factors such as self efficacy, social competence, and concept attainment among senior secondary school students. The results of the t-test show that students with high self-efficacy achieve significantly better academically than those with low self-efficacy. It was also found that students with lower social competence performed better academically than those with higher social competence. Additionally, students with higher concept attainment had better academic achievement compared to those with lower concept attainment. The study further explores gender differences, revealing that female students tend to have higher academic achievement than male students, despite having lower self-efficacy and concept attainment scores. Female students also showed higher social competence, which correlated with higher academic achievement.

Bhat (2024) ―A Study of Academic Achievement of Higher Secondary School Students in Relation to their School Environment Self Efficacy and Psychological Resilience‖ explores factors impacting academic achievement among higher secondary school students in the Kashmir Division. It finds that female students outperform male students in academic achievement, and urban students achieve higher scores than their rural counterparts. Additionally, urban schools report a healthier school environment compared to rural ones. There is a positive correlation between academic achievement and the overall school environment. Self-efficacy also shows a significant relationship with academic performance, with urban students having higher self-efficacy than rural students. Psychological resilience varies by gender and location, with male and urban students displaying higher levels of resilience. The study also demonstrates that school environment, self-efficacy, and psychological resilience significantly contribute to academic achievement, with statistical analyses confirming the importance of these factors in predicting academic success.

2.4. OVERVIEW OF RELATED LITERATURE

2.4.1 Overview of studies conducted abroad

Goldberg et al. (1998) found that motivation and self-concept are two different things, but both impact academic performance. Cookley et al. (2001) tested the Academic Motivation Scale and found that it worked well in measuring motivation. They discovered that students who felt more confident in their academic abilities were also more motivated to learn. Green et al. (2006) highlighted that students' confidence in their abilities and their motivation to learn influence each other. When students believe in themselves, they become more motivated, which helps them perform better in school. Guay et al. (2003) studied how students' confidence in their academic abilities changes over time and how it connects to their performance in school. They found that as students get older, their academic self- concept becomes more stable and more strongly tied to their grades.

Marsh & Craven (2006) looked at how self- confidence and academic performance influence each other in different ways. They found that general self-esteem (feeling good about yourself overall) is important for mental health but doesn't directly lead to better grades.

Damrongpanit et al. (2009) & Saboote et al. (2011) found that students become more confident in their academic abilities as they gain experience and receive feedback from teachers, parents, and peers. Awan et al. (2011) pointed out that boys and girls have different levels of motivation and achievement, while Emmanuel et al. (2014) showed that these differences are influenced by the environment. Dambudzo (2014) compared students who live at school (boarders) with those who go home daily (day scholars) and found differences in their confidence and social interactions.

Hansen et al. (2019) found that students who believe in their academic abilities tend to do better in school, especially high achievers. Ude (2019) & Runhare et al. (2021) looked at confidence in specific subjects like Biology and Math, while Van der Aar et al. (2021) studied programs that help students improve their self-confidence. García et al. (2021) focused on self-confidence in gifted students, and Alkhutaba et

al. (2021) explored how self-confidence affects students struggling with learning a foreign language.

Postigo et al. (2022) found that students tend to lose confidence in their academic abilities during secondary school, influenced by their background and environment. Martínez et al. (2022) showed that students who are more resilient perform better in school, but this is mainly because resilience helps build a stronger self-concept. Gul et al. (2023) & Afufu (2024) confirmed that students who believe in themselves tend to do better academically, with Afufu specifically highlighting this effect in Mathematics.

2.4.2 Overview of studies conducted in India

Misra et al. (1992) found that self-concept is a critical determinant of academic achievement. A positive self-concept enhances performance, while a negative self-concept impairs success. Leena (2022) found that psychological and social factors shape academic outcomes. Higher self-efficacy correlates with better academic performance. Leena (2022) also found that students with lower social competence achieve higher academically, likely due to fewer distractions. Shashikala (2020) found that arts students possess a weaker self-concept than science students. Pahsyntiew et al. (2021) found that the relationship between self-concept and academic achievement is bidirectional. Strong academic performance reinforces self-concept, while a high self-concept enhances achievement. Iyengar et al. (2021) found that educational interventions should prioritize self-concept development to improve academic outcomes.

Verma et al. (2014) found that gender differences are evident. Female students outperform males academically but report lower self-concept. Jaiswal and Choudhuri (2017) found that male students exhibit higher self-concept, though this does not always translate into superior academic performance. Rastogi et al. (2012) found that emotional self-concept negatively impacts female students but has no significant effect on males.

Shashikala (2020) found that rural students generally possess a higher self- concept than urban students, though inconsistencies exist across regions. Shashikala (2020) also found that nuclear family students display a stronger self-conceptn compared to those from joint families. Kumari & Chamundeswari (2013) found that school type and socioeconomic background influence self-concept and achievement. Central board students demonstrate a stronger self-concept and perform better than state board students.

Kaur et al. (2009) found that the home environment plays a significant role in shaping adolescents' self-concept, with protectiveness, conformity, reward, and nurturance positively influencing it, while social isolation, deprivation of privileges, and rejection negatively impact it. The study also found that girls tend to have a better social self-concept than boys. Similarly, Rani & Kirti (2022) found a strong and positive correlation between self-concept, home environment, and academic achievement, proving that both self-concept and the quality of the home environment significantly influence students' academic performance. In contrast, Kharnaior & Ibahunrina (2013) examined the relationship between various aspects of the home environment and academic achievement but found that factors such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation, nurturance, rejection, and permissiveness had low correlations with academic performance, contradicting previous studies that suggested a stronger link.

Thakur (2014) found that the home environment significantly impacts the development of value education among higher secondary school students. Similarly, Alam (2016) found that the home environment, along with academic self-concept, significantly correlates with career maturity. The study proves that boys and girls, as well as rural and urban students, experience differences in their home environment, self-concept, and career maturity. However, it also found that no significant difference exists between rural and urban students regarding academic self-concept in Hyderabad City, suggesting that with the right opportunities and support, students from different backgrounds can achieve similar academic and career goals.

Bhat (2024) found that school environment, self-efficacy, and psychological resilience significantly contribute to academic achievement among higher secondary school students in the Kashmir Division. The study found that female students outperform male students academically, and urban students achieve higher scores than their rural counterparts. Additionally, urban schools were found to provide a healthier school environment, leading to better academic outcomes.

CHAPTER III

METHODOLOGY AND PROCEDURE

Research methodology refers to the systematic process or approach used to conduct research. It encompasses the methods, techniques, and tools that researchers use to collect, analyse, and interpret data in order to answer research questions or test hypotheses. To ensure that the research is reliable, valid, and credible, researchers carefully select appropriate methods and adhere to ethical guidelines throughout the process. The current chapter outlines the research methodology used in this study, detailing the methods, tools, and techniques employed to collect, analyse, and interpret the data.

The current chapter is divided into the following sections:

3.1.   Method of the Study

3.2.   Research Design

3.3.   Population of the Study

3.4.   Sample of the Study

3.5.   Tools Used for Data Collection

3.6.   Procedure for Gathering the Data

3.7.   Statistical Techniques Applied for Analysis.

3.1. Method of the Study

The research aims to describe the characteristics, behaviours, and opinions of higher secondary school students in Mizoram, focusing on their academic achievement, home environment, and self-concept. A descriptive approach is used in the study to provide an understanding of the students' perspectives. This approach allows the investigator to observe and document the current state of the variables without manipulating or influencing them, and to capture a clear and unbiased view of the students' behaviours, attitudes, and experience. The study is quantitative as it

involves collecting numerical data. Structured questionnaires are used to gather the data, making it easier to quantify the students' characteristics and analyse trends. This method ensures the data is consistent and can be analysed statistically, which helps identify patterns and relationships within the student population.

The data in this study is cross-sectional as it is collected at a single point in time. This approach was used to study the students' academic achievement in relation to their home environment, and self-concept, without tracking changes over time. While this design does not establish cause-and-effect relationships, it helps us to understand the factors influencing students' academic achievement at the time of data collection.

3.2 Research Design:

TYPES OF VARIABLES& THEIR ASSIGNED NUMBER		STATISTICAL ANALYSIS		
		DESCRIPTIVE ANALYSIS	**DIFFERENTIAL ANALYSIS**	**CORRELATIONAL ANALYSIS**
Dependent Variable (DV)	**Independent Variables (IVs)**	**Nature of Distribution of Scores(Through Descriptive Statistics)**	**Significance of Differences (Through Inferential Statistics)**	**Testing of Significance of Correlation**
a)Self Concept (DV-1)	a) Gender (IV-1)	For studying the nature of distribution of scores of	**Independent 't-test' :**	For studying the relationship between the following Pearson's 'Product Moment Method of Correlation will be used:
b) Home Environment (DV-2)	b)Locale (IV-2)	Higher Secondary School Students in	To study the significance of differences in the Self Concept	a) Relationship between self
c)	c)Academic Stream (IV-3)	Mizoram on Self Concept,	of Students of Higher Secondary	

Academic Achieveme nt (DV-3)		Home Environment, and Academic Achievement the following descriptive statistics will be used: • Percentages • Mean • Standard Deviation • Counts or Frequency(N)	Schools in Mizoram with reference to: *(1)Gender Differences,* *(2)Locale Differences,* *(3)Subject Stream Differences*	concept and home environment . For studying the relationship between the following Spearmans's Rho Method of correlation will be used: b) Relationship between self concept and academic achievement. c) Relationship between home environment and academic achievement.

3.3.   Population of the Study

The population for this study consists of higher secondary school students from various districts in Mizoram for the academic year 2019-2020 as shown in table

3.3.1.   It includes students from deficit, lumpsum aided, government, aided, and private schools. Defining the population is crucial for the study's scope, ensuring that the findings are relevant and applicable to the larger group.

Table 3.3.1.

Students Enrolled in Higher Secondary Schools in Mizoram (2019-2020)

District	Population		
	Male	**Female**	**Total**
Aizawl	6053	6575	12628
Champhai	565	597	1162
Hnahthial	210	250	460
Khawzawl	236	279	515
Kolasib	580	590	1170
Lawngtlai	902	628	1530
Lunglei	1174	1399	2573
Mamit	161	181	342
Saitual	268	370	638
Serchhip	497	601	1098
Siaha	536	595	1131
TOTAL	**11182**	**12065**	**23247**

Source: Department of School Education, Govt. of Mizoram (SoSE 2019-20)

Table 3.3.2.

No of Students appearing in HSSLC Examination -2020 - District Wise and Stream Wise

District	Population		
	Arts	Science	Commerce
Aizawl	4624	1653	401
Champhai	674	73	56
Hnahthial	244	4	1
Khawzawl	0	0	0
Kolasib	440	65	0
Lawngtlai	788	7	28
Lunglei	898	235	81
Mamit	201	0	0
Saitual	284	16	0
Serchhip	429	93	13
Siaha	699	102	5
TOTAL	**9281**	**2248**	**585**

(Extract of publication by MBSE - HSSLC Result 2020)

3.4. Sample of the Study

The sample of the present study has been selected through Stratified-Random-Cluster Sampling method by following Multistage Sampling.

Stage 1: Selection of Sample Districts:

Selection of 5 districts has been done through Stratified Sampling after stratifying the state of Mizoram into 5 regions, namely Northern, Southern, Eastern, Western and Central regions; and selection one District from each region. Map of Mizoram is shown at Figure 3.4.1

Stage 2: Selection of Sample Schools:

Selection of the sample higher secondary schools has been done through Simple

Random Sampling

Stage 3: Selection of Sample of Students:

Selection of the sample of students from each of the selected higher secondary schools has been done through Cluster Sampling

Table 3.4.1

List of School Selected for the sample of study

Sl. No	District	Name of school	Sample of students (RURAL)				Sample of students (URBAN)			
			Arts		Science		Arts		Science	
			M	F	M	F	M	F	M	F
1		Modern English Higher Secondary School					12	14		
2		Sairang Higher Secondary School	36	29						
3		Govt Lengpui Higher Secondary School	7	9						
4	AIZAWL	OIKOS higher Secondary School					21	26	28	21
5		Govt Mizo Higher Secondary School					25	11	17	28
Total for Aizawl - 284			43	38	0	0	58	51	45	49
6		Kawnpui Higher Secondary School	11	15			17	21		
7		St John Higher Secondary School							11	15
8	KOLASIB	Lungdai Higher Secondary School	8	7						
9		C. Zakhuma Higher Secondary School								
Total for Kolasib - 105			19	22	0	0	17	21	11	15
10	MAMIT	Zawlnuam Higher Secondary School	10	11						
11		Govt Kawrthah Higher Secondary School	6	8						

12		Govt Mamit Higher Secondary School					18	15	12	11
Total for Mamit - 91			16	19	0	0	18	15	12	11
13	SERCHHIP	St Peters Higher Secondary School	10	12	21	19				
14		Govt Thenzawl Higher Secondary School	14	15						
15		Govt Serchhip Higher Secondary School					15	20	16	14
Total for Serchhip - 156			24	27	21	19	15	20	16	14
16	LUNGLEI	Baptist Higher Secondary School, Serkawn							20	17
17		Zobawk Higher Secondary School	15	11						
18		S. Vanlaiphai Higher Secondary School	17	14						
19		Govt Leitlangpui Higher Secondary School					10	12		
20		Lunglei Higher Secondary School					16	17	10	8
Total for Lunglei - 167			32	25	0	0	26	29	30	25
GRAND TOTAL - 803			134	131	21	19	134	136	114	114

Table 3.4.2

Sample for the study

District	Gender	Rural				Urban			
		Arts		Science		Arts		Science	
		n	%	N	%	n	%	n	%
Aizawl (n=284)	Male (n=146)	43	5%	0	0%	58	7%	45	6%
	Female (n=138)	38	5%	0	0%	51	6%	49	6%
Lunglei (n=167)	Male (n=88)	32	4%	0	0%	26	3%	30	4%
	Female (n=79)	25	3%	0	0%	29	4%	25	3%
Mamit (n=91)	Male (n=46)	16	2%	0	0%	18	2%	12	1%
	Female (n=45)	19	2%	0	0%	15	2%	11	1%
Serchhip (n=156)	Male (n=76)	24	3%	21	3%	15	2%	16	2%
	Female (n=80)	27	3%	19	2%	20	2%	14	2%
Kolasib (n=105)	Male (n=47)	19	2%	0	0%	17	2%	11	1%
	Female (n=58)	22	3%	0	0%	21	3%	15	2%
	TOTAL	265		40		270		228	
Grand Total == 803									

Figure 3.4.1

MAP OF MIZORAM

3.5.   Tools Used in the Study

The following tools were used for data collection:

1.   Self-Concept Questionnaire (developed by Dr. Kumar Saraswat, 2010)

2.   The Home Environment Scale *(*developed by Akhtar and Saxena in 2013)

3.   Academic Achievement*:* In this study, academic achievement is categorized
       based on students' exam performance into divisions: Distinction, First

Division, Second Division, and Third Division. These divisions help group students by their academic success, providing an easy way to analyse how factors like self-concept and home environment might influence academic performance.

3.5.1. Self-Concept Questionnaire (developed by Dr. Kumar Saraswat, 2010)

To collect data for the study, the investigator utilized the Self-Concept Questionnaire developed by Dr. Kumar Saraswat in 2010. This questionnaire includes six dimensions of self-concept: physical, social, intellectual, moral, educational, and temperamental. Each dimension measures different aspects of an individual's self-perception, ranging from body image and social interactions to moral judgment and intellectual capabilities.

Dimensions of Self-Concept

1. **Physical**: Relates to one's view of their body, health, and strength.

2. **Social**: Reflects the sense of worth in social interactions and relationships.

3. **Temperamental**: Focuses on emotional states and dominant emotional reactions.

4. **Educational**: Relates to how one views their relationship with school and academics.

5. **Moral**: Concerns one's sense of right and wrong.

6. **Intellectual**: Refers to intelligence and problem-solving abilities.

3.5.1.1.   Reliability:

The Self-Concept Questionnaire, consisting of 48 items, was found to demonstrate strong reliability across its six dimensions. This was assessed through two methods: internal consistency and test-retest reliability.

1.   Internal Consistency: Cronbach's alpha values for each dimension indicated acceptable internal consistency, as all values exceeded 0.70. The overall Cronbach's alpha for the 48-item questionnaire was 0.73, suggesting strong overall reliability.

Table 3.5.1.1

Cronbach's Alpha Values Obtained for Each Dimension of the Self- Concept Questionnaire

Dimension	Number of Items	Cronbach's Alpha
Physical	8	0.78
Social	8	0.79
Intellectual	8	0.80
Moral	8	0.75
Educational	8	0.77
Temperamental	8	0.76

The Cronbach's alpha values indicate that each dimension of the Self- Concept Questionnaire demonstrates an acceptable level of internal consistency, with values above 0.70, which is generally considered acceptable for psychological measurement. The overall Cronbach's alpha for the 48-item questionnaire was 0.73, suggesting strong overall reliability.

2.   Test-Retest Reliability: The questionnaire was administered again after three weeks, yielding a test-retest reliability coefficient of 0.72 for the overall scale. The individual dimensions showed varying stability over time, with the temperamental dimension showing the highest correlation.

Table 3.5.1.2

Test-Retest Reliability Coefficient Obtained for Each Dimension of the Self-Concept Questionnaire

Dimension	Test Reliability Correlation Coefficient
Physical	0.65
Social	0.71
Intellectual	0.76
Moral	0.62
Educational	0.69
Temperamental	0.80

3.5.1.2.   Validity:

The validity of the Self-Concept Questionnaire was tested through face validity and content validity. The items were reviewed by five experts who confirmed their consistency with the self-concept of adolescence across the six dimensions. The relationships between dimensions were statistically significant, supporting the validity of the scale.

3.5.1.3.   Scoring

The questionnaire was scored on a 5-point scale, where responses ranged from "Strongly Disagree" (1) to "Strongly Agree" (5). Scores for each item were summed within each dimension, and an overall self-concept score was calculated by adding the scores from all six dimensions..

3.5.1.4.   Norms

The questionnaire was standardized for higher secondary students aged 16-18 from the districts of Aizawl, Lunglei, Mamit, Serchhip, and Kolasib. Each dimension's score range is from 1 to 40, and the overall score range for the entire questionnaire is from 1 to 240. The norm table below shows the interpretation of scores for self-

concept:

Table 3.5.1.3.

Norm Table for Self-Concept Questionnaire

Dimensional Score Range	Overall Score Range	Interpretation
1-8	1-46	Low-Self Concept
9-16	49-96	Below Average Self- Concept
17-24	97-144	Average Self- Concept
25-32	145-192	Above Average Self- Concept
33-40	193-240	High Self Concept

3.5.2. The Home Environment Scale developed by Akhtar and Saxena (2013)

This is an instrument used to measure the psychological atmosphere of the home, as perceived by children, consists of 50 items. These items are designed to capture various aspects of the home environment, including warmth, support, and emotional climate. Each item is followed by five possible responses, which are: Always, Often, Sometimes, Least and Never.

Each response option corresponds to a score, which is used to quantify the child's perception of their home environment. The positive items are intended to reflect supportive and nurturing aspects of the home, while the negative items are designed to assess more challenging or less supportive aspects of the home environment.

3.5.2.1. Reliability:

The reliability of the instrument was assessed using internal consistency and test-retest reliability:

i. Internal Consistency: The internal consistency of the instrument was evaluated using Cronbach's alpha. The overall Cronbach's alpha coefficient for the

instrument was 0.73, indicating a high level of internal consistency. This suggests that the items in the scale reliably measure the same construct, which in this case is the psychological atmosphere of the home as perceived by children.

ii. Test-Retest Reliability: A test-retest procedure was conducted by administering the instrument to the same group of children at two different times, with an interval of one month. The correlation between the two administrations was 0.67, which indicates good stability over time and supports the instrument's reliability in measuring the psychological atmosphere of the home consistently across time.

3.5.2.2. Validity:

Concerning the content validity of the Home Environment Scale, the scale was given to 5 experts for gathering their opinions on the validity of the scale. The experts thoroughly reviewed the statements and provided their evaluations, confirming that the items effectively addressed home environment.

3.5.2.3. Scoring System:

For the 40 positive items, the five cells belong to the five response namely; Always (4 points), Often (3 points), Sometimes (2 points), Least (1 points), Never (0 point)

For the 10 negative items, the scoring is reversed to reflect the less desirable nature of the response as; Always (0 points), Often (1 points), Sometimes (2 points), Least (3 points), Never (4 point)

3.5.3.4. Norms

The scores of the samples on the Home Environment Scale (Akhtar & Saxena, 2013) were first converted to their corresponding z-scores for each gender separately (Table 3.5.2.4.1 and Table 3.5.2.4.2), and for both genders (Table 3.5.2.4.3).

Table 3.5.2.4.1.

Z-Score Norms for Males (Home Environment Scale) Mean = 138.37   SD =

16.82   N = 403

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
81	-3.19	115	-1.33	136	-.18	157	.97
90	-2.70	116	-1.28	137	-.13	158	1.02
91	-2.64	117	-1.22	138	-.07	159	1.08
93	-2.53	118	-1.17	139	-.02	160	1.13
95	-2.42	119	-1.11	140	.04	161	1.19
96	-2.37	120	-1.06	141	.09	162	1.24
98	-2.26	121	-1.00	142	.15	163	1.30
100	-2.15	122	-.95	143	.20	164	1.35
101	-2.10	123	-.89	144	.26	165	1.40
103	-1.99	124	-.84	145	.31	166	1.46
104	-1.93	125	-.78	146	.37	168	1.57
105	-1.88	126	-.73	147	.42	169	1.62
106	-1.82	127	-.67	148	.47	171	1.73
107	-1.77	128	-.62	149	.53	172	1.79
108	-1.71	129	-.56	150	.58	174	1.90
109	-1.66	130	-.51	151	.64	176	2.01
110	-1.60	131	-.46	152	.69	181	2.28
111	-1.55	132	-.40	153	.75	185	2.50
112	-1.49	133	-.35	154	.80	-	-
113	-1.44	134	-.29	155	.86	-	-
114	-1.39	135	-.24	156	.91	-	-

Table 3.5.2.4.2.

Z-Score Norms for Females (Home Environment Scale)

Mean = 140.32   SD = 19.62   N = 400

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
73	-3.63	117	-1.22	139	-.02	161	1.19
78	-3.35	118	-1.17	140	.04	162	1.24
81	-3.19	119	-1.11	141	.09	163	1.30
87	-2.86	120	-1.06	142	.15	164	1.35
90	-2.70	121	-1.00	143	.20	165	1.40
94	-2.48	122	-.95	144	.26	166	1.46
98	-2.26	123	-.89	145	.31	167	1.51
100	-2.15	124	-.84	146	.37	168	1.57
101	-2.10	125	-.78	147	.42	169	1.62
102	-2.04	126	-.73	148	.47	170	1.68
103	-1.99	127	-.67	149	.53	172	1.79
104	-1.93	128	-.62	150	.58	173	1.84
105	-1.88	129	-.56	151	.64	174	1.90
106	-1.82	130	-.51	152	.69	175	1.95
109	-1.66	131	-.46	153	.75	176	2.01
110	-1.60	132	-.40	154	.80	177	2.06
111	-1.55	133	-.35	155	.86	178	2.12
112	-1.49	134	-.29	156	.91	182	2.33
113	-1.44	135	-.24	157	.97	183	2.39
114	-1.39	136	-.18	158	1.02	192	2.88
115	-1.33	137	-.13	159	1.08	195	3.05
116	-1.28	138	-.07	160	1.13	-	-

Table 3.5.2.4.3.

Z-Score Norms for Both Genders (Home Environment Scale) Mean = 139.34

SD = 18.29   N = 803

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
78	-3.63	113	-1.44	137	-.13	161	1.19
81	-3.35	114	-1.39	138	-.07	162	1.24
87	-3.19	115	-1.33	139	-.02	163	1.30
73	-2.86	116	-1.28	140	.04	164	1.35
90	-2.70	117	-1.22	141	.09	165	1.40
91	-2.64	118	-1.17	142	.15	166	1.46
93	-2.53	119	-1.11	143	.20	167	1.51
94	-2.48	120	-1.06	144	.26	168	1.57
95	-2.42	121	-1.00	145	.31	169	1.62
96	-2.37	122	-.95	146	.37	170	1.68
98	-2.26	123	-.89	147	.42	171	1.73
100	-2.15	124	-.84	148	.47	172	1.79
101	-2.10	125	-.78	149	.53	173	1.84
102	-2.04	126	-.73	150	.58	174	1.90
103	-1.99	127	-.67	151	.64	175	1.95
104	-1.93	128	-.62	152	.69	176	2.01
105	-1.88	129	-.56	153	.75	177	2.06
106	-1.82	130	-.51	154	.80	178	2.12
107	-1.77	131	-.46	155	.86	181	2.28
108	-1.71	132	-.40	156	.91	182	2.33
109	-1.66	133	-.35	157	.97	183	2.39
110	-1.60	134	-.29	158	1.02	185	2.50
111	-1.55	135	-.24	159	1.08	192	2.88
112	-1.49	136	-.18	160	1.13	195	3.05

The author gave norms for the Home Environment Scale (HES) to make it easier to interpret the raw scores, as shown in Table 3.5.2.4.4. These norms were created by converting the raw scores into z-scores. Z-scores standardize the raw scores, allowing for easier comparison by converting them to a common scale where the mean is 0 and the standard deviation is 1.

Table 3.5.2.4.4.

Norms for Interpretation of Level of Home Environment

Sl. No	Range of Z-Scores	Range of Raw score	Grade	Level of Home Environment
1	2.01 & above	180 and above	A	Extremely Favourable
2	1.26 to 2.00	162 to 179	B	Highly Favourable
3	0.51 to 1.25	143 to 161	C	Above Average Favourable
4	0.50 to - 0.50	118 to 142	D	Average/Moderately Favourable
5	-0.51 to -1.25	100 to 117	E	Below Average Unfavourable
6	-1.26 to -2.00	82 to 99	F	Highly Unfavourable
7	-2.01 & below	81 and below	G	Extremely Unfavourable

In the current research, the investigator followed the same approach. The raw scores from the participants on the recalibrated Home Environment Scale were converted into z-scores. This was done by first calculating the mean and standard deviation of the raw scores from the sample. Then, each participant's raw score was transformed into a z-score using the formula: (Raw Score - Mean) / Standard Deviation. The recalibrated norms created for the current research are given in Table 3.5.2.4.5.

Table 3.5.2.4.5.

Recalibrated Norms for Interpretation of Level of Home Environment

Sl. No	Range of Z-Scores	Range of Raw score	Grade	Level of Home Environment
1	2.01 & above	176 and above	A	Extremely Favourable
2	1.26 to 2.00	163 to 175	B	Highly Favourable
3	0.51 to 1.25	148 to 162	C	Above Average Favourable
4	0.50 to - 0.50	130 to 147	D	Average/Moderately Favourable
5	-0.51 to -1.25	116 to 129	E	Below Average Unfavourable
6	-1.26 to -2.00	103 to 115	F	Highly Unfavourable
7	-2.01 & below	102 and below	G	Extremely Unfavourable

3.5.3. Academic Achievement

Academic Achievement in this study categorizes students was according to different divisions based on the academic performance of the higher secondary school students. These divisions—Distinction, First Division, Second Division, and Third Division—are used to classify students according to how well they performed in their exams or overall studies.

This classification system is commonly applied in schools and provides an easy way to group students into different levels of achievement. It helps identify high performers, average students, and those with lower academic results. The divisions make it easier to compare the academic performance of various groups of students and examine how factors like home environment or self-concept might influence their achievements.

In essence, this approach simplifies the process of measuring and analysing academic success across a large group of students.

3.6. **Procedure of Data Collection**

For this study, the investigator collected data from higher secondary school students across five districts of Mizoram: Aizawl, Lunglei, Mamit, Serchhip, and Kolasib. Both rural and urban areas were included in the study. The data was collected during the first half of the year 2021.

The investigator first contacted school authorities to get permission for the study. Once approved, students were informed about the purpose of the study and asked to provide informed consent. The consent process ensured that students understood the study and agreed to participate voluntarily.

The Self-Concept Questionnaire and Home Environment Scale were then administered to the students. Clear instructions were provided, and the investigator was available to help if needed. Academic achievement data was also collected from school records to compare with the students' self-concept scores.

After collecting the questionnaires, the investigator carefully reviewed them for completeness. Only fully completed and valid responses were considered for analysis.

The data collection process was conducted with care to ensure privacy and confidentiality, and all data was securely stored. This approach ensured that the data collected was reliable and accurately represented the higher secondary students of Mizoram.

3.7. **Statistical Techniques Applied for Analysis**

In consideration of the data's characteristics and the study's objectives, the researcher utilized the following statistical methods for data analysis:

Descriptive statistics:

Central Tendency:

For self-concept and home environment scores, means were calculated to determine the average scores within these categories. This provided a general sense of where the participants' scores fell on average for each variable.

As academic achievement was a categorical variable (divided into distinct categories such as high, moderate, and low), no means were calculated for academic achievement. Instead, this variable was summarized using categorical descriptions.

Spread of Data*:*

Standard deviations were computed for self-concept and home environment scores to assess the variability of scores around the mean. Smaller standard deviations indicated that most scores were clustered near the mean, while larger standard deviations suggested greater variability across participants' scores.

Since academic achievement is categorical, standard deviations were not applicable for this variable.

Categorization:

Self-concept and home environment scores were categorized into ranges (high, moderate, low) based on established norms. This categorization helped in simplifying the interpretation of the scores, providing clear and easily understandable groupings of participants' scores.

Percentages were used to represent the distribution of participants across the different categories of academic achievement (high, moderate, low). Percentages were also used to describe the distribution of self-concept and home environment scores within their respective ranges.

Inferential Statistics

The inferential statistics allowed for deeper analysis, testing hypotheses and identifying relationships or differences between groups.

Chi-Square Test:

The Chi-square test was used to explore the association between academic achievement (a categorical variable) and other categorical variables such as gender, locale (rural vs. urban), and academic stream (Arts vs. Science). The test helped determine whether there were any significant associations between these factors, providing insights into how academic achievement might be related to these categorical variables.

Pearson's Correlation:

Pearson's correlation coefficient was used to examine the relationship between the continuous variables of self-concept and home environment scores. This analysis helped to identify whether higher self-concept scores were associated with better home environment scores, revealing any potential linear relationship between the two variables.

Mean Comparison Tests*:*

These tests were used to compare the means of different groups to determine whether significant differences existed between them.

Independent t-test:

The independent t-test was used to compare the mean scores of two independent groups. For example, it was used to compare the mean self-concept scores between male and female students or between rural and urban students. This test helped determine if there were significant differences between these groups on the basis of self-concept or home environment scores.

One-Way ANOVA:

One-Way ANOVA was used to compare the mean self-concept and home environment scores across multiple groups, such as different genders or locales. This test examined whether the means of these variables differed significantly based on gender or locale, helping to uncover potential group-level differences.

Tukey-Kramer Test (Post-hoc Test):

After conducting ANOVA, the Tukey-Kramer test was applied to perform post- hoc comparisons. This test helped identify which specific groups (e.g., rural vs. urban, male vs. female) had significantly different means, controlling for Type I errors across multiple comparisons.

CHAPTER-IV

Analysis and Interpretation

This chapter examines the data analysis and interpretation done for the research on self-concept of higher secondary school students in Mizoram with reference to their home environment and academic achievement. For the purpose of extracting meaning from the raw data, the acquired data are sorted, appropriate statistical techniques are applied and the results are interpreted in accordance with the norms that have been recalibrated for the interpretation of scores in the study. The following study objectives are compiled with while performing the data analysis.

4.1 : To find out the level of self-concept among higher secondary students in Mizoram

Table 4.1.1

Level of Physical Self-Concept of Higher Secondary School Students in Mizoram

Level	N	%
Low Self-Concept	1	0.1
Below Average Self-Concept	10	1.2
Average Self-Concept	229	28.5
Above Average Self-Concept	482	60.0
High Self-Concept	81	10.1

Figure 4.1.1

Level of Physical Self-Concept of Higher Secondary School Students in Mizoram
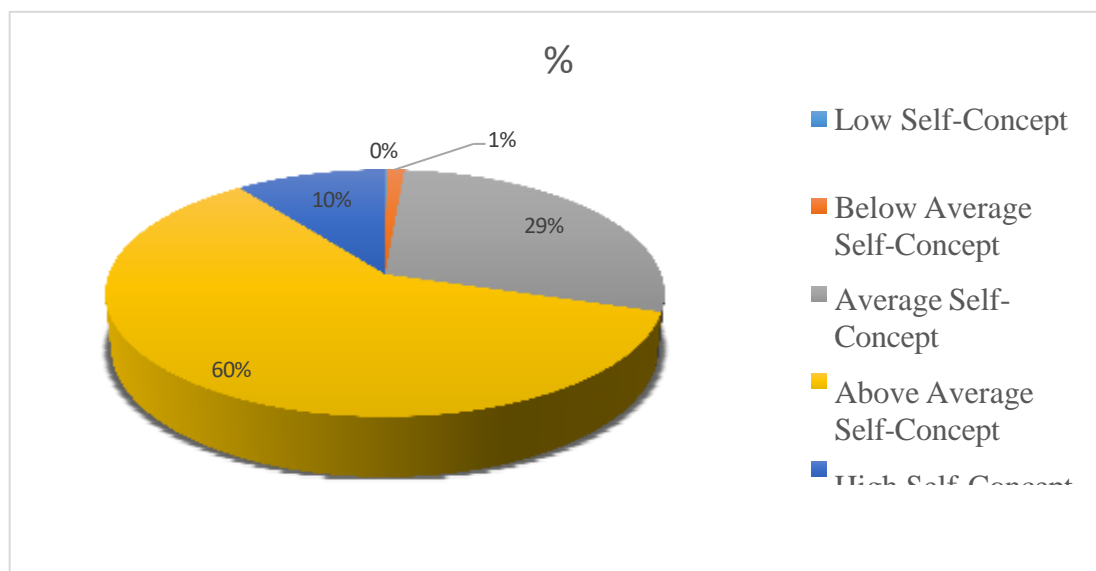
Analysis of the data in table 4.1.1, illustrates that out of 803 students, only 1(0.1%) have low self-concept and 10(1.2%) are found to have below average self- concept. 229(28.5%) appear to have average self-concept and majority 482(60%) perceive themselves as above average self-concept and 81(10.1%) have a high self- concept.

Table 4.1.2

Level of Social Self-Concept of Higher Secondary School Students in Mizoram

Level	N	%
Low Self-Concept	2	0.2
Below Average Self-Concept	17	2.1
Average Self-Concept	144	17.9
Above Average Self-Concept	526	65.5
High Self-Concept	114	14.2

Figure 4.1.2

Level of Social Self-concept of Higher Secondary School Students in Mizoram
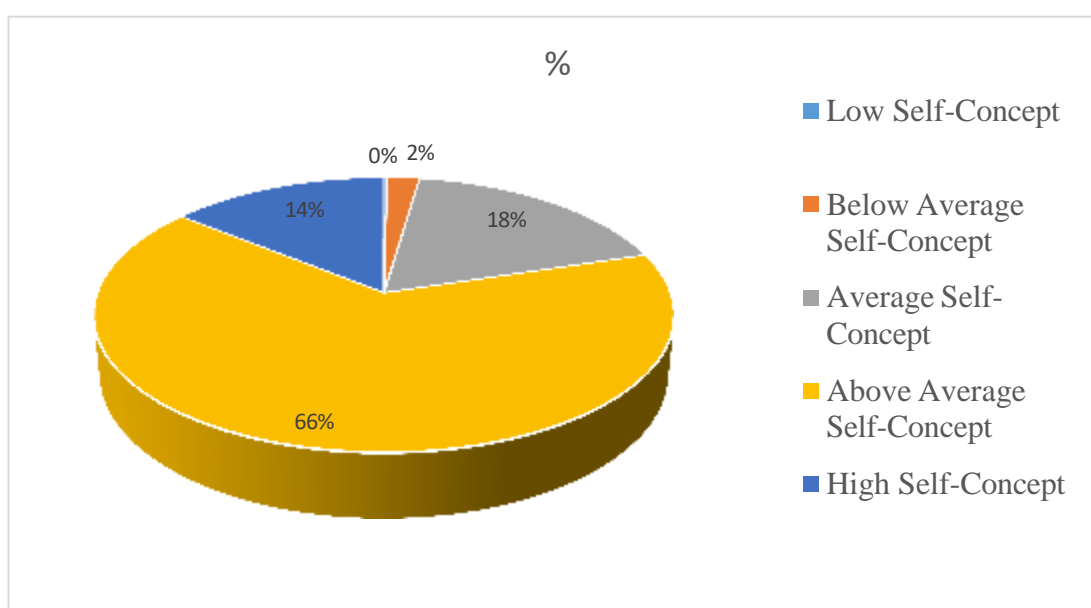
Based on the findings shown in table 4.1.2, 526(65.5%) out of 803 students have above average self-concept and 144(17.9%) shows average self- concept. 114(14.2%) of the students have high self-concept and 17(2.1%) have below average self-concept. The data also point out that only 2(0.2%) have a negative (low self – concept) level.

Table 4.1.3.

Level of Temperamental Self-Concept of Higher Secondary School Students in Mizoram

Level	N	%
Low Self-Concept	2	0.2
Below Average Self-Concept	6	0.7
Average Self-Concept	206	25.7
Above Average Self-Concept	524	65.3
High Self-Concept	65	8.1

Figure 4.1.3
Level of Temperamental Self-Concept of Higher Secondary School Students in Mizoram
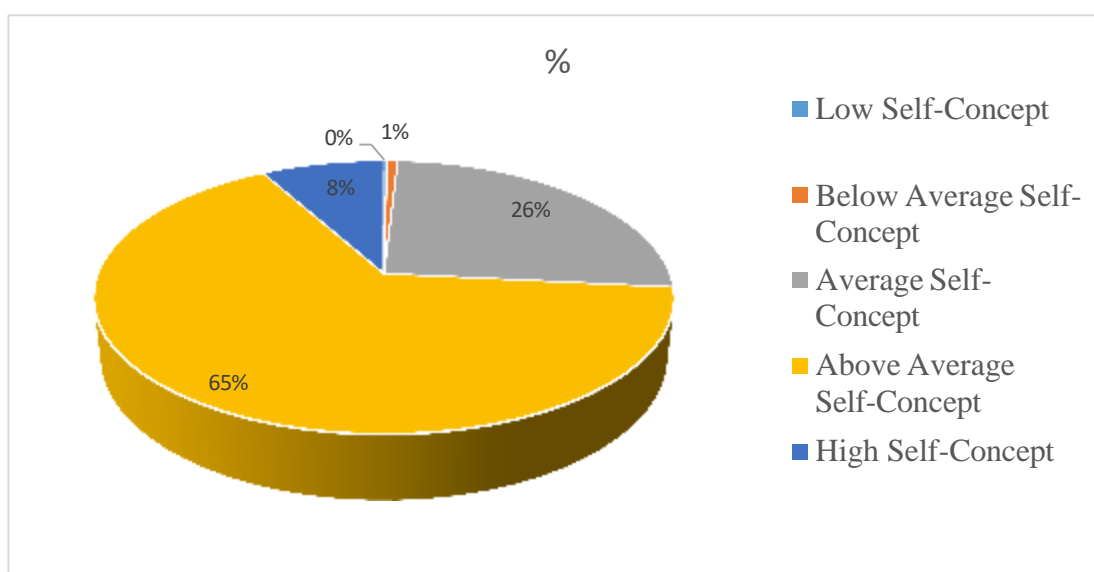
An examination of the data presented in table 4.1.3, indicates that out of 803 Higher secondary school students, 2(0.2%) have low self-concept and 6(0.7%) have below average self-concept. Whereas, 65(8.1%) shows high self-concept, 206(25.7%) have average self-concept and 524(65.3%) appears to have above average self-concept.

Table 4.1.4

Level of Educational Self-Concept of Higher Secondary School Students in Mizoram

Level	N	%
Low Self-Concept	3	0.4
Below Average Self-Concept	5	0.6
Average Self-Concept	262	32.6
Above Average Self-Concept	465	57.9
High Self-Concept	68	8.5

Figure 4.1.4

Level of Educational Self-Concept of Higher Secondary School Students in Mizoram
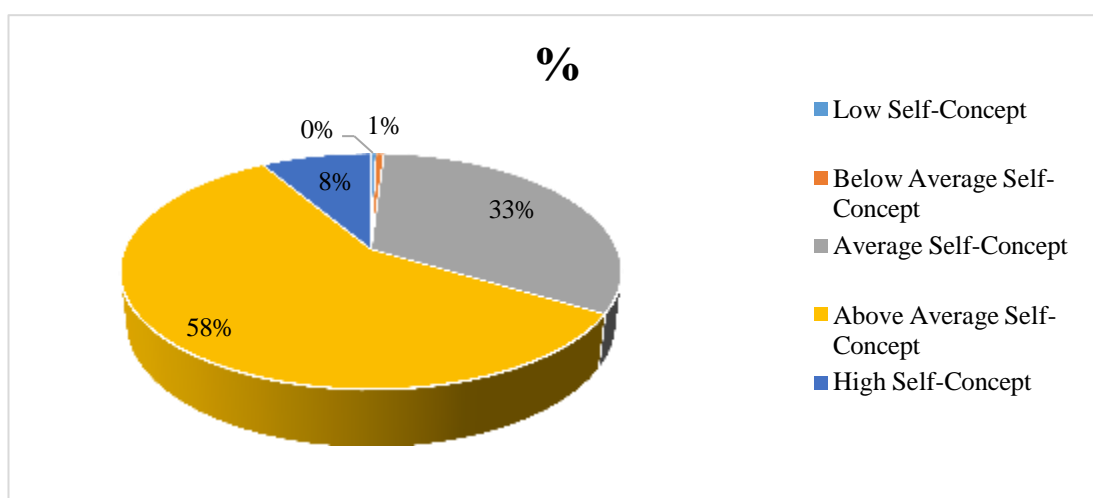
The findings provided in table 4.1.4, present the educational self-concept of higher secondary school students in Mizoram. Out of 803 students most students 465(57.9%) have above average self-concept and 262(32.6%) have average self-concept with 68(8.5%) having high self-concept. The remaining 5(0.6%) shows below average self-concept and 3(0.4%) shows low self-concept).

Table 4.1.5.

Level of Moral Self-Concept of Higher Secondary School Students in Mizoram

Level	N	%
Low Self-Concept	1	0.1
Below Average Self-Concept	25	3.1
Average Self-Concept	148	18.4
Above Average Self-Concept	405	50.4
High Self-Concept	224	27.9

Figure 4.1.5.

Level of Moral Self-Concept of Higher Secondary School Students in Mizoram
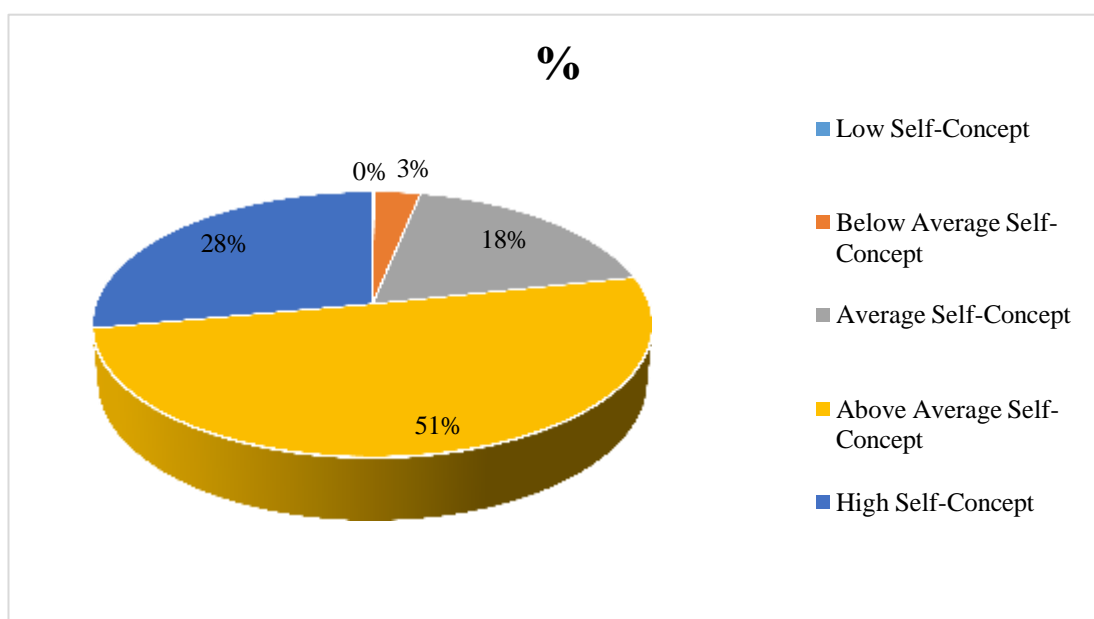
A cursory glance at table 4.1.5 reveals the moral self-concept of higher secondary school students in Mizoram. It can be observed that, out of 405(50.4%) of students are found to have above average self-concept, 224(27.9%) with high self- concept and 148(18.4%) with average self-concept. The students having below average self-concept accounts for 25(3.1%) and 1(0.1%) low self-concept.

Table 4.1.6.

Level of Intellectual Self-Concept of Higher Secondary School Students in Mizoram

Level	N	%
Low Self-Concept	0	0
Below Average Self-Concept	20	2.5
Average Self-Concept	366	45.6
Above Average Self-Concept	372	46.3
High Self-Concept	45	5.6

Figure 4.1.6.

Level of Intellectual Self-Concept of Higher Secondary School Students in Mizoram
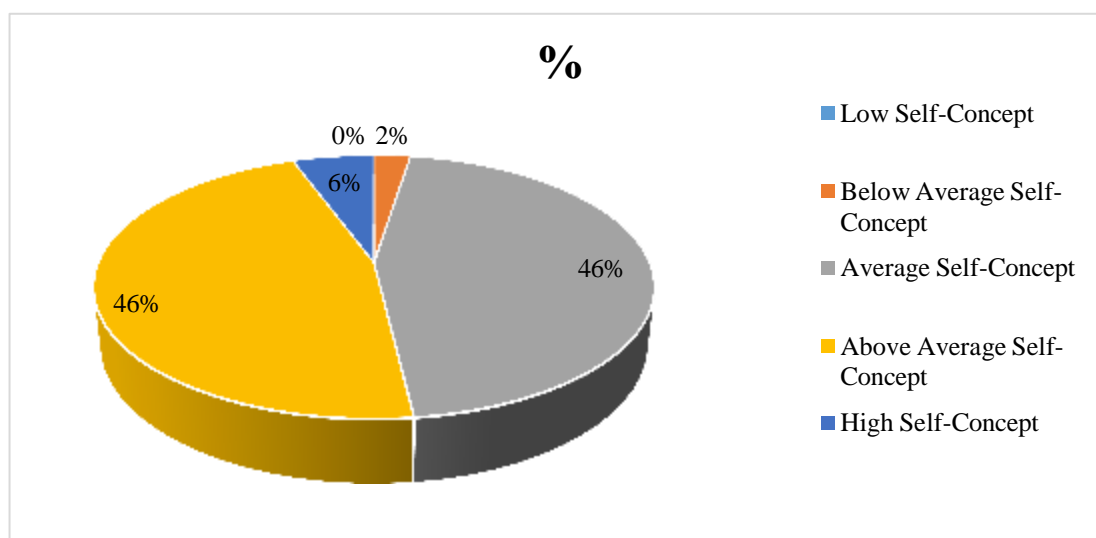
A perusal of the data in table 4.1.6 shows that no students fall into the low self-concept category, which shows that, there are no students with a very negative perception of their physical appearance. 20(2.5%) students have below-average self-concept. A substantial portion of students 366(46.5%) have an average self-concept. The largest group of students 372 (46.3%) falls into above average self-concept level and 45(5.6%) students have a high self-concept.

The majority of students fall into the "Average," "Above Average," or "High" self-concept categories. It is clear from the above table that most students have a positive or neutral perception of their physical selves. It also indicates that the overall physical self-concept among students in Mizoram is relatively healthy and positive.

Table 4.1.7.

Level of Overall Self-Concept of Higher Secondary School Students in Mizoram

Level	N	%
Low Self-Concept	4	0.5
Below Average Self-Concept	1	0.12
Average Self-Concept	127	15.82
Above Average Self-Concept	649	80.82
High Self Concept	22	2.74

Figure 4.1.7.

Level of Overall Self-Concept of Higher Secondary School Students in Mizoram
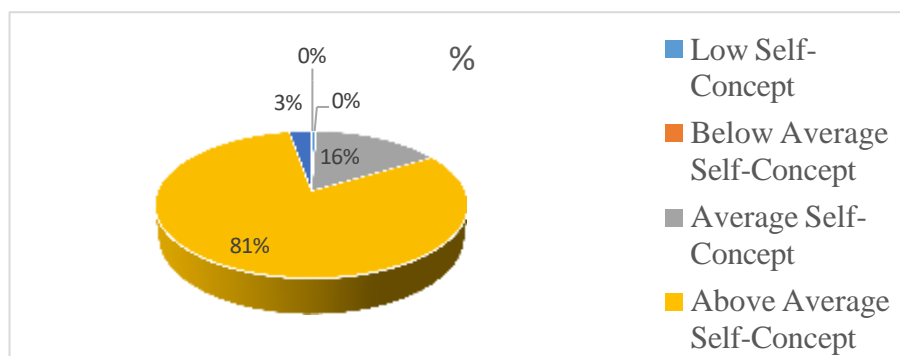
The data displayed in the above table 4.1.7, indicate that 4(0.5%) students fall into low self-concept level and only 1(0.12%) have below average level self-concept. 127(15.82%) students have an average self-concept. 649(80.82%)the majority of students fall in the above-average level. 22(2.74%) have high level of self -concept.

The data reveals that majority of the students have an above-average physical self-concept, and average self-concept. A very small percentage have low or below-average self-concepts. This indicates that most students in this group have a positive view of their physical self. The high proportion of students with an above-average self-concept suggests a generally positive or healthy sense of physical self-esteem among the students in Mizoram.

4.2   : To compare the self-concept of Higher Secondary School students in Mizoram with reference to gender, locale and stream.

4.2.1. With reference to Gender

<div align="center">

Table 4.2.1.1

Level of Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

</div>

Level	Descriptive Statistics	Male	Female
Low Self-Concept	N	1	0
	%	0.2%	0.0%
Below Average Self-Concept	N	4	6
	%	1.0%	1.5%
Average Self-Concept	N	95	134
	%	23.6%	33.5%
Above Average Self-Concept	N	252	230
	%	62.5%	57.5%
High Self-Concept	N	51	30
	%	12.7%	7.5%

Figure 4.2.1.1

Level of Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

		%	%	%	%	%
		Low self concept	Below Average Self- Concept	Average Self- Concept	Above Average Self- Concept	High Self- Concept
■	Male	0.20%	1.00%	23.60%	62.50%	12.70%
■	Female	0.00%	1.50%	33.50%	57.50%	7.50%
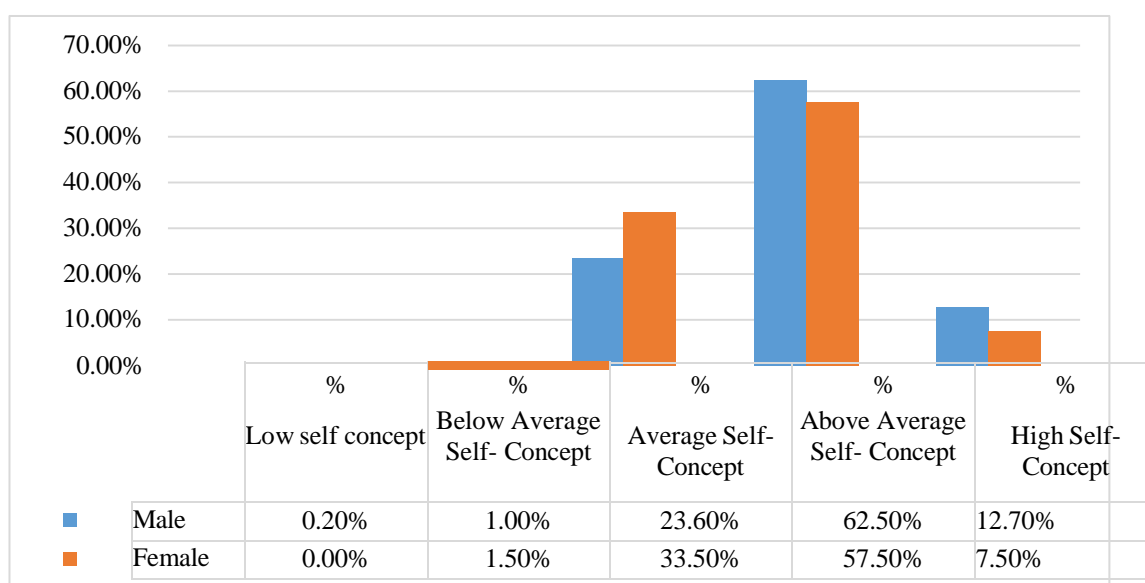
Analysis of the data in table 4.2.1.1 illustrates that out of 403 male students, 1(0.2%) have low self-concept, 4(1.0%) with below average self-concept. 95(23.6%) have average self-concept and 252(62.5%) shows above average self-concept level. There are 51(12.7%) students with high self-concept level.

Among 400 female secondary students, it is found out that there are no students with low self-concept level. 6(1.5%) shows below average self-concept and 134(33.5%) shows average self -concept level. There are 230(57.5%) with above average self-concept level and 30(7.5%) with high self-concept.

The data shows that majority of the students especially males, shows an above-average self-concept, with a significant portion having an average self- concept. This suggests that self-concept among higher secondary school students tends to be positive, but gender differences indicate that male students, on average, perceive themselves more favorably than their female counterparts.

Table 4.2.1.1.1

Comparison of Physical Dimension of Self- Concept with reference to Gender

Gender	N	Mean	Std. Deviation	t	Significance
Male	403	27.33	4.35	3.26	Significant
Female	400	26.34	4.33		

The findings from table 4.2.1.1.1, indicate that the calculated t-value 3.26 is higher than the critical value at 0.05 level of confidence. Consequently, it can be concluded that there are significant differences in the physical dimension of self- concept with reference to gender. Therefore, the hypothesis that there is no significant difference in the Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender is rejected.

Table 4.2.1.2

Level of Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

Level	Descriptive Statistics	Male	Female
Low Self-Concept	N	1	1
	%	0.2%	0.3%
Below Average Self-Concept	N	10	7
	%	2.5%	1.8%
Average Self-Concept	N	83	61
	%	20.6%	15.3%
Above Average Self-Concept	N	258	268
	%	64.0%	67.0%
High Self-Concept	N	51	63
	%	12.7%	15.8%

Figure 4.2.1.2.

Level of Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

	Low self concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
■ Male	0.20%	2.50%	20.60%	64.00%	12.70%
■ Female	0.30%	1.80%	15.30%	67.00%	15.80%
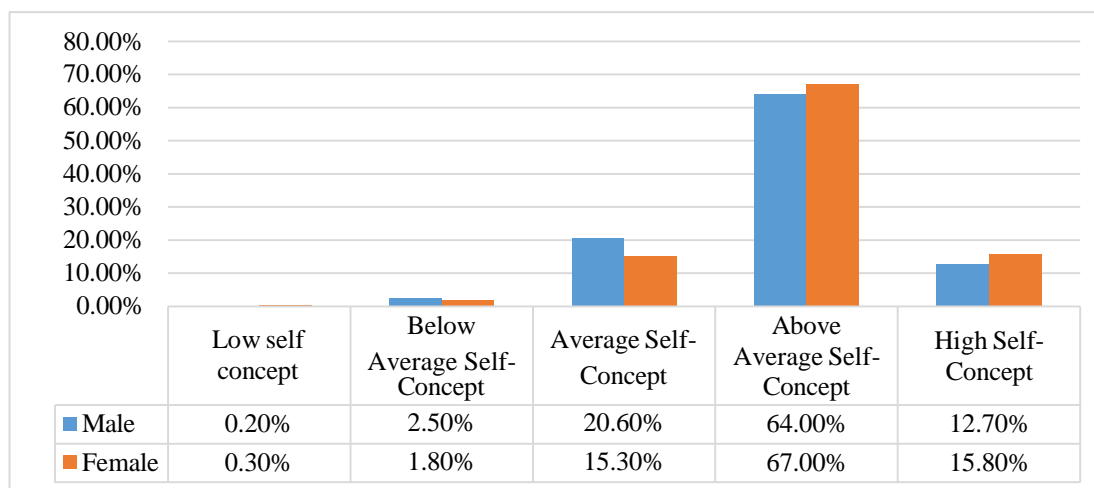
The above data at table 4.2.1.2, provided presents the social dimension of self-concept in secondary school students. The analysis result shows that, among the male students 1(0.2%) shows low self-concept level, 10(2.5%) shows below average self-concept level. 83(20.6%) shows average self-concept level, 258(64.0%) shows above average self-concept level and 51(12.7%) have high self-concept.

Among the female students majority 268(67%) have above average self- concept level, 63(15.8%) depicts a high self-concept level and 61(15.3%) shows average self-concept level. There are 7(1.8%) with below average self-concept level and 1(0.3%) with low self-concept.

Overall, the findings highlight the social dimension of self-concept level in Mizoram, with majority of the students falling into positive self-concept level. The findings also suggest that both males and females are generally confident in their self-perceptions, with only a small percentage experiencing lower self-concept.

Table 4.2.1.2.1

Comparison of social dimension of Self- Concept with reference to gender

Gender	N	Mean	Std. Deviation	t	Significance
Male	403	28.35	11.78	0.47	Not Significant
Female	400	28.71	10.01		

A cursory glance at table 4.2.1.2.1, shows that the calculated value of 't' is 0.47 and this obtained value is smaller than the table value at 0.05 level of confidence. It may be concluded that there is no significant difference in the social dimension of self-concept with reference to gender. Therefore, the hypothesis that there is no significant difference in the Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender is accepted.

Table 4.2.1.3.

Level of Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

Level	Descriptive Statistics	Male	Female
Low Self-Concept	N	1	1
	%	0.2%	0.3%
Below Average Self-Concept	N	6	0
	%	1.5%	0.0%
Average Self-Concept	N	87	119
	%	21.6%	29.8%
Above Average Self-Concept	N	270	254
	%	67.0%	63.5%
High Self-Concept	N	39	26
	%	9.7%	6.5%

Figure 4.2.1.3.

Level of Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

	Low self concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
Male	0.20%	1.50%	21.60%	67.00%	9.70%
Female	0.30%	0.00%	29.80%	63.50%	6.50%
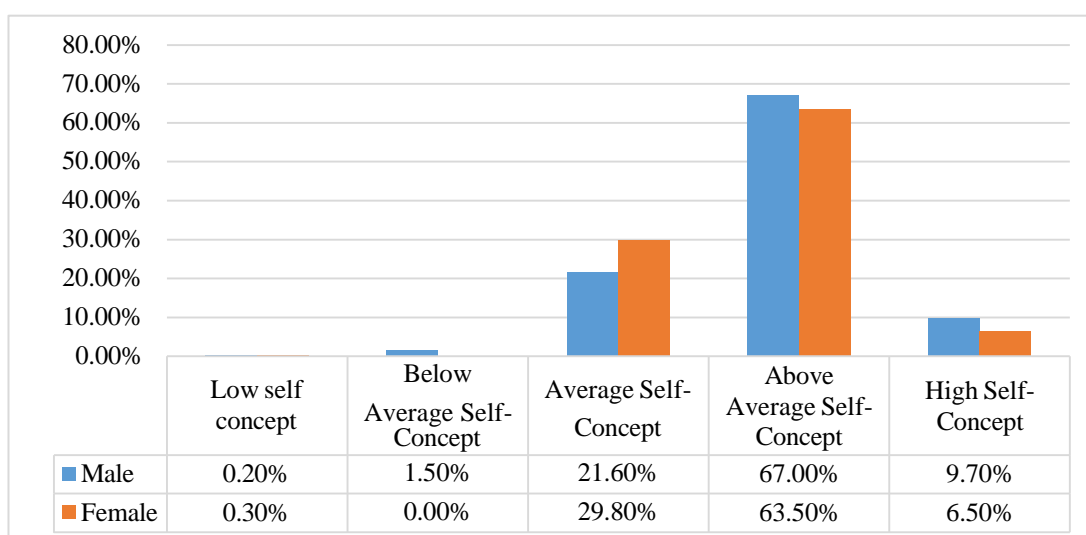
An observation on table 4.2.1.3, highlights the temperamental dimension of self-concept in secondary school students. The analysis result shows that, among the male students 1(0.2%) shows low self-concept level, 6(1.5%) shows below average self-concept level. 87(21.6%) shows average self-concept level, 270(67.0%) shows above average self-concept level and 39(9.7%) have high self-concept.

Among the female students majority 254(63.5%) have above average self- concept level, 119(29.8%) shows average level and 26(6.5%) shows high self- concept level. There are 1(0.3%) with low self-concept level and no students is found under below average self-concept level.

In summary, the findings unveil a self-concept is generally positive for most students, with the majority of both male and female students falling into the above average or average self-concept level. Male students tend to have slightly higher self concept in the top two range.

Table 4.2.1.3.1.

Comparison of temperamental dimension of Self- Concept with reference to gender

Gender	N	Mean	Std. Deviation	t	Significance
Male	403	27.29	4.60	2.62	Significant
Female	400	26.47	4.17		

The analysis as seen in table 4.2.1.3.1, yielded a calculated 't' value of 2.62, which exceeds the critical 't'value at 0.05 level of significance. This suggest that there is significant difference in the temperamental dimension of self-concept with reference to gender. Therefore, the hypothesis that there is no significant difference in the Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender is rejected.

Table 4.2.1.4.
Level of Educational Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

Level	Descriptive Statistics	Male	Female
Low Self-Concept	N	2	1
	%	0.5%	0.3%
Below Average Self-Concept	N	5	0
	%	1.2%	0.0%
Average Self-Concept	N	128	134
	%	31.8%	33.5%
Above Average Self-Concept	N	237	228
	%	58.8%	57.0%
High Self-Concept	N	31	37
	%	7.7%	9.3%

Figure 4.2.1.4.

Level of Educational Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

	Low self concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
■ Male	0.50%	1.20%	31.80%	58.80%	7.70%
■ Female	0.30%	0.00%	33.50%	57.00%	9.30%

The data in table 4.2.1.4, exhibit educational dimension of self-concept level with reference to their gender. Among the male students, it is found that, among the male students 237(58.8%) shows above average self-concept, 128(31.8%) shows average self-concept level. 31(7.7%) shows high self-concept level, 5(1.2%) shows below average self-concept level and 2(0.5%) falls under low self-concept level.

Among the female students majority 228(57%) have above average self- concept level, 134(33.5%) depicts average self-concept level and 37(9.3%) shows high self-concept level. There are 1(0.3%) with low self-concept level and no students falls into below average self-concept level.

Overall, it can be demonstrated that most students, regardless of gender, report a positive or average self-concept. Above average self-concept is the most common category for both males and females, and there are only small differences between the genders in terms of educational dimension of self-concept level.

Table 4.2.1.4.1.

Comparison of Educational dimension of Self- Concept with reference to gender

Gender	N	Mean	Std. Deviation	t	Significance
Male	403	26.75	12.31	0.61	Not Significant
Female	400	26.35	4.63		

An observation of the data presented in table 4.2.1.4.1, displayed the comparison of educational dimension of self-concept with reference to gender. The table shows that the calculated t-value 0.61 is lesser than the critical t-value at 0.05 level of confidence. Consequently, it can be concluded that there is no significant difference in the educational dimension of self-concept with reference to gender. Therefore, the hypothesis that there is no significant difference in the Educational Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender is accepted.

Table 4.2.1.5.
Level of Moral Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

Level	Descriptive Statistics	Male	Femal e
Low Self-Concept	N	1	0
	%	0.2%	0.0%
Below Average Self-Concept	N	11	14
	%	2.7%	3.5%
Average Self-Concept	N	88	60
	%	21.8%	15.0%
Above Average Self-Concept	N	207	198
	%	51.4%	49.5%
High Self-Concept	N	96	128
	%	23.8%	32.0%

Figure 4.2.1.5.

Level of Moral Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

	Low self concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
■ Male	0.20%	2.70%	21.80%	51.40%	23.80%
■ Female	0.00%	3.50%	15.00%	49.50%	32.00%
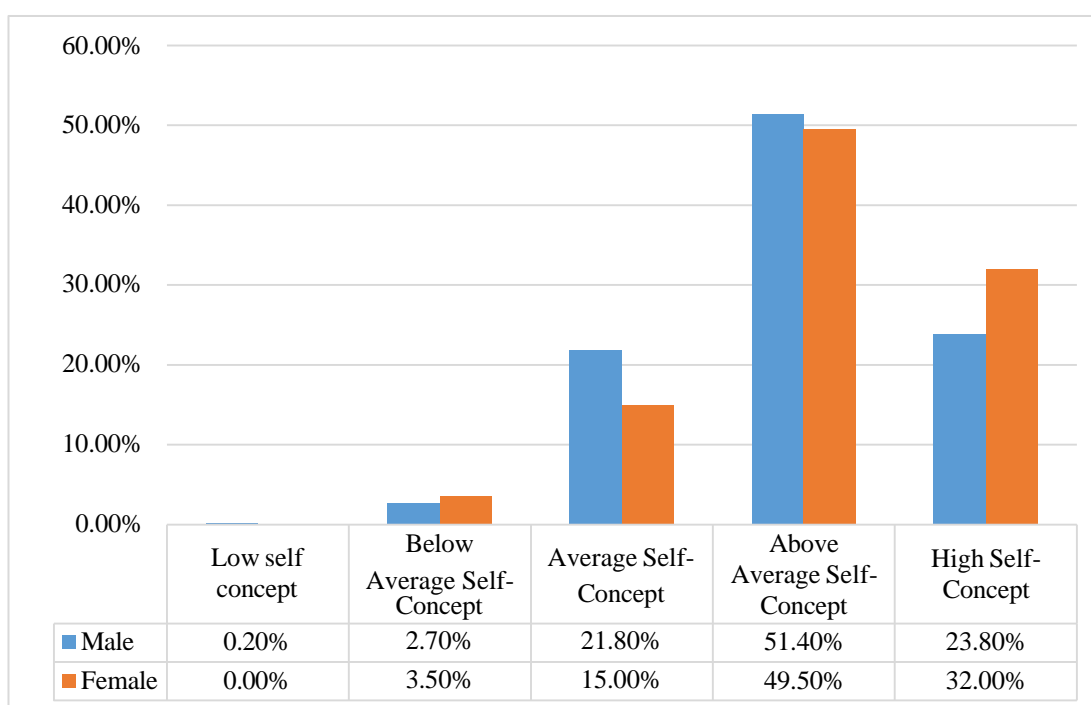
A close examination of table 4.2.1.5, reveals the moral dimension of self- concept with reference to gender in secondary school students. Of both male and female, 1(0.2%) of male students have a low self-concept, while no female students is found in a low self-concept level. 11(2.7%) male students and 14(3.5) females have below average self-concept. 88(21.8%) of male students and 60(15.0%) of female students fall into the average self-concept level. 207(51.4%) of male students and 198(49.5%) of female students falls into an above average self-concept.96(23.8%)of male students and128(32.0%)of female students have a high self-concept level.

Overall, the data shows that both male and female students generally shows a positive or above-average self-concept, with a small number of students falling into low self-concept or below-average self-concept. However, majority of the students from both genders shows an above average self-concept level, indicating that most students have a positive self-concept.

Table 4.2.1.5.1

Comparison of Moral dimension of Self- Concept with reference to gender

Gender	N	Mean	Std. Deviation	t	Significance
Male	403	28.15	6.05	2.55	Significant
Female	400	29.21	5.72		

The above table 4.2.1.5.1, represents a statistical comparison of moral dimension of self-concept level with reference to gender. It is found out that the calculated 't'-value which is 2.55 is lesser than the critical 't'-value at 0.05 level of confidence. Hence, it can be conclude that there is significant difference in the moral dimension of self-concept with reference to gender. Therefore, the hypothesis that there is no significant difference in the Moral Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender is rejected.

Table 4.2.1.6.
Level of Intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

Level	Descriptive Statistics	Male	Female
Low Self-Concept	N	0	0
	%	0.0%	0.0%
Below Average Self-Concept	N	13	7
	%	3.2%	1.8%
Average Self-Concept	N	188	178
	%	46.7%	44.5%
Above Average Self-Concept	N	170	202
	%	42.2%	50.5%
High Self-Concept	N	32	13
	%	7.9%	3.3%

Figure 4.2.1.6.

Level of Intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

	Low self concept	Below Average Self- Concept	Average Self- Concept	Above Average Self- Concept	High Self- Concept
Male	0.00%	3.20%	46.70%	42.20%	7.90%
Female	0.00%	1.80%	44.50%	50.50%	3.30%
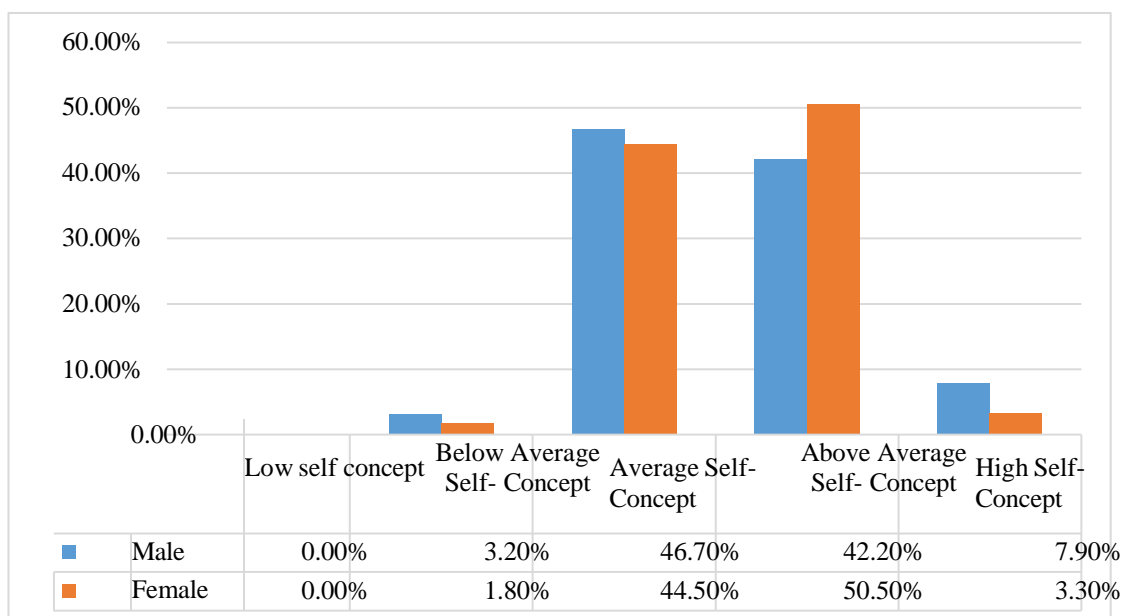
An examination of the data presented in table 4.2.1.6, indicates that, no students in either the male or female groups have a low self-concept level. 13(3.2%) of male students and 7(1.8%) of female students have below average self-concept and 188(46.7%) of male students and 178(44.5%) of female students falling into average self-concept level. 170(42.2%) of male students and 202(50.5%) of female students falls into above average self-concept level. Whereas, the remaining 32(7.9%) and 13(3.3%) shows high self-concept level.

The data indicates that most students from both genders shows towards a positive self-concept. While female students show a higher percentage in the above average self-concept category, male students have a higher percentage in the high self-concept category. Among male students, below average self-concept level is more prevalent than in female students.

Table 4.2.1.6.1.

Comparison of Intellectual dimension of self- concept with reference to gender

Gender	N	Mean	Std. Deviation	t	Significance
Male	403	24.86	4.88	0.64	Not Significant
Female	400	25.06	4.06		

Table 4.2.1.6.1, highlights the comparison of intellectual dimension of self- concept with reference to gender. As displayed in the table the calculated 't'-value which is 0.64 is smaller than the critical 't'-value at 0.05 level of confidence. Thus, it can be stated that there is no significant difference in the intellectual dimension of self-concept with reference to gender. Therefore, the hypothesis that there is no significant difference in the Intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender is accepted.

Table 4.2.1.7.
Level of Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

Level	Descriptive Statistics	Male	Female
Low Self-Concept	N	3	1
	%	0.7%	0.3%
Below Average Self-Concept	N	0	1
	%	0.0%	0.3%
Average Self-Concept	N	68	59
	%	16.9%	14.8%
Above Average Self-Concept	N	318	331
	%	78.9%	82.8%
High Self-Concept	N	14	8
	%	3.5%	2.0%

Figure 4.2.1.7.

Level of Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their Gender

		Low self concept	Below Average Self- Concept	Average Self-Concept	Above Average Self- Concept	High Self-Concept
■	Series1	0.70%	0.00%	16.90%	78.90%	3.50%
■	Series2	0.30%	0.30%	14.80%	82.80%	2.00%
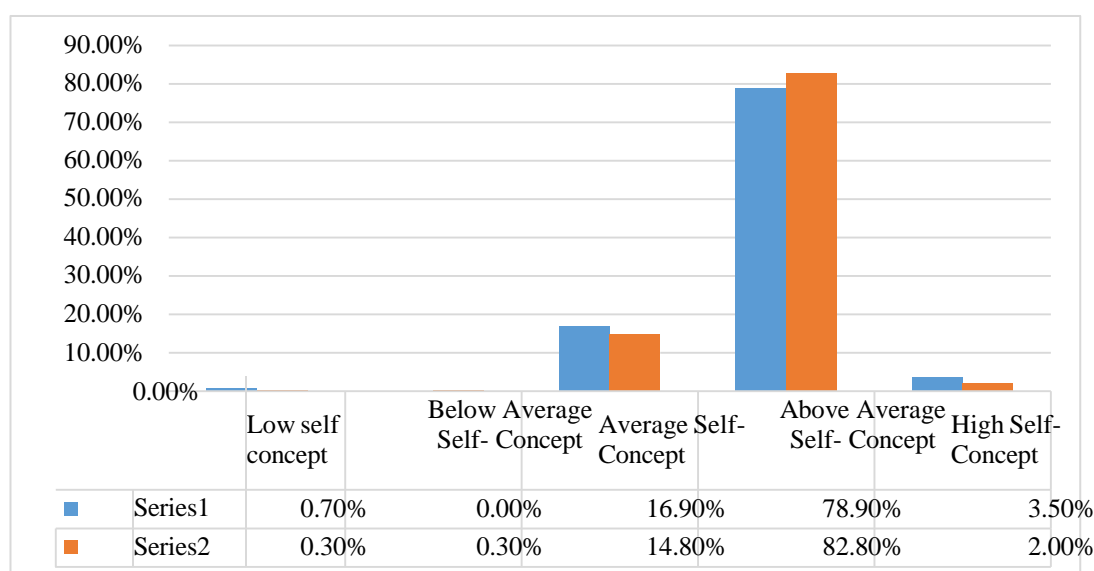
Analysis of the data in table 4.2.1.7, shows the overall self-concept of Higher Secondary School students in Mizoram with reference to their gender and it is found out that only 3(0.7%) of males and 1(0.3%) of females shows having a low self-concept. There are no male students and only 1(0.3%) female student who shows below average self-concept level. 68(16.9%)male students have average self-concept level, 59(14.8%) of female students also falls into average self-concept level. The above average self-concept level have majority of the students from both genders, with 318(78.9%) of males and 331(82.8%) of females. There are 14(3.5%) of male students and 8(2.0%) of female students falling into high self-concept level, with males having a slightly higher percentage.

The data shows that, self-concept among both male and female students is mainly positive, with majority students having an above average self-concept. A small percentage of students in both groups have a low or below average self- concept, with males having a slightly higher percentage in the low self-concept level. A small percentage of both males and females have high self-concept. Overall, the self-concept of both male and female students is largely positive.

Table 4.2.1.7.1.

Comparison of Overall dimension of self-concept with reference to gender

Gender	N	Mean	Std. Deviation	t	Significance
Male	403	162.73	25.63	0.37	Not Significant
Female	400	162.14	18.92		

An observation of the data presented in table 4.2.1.7.1, displayed the comparison of overall dimension of self-concept with reference to gender. It is found out that the calculated 't'-value which is 0.37 is smaller than the critical 't'- value at 0.05 level of confidence. Therefore, it can be concluded that, there is no significant difference in the overall dimension of self-concept with reference to gender. Hence, the hypothesis that there is no significant difference in the Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender is accepted.

4.2.2   With reference to Locale.

Table 4.2.2.1.

Level of Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their Locale

Level	Descriptive Statistics	Rural	Urban
Low Self-Concept	N	0	1
	%	0.00%	0.20%
Below Average Self-Concept	N	4	6
	%	1.31%	1.20%
Average Self-Concept	N	120	109
	%	39.34%	21.89%
Above Average Self-Concept	N	153	329
	%	50.16%	66.06%
High Self-Concept	N	28	53
	%	9.18%	11.32%

Figure 4.2.2.1.

Level of Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their Locale

	Low self concept	Below Average Self- Concept	Average Self-Concept	Above Average Self- Concept	High Self-Concept
Rural	0.00%	1.64%	40.98%	48.52%	8.85%
Urban	0.20%	1.20%	26.31%	62.05%	10.24%

Based on the findings shown in table 4.2.2.1.. There is no rural students found having a low self-concept level and only 1(0.2%) urban students show a low self-concept level. 5(1.64%) of rural students have below-average self-concept along with 6(1.2%) urban students. 125(40.98%) of rural students have an average self-concept, while only 131(26.31%) of urban students fall into average self-concept level. 148(48.52%) of rural students and 309(62.05%) of urban students shows above average self-concept**.** 27(8.85%) of rural students and 51(10.24%) of urban students shows high self-concept level**.**

The analysis of both rural and urban students tend to have a positive self- concept, with a majority students in the above average self-concept level.

Table 4.2.2.1.1.

Comparison of Physical Dimension of Self -Concept with reference to Locale

LOCALE		N	Mean	Std. Deviation	t	Significance
Physical	Rural	305.00	25.90	4.45	2.62	Significant
	Urban	498.00	27.01	4.34		

A cursory glance at table 4.2.2.1.1, shows that the calculated 't'-value which is -2.62 is greater than the critical 't'-value at 0.05 level of confidence. Consequently, it can be concluded that there is significant differences in the physical dimension of self-concept in higher secondary school students. Therefore, the hypothesis that there is no significant difference in the Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale is rejected.

Table 4.2.2.2.
Level of Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their Locale

Level	Descriptiv e Statistics	Rural	Urban
Low Self-Concept	N	1	1
	%	0.33%	0.20%
Below Average Self-Concept	N	5	12
	%	1.64%	2.41%
Average Self-Concept	N	71	73
	%	23.28%	19.28%
Above Average Self-Concept	N	195	331
	%	63.93%	64.46%
High Self-Concept	N	33	81
	%	10.82%	16.27%

Figure 4.2.2.2.

Level of Social Self-Concept of Higher Secondary School Students in Mizoram

with reference to their Locale

	Low self concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
Rural	0.66%	0.00%	10.49%	71.15%	17.70%
Urban	0.20%	2.41%	19.28%	64.46%	13.65%

A perusal of the data in table 4.2.2.2, shows that, 2(0.66%) rural students and 1(0.20%) have a low self-concept. There are no rural students found in below average self-concept level and 12(2.41%) of urban students have below average self-concept level. Rural students represent 32(10.49%) in the Average Self-Concept level, while urban students represent 96(19.28%). 217(71.15%) of rural students shows above-average self-concept level while 321(64.46%) shows above average self-concept level. The High Self-Concept category shows 54(17.7%) of rural students and 68(13.65%) of urban students.

Table 4.2.2.2.1.

Comparison of Social Dimension of Self- Concept with reference to Locale

LOCALE		N	Mean	Std. Deviation	t	significance
Social	Rural	305	30.9	16.58	2.64	Significant
	Urban	498	28.1	9.5		

A careful examination of the above table 4.2.2.2.1, shows the comparison of social dimension of self-concept with reference to locale. The calculated 't'-value 2.64 which is higher than the critical 't'-value at 0.05 level of confidence shows that, there is significant difference among rural and urban students in the social

dimension of self-concept. Therefore, the hypothesis that there is no significant difference in the Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale is rejected.
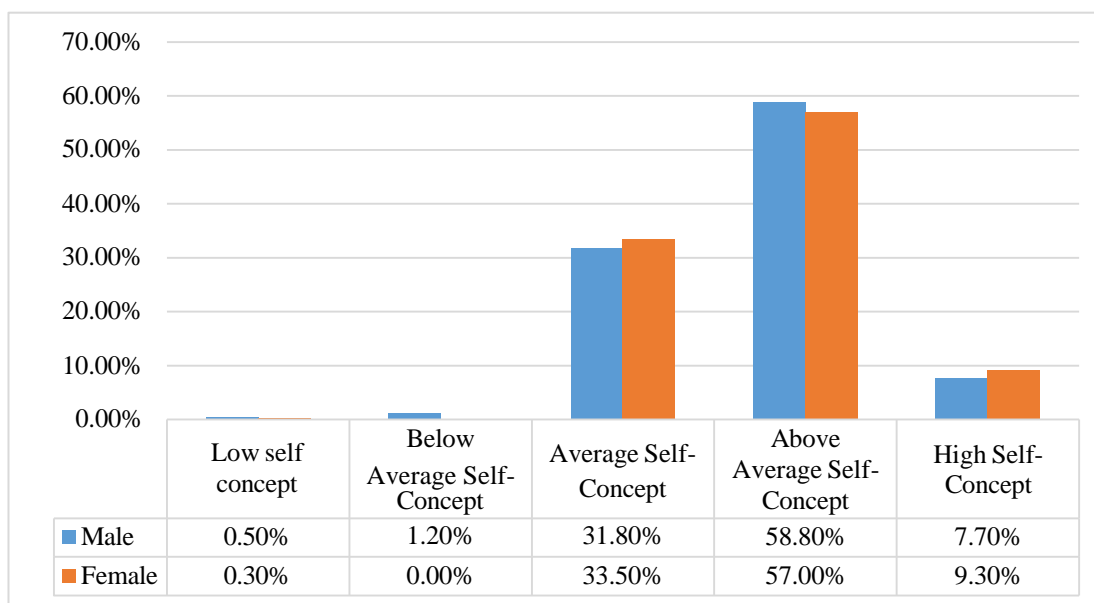
Table 4.2.2.3.

Level of Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their Locale

Level	Descriptive Statistics	Rural	Urban
Low Self-Concept	N	1	1
	%	0.33%	0.20%
Below Average Self-Concept	N	2	4
	%	0.66%	0.80%
Average Self-Concept	N	51	155
	%	16.72%	31.12%
Above Average Self-Concept	N	219	305
	%	71.80%	61.24%
High Self-Concept	N	32	33
	%	10.49%	6.63%

Figure 4.2.2.3.

Level of Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their Locale

	Low self concept	Below Average Self- Concept	Average Self-Concept	Above Average Self- Concept	High Self-Concept
Rural	0.00%	0.00%	12.79%	75.08%	12.13%
Urban	0.20%	0.80%	27.91%	63.45%	7.63%
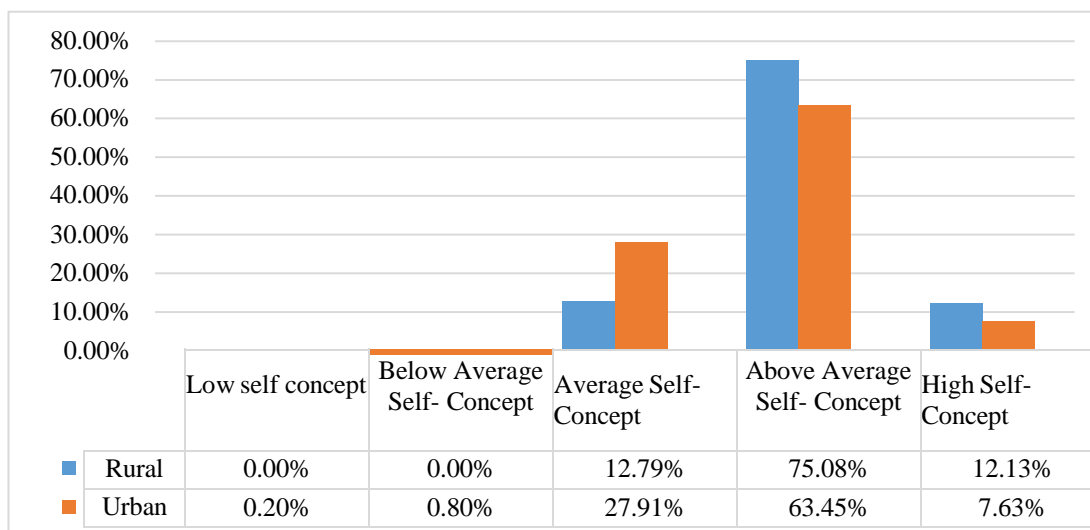
As indicated in table 4.2.2.3, there is no rural students found having a low self-concept level and only 1(0.2%) urban students show a low self-concept level. Also there is no rural students found in below-average self-concept while 4(0.8%) urban

students have below average self-concept level. 39(12.79%) of rural students have an average self-concept, whereas 139(27.91%) of urban students fall into average self-concept level. 229(75.08%) of rural students and 316(63.45%) of urban students shows above average self-concept. 37(12.13%) of rural students and 38(7.63%) of urban students shows high self-concept level.

The analysis of both rural and urban students tend to have a positive self- concept, with a majority students in the above average self-concept level.

Table 4.2.2.3.1.

Comparison of temperamental Dimension of Self-Concept with reference to Locale

LOCALE		N	Mean	Std. Deviation	t	Significance
Temperamental	Rural	305.00	28.53	3.79	4.59	Significant
	Urban	498.00	26.58	4.45		

Analysis of the above table 4.2.2.3.1, shows that the calculated 't'-value 4.59 is higher than the critical 't'-value at 0.05 level of confidence. Thus it can be stated that, there is significant difference in the temperamental dimension of self-concept with reference to locale. Therefore, the hypothesis that there is no significant difference in the Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale is rejected.

Table 4.2.2.4.
Level of Educational Self-Concept of Higher Secondary School Students in
Mizoram with reference to their Locale

Level	Descriptiv e Statistics	Rural	Urban
Low Self-Concept	N	2	1
	%	0.66%	0.20%
Below Average Self-Concept	N	1	4
	%	0.33%	0.80%
Average Self-Concept	N	78	184
	%	25.57%	36.95%
Above Average Self-Concept	N	189	276
	%	61.97%	55.42%
High Self-Concept	N	35	33
	%	11.48%	6.63%

Figure 4.2.2.4.

Level of Educational Self-Concept of Higher Secondary School Students in

Mizoram with reference to their Locale

	Low self concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
Rural	0.00%	0.00%	31.48%	57.38%	11.15%
Urban	0.40%	0.80%	32.73%	58.03%	8.03%
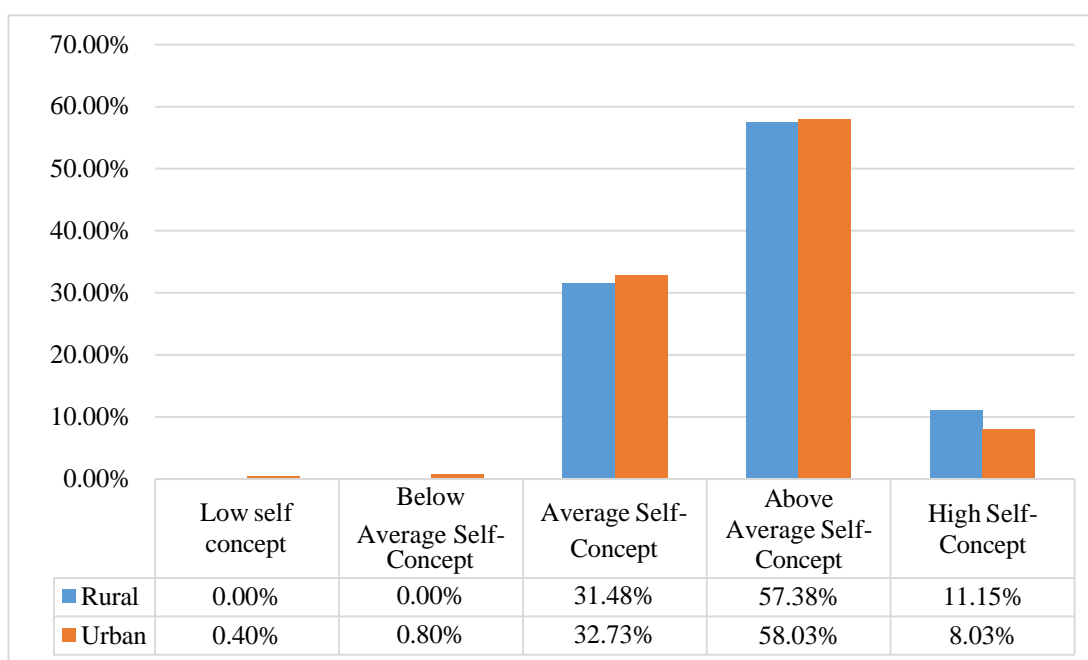
Analysis of the data in table 4.2.2.4, shows the educational self-concept of Higher Secondary School students in Mizoram with reference to their locale and it is found out that, there are no rural students in low self-concept level while 2(0.4%) urban students falls in a low self-concept level. There are no urban students found in below average self-concept level and 4 (0.8%) rural students shows below average self-concept level. 96(31.48%) rural students have average self-concept level, 163(32.73%) of urban students also falls into average self-concept level. The above average self-concept level have 175(57.38%) rural students with 328994(58.03%) of urban students. There are 34(11.15%) rural students and 40(8.03%) urban students falling into high self-concept level.

The data shows that, self-concept among rural and urban students is mainly positive, with majority students having an above average educational self-concept. A small percentage of students in both groups have a low or below average educational self-concept. Overall, the educational self-concept of both rural and urban students is largely positive.

Table 4.2.2.4.1.

Comparison of educational Dimension of Self -Concept with reference to Locale

LOCALE		N	Mean	Std. Deviation	t	Significance
Educational	Rural	305.00	26.78	4.36	0.30	Not Significant
	Urban	498.00	26.51	9.95		

A careful examination of table 4.2.2.4.1, the educational dimension of self- concept shows that the calculated 't'-value 0.30 is smaller than the critical 't'-value at 0.05 level of confidence. It may be concluded that, there is no significant difference in rural and urban self-concept level of secondary school students in Mizoram. Therefore, the hypothesis that there is no significant difference in the Educational Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale is accepted.

Table 4.2.2.5.
Level of Moral Self-Concept of Higher Secondary School Students in Mizoram
with reference to their Locale

Level	Descriptive Statistics	Rural	Urban
Low Self-Concept	N	0	1
	%	0.00%	0.20%
Below Average Self-Concept	N	7	18
	%	2.30%	3.61%
Average Self-Concept	N	35	113
	%	11.48%	22.69%
Above Average Self-Concept	N	160	245
	%	52.46%	49.20%
High Self-Concept	N	103	121
	%	33.77%	24.30%

Figure 4.2.2.5.
Level of Moral Self-Concept of Higher Secondary School Students in Mizoram

with reference to their Locale

	Low self concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
Rural	0.00%	0.00%	8.20%	54.75%	37.05%
Urban	0.20%	3.61%	20.28%	49.60%	26.31%
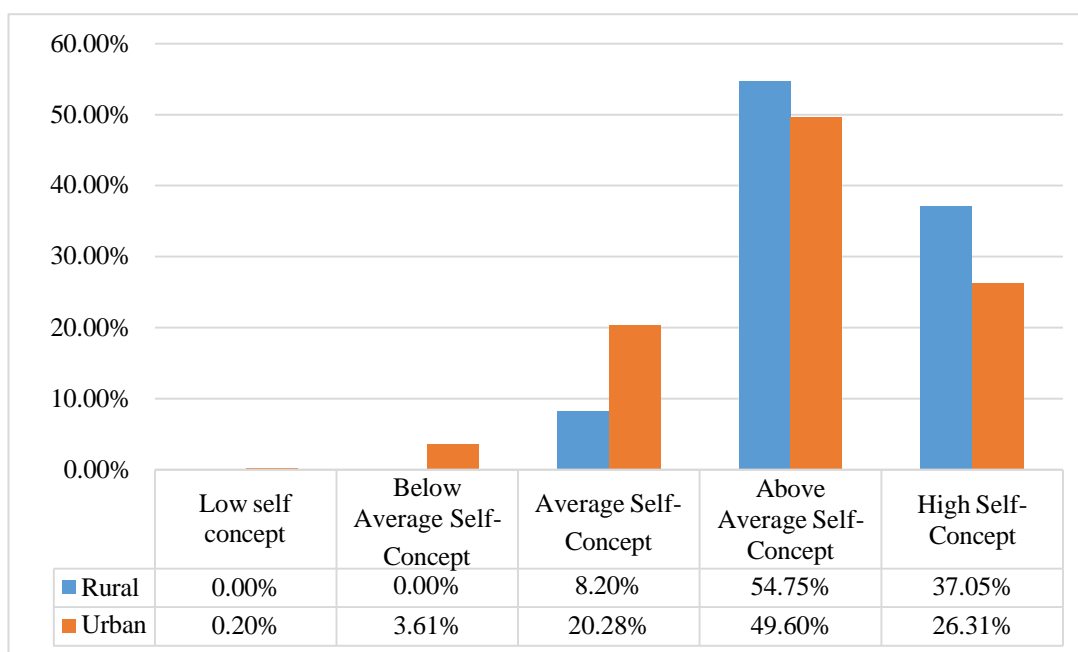
Analysis of the data in table 4.2.2.5, shows the moral self-concept of Higher Secondary School students in Mizoram with reference to their locale and it is found out that, there are no rural students showing low self-concept level but 1(0.1%) urban students have a low self-concept level. There are no rural students found in below average self-concept level and 25 (3.7%)urban students shows below average self-concept level. 10(8.1%)rural students have average self-concept level, 138(20.3%) of urban students also falls into average self-concept level. The above average self-concept level have 68(54.8%) rural students with 337(49.6%) of urban students. There are 46(37.1%) rural students and 178(26.2%) urban students falling into high self-concept level.

The information shown in the above table indicate that both rural and urban students have an above-average moral self-concept, and their self-concept is primarily positive. Therefore, both rural and urban pupils have a positive educational self-concept.

Table 4.2.2.5.1.

Comparison of Moral Dimension of Self- Concept with reference to Locale

LOCALE		N	Mean	Std. Deviation	t	Significance
Moral	Rural	305.00	31.12	3.81	5.10	Significant
	Urban	498.00	28.23	6.11		

An observation of table 4.2.2.5.1, highlights the comparison of moral dimension of self-concept with reference to locale and it is found that the calculates 't'-value which is 5.10 is higher than the critical 't'-value at 0.05 level of significance. Hence, we can conclude that there is significant difference in the moral dimension of self-concept of students with reference to their locale. Therefore, the hypothesis that there is no significant difference in the Moral Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale is rejected.

Table 4.2.2.6.

Level of intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their Locale

Level	Descriptive Statistics	Rural	Urban
Low Self-Concept	N	0	0
	%	0.00%	0.00%
Below Average Self-Concept	N	11	9
	%	3.61%	1.81%
Average Self-Concept	N	107	259
	%	35.08%	52.01%
Above Average Self-Concept	N	173	199
	%	56.72%	39.96%
High Self-Concept	N	14	31
	%	4.59%	6.22%

Figure 4.2.2.6.

Level of intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their Locale

		Low self concept	Below Average Self- Concept	Average Self-Concept	Above Average Self- Concept	High Self-Concept
■	Rural	0.00%	3.93%	31.48%	61.97%	2.62%
■	Urban	0.20%	2.21%	48.19%	43.37%	6.02%
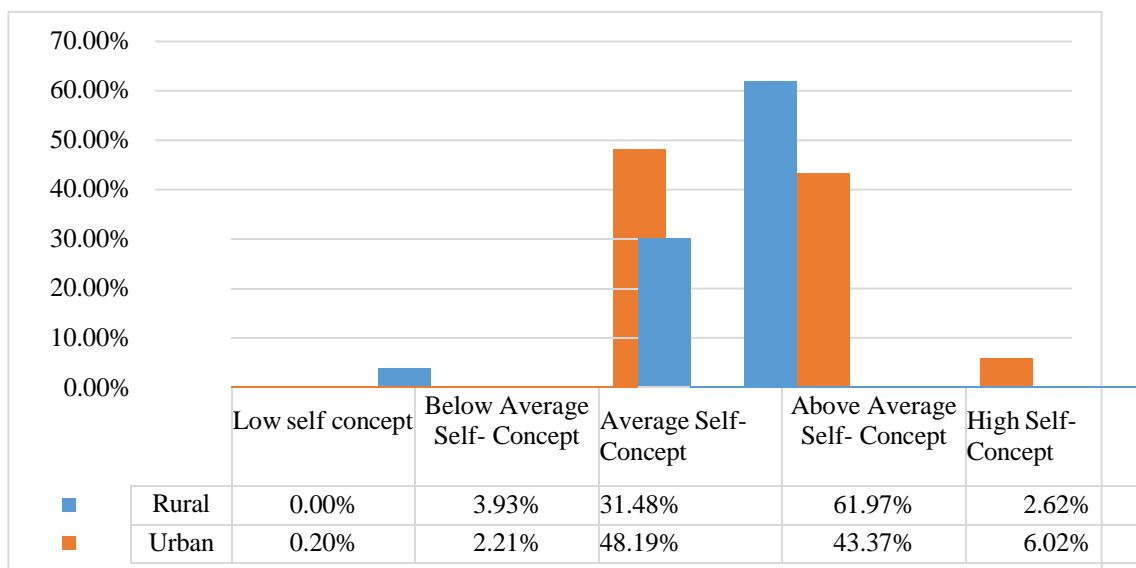
As indicated in table 4.2.2.6, there are no rural students showing low self- concept level whereas 1(0.2%) urban students falls within the category. There are 12(3.93%) rural students and 11(2.21%) urban students found in below average self- concept

level. 96(31.48%) rural students have average self-concept level along with 240(48.19%) of urban students. The above average self-concept level have 189(61.97%) rural students and 216(43.37%) of urban students. There are 8(82.62%) rural students and 30(6.02%) urban students falling into high self-concept level.

It is evident that, both rural and urban students report a mostly positive self- concept.

Table 4.2.2.6.1.

Comparison of Intellectual Dimension of Self -Concept with reference to Locale

LOCALE		N	Mean	Std. Deviation	t	Significance
Intellectual	Rural	305.00	25.69	4.07	1.99	Significant
	Urban	498.00	24.82	4.55		

The data presented in Table 4.2.2.6.1, indicate that the calculated 't'-value 1.99 is higher than the critical 't'-value at 0.05 level of confidence. Thus, it can be deduced that significant difference exist in intellectual dimension of self-concept in higher secondary school students in Mizoram. Therefore, the hypothesis that there is no significant difference in the Intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale is rejected.
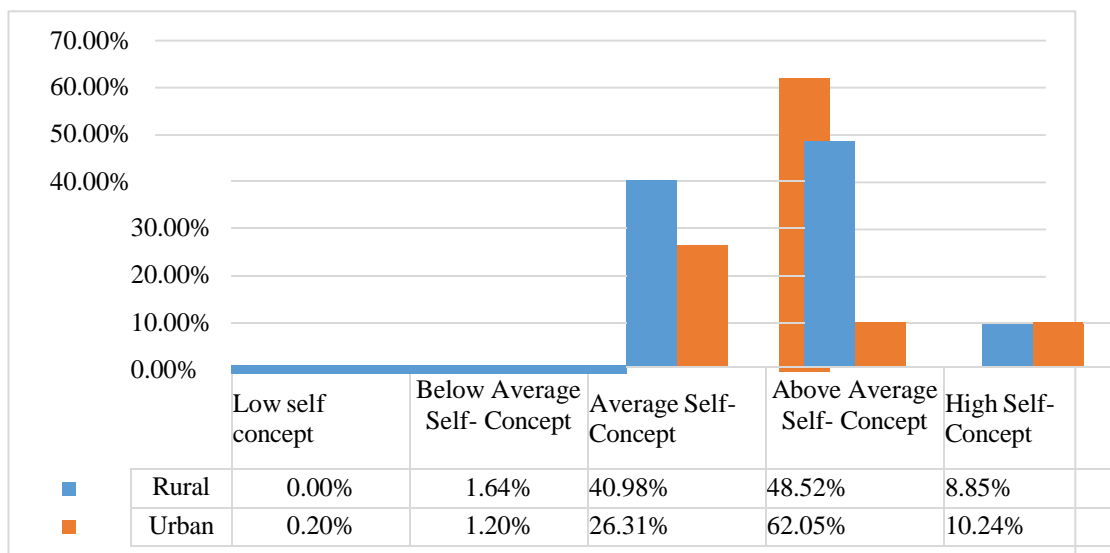
Table 4.2.2.7.
Level of Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their Locale

Level	Descriptive Statistics	Rural	Urban
Low Self-Concept	N	2	2
	%	0.66%	0.40%
Below Average Self-Concept	N	0	1
	%	0.00%	0.20%
Average Self-Concept	N	29	98
	%	9.51%	19.68%
Above Average Self-Concept	N	264	385
	%	86.56%	77.31%
High Self-Concept	N	10	12
	%	3.28%	0.34%

Figure 4.2.2.7.

Level of Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their Locale

	Low self concept	Below Average Self- Concept	Average Self-Concept	Above Average Self- Concept	High Self-Concept
Rural	0.66%	0.00%	6.56%	88.85%	3.93%
Urban	0.40%	0.20%	17.47%	79.32%	2.61%
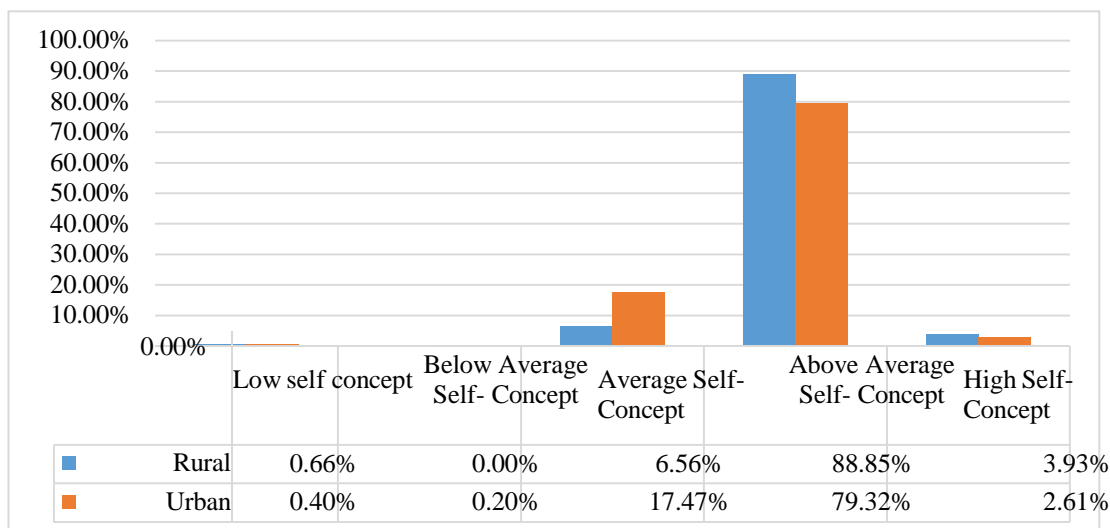
A careful observation of data in table 4.2.2.7, shows the Overall Self-Concept level of Higher Secondary School students in Mizoram with reference to their locale. The analysis found out that, there are 2(0.66%) rural students showing low self- concept level and 2(0.4%) with low self-concept level. There are no rural students found in below average self-concept level and 1 (0.2%)urban students shows below average self-concept level. 20(6.56%)rural students have average self-concept level, 87(17.47%) of urban students falls into average self-concept level. The above average self-concept level have 271(88.85%) rural students and 395(79.32%) of urban students. There are 12(3.93%) rural students and 13(2.61%) urban students falling into high self-concept level.

It is evident that majority of the urban students falls in above average self- concept level and average self-concept level. Among the rural students, majority falls in above average self-concept level and there are least number of students in below average self-concept level.

Table 4.2.2.7.1.

Comparison of Overall Self-Concept with reference to Locale

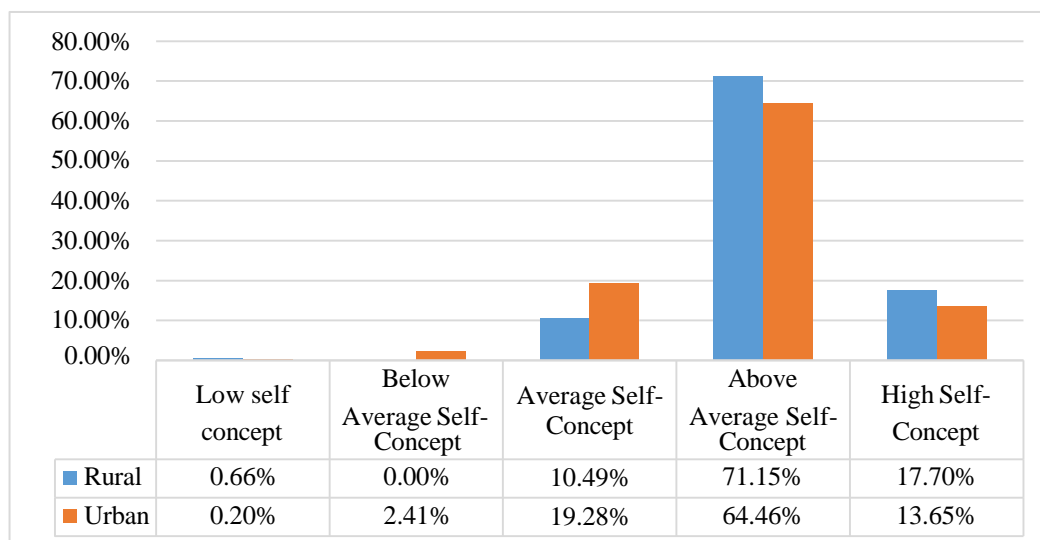| LOCALE		N	Mean	Std. Deviation	t	Significance
SELF-CONCEPT	Rural	305.00	168.93	20.84	3.51	Significant
	Urban	498.00	161.25	22.63		

A cursory glance at table 4.2.2.7.1, shows that the calculated 't'-value 3.51 is greater than the calculated 't'-value at 0.05 level of confidence. It may be concluded that, there is significant difference in the overall self-concept of rural students and urban students. Therefore, the hypothesis that there is no significant difference in the Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale is rejected.

4.2.3   With reference to their Locale and Gender

Table 4.2.3.1.

Levels of Physical Self-Concept by Locale and Gender

Locale	Level	Descriptive Statistics	Gender	
			Male	**Female**
Rural	Low Self-Concept	N	0	0
		%	0.00%	0.00%
	Below Average Self-Concept	N	2	2
		%	0.66%	0.66%
	Average Self-Concept	N	49	71
		%	16.07%	23.28%
	Above Average Self-Concept	N	81	72
		%	26.56%	23.61%
	High Self-Concept	N	23	5
		%	7.54%	1.64%
Urban	Low Self-Concept	N	1	0
		%	0.20%	0.00%
	Below Average Self-Concept	N	2	4
		%	0.40%	0.80%
	Average Self-Concept	N	46	63
		%	9.24%	12.65%
	Above Average Self-Concept	N	171	158
		%	34.34%	31.73%
	High Self-Concept	N	28	25
		%	5.62%	5.02%

Figure 4.2.3.1
Levels of Physical Self-Concept by Locale and Gender

	%	%	%	%	%	%	%	%	%	%
	Low self concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept	Low self concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
				RURAL					URBAN	
Gender	0.00%	0.66%	18.03%	24.59%	7.54%	0.20%	0.40%	10.64%	32.53%	6.02%
Gender	0.00%	0.98%	23.61%	23.61%	0.98%	0.00%	0.80%	15.66%	29.52%	4.22%

An examination of table 4.2.3.1, provided a comparison of physical dimension of self-concept levels on both rural and urban areas, broken down by gender. Among the rural students, No students are found to have a low self-concept in both gender. 2(0.66%) of male students and 3(0.98%) of female students show below average physical self-concept. 55(118.03%) of male respondents and 72(23.61%) of female respondents show average physical self-concept. 75(24.59%) male respondents and 72(23.61%) female respondents have above average self- concept. Whereas, 23(7.54%) or male students have physical self-concept and 31(0.98%) female respondents show high self-concept.

Among the urban respondents, it is found out that 1(0.2%)male students show low self-concept and there are no female respondents found in low self-concept level. 2(0.4%) of male and 4(0.8%) of female students have below average physical self-concept and 53(10.64%) male and 78(15.66%) female students show average physical self-concept level. 162(32.53%)male respondents and 147(29.52%) female respondents shows above average physical self-concept. 30(6.02%)male and 21(4.22%)female respondents have high physical self-concept.

Both rural and urban students, shows a distinct gender differences in self- concept levels. Male students in both self concept tend to show a higher levels of Above Average Self-Concept and High Self-Concept, particularly in rural areas. Female students, especially in urban areas, shows a higher Average Self-Concept, and a neutral self-view or slightly more self-doubt than their male peers.

Table 4.2.3.1.1.

Comparison of physical dimension of Self- Concept with reference to Locale and Gender

Locale	Gender	N	Mean	SD	F	Significance
Rural	Male	155	26.79	4.65	1.77	Not Significant
Rural	Female	150	24.80	3.97	1.77	Not Significant
Urban	Male	248	27.44	4.29	1.77	Not Significant
Urban	Female	250	26.58	4.34	1.77	Not Significant

Table 4.2.3.1.1, provide an overview of comparison of physical dimension of self-concept with reference to locale and gender. The analysis shows that the calculated 't'-value 1.77 is lower than the critical F-value at 0.05 level of confidence. Which implies that there is no significant difference in student's physical dimension of self-concept with reference to their locale and gender. Therefore, the hypothesis that there is no significant difference in the Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale and gender is accepted.

Table 4.2.3.2.

Levels of Social Self-Concept by Locale and Gender

Locale	Level	Descriptive Statistics	Gender	
			Male	**Female**
Rural	Low Self-Concept	N	0	1
		%	0.00%	0.33%
	Below Average Self-Concept	N	2	3
		%	0.66%	0.98%
	Average Self-Concept	N	38	33
		%	12.46%	10.82%
	Above Average Self-Concept	N	103	92
		%	33.77%	30.16%
	High Self-Concept	N	12	21
		%	3.93%	6.89%
Urban	Low Self-Concept	N	1	0
		%	0.20%	0.00%
	Below Average Self-Concept	N	8	4
		%	1.61%	0.80%
	Average Self-Concept	N	45	28
		%	9.04%	5.62%
	Above Average Self-Concept	N	155	176
		%	31.12%	35.34%
	High Self-Concept	N	39	42
		%	7.83%	8.43%

Figure 4.2.3.2.

Levels of Social Self-Concept by Locale and Gender
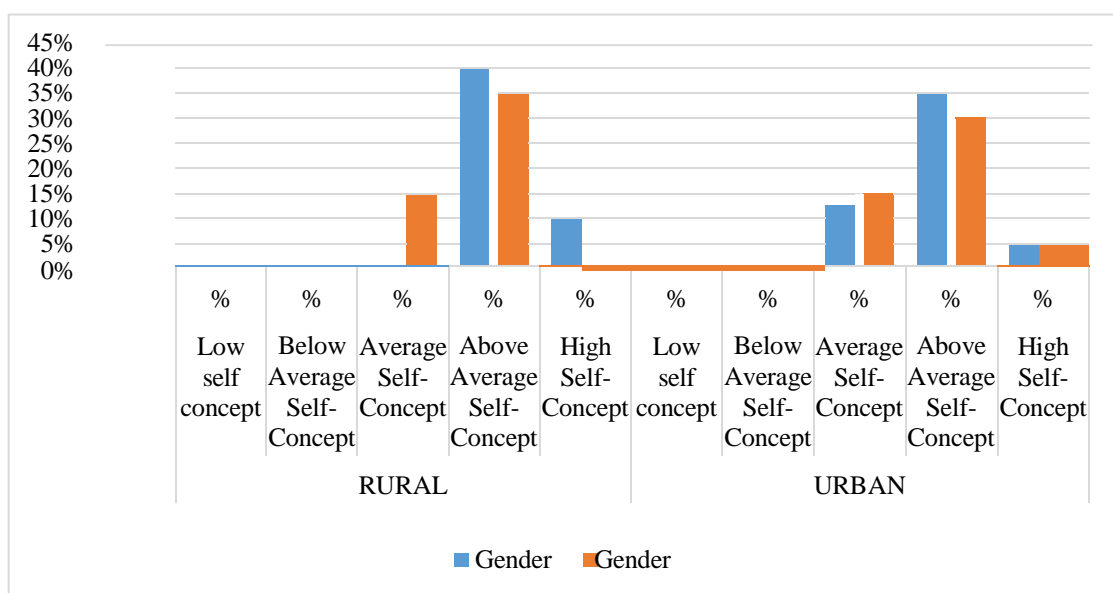
Considering the details provided in the table 4.2.3.2, a comparison of social dimension of self-concept levels on both rural and urban areas, broken down by gender. Among the rural students, no male students are found to have a low self-concept while 3(0.98%) female students shows low self-concept level. there are no students having below average physical self-concept. (2.3%) of male respondents and 27(8.85%) of female respondents show average physical self-concept. 125(40.98%) male respondents and 88(28.85%) female respondents have above average self-concept. Whereas, 23(7.54%) or male students have physical self-concept and 32(10.49%) female respondents show high self-concept.

Among the urban respondents, it is found out that 1(0.2%)male students show low self-concept and there are no female respondents found in low self-concept level.8(1.61%) of male and 5(1.0%) of female students have below average physical self-concept. 59(11.85%) male and 37(7.43%) female students show average physical self-concept level. 150(30.12%) male respondents and 171(34.34%) female respondents shows above average physical self-concept. 30(6.02%)male and 37(7.43%)female respondents have high physical self-concept.

In rural areas, male students generally have a more positive self-concept compared to female students, especially in the above average and high self-concept level. In urban areas, female students tend to have stronger self-concepts than male students in the average self-concept level whereas, male tends to have slightly higher percentages in the above average self-concept and high self-concept level. Both rural and urban students show relatively low percentages in the low Self-Concept and below average Self-Concept level, indicating that the self-concept in both rural and urban students tends to be generally positive, with only a small number of students showing very low self-concept.

Table 4.2.3.2.1.
Comparison of Social dimension of Self- Concept with reference to Locale and Gender

Locale	Gender	N	Mean	SD	F	Significance
Rural	Male	155	29.87	3.19	1.05	Not Significant
	Female	150	32.16	24.48		
Urban	Male	248	28.04	12.82		
	Female	250	28.15	4.27		

An observation in table 4.2.3.2.1, provide an overview of comparison of social dimension of self-concept with reference to locale and gender. The analysis table shows that the calculated 't'-value 1.05 is lower than the critical F- value at 0.05 level of confidence. Which implies that there is no significant difference in student's social dimension of self- concept with reference to their locale and gender. Therefore, the hypothesis that there is no significant difference in the Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale and gender is accepted.

Table 4.2.3.3.
Levels of Temperamental Self-Concept by Locale and Gender

Locale	Level	Descriptive Statistics	Gender	
			Male	Female
Rural	Low Self-Concept	N	0	1
		%	0.00%	0.33%
	Below Average Self-Concept	N	2	0
		%	0.66%	0.00%
	Average Self-Concept	N	14	37
		%	4.59%	12.13%
	Above Average Self-Concept	N	117	102
		%	38.36%	33.44%
	High Self-Concept	N	22	10
		%	7.21%	3.28%
Urban	Low Self-Concept	N	1	0
		%	0.20%	0.00%
	Below Average Self-Concept	N	4	0
		%	0.80%	0.00%
	Average Self-Concept	N	73	82
		%	14.66%	16.47%
	Above Average Self-Concept	N	153	152
		%	30.72%	30.52%

High Self-Concept	N	17	16
	%	3.41%	3.21%

Figure 4.2.3.3.

Levels of Temperamental Self-Concept by Locale and Gender
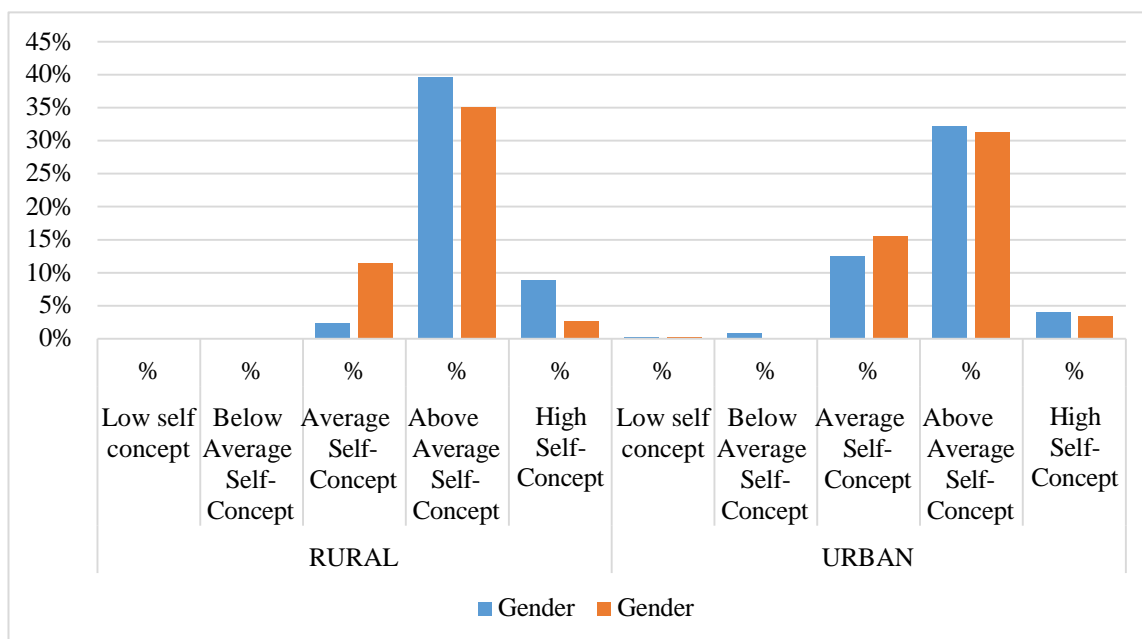
The information shown in the above table 4.2.3.3, indicates a comparison of temperamental dimension of self-concept levels on both rural and urban areas, broken down by gender. Among the rural students, no male and female students are found to have a low self-concept and below average self-concept level. 7(2.30%) of male respondents and 35(11.48%) of female respondents show average temperamental self-concept. 121(39.67 %) male respondents and 107(35.08%) female respondents have above average self-concept. Also, 27(8.85%) male students and 8(2.62%) female respondents have high self-concept.

Among the urban respondents, it is found out that 1(0.2%) of both male and female students show low self-concept level. 4(0.8%) of male respondents have below average self-concept and no female students is found under below average self-concept level. 62(12.45%) male and 77(15.46%) female students show average self - concept level. 160(32.13%) male respondents and 156(31.33%) female respondents shows above average self-concept. 20(4.02%)male and 17(3.41%)female

respondents have high self-concept.

The analysis also shows that, in rural areas, male students generally shows higher levels of self-concept than female students, especially in the above average and high self-concept level. In urban areas, both genders tend to show strong self- concept, with female students showing a slightly higher percentage in the average self-concept category, while male students have marginally higher proportions in above average and high self-concept level.

Table 4.2.3.3.1.

Comparison of Temperamental dimension of Self- Concept with reference to Locale and Gender

Locale	Gender	N	Mean	SD	F	Significance
Rural	Male	155	29.91	3.30	10.26	Significant
	Female	150	26.86	3.71		
Urban	Male	248	26.75	4.65		
	Female	250	26.41	4.24		

Analysis in table 4.2.3.3.1, shows that the calculated 'F' value which is 10.26 is higher than the critical 'F' value at 0.05 level of confidence. Thus, we can conclude that there is significant difference in temperamental dimension of self- concept with reference to locale and gender. Therefore, the hypothesis that there is no significant difference in the Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale and gender is rejected.
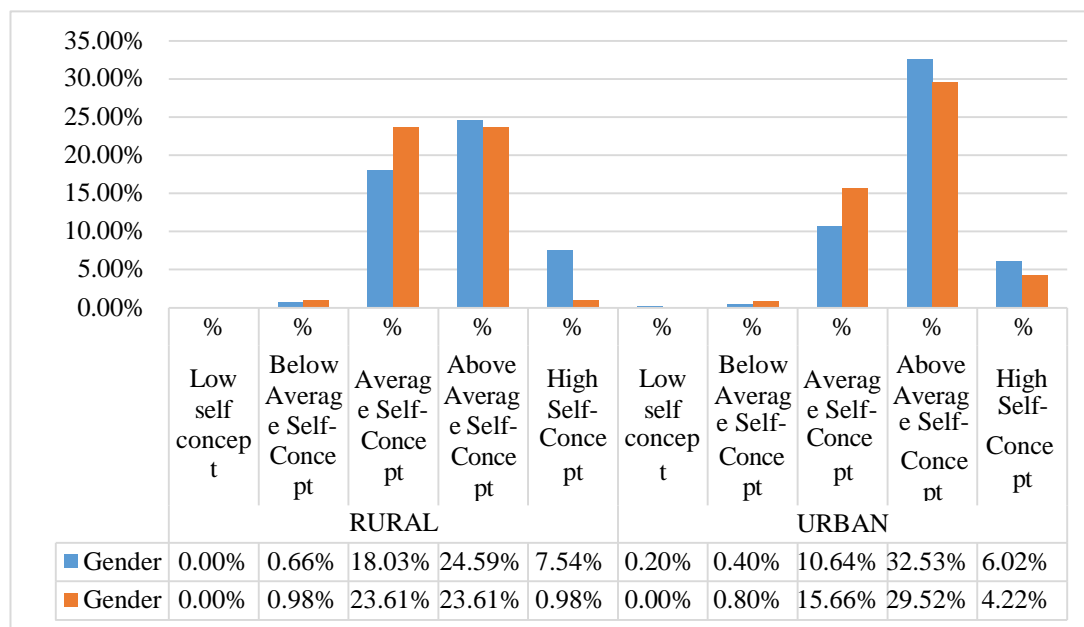
Table 4.2.3.3.2

Pairwise Comparison Using Tukey-Kramer Test to show the location of the significant mean difference for the Temperamental Dimension of Self-Concept with Reference to Locale and Gender

Group 1 (I)	Group 2 (J)	Mean Difference (I-J)	Sig.
Rural Male	Urban Male	3.22[*]	0.00
	Rural Female	3.13[*]	0.00
	Urban Female	3.56027[*]	0.00
Urban Male	Rural Male	-3.21791[*]	0.00
	Rural Female	-0.09	1.00
	Urban Female	0.34	0.73
Rural Female	Rural Male	-3.12804[*]	0.00
	Urban Male	0.09	1.00
	Urban Female	0.43	0.90
Urban Female	Rural Male	-3.56027[*]	0.00
	Urban Male	-0.34	0.73
	Rural Female	-0.43	0.90

* The mean difference is significant

Table 4.2.3.3.2, presents the results of a Tukey-Kramer post-hoc test for pairwise comparisons, examining the significant mean differences in the temperamental dimension of self-concept with reference to locale and gender.

Rural Male vs. Urban Male: The mean difference is 3.22, which is statistically significant at p = 0.00. This suggests that rural males score significantly higher than urban males on the temperamental self-concept measure.

Rural Male vs. Rural Female: The mean difference is 3.13, which is also statistically significant at p = 0.00. This suggests that rural males have a significantly higher temperamental self-concept than rural females.

Rural Male vs. Urban Female: The mean difference here is 3.56, and it is statistically significant at p = 0.00. Rural males outperforms urban females in terms of temperamental self-concept.

Urban Male vs Rural Female: The mean difference is -0.09, and the p-value is 1.00, indicating that there is no significant difference between urban males and rural females.

Urban Male vs Urban Female: The mean difference is 0.34, and the p-value is 0.73, which is also not statistically significant.

Urban Female vs. Rural Female: The mean difference is 0.43, and the p- value is 0.90, which is not statistically significant.

Table 4.2.3.4.
Levels of Educational dimension of Self-Concept by Locale and Gender

Locale	Level	Descriptive Statistics	Gender	
			Male	Female
Rural	Low Self-Concept	N	2	0
		%	0.66%	0.00%
	Below Average Self-Concept	N	1	0
		%	0.33%	0.00%
	Average Self-Concept	N	43	35
		%	14.10%	11.48%
	Above Average Self-Concept	N	95	94
		%	31.15%	30.82%
	High Self-Concept	N	14	21
		%	4.59%	6.89%
Urban	Low Self-Concept	N	0	1
		%	0.00%	0.20%
	Below Average Self-Concept	N	4	0
		%	0.80%	0.00%
	Average Self-Concept	N	85	99
		%	17.07%	19.88%
	Above Average Self-Concept	N	142	134
		%	28.51%	26.91%
	High Self-Concept	N	17	16
		%	3.41%	3.21%

Figure 4.2.3.4.

Levels of Educational dimension of Self-Concept by Locale and Gender
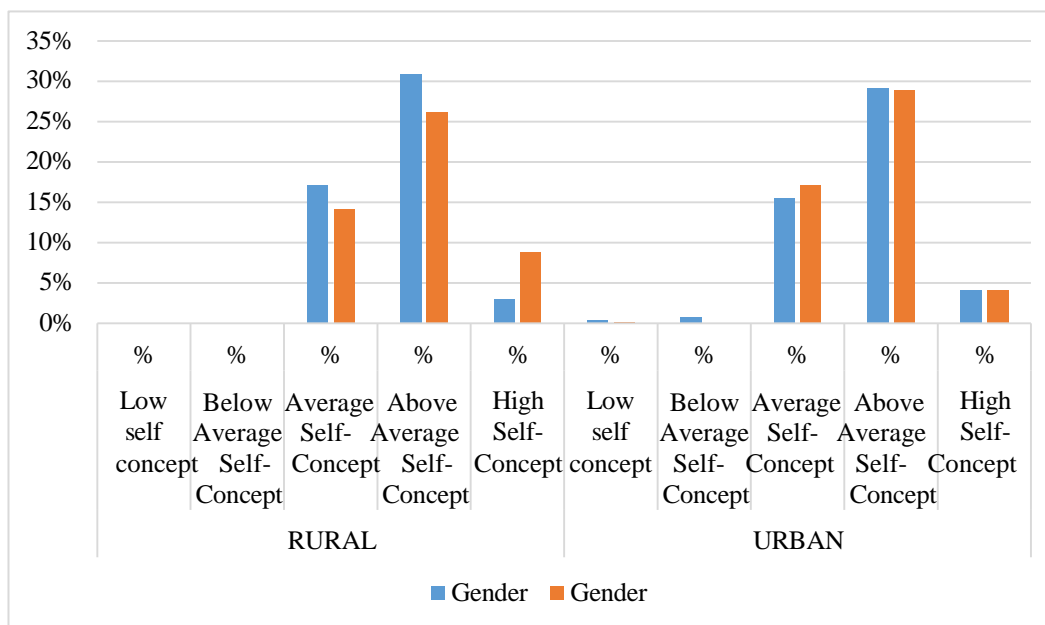
A cursory glance at table 4.2.3.4, shows a level of educational dimension of self-concept levels for both rural and urban areas, broken down by gender. Among the rural students, no male and female students are found to have either low or below average self-concept. 52(17.05%) male students and 43(14.1%) female students show average self-concept level. 94(30.82%) of male respondents and 80(26.23%) of female respondents show above average self-concept. Also, 9(2.95%) male students and 27(8.85%) female respondents have high self-concept.

Among the urban respondents, it is found out that 2(0.4%) male students and 1(0.2%) female respondents show low self-concept level. 4(0.8%) of male respondents have below average self-concept and no female students is found to have below average self-concept level. 77(15.46%) male students and 85(17.07%) female students show average self -concept level. 145(29.12%) male respondents and 144(28.92%) female respondents shows above average self-concept. Both male and female students show high self-concept with 20(4.02%) each.

In rural areas, male students generally have higher levels of self-concept, particularly

in the above average self-concept level, while female students are slightly more likely to have high self-concept. In urban areas, female students show a slightly higher average Self-Concept, but both genders have similar self-concept levels in the above average self-concept and high self-concept level. This shows that both male and female students in urban areas tend to have strong self-concept, with little difference between the genders.

Table 4.2.3.4.1.

Comparison of Educational Self- Concept by Locale and Gender

Locale	Gender	N	Mean	SD	F	Significance
Rural	Male	155	26.35	4.27		Not Significant
	Female	150	27.30	4.46	0.76	
Urban	Male	248	26.84	13.37		
	Female	250	26.20	4.65		

A data in table 4.2.3.4.1 provide an overview of comparison of educational dimension of self-concept with reference to locale and gender. The analysis table shows that the calculated 't'-value 0.76 is lower than the critical F-value at 0.05 level of confidence. Which implies that there is no significant difference in higher secondary students in their educational dimension of self- concept with reference to their locale and gender. Therefore, the hypothesis that there is no significant difference in the Educational Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale and gender is accepted.

Table 4.2.3.5.
Levels of Moral Self-Concept by Locale and Gender

Locale	Level	Descriptive Statistics	Gender	
			Male	Female
Rural	Low Self-Concept	N	0	0
		%	0.00%	0.00%
	Below Average Self-Concept	N	3	4
		%	0.98%	1.31%
	Average Self-Concept	N	21	14
		%	6.89%	4.59%
	Above Average Self-Concept	N	78	82
		%	25.57%	26.89%
	High Self-Concept	N	53	50
		%	17.38%	16.39%
Urban	Low Self-Concept	N	1	0
		%	0.20%	0.00%
	Below Average Self-Concept	N	8	10
		%	1.61%	2.01%
	Average Self-Concept	N	67	46
		%	13.45%	9.24%
	Above Average Self-Concept	N	129	116
		%	25.90%	23.29%
	High Self-Concept	N	43	78
		%	8.63%	15.66%

Figure 4.2.3.5.

Levels of Moral Self-Concept by Locale and Gender
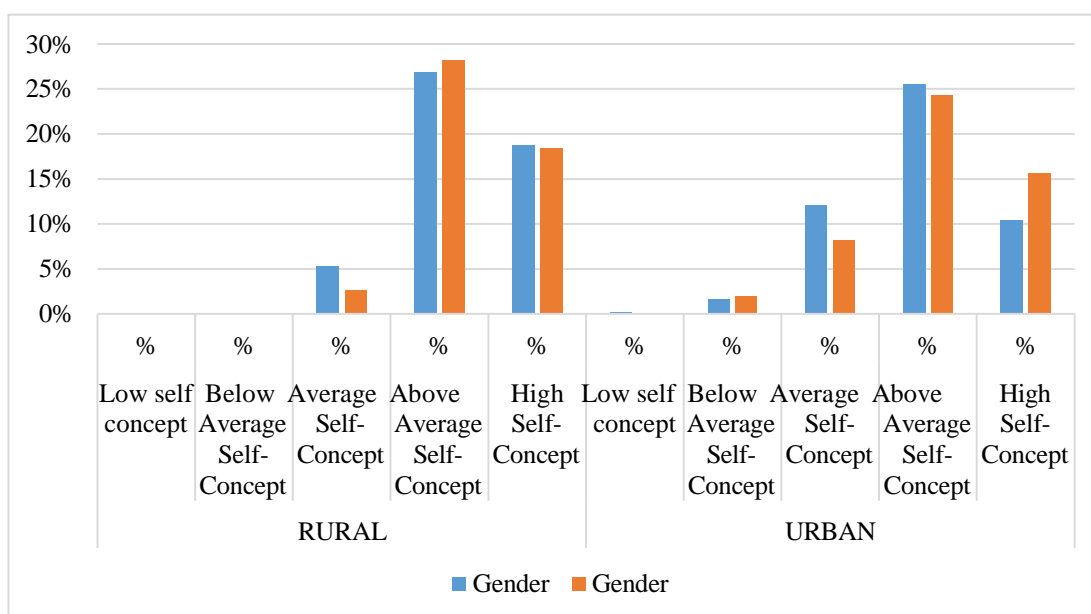
Based on the findings given in table 4.2.3.5, among the rural students, no male and female students are found to have a low self-concept and below average self-concept level. 16(5.25%) male students and 8(2.62%) female students show average self-concept level. 82(26.89%) male respondents and 86(28.2%) female respondents shows above average self-concept. 57(18.68%) male respondents and 56(18.36%) female respondents have high self-concept level.

Among the urban students, it is found out that 1(0.2%) male students have low self-concept while there are no female students showing low self-concept. 8(1.61%) male respondents and 10(2.1%) female respondents show below average self-concept. 60(12.05%) male respondents and 41(8.23%) female respondents have average self-concept and 127(25.50%) male and 121(24.30%) female respondents shows above average self-concept. 52(10.44%)male respondents and 78(15.66%)female respondents have high self-concept level.

In rural areas, male students slightly higher self-concept, especially in the average self-concept and High Self-Concept level. In urban areas, male students show a higher proportion of Average Self-Concept, while female students shows a higher proportion of High Self-Concept. The self-concept levels between male and female students in urban areas are more balanced, but female students still show slightly higher self-concept in the High Self-Concept level.

Table 4.2.3.5.1.

Comparison of Moral dimension of Self- Concept with reference to Locale and Gender

Locale	Gender	N	Mean	SD	F	Significance
Rural	Male	155	30.69	3.80	0.04	Not Significant
Rural	Female	150	31.64	3.78	0.04	Not Significant
Urban	Male	248	27.64	6.29	0.04	Not Significant
Urban	Female	250	28.82	5.89	0.04	Not Significant

A data in table 4.2.3.5.1, provide an overview of comparison of moral dimension of self-concept with reference to locale and gender. The analysis table shows that the calculated 'F'-value 0.04 is lower than the critical 'F'-value at 0.05 level of confidence. Which implies that there is no significant difference in higher secondary students in their moral dimension of self- concept with reference to their locale and gender.Therefore, the hypothesis that there is no significant difference in the Moral Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale and gender is accepted.

Table 4.2.3.6.
Levels of Intellectual Self-Concept by Locale and Gender

Locale	Level	Descriptive Statistics	Gender	
			Male	Female
Rural	Low Self-Concept	N	0	0
		%	0.00%	0.00%
	Below Average Self-Concept	N	5	6
		%	1.64%	1.97%
	Average Self-Concept	N	55	52
		%	18.03%	17.05%
	Above Average Self-Concept	N	85	88
		%	27.87%	28.85%
	High Self-Concept	N	10	4
		%	3.28%	1.31%
Urban	Low Self-Concept	N	0	0
		%	0.00%	0.00%
	Below Average Self-Concept	N	8	1
		%	1.61%	0.20%
	Average Self-Concept	N	133	126
		%	26.71%	25.30%
	Above Average Self-Concept	N	85	114
		%	17.07%	22.89%
	High Self-Concept	N	22	9
		%	4.42%	1.81%

Figure 4.2.3.6.

Levels of Intellectual Self-Concept by Locale and Gender
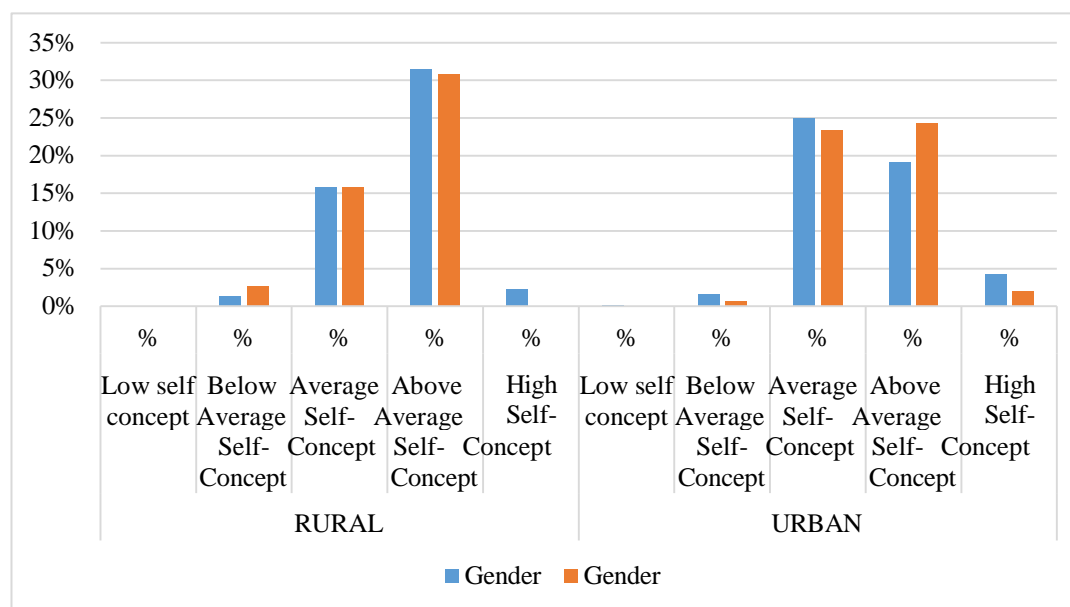
A brief overview at table 4.2.3.6, shows a level of intellectual dimension of self-concept levels on both rural and urban areas, broken down by gender. Among the rural students, no male and female students are found to have a low self-concept level. 4(1.31%) male students and 8(2.62%) female students shows below average self-concept level. 48(15.74%) of both male female respondents show average self-concept. 96 (31.48%) male respondents and 94(30.82%) female respondents have above average self-concept. Also, 7(2.30%) male student's shows high self-concept yet no female students is found to have high self-concept level.

Among the urban respondents, it is found out that no male and female shows a low self-concept level. 8(1.61%) of male respondents and 3(0.6%) female respondents have below average self-concept. 134(24.9%) male students and 116(23.29%) female students show average self -concept level. 95(19.08%)male respondents and 121(24.3%) female respondents shows above average self-concept. 21(4.22%) male respondents and 10(2.01%) female respondents show high self- concept .

In rural areas, male and female students show strong and similar self-concept however, a higher percentage of male shows High Self-Concept. Though the trend is

more or less similar in urban areas, female students, show a slightly higher percentage of above average Self-Concept. Similar to rural areas, male students show a higher percentage in the high self-Concept category, while female students shows a higher Average Self-Concept levels.

Table 4.2.3.6.1.

Comparison of Intellectual dimension of Self- Concept with reference to Locale and Gender

Locale	Gender	N	Mean	SD	F	Significance
Rural	Male	155	26.06	4.04	1.93	Not Significant
	Female	150	25.25	4.10		
Urban	Male	248	24.61	5.01		
	Female	250	25.03	4.06		

A data in table 4.2.3.6.1, provide an analysis of comparison of intellectual dimension of self-concept with reference to locale and gender. The analysis table shows that the calculated 'F'-value 1.93 is lower than the critical 'F'-value at 0.05 level of confidence. Which implies that there is no significant difference in higher secondary students in their Intellectual dimension of self- concept with reference to their locale and gender. Therefore, the hypothesis that there is no significant difference in the Intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale and gender is accepted.

Table 4.2.3.7.
Levels of Overall Self-Concept by Locale and Gender

Locale	Level	Descriptive Statistics	Gender	
			Male	Female
Rural	Low Self-Concept	N	1	1
		%	0.33%	0.33%
	Below Average Self-Concept	N	0	0
		%	0.00%	0.00%
	Average Self-Concept	N	14	15
		%	4.59%	4.92%
	Above Average Self-Concept	N	134	130

		%	43.93%	42.62%
	High Self-Concept	N	6	4
		%	1.97%	1.31%
Urban	Low Self-Concept	N	2	0
		%	0.40%	0.00%
	Below Average Self-Concept	N	0	1
		%	0.00%	0.20%
	Average Self-Concept	N	54	44
		%	10.84%	8.84%
	Above Average Self-Concept	N	184	201
		%	36.95%	40.36%
	High Self-Concept	N	8	4
		%	1.61%	0.80%

Table 4.2.3.7.

Levels of Overall Self-Concept by Locale and Gender
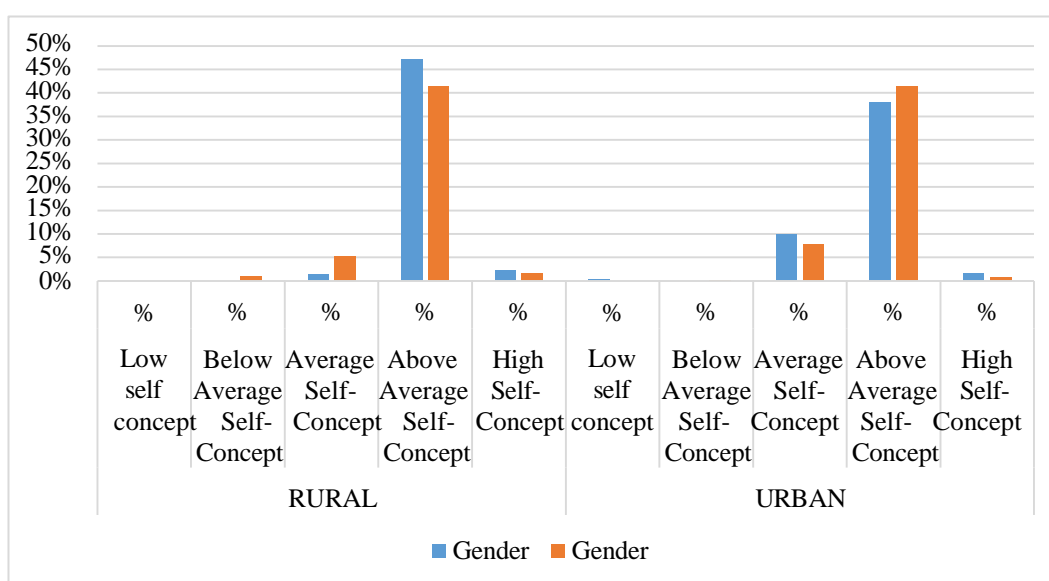
After closely examining table 4.2.3.7 the levels of overall self-concept by locale and gender shows that among the rural students, no male or female students exhibit low self-concept. 3(0.98%) female student shows below average self-concept. 4(1.31%) male students and 16(5.25%) female students show average self-concept. 144(47.21%) male students and 126(41.31%) female students shows above average self-concept. Additionally, 7(2.3%) male students and 5(1.64%) female student shows high self-concept level.

In urban areas, 2(0.4%) male students shows low self-concept, while no female students fall into this level. 1(0.2%) female student shows below average self-concept and no male student is found in below average self-concept. 49(9.84%) male students and 39(7.83%) female students have average self-concept levels. 189(37.95%) male students and 206(41.37%) female students show above average self-concept. Finally, 8(1.61%) male students and 4(0.8%) female student shows high self-concept level.

In rural areas, male students show stronger overall self-concept, with higher percentages in both above average and high self-concept level compared to female students. Female students in rural areas show a higher percentage in the average self-concept level but have lower representation in both above average and high self-concept categories. In urban areas, male students have a higher percentage in the average self-concept level, while female students show higher percentages in the above average self-concept level. Despite this, male students in urban areas show a higher level of high self-concept compared to the female students.

Table 4.2.3.7.1.

Comparison of Overall Self-Concept with reference to Locale and Gender

Locale	Gender	N	Mean	SD	F	Significance
Rural	Male	155	169.68	13.19	0.12	Not Significant
Rural	Female	150	168.02	27.53	0.12	Not Significant
Urban	Male	248	161.33	27.28	0.12	Not Significant
Urban	Female	250	161.19	16.98	0.12	Not Significant

Table 4.2.3.7.1, provides a comparison of overall self-concept with reference to locale and gender. The analysis reveals that the calculated 'F'-value 0.12 is lower than the critical 'F'-value at 0.05 level of confidence. This indicates that, there is no significant difference in overall self-concept among higher secondary students with regard to their locale (rural or urban) and gender. Thus, it can be concluded that there is no significant difference in the overall self-concept when considering both locale and gender among the higher secondary students. Hence, the hypothesis that there is

no significant difference in the Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their locale and gender is accepted.

4.2.4. With relation to their academic stream (Science & Arts).

Table 4.2.4.1.
Level of Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream

Level	Descriptive Statistics	Arts	Science
Low Self-Concept	N	1	0
	%	0.19%	0.00%
Below Average Self-Concept	N	5	5
	%	0.93%	1.87%
Average Self-Concept	N	137	92
	%	25.61%	34.33%
Above Average Self-Concept	N	330	152
	%	61.68%	56.72%
High Self-Concept	N	62	19
	%	11.59%	7.09%

Figure 4.2.4.1.
Level of Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
Arts	0.19%	0.93%	26.17%	61.31%	11.40%
Science	0.00%	1.87%	35.45%	56.34%	6.34%

A brief overview of Table 4.2.4.1 shows the level of physical self-concept among higher secondary school students in Mizoram, based on their stream of study (Arts

vs. Science). Among Arts stream students, 1 (0.19%) student shows a low self-concept, while no Science stream students are found to fall into this level. 5 (.93%)

Arts stream students and 5(1.87%) Science stream students exhibit below average self-concept levels. In the average self-concept category, 140 (26.17%) students from the Arts stream and 95 (35.45%) students from the Science stream show this level of self-concept. A majority number of students from the Arts stream, 328 (61.31%), shows above average self-concept, compared to 151 (56.34%) from the Science stream. In the level of High self-concept, 61 (11.4%) Arts students and 17 (6.34%) Science students were found.

Generally, students in the Arts stream tend to have a higher percentage of students exhibiting above average self-concept, with a larger representation in the high self-concept category compared to the Science stream students. The Science stream students however, shows a slightly higher percentage of students in the average self-concept level.

Table 4.2.4.1.1.

Comparison of Physical dimension of self-concept with academic stream.

STREAM		N	Mean	Std. Deviation	t	Significance
Physical	Arts	535.00	27.12	4.33	3.13	Significant
	Science	268.00	26.02	4.39		

Table 4.2.4.1.1. provides a comparison of the physical dimension of self- concept based on the academic stream of students. The data shows that, the mean score for the physical self-concept of Arts students is 27.12 while the mean for Science students is slightly lower i.e. 26.02. The calculated t-value is 3.13, which is higher than the critical t-value at the 0.05 level of confidence. Thus, we can conclude that, there is significant difference in the physical self-concept between students of different academic streams, with Arts students having a higher physical self-concept than Science students. Therefore, the hypothesis that there is no significant difference

in the Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream is rejected.

Table 4.2.4.2.

Level of Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream

Level	Descriptive Statistics	Arts	Science
Low Self-Concept	N	2	0
	%	0.37%	0.00%
Below Average Self-Concept	N	15	2
	%	2.80%	0.75%
Average Self-Concept	N	96	48
	%	17.94%	17.91%
Above Average Self-Concept	N	346	180
	%	64.67%	67.16%
High Self-Concept	N	76	38
	%	14.21%	14.18%

Figure 4.2.4.2.

Level of Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
Arts	0.37%	2.80%	17.94%	64.67%	14.21%
Science	0.00%	0.00%	17.91%	67.91%	14.18%
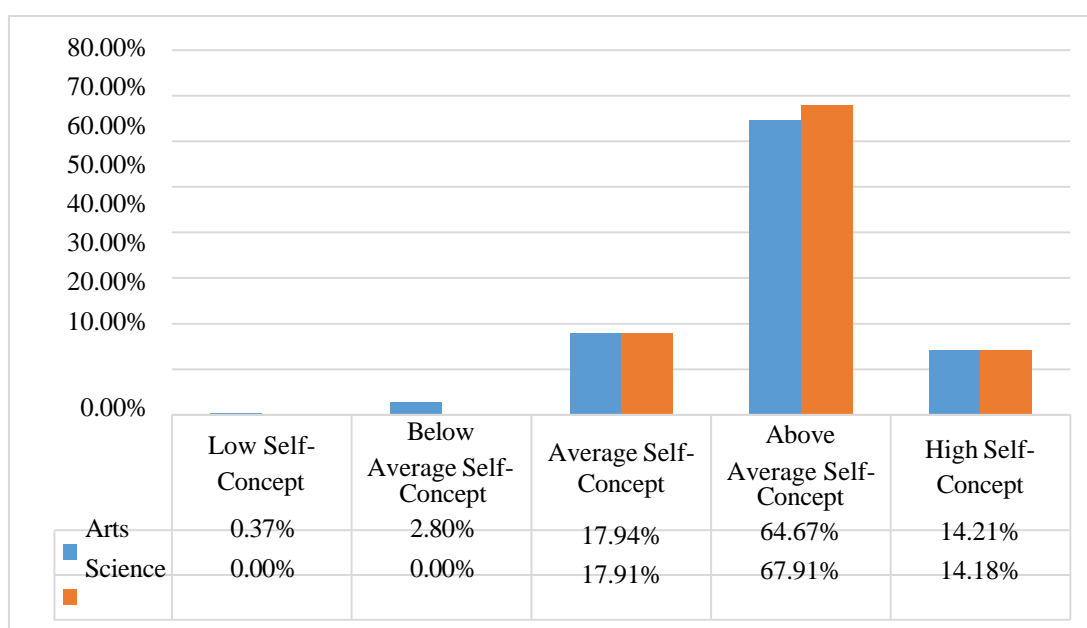
A close examination of Table 4.2.4.2, shows the level of social self-concept among higher secondary school students in Mizoram, based on their stream of study (Arts vs. Science). Among the Arts stream students, 2 (0.37%) students show low self-concept, while no Science stream students are found to fall into this level. In the level of below-average self-concept category, 15 (2.8%) Arts stream students were found, with no Science stream students in this level. 96 (17.94%) Arts stream students and 48 (17.91%) Science stream students show average level of self-concept. A majority of students from both streams show above-average self-concept, with 346 (64.67%) Arts stream students and 182 (67.91%) Science stream students in this level. 76 (14.21%) Arts stream students and 38 (14.18%) Science stream students exhibit high social self-concept.

Table 4.2.4.2.1.

Comparison of Social dimension of self-concept with academic stream.

STREAM		N	Mean	Std. Deviation	t	Significance
Social	Arts	535.00	28.56	12.46	0.11	Not Significant
	Science	268.00	28.46	4.00		

A close examination of Table 4.2.4.2.1, shows a comparison of the social dimension of self-concept between higher secondary school students in the Arts and Science streams. The mean score for Arts students is 28.56, while for Science students, it is 28.46. The calculated t-value is 0.11, which is lower than the critical t- value at the 0.05 level of confidence. This implies that there is no significant difference in the social self-concept between Arts and Science students. Therefore, the hypothesis that there is no significant difference in the Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream is accepted.

Table 4.2.4.3.

Level of Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream

Level	Descriptive Statistics	Arts	Science
Low Self-Concept	N	2	0
	%	0.37%	0.00%
Below Average Self-Concept	N	4	2
	%	0.75%	0.75%
Average Self-Concept	N	140	66
	%	26.17%	24.63%
Above Average Self-Concept	N	341	183
	%	63.74%	68.28%
High Self-Concept	N	48	17
	%	8.97%	6.34%

Figure 4.2.4.3.

Level of Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
Arts	0.37%	0.75%	25.61%	63.74%	9.53%
Science	0.00%	1.12%	25.75%	69.40%	3.73%

Analysis of Table 4.2.4.3, shows the level of temperamental self-concept among higher secondary school students in Mizoram, based on their stream of study (Arts vs. Science). Among Arts stream students, 2 (0.37%) students falls in low self-concept, while no Science stream students are found to fall into this level. 4 (0.75%) Arts stream students and 3 (1.12%) Science stream students show below-average self-concept level. 137 (25.61%) Arts stream students and 69 (25.75%) Science stream students exhibit average self-concept level. A majority of students from both streams show above-average self-concept, with 341 (63.74%) Arts stream students and 186 (69.4%) Science stream students in this level. In the high self-concept category, 51 (9.53%) Arts stream students and 10 (3.73%) Science stream students exhibit high temperamental self-concept.

From the analysis, higher percentage of Science stream students have above- average self-concept level. However, Arts stream students have a higher representation in the high self-concept level.

Table 4.2.4.3.1

Comparison of Temperamental dimension of self-concept with academic stream.

STREAM		N	Mean	Std. Deviation	t	Significance
Temperamental	Arts	535.00	26.95	4.58	0.79	Not Significant
	Science	268.00	26.67	3.87		

A close examination of Table 4.2.4.3.1, presents a comparison of the temperamental dimension of self-concept between Arts and Science students in higher secondary schools. The mean score for Arts students is 26.95, while Science students have a slightly lower mean score of 26.67. The calculated t-value is 0.79, which is lower than the critical t-value at the 0.05 level of significance. This indicates that there is no significant difference in the temperamental self-concept between students from the Ar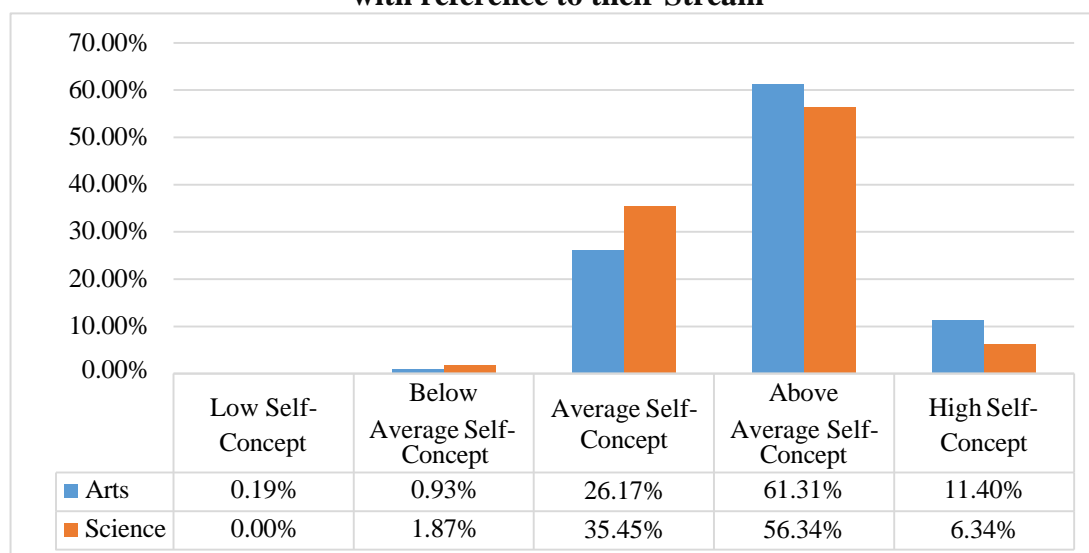ts and Science streams. Therefore, the hypothesis that there is no significant difference in the Temperamental Self-Concept of Higher Secondary School Students

in Mizoram with reference to their stream is accepted.

Table 4.2.4.4.

Level of Educational Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream

Level	Descriptive Statistics	Arts	Science
Low Self-Concept	N	3	0
	%	0.56%	0.00%
Below Average Self-Concept	N	3	2
	%	0.56%	0.75%
Average Self-Concept	N	183	79
	%	34.21%	29.48%
Above Average Self-Concept	N	297	168
	%	55.51%	62.69%
High Self-Concept	N	49	19
	%	9.16%	7.09%

Figure 4.2.4.4.

Level of Educational Self-Concept of Higher Secondary School Students in

Mizoram with reference to their Stream

	Low Self-Concept	Below Average Self- Concept	Average Self-Concept	Above Average Self- Concept	High Self-Concept
Arts	0.56%	0.56%	34.21%	55.51%	9.16%
Science	0.00%	1.12%	27.99%	64.55%	6.34%

A close inspection of Table 4.2.4.4, highlights the level of educational self- concept among higher secondary school students in Mizoram, by their stream of study (Arts vs. Science). Among Arts stream students, 3 (0.56%) students exhibit low self-

concept, whereas no Science stream students fall into this level. 3 (0.56%)

Arts students and 3 (1.12%) Science students show below average self-concept level. 183 (34.21%) Arts students and 75 (27.99%) Science students shows average level of self-concept. 297 (55.51%), show above-average self-concept, compared to 173 (64.55%) Science students having above average self-concept. In the high self-concept level, 49 (9.16%) Arts students and 17 (6.34%) Science students are found.

The students of arts stream shows a higher proportion with above-average self-concept and high self-concept level, while Science students show a higher percentage in the average and below-average level.

Table 4.2.4.4.1.

Comparison of educational dimension of self-concept with academic stream.

STREAM		N	Mean	Std. Deviation	t	Significance
Educational	Arts	535.00	26.59	10.50	0.17	Not Significant
	Science	268.00	26.46	4.31		

A close examination of Table 4.5.4.1, provides a comparison of the educational dimension of self-concept between higher secondary school students in the Arts and Science streams. The mean score for Arts students is 26.59, while the mean score for Science students is slightly lower at 26.46. The calculated t-value is 0.17, which is below the critical t-value at the 0.05 level of confidence. This indicates that there is no significant difference in the educational self-concept between students from the Arts and Science streams. Therefore, the hypothesis that there is no significant difference in the Educational Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream is accepted.

Table 4.2.4.5.
Level of Moral Self-Concept of Higher Secondary School Students in Mizoram
with reference to their Stream

Level	Descriptive Statistics	Arts	Science
Low Self-Concept	N	1	0
	%	0.19%	0.00%
Below Average Self-Concept	N	20	5
	%	3.74%	1.87%
Average Self-Concept	N	115	33
	%	21.50%	12.31%
Above Average Self-Concept	N	244	161
	%	45.61%	60.07%
High Self-Concept	N	155	69
	%	28.97%	25.75%

Figure 4.2.4.5.

Level of Moral Self-Concept of Higher Secondary School Students in Mizoram

with reference to their Stream

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
Arts	0.19%	3.55%	20.75%	46.92%	28.60%
Science	0.00%	1.87%	11.57%	60.82%	25.75%

A brief overview of Table 4.2.4.5, shows the level of moral self-concept among higher secondary school students in Mizoram, based on their stream of study (Arts vs. Science). Among the Arts stream students, 1 (0.19%) student shows low self-concept, while no Science stream students are found to fall into this level. 19

(3.55%) Arts stream students and 5 (1.87%) Science stream students shows below average self concept level. In the average self-concept category, 111 (20.75%) Arts stream students and 31 (11.57%) Science stream students show this level of self-concept. Majority of the students from both streams shows above-average self-concept, with 251 (46.92%) Arts stream students and 163 (60.82%) Science stream students. In the high self-concept category, 153 (28.6%) Arts stream students and 69 (25.75%) Science stream students were found.

Arts stream students have a majority in the high self-concept level, while Science stream students have more students in above-average self-concept. Therefore, arts students are more likely to show high moral self-concept.

Table 4.2.4.5.1.

Comparison of moral dimension of self-concept with academic stream.

STREAM		N	Mean	Std. Deviation	t	Significance
Moral	Arts	535.00	28.35	6.26	2.69	Significant
	Science	268.00	29.63	4.64		

A close examination of Table 4.2.4.5.1, reveals the comparison of the moral dimension of self-concept between higher secondary school students in the Arts and Science streams. The mean score for Arts students is 28.35, while for Science students, it is slightly higher at 29.63. The calculated t-value is -2.69, which is lower than the critical t-value at the 0.05 level of confidence. This indicates that there is a significant difference in the moral self-concept between Arts and Science students. Specifically, Science students exhibit a higher level of moral self-concept compared to Arts students. Therefore, the hypothesis that there is no significant difference in the Moral Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream is rejected.
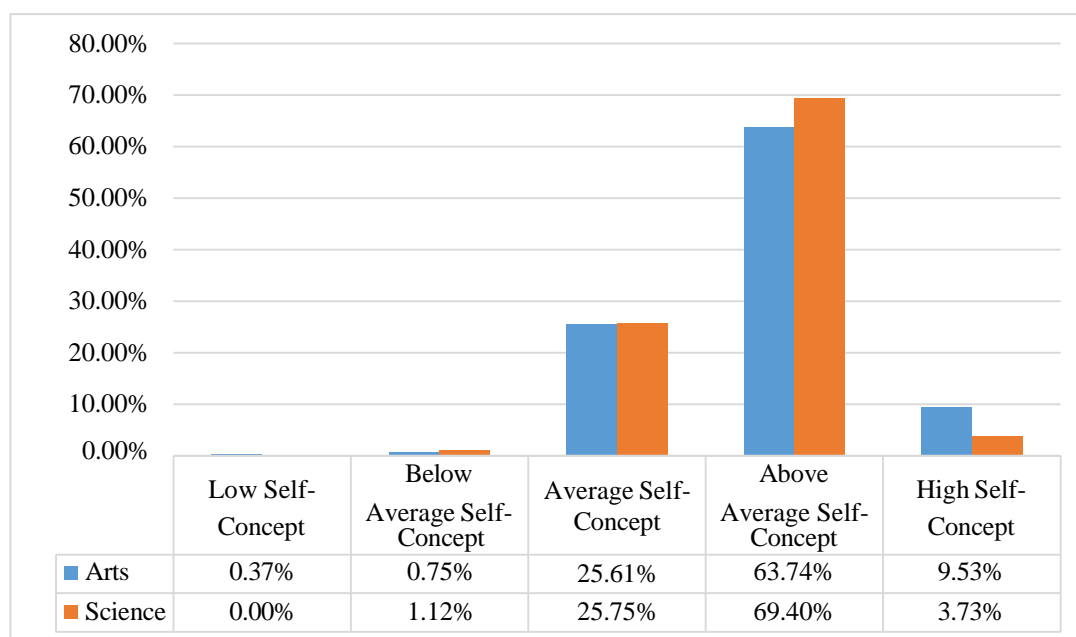
Table 4.2.4.6.

Level of Intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream

Level	Descriptive Statistics	Arts	Science
Low Self-Concept	N	0	0
	%	0.00%	0.00%
Below Average Self-Concept	N	17	3
	%	3.18%	1.12%
Average Self-Concept	N	240	126
	%	44.86%	47.01%
Above Average Self-Concept	N	244	128
	%	45.61%	47.76%
High Self-Concept	N	34	11
	%	6.36%	4.10%

Figure 4.2.4.6.

Level of Intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream

		Low Self-Concept	Below Average Self- Concept	Average Self-Concept	Above Average Self- Concept	High Self-Concept
■	Arts	0.0%	3.18%	42.06%	48.41%	6.36%
■	Science	0.0%	0.37%	55.97%	40.30%	3.36%
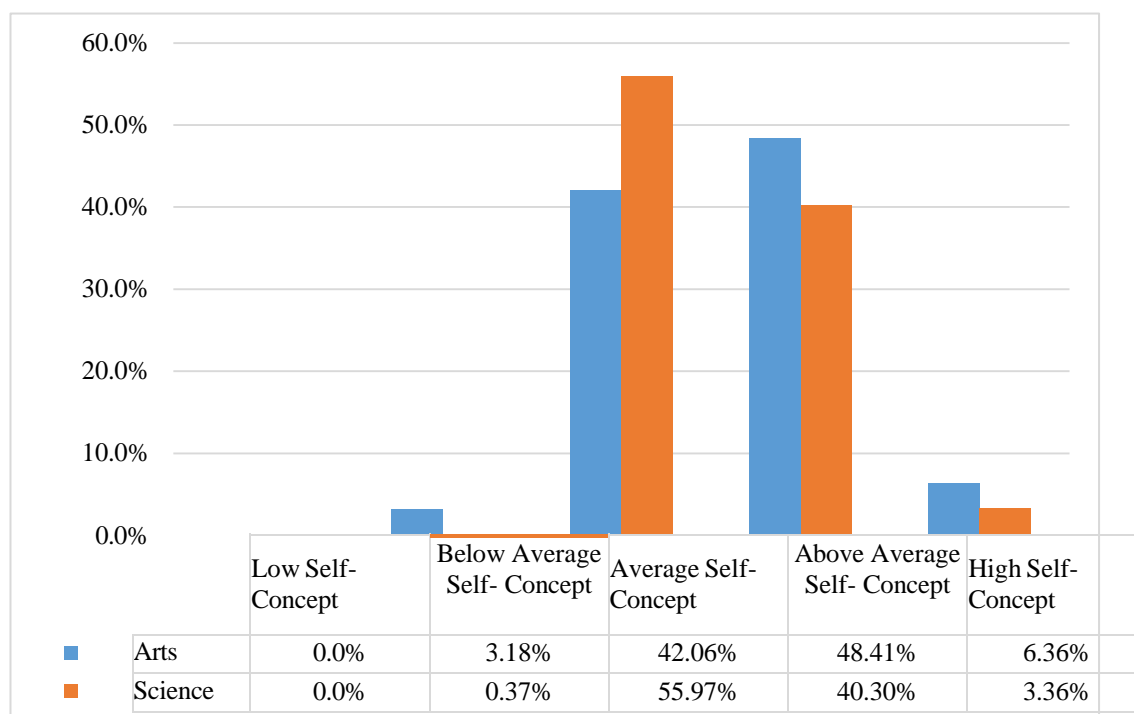
A detailed examination of 5.2.4.6, shows the level of intellectual self-concept among higher secondary school students in Mizoram, based on their stream of study

(Arts vs. Science). Among the Arts stream students, none of them shows a low self-concept. In the below average self-concept category, 17 (3.18%) Arts students and 1 (0.37%) Science student fall into this level. 225 (42.06%) Arts students and 150 (55.97%) Science students shows average level of self-concept. 259 (48.41%) Arts students and 108 (40.3%) Science students shows above average self-concept. 34 (6.36%) Arts students and 9 (3.36%) Science students show a high self-concept level.

Arts stream students have a higher representation in both the above average and high self-concept level compared to Science stream students. The Science stream students, on the other hand, have a higher percentage in the average self-concept level.

Table 4.2.4.6.1.

Comparison of Intellectual dimension of self-concept with academic stream.

STREAM		N	Mean	Std. Deviation	t	Significance
Intellectual	Arts	535.00	25.10	4.75	1.51	Not Significant
	Science	268.00	24.55	3.61		

A brief examination of Table 4.2.4.6.1, reveals a comparison of the intellectual dimension of self-concept between higher secondary school students in the Arts and Science streams. The mean score for Arts students is 25.10, while for Science students, it is slightly lower at 24.55. The calculated t-value is 1.51, which is lower than the critical t-value at the 0.05 level of confidence. As a result, we can conclude that, there is no significant difference in the intellectual self-concept between Arts and Science students. Therefore, the hypothesis that there is no significant difference in the Intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream is accepted.
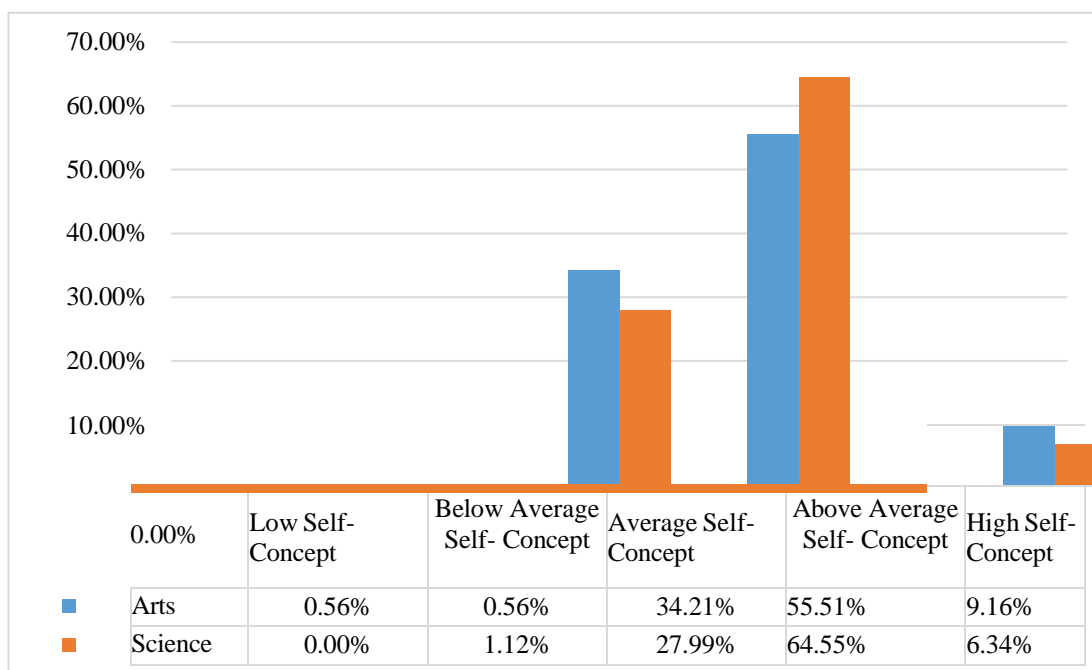
Table 4.2.4.7.

Level of Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream

Level	Descriptive Statistics	Arts	Science
Low Self-Concept	N	4	0
	%	0.75%	0.00%
Below Average Self-Concept	N	1	0
	%	0.19%	0.00%
Average Self-Concept	N	87	40
	%	16.26%	14.93%
Above Average Self-Concept	N	427	222
	%	79.81%	82.84%
High Self-Concept	N	16	6
	%	2.99%	2.24%

Figure 4.2.4.7.

Level of Overall Self-Concept of Higher Secondary School Students in Mizoram

with reference to their Stream

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
Arts	0.75%	0.19%	16.64%	79.44%	2.99%
Science	0.00%	0.00%	13.06%	85.07%	1.87%
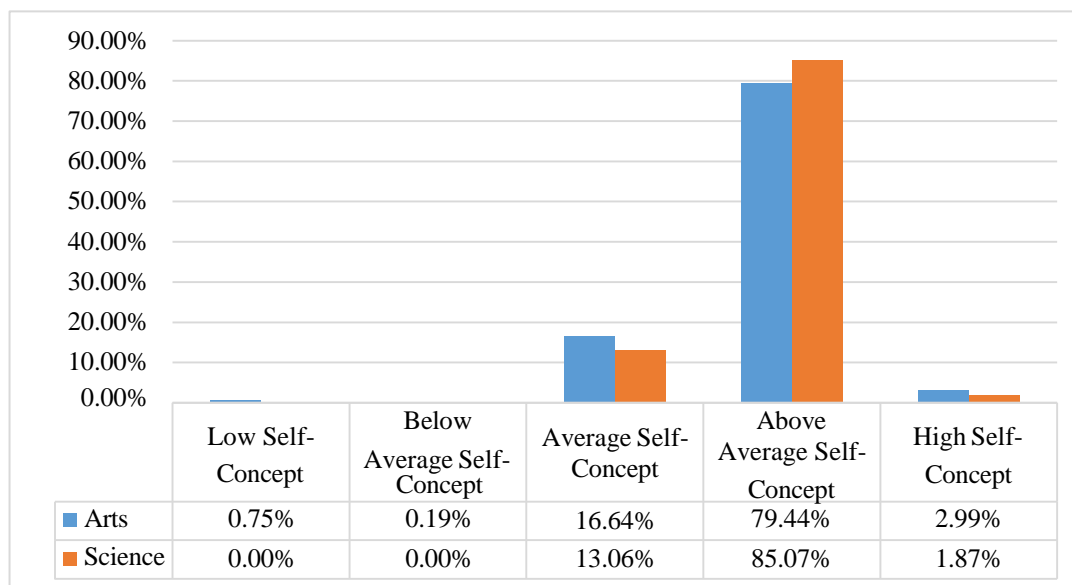
A brief overview of Table 5.2.4.7, reveals the level of overall self-concept among higher secondary school students in Mizoram, based on their academic stream (Arts vs. Science). Among the Arts stream students, 4 (0.75%) students show low self-concept, while no Science stream students fall into this level. Similarly, only 1

(0.19%) Arts stream student shows below average self-concept, with no Sciencen stream students in this level. 89 (16.64%) students from the Arts stream and 35 (13.06%) students from the Science stream have below average self-concept. A majority of students from both streams exhibit above-average self-concept, with 425 (79.44%) Arts students and 228 (85.07%) from Science stream students.16 (32.99%) Arts students and 5 (1.87%) Science students show high self-concept levels.The above analysis shows that, Arts stream students have a higher percentage in the above-average self-concept level as compared to Science stream students. While a larger students of Science students show above-average self-concept, Arts students shows a higher percentage in the high self-concept level. This shows that, while Science students have stronger overall self-concept scores, Arts students have a more evenly spread distribution at all self-concept levels.

Table 4.2.4.7.1.

Comparison of Overall Self-concept with academic stream.

STREAM		N	Mean	Std. Deviation	t	Significance
SELF-CONCEPT	Arts	535.00	162.66	24.55	0.48	Not Significant
	Science	268.00	161.79	15.24		

A brief overview of Table 5.2.4.7.1, shows a comparison of overall self- concept between higher secondary school students in the Arts and Science streams. The mean score for the overall self-concept of Arts students is 162.66, while for Science students, it is slightly lower at 161.79. The calculated t-value is 0.48, which is lower than the critical t-value at the 0.05 level of confidence. Therefore, it can be concluded that, there is no significant difference in the overall self-concept between Arts and Science students. Hence, the hypothesis that there is no significant difference in the Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their and stream is accepted.
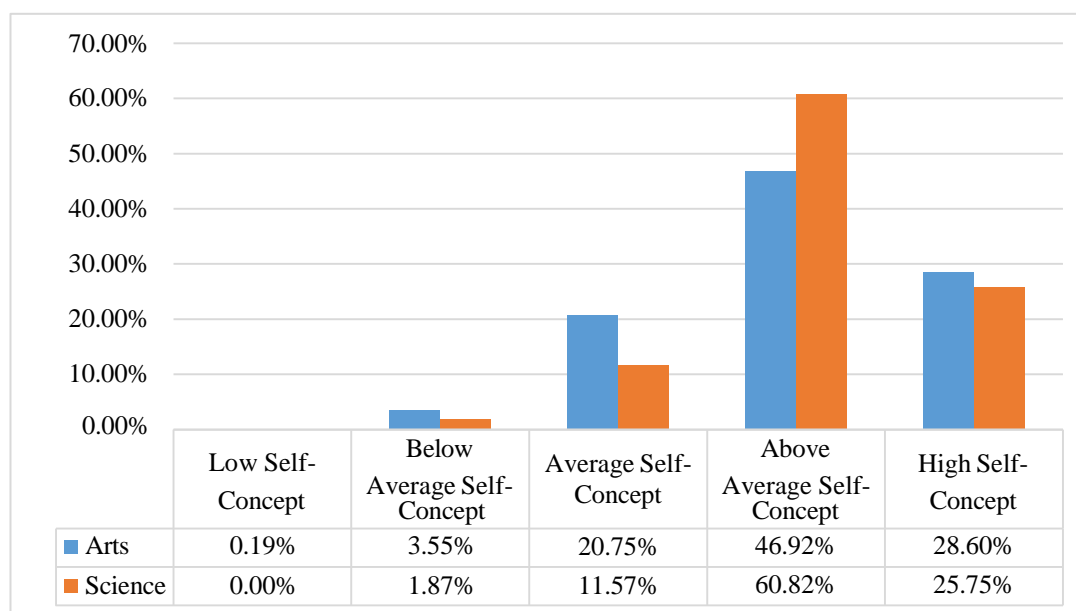
4.2.5. With reference to their Stream and Gender

Table 4.2.5.1.
Level of Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

Stream	Level	Descriptive Statistics	Gender Male	Gender Female
Arts	Low Self-Concept	N	1	0
		%	0.19%	0.00%
	Below Average Self-Concept	N	1	4
		%	0.19%	0.75%
	Average Self-Concept	N	63	74
		%	11.78%	13.83%
	Above Average Self-Concept	N	163	167
		%	30.47%	31.21%
	High Self-Concept	N	38	24
		%	7.10%	4.49%
Science	Low Self-Concept	N	0	0
		%	0%	0%
	Below Average Self-Concept	N	3	2
		%	1.12%	0.75%
	Average Self-Concept	N	32	60
		%	11.94%	22.39%
	Above Average Self-Concept	N	89	63
		%	33.21%	23.51%
	High Self-Concept	N	13	6
		%	4.85%	2.24%

Figure 4.2.5.1

Level of Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
			ARTS					SCIENCE		
Male	0%	0%	12%	31%	7%	0%	1%	12%	33%	4%
Female	0%	1%	14%	30%	4%	0%	1%	23%	24%	3%

A close examination of Table 4.2.5.1, reveals the distribution of physical self-concept among higher secondary school students in Mizoram, taking into account both their stream (Arts vs. Science) and gender. In the Arts stream, majority of the male and female students shows physical self-concept levels that are above average or higher. 1(0.19%) students shows low self-concept, while no female students are in this level. 164 (30.65%) male students have above-average self-concept and 163 (30.47%) students falls in this level. 63(11.78%) female students fall into the average self-concept category and 77(14.39%) male students falls into this level. 38(7.1%) males students shows a high physical self-concept and only 23(4.3%) of females falls into this level.

In the Science stream, both the gender did not have a students who falls in low self-concept level. 3(1.12%) of male students have below average self concept while 2(0.75%) of female student fall under this category. 32(11.94%) male students and 61(22.76%) female students show average self-concept level. 89 (33.21%) male students and 63(23.51%) female students have above average self-concept students. There are 11(4.1%) male students and 7(2.61%) female students with high self-concept.

The analysis indicates that male students in the Arts stream have a slightly higher physical self-concept than female students, particularly in the high self- concept level. Female students exhibit higher percentages in the average self-concept level, while male students tend to show higher percentage in the above average and high self-concept level for both streams.

Table 4.2.5.1.1.

Comparison of physical dimension of Self- Concept with reference to Stream and Gender

Stream	Gender	N	Mean	SD	F	Significance
Arts	Male	268	27.53	4.31	0.43	Not Significant
Arts	Female	267	26.68	4.32	0.43	Not Significant
Science	Male	135	26.71	4.46	0.43	Not Significant
Science	Female	133	25.40	4.26	0.43	Not Significant

A detailed analysis of Table 4.2.5.1.1, shows the comparison of the physical dimension of self-concept with reference to both stream and gender. In the Arts stream, male students have a mean score of 27.53, while female students have a mean score of 26.68. In the Science stream, male students have a mean score of 26.71 and female students have a mean score of 25.40 .The calculated F-value for this comparison is 0.43, which is lower than the critical F-value at the 0.05 level of significance, indicating that there is no significant difference between male and female students in terms of physical self-concept in the arts and science stream. Hence, the hypothesis that there is no significant difference in the Physical Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream and gender is accepted.

Table 4.2.5.2.
Level of Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

Stream	Level	Descriptive Statistics	Gender	
			Male	**Female**
Arts	Low Self-Concept	N	1	1
		%	0.19%	0.19%
	Below Average Self-Concept	N	9	6
		%	1.68%	1.12%
	Average Self-Concept	N	58	38
		%	10.84%	7.10%
	Above Average Self-Concept	N	170	176
		%	31.78%	32.90%
	High Self-Concept	N	30	46
		%	5.61%	8.60%
Science	Low Self-Concept	N	0	0
		%	0%	0%
	Below Average Self-Concept	N	1	1
		%	0%	0%
	Average Self-Concept	N	25	23
		%	9.33%	8.58%
	Above Average Self-Concept	N	88	92
		%	32.84%	34.33%
	High Self-Concept	N	21	17
		%	7.84%	6.34%

Figure 4.2.5.2.

Level of Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
			ARTS					SCIENCE		
Male	0%	2%	11%	32%	6%	0%	0%	9%	33%	8%
Female	0%	1%	7%	33%	9%	0%	0%	9%	35%	6%
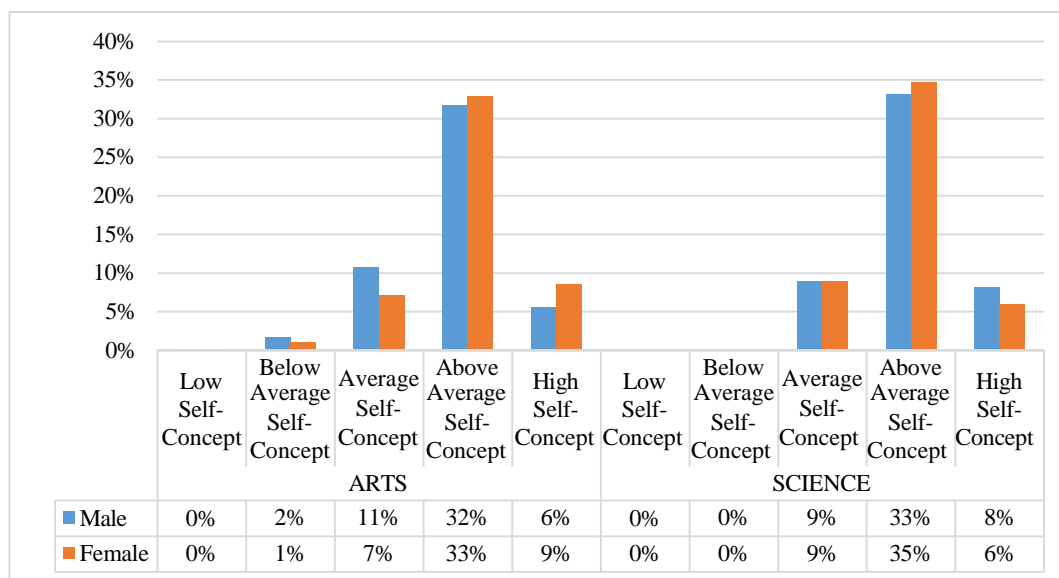
A close examination of Table 4.2.5.2, reveals the distribution of social self- concept among higher secondary school students in Mizoram, considering both their stream (Arts vs. Science) and gender. In the arts stream, 1 (0.19%) male and 1 (0.19%) female student fall into the low self-concept category. 9 (1.68%) male and 6(1.12%) female students are observed in below average self concept level. 58 (10.84%) male and 38 (67.1%) female students fall into average self concept level. Majority of both male and female students in the Arts stream show an above-average social self-concept, with 170 (31.78%) male students and 176 (32.9%) female students in this level. However, female students show a slightly higher representation in the high self-concept category, with 46 (8.4%) female students compared to 30 (5.61%) male students.

In the Science stream, 17 (8.3%) male and 20 (9.7%) female students are in the average self-concept level. In the above-average self-concept level, 64 (31.1%) male and 76 (36.9%) female students are observed. In the high self-concept level, 16 (7.8%) male students and 13 (6.3%) female students are found.

Table 4.2.5.2.1.

Comparison of social dimension of Self- Concept with reference to Stream and Gender

Stream	Gender	N	Mean	SD	F	Significance
Arts	Male	268	28.19	13.34	0.73	Not Significant
	Female	267	28.94	11.47		
Science	Male	135	28.87	3.93		
	Female	133	28.10	4.04		

A detailed analysis of Table 4.2.5.2.1 shows the comparison of the social dimension of self-concept with reference to both stream and gender. In the Arts stream, male students have a mean score of 28.19, while female students have a mean score of 28.94. In the Science stream, male students have a mean score of 28.87, and female students have a mean score of 28.10.The calculated F-value for

this comparison is 0.73, which is lower than the critical F-value at the 0.05 level of significance. This suggests that there is no significant difference between male and female students in terms of their social self-concept in both the Arts and Science streams. Hence, the hypothesis that there is no significant difference in the Social Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream and gender is accepted.
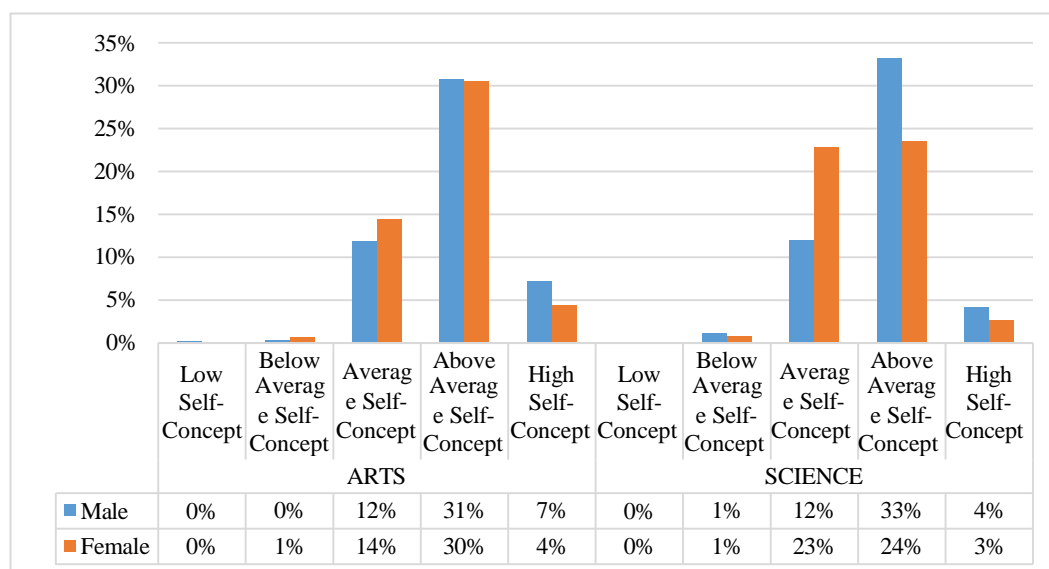
Table 4.2.5.3.
Level of Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

Stream	Level	Descriptive Statistics	Gender	
			Male	Female
Arts	Low Self-Concept	N	1	1
		%	0.19%	0.19%
	Below Average Self-Concept	N	4	0
		%	0.75%	0.00%
	Average Self-Concept	N	63	77
		%	11.40%	14.21%
	Above Average Self-Concept	N	170	171
		%	31.96%	31.96%
	High Self-Concept	N	31	17
		%	5.79%	3.55%
Science	Low Self-Concept	N	0	0
		%	0.00%	0.00%
	Below Average Self-Concept	N	2	0
		%	1.12%	0.00%
	Average Self-Concept	N	24	42
		%	8.96%	16.42%
	Above Average Self-Concept	N	100	83
		%	38.81%	30.97%
	High Self-Concept	N	8	9
		%	1.49%	2.24%

Figure 4.2.5.3.

Level of Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
			ARTS					SCIENCE		
Male	0.19%	0.75%	11.40%	31.96%	5.79%	0.00%	1.12%	8.96%	38.81%	1.49%
Female	0.19%	0.00%	14.21%	31.96%	3.55%	0.00%	0.00%	16.42%	30.97%	2.24%
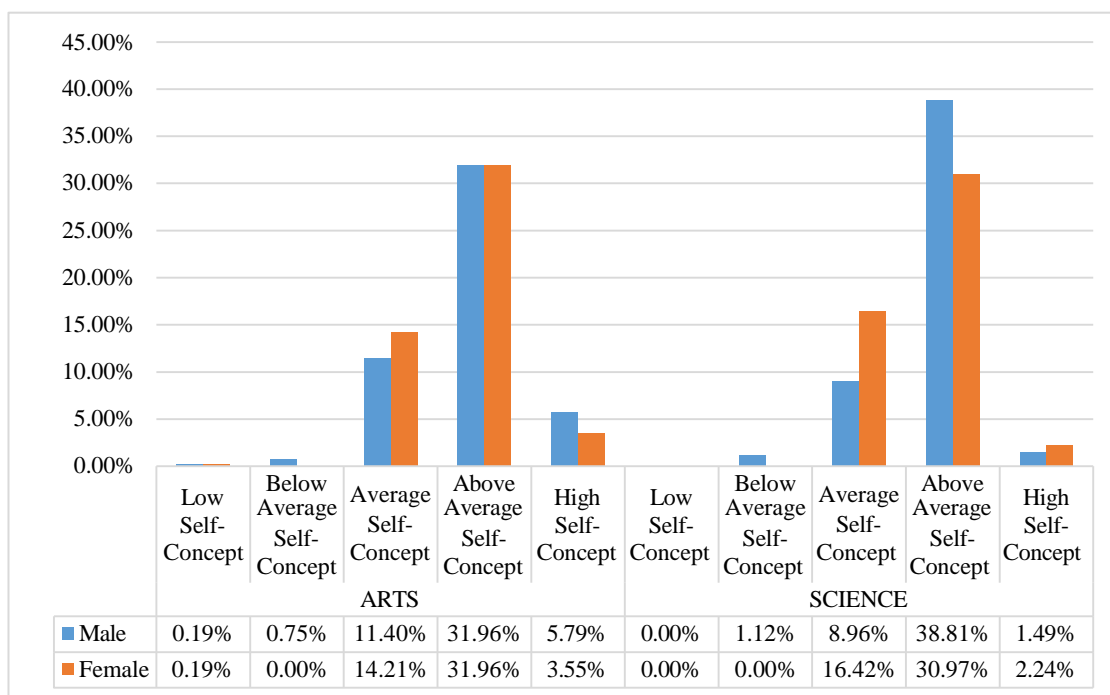
A detailed analysis of Table 4.2.5.3, shows the distribution of temperamental self-concept among higher secondary school students in Mizoram, considering both their stream (Arts vs. Science) and gender. In the Arts stream, 1(0.19%) male and 1 (0.19%) female student fall into the low self-concept category. 4 (0.75%) male students are in the below-average self-concept category, while no female students are observed in this level. 61 (11.4%) male students and 76 (14.21%) female students show an average self-concept. In the above-average self-concept category, male and female students accounts for both 171 (31.96%). 31 (65.79%) male students exhibit high temperamental self-concept, while 19 (3.55%) female students fall into this level.

In the Science stream, 3 (1.12%) male students fall into the below-average self-concept level, with no female students in this group. 24(8.96%) male and 44 (16.42%) female students exhibit an average self-concept. In the above-average self-

concept category, 104 (38.81%) male and 83 (30.97%) female students show this level of temperamental self-concept. A small number of students in the Science stream exhibit high temperamental self-concept, with 4 (1.49%) male and 6 (2.24%) female students in this level.

Table 4.2.5.3.1.

Comparison of Temperamental dimension of Self- Concept with reference to Stream and Gender

Stream	Gender	N	Mean	SD	F	Significance
Arts	Male	268	27.35	4.75	0.002	Not Significant
	Female	267	26.54	4.37		
Science	Male	135	27.08	4.12		
	Female	133	26.30	3.60		

A detailed analysis of Table 4.2.5.3.1, reveals the comparison of the temperamental dimension of self-concept with reference to both stream and gender. In the Arts stream, male students have a mean score of 27.35, while female students have a mean score of 26.54. In the Science stream, male students have a mean score of 27.08, and female students have a mean score of 26.30. The calculated F-value for this comparison is 0.002, which is lower than the critical F-value at the 0.05 level of significance. This indicates that there is no significant difference between male and female students in terms of their temperamental self-concept in both the Arts and Science streams. Hence, the hypothesis that there is no significant difference in the Temperamental Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream and gender is accepted.

Table 4.2.5.4.
Level of Educational Self-Concept of Higher Secondary School Students in Mizoram
with reference to their Stream and Gender

Stream	Level	Descriptive Statistics	Gender	
			Male	Female
Arts	Low Self-Concept	N	2	1
		%	0.37%	0.19%
	Below Average Self-Concept	N	3	0
		%	0.56%	0.00%
	Average Self-Concept	N	94	89
		%	17.57%	16.64%
	Above Average Self-Concept	N	148	149
		%	27.66%	27.85%
	High Self-Concept	N	21	28
		%	3.93%	5.23%
Science	Low Self-Concept	N	0	0
		%	0.00%	0.00%
	Below Average Self-Concept	N	2	0
		%	0.75%	0.00%
	Average Self-Concept	N	34	45
		%	12.69%	16.79%
	Above Average Self-Concept	N	89	79
		%	33.21%	29.48%
	High Self-Concept	N	10	9
		%	3.73%	3.36%

Figure 4.2.5.4.

Level of Educational Self-Concept of Higher Secondary School Students in

Mizoram with reference to their Stream and Gender

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
			ARTS					SCIENCE		
Male	0.4%	0.6%	17.6%	27.7%	3.9%	0.0%	1.1%	10.8%	34.7%	3.7%
Female	0.2%	0.0%	16.6%	27.9%	5.2%	0.0%	0.0%	16.8%	30.2%	2.6%

A close examination of Table 4.2.5.4, reveals the distribution of educational self-concept among higher secondary school students in Mizoram, considering both their stream (Arts vs. Science) and gender. In the arts stream 2 (0.37%) male students and 1 (0.19%) female student fall into the low self-concept category. 3 (0.56%) male students are in the below-average self-concept category, while no female students fall into this level. 94 (17.57%) male students and 89 (16.64%) female students fall into the average self-concept level.148 (27.66%) male students and 149 (27.85%) female students have above-average educational self-concept, with 10 (3.73%) male and 28 (5.23%) female students falling into the high self-concept level.

In the Science stream, no male students and female students are found in low self-concept level. There are 3(1.12%) male students with below-average self- concept, while no female students fall into this level. In the average self-concept level, 29 (10.82%) male students and 45 (16.75%) female students are observed. The above-average level includes 93 (34.7%) male students and 81 (30.22%) female students. The high self-concept level is represented by 7 (3.4%) male students and 7 (2.61%) female students.

Table 4.2.5.4.1.

Comparison of Educational dimension of Self- Concept with reference to Stream and Gender

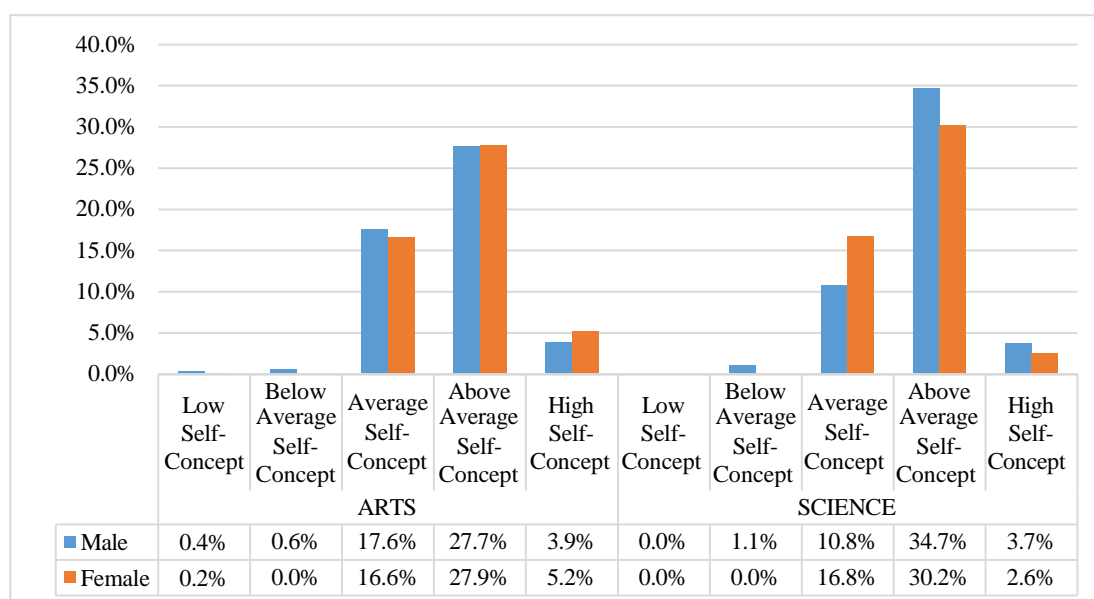| Stream	Gender	N	Mean	SD	F	Significance
Arts	Male	268	26.72	13.94	0.124	Not Significant
	Female	267	26.45	4.71		
Science	Male	135	26.88	4.17		
	Female	133	26.08	4.42		

A detailed examination of Table 4.2.5.4.1, reveals the comparison of the educational dimension of self-concept with respect to both stream and gender. In the Arts stream, male students have a mean score of 26.72, while female students have a mean score of 26.45. In the Science stream, male students have a mean score of 26.88, and

female students have a mean score of 26.08. The calculated F-value for this comparison is 0.124, which is lower than the critical F-value at the 0.05 level of significance. This indicates that there is no significant difference between male and female students in terms of their educational self-concept in both the Arts and Science streams. Hence, the hypothesis that there is no significant difference in the Educational Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream and gender is accepted.

Table 4.2.5.5.

Level of Moral Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

Stream	Level	Descriptive Statistics	Gender	
			Male	Female
Arts	Low Self-Concept	N	1	0
		%	0.19%	0.00%
	Below Average Self-Concept	N	11	9
		%	1.87%	1.68%
	Average Self-Concept	N	70	45
		%	12.15%	8.41%
	Above Average Self-Concept	N	121	123
		%	23.74%	23.18%
	High Self-Concept	N	65	90
		%	12.15%	16.64%
Science	Low Self-Concept	N	0	0
		%	0.00%	0.00%
	Below Average Self-Concept	N	0	5
		%	0.00%	1.87%
	Average Self-Concept	N	18	15
		%	6.72%	4.85%
	Above Average Self-Concept	N	86	75
		%	32.09%	28.73%
	High Self-Concept	N	31	38
		%	11.57%	14.18%

Figure 4.2.5.5.

Level of Moral Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
			ARTS					SCIENCE		
■ Male	0.2%	1.9%	12.2%	23.7%	12.2%	0.0%	0.0%	6.7%	32.1%	11.6%
■ Female	0.0%	1.7%	8.4%	23.2%	16.6%	0.0%	1.9%	4.9%	28.7%	14.2%

A close examination of Table 4.2.5.5, reveals the distribution of moral self- concept among higher secondary school students in Mizoram, considering both their stream (Arts vs. Science) and gender. In the Arts stream, 1 (0.19%) male student and no female students fall into the low self-concept category. 10 (1.87%) male students and 9 (1.68%) female students shows below average self-concept. 65 (12.15%) male students and 45 (8.41%) female students fall into the average self-concept level. 127 (23.74 %) male students and 124 (23.18%) female students falls in above average level self concept. 89 (16.64%) females and 65 (12.15%) male students shows high self concept level.

In the Science stream, there are no male and female students in the low self- concept level. 5(1.87%) female students were found in below average self concept level but no male students are found in this level. 18 (6.72%) male students and 13(4.85%)female students are placed in average self concept level. In the above-

average self-concept level there are 86 (32.09%) male students along with 77(28.73%) female students. 31 (11.57%) male students 38 (14.18%) female students fall into the high self-concept level.

Table 4.2.5.5.1

Comparison of Moral dimension of Self- Concept with reference to Stream and Gender

Stream	Gender	N	Mean	SD	F	Significance
Arts	Male	268	27.68	6.40	2.24	Not Significant
	Female	267	29.06	6.04		
Science	Male	135	29.65	4.48		
	Female	133	29.61	4.80		

A detailed examination of Table 4.2.5.5.1 reveals the comparison of the moral dimension of self-concept with respect to both stream and gender. In the Arts stream, male students have a mean score of 27.68, while female students have a mean score of 29.06. In the Science stream, male students have a mean score of 29.65, and female students have a mean score of 29.61. The calculated F-value for this comparison is 2.24, which is lower than the critical F-value at the 0.05 level of significance. This indicates that there is no significant difference between male and female students in terms of their moral self-concept in both the Arts and Science streams. Hence, the hypothesis that there is no significant difference in the Moral Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream and gender is accepted.
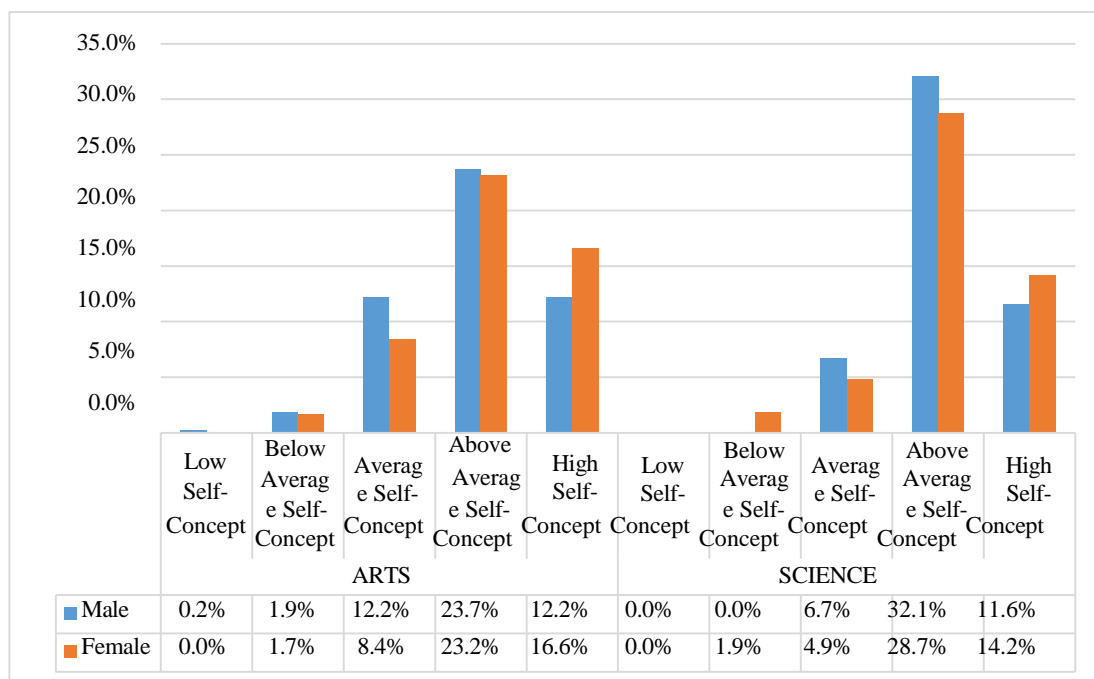
Table 4.2.5.6.

Level of Intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

Stream	Level	Descriptive Statistics	Gender	
			Male	Female
Arts	Low Self-concept	N	0	0
		%	0.00%	0.00%
	Below Average Self-Concept	N	10	7
		%	1.87%	1.31%
	Average Self-Concept	N	130	110
		%	24.30%	20.56%
	Above Average Self-Concept	N	104	140
		%	19.44%	26.17%
	High Self-Concept	N	24	10
		%	4.49%	1.87%
Science	Low Self-Concept	N	0	0
		%	0.00%	0.00%
	Below Average Self-Concept	N	3	0
		%	1.12%	0.00%
	Average Self-Concept	N	58	68
		%	21.64%	25.37%
	Above Average Self-Concept	N	66	62
		%	24.63%	23.13%
	High Self-Concept	N	8	3
		%	2.99%	1.12%

Figure 4.2.5.6.

Level of Intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
			ARTS					SCIENCE		
Male	0.0%	1.9%	22.6%	21.1%	4.5%	0.0%	0.4%	26.1%	21.3%	2.6%
Female	0.0%	1.1%	19.4%	27.5%	1.9%	0.0%	0.0%	29.5%	19.0%	1.1%

A close examination of Table 4.2.5.6, reveals the intellectual self-concept among higher secondary school students in Mizoram, considering both their stream (Arts vs. Science) and gender. In both streams there are no students with low self concept. In the Arts stream, 10 (21.87%) male students and 6 (1.12%) female students fall into the below average self-concept level. 121 (22.62%) male students and 104 (19.44%) female students show average self-concept. 113 (21.12%) male students and 147 (27.48 %) female students fall into the above average self-concept level. 24 (4.49%) male students and 10 (1.87%) female students show a high self- concept level.

In the Science stream, 1 (0.37%) male student and no female students fall into the below average self-concept category. 70 (26.12%) male students and 79 (39.48%) female students show average self-concept. 57 (21.27%) male students and 51 (19.03%) female students fall into the above average self-concept level. 7 (2.61%) male students and 3 (1.12%) female students show a high self-concept level.

The analysis indicates that male students in the Arts stream have a higher percentage in the above-average self-concept level, while female students in the same stream have a higher percentage in the above-average and average self-concept levels. In the Science stream, female students show higher percentages in the average self-concept category, while male students tend to have a slightly higher in below average as well as high self-concept level.

Table 4.2.5.6.1

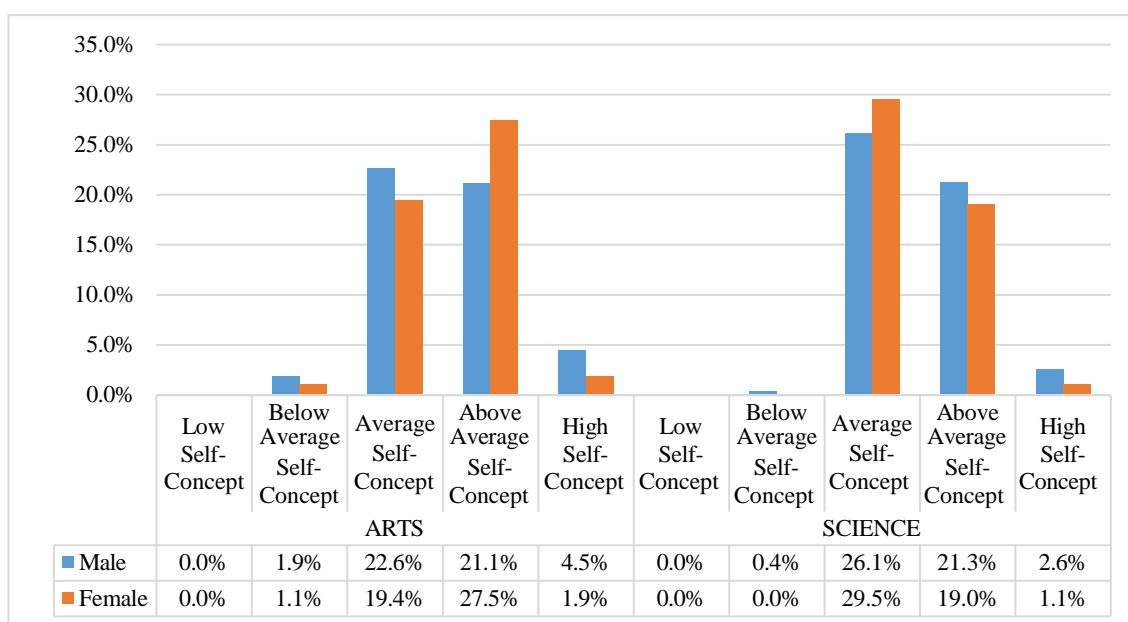**Comparison of Intellectual dimension of Self- Concept with reference to Stream and Gender**

Stream	Gender	N	Mean	SD	F	Significance
Arts	Male	268	24.82	5.16	3.39	Significant
	Female	267	25.38	4.28		
Science	Male	135	24.96	3.92		
	Female	133	24.18	3.27		

A detailed examination of Table 4.2.5.6.1, reveals the comparison of the intellectual dimension of self-concept with respect to both stream and gender. In the Arts stream, male students have a mean score of 24.82, while female students have a mean score of 25.38. In the Science stream, male students have a mean score of 24.96, and female students have a mean score of 24.18. The calculated F-value for this comparison is 3.39, which is higher than the critical F-value at the 0.05 and 0.01 levels of significance. This indicates that there is significant difference between male and female students in terms of their intellectual self-concept in both the Arts and Science streams. Hence, the hypothesis that there is no significant difference in the Intellectual Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream and gender is rejected.

Table 4.2.5.7.

Level of Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

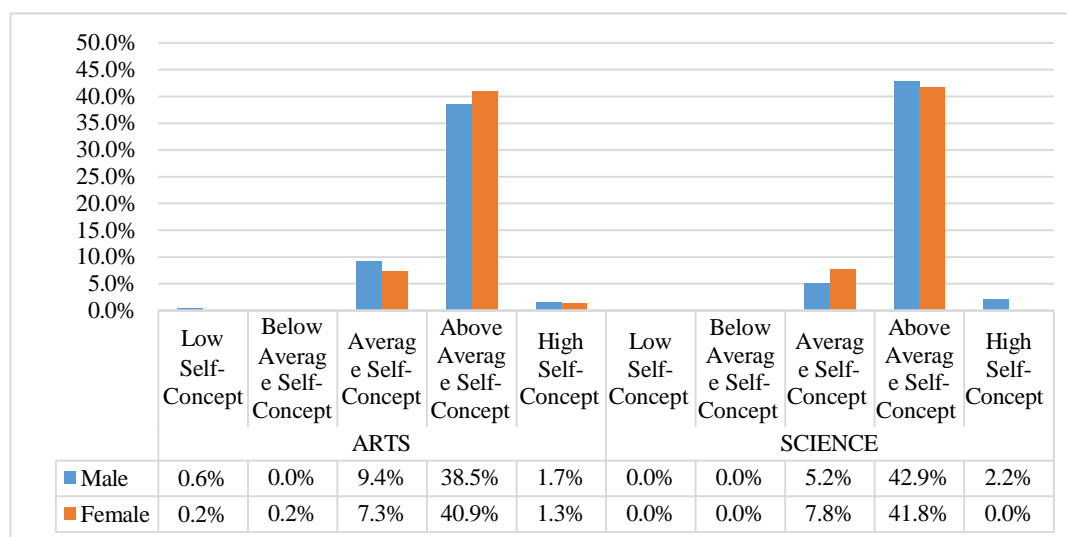| Stream	Level	Descriptive Statistics	Gender	
			Male	Female
Arts	Low Self-Concept	N	3	1
		%	0.56%	0.19%
	Below Average Self-Concept	N	0	1
		%	0.00%	0.19%
	Average Self-Concept	N	50	37
		%	9.35%	7.29%
	Above Average Self-Concept	N	206	221
		%	38.50%	40.93%
	High Self-Concept	N	8	8
		%	1.68%	1.31%
Science	Low Self-Concept	N	0	0
		%	0.00%	0.00%
	Below Average Self-Concept	N	0	0
		%	0.00%	0.00%
	Average Self-Concept	N	18	22
		%	5.22%	7.84%
	Above Average Self-Concept	N	112	110
		%	42.91%	41.79%
	High Self-Concept	N	6	0
		%	2.24%	0.00%

Figure 4.2.5.7.

Level of Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their Stream and Gender

	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept	Low Self-Concept	Below Average Self-Concept	Average Self-Concept	Above Average Self-Concept	High Self-Concept
			ARTS					SCIENCE		
■ Male	0.6%	0.0%	9.4%	38.5%	1.7%	0.0%	0.0%	5.2%	42.9%	2.2%
■ Female	0.2%	0.2%	7.3%	40.9%	1.3%	0.0%	0.0%	7.8%	41.8%	0.0%

A close examination of Table 4.2.5.7, reveals the level of overall self- concept among higher secondary school students in Mizoram, considering both their stream (Arts vs. Science) and gender. In the Arts stream, 3 (0.56%) male students and 1 (0.19%) female student fall into the low self-concept level. No male students and 1 (0.19%) female student fall into the below average self-concept level. 50 (9.35%) male students and 39 (7.29%) female students show average self-concept. 206 (38.5%) male students and 219 (40.93%) female students fall into the above average self-concept level. 9 (1.68%) male students and 7 (1.31%) female students show a high self-concept level.

In the Science stream there are no students showing low or below average level. 14(5.22%) male students and 21 (7.84%) female students show average self-concept. 115 (42.91%) male students and 112 (41.79%) female students fall into the above average self-concept level. 6 (2.24%) male students and no female students show a high self-concept level.

The analysis indicates that in the Arts stream, male students have a higher percentage in the average self-concept level, while female students show higher percentages in

the above average self-concept level. In the Science stream, female students have a higher percentage in the average self concept level, while male students show a small edge in the above average self-concept level and high self- concept level.

Table 4.2.5.7.1.

Comparison of Overall Self-Concept of Self- Concept with reference to Stream and Gender

Stream	Gender	N	Mean	SD	F	Significance
Arts	Male	268	162.29	28.06	2.06	Not Significant
	Female	267	163.06	20.25		
Science	Male	135	164.14	15.69		
	Female	133	159.69	14.58		

A detailed examination of Table 4.2.5.7.1, reveals the comparison of the overall self-concept with respect to both stream and gender. In the Arts stream, male students have a mean score of 162.29, while female students have a mean score of 163.06. In the Science stream, male students have a mean score of 164.14, and female students have a mean score of 159.69. The calculated F-value for this comparison is 2.06, which is lower than the critical F-value at the 0.05 and 0.01 levels of significance. This indicates that there is no significant difference between male and female students in terms of their overall self-concept in both the Arts and Science streams. Hence, the hypothesis that there is no significant difference in the Overall Self-Concept of Higher Secondary School Students in Mizoram with reference to their stream and gender is accepted.

4.3   : To investigate the quality of home environment among higher secondary school students in Mizoram.

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Table 4.3.1.

Level of Home Environment

</div>

Level	N	%
Extremely Favourable	9	1.1
Highly Favourable	64	8.0
Above Average Favourable	175	21.8
Average Favourable	326	40.6
Unfavourable	135	16.8
Highly Unfavourable	68	8.5
Extremely Unfavourable	26	3.2

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Figure 4.3.1.

Level of Home Environment

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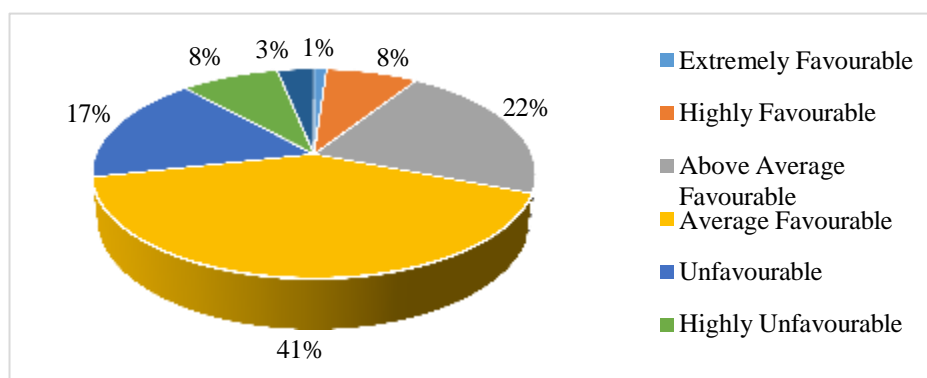
The data from Table 4.3.1 presents an individuals' perceptions of their home environments. Among the total 803 students, 9 people (1.1%), shows an "extremely favourable" home environment. 64(8.0%) students have "highly favourable," home environment level. 175(21.8%) of the students lies in above average favourable home environment. 326(40.6%) of the students shows average favourable home environment level and 135(16.8%) have unfavourable home environment level. There are 68(8.5%) of students living in highly unfavourable level and extremely unfavourable home environment level students was found to be 26(3.2%).

Overall, the data reveals that while most individuals perceive their home environments positively or neutrally, there is a substantial number facing unfavourable conditions, with a small but significant group enduring extremely difficult living situations.

4.4   : To compare the home environment of higher secondary school students in Mizoram with reference to gender, locale and stream of studies.

Table 4.4.1.

Level of Home Environment with Reference to Gender

Level	Male		Female	
	N	%	N	%
Extremely Favourable	2	0.2%	7	0.9%
Highly Favourable	23	2.9%	41	5.1%
Above Average Favourable	81	10.1%	94	11.7%
Average Favourable	186	23.2%	140	17.4%
Unfavourable	62	7.7%	73	9.1%
Highly Unfavourable	36	4.5%	32	4.0%
Extremely Unfavourable	13	1.6%	13	1.6%

Figure 4.4.1.

Level of Home Environment with Reference to Gender

	Extremely Favourable	Highly Favourable	Above Average Favourable	Average Favourable	Unfavourable	Highly Unfavourable	Extremely Unfavourable
Male	0.20%	2.90%	10.10%	23.20%	7.70%	4.50%	1.60%
Female	0.90%	5.10%	11.70%	17.40%	9.10%	4.00%	1.60%
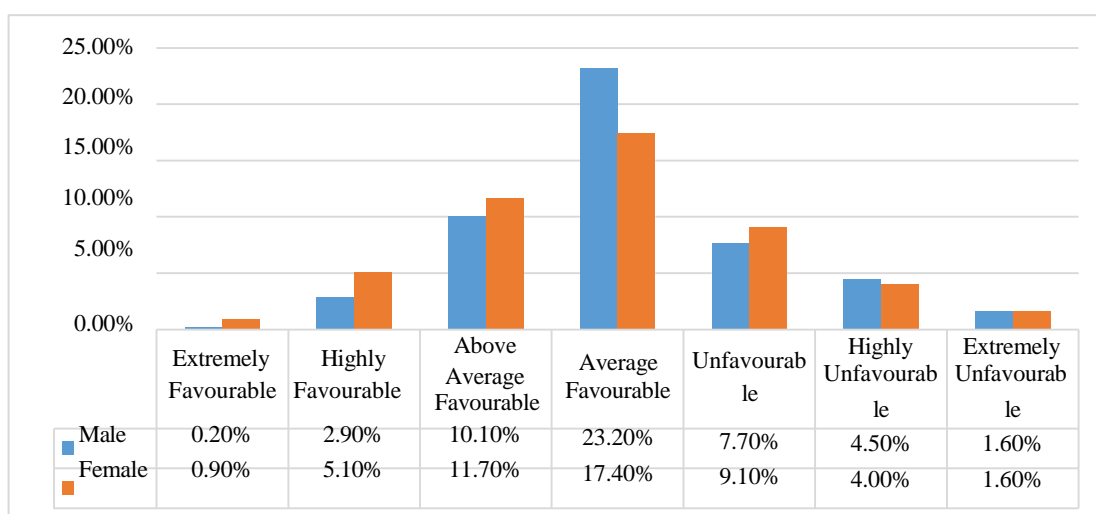
The data from Table 4.4.1 shows the level of home environment among male and female students. It is observed that both 13(1.6%) male and female students shows extremely unfavourable level of home environments. In the "highly favourable" level, 23(2.9%) male students and 41(5.1%) female students shows a highly favourable home environment. For those who feel their home environment is "above average favourable" level are 81(10.1%) male students and 94(11.7%) female students. The "average favourable" category sees 186 male students (23.2%) and 140 female students (17.4%) reporting average conditions. 62(7.7%) male students and 73(9.1%) female students were found in unfavourable home environment level. 36(4.5%) and 32(4.0%) shows highly unfavourable home environment.

Overall, the data reveals that, both genders shows a higher percentage of students experiencing favourable home environments level as compared to unfavourable conditions. However, females tend to show more favourable perceptions about their level of home environment.

Table 4.4.1.1.

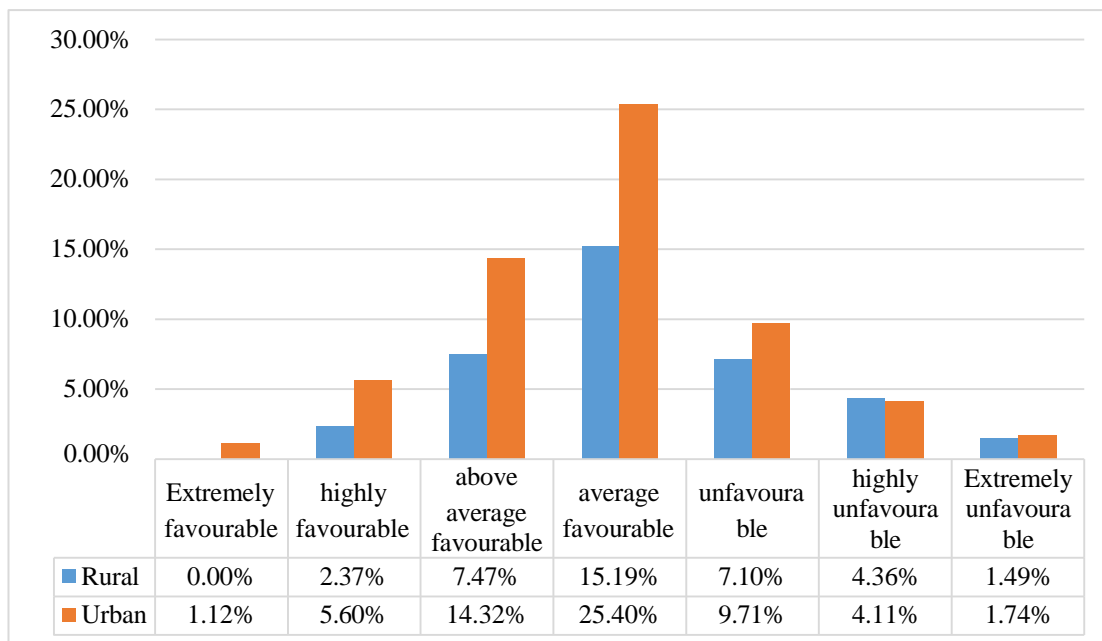**Comparison of Home Environment with reference to Gender**

Gender	N	Mean	SD	t	Significance
Male	403.00	138.43	16.84	1.44	Not Significant
Female	400.00	140.29	19.60		

Table 4.4.1.1 compares the home environment perceptions between males and females. Males (N = 403) have a mean score of 138.43 (SD = 16.84), while females (N = 400) report a mean score of 140.29 (SD = 19.60). The statistical analysis (t = -1.44) shows that the difference between males and females is not significant at the .05 or .01 levels. Therefore, there are no significant gender differences in home environment perceptions. Hence, the hypothesis that there is no significant difference in the Home Environment of Higher Secondary School Students in Mizoram with reference to their gender is accepted.

Table 4.4.2.

Level of Home Environment with Reference to Locale

Level	Rural		Urban	
	N	%	N	%
Extremely favourable	0	0.00%	9	1.12%
Highly favourable	19	2.37%	45	5.60%
Above average favourable	60	7.47%	115	14.32%
Average favourable	122	15.19%	204	25.40%
Unfavourable	57	7.10%	78	9.71%
Highly unfavourable	35	4.36%	33	4.11%
Extremely unfavourable	12	1.49%	14	1.74%

Figure 4.4.2.

Level of Home Environment with Reference to Locale

	Extremely favourable	highly favourable	above average favourable	average favourable	unfavoura ble	highly unfavoura ble	Extremely unfavoura ble
Rural	0.00%	2.37%	7.47%	15.19%	7.10%	4.36%	1.49%
Urban	1.12%	5.60%	14.32%	25.40%	9.71%	4.11%	1.74%

The data from Table 4.4.2 compares the level of home environment between rural and urban students. From the rural area, there are no students living in an extremely favorable home environment, while 9(1.12%) students from the urban area lives in extremely favorable home environment. 19(2.37%) rural students and 45(5.6%) urban students falls in highly favorable level of home environment. 60(7.47%) rural students and 115(14.32%) urban students have above average level and 122(15.19%) rural students and 204(25.40%) urban students have average level of home environment.

57(7.1%)rural students and 78(9.71%)urban students falls in unfavorable level of home environment. 35(4.36%)rural students and 33(4.11%) urban students shows highly unfavorable level of home environment. 12(1.49%)rural students and 14(1.74%)urban students are found in extremely unfavorable level of home environment.

The data indicates that urban students tend to perceive their home environments as more favorable, while rural students are more likely to have their home environments as unfavorable level.

Table 4.4.2.1.

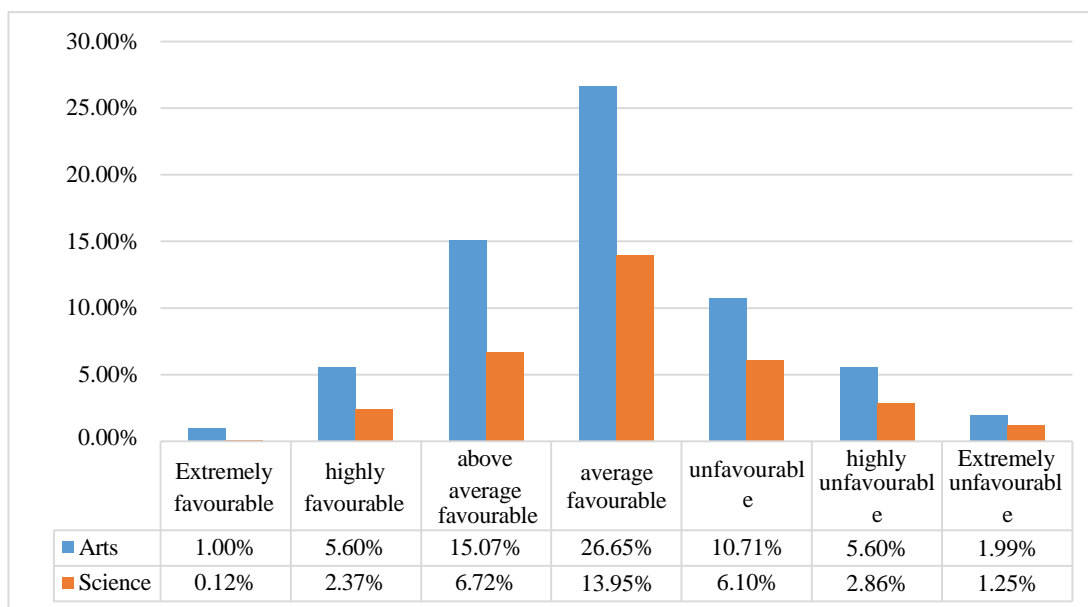**Comparison of Home Environment with reference to Locale**

Locale	N	Mean	SD	t	Significance
Rural	305.00	132.69	17.36	6.13	Significant
Urban	498.00	140.57	18.19		

Table 4.4.2.1 compares the home environment perceptions by locale, rural versus urban. In rural areas (N = 305), the mean score is 132.69 (SD = 17.36), while in urban areas (N = 498), the mean score is 140.57 (SD = 18.19). The statistical analysis (t = -6.13) indicates that the difference between rural and urban areas is significant. Therefore, home environment perceptions differ significantly between rural and urban locales, with urban areas reporting higher mean score. Hence, the hypothesis that there is no significant difference in the Home Environment of Higher Secondary School Students in Mizoram with reference to their locale is rejected.

Table 4.4.3.

Level of Home Environment with Reference to Stream

Level	Arts		Science	
	N	%	N	%
Extremely favourable	8	1.00%	1	0.12%
Highly favourable	45	5.60%	19	2.37%
Above average favourable	121	15.07%	54	6.72%
Average favourable	214	26.65%	112	13.95%
Unfavourable	86	10.71%	49	6.10%
Highly unfavourable	45	5.60%	23	2.86%
Extremely unfavourable	16	1.99%	10	1.25%

Figure 4.4.3.

Level of Home Environment with Reference to Stream

	Extremely favourable	highly favourable	above average favourable	average favourable	unfavourable	highly unfavourable	Extremely unfavourable
Arts	1.00%	5.60%	15.07%	26.65%	10.71%	5.60%	1.99%
Science	0.12%	2.37%	6.72%	13.95%	6.10%	2.86%	1.25%

The data from Table 4.4.3 analyse the level of home environment between students from the Arts and Science streams. 8(1.0%) students from the Arts stream and only 1(0.12%) female student have an extremely favourable home environment. 45(5.6%) Arts students and 19(2.37%) Science students shows highly favourable home environment. 121(15.07%) Arts students and 54(6.72%) Science students shows that their home environment is above average favourable level. The "average favourable" category shows that 214(26.65%) Arts students and 112(13.95%) Science students have average home environment level. 86(10.71%) Arts students and 49(6.10%) Science students shows unfavourable home environment. 45(5.6%) arts students and 23(2.86%) Science students have highly unfavourable home environment 16(1.99%) Arts students and 10(1.25%) Science students have extremely unfavourable home environment.

Overall, the data reveals that Arts students are more likely to perceive their home environment as both favourable and unfavourable when compared to Science students. While Arts students tend to have more positive perceptions, they also show higher levels of dissatisfaction level. On the other hand, Science students are less

likely to experience highly favourable or highly unfavourable level of home environment.

Table 4.4.3.1.
Comparison of Home Environment with reference to Stream

Locale	N	Mean	SD	t	Significance
Arts	535.00	139.96	18.08	1.71	Not Significant
Science	268.00	137.59	18.79		

Table 4.4.3.1 compares home environment perceptions by stream in rural and urban areas. In rural areas (N = 535), the mean score is 139.96 (SD = 18.08), while in urban areas (N = 268), the mean score is 137.59 (SD = 18.79). The statistical analysis (t = 1.71) shows that the difference between rural and urban areas is not significant at the .05 or .01 levels. Therefore, there is no significant difference in home environment perceptions between the two streams in either locale. Hence, the hypothesis that there is no significant difference in the Home Environment of Higher Secondary School Students in Mizoram with reference to their stream is accepted.
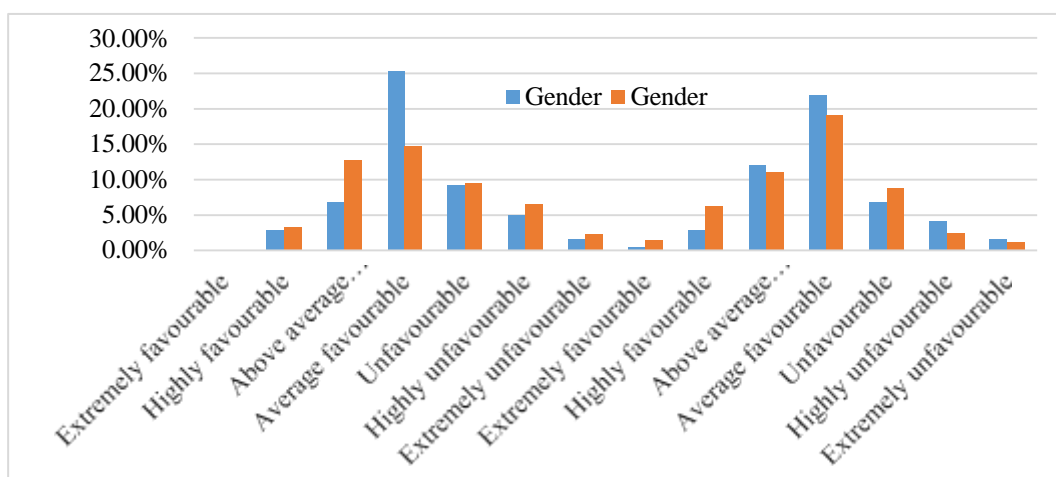
Table 4.4.4.
Levels of Home Environment by Locale and Gender

Locale	Level	Descriptive Statistics	Gender	
			Male	**Female**
Rural	Extremely favourable	N	0	0
		%	0.00%	0.00%
	Highly favourable	N	9	10
		%	2.95%	3.28%
	Above average favourable	N	21	39
		%	6.89%	12.79%
	Average favourable	N	77	45
		%	25.25%	14.75%
	Unfavourable	N	28	29
		%	9.18%	9.51%
	Highly unfavourable	N	15	20
		%	4.92%	6.56%
	Extremely unfavourable	N	5	7
		%	1.64%	2.30%
Urban	Extremely favourable	N	2	7
		%	0.40%	1.41%
	Highly favourable	N	14	31
		%	2.81%	6.22%
	Above average favourable	N	60	55
		%	12.05%	11.04%
	Average favourable	N	109	95
		%	21.89%	19.08%
	Unfavourable	N	34	44
		%	6.83%	8.84%
	Highly unfavourable	N	21	12
		%	4.22%	2.41%
	Extremely unfavourable	N	8	6
		%	1.61%	1.20%

Figure 4.4.4.

Levels of Home Environment by Locale and Gender

The data from Table 4.4.4, analyses the home environment levels by locale (rural and urban) and gender. In rural areas, there is no report of an extremely favourable home environment. However, 9 (2.95%) male and 10 (3.28%) female

report a highly favourable environment. 21 (6.89%) male and 39 (12.79%) female students from rural areas report an above average favourable home environment. 77 (25.25%) male and 45 (14.75%) female students report an average favourable home environment. The "unfavourable" category shows that 28 (9.18%) male and 29 (9.51%) female students in rural areas report unfavourable environments. The highly unfavourable category is represented by 15 (4.92%) male and 20 (6.56%) female students. 5 (1.64%) male and 7 (2.3%) female students report extremely unfavourable home environments.

In urban areas, the data shows that females report more extremely favourable 7(1.41%) and highly favourable 31(6.22%) home environments compared to males 2 (0.4%) extremely favourable and 14 (2.81%) highly favourable. 60(12.05%) of male and 55(11.04%) of females shows above average favourable while 109(21.89%) female and 95 (19.08%) shows average favourable. 34 (6.83%) of male and 44(8.84%) of female shows unfavourable home environment. The number of reporting highly unfavourable and extremely unfavourable home environment is slightly less than that of male.

Table 4.4.4.1.

Comparison of Home Environment with reference to Locale and Gender

Locale	Gender	N	Mean	SD	F	Significanc e
Rural	Male	155	132.56	16.24	0.20	Not Significant
Rural	Female	150	132.86	18.78	0.20	Not Significant
Urban	Male	248	139.62	16.73	0.20	Not Significant
Urban	Female	250	141.49	19.49	0.20	Not Significant

This table 4.4.4.1, compares the mean scores for home environment levels by locale (rural and urban) and gender. In rural areas, males have a mean score of 132.56 (SD = 16.24), while females have a slightly higher mean score of 132.86 (SD

= 18.78). In urban areas, males report a mean of 139.62 (SD = 16.73), while female report a mean of 141.49 (SD = 19.49). The statistical analysis (F = 0.20) indicates that there is no significant difference in home environment perceptions between males and females in rural areas (p > .05). Similarly, the data from urban areas (F = 0.15) shows no significant gender difference in perceptions. Therefore, while females tend to report slightly higher mean scores, there are no significant differences between male and female students in terms of their home environment perceptions in either locale. Hence, the hypothesis that there is no significant difference in the Home Environment of Higher Secondary School Students in Mizoram with reference to their locale and gender is accepted.

Table 4.4.5.
Level of Home Environment by Stream and Gender

Stream	Level	Descriptive Statistics	Gender	
			Male	Female
Arts	Extremely favourable	N	2	6
		%	0.37%	1.12%
	Highly favourable	N	17	28
		%	3.18%	5.23%
	Above average favourable	N	53	68
		%	9.91%	12.71%
	Average favourable	N	126	88
		%	23.55%	16.45%
	Unfavourable	N	38	48
		%	7.10%	8.97%
	Highly unfavourable	N	24	21
		%	4.49%	3.93%
	Extremely unfavourable	N	8	8
		%	1.50%	1.50%
Science	Extremely favourable	N	0	1
		%	0.00%	0.37%
	Highly favourable	N	7	12
		%	2.61%	4.48%
	Above average favourable	N	29	25
		%	10.82%	9.33%
	Average favourable	N	58	54
		%	21.64%	20.15%
	Unfavourable	N	24	25
		%	8.96%	9.33%
	Highly unfavourable	N	12	11
		%	4.48%	4.10%
	Extremely unfavourable	N	5	5
		%	1.87%	1.87%

Figure 4.4.5.
Level of Home Environment by Stream and Gender
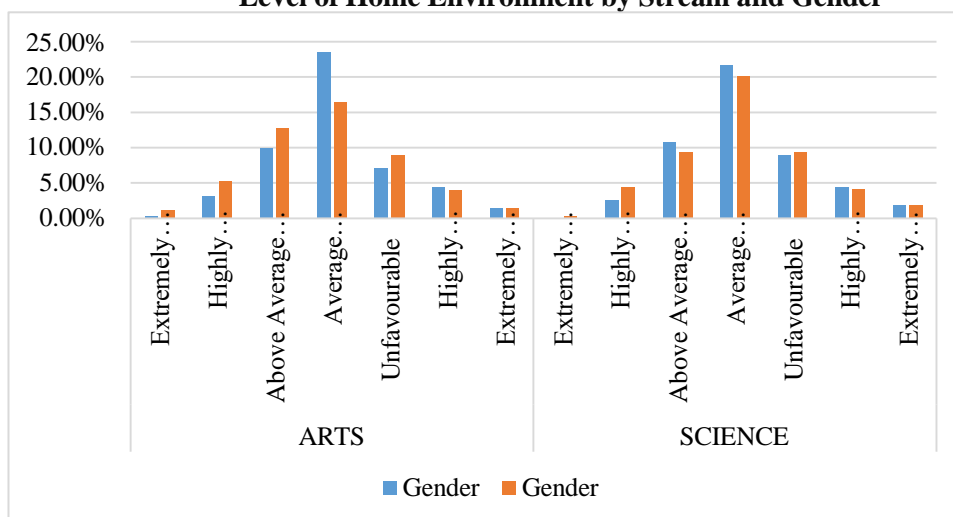
The data from Table 4.4.5, analyses the home environment levels by academic stream (Arts and Science) and gender. In the Arts stream, 2 (0.37%) male and 6 (1.12%) female students report an extremely favourable home environment. The highly favourable category shows that 17 (3.18%) male and 28(5.23%) female students report a highly favourable home environment. The "above average favourable" category shows that 53 (9.91%) male and 68 (12.71%) female students report above average favourable home environments. 126 (23.55%) male and 88 (16.45%) female students report an average favourable home environment. The "unfavourable" category shows that 38 (7.1%) male and 48 (8.97%) female students report unfavourable home environments. 24 (4.49%) male and 21 (3.93%) female students report highly unfavourable home environments. 8 (1.5%) male and 8 (1.5%) female students report extremely unfavourable home environments. In Science stream, 1 (0.37%) female student report an extremely favourable home environment whereas such report was not received from male students. 7 (2.61%) male and 12 (4.48%) female students report a highly favourable home environment. The "above average favourable" category shows that 29 (10.82%) male and 25 (9.33%) female students report above average favourable home environments. 58 (21.64%) male and 54 (20.15%) female students report an average favourable home environment. The "unfavourable" category shows that 24 (8.96%) male and 25 (9.33%) female students report unfavourable home environments. 12 (4.48%) male and 11 (4.10%) female students report highly unfavourable home environments. 5 (1.87%) male and 5 (1.87%) female students report extremely unfavourable home environments. Overall, the data shows that female students in both streams tend to report more positive home environments compared to male students, although both streams show significant dissatisfaction among their students.

Table 4.4.5.1.

Comparison of Home Environment with reference to Stream and Gender

Stream	Gender	N	Mean	SD	F	Significance
Arts	Male	268	138.88	16.74	0.15	Not Significant
Arts	Female	267	141.10	19.34	0.15	Not Significant
Science	Male	135	137.01	17.14	0.15	Not Significant
Science	Female	133	138.10	20.20	0.15	Not Significant

Table 4.4.5.1, compares the mean home environment scores by academic stream (Arts and Science) and gender. In the Arts stream, males report a mean of 138.88 (SD = 16.74), while females report a mean of 141.10 (SD = 19.34). In the Science stream, males report a mean of 137.01 (SD = 17.14), while females report a mean of 138.10 (SD = 20.20). The statistical analysis (F = 0.15) reveals no significant difference in home environment perceptions between male and female students in the Arts stream, and the same applies to the Science stream (F = 0.10). Therefore, while females tend to have slightly higher mean scores than males, the difference in home environment perceptions by gender is not statistically significant in either stream. Hence, the hypothesis that there is no significant difference in the Home Environment of Higher Secondary School Students in Mizoram with reference to their stream and gender is accepted.

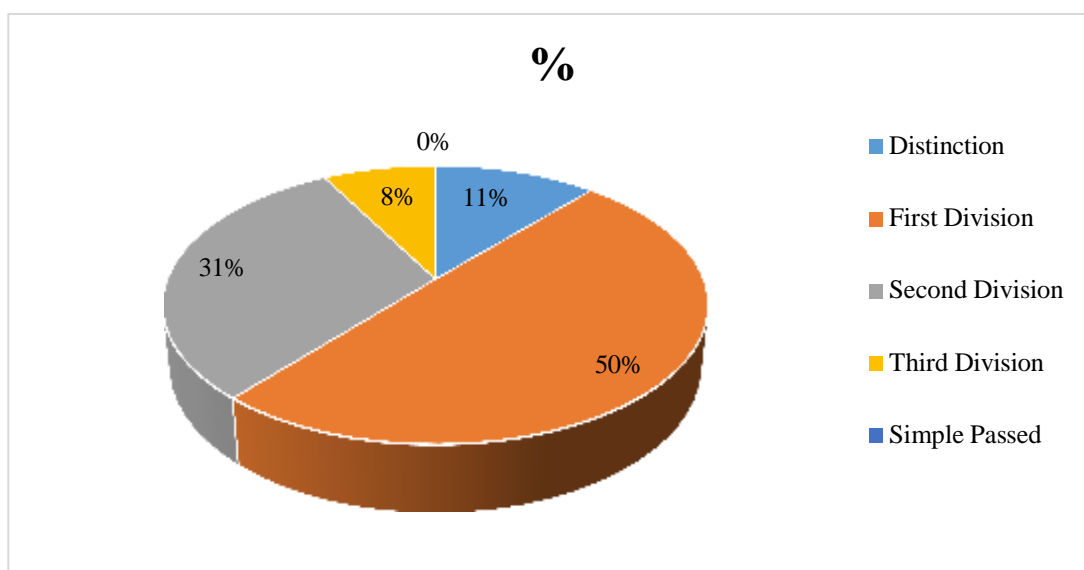**4.5** **: To investigate the level of academic achievement of higher secondary school students in Mizoram.**

Table 4.5.1.

Level of Academic Achievement

Academic Achievement	N	%
Distinction	92	11.5%
First Division	400	49.8%
Second Division	247	30.8%
Third Division	64	8.0%

Figure 4.5.1.

Level of Academic Achievement

The data from Table 4.5.1 analyses the level of academic achievement among students. 92 (11.5%) students achieved a distinction, while 400 (49.8%) student's attained first division. 247 (30.8%) students obtained second division, and 64 (8.0%) students achieved third division. Overall, the data reveals that a significant proportion of students (49.8%) are in the first division, followed by second division achievers at 30.8%. Distinction holders are fewer at 11.5%, indicating a relatively lower level of exceptional academic performance.

4.6   : To compare the academic achievement of higher secondary school students in Mizoram with reference to gender, locale and stream of studies.
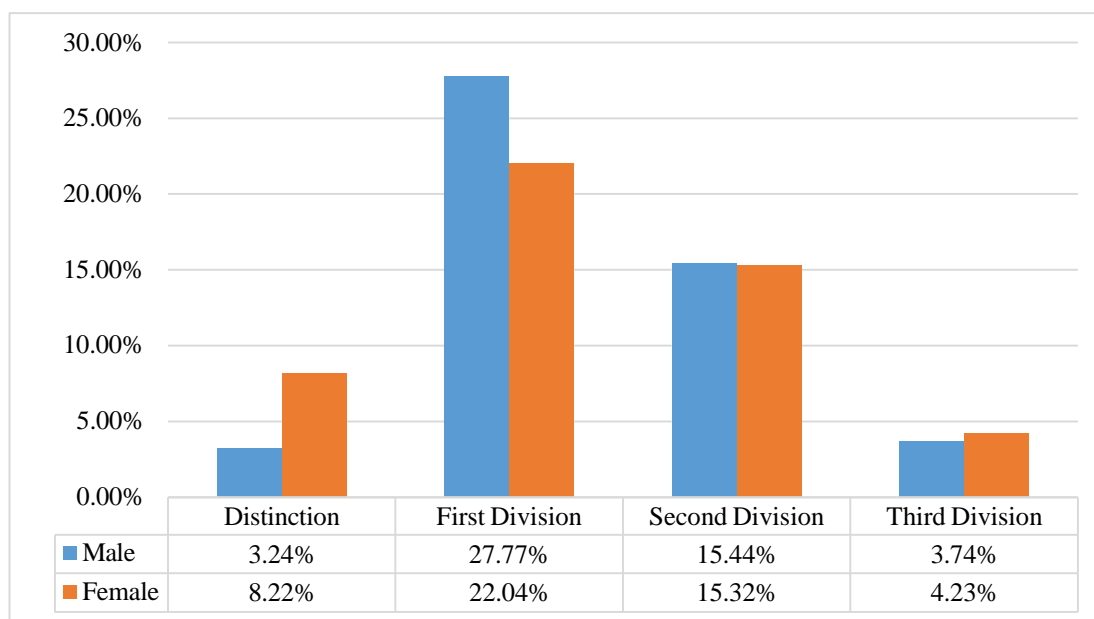
Table 4.6.1.

Level of Academic Achievement with Reference to Gender

Academic Achievement	Male		Female	
	N	%	N	%
Distinction	26	3.24%	66	8.22%
First Division	223	27.77%	177	22.04%
Second Division	124	15.44%	123	15.32%
Third Division	30	3.74%	34	4.23%

Figure 4.6.1.

Level of Academic Achievement with Reference to Gender

	Distinction	First Division	Second Division	Third Division
Male	3.24%	27.77%	15.44%	3.74%
Female	8.22%	22.04%	15.32%	4.23%

The data from Table 4.6.1. compares the academic achievement levels between male and female students. Among males, 26 (3.24%) achieved a distinction, while 223 (27.77%) earned a first division, 124 (15.44%) achieved second division, and 30 (3.74%) obtained third division. In contrast, females reported higher achievement, with 66 (8.22%) reaching distinction first division, 177 (22.04%) in

first division, and 123 (15.32%) in second division. 34 (4.23%) females pass in third division. Notably, females outperform males in distinction while the number of male attaining first division is higher to that of female. Attainment of second division and third division is more or less the same.

Table 4.6.1.1.

Comparison of Academic Achievement with Reference to Gender

Academic Achievement	Male	Female	Chi Square	p-Value
	N	N		
Distinction	26_a	66_b	22.92	Significant
First Division	223_a	177_a		
Second Division	124_a	123_a		
Third Division	30_a	34_a		

Note: Each subscript letter denotes a subset of Gender categories whose column proportions do not differ significantly from each other at the .05 level

Table 4.6.1.1 academic achievement between males and females. In terms of distinctions, 26 males and 66 females achieved this level, with a Chi-Square value of 22.92, which is statistically significant (p < .05). This indicates a significant difference in the number of distinctions awarded between males and females. For the first division, 223 males and 177 females achieved this level, while the second and third divisions show nearly equal numbers for both genders. Overall, there is a significant relationship between academic achievements of higher secondary school students in Mizoram with reference to gender. Hence, the hypothesis that there is no significant difference in the Academic achievement of Higher Secondary School Students in Mizoram with reference to their gender is rejected.

Table 4.6.2.

Level of Academic Achievement with Reference to Locale

Academic Achievement	Rural		Urban	
	N	%	N	%
Distinction	24	2.99%	68	8.47%
First Division	161	20.05%	239	29.76%
Second Division	92	11.46%	155	19.30%
Third Division	28	3.49%	36	4.48%

Figure 4.6.2.

Level of Academic Achievement with Reference to Locale

	Distinction	First Division	Second Division	Third Division
Rural	2.99%	20.05%	11.46%	3.49%
Urban	8.47%	29.76%	19.30%	4.48%
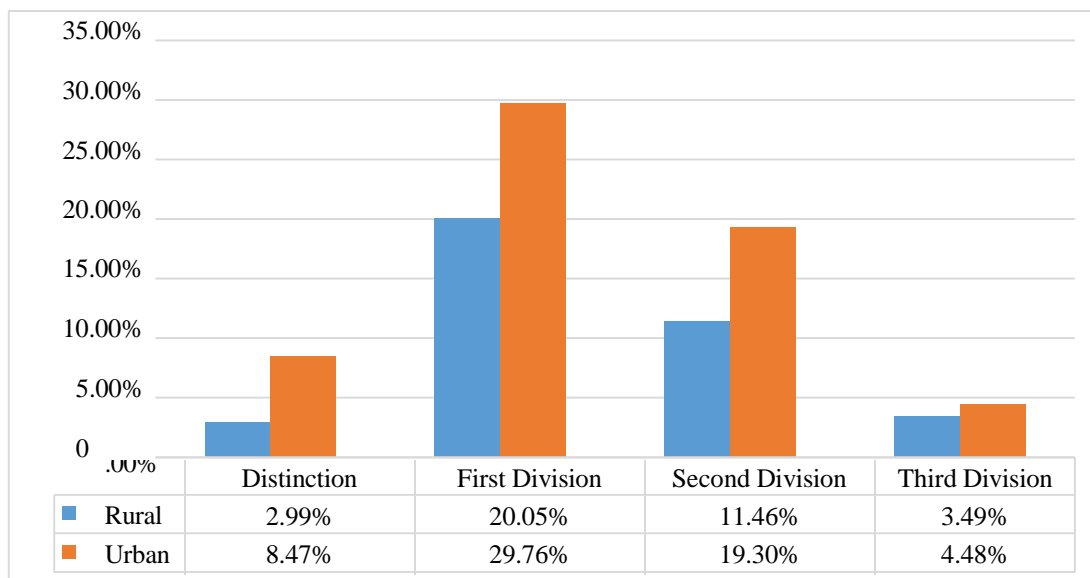
The data from Table 4.6.2. compared academic achievement levels between rural and urban students. Among rural students, 24 (2.99%) achieved distinction, 161 (20.05%) earned a first division, 92(11.46%) achieved second division and 28 (3.49%) achieved third division. In contrast, urban students show much higher achievement, with 68 (8.47%) in distinction, 239(29.76%) in first division, 155 (19.30%) in second division, and 36 (4.48%) in third division. The data reveals that urban students have significantly higher academic achievement across all categories.

Table 4.6.2.1.

**Comparision of Academic Achievement with Reference to Locale**

Academic Achievement	Rural	Urban	Chi Square	p-Value
	N	N		
Distinction	24$_a$	68$_b$		
First Division	161$_a$	239$_b$	7.36	Significant
Second Division	92$_a$	155$_b$		
Third Division	28$_a$	36$_a$		

Note: Each subscript letter denotes a subset of Locale categories whose column proportions do not differ significantly from each other at the .05 level

Table 4.6.2.1 compares academic achievement by locale (rural vs. urban). In rural areas, 24 students achieved distinctions, while in urban areas, 68 students achieved distinctions. The Chi-Square value of 7.36 shows a significant difference (p < .05) between rural and urban areas in the number of distinctions awarded. In the first division, 161 rural students and 239 urban students achieved this level, with rural students also having fewer students in the second division (92) compared to urban students (155). The third division shows 28 rural students and 36 urban students. There is a significant relationship between academic achievements of higher secondary school students in Mizoram with reference to their locale except for the third division. Hence, the hypothesis that there is no significant difference in the Academic Achievement of Higher Secondary School Students in Mizoram with reference to their locale is rejected.

Table 4.6.3.

Level of Academic Achievement with Reference to Stream

Academic Achievement	Arts		Science	
	N	%	N	%
Distinction	60	7.47%	32	3.99%
First Division	285	35.49%	115	14.32%
Second Division	150	18.68%	97	12.08%
Third Division	40	4.98%	24	2.99%

Figure 4.6.3.

Level of Academic Achievement with Reference to Stream

	Distinction	First Division	Second Division	Third Division
Arts	7.47%	35.49%	18.68%	4.98%
Science	3.99%	14.32%	12.08%	2.99%
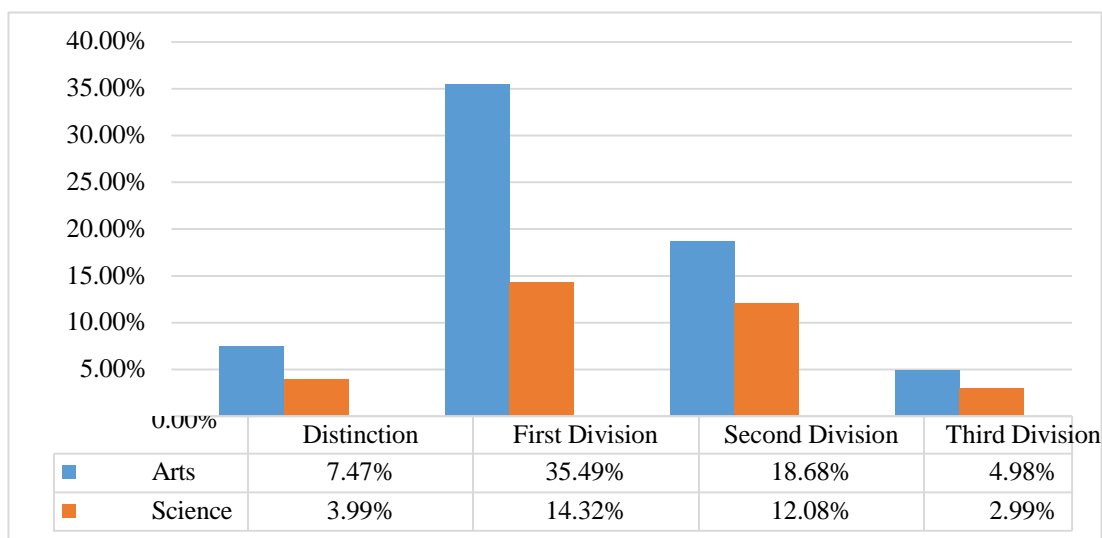
The data from Table 4.6.3 compares the academic achievement levels between students from the Arts and Science streams. In the Arts stream, 60 (7.47%) students achieved a distinction, 285 (35.49%) students earned first division, and 150 (18.68%) students obtained second division. 40 (4.98%) students from the Arts stream achieved third division. In the Science stream, 32 (3.99%) students achieved a distinction, 115 (14.32%) earned first division, and 97 (12.08%) obtained second third division. 24(2.99%) students from the Science stream obtained third division. The data reveals that the highest distribution of students achieve first division followed by second division.

Table 4.6.3.1.

Comparision of Academic Achievement with Reference to Stream

Academic Achievement	Arts	Science	Chi Square	p-Value
	N	N		
Distinction	60$_a$	32$_b$		
First Division	285$_a$	115$_a$	8.28	Significant
Second Division	150$_a$	97$_a$		
Third Division	40$_a$	24$_a$		

Table 4.6.3.1 compares academic achievement between the arts and science streams. In the distinction category, 60 students from the arts stream and 32 students from the science stream achieved this level. The Chi-Square value of 8.28 is statistically significant (p < .05), indicating a significant difference between the arts and science streams in the number of distinctions awarded, with the arts stream outperforming the science stream. In the first division, 285 students from the arts stream and 115 students from the science stream achieved this level, while in the second division, 150 arts students and 97 science students achieved it. The third division shows 40 arts students and 24 science students. Thus, there is a significant relationship between academic achievements of higher secondary school students in Mizoram with reference to their stream. Hence, the hypothesis that there is no significant difference in the Academic Achievement of Higher Secondary School Students in Mizoram with reference to their stream is rejected.

Table 4.6.4.
Levels of Academic Achievement by Locale and Gender

Locale	Level	Descriptive Statistics	Gender Male	Gender Female
Rural	Distinction	N	7	17
		%	2.30%	5.57%
	First Division	N	102	59
		%	33.44%	19.34%
	Second Division	N	35	57
		%	11.48%	18.69%
	Third Division	N	11	17
		%	3.61%	5.57%
Urban	Distinction	N	19	49
		%	3.82%	9.84%
	First Division	N	121	118
		%	24.30%	23.69%
	Second Division	N	89	66
		%	17.87%	13.25%
	Third Division	N	19	17
		%	3.82%	3.41%

Figure 4.6.4.

Levels of Academic

		Distinction	First Division	Second Division	Third Division	Distinction	First Division	Second Division	Third Division
				Rural				Urban	
■	Gender	2.30%	33.44%	11.48%	3.61%	3.82%	24.30%	17.87%	3.82%
■	Gender	5.57%	19.34%	18.69%	5.57%	9.84%	23.69%	13.25%	3.41%

Chart title: Achievement by Locale and Gender
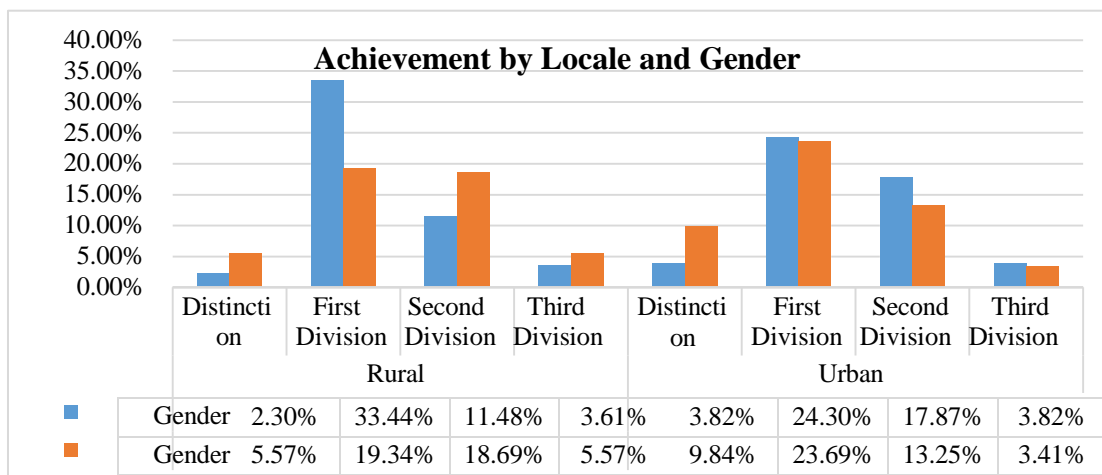
Table 4.6.4. provides further detail on the academic achievement levels by locale and gender. In rural areas, 7 (2.3%) male and 17 (5.57%) female students achieved a distinction, with males 102, (33.44%) having a higher proportion in the first division compared to females 59(19.34%). For second division, 35 (11.48%) males and 57 (18.69%) females reported this achievement, while, 11 (3.61%) males and 17 (5.57%) females achieved third division. Urban students showed a much higher proportion of distinctions, with 19 (3.82%) males and 49 (9.84%) females achieving distinctions. In the first division, urban males 121(24.3%) and females 118(23.69%) both had strong representation. Students in the second division accounts for 89, (17.87%) for males, 66, (13.25%) for females. 19(3.82%) males and 17 (3.41%) females of the students achieve third division.

Table 4.6.4.1

Comparison of Academic Achievement with Reference to Locale and Gender

Academic Achievement	Rural Male	Urban Male	Rural Female	Urban Female	Chi- Square Statistic	p-value
Distinction	7a, b (4.5%)	19b (7.7%)	17c (11.3%)	49a (19.6%)		
First Division	102a (65.8%)	121a (48.8%)	59a (39.3%)	118a (47.2%)	50.51	Significant
Second Division	35a, b (22.6%)	89b (35.9%)	57a (38.0%)	66a (26.4%)		
Third Division	11a (7.1%)	19a (7.7%)	17a (11.3%)	17a (6.8%)		

Note: Each subscript letter denotes a subset of Locale x Gender categories whose column proportions do not differ significantly from each other at the .05 level

The data from Table 4.6.4.1 compares academic achievement by locale and gender using Chi-square statistics. The results indicate a significant difference in academic achievement based on both locale and gender (Chi-square = 50.51, p = 0.000).

Rural males (4.5%) and females (11.3%) have a much lower proportion of distinction holders compared to urban males (7.7%) and females (19.6%). Urban males and females also show a higher rate of first division achievement, with 48.8% and 47.2%, respectively, compared to rural males (65.8%) and females (39.3%). Rural students report significantly fewer students in higher academic categories (second and third division) compared to their urban counterparts. The statistical analysis confirms that there is significant relationship between academic achievement of higher secondary school students in Mizoram with reference to their gender and locale. Hence, the hypothesis that there is no significant difference in the Academic Achievement of Higher Secondary School Students in Mizoram with reference to their locale and gender is rejected.

Table 4.6.5.
Levels of academic achievement by Stream and gender

Stream	Level	Descriptive Statistics	Gender	
			Male	Female
Arts	Distinction	N	12	48
		%	2.24%	8.97%
	First Division	N	151	134
		%	28.22%	25.05%
	Second Division	N	78	72
		%	14.58%	13.46%
	Third Division	N	18	22
		%	3.36%	4.11%
Science	Distinction	N	14	18
		%	5.22%	6.72%
	First Division	N	72	43
		%	26.87%	16.04%
	Second Division	N	46	51
		%	17.16%	19.03%
	Third Division	N	12	12
		%	4.48%	4.48%

Figure 4.6.5.

Levels of academic achievement by Stream and Gender

	Distinction	First Division	Second Division	Third Division	Distinction	First Division	Second Division	Third Division
	Arts				Science			
Male	2.24%	28.22%	14.58%	3.36%	5.22%	26.87%	17.16%	4.48%
Female	8.97%	25.05%	13.46%	4.11%	6.72%	16.04%	19.03%	4.48%
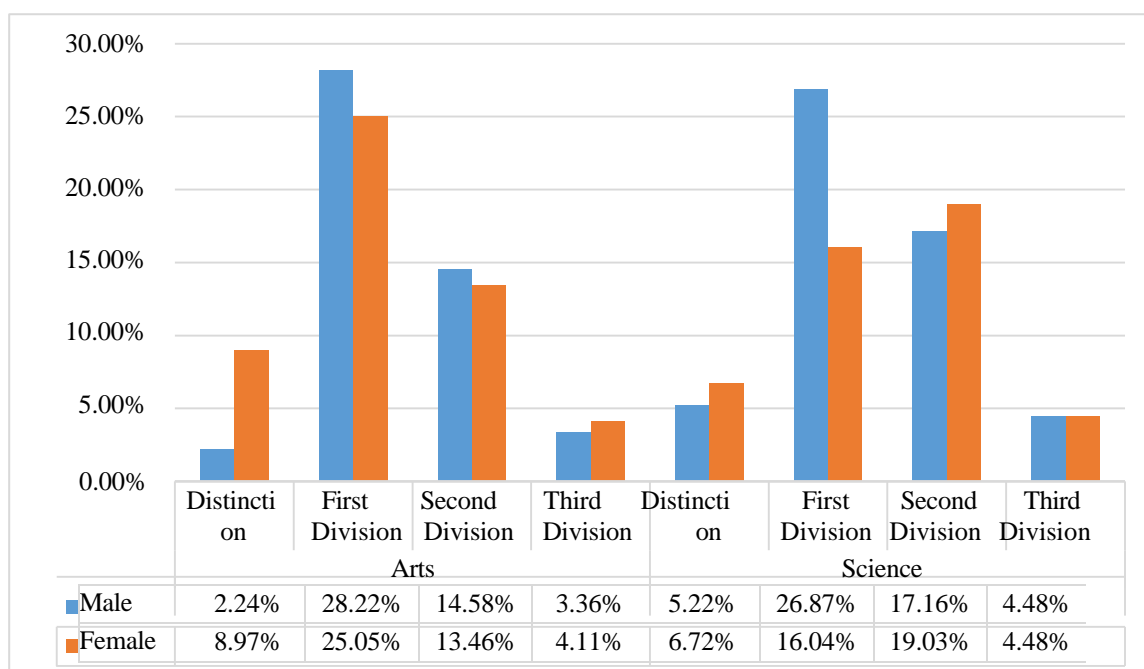
The data from Table 4.6.4. presents the level of academic achievement among male and female students in the Arts and Science streams. In the Arts stream, 12 (2.24%) male students and 48 (8.97%) female students achieved distinction. 151 (28.22%) male students and 134 (25.05%) females students achieve first division. 78(14.58%) male and 72 (13.46%) female students achieve second division while 18 (3.36%) male students and 22 (4.11%) female students achieved third division. In Science stream, 14 (5.22%) male and 18 (6.72%) female students achieved distinction. For the first division, 72 (26.87%) male students and 43 (16.04%) female students were in this category. 46 (17.16%) male students and 51 (19.03%) female students earned second division, while male and female accounts for both 12 (4.48%) of students achieving third division.

Overall, the data reveals that the achievement of male and female students in both the Arts and Science streams is comparable however, female students tends to achieve top tier result as compared to their male counterpart.

Table 4.6.5.1.

Comparison of Academic Achievement with reference to Stream and Gender

Academic Achievement	Stream x Gender				Chi Square Statistic	p - value
	Arts Male	Science Male	Arts Female	Science Female		
Distinction	12_a	14_a	48_b	18_a	37.15	Significant
First Division	151_a	72_a	134_a	43_a		
Second	78_a	46_a	72_a	51_a		
Third Division	18_a	12_a	22_a	12_a		

Note: Each subscript letter denotes a subset of Stream x Gender categories
whose column proportions do not differ significantly from each other at the
.05 level.

The data from Table 4.6.4.1 compares academic achievement across streams and genders using a Chi-square statistic. The results indicate a significant difference in achievement based on both stream and gender (Chi-square = 37.15, p = 0.000). In the Arts stream, male students (12) have fewer distinctions compared to female students (48). However, male students in the Arts stream outperform their female counterparts in the first division (151 vs. 134) and second division (78 vs. 72). Similarly, in the Science stream, female students perform better than male students in distinction (18 vs 14) whereas the trend revers for first division (43 vs 72). There is no much deviation for the remaining category in Science stream for both genders. The statistical analysis reveals that there is significant relationship between academic achievement of higher secondary school students in Mizoram with reference to their gender and stream. Therefore, the hypothesis that there is no significant correlation between Self-Concept and academic achievement of Higher Secondary School Students in Mizoram with reference to their stream and gender is rejected.

4.7   : To study self-concept of higher secondary school students in Mizoram with relation to home environment.

Table 4.7.1.
Relationship Between Physical Dimension of Self- Concept And Home Environment

Variable	Statistics	Physical	Home Environment
Physical	Pearson Correlation	1	.342[**]
	Sig. (2-tailed)	-	0.000
	N	803	803
Home Environment	Pearson Correlation	.342[**]	1
	Sig. (2-tailed)	0.000	-
	N	803	803

**. Correlation is significant at the 0.01 level (2-tailed).

The data from Table 4.7.1 examines the relationship between the physical dimension of self-concept and home environment. The Pearson correlation coefficient for physical and home environment is 0.342, which is significant at the
0.01 level (p = 0.000). This suggests a moderate positive relationship between

physical self-concept and the perceived home environment. In other words, as individuals' perceptions of their physical self-concept improve, their perception of their home environment tends to improve as well.Therefore, the hypothesis that there is no significant correlation between Self-Concept and home environment of Higher Secondary School Students in Mizoram is rejected.

Table 4.7.2

Relationship between social dimension of self- concept and home environment

Variable	Statistics	Social	Home Environment
Social	Pearson Correlation	1	0.032
	Sig. (2-tailed)	-	0.366
	N	803	803
Home Environment	Pearson Correlation	0.032	1
	Sig. (2-tailed)	0.366	-
	N	803	803

Correlation is not significant at the .0.05 or .0.01. level

Table 4.7.2 presents the relationship between the social dimension of self- concept and home environment. The Pearson correlation coefficient is 0.032, which is not significant at the 0.05 or 0.01 levels (p = 0.366). This indicates that there is no statistically significant relationship between an individual's social self-concept and their perception of their home environment. The weak correlation suggests that social self-concept does not influence perceptions of the home environment. Therefore, the hypothesis that there is no significant correlation between Physical Self-Concept and home environment of Higher Secondary School Students in Mizoram is rejected.

Table 4.7.3

Relationship between temperamental dimension of self- concept and home environment

Variable	Statistics	Temperamental	Home Environment
Temperamental	Pearson Correlation	1	0.028
	Sig. (2-tailed)	-	0.429
	N	803	803
Home Environment	Pearson Correlation	0.028	1
	Sig. (2-tailed)	0.429	-
	N	803	803

Correlation is not significant at the .0.05 or .0.01. level

The data from Table 4.7.3 explores the relationship between the temperamental dimension of self-concept and home environment. The Pearson correlation coefficient is 0.028, which is not significant at either the 0.05 or 0.01 levels (p = 0.429). This suggests that there is no significant relationship between temperamental self-concept and home environment, indicating that perceptions of temperamental traits have little to no effect on how individuals perceive their home environment. Therefore, the hypothesis that there is no significant correlation between Temperamental Self-Concept and home environment of Higher Secondary School Students in Mizoram is rejected.

Table 4.7.4
Relationship between educational dimension of self- concept and home environment

Variable	Statistics	Educational	Home Environment
Educational	Pearson Correlation	1	.071[*]
	Sig. (2-tailed)	-	0.045
	N	803	803
Home Environment	Pearson Correlation	.071[*]	1
	Sig. (2-tailed)	0.045	-
	N	803	803

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.7.4 analyzes the relationship between the educational dimension of self-concept and home environment. The Pearson correlation coefficient is 0.071, which is significant at the 0.05 level (p = 0.045). This suggests a weak positive relationship between educational self-concept and home environment. As individuals' educational self-concept improves, their perception of the home environment also tends to improve, although the correlation is weak. Therefore, the hypothesis that there is no significant correlation between Educational Self-Concept and home environment of Higher Secondary School Students in Mizoram is rejected.

Table 4.7.5
Relationship between moral dimension of self- concept and home environment

Variable	Statistics	Moral	Home Environment
Moral	Pearson Correlation	1	-.150[**]
	Sig. (2-tailed)	-	0.000
	N	803	803
Home Environment	Pearson Correlation	-.150[**]	1
	Sig. (2-tailed)	0.000	-
	N	803	803

**. Correlation is significant at the 0.01 level (2-tailed).

The data from Table 4.7.5 investigates the relationship between the moral dimension of self-concept and home environment. The Pearson correlation coefficient is -0.150, which is significant at the 0.01 level (p = 0.000). This indicates a weak negative relationship between moral self-concept and home environment. In other words, as individuals' moral self-concept improves, their perception of the home environment tends to decrease, though the relationship is weak. Therefore, the hypothesis that there is no significant correlation between Moral Self-Concept and home environment of Higher Secondary School Students in Mizoram is rejected.

Table 4.7.6
Relationship between intellectual dimension of self- concept and home environment

Variable	Statistics	Intellectual	Home Environment
Intellectual	Pearson Correlation	1	0.008
	Sig. (2-tailed)		0.818
	N	803	803
Home Environment	Pearson Correlation	0.008	1
	Sig. (2-tailed)	0.818	
	N	803	803

Note: correlation is not significant at the .0.05 or .0.01. level

Table 4.7.6 examines the relationship between the intellectual dimension of self-concept and home environment. The Pearson correlation coefficient is 0.008, which is positive but virtually weak at either the 0.05 or 0.01 levels (p = 0.818). This

suggests that there is no significant relationship between intellectual self-concept and home environment, indicating that individuals' intellectual self-concept does not influence their perception of the home environment. Therefore, the hypothesis that there is no significant correlation between Intellectual Self-Concept and home environment of Higher Secondary School Students in Mizoram is rejected.

Table 4.7.7
Relationship between overall self- concept and home environment

Variable	Statistics	Self-Concept	Home Environment
Self-Concept	Pearson Correlation	1	.079[*]
	Sig. (2-tailed)	-	0.026
	N	803	803
Home Environment	Pearson Correlation	.079[*]	1
	Sig. (2-tailed)	0.026	-
	N	803	803

*. Correlation is significant at the 0.05 level (2-tailed).

The data from Table 4.7.7 explores the relationship between overall self- concept and home environment. The Pearson correlation coefficient is 0.079, which is significant at the 0.05 level (p = 0.026). This suggests a weak positive relationship between overall self-concept and home environment. As individuals' overall self- concept improves, their perception of the home environment tends to improve as well, though the correlation is weak. Therefore, the hypothesis that there is no significant correlation between Overall Self-Concept and home environment of Higher Secondary School Students in Mizoram is rejected.

4.8   : To investigate self-concept of higher secondary school students in Mizoram in relation to academic achievement.

Table 4.8.1

Correlation between the physical dimension of Self- Concept and academic achievement

Variable	Statistics	Physical	Academic Achievement
Physical	Spearman's Rho	1.000	.132[**]
	Sig. (2-tailed)	-	0.000
	N	803	803
Academic Achievement	Spearman's Rho	.132[**]	1.000
	Sig. (2-tailed)	0.000	-
	N	803	803

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.8.1 presents the correlation between the physical dimension of self- concept and academic achievement. The Spearman's Rho correlation coefficient is 0.132, which is significant at the 0.01 level (p = 0.000). This indicates a weak positive relationship between the physical dimension of self-concept and academic achievement. As individuals' perception of their physical self-concept improves, their academic achievement tends to increase, although the strength of the relationship is modest. Therefore, the hypothesis that there is no significant correlation between Physical Self-Concept and academic achievement of Higher Secondary School Students in Mizoram is rejected.

Table 4.8.2

Correlation between the social dimension of Self- Concept and academic achievement

Variable	Statistics	Social	Academic Achievement
Social	Spearman's Rho	1	-0.066
	Sig. (2-tailed)	-	0.060
	N	803	803
Academic Achievement	Spearman's Rho	-0.066	1.000
	Sig. (2-tailed)	0.060	-
	N	803	803

Correlation is not significant at the 0.05 or 0.01

Table 4.8.2 explores the relationship between the social dimension of self- concept and academic achievement. The Spearman's Rho correlation coefficient is 0.066, which is not significant at the 0.05 or 0.01 levels (p = 0.060). This suggests that there is no statistically significant relationship between the social self-concept and academic achievement, indicating that social self-concept does not have a meaningful influence on academic performance. Therefore, the hypothesis that there is no significant correlation between Social Self-Concept and academic achievement of Higher Secondary School Students in Mizoram is rejected.

Table 4.8.3

Correlation between the temperamental dimension of Self- Concept and academic achievement

Variable	Statistics	Temperamental	Academic Achievement
Temperamental	Spearman's Rho	1.000	-0.014
	Sig. (2-tailed)	-	0.693
	N	803	803
Academic Achievement	Spearman's Rho	-0.014	1.000
	Sig. (2-tailed)	0.693	-
	N	803	803

Correlation is not significant at the 0.05 or 0.01

Table 4.8.3 examines the correlation between the temperamental dimension of self-concept and academic achievement. The Spearman's Rho correlation coefficient is -0.014, which is not significant at either the 0.05 or 0.01 levels (p = 0.693). This indicates that there is no significant relationship between temperamental self-concept and academic achievement, suggesting that temperamental traits do not influence academic performance. Therefore, the hypothesis that there is no significant correlation between Temperamental Self-Concept and academic achievement of Higher Secondary School Students in Mizoram is rejected.

Table 4.8.4

Correlation between the educational dimension of Self- Concept and academic achievement

Variable	Statistics	Educational	Academic Achievement
Educational	Spearman's Rho	1.000	.132[**]
	Sig. (2-tailed)	-	0.000
	N	803	803
Academic Achievement	Spearman's Rho	.132[**]	1.000
	Sig. (2-tailed)	0.000	-
	N	803	803

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.8.4 presents the relationship between the educational dimension of self-concept and academic achievement. The Spearman's Rho correlation coefficient is 0.132, which is significant at the 0.01 level (p = 0.000). This indicates a weak positive relationship between educational self-concept and academic achievement. As individuals' educational self-concept improves, their academic performance tends to improve as well, although the correlation is relatively weak. Therefore, the hypothesis that there is no significant correlation between Educational Self-Concept and academic achievement of Higher Secondary School Students in Mizoram is rejected.

Table 4.8.5

Correlation between the moral dimension of Self- Concept and academic achievement

Variable	Statistics	Moral	Academic Achievement
Moral	Spearman's Rho	1.000	-.205**
	Sig. (2-tailed)	-	0.000
	N	803	803
Academic Achievement	Spearman's Rho	-.205**	1.000
	Sig. (2-tailed)	0.000	-
	N	803	803

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.8.5 examines the relationship between the moral dimension of self- concept and academic achievement. The Spearman's Rho correlation coefficient is - 0.205, which is significant at the 0.01 level (p = 0.000). This indicates a moderate negative relationship between moral self-concept and academic achievement. As individuals' moral self-concept improves, their academic achievement tends to decrease, suggesting a more complex interaction between moral self-concept and academic performance. Therefore, the hypothesis that there is no significant correlation between Moral Self-Concept and academic achievement of Higher Secondary School Students in Mizoram is rejected.

Table 4.8.6

Correlation between the intellectual dimension of Self- Concept and academic achievement

Variable	Statistics	Intellectual	Academic Achievement
Intellectual	Spearman's Rho	1.000	-0.020
	Sig. (2-tailed)	-	0.566
	N	803	803
Academic Achievement	Spearman's Rho	-0.020	1.000
	Sig. (2-tailed)	0.566	-
	N	803	803

Correlation is not significant at the 0.05 or 0.01

Table 4.8.6 explores the relationship between the intellectual dimension of self-concept and academic achievement. The Spearman's Rho correlation coefficient is -0.020, which is not significant at either the 0.05 or 0.01 levels (p = 0.566). This indicates that there is no significant relationship between intellectual self-concept and academic achievement, suggesting that intellectual self-concept does not have a direct effect on academic performance. Therefore, the hypothesis that there is no significant correlation between Intellectual Self-Concept and academic achievement of Higher Secondary School Students in Mizoram is rejected.

Table 4.8.7

Correlation between overall self- concept and academic achievement

Variable	Statistics	Overall Self-Concept	Academic Achievement
Overall Self-concept	Spearman's Rho	1.000	-.083[*]
	Sig. (2-tailed)	-	0.019
	N	803	803
Academic Achievement	Spearman's Rho	-.083[*]	1.000
	Sig. (2-tailed)	0.019	-
	N	803	803

. Correlation is significant at the 0.05 level (2-tailed).

Table 4.8.7 investigates the relationship between overall self-concept and academic achievement. The Spearman's Rho correlation coefficient is -0.083, which is significant at the 0.05 level (p = 0.019). This indicates a weak negative relationship between overall self-concept and academic achievement. As individuals' overall self-concept improves, their academic achievement tends to decrease, though the relationship is weak and may suggest other factors influencing performance. Therefore, the hypothesis that there is no significant correlation between Overall Self-Concept and academic achievement of Higher Secondary School Students in Mizoram is rejected.

4.9   : To study the relationship between home environment and academic achievement among higher secondary school students in Mizoram.

Table 4.9

Correlation between Home Environment and Academic achievement

Variable	Statistics	Home Environment	Academic Achievement
Home Environment	Spearman's Rho	1.000	.187**
	Sig. (2-tailed)	-	0.000
	N	803	803
Academic Achievement	Spearman's Rho	.187**	1.000
	Sig. (2-tailed)	0.000	-
	N	803	803

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.9. presents the correlation between home environment and academic achievement. The Spearman's Rho correlation coefficient is 0.187, which is significant at the 0.01 level (p = 0.000). This indicates a weak positive relationship between home environment and academic achievement. As the home environment improves, students' academic achievement tends to increase, although the strength of the relationship is modest. The correlation suggests that a more favorable home environment may contribute to better academic performance, but other factors could also play a role. Therefore, the hypothesis that there is no significant correlation between home environment and academic achievement of Higher Secondary School Students in Mizoram is rejected.

CHAPTER V

MAJOR FINDINGS AND DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

This chapter summarizes the key findings of the study and discusses their significance in relation to the research objectives. It explains how factors like home environment, academic achievement, and self-concept affect the development of higher secondary school students in Mizoram. The chapter also provides recommendations for teachers, parents, and policymakers to help improve students' overall growth and performance. Finally, it suggests areas for future research to explore other factors that might influence students' success and well-being.

MAJOR FINDINGS AND DISCUSSIONS

5.1.　To study the level of self-concept among higher secondary students in Mizoram.

The objective of the study was to investigate the level of self-concept among higher secondary students in Mizoram, focusing on multiple dimensions: physical, social, temperamental, educational, moral, and intellectual. The findings suggest a generally positive self-concept across all these areas.

In terms of Physical Self-Concept, the majority of students (60%) viewed their physical self-concept as "above average," indicating a high level of confidence in how they perceive their bodies. Only 0.1% of students rated their physical self-concept as low, suggesting that most students are content with their physical appearance. This reflects a positive view of one's physical identity among the youth of Mizoram. This finding aligns with by Jourard (1955), who found a positive relationship between self-satisfaction and key physical traits. Similarly, Sion (1965) suggested that bodily security correlates with an individual's sense of security in both personal and external matters. This suggests that the students in Mizoram, in general, exhibit a secure and healthy physical image.

When it comes to Social Self-Concept, the findings were similarly affirmative. A significant 65.5% of students rated themselves as "above average" in terms of social interaction and relationships, which implies they feel socially competent and well-integrated. Only a very small proportion (0.2%) reported having a "Low" social self-concept, which suggests that most students are satisfied with their social skills and relationships.

In terms of Temperamental Self-Concept, 65.3% of students felt their temperament was "above average," reflecting that many students are confident in their emotional regulation and how they handle challenges. There were very few students in the lower categories, indicating that negative self-perceptions related to temperamental qualities. This aligns with research done by Garmezy, N. (1991).showing that individuals with positive self-concept are better able to cope with challenges.

The dimension of Educational Self-Concept showed that 57.9% of students rated themselves as "above average," suggesting that most students have a positive view of their academic abilities. This suggests that many students in the study feels competent and confident in their educational pursuits which correspond with the finding of Marsh, H. W., & Shavelson, R. J. (1985)that discusses the multifaceted nature of self-concept, including educational self-concept, and how it is a significant predictor of academic success. However, there were still a substantial number of students who reported a self-concept in the "Average" category and lower category indicating that some students might experience moderate or lower academic self-concept who may experience academic challenges.

When it comes to Moral Self-Concept, a slightly more varied picture emerged. 50.4% of students considered their moral self-concept to be "above average," with an additional 27.9% rating it as "high." Significant percentage of students with high or above-average self-concept supports Rosenberg, M. (1965) view that self-esteem is linked to psychological health and resilience.

Regarding Intellectual Self-Concept, 46.3% of students rated themselves "above average," indicating that many students are confident in their intellectual capabilities.

Interestingly, no students reported a "low self-concept" in this area, which could indicate a high level of confidence in their cognitive abilities or the value placed on intellectual pursuits among the student population.

Finally, the Overall Self-Concept revealed a strong trend towards positivity, with 80.8% of students reporting an "above average" self-concept. Which is align with Harter (1999) who identified that most adolescents generally report positive self-concept, with a skew toward average or higher levels. This demonstrates that, the majority of students in Mizoram possess a positive overall view of themselves across the different dimensions measured in the study.

The "Illusion of superiority" (Alicke et al., 1995), where individuals tend to view themselves as above average in various areas, including self-concept, is a common phenomenon that can explain the higher percentages in the "above average" and "average" categories. Additionally, as adolescents go through significant cognitive and emotional changes, they typically become more self-aware and reflective. Positive self-concept is often cultivated through social and academic experiences which are also influenced by parents, teachers, and peers, which further help build confidence and self-worth, leading to more favourable self-assessments

In conclusion, the study indicates that the students in Mizoram generally possess a positive self-concept, with some variations across different dimensions. These findings highlight the importance of nurturing and supporting students' self-perceptions across various domains to ensure their overall development and well-being. Further studies could explore the factors that contribute to the high self-concept in Mizoram, such as cultural influences, family dynamics, or educational practices, and how these can be leveraged to foster positive self-concept in other regions.

5.2.   To compare the self-concept of higher secondary students in Mizoram in relation to their gender.

The study compared the self-concept of higher secondary students in Mizoram in relation to gender. The findings demonstrated that while gender differences were

observed in some aspects of self-concept, others remained largely unaffected by gender. To better understand these results, we can discuss the findings in light of relevant literature from both international and national studies.

5.2.1.1   Physical Self-Concept with reference to their Gender:

The study found that males reported significantly higher physical self-concept scores than females. This findings aligns with the study conducted by Saez,I. et.al. (2020), who found out that Men had higher scores for perception of physical condition. The study found that women tended to rate their physical condition lower than men, likely because of differences in habits between the genders. Students who had a higher physical self-concept also had a better view of their health and took better care of things like eating and resting. For women, it's especially important to avoid comparing themselves to others or falling into stereotypes to maintain healthy habits that boost their physical self-image. Furthermore,

5.2.1.2.   Social Self-Concept with reference to their Gender:

No significant gender differences were found in social self-concept in the Mizoram study. However, Valls. (2022) found out that boys have better social self concept. It further concludes that comparing oneself to others in a way that makes someone feel inferior was the main reason for gender differences, with girls being more affected. Essentially, the way students compare themselves to others can influence how they feel about themselves and their success in school and other aspects of their development.

5.2.1.3.   Temperamental Self-Concept with reference to their Gender:

The study revealed that males reported significantly higher temperamental self-concept than females. This finding resonates with Kling, K.C et al. (1999), who argued that male students generally report higher self-esteem in areas related to assertiveness, independence, and achievement, which can be linked to temperamental traits such as confidence and dominance.. Similarly, Affum-Osei et al. (2014) found that males exhibited higher self-concept in areas related to emotional control, which aligns with the current study's findings of higher temperamental self-concept among

males.

5.2.1.4. Educational Self-Concept with reference to their Gender:

There were no significant gender differences found in educational self- concept, which is in line with Shavelson et al. (1982), who proposed that academic self-concept is influenced by individual academic experiences rather than gender. Rani et al. (2022) also found that home environment and self-concept were strong predictors of academic success, yet these influences did not differ by gender. Guay et al. (2003) also emphasized that academic self-concept can be nurtured by supportive educational environments, irrespective of gender differences, further reinforcing the study's findings of no significant gender differences in educational self-concept.

5.2.1.5. Moral Self-Concept with reference to their Gender:

Females in the study reported significantly higher moral self-concept than males. Tatlah et al. (2019) also reported that females often exhibit higher moral self-concept, which reflects the cultural emphasis on nurturing and moral behaviour in female adolescents. Thus, the results align with these prior findings, suggesting that female students have a more positive view of their moral self-concept compared to their male counterparts.

5.2.1.6. Intellectual Self-Concept with reference to their Gender:

No significant gender differences were found in intellectual self-concept. This result is consistent with Shavelson et al. (1982) and Marsh & Craven (2006), who found that intellectual self-concept is more influenced by academic performance and cognitive experiences than by gender. Liu & Wang (2008) further supported this idea, emphasizing that the classroom climate and family environment contribute significantly to the development of intellectual self-concept, rather than gender differences. This indicates that both male and female students in the study may perceive their intellectual abilities similarly, irrespective of gender.

5.2.1.7.   Overall Self-Concept with reference to their Gender:

Although no significant gender difference was found in overall self-concept, males showed slightly higher overall self-concept scores. This trend is consistent with Buchmann et al. (2021), who suggested that male students may have slightly higher overall self-concept due to social and family dynamics.

The findings suggest that boys may perform better in the social domain of self-concept, likely due to societal expectations wherein the present study was conducted in a patriarchal society and socialization processes that encourage boys to be more outgoing. However, when it comes to academic self-concept, though suggestive, the key determinants are individual academic experiences, family support, and the quality of the educational environment, which apply equally to both genders. Hence, the importance of creating inclusive, supportive environments for all students is paramount in fostering positive self-concepts that enhance both academic success and psychological well-being.

Therefore, the hypothesis that states that "there is no significant difference in the Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is accepted.

5.2.2.1.   Physical Self-Concept with reference to their Locale:

The study found significant difference in physical self-concept between rural and urban students, with both groups predominantly rating themselves as above average in this dimension. This result is in contrast with the findings of Goldberg et al. (1998) who emphasized that physical self-concept tends to remain relatively stable across diverse populations.

5.2.2.2 Social Self-Concept with reference to their Locale:

A significant difference was found in social self-concept, with rural students exhibiting a more positive social self-concept than urban students. This finding is consistent with Singh et al. (1989) who also found that urban students had lower self-concept scores, possibly due to the stresses associated with larger, more impersonal environments, which could be a contributing factor in this study's findings. This is

also complimented by similar findings by Twenge (2012) and similarly by Markus & Kitayama (1991) who propose that cultural and environmental factors, like urban versus rural environments, can impact how people perceive themselves. Rural areas, which often focus on community and collaboration, may contribute to a more positive and confident self-image for many individuals.

5.2.2.3. Temperamental Self-Concept with reference to their Locale:

Rural students showed a significantly higher temperamental self-concept than urban students, with more rural students reporting "above average" temperamental self-concept. Additionally, Fatima et al. (2021) found that the home environment and community support in rural areas contribute to higher self-esteem and temperamental stability. This finding reflects the idea that rural students may develop stronger emotional resilience and self-concept which could be attributed to factors such as stronger community support, a more cooperative cultural environment, lower stress levels and higher emotional stability in rural settings. In contrast, urban students may experience higher stress, social comparison, and pressures related to individual achievement, which can affect their emotional and temperamental self-concept.

5.2.2.4. Educational Self-Concept with reference to their Locale:

No significant difference in educational self-concept was found between rural and urban students, with both groups showing predominantly "above average" self-concept. This is consistent with Shavelson et al. (1982), who proposed that academic self-concept is largely influenced by individual experiences in education rather than by external factors like location. Guay et al. (2003) also highlighted that supportive educational environments contribute to the development of academic self-concept, regardless of locale. Therefore, despite differences in other dimensions, educational self-concept remained largely similar across rural and urban students.

5.2.2.5. Moral Self-Concept with reference to their Locale:

The study found that rural students had a more positive moral self-concept, with a higher percentage reporting a "high" moral self-concept compared to urban students. This finding is supported by the observation of Tatlah et al. (2019)who also found

that rural students tend to exhibit higher moral self-concept, which may reflect a closer alignment with cultural norms and family-based values that are often more prominent in rural settings. Overall, rural students may feel valued and recognized by their close-knit communities as opposed to the fast moving urban environment which enhances the self-esteem and confidence of students in rural areas Intellectual Self-Concept with reference to their Locale:

Rural students demonstrated a slightly higher intellectual self-concept than urban students, with a larger proportion of rural students rating themselves as "Above Average" in this dimension.. Similarly, Kaur et al. (2009) highlighted that home environment factors, such as parental support and fewer external distractions, often contribute to a stronger intellectual self-concept in rural students. Rani et al. (2022) also found that rural students, who may have fewer academic pressures than urban peers, are more likely to feel confident about their intellectual abilities. On the contrary, Twenge et al. (2012) discuss how generational differences in self-esteem may be influenced by the environmental pressures that urban students faced and urban students, exposed to more competition and academic demands, might develop a more self-reliant intellectual self-concept, but potentially at the cost of increased stress and self-doubt.

### 5.2.2.6.	Overall Self-Concept with reference to their Locale:

A significant difference was found in overall self-concept, with a higher percentage of rural students reporting "above average" overall self-concept compared to urban students. This finding aligns with Buchmann et al. (2021), who noted that students from rural areas often exhibit higher overall self-concept, possibly due to the closer-knit community environments, greater family support, and fewer external pressures. Kharnaior & Ibahunrina (2013) also observed that rural students tend to report higher self-concept levels overall, likely due to the positive reinforcement from family and community-based interactions. The study indicates that rural students may benefit from a more stable and nurturing environment, which may likely usher a positive self-concept.

Therefore, the hypothesis that states that "there is no significant difference in the Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is rejected.

5.2.3.1. Physical Self-Concept by Locale and Gender

There no differences in self-concept scores implying that gender does not have a strong influence on the physical dimension of self-concept in this study when considering the locale factor. Shavelson et al. (1976) in their research on self-concept development indicated that gender differences in self-concept, especially in physical self-concept, are not always as pronounced as one might expect, with contextual factors such as cultural and environmental influences playing a significant role rather than locale. The non-significant differences in the findings also suggest that the locale factor does not have a large impact on the physical self-concept in this sample which align with the research conducted by Miller and Suls (2001), who found that self-concept scores could vary with context, but were often shaped more by individual experiences than by simple environmental factors. This suggests that factors other than gender and locale might play a more significant role in shaping physical self-concept.

5.2.3.2 Social Self-Concept by Locale and Gender

The study determines that there is no significant difference in the level of social self-concept of male and female based on gender. The finding is in line with the study of Chung, G., & Kim, S. (2012) on how locale and gender interact in shaping self-concept wherein it was determined that there was no significant differences in the social self-concept of males and females in either rural or urban settings. This finding was also validated by Singh, A., & Kaur, R. (2014) wherein it was argued that both rural and urban adolescents develop their social identities through similar family dynamics and peer interactions, with no marked distinction based on gender or locale.

The results suggest that social self-concept is shaped more by social interactions and community engagement than by the rural or urban environment itself. Gender did not

have a significant moderating effect on the social self-concept in either locale. While rural and urban settings provide different social contexts, the impact of these contexts on social identity was found to be similar for both males and females

5.2.3.3 Temperamental Self-Concept by Locale and Gender

Locale appears to have a significant influence on Temperamental Self- Concept with rural individuals generally reporting higher scores than individuals from urban settings. Furthermore, there is significant gender difference in rural setting with males having significantly higher temperamental self-concept. This can also be seen from the study conducted by McCabe and McCabe (2004) whom explored how adolescents' self-concept is shaped by their environment, particularly comparing rural and urban settings. Their study found that self-concept in rural areas was often more influenced by family expectations and community ties than in urban areas, where broader social networks and peer group influences were more prominent potentially influencing their temperamental self-concept.

From the study it can be seen that male students outperform their female counterpart in both rural and local setting particularly in rural area. This may be attributed to the fact that rural communities tend to be more tightly-knit, and social roles in these areas might emphasize certain behaviours and traits, such as assertiveness for males, which can contribute to a higher self-concept in the temperamental dimension of self-concept.

5.2.3.4. Educational Self- Concept by Locale and Gender

Despite the slight higher score for females in rural area and males in urban area, the difference between males and females in terms of educational self-concept is not statistically significant which implies that gender does not seem to play a significant role in shaping the educational dimension of self-concept. This align with several key studies that show gender does not always significantly impact the educational self-concept, especially when considered in terms of locale. Guay, et al. (2003) in their research found that gender differences in self-concept tended to be more prominent in areas rather than in the broader educational self-concept. It was also suggested that

academic self-concept was more strongly influenced by individual factors like academic achievement and support systems rather than by gender.

Lack of significant differences between rural and urban adolescents in terms of educational self-concept is surprising, as it was mostly perceived that limited access to educational resources, lower expectations, and fewer opportunities for academic advancement might have a detrimental impact on academic self-concept. It is probable that the influence of external factors such as academic success, peer influence and family expectations may outweigh the impact of the local environment on an individual's perceptions of their educational abilities.

5.2.3.5.   Moral Self- Concept by Locale and Gender

No significant difference was found between males and females in both rural and urban locales in respect of moral self-concept. Gilligan, C. (1982) work on moral development suggests that women may develop a moral perspective that is more relational and focused on care, whereas men typically emphasize justice and rules. However, Gilligan also notes that these are broad tendencies and that an individual's moral self-concept is not determined by gender wherein, the differences between males and females may not always be significant, especially when other contextual factors are considered.

Based on the above findings, it can be construed that moral reasoning and self-concept tend to diminish in contexts where individuals are exposed to equal opportunities or where individuals follow the same faith to express their moral beliefs. Other aspects such as socialization, cultural factors, and personal experiences may shape moral self-concept rather than inherent gender differences.

5.2.3.6.   Intellectual Self- Concept by Locale and Gender

There seem to be no difference in the intellectual self-concept of students across gender in both rural and urban area. The finding align with Marsh, H. W. (1990) work on self-concept which suggest that intellectual self-concept is influenced by academic achievement, feedback from others, and individual perceptions, rather than being inherently different by gender. The differences in gender-based intellectual

self-concept are often minimal especially when considering broader environmental factors like social support and access to resources.

While males and females may score differently on academic achievement measures, their intellectual self-concept is often similar, especially when external factors such as locality and school environment are similar. However, traditional settings wherein males may receive more encouragement in academic areas whereas females may face limitations due to traditional gender roles may lead to variation in the level of intellectual self concept.

5.2.3.7. Overall Self-Concept by Locale and Gender

Although there are minor variations, there appears to be no significant difference in overall self-concept between genders when considering urban and rural settings. This aligns with the findings of Marsh, H. W., & Shavelson, R. J. (1985) wherein it was suggested that that self-concept is a multi-dimensional construct that includes academic, social, and emotional components. They establish that while there may be minor gender differences in specific dimensions of self-concept, the overall self-concept tends to be relatively similar for males and females when averaged across different life domains.

Though there may be difference in peer relationship for male and female, these differences do not necessarily translate into significant differences in overall self-concept. They may also be influenced by factors such as family and other contextual factors such as social, cultural, and environmental influences rather than inherent gender characteristics. In modern digital era, social media significantly influences the development of self-concept, particularly during adolescence. Both boys and girls are frequently exposed to idealized portrayals and societal expectations that can affect their self-esteem. Participation in extracurricular activities such as sports and arts may also play a significant role in shaping self- concept as it builds skills and provides opportunities for achievement outside of formal education.

Therefore, the hypothesis that states that "there is no significant difference in the Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is accepted.

5.2.4.1.   Physical Self-Concept with reference to their Stream:

In terms of physical self-concept, the data revealed a significant difference between students from the Arts and Science streams. A majority of Arts students (61.68%) rated their physical self-concept as "above average," with an additional 11.59% categorizing it as "high." On the other hand, only 56.72% of Science students rated their physical self-concept as "above average," and 7.09% placed themselves in the "high self-concept" level.

This difference may be attributed to the less academically demanding nature of the Arts stream, which tends to offer students more flexibility and less stress compared to the rigorous academic expectations of the Science stream. This finding echoes with the argument made by Shavelson et al. (1982), who proposed that stress from academic pressures can negatively impact a student's self-concept in various areas, including physical self-perception. Thus, Arts stream offering a more relaxed environment may contribute to a more positive self-view in terms of physical appearance.

5.2.4.2.   Social Self-Concept with reference to their Stream:

The comparison of social self-concept between Arts and Science students shows a dominant trend toward having an above average *or* average self-concept, however, it revealed no significant differences. Both groups exhibited strong social self-concept ratings, with 64.67% of Arts students and 67.16% of Science students describing their social self-concept as "above average." Arts students (14.21%) report a higher percentages in the "high" category as compared to Science students (14.18%)

This finding is in contrast with Marsh (1992) who highlights that students' self-concept can vary significantly depending on their field of study. Fields like Arts, which are often more subjective and personal, may encourage higher levels of self-esteem and self-perception due to greater personal expression and creativity. On the

other hand, Cokley et al. (2001), argued that social self-concept is less likely to be influenced by academic stream and more shaped by a student's individual social experiences. In this set, it can be construed that social self-concept does not significantly vary between the two streams. This may suggest that social self-concept is primarily shaped by personal social environments, rather than by academic pressures or differences.

5.2.4.3   Temperamental Self-Concept with reference to their Stream:

The analysis of temperamental self-concept showed that 63.74% of Arts students rated themselves as having an "above average" temperamental self-concept, with 8.97% categorizing themselves as "high." In comparison, 68.28% of Science students reported an "above average" temperamental self-concept, and 6.34% of them considered it "high." Although both groups showed predominantly positive temperamental self-concept, Science students had a slightly higher percentage of students rating themselves as "above average."

However, the difference between the two groups was not statistically significant. The mean scores for Arts students (26.95) and Science students (26.67) were relatively close, indicating that the academic stream does not have a major impact on students' temperamental self-concept. This finding aligns with the work of Shavelson et al. (1982), who argued that temperamental self-concept is typically stable across different environments and is less likely to be influenced by the academic stream. However, this is in opposition to the findings of Hattie, J. (1992) who suggests that students in the Arts may be more likely to develop a positive self- concept due to the focus on creativity and self-expression, while Science students may face greater challenges in maintaining a high self-concept due to the performance-driven nature of their field. Nevertheless, selection of stream may not be an overwhelming factor in determination of self-concept and may be more attributed to other factors.

5.2.4.4   Educational Self-Concept with reference to their Stream:

In terms of educational self-concept, the study revealed that both Arts and Science students reported predominantly "above average" self-concept ratings. For the Arts

stream, 55.51% of students rated their educational self-concept as "above average," while 9.16% rated it as "high." In the Science stream, 62.69% of students rated their educational self-concept as "Above Average," with 7.09% categorizing it as "high." The overall mean scores for both streams were similar, with Arts students scoring 26.59 and Science students scoring 26.46.

Despite a slightly higher percentage of Science students rating their educational self-concept positively, there lack a significant difference suggests that the academic stream does not significantly influence students' perceptions of their educational abilities. This finding supports the work of Cokley et al. (2001), who highlighted that academic self-concept is primarily influenced by intrinsic motivation and individual academic experiences and how they perceive their own progress, success, and challenges rather than the specific stream a student is engaged in. Both Arts and Science students likely derive similar levels of educational self-worth based on personal growth, creative achievements and mastering scientific principles which likely matter more than the stream itself.

5.2.4.5. Moral Self-Concept with reference to their Stream:

A significant difference was found in the moral self-concept between the two streams. In the Arts stream, 45.61% of students rated their moral self-concept as "above average," and 28.97% categorized it as "high." In the Science stream, 60.07% of students rated their moral self-concept as "above average," and 25.75% rated it as "high." The mean score for moral self-concept was significantly higher for Science students (29.63) compared to Arts students (28.35).

This difference could be attributed to the more structured and disciplined nature of the Science stream, which may encourage a stronger sense of moral responsibility and ethical awareness. This finding aligns with Shavelson et al. (1982), who noted that academic streams with more rigorous and structured curriculums can influence students' values, including their moral self-concept. The higher mean score for Science students in this dimension suggests that the emphasis on discipline and order in the Science stream may foster a stronger moral self-concept among students. This is also corroborated by Eccles, J. S., &Wigfield, A. (2002) highlight that students'

motivation and self-concept are often influenced by their interests and the perceived value of the subject. As such Science students may have a higher self- concept due to the measurable nature of achievement in this field. He also add that values emphasized in different educational streams can shape students' attitudes and behaviours ultimately influence their broader moral and social values. Hence, there are likely other factors that contribute to moral self-concept apart from academic stream.

5.2.4.6.   Intellectual Self-Concept with reference to their Stream:

When it comes to intellectual self-concept, Arts students reported 45.61% of students rating their intellectual self-concept as "above average," and 44.866 % rated it as "average". In the Science stream, 47.76% of students rated their intellectual self-concept as "above average," and 47.01% considered it "average". There seem to be minimal disparity in the level of intellectual self-concept on analysis of all the levels and the calculated difference was not statistically significant, with mean scores of

25.10 for Arts students and 24.55 for Science students.

Both Arts and Science students in have fairly similar levels of intellectual self-worth, and it is not influenced by their selected stream. This in line with the findings of Marsh (1992)who determine that academic self-concept is shaped by a student's view of their capabilities within a specific domain and that Arts students with a focus on personal expression and creativity correspondingly Science students with structured problem-solving and measurable goals, both benefit from the positive reinforcement their respective fields offer. The lack of a significant difference suggests that students in both streams perceive their intellectual abilities in comparable ways and that self-concept is influenced by interest and the perceived value of the subject rather than directly dependent upon the selected stream.

5.2.4.7.   Overall Self-Concept with reference to their Stream:

Overall self-concept was rated positively by both Arts and Science students, with 79.81% of Arts students and 82.84% of Science students rating their overall self-concept as "above average." A small percentage of students in both streams

categorized their overall self-concept as "high." The mean scores for overall self-concept were also very close, with Arts students being 162.66 and Science students being 161.79.

While there was a slight difference, the lack of a significant difference in overall self-concept indicates that, regardless of their academic stream, students generally possess positive self-concept. This aligns with the findings of Cokley et al. (2001), who emphasized that self-concept is a multifaceted construct that tends to be stable across different domains of life, including the academic stream. The lack of significant disparity in the self-concept levels in students of Arts and Science streams aligns with the above findings that show that self-concept is primarily shaped by intrinsic motivation and individual academic experiences rather than by the specific academic domain or stream.

Therefore, the hypothesis that states that "there is no significant difference in the Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is accepted.

5.2.5.1. Physical Self- Concept with reference to Stream and Gender:

The findings of this analysis show that the physical dimension of self-concept does not vary significantly based on gender in either the arts or science streams. This is also validated by Becker, W. E. (2013) whose study highlights that while gender can influence various self-concept dimensions, the physical self-concept does not show large disparities between males and females. This aligns with the current study's finding that the gender gap in the physical dimension of self-concept is negligible.

The lack of significant differences may indicate that gender does not have as large an impact on how students perceive their physical self-concept within these two academic streams. Social and cultural norms may play much more significant roles in the perception of physical self-concept across the gender.

5.2.5.2.   Social Self- Concept with reference to Stream and Gender:

The finding shows that both males and females in art and science streams report similar levels of social self-concept, indicating that gender is not a strong predictor of how students perceive their social self-concept in academic contexts. This is in line with the observation of Schunk, D. H., & Meece, J. L. (2006) who argue that students' perceptions of their social self-concept are largely shaped by their peer interactions and the learning environment, rather than gender-based influences.

Students in both streams likely share a similar level of confidence and social belonging in their respective academic environments. Factors such as peer relationships, family support, and academic engagement may play a more dominant role in shaping social self-concept than gender differences in academic streams. Furthermore, similar levels of social integration and support may also contribute to their relatively similar self-concept perceptions.

5.2.5.3.   Social Self- Concept with reference to Stream and Gender:

Gender and stream type may play a role in shaping temperamental self- concept although these differences are not necessarily large enough to be statistically significant as found from this study. This indicates that both males and females report similar perceptions of their temperament and emotional self-regulation in academic contexts. Roberts, B. W., & Mroczek, D. K. (2008) study on personality traits suggests that temperament is fairly stable across adulthood, and it is only under significant external influences that changes in temperament might occur.

Students, regardless of gender appear to perceive their emotional stability and self-regulation in more or less the same way. This could imply that temperamental self-concept is more influenced by individual personality traits or internal psychological factors rather than by external academic or gender-based factors. In addition, societal norms around emotional expression or self-regulation may influence how students assess their own temperament.

5.2.5.4. **Educational Self- Concept with reference to Stream and Gender:**

The study reveals that both males and females in arts and Science streams appear to have similar perceptions of their educational self-concept suggesting that gender does not significantly affect the educational dimension of self-concept. Marsh, H. W. (1990) indicates that gender differences in self-concept are often minimal in general educational settings, aligning with the findings in this study. Similar perceptions exhibited by males and females with regard their educational self concept reinforces the idea that internal factors like self-esteem and personal experiences are more influential than gender or academic stream in shaping one's educational self-concept.

Parental, social and cultural expectations, personal characteristics and traits along with grades and academic achievements may bring have more impact in educational self concept as compared to gender or stream.

5.2.5.5. **Moral Self- Concept with reference to Stream and Gender:**

The findings suggest that there are no significant gender differences in the moral dimension of self-concept across both arts and science streams. Gibbs, J. C. (2011), explores how moral development and ethical decision-making may differ across genders but argues that societal and cultural norms have a stronger influence than gender alone. Kohlberg, L. (1984) also theorized that moral reasoning evolves through a series of stages influenced by social interactions and educational contexts rather than gender alone.

Family and societal values, cultural and religious influence and individual experience may play a fairly decent role in determining moral self concept as compared to gender and stream.

5.2.5.6. **Intellectual Self- Concept with reference to Stream and Gender:**

The findings that there is significant difference in intellectual self-concept between males and females across both the arts and science streams suggests that gender may play a dominant role in shaping students' self-perception of their intellectual capabilities. This is in line with the research done by Bong & Clark (1999) wherein it was found that academic self-concept in students can differ across subjects, with

females often reporting higher self-concept in subjects like language arts and males in mathematics and science..

5.2.5.7.   Overall Self- Concept with reference to Stream and Gender:

The study show that overall self-concept is fairly similar for both male and female students which indicates that in the context of overall self-concept, there is no significant gender disparity in both the streams. This is contrary to the finding of Bong, M., & Clark, M. K. (1999) wherein it was highlighted that the gendered experiences of students in STEM fields where females often struggle with lower self-concept due to social and cultural stereotypes that perceive STEM as male-dominated. However, Marsh (1990) found that, while self-concept in specific subjects might be influenced by gendered stereotypes especially with regard to STEM subjects, the overall academic self-concept remained fairly similar for both genders across disciplines which is in line with the study. This suggest that while gender roles may influence subject choice, the overall academic self-concept did not show a marked disparity between male and female students.

While students may experience gender-specific challenges in different academic domains, gender with reference to academic stream is not the sole factor in shaping the overall perception of self-concept of students. Rather, factors like individual academic achievement, subject interest, and social support systems have a more substantial influence overall.

Therefore, the hypothesis that states that "there is no significant difference in the Self-Concept of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is accepted.

5.3.   To investigate the level of home environment of higher secondary school students in Mizoram.

The objective of this section was to investigate the home environment levels of higher secondary students in Mizoram.

5.3.1   Home Environment Levels:

The overall data on home environment suggests that majority of people hold moderately positive views which reflects a moderate and balanced opinion about the subject. Moderate perceptions are somewhat typical when assessing environments that individuals may have grown accustomed to, rather than holding extreme views. Nevertheless, there is a significant proportion having positive and negative attitudes. Research shows that the home environment plays a crucial role in shaping psychological well-being and self-concept wherein negative home environment can lead to stress, anxiety, and emotional disturbances, which can have long-term effects on both academic performance and overall mental health as suggested by Spera, C. (2005).

Home environment is a complex, interdependent system of family relationships. Negative dynamics within the family, such as parental conflict or lack of support, can result in negative perceptions of the home environment which can further lead to emotional distress and mental health issues influencing the individual's sense of self and overall well-being. As such the importance of home environment needs to be understood as it can possibly affect mental health and wellbeing.

5.4.   To compare the home environment of higher secondary school students in Mizoram with reference to gender, locale and stream of studies.

5.4.1.   Gender-Based Analysis of Home Environment:

The data highlights the absence of a noteworthy difference in the perception of home environments based on gender. The lack of statistical significance in this study aligns with previous research that indicates gender does not consistently influence perceptions of the home environment. Berk (2013) in his research on family dynamics suggests that factors such as parenting styles, family structure, and socioeconomic status are far more influential in shaping an individual's perception of the home environment than gender which is also similar to the Steinberg (2001) wherein it was construed that perceptions of the home environment are influenced more by family interactions and social dynamics rather than by gender.

Family dynamics, such as parenting styles, familial relationships, and socioeconomic factors, may have a far more pronounced effect on an individual's perception of the home environment and may be much more pronounced than determination of home environment based on gender alone. Gender may influence certain aspects of home life but these differences may often be limited or minor and highly context-dependent. Furthermore, females and males might interpret their home environment in different ways, nevertheless, these differences rarely large enough or consistent enough to be considered significant on a broader scale.

Therefore, the hypothesis that states that "there is no significant difference in the Home Environment of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is accepted.

5.4.2. Locale-Based Analysis of Home Environment:

The significant difference found between the rural and urban groups suggests that locale plays a crucial role in shaping individuals' perceptions of their home environment. Berk (2013) highlights that home environment can be influenced by socioeconomic status, family structure, and available resources. In urban areas, where access to resources is typically higher, individuals may report a more positive perception of their home environment, aligning with the findings in this study. Crosnoe(2004), in his research on adolescent development in rural vs. urban settings similarly found that adolescents in urban areas report more positive home environment experiences compared to those in rural settings. This could be due to a variety of factors, including differences in socioeconomic conditions, resource availability, parental support and opportunities that drive the perception of home environment. Rural household may face financial constrain leading to longer and hectic working hours which inevitably limits the time spent with their children. Small communities and less opportunities may invariably effect the view of home environment in rural areas.

Therefore, the hypothesis that states that "there is no significant difference in the Home Environment of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is rejected.

5.4.3. Stream-Based Analysis of Home Environment:

The findings suggest that there is no significant difference in home environment perceptions based on academic stream which suggests that the stream of study does not play a major role in how adolescents perceive their home environment. Lamb (2017),in his study of family relations found that family structure and parent-child relationships had more influence on adolescents' perceptions of the home environment than factors like academic choices or streams of study.

Academic stream primarily determines the academic focus of students but has little to no impact on family-related factors such as the emotional support or living conditions that influence home environment perceptions. While the arts and science streams may be associated with different academic and career paths, it is unlikely that the stream of study directly impacts perceptions of the home environment. Rather, factors such as cultural norms, community expectations, and socioeconomic background are more likely to influence how adolescents perceive their home lives.

Therefore, the hypothesis that states that "there is no significant difference in the Home Environment of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is accepted.

5.4.4. Gender and Locale Interaction with respect to Home Environment:

The study suggest that there is no significant difference in perceptions of home environment between males and females in either rural or urban areas. The lack of significant gender differences in home environment perceptions is consistent with much of the existing research, which shows that factors such as family structure, parenting styles, and socioeconomic background have a more profound impact on how individuals perceive their home environment than gender alone. This is substantiated by Bradley, R. H., &Corwyn, R. F. (2002) who found that socio economic statusand factors such as parental education, income, and employment status have more influence on children's perceptions of their home environment than gender.

This finding suggest similarities in local traits and societal structure wherein the study was conducted. It could also point to a more egalitarian societal structure where both males and females are equally influenced by the same patterned social arrangement family dynamics and parenting practices. Furthermore, gender differences in perceptions of the home environment may exist in other contexts, especially when cultural norms and societal gender expectations are more pronounced.

Therefore, the hypothesis that states that "there is no significant difference in the Home Environment of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is accepted.

5.4.5. Stream and Gender Interaction with respect to Home Environment:

The findings suggest that gender does not significantly affect perceptions of the home environment in reference to academic streams. Both males and females in the same academic stream may likely experience similar family environments, which shape their perceptions of the home environment. This is in line with the findings of Seginer, R. (2006) wherein it was suggested that gender differences in perceptions of the home environment are minimal compared to the impact of parenting practices and socioeconomic status.

While, gender and academic stream choice may influence adolescents' perceptions of their home environment, the study shows that they do not do so in a simple or direct manner. Other factors such as family dynamics, parenting style, and socioeconomic status play a significant role in shaping these perceptions. A refined understanding of these factors is necessary to appreciate how adolescents' experiences in the home environment influence their development.

Therefore, the hypothesis that states that "there is no significant difference in the Home Environment of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is accepted.

5.5. To investigate the level of academic achievement of higher secondary school students in Mizoram.

The purpose of this section was to analyze the academic achievement levels of higher secondary students in Mizoram.

5.5.1 Overall Academic Achievement Levels:

The findings reveals that gender does have an impact on academic achievement, where females significantly outperform males. This aligns with broader research that suggests females are generally more likely to achieve top academic honors due to better study habits and greater motivation. (Hyde, 2005) found that girls generally tend to have higher grades and are more likely to excel academically, largely due to factors such as better study habits, greater conscientiousness, and more positive attitudes toward school. Research further suggest that females tend to exhibit more consistent academic engagement wherein they often display stronger organizational skills, better time management, and higher intrinsic motivation.

The results of this study also prompt questions about how the education system may engage male and female students in different ways. Some suggest that females tend to excel in environments that prioritize discipline, organization, and structured learning, such as classroom assignments and assessments, while males may perform better in less structured settings that emphasize practical activities or exam-based evaluations.

5.6. To compare the academic achievement of higher secondary school students in Mizoram with reference to gender, locale and stream of studies.

5.6.1. Gender-Based Analysis:

The study reveals that there is significant difference in the academic achievement level with reference to gender. This conclusion is consistent with other research on gender differences in academic performance. Pomerantz et al. (2002) and others suggests that female students tend to exhibit higher levels of intrinsic

motivation and self-regulation, which are key predictors of academic success in line with the study. Farkas et al. (2002), also argue that higher academic expectations placed on females by teachers, parents, and society contribute to their greater academic success.

Females are often socialized to value academic achievement more highly than males, which influences their approach to learning. Females are often characterized by greater academic persistence and resilience, particularly in the face of challenges. In addition, female tend to exhibit better study habits, including regular attendance, homework completion, and active participation in academic activities as compared to their male counterpart which may thus play a critical roles in the overall academic achievement.

Therefore, the hypothesis that states that "there is no significant difference in the Academic Achievement of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is rejected.

5.6.2 Locale-Based Analysis:

The finding suggests that the proportion of students achieving distinction is significantly higher in urban areas than in rural areas. This aligns with various research conducted in the field. Shores, K. A., & Steinberg, M. P. (2011) form their research highlights the disparities in educational achievement between rural and urban students, linking differences in school resources, teacher quality, and student engagement to geographic location. Research conducted by Hobbs, F. (2001) also shows that urban areas benefit from greater access to educational resources and advanced learning technologies, which can result in higher academic achievement.

The higher proportion of students from urban areas achieving higher scores can be attributed to various factors, including better educational resources, easier access to private tutoring and increased parental involvement. Furthermore, socioeconomic factors may influence academic performance, with urban areas generally offering better access to support services that generally contribute to student success.

Therefore, the hypothesis that states that "there is no significant difference in the Academic Achievement of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is rejected.

5.6.3 Stream-Based Analysis:

The study reveals that there is significant difference in the level of achievement of students based on the stream they are engaged in. This is in line with the research conducted by Ryan, A. M., & Deci, E. L. (2000) who suggests that intrinsic motivation plays a significant role in academic performance, particularly in the arts stream, where students may be more intrinsically motivated by their personal interests in the subject matter, leading to higher achievement.

The nature of the curriculum in Science stream may present different challenges for students, especially for those who struggle with the more objective and fact-based learning required in subjects while arts stream may be more conducive in areas like writing, critical thinking and expression coupled with subject interest and curriculum flexibility.

Therefore, the hypothesis that states that "there is no significant difference in the Academic Achievement of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is rejected.

5.6.4. Gender and Locale Interaction:

The data highlights presence of significant difference in academic achievement across gender and locale with urban female securing better grades than all the other groups. OECD (2018), found that students in urban areas tend to have better outcomes due to factors like greater availability of educational resources, technology, and access to a variety of extracurricular activities. Eccles et al. (2001) also highlight that females tend to outperform males in academic settings, particularly in urban environments, where higher levels of educational support are available.

Gender and locale disparities in academic performance may be influenced by a combination of factors, including socialization, educational resources, socio

economic conditions and teacher expectations. Additionally, location plays a critical role, with urban areas offering more advantages in terms of educational resources and support systems which could be a crucial factor determining the performance of students.

Therefore, the hypothesis that states that "there is no significant difference in the Academic Achievement of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is rejected.

5.6.5. Stream and Gender Interaction:

The findings suggests that there is significant differences in academic outcome based on stream selected coupled with gender. Hyde (2005) and Eccles et al. (2001) suggests that females often excel in structured learning environments, which is typical of the arts stream where verbal, written, and cognitive skills are emphasized. Conversely, Woolnough (1994) also found that gender differences in Science achievement often emerge due to educational environments that favour male-dominated styles of learning, such as logical reasoning and abstract problem solving, which may align better with the typical masculine cognitive style. This performance gap aligns with research on gender disparities in STEM fields.

Females have traditionally been expected to excel in subjects like language arts, social sciences, and humanities, while males are often encouraged to pursue mathematics, science, and technology. This is consistent with a range of research indicating that females tend to outperform males in academic environments where qualities such as organization, attention to detail, and time management are valued which is also the pattern observed in this study.

These findings highlight the need for targeted educational interventions in various areas needs to be taken into account so as to address the gaps in academic performance. Interventions aimed at supporting male students especially in structured learning environments could help balance these achievement gaps and create more equitable educational experiences which is also for female students with reference to subject containing logical reasoning and analytics. In general,

significant gender and stream-based differences suggest that additional support for male students in Arts stream and female in Science streams needs to be taken into account to minimize gender disparities to usher a decent representation overall.

Therefore, the hypothesis that states that "there is no significant difference in the Academic Achievement of Higher Secondary School Students in Mizoram with reference to their gender, locale and stream" is rejected.

5.7. To study the self-concept of higher secondary school students in Mizoram in relation to home environment.

5.7.1 Physical Dimension of Self-Concept and Home Environment

The current study revealed a moderate positive correlation between the physical dimension of self-concept and home environment, with a statistically significant value ($r = 0.342$, $p = 0.000$). This suggests that students who report having a more favourable home environment tend to have a more positive perception of their physical self-concept. Earlier literature supports this finding, indicating that a positive and nurturing home environment is crucial for shaping self-esteem, particularly in terms of physical appearance. Studies, by Crosnoe (2004), have demonstrated that adolescents from supportive home environments generally experience higher self-esteem and a more positive self-image regarding their physical attributes. However, given the moderate strength of the correlation, it's important to consider that other factors might also be influencing physical self-concept, and this relationship doesn't imply a perfect or very strong connection. Nevertheless, results from this study highlight the possible impact of home environment in fostering positive self-concept, particularly concerning physical traits.

5.7.2 Social Dimension of Self-Concept and Home Environment

The study found a very weak correlation between the social dimension of self-concept and home environment ($r = 0.032$, $p = 0.366$), indicating that the home environment has little to no effect on students' social self-concept. This is in contrast to some prior research, where home environment factors, such as parental support

and family dynamics, are often seen as significant influences on social self-concept. However, many studies suggest that the social self-concept is more strongly shaped by peer relationships, social networks, and school experiences. For example, Eccles et al. (2003) emphasized the importance of peer influence and social interactions in shaping the social self-concept, noting that these factors often outweigh family influences. The weak correlation observed in this study aligns with these findings, suggesting that students' social self-concept is more strongly influenced by their interactions outside the home, such as with peers and teachers, rather than their home environment alone.

5.7.3   Temperamental Dimension of Self-Concept and Home Environment

The study identified a negligible correlation between the temperamental dimension of self-concept and home environment (r = 0.028, p = 0.429), meaning that the home environment has little no practical or meaningful relationship on the students' temperamental self-concept and the weak positive correlation may be due to random chance. This finding is consistent with other research, which suggests that temperamental traits, such as emotional regulation, self-control, and mood, are primarily influenced by intrinsic factors, such as personality and temperament, rather than by the home environment. While home environment may shape emotional responses and coping mechanisms, it may not have a direct and significant effect on students' inherent temperamental traits. For instance, a study by Rothbart (2011) showed that temperamental traits are largely biologically driven, with home environment factors providing a secondary, less direct influence. Furthermore, a study by Markus and Kitayama (1991) highlighted that self-concept may be influenced by factors such as cultural background and personal experiences, rather than by home environment alone, especially when it comes to more stable traits like temperamental self-concept. Therefore, the negligible correlation observed in this study reflects the general understanding that temperamental self-concept is mostly independent of home environment factors.

5.7.4. Educational Dimension of Self-Concept and Home Environment

The educational dimension of self-concept showed a weak positive correlation with home environment (r = 0.071, p = 0.045), indicating that a positive home environment has a slight but statistically significant impact on students' educational self-concept. Previous research suggests that the home environment plays an essential role in shaping students' academic self-perception and educational aspirations. Studies by Jacobs and Eccles (2000) have highlighted that supportive and resourceful home environments contribute to higher academic self-concept, which in turn positively influences academic achievement. Though the findings of this study align with these conclusions, Twenge, J. M., et al. (2012) found that environmental factors such as home environment do play a role in shaping self-concept, but their impact can vary. Tis finding is also corroborated by Markus &Kitayama (1991) who emphasized that self-concept might be influenced by other factors beyond home environment. This indicates that while a positive home environment is not the sole factor influencing educational self-concept, it plays a weak role in fostering a more positive outlook toward education.

5.7.5 Moral Dimension of Self-Concept and Home Environment

A moderate negative correlation was found between the moral dimension of self-concept and home environment (r = -0.150, p = 0.000), indicating that an unfavourable or negative home environment is associated with a lower moral self-concept. A possible explanation for this weak negative relationship could be that a highly structured or rigid home environment may hinder the development of moral capacity and individualism. It could be that children from more controlling environments may develop a less confident or more rigid sense of their own moral values. Previous literature suggests that the family environment, including parental guidance, values, and discipline, significantly influences moral development and self-concept. Studies by Eisenberg (2006) argue that negative or dysfunctional home environments can hinder the development of a positive moral self-concept, leading to difficulties in moral decision-making and ethical self-perception. The findings of this study reflect these concerns, showing that students from less favourable home environments may experience challenges in developing a strong and positive moral

self-concept. This highlights the critical role that supportive family environments play in nurturing ethical values and moral identity.

5.7.6 Intellectual Dimension of Self-Concept and Home Environment

The current study weak positive correlation between the intellectual dimension of self-concept and home environment (r = 0.008, p = 0.818), suggesting that the home environment has little to no effect on students' intellectual self- concept. This finding is in contrasts with other research in the field that suggests parental involvement and a resource-rich home environment can positively influence intellectual self-concept. Studies by Steinberg (2001) supports a positive relationship between home environment and intellectual self-concept, while the current data shows a very weak correlation between the two, indicating that home environment may not have as strong an effect in this sample. In addition Grolnick (2003) similarly emphasizes the role of parental involvement in promoting academic success and a. However, the lack of significant correlation in this study may potentially be due to differences in the types of parental involvement or the presence of other influential factors such as complexity of intellectual self-concept, which may be more influenced by individual cognitive abilities, school experiences, and peer interactions rather than home environment alone. Therefore, the finding in this study aligns with the idea that intellectual self-concept is shaped by a variety of factors beyond the family environment.

5.7.7 Overall Self-Concept and Home Environment

Finally, the study found a moderate positive correlation between overall self- concept and home environment (r = 0.079, p = 0.026), suggesting that a positive home environment is associated with a slightly better overall self-concept. This is consistent with a wide body of research that has consistently shown that a supportive and stable home environment contributes to the development of a positive overall self-concept. Studies by Harter (2012) and Coopersmith (1967) emphasize the role of family support, warmth, and encouragement in shaping students' general self-perception and self-esteem. The weak positive correlation observed in this study indicates that while home environment plays a role in shaping overall self-concept, it

is one of many factors that contribute to students' self-perception. Nonetheless, this finding underscores the importance of a positive home environment in fostering healthy self-concept development across various dimensions.

Hence, the hypothesis that states that, "There is no significant correlation between self-concept and home-environment of Higher Secondary School students in Mizoram" is rejected.

Summary of Comparisons

In summary, the findings of this study largely align with existing literature in that a favourable home environment is positively correlated with certain dimensions of self-concept, especially physical and educational self-concept, however, the correlation is moderate. However, other dimensions, such as social, temperamental, and intellectual self-concept, show weaker or no significant correlations with home environment, which aligns with previous research suggesting that these aspects of self-concept are influenced more by peer interactions, intrinsic factors, and school experiences. The correlation found between moral self-concept and home environment reflects the importance of a supportive family setting in developing moral values. Since the study is conducted at Higher Secondary level, the correlation may not be highly substantial. This is in line with the findings of Steinberg (2001), wherein he discusses how the home environment plays a central role in early childhood development but that its influence diminishes as individuals transition into adolescence, with peers and broader social contexts becoming more significant. Additionally, Grolnick's (2003) work on parental involvement supports the idea that as children grow older, the influence of the home environment tends to decrease, although it remains important during the school years. Overall, this study adds to the growing body of research demonstrating the significant yet varied influence of the home environment on students' self-concept. There might also be other factors that influence the social self-concept of individuals that are not accounted for in this analysis

5.8.   To study the self-concept of higher secondary school students in Mizoram in relation to academic achievement.

5.8.1   Physical Dimension of Self-Concept and Academic Achievement

The analysis of the physical dimension of self-concept in relation to academic achievement revealed a weak positive correlation (r = 0.132) suggesting that students with a more positive physical self-concept tend to achieve higher academically. This finding aligns with existing literature, which indicates that students who perceive themselves more positively in terms of physical attributes often experience increased motivation and self-confidence, factors that contribute to better academic performance. For example, studies by Harter (2012) have shown that self-perception, including physical self-concept, influences motivation and can enhance academic outcomes. However, the weak strength of the correlation indicates that physical self-concept is not a primary driver of academic achievement. The positive correlation observed in this study reinforces the importance of physical self-concept in academic success, suggesting that students who feel good about their appearance may also feel more confident in their academic abilities.

5.8.2   Social Dimension of Self-Concept and Academic Achievement

The study found a very weak negative correlation between the social dimension of self-concept and academic achievement (r = -0.066), which was not statistically significant (p = 0.060). This suggests that there is no meaningful relationship between students' social self-concept and their academic achievement. Previous research provides mixed results on this relationship, with some studies indicating that social self-concept can impact academic success through social interactions and peer support (Eccles et al., 2003), while Rosenberg, M. (1979), research on self-concept suggests that social self-concept, especially in adolescence, can sometimes have negative effects on academic achievement. The weak correlation observed in this study suggests that social self-concept might have minimal impact on academic outcomes in comparison to other dimensions of self-concept, such as physical or educational self-concept.

5.8.3 Temperamental Dimension of Self-Concept and Academic Achievement

The study revealed a negligible correlation between the temperamental dimension of self-concept and academic achievement (r = -0.014), which was not statistically significant (p = 0.693). This indicates that students' temperamental self-concept does not significantly affect their academic achievement. This result is consistent with prior literature, which suggests that temperamental factors, such as emotional regulation and self-control, have a less direct effect on academic outcomes. Studies such as those by Rothbart (2011) indicate that temperamental traits are largely biologically driven and may not be strongly associated with academic performance. The negligible correlation in this study supports the idea that academic achievement maybe influenced by other factors, such as cognitive abilities and motivation, rather than temperamental self-concept.

5.8.4 Educational Dimension of Self-Concept and Academic Achievement

A positive correlation was found between the educational dimension of self-concept and academic achievement (r = 0.132), which was statistically significant (p

= 0.000). This suggests that students with a more positive educational self-concept tend to perform better academically. This finding is consistent with research that emphasizes the importance of academic self-concept in shaping students' motivation and achievement. According to Marsh, H.W and Craven, R.G.(2006), students who believe in their academic abilities tend to exhibit higher academic performance. The positive correlation also found in this study by Guay, F, et al. (2003) who revealed a positive association between educational self-concept and academic achievement, further corroborating the idea that students who have a positive perception of their academic abilities are more likely to achieve academic success. It is therefore likely that students with a strong belief in their academic capabilities are more likely to achieve higher academic success, highlighting the crucial role of self-concept in fostering academic achievements. Likewise, (Mujis, 2011) confirmed the relationship between the two but indicated that achievement affects self-concept more than self-concept inherently influences achievement success.

5.8.5 Moral Dimension of Self-Concept and Academic Achievement

The study found a negative correlation between the moral dimension of self- concept and academic achievement (r = -0.205), which was statistically significant (p

= 0.000). This suggests that students with a lower moral self-concept may experience higher academic achievement, or vice versa. Emler, N. (2001), suggests that moral development may not always positively impact academic achievement. In some cases, adolescents with a strong sense of moral self-concept might prioritize personal integrity and moral values over academic success, potentially leading to conflicts in achieving high academic performance. In addition, Steinberg, L. (2001) suggests that adolescents who are highly focused on moral ideals and principles may often place less emphasis on academic goals, which could negatively impact their academic achievement. However, there are other counterintuitive research such as those by Eisenberg (2006) who highlighted that moral self-concept, including traits like ethical behaviour and integrity, is influenced by family and cultural factors, however, its direct link to academic performance is not always clear. The negative correlation observed in this study could imply that students who prioritize academic success may focus less on moral development, or it may reflect an external focus on academic achievement that overshadows moral considerations. Further research is needed to explore the nature of this relationship more deeply.

5.8.6 Intellectual Dimension of Self-Concept and Academic Achievement

The study revealed an extremely weak negative correlation between the intellectual dimension of self-concept and academic achievement (r = -0.020), which was not statistically significant (p = 0.566). This suggests that intellectual self- concept has little impact on academic achievement which is in line with the finding of Cokley, K. O. (2000) that suggest that while self-concept can influence academic performance, it does not always have a strong direct relationship, especially in certain domains like intellectual self-concept. As such, other factors, such as motivation, study habits, and external resources, may play a more significant role in determining academic success. The result of this study suggests that intellectual self-concept alone may not be a strong predictor of academic outcomes, aligning with

findings that indicate the complexity of academic achievement, which is influenced by a variety of internal and external factors.

5.8.7   Overall Self-Concept and Academic Achievement

The analysis found a weak negative correlation between overall self-concept and academic achievement (r = -0.083), which was statistically significant (p = 0.019). This suggests that students with a higher overall self-concept may have slightly lower academic achievement, although the correlation is weak. This result is align with Byrne, B. M. (1986)who found that self-concept is multidimensional, hierarchically structured, and stable. Robins, R. W., &Trzesniewski, K. H. (2005) also finds that while self-esteem is often thought to influence academic success, its role may be more or less insignificant, especially in environments where students face high academic pressure, low self-esteem may drive more effort toward achievement, which can result in mixed or even negative correlations with academic outcomes. General self-concept and academic self-concept were measurable as separate constructs. Findings do not establish contributory predominance between self-concept and academic achievement. This result contrasts with the typical expectation that a more positive self-concept is linked to higher academic achievement. The weak negative correlation observed in this study may suggest that some students with high overall self-concept may overestimate their academic abilities, potentially leading to a disconnection between self-perception and academic performance. Additionally, it may reflect other underlying factors such as personal expectations, external pressures, or varying academic challenges.

Hence, the hypothesis that states that "There is no significant correlation between self-concept and academic achievement among higher secondary school students in Mizoram " is rejected.

5.9.   Relationship between Home Environment and Academic Achievement

The analysis of the relationship between home environment and academic achievement among higher secondary school students in Mizoram, using Spearman's

Rho correlation coefficient, revealed a statistically significant positive correlation (r = 0.187, p = 0.000). This indicates that students who experience a better home environment tend to achieve higher academically. The home environment is often seen as a crucial factor influencing various aspects of students' development, including their academic performance. A positive and supportive home environment, including factors such as parental involvement, access to learning resources, and emotional support, can provide students with the necessary foundation to perform well in school.

Earlier studies consistently emphasize the importance of the home environment in shaping academic success. According to Epstein (2001), students whose families actively support and encourage their education are more likely to excel academically. Similarly, studies by Jeynes (2005) and Fan and Chen (2001) have found that parental involvement and a supportive home atmosphere contribute significantly to higher academic achievement. In addition, Miller, M. (2002) shows that home environments with high parental involvement, stable routines, and access to learning resources tend to contribute to better academic achievement. These findings are consistent with the positive correlation observed in this study, suggesting that students who benefit from a nurturing and well-resourced home environment tend to perform better in their academic endeavours.

The positive correlation between home environment and academic achievement observed in this study underlines the importance of creating supportive home conditions for students. This may include ensuring access to educational resources, fostering a positive attitude toward learning, and providing emotional support. The findings suggest that interventions aimed at improving students' home environments could lead to enhanced academic performance, especially for those who may face challenges related to limited resources or less academic support at home. This reinforces the broader understanding that the home environment plays a significant role in shaping academic outcomes and highlights the potential for educational policies and interventions that address these factors to improve student achievement in Mizoram.

Hence, the hypothesis that states that "There is no significant correlation between home environment and academic achievement among higher secondary school students in Mizoram " is rejected.

RECOMMENDATIONS

The findings of this study offer insights into how the home environment and self-concept influence academic achievement among higher secondary school students in Mizoram. Based on these results, several suggestions can be made to improve the overall academic performance of students.

1.   One important factor that came up is the role of parental involvement and support. It seems that a positive home environment can have a significant impact on academic success. Schools could think about encouraging more involvement from parents. For example, organizing parent-teacher meetings or workshops could help parents understand how they can better support their children's education. This type of engagement might help foster an environment where students feel motivated and supported.

2.   There's also a need to improve the educational resources available at home, particularly in rural areas. Students in rural regions often lack access to learning materials, which can make it harder for them to perform well academically. Schools and local communities could focus on providing resources like study guides or access to tutors. In addition, helping families set up quiet, dedicated study spaces at home could also make a difference.

3.   The mental and emotional well-being of students also plays a role in their self-concept and academic performance. Offering counselling services in schools could help students develop a more positive self-image, which might, in turn, improve their academic achievement. Programs aimed at building students' confidence, especially those who may struggle with negative perceptions of themselves, could help create a more balanced and positive academic experience.

4.   Another key point is the gender disparity in academic achievement. The study found that females tend to perform better overall. Schools could consider providing additional support for male students, particularly in areas where they may feel less confident. Offering targeted programs to boost their academic performance might help address the observed differences between genders.

5.   Improving rural education is another area to consider. Many students in rural areas face challenges that urban students do not. These challenges often stem from a lack of infrastructure, resources, and sometimes even guidance. More investment in school facilities, better access to technology, and teacher training could help improve the academic experience for rural students and provide them with the tools they need to succeed.

6.   The home environment also plays a key role in shaping students' academic outcomes. Families that provide emotional and educational support tend to see better academic results in their children. Raising awareness about how home environments can influence academic success might encourage more families to take an active role in supporting their children's education.

7.   When it comes to academic streams, arts students tend to perform better than their science counterparts. While both streams have their own challenges, providing extra support for science students might help balance the achievement levels between the two groups. This could include tutoring programs or guidance to help them cope with the specific demands of the science curriculum.

8.   Finally, integrating self-concept development into the curriculum could also prove beneficial. Encouraging students to explore and strengthen their self- esteem, emotional intelligence, and self-image could help them perform better academically. Schools could include activities or programs that help students reflect on and improve their self-concept in various areas such as physical, social, educational, and moral aspects.

These suggestions are aimed at improving the overall academic experience of students in Mizoram. Addressing the gaps between different student groups and

providing more support, both academically and emotionally, could potentially lead to better academic outcomes. As these areas continue to be explored, further steps may be necessary to ensure that every student has the chance to succeed.

SUGGESTIONS FOR FUTURE STUDIES

There are several areas that could be explored in future research to gain a deeper understanding of the factors influencing academic achievement and self-concept among students in Mizoram.

1.   One possible direction for future studies could focus on the long-term impact of home environment**.** While this study looked at the current relationship between home environment and academic achievement, it might be interesting to track how changes in a student's home environment over time affect their academic performance. Research could explore whether improvements in family support or resources lead to lasting academic success.

2.   Another area worth investigating is the role of school environment and teacher influence**.** While this study focused on the home environment, the impact of schools and teachers on self-concept and academic performance is equally important. Research could explore how different teaching styles, school culture, or teacher-student relationships contribute to a student's academic achievement and self-esteem.

3.   It may also be helpful to look into the impact of peer influence on self-concept and academic success. Peers can have a strong effect on students, both positively and negatively. Studying how students' interactions with friends and classmates influence their self-concept and school performance could offer valuable insights into how social dynamics in schools impact overall academic achievement.

4.   Further research could also explore gender differences in more detail. Although this study highlighted some differences between males and females, there may be more specific factors contributing to these disparities, such as

gender expectations or social pressures. A deeper dive into these factors could help schools better support both male and female students.

5.   Another suggestion is to conduct comparative studies between urban and rural students. Since students in rural areas face different challenges than those in urban areas, it would be valuable to look at how the urban-rural divide impacts academic achievement and self-concept over time. This could help identify specific strategies to support rural students and improve their academic outcomes.

6.   Finally, exploring the impact of different academic streams on self-concept and achievement could provide more detailed information. This study found differences between arts and science students, and further research could explore why these differences exist and how they can be addressed. Additionally, looking into the specific challenges faced by students in each stream could help tailor educational interventions more effectively.

These areas of study could provide a more comprehensive understanding of the factors that influence students' academic achievement and self-concept. By examining these factors in greater depth, future research could help develop targeted strategies to improve the educational experience for students in Mizoram.

APPENDICES

Appendix-I

Booklet of Self Concept Questionnaire

SELF CONCEPT QUESTIONNAIRE

By Dr. R.K.Sarawati

OBJECTIVES

All persons are not equal. Every person has some characteristics which differentiate him from others. These characteristics form the basis of different nature of persons. Here are some questions regarding these characteristics. You might have these qualities in varying quantities. I want to know how these qualities affect different aspects of your life. The success of this objective depends on your cooperation. I assure you that your answers would be kept secret. I request you to answer unhesitatingly.

INSTRUCTIONS

On the following pages there are some questions and their probable answers given against them. Your read them carefully and whichever suits, you, put a tick ☑ in the blank space given against it. You have to mark only one answer. An illustration is given below. There is no time limit for it but you should answer it as soon as possible.

Illustration

If you think that you have beautiful teeth, you tick ☑ in the space given below the word 'Beautiful'.

	Very Beautiful	Beautiful	Average	Beautiless	Beautiless at all
♦ What type of teeth do you have ?	☐	☑	☐	☐	☐

		Always	Usually	Sometimes	Usually Not	Never	Obtained R.S.
1.	Do your friends come to you for advice ?	Always ☐	Usually ☐	Sometimes ☐	Usually Not ☐	Never ☐	☐
2.	What do you think about your appearance ?	V. Beautiful ☐	Beautiful ☐	Satisfactory ☐	Not Satisfactory ☐	Ugly ☐	☐
3.	How do you find yourself in doing physical work ?	Very Strong ☐	Strong ☐	Average ☐	Delicate ☐	Very Delicate ☐	☐
4.	How do you find your temperament ?	Always Cheerful ☐	Cheerful ☐	Normal ☐	Sometimes Unhappy ☐	Always Unhappy ☐	☐
5.	How do you like school studies ?	Very Good ☐	Good ☐	Average ☐	Not Good ☐	Not Good at All ☐	☐
6.	Do you believe in religious customs and traditional ?	Very Much ☐	Usually ☐	Normally ☐	Sometimes ☐	Never ☐	☐
7.	Do you participate in criticising others ?	Always ☐	Mostly ☐	Generally ☐	Not Usually ☐	Never ☐	☐
8.	Do you express your ideas frankly in the presence of other ?	Always ☐	Mostly ☐	Normally ☐	Sometimes ☐	Never ☐	☐
9.	How do you like your complexion ?	V. Beautiful ☐	Beautiful ☐	Normal ☐	Not So Beautiful ☐	Ugly ☐	☐
10.	Do you think yourself one of the cheerful persons ?	Always ☐	Mostly ☐	Normally ☐	No ☐	Never ☐	☐

Total Score Page 3 ☐

							Obtained R.S.
11.	Do you behave abnormally also ?	Always	Mostly	Some-times	Seldom	Never	
12.	Do you think yourself an experienced person ?	Highly	Usually	Average	Less Ex-perienced	Without any Experience	
13.	Do you think about your teachers ?	Always	Mostly	Normally	Usually Not	Never	
14.	Do you think yourself to be a cool-tempered man ?	V. Much	Usually	Average	Some Disturbed	Much Disturbed	
15.	Are you regular in do-ing your home-work assignments ?	Always	Mostly	Normally	Some-times	Never	
16.	Do you insult others ?	Never	Not Often	Usually	Mostly	Always	
17.	Do you have difficulty in understanding some-thing when the teacher explains in the class ?	Never	Usually	Generally	Often Feel Difficulty	Usually Feel Difficulty	
18.	Do you think if you get an opportunity you can discover some-thing new ?	Definitely	Most Probably	Probably	Doubtful	Not at All	
19.	Do you feel irritated if somebody finds fault with your work.	Never	Usually Not	Some-times	Usually	Always	
20.	How do you find your personality ?	Most Attractive	Attractive	Normal	Un-attractive	Totally Un-attractive	

Total Score Page 4 [ ]

No.	Question						Obtained R.S.
21.	How do you like the company of others ?	Always Good	Mostly Good	Usually Good	Sometimes Dislike	Never Like	Obtained R.S.
22.	How much are you satisfied with your weight ?	Fully Satisfied	Satisfied	Usually Satisfied	Not So Satisfied	Un-satisfied	
23.	Do you feel irritated while you face petty difficulties ?	Not at All	Mostly Not	Generally Not	Some-times	Always	
24.	Are you coward by nature ?	Not at All	Not Much	Normal	Usually	Very Much	
25.	How much are you satisfied with the present position of your studies in class ?	Comple-tely Satisfied	Some-what Satisfied	Always	Some-Dis-satisfied	Total Dis-satisfied	
26.	How do you like school examination ?	Like Very Much	Mostly Like	Generally Like	Seldom Like	Never Like	
27.	How is your voice ?	Very Good	Good	Normal	Not Good	Unsatisfactory	
28.	Are you curious to know the end while reading a novel or seeing a movie ?	Always	Usually	Normally	No	Not at All	
29.	How do you find your health ?	Very Good	Good	Average	Week	Feeble	
30.	How is your atten-dance in the class ?	Always Present	Usually Present	Average	Generally Absent	Usually Absent	

Total Score Page 5 ☐

No.	Question						Obtained R.S.
31	How much are you satisfied with your height ?	Fully Satisfied	Satisfied	Normal	Somewhat Dissatisfied	Fully Dissatisfied	
32.	Do you try to get first position in the tests given in the class ?	Always	Usually	Generally	Often Not	Never	
33.	Do you take care of the merits and demerits of a work before doing it ?	Always	Usually	Generally	Usually Not	Never	
34.	Where do you place your self while speaking truth ?	Always Speak Truth	Usually Speak Truth	Generally Speak Truth	Usually Hesitate in Speaking Truth	Always have to Resort to Falsehood	
35.	Where do you place your-self in obeying public rules e.g. rules pertaining to public places, like road, park, railway station etc. ?	Always Obey Rules	Usually Obey Rules	Generally Obey Rules	Usually Do Not Obey Rules	Never Care for Rules	
36.	Are you more intelligent than your colleagues ?	Certainly More	Usually	Generally	Less	Not at All	
37.	Do you take part in organizing it when your classmates go to picnic etc. ?	Always	Usually	Generally	Usually Not	Never	
38.	Do you solve yourself the difficulties and problems of your studies ?	Always Solve	Usually Solve	Generally Solve	Usually Can't Solve	Always Help to Others	
39.	How much do you attend to artistic aspect of the photograph while seeing or making it ?	Give Very Much Attention	Give Much Attention	Give Average Attention	Give Some Attention	Do Not Give Any Attention	

Total Score Page 6

			Obtained
40.	What will you do if you are doing some important work and your friends ask you to accompany them for a walk ?		R.S.
	Will start immediately		
	Will go after thinking for sometime		
	Will keep silent		
	Will not go after thinking for sometime		
	Will refuse at once.		
41.	While taking the examination you are not able to answer some question and a book of the same subject is lying near you. will you take help of the book ?		
	Will never do such thing		
	Do not have the courage to do inspite of will		
	Generally do not do this		
	Will use the book if get an opportunity		
	Will immediately use the book.		
42.	If you get an opportunity to drink water in the house of so called low caste persons, what will you do ?		
	Shall take water		
	Will take water after some consideration		
	Will care for cleanliness		
	Will take water but would tell nobody		
	Will not take water.		
43.	Do you hesitate in mixing with persons of opposite sex ?		
	Do not hesitate at all		
	Sometimes hesitate		
	Generally do not hesitate		
	Usually hesitate		
	Always hesitate.		
44.	You are standing in the bus que for a long time when bus comes, the conductor takes some passengers and stops at your turn because there is no space in the bus, what will you do in these circumstances ?		
	Will wait for the next bus		
	Will request the conductor		
	Will run and try to board the bus		
	Will push the other passengers and try to board the bus		
	Will make a noise		

Total Score Page 7

45.	What will you do if you come to know of immoral character of your friend ?		Obtained R.S.
	Will completely break the friendship	☐	
	Will lessen the friendship	☐	
	Will continue friendship but will try to make him understand	☐	
	Will continue friendship as it was	☐	
	Will strengthen the friendship	☐	☐
46.	You have to do four tasks – (a) you have to call the doctor to show your sick brother (b) you have to do the preparation for going out the next day (c) you have to read novel (d) the friend is going away, you have to go to see him. What will you do in the first place ?		
	Will call the doctor to show the sick brother	☐	
	Will prepare for going out	☐	
	Will read novel	☐	
	Will go to see the friend	☐	
	Will not do any of the above mentioned work.	☐	☐
47.	Your friend gives you one thousand rupees to keep when you count they are eleven hundred. What will you do ?		
	Will return one hundred rupees to the friend at once	☐	
	Will tell the friend at once	☐	
	Will return 1100 rupees while returning them	☐	
	It the friend does not come to know, will take out one hundred rupees if possible	☐	
	Shall take out one hundred rupees	☐	☐
48.	Do you like to do the work keeping in mind the desire of other ?		
	Always do the work keeping in mind the desire of others	☐	
	Usually do the work keeping in mind the desires of others	☐	
	Generally do the work keeping in mind the desires of others	☐	
	Sometimes do not care for the liking of other	☐	
	Always do according to one's will	☐	☐

Total Score Page 8 ☐

Booklet of Home Environment Scale

HOME ENVIRONMENT SCALE
By Aaliya Akhtar(Kashmir) & Dr. Shail Bala Saxena

Consumable Booklet
of
HES-AASS
(English Version)

Aaliya Akhtar *(Kashmir)*
Dr. Shail Bala Saxena *(Raisen)*

Please fill in the following informations :

Date ☐☐☐☐☐☐☐☐

Name ——————————————— Sex — Male ☐ Female ☐

Father's Name——————————— Date of Birth — — — —

Qualification————————— Designation————————

Class ——————————— School————————

Type of Family : Nuclear ☐   Joint ☐

Area :   Urban ☐   Rural ☐

INSTRUCTIONS

On the following pages there are 50 statements have been given. Read each statement carefully and decide your answer on any one of the 5 alternatives, viz., **Always, Often, Sometimes, Least** and **Never** and put a ☑ mark in the corresponding alternative ☐ which is close to your answer.

Answer to all the 50 statement

Your answer will be kept confidential.

SCORING TABLE

	Raw Score			z-Score	Grade	Level of Home Environment
Page	2	3	4			
Score						
Total Score						

MANASVI

UG–1, Nirmal Heights Market, Mathura Road, AGRA–282 007

Sr. No.	STATEMENT	Always	Often	Sometimes	Least	Never	Score
1.	My parents worry too much whenever I am ill.	☐	☐	☐	☐	☐	⬭
2.	My parents accompany me whenever I go to any place for the first time.	☐	☐	☐	☐	☐	⬭
3.	My social security is guranteed at home and outside the home.	☐	☐	☐	☐	☐	⬭
4.	My parents do not let me do anything (e.g., operating electrical goods, etc.) or to go any place which is full of danger (e.g., protests, rallies, etc.)	☐	☐	☐	☐	☐	⬭
5.	Whenever I am late in returning home, my parents become very anxious about my welfare.	☐	☐	☐	☐	☐	⬭
6.	My parents are quite concerned about my future/career.	☐	☐	☐	☐	☐	⬭
7.	My parents show support for my activities outside the school/college.	☐	☐	☐	☐	☐	⬭
8.	I am involved in co-curricular activities / sports etc. because my parents encourage me to participate in them.	☐	☐	☐	☐	☐	⬭
9.	My parents' ideas greatly influence my decisions in life.	☐	☐	☐	☐	☐	⬭
10.	If I have a probem I don't hesitate to seek my parents' advice.	☐	☐	☐	☐	☐	⬭
11.	My parents provide me equal opportunity and same level of education as other children in the family.	☐	☐	☐	☐	☐	⬭
12.	My parents provide me a stimulating learning environment like good schooling, better tuitioning, etc.	☐	☐	☐	☐	☐	⬭
13.	My parents provide me access to information services like newspapers, internet, magazines, etc.	☐	☐	☐	☐	☐	⬭
14.	My parents check my performance regulary by attending parent-teacher meetings and seeing my progress report.	☐	☐	☐	☐	☐	⬭

Total Score Page 2 ☐

Sr. No.	STATEMENT	Always	Often	Sometimes	Least	Never	Score
15.	My parents encourage me to participate in various programmes like- essay competitions, debates, discussions, etc.	☐	☐	☐	☐	☐	⬭
16.	My parents appreciate my efforts in all fields.	☐	☐	☐	☐	☐	⬭
17.	My parents appreciate me whenever I solve any problem myself without help.	☐	☐	☐	☐	☐	⬭
18.	My parents congratulate me and present me gifts when I get good grades in examination.	☐	☐	☐	☐	☐	⬭
19.	My parents love me too much when I show honesty/sincerity in my work.	☐	☐	☐	☐	☐	⬭
20.	My parents feel proud of me whenever I help others in need.	☐	☐	☐	☐	☐	⬭
21.	I get due recognition from my parents/ family members.	☐	☐	☐	☐	☐	⬭
22.	My parents generally take me to different places for recreation.	☐	☐	☐	☐	☐	⬭
23.	Whenever I am in trouble, my parents help me to overcome it.	☐	☐	☐	☐	☐	⬭
24.	My parents talk with me in a pleasant and well mannered way.	☐	☐	☐	☐	☐	⬭
25.	My parents give enough time and attention towards me.	☐	☐	☐	☐	☐	⬭
26.	My parents scold me for my misbehaviour.	☐	☐	☐	☐	☐ •	⬭
27.	My parents do not hesitate to punish me for the poor performances.	☐	☐	☐	☐	☐ •	⬭
28.	My parents become very angry for disobeying them.	☐	☐	☐	☐	☐ •	⬭
29.	My parents rebuke me whenever I break the family rules and traditions.	☐	☐	☐	☐	☐ •	⬭
30.	My parents punish me corporally whenever I indulge in undesirable behaviours and activities.	☐	☐	☐	☐	☐ •	⬭
31.	I get opportunity to be involved in home affairs.	☐	☐	☐	☐	☐	⬭
32.	I am equally involved to participate in cultural / religious activities of the family.	☐	☐	☐	☐	☐	⬭

Total Score Page 3 ☐

Sr. No.	STATEMENT	Always	Often	Sometimes	Least	Never	Score
33.	My opinion related to various family matters like financial, planning, construction, etc. is welcomed, by my parents.	☐	☐	☐	☐	☐	⬭
34.	I get opportunity to be involved in money matter like banking, purchasing, etc. of the family.	☐	☑	☐	☐	☐	⬭
35.	I take care of my siblings in absence of my parents.	☐	☐	☐	☐	☐	⬭
36.	My parents keep strict discipline in home.	☐	☐	☐	☐	☐●	⬭
37.	My parents decide my study and playing time.	☑	☐	☐	☐	☐●	⬭
38.	My parents do not let me to talk with other boys / girls unnecessarily.	☐	☐	☐	☐	☐●	⬭
39.	My parents compel me to perform prayers like Namaz / Pooja, etc	☐	☐	☐	☐	☐●	⬭
40.	I can not go anywhere like theaters / neighbours without parental permission.	☐	☐	☐	☐	☐●	⬭
41.	I am allowed to do almost anything I want to do.	☐	☐	☐	☐	☐	⬭
42.	I have been given freedom to choose field / career according to my abilities and characteristics.	☐	☐	☐	☐	☐	⬭
43.	Everybody at home (including me) is allowed to make their own choices.	☐	☐	☐	☐	☐	⬭
44.	My parents allow me to make my own life decision.	☐	☐	☐	☐	☐	⬭
45.	I can discuss any kind of issue with my parents	☐	☐	☐	☐	☐	⬭
46.	My parents expect me that I should make optimum use of facilities provided by them.	☐	☐	☐	☐	☐	⬭
47.	My parents want me to be obedient towards them and other elders.	☐	☐	☐	☐	☐	⬭
48.	My parents want me that I should commit as much as I can in all my endeavours.	☐	☐	☐	☐	☐	⬭
49.	My parents expect me to respect and honour their views.	☐	☐	☐	☐	☐	⬭
50.	My parents want me to follow the people having good reputation in the society.	☑	☐	☐	☐	☐	⬭

Total Score Page 4 [   ]

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TITLE OF THE THESIS   : SELF CONCEPT OF HIGHER SECONDARY SCHOOL STUDENTS IN MIZORAM WITH REFERENCE TO THEIR HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT

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ABSTRACT

SELF CONCEPT OF HIGHER SECONDARY SCHOOL STUDENTS IN MIZORAM WITH REFERENCE TO THEIR HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT

AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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SELF CONCEPT OF HIGHER SECONDARY SCHOOL STUDENTS IN MIZORAM WITH REFERENCE TO THEIR HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT.

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In partial fulfillment of the requirement of the Degree of Doctor of Philosophy in

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Introduction

Self-concept is a fundamental psychological construct that refers to an individual's perception, beliefs, and evaluation of themselves. It includes multiple aspects, including cognitive, emotional, and social components, and plays a critical role in shaping personal identity, behaviour, and psychological well-being (Baumeister, 1999; Markus & Wurf, 1987). Self-concept influences how individuals interpret experiences, make decisions, and interact with others. It forms the foundation of self-identity, affecting motivation, self-esteem, and overall mental health (Rosenberg, 1979; Harter, 2012). The development of self-concept is a lifelong process influenced by personal experiences, social relationships, and cultural context (Shavelson et al., 1976; Marsh & Shavelson, 1985).

Historical and Theoretical Perspectives of Self Concept

William James (1890), in *The Principles of Psychology*, was one of the first scholars to distinguish between different aspects of the self, proposing the concepts of the ―I‖ (the thinking, acting subject) and the ―Me‖ (the self as an object of reflection). Carl Rogers (1951) played an important role in shaping modern understandings of self-concept by emphasizing its role in personal growth and self- actualization (Deci & Ryan, 1995; Ryan & Deci, 2000). According to Rogers, self- concept consists of three core components: self-image (how individuals see themselves), self-esteem (the value individuals place on themselves), and the ideal self (who individuals aspire to be) (Harter, 1999; Higgins, 1989).

Multidimensionality of Self-Concept

The multidimensional nature of self-concept has become widely recognized, particularly through the work of Shavelson, Hubner, and Stanton (1976). Shavelson et al. (1976) proposed a sophisticated, multidimensional model that emphasized the complexity of self-concept. According to this model, self-concept is not one single, unified idea but is instead made up of different, hierarchically structured components. At the top of this hierarchy lies *general self-concept*, which represents an individual's overall view of themselves. Beneath general self-concept are two

broad categories: *academic* and *non-academic* self-concepts. The academic self-concept is further divided into specific subject-related components (e.g., self-perception in subjects like mathematics or English), while the non-academic self-concept includes areas like social, emotional, and physical aspects of self. The physical self-concept, for instance, could be subdivided into specific domains such as physical ability and physical appearance (Shavelson et al., 1976). This multidimensional structure of self-concept allows for a deeper understanding of how individuals perceive themselves in different areas of life. It suggests that a person's self-concept can vary significantly across domains; someone may feel confident academically but struggle with social self-perception, or they may have a strong sense of physical self-worth but experience insecurity in emotional domains (Marsh, 2007).

Self-Concept Across the Lifespan

Scholars across psychology, sociology, and human development have explored how self-concept develops and changes over time.

Infancy and Early Childhood (0–6 years): The Formation of Self-Awareness: Self-Recognition and Early Identity: Self-concept begins to emerge in infancy, though at a rudimentary level. Newborns display implicit self-awareness by distinguishing their bodies from external objects, as seen in studies of neonatal imitation (Meltzoff & Moore, 1977). A key milestone in early self-concept formation is mirror self-recognition, typically observed between 18 and 24 months (Lewis & Brooks-Gunn, 1979).

Middle Childhood (7–12 years): Social Comparison and Cognitive Growth: A major cognitive development in this stage is the ability to engage in social comparison (Festinger, 1954). Children at this stage define themselves based on skills, intelligence, and achievements. Academic performance strongly influences self-esteem, particularly in cultures that emphasize education (Eccles, 2009). Success leads to positive self-concept, while repeated failure can cause feelings of incompetence and learned helplessness (Bandura, 1997).

Adolescence (13–18 years): Identity Formation and Self-Consciousness:

Adolescence is a critical period for identity development, marked by Erikson's (1968) stage of identity vs. role confusion. Teenagers explore personal values, career goals, and social roles in an effort to establish a coherent self-concept (Marcia, 1980).Adolescents often experience heightened self-awareness due to cognitive advances that allow them to think abstractly (Piaget, 1952). This leads to the imaginary audience phenomenon—the belief that others are constantly observing and judging them (Elkind, 1967). At the same time, adolescents develop a more nuanced self-concept, differentiating between actual self (who they are), ideal self (who they want to be), and ought self (who they think they should be) (Higgins, 1987). Large gaps between these selves can cause stress and self-doubt.

Early Adulthood (19–40 years): Self-Stability and Role Commitments: During early adulthood, self-concept becomes more stable and internally defined (Arnett, 2000). Career success, romantic relationships, and social roles significantly shape one's self-view (Robins et al., 2002).

Middle Adulthood (41–65 years): Generativity and Self-Acceptance: In middle adulthood, individuals experience self-acceptance and generativity vs. stagnation (Erikson, 1968). Self-esteem peaks during this stage, driven by career accomplishments, financial stability, and social support (Orth et al., 2018). However, midlife crises can lead to temporary self-doubt (Levinson, 1978).

Late Adulthood (66+ years): Reflection and Ego Integrity: In late adulthood, self-concept is shaped by life reflections and social roles (Ryff, 1995). Individuals face Erikson's (1968) stage of ego integrity vs. despair, where they evaluate their life with either contentment or regret. Those with positive self-concept and adaptive coping skills are more likely to experience successful aging (Baltes & Smith, 2003). Social support and continued engagement in meaningful activities enhance self-worth and life satisfaction (Brandtstädter & Rothermund, 2002).

Self-Concept and Academic Achievement

Self-concept plays a fundamental role in shaping an individual's experiences, decisions, and overall trajectory in life, particularly in the realm of education. Academic achievement, an essential determinant of personal and professional

success, is deeply intertwined with self-concept, a multifaceted construct that includes how individuals perceive themselves in relation to their abilities, competencies, and worth in an educational setting. This relationship is neither static nor one-dimensional; rather, it is reciprocal, dynamic, and influenced by various psychological, social, and environmental factors that evolve across time. Scholars and researchers have extensively explored this connection, providing evidence that supports the idea that a strong academic self-concept contributes positively to learning outcomes, while academic success further reinforces one's self-concept, creating a cycle that can either propel students toward greater success or hinder their motivation and progress. Empirical studies have consistently supported the notion that self-concept and academic achievement are interdependent. Marsh and Craven (2006) argue that students with a high academic self-concept tend to set higher goals for themselves, persist longer in the face of challenges, and employ more effective learning strategies, all of which contribute to better academic performance. Valentine, DuBois, and Cooper (2004) provide further evidence of this bidirectional relationship, demonstrating that students who experience academic success develop stronger self-concept over time, while those with negative academic experiences often struggle with self-doubt and disengagement from learning. Given the strong connection between self-concept and academic achievement, various interventions have been designed to foster positive self-beliefs and improve student outcomes. Dweck's (2006) research on the growth mindset demonstrates that teaching students to view intelligence as malleable rather than fixed significantly enhances self-concept and academic motivation. Encouraging students to embrace challenges, persist through difficulties, and learn from failures fosters resilience and confidence in their abilities. Similarly, positive reinforcement from teachers, structured goal-setting exercises, and cooperative learning strategies have been shown to enhance academic self-concept. Slavin (2011) discusses the benefits of peer tutoring and collaborative learning, where students who work together in supportive environments develop stronger self-concept and perform better academically.

Home Environment and Its Influence on the Development of Self-Concept

The home environment refers to the set of physical, social, emotional, and

cultural factors that make up the immediate context of a child's life and development. It is not just the house or apartment in which a family lives, but the interactions, relationships, values, and practices that occur within that space. This environment significantly influences various aspects of an individual's development, including cognitive, emotional, social, and behavioural functioning. The influence of parents on the development of a child's self-concept cannot be overstated. George Herbert Mead (1934) suggested that self-concept is shaped through social interactions, particularly those within close relationships. Children, particularly in their early years, rely heavily on the feedback they receive from their caregivers to form their initial self-image. Charles Cooley (1902), with his concept of the "looking-glass self," argued that self-concept is derived from the reflection of ourselves in others' perceptions. Thus, a child's self-worth is often a reflection of how they believe their parents or primary caregivers perceive them. If parents consistently provide affirming feedback, children are more likely to form a positive self-concept, viewing themselves as capable and worthy of love and respect. Conversely, children who receive critical or indifferent feedback from their caregivers may internalize feelings of inadequacy, which can result in a diminished sense of self-worth.

The Influence of the Home Environment on Academic Outcomes

The home environment is widely recognized as a important factor in determining a child's academic success. It is within the family setting that children first encounter the essential foundations of learning—through interaction, support, resources, and guidance. A study by Erdem and Kaya (2020), which conducted a meta-analysis of numerous studies on the subject, found that parental involvement significantly improved academic performance across various age groups and cultural contexts. Children whose parents are actively involved in their schooling tend to exhibit superior academic performance in terms of grades, test scores, and attitudes toward learning. This involvement strengthens children's academic motivation and boosts their confidence and self-esteem (Krauss et al., 2020). . A study by Erdem and Kaya (2020), which conducted a meta-analysis of numerous studies on the subject, found that parental involvement significantly improved academic performance across various age groups and cultural contexts. Children whose parents are actively

involved in their schooling tend to exhibit superior academic performance in terms of grades, test scores, and attitudes toward learning. This involvement strengthens children's academic motivation and boosts their confidence and self-esteem (Krauss et al., 2020).

RATIONALE OF THE STUDY:

Self-concept is a perception what students have about themselves. Every person in this world have his or her own identity which defines who we are. The way in which we perceived who we are, has an astounding impact on our social attitude and association with those around us. Since we live in a social world, realization of our self -worth determines the roles we play in society, our interest and aspirations in relation to the people around us. Self -concept has been found to be significantly associated with a number of important aspects of human behaviour and their development. For long period of time, home environment and its internal relationship has been the determinant factor in the formation of individual personality. Unless there is peace and love to one another in the family, the children cannot have a good psychological health. The tender heart of the youth needs peace and love to one another in the family. When there is hatred, it leads to bad home environment and the tender heart of the students cannot concentrate in studies. The psychological health in adolescence line with the affective environment of one's own family. Therefore, a good home environment is necessary for the shining growth of the students. So, a good self- concept is obtained by students that have a good home environment. Pingale, Govind (2012) and Kumar (2019) in their research have arrived to the same conclusion that students having parental encouragement develop significant intellectual, social and moral self-concept than those students having low parental encouragement. Furthermore, the discernment of who we are is also largely determined by our socio economic conditions, ethnicity, physical and spiritual wellbeing and sense of self value. Nevertheless, this unique sense of self allows us to be a part of a group thereby indulging in various activities that we see fit in relation to the image we have of our self. Therefore, realization of not only our ideal self but also of one's true image is important for the development of who we are in contrast to the people living around us. It has rightly been said that, the linkage between

infancy and maturity is the most important period of our lives which is marked by drastic physical and mental transitions. It is an important stage where we develop our self- realization and sense of belonging in relation to the society that we live in. Though, this transition gives significant possibilities, it is also a stage where many people develop severe mental disarray which may lead to social withdrawal and the development of mental disorder wherein the self -image is skewed from reality. Nevertheless, it is a critical stage that all individuals have to go through in order to attain adulthood.

It is imperative that the mental health and self- concept of the youths were nurtured more seriously at higher secondary stage so as to ensure that they realize their self - worth which will thereby lay a foundation for a sustainable and productive future. it is a stage where the students opt their future line. The students need continuous encouragement and motivation academically and specifically. There can be several intrinsic and extrinsic factors that can have a direct or indirect impact in moulding the self- concept of a students. Some attributes may have been acquired through our lineage, some may be through the influence of our peers, family and society whereas others are dependent upon our mental health. Social attitude, positive mentality and satisfaction acquired through accomplishment of goals and tasks plays an important role in shaping one's self -image.

The home environment, though unidimensional, plays a crucial role in shaping students' academic behaviors. A supportive home with involved parents, educational resources, and emotional stability fosters a conducive learning environment, whereas a negative home environment may lead to poor academic outcomes. Family had been playing an important role in the development of our self- value and self- realization. Majoribanks &Mboya (1997) point out that if there is sense of withdrawal from the the parents side as perceived by the adult, then the self- concept of the adult drastically changes.

Academic achievement is a key determinant of future opportunities and personal development. However, student performance is not solely dependent on intelligence or school environment; personal and familial factors significantly contribute to

academic success. Among these, self-concept and home environment are two critical influences. Self concept of an individual had also been gradually determined by ones achievement in different walks of life be it physical, spiritual or academic. Since, a person's capabilities is judged in comparison to his peers or the people around him, achievement in different fields led to the development of higher self concept, which is a crucial factor in the development of self concept. This is in line with the findings of Caplin (1969) and indicated that academic achievement are determined by the self-concept of the individuals. Though we cannot state that one or two factors is predominant in discerning the development of self concept, however, home environment and academic achievement seems to plays and important part in development of self concept and self awareness. Many physical, social and mental factors may also have a compounding effect on the development of self concept. Haworth et al (2010) also found out that there are abundant determinants that can directly or indirectly influence self- concept such as age, education, media, appearance, culture, abuse, relationships, gender, and income. In Mizoram, where education is highly valued, understanding how self-concept and home environment impact academic achievement (measured by students' divisions in the Higher Secondary School Leaving Certificate HSSLC examinations can provide valuable insights for educators, parents, and policymakers. By exploring these relationships, this study seeks to bridge research gaps and contribute to improved academic support systems.

Hence, it is crucial to know the influential factor of self concept at higher secondary stage for the upliftment of the quality of education and students. There is a dire need of upliftment in the quality of education at higher secondary stage as, it is the initial stage for their future prospects. It is also the final stage where students got formal education. So, the study may help the adolescents recognize the importance of self-concept and change their perception and improve their psychological well-being. Further, the research findings could stimulate the relational importance of self-concept, home environment and academic achievement to the higher authority and thus, it is important to take up study in this area. The present study seeks to answer the research question given below:

1. What is the overall level of self-concept among Higher Secondary School Students in Mizoram?

2. Is there any difference in the level of Self-Concept of Higher Secondary School Students in Mizoram with reference to gender, locale & stream?

3. What is the quality of Home Environment among Higher Secondary School Students in Mizoram?

4. Is there any difference in the Home Environment of Higher Secondary School Students in Mizoram with reference to gender, locale &stream?

5. What is the level of academic achievement among Higher Secondary School Students in Mizoram?

6. Is there any significant difference between the academic achievement of Higher Secondary School Students in Mizoram with reference to gender, locale & stream?

7. Is there any correlation between self-concept and home environment among Higher Secondary School Students in Mizoram?

8. Is there any relationship between self-concept and academic achievement among Higher Secondary School Students in Mizoram?

9. Is there any correlation between home environment and academic achievement among Higher Secondary School Students in Mizoram?

Statement of the Problem

Despite growing research on the impact of psychological and environmental factors on education, limited studies focus on how self-concept and home environment interact to influence academic achievement in Mizoram. The multidimensional nature of self -concept and its specific impact on academic success remain unexplored in this context. Similarly, while the home environment is widely acknowledge as crucial for learning, its role as a unidimensional factor in Mizoram educational setting has not been sufficiently studied. This makes it more difficult to

comprehend the difficulties secondary school students encounter and lack of study in this field makes the study more worthwhile. Therefore, the present study is entitled as **"Self-Concept of Higher Secondary School Students in Mizoram with Reference to Their Home Environment and Academic Achievement"**

Operational Definition of the Terms Used

1. Study: In this study it denotes a detailed investigation and analysis of a subject or institution.

2. Self- concept: Self –concept here means a perception one holds about oneself. The individual perception about how others view himself and the self-knowledge and self-awareness one's hold.

3. Higher Secondary Students: Higher secondary school students refers to class xi and class xii students. It is the endmost years of formal education. It is also considered as the topmost classes in schooling.

4. Mizoram: Mizoram is a state in northeast India and the demographic variation is suitable for conducting demography based research as many people residing outside the city are enrolled in different institutions in different parts on the state.

5. Home Environment: In this study, home environment here refers to where the individual lives and experiences loves and interaction, learn values and developed himself internally and externally.

6. Academic Achievement: In the present study, academic achievement refers to the academic outcome of the individual, which is calculated by points or grades.

Objectives of the Study

1. To find out the level of self-concept among higher secondary school students in Mizoram.

2. To compare the self-concept of higher secondary school students in Mizoram with reference to- gender, locale & stream.

3. To investigate the quality of home environment among higher secondary school students in Mizoram.

4. To compare the home environment of higher secondary school students in Mizoram with reference to gender, locale & stream.

5. To find out the level of academic achievement of higher secondary school students in Mizoram.

6. To compare the academic achievement of higher secondary school students in Mizoram with reference to gender, locale & stream

7. To study self-concept of higher secondary school students in Mizoram with relation to their home environment.

8. To investigate self-concept of higher secondary school students in Mizoram with relation to their academic achievement.

9. To study the relationship between home environment and academic achievement among higher secondary school students in Mizoram.

Hypotheses of the study

1. There is significant difference in the self-concept of higher secondary school students in Mizoram with reference to gender, locale & stream.

2. There is significant difference in the home environment of higher secondary school students in Mizoram with reference to gender, locale and stream.

3. There is significant difference in the academic achievement of higher secondary school students in Mizoram with reference to gender, locale & stream

4. There is significant correlation between self-concept and home environment among higher secondary school students in Mizoram

5. There is significant correlation between self-concept and academic achievement among higher secondary school students in Mizoram.

6. There is significant correlation between home environment and academic achievement among higher secondary school students in Mizoram.

NULL HYPOTHESES OF THE STUDY

1. There is no significant difference in the self-concept of higher secondary school students in Mizoram with reference to gender, locale & stream.
2. There is no significant difference in the home environment of higher secondary school students in Mizoram with reference to gender, locale and stream.
3. There is no significant difference in the academic achievement of higher secondary school students in Mizoram with reference to gender, locale & stream
4. There is no significant correlation between self-concept and home environment among higher secondary school students in Mizoram
5. There is no significant correlation between self-concept and academic achievement among higher secondary school students in Mizoram.
6. There is no significant correlation between home environment and academic achievement among higher secondary school students in Mizoram.

Review of related literature

A total of 50 related studies have been reviewed which ranges from the year 1975 to 2024.

Overview of studies conducted abroad

Goldberg et al. (1998) found that motivation and self-concept are two different things, but both impact academic performance. Cookley et al. (2001) tested the Academic Motivation Scale and found that it worked well in measuring motivation. They discovered that students who felt more confident in their academic abilities were also more motivated to learn. Green et al. (2006) highlighted that students' confidence in their abilities and their motivation to learn influence each other. When students believe in themselves, they become more motivated, which helps them perform better in school. Guay et al. (2003) studied how students' confidence in their academic abilities changes over time and how it connects to their performance in school. They found that as students get older, their academic self- concept becomes more stable and more strongly tied to their grades.

Marsh & Craven (2006) looked at how self- confidence and academic performance influence each other in different ways. They found that general self-esteem (feeling good about yourself overall) is important for mental health but doesn't directly lead to better grades.

Damrongpanit et al. (2009) & Saboote et al. (2011) found that students become more confident in their academic abilities as they gain experience and receive feedback from teachers, parents, and peers. Awan et al. (2011) pointed out that boys and girls have different levels of motivation and achievement, while Emmanuel et al. (2014) showed that these differences are influenced by the environment. Dambudzo (2014) compared students who live at school (boarders) with those who go home daily (day scholars) and found differences in their confidence and social interactions.

Hansen et al. (2019) found that students who believe in their academic abilities tend to do better in school, especially high achievers. Ude (2019) & Runhare et al. (2021) looked at confidence in specific subjects like Biology and Math, while Van der Aar et al. (2021) studied programs that help students improve their self-confidence. García et al. (2021) focused on self-confidence in gifted students, and Alkhutaba et al. (2021) explored how self-confidence affects students struggling with learning a foreign language.

Postigo et al. (2022) found that students tend to lose confidence in their academic abilities during secondary school, influenced by their background and environment. Martínez et al. (2022) showed that students who are more resilient perform better in school, but this is mainly because resilience helps build a stronger self-concept. Gul et al. (2023) & Afufu (2024) confirmed that students who believe in themselves tend to do better academically, with Afufu specifically highlighting this effect in Mathematics.

Overview of studies conducted in India

Misra et al. (1992) found that self-concept is a critical determinant of academic achievement. A positive self-concept enhances performance, while a negative self-concept impairs success. Leena (2022) found that psychological and social factors shape academic outcomes. Higher self-efficacy correlates with better academic performance. Leena (2022) also found that students with lower social competence achieve higher academically, likely due to fewer distractions. Shashikala (2020) found that arts students possess a weaker self-concept than science students. Pahsyntiew et al. (2021) found that the relationship between self-concept and academic achievement is bidirectional. Strong academic performance reinforces self-concept, while a high self-concept enhances achievement. Iyengar et al. (2021) found that educational interventions should prioritize self-concept development to improve academic outcomes.

Verma et al. (2014) found that gender differences are evident. Female students outperform males academically but report lower self-concept. Jaiswal and Choudhuri (2017) found that male students exhibit higher self-concept, though this does not always translate into superior academic performance. Rastogi et al. (2012) found that emotional self-concept negatively impacts female students but has no significant effect on males.

Shashikala (2020) found that rural students generally possess a higher self- concept than urban students, though inconsistencies exist across regions. Shashikala (2020) also found that nuclear family students display a stronger self-concept compared to those from joint families. Kumari & Chamundeswari (2013) found that school type and socioeconomic background influence self-concept and achievement. Central board students demonstrate a stronger self-concept and perform better than state board students.

Jagpreet Kaur et al. (2009) found that the home environment plays a significant role in shaping adolescents' self-concept, with protectiveness, conformity, reward, and nurturance positively influencing it, while social isolation, deprivation of privileges,

and rejection negatively impact it. The study also found that girls tend to have a better social self-concept than boys. Similarly, Rani & Kirti (2022) found a strong and positive correlation between self-concept, home environment, and academic achievement, proving that both self-concept and the quality of the home environment significantly influence students' academic performance. In contrast, Kharnaior & Ibahunrina (2013) examined the relationship between various aspects of the home environment and academic achievement but found that factors such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation, nurturance, rejection, and permissiveness had low correlations with academic performance, contradicting previous studies that suggested a stronger link.

Thakur (2014) found that the home environment significantly impacts the development of value education among higher secondary school students. Similarly, Alam (2016) found that the home environment, along with academic self-concept, significantly correlates with career maturity. The study proves that boys and girls, as well as rural and urban students, experience differences in their home environment, self-concept, and career maturity. However, it also found that no significant difference exists between rural and urban students regarding academic self-concept in Hyderabad City, suggesting that with the right opportunities and support, students from different backgrounds can achieve similar academic and career goals.

Bhat (2024) found that school environment, self-efficacy, and psychological resilience significantly contribute to academic achievement among higher secondary school students in the Kashmir Division. The study found that female students outperform male students academically, and urban students achieve higher scores than their rural counterparts. Additionally, urban schools were found to provide a healthier school environment, leading to better academic outcomes.

Methodology Research Design

The present study aimed to identify the level of self-concept, home environment and academic achievement of higher secondary school students in Mizoram and

comparing them based on gender, locale, stream of studies, locale and gender, stream and gender. It also examined the interrelationship among self-concept, home environment and academic achievement within this population. To achieve this objectives, the study employed descriptive survey method.

TYPES OF VARIABLES& THEIR ASSIGNED NUMBER		STATISTICAL ANALYSIS		
		DESCRIPTIVE ANALYSIS	DIFFERENTIAL ANALYSIS	CORRELATIONAL ANALYSIS
Dependent Variable (DV)	Independent Variables (IVs)	Nature of Distribution of Scores(Through Descriptive Statistics)	Significance of Differences (Through Inferential Statistics)	Testing of Significance of Correlation
a)Self Concept (DV-1) b) Home Environment (DV-2) c) Academic Achievement (DV-3)	a) Gender (IV-1) b)Locale (IV-2) c)Academic Stream (IV-3)	For studying the nature of distribution of scores of Higher Secondary School Students in Mizoram on Self Concept, Home Environment, and Academic Achievement the following descriptive statistics will be used: • Percentages • Mean • Standard Deviation • Counts or Frequency(N)	Independent „t-test" : To study the significance of differences in the Self Concept of Students of Higher Secondary Schools in Mizoram with reference to: *(1) Gender Differences, (2) Locale Differences, (3)Subject Stream Differences*	For studying the relationship between the following Pearson's ̲Product Moment Method of Correlation will be used: a) Relationship between self concept and home environment . For studying the relationship between the following Spearmans's Rank method of correlation will be used: b) Relationship between self concept and academic achievement. c) Relationship between home environment and academic achievement.

Population of the study

The population for this study consists of higher secondary school students from various districts in Mizoram for the academic year 2019-2020 as shown in table 3.2. It includes students from deficit, government school, aided and private schools.

Table 3.2.

Students Enrolled in Higher Secondary Schools in Mizoram (2019-2020)

District	Population		
	Male	Female	Total
Aizawl	6053	6575	12628
Champhai	565	597	1162
Hnahthial	210	250	460
Khawzawl	236	279	515
Kolasib	580	590	1170
Lawngtlai	902	628	1530
Lunglei	1174	1399	2573
Mamit	161	181	342
Saitual	268	370	638
Serchhip	497	601	1098
Siaha	536	595	1131
TOTAL	**11182**	**12065**	**23247**

Sample and Sampling Design

The sample of the present study has been selected through Mixed Sampling design as explained below

Stage 1: Selection of Sample Districts:

Selection of 5 districts has been done through Stratified Sampling after stratifying the state of Mizoram into 5 regions, namely Northern, Southern, Eastern, Western and Central regions; and selection one District from each region. Map of Mizoram is shown in Figure 3.3

Stage 2: Selection of Sample Schools:

Selection of the sample higher secondary schools has been done through Simple Random Sampling

Stage 3: Selection of Sample of Students:

Selection of the sample of students from each of the selected higher secondary schools has been done through Cluster Sampling

Table 3.3.

List of School Selected for the sample of study

Sl. No	District	Name of school	Sample of students (RURAL)				Sample of students (URBAN)			
			Arts		Science		Arts		Science	
			M	F	M	F	M	F	M	F
1	AIZAWL	Modern English Higher Secondary School					12	14		
2		Sairang Higher Secondary School	36	29						
3		Govt Lengpui Higher Secondary School	7	9						
4		OIKOS higher Secondary School					21	26	28	21
5		Govt Mizo Higher Secondary School					25	11	17	28
Total for Aizawl - 284			43	38	0	0	58	51	45	49
6	KOLASIB	Kawnpui Higher Secondary School	11	15			17	21		
7		St John Higher Secondary School							11	15
8		Lungdai Higher Secondary School	8	7						
9		C. Zakhuma Higher Secondary School								
Total for Kolasib - 105			19	22	0	0	17	21	11	15
10	MAMIT	Zawlnuam Higher Secondary School	10	11						

11		Govt Kawrthah Higher Secondary School	6	8						
12		Govt Mamit Higher Secondary School					18	15	12	11
Total for Mamit - 91			16	19	0	0	18	15	12	11
13	SERCHHIP	St Peters Higher Secondary School	10	12	21	19				
14		Govt Thenzawl Higher Secondary School	14	15						
15		Govt Serchhip Higher Secondary School					15	20	16	14
Total for Serchhip - 156			24	27	21	19	15	20	16	14
16	LUNGLEI	Baptist Higher Secondary School, Serkawn							20	17
17		Zobawk Higher Secondary School	15	11						
18		S. Vanlaiphai Higher Secondary School	17	14						
19		Govt Leitlangpui Higher Secondary School					10	12		
20		Lunglei Higher Secondary School					16	17	10	8
Total for Lunglei - 167			32	25	0	0	26	29	30	25
GRAND TOTAL - 803			134	131	21	19	134	136	114	114

Figure 3.3

MAP OF MIZORAM

Table 3.4
Sample for the study

District	Gender	Rural				Urban			
		Arts		Science		Arts		Science	
		n	%	N	%	n	%	n	%
Aizawl (n=284)	Male (n=146)	43	5%	0	0%	58	7%	45	6%
	Female (n=138)	38	5%	0	0%	51	6%	49	6%
Lunglei (n=167)	Male (n=88)	32	4%	0	0%	26	3%	30	4%
	Female (n=79)	25	3%	0	0%	29	4%	25	3%
Mamit (n=91)	Male (n=46)	16	2%	0	0%	18	2%	12	1%
	Female (n=45)	19	2%	0	0%	15	2%	11	1%
Serchhip (n=156)	Male (n=76)	24	3%	21	3%	15	2%	16	2%
	Female (n=80)	27	3%	19	2%	20	2%	14	2%
Kolasib (n=105)	Male (n=47)	19	2%	0	0%	17	2%	11	1%
	Female (n=58)	22	3%	0	0%	21	3%	15	2%
	TOTAL	265		40		270		228	
Grand Total == 803									

Tools used for data collection

The following tools were used for data collection:

1.   Self-Concept Questionnaire (developed by Dr. Kumar Saraswat, 2010)

2.   The Home Environment Scale *(*developed by Akhtar and Saxena in 2013)

3.   Academic Achievement*:* In this study, academic achievement is categorized based on students' exam performance into divisions: Distinction, First Division, Second Division, and Third Division. These divisions help group students by their academic success, providing an easy way to analyse how factors like self-concept and home environment might influence academic performance.

Self-Concept Questionnaire (developed by Dr. Kumar Saraswat, 2010)

To collect data for the study, the investigator utilized the Self-Concept Questionnaire developed by Dr. Kumar Saraswat in 2010. This questionnaire includes six dimensions of self-concept: physical, social, intellectual, moral, educational, and temperamental. Each dimension measures different aspects of an individual's self-perception, ranging from body image and social interactions to moral judgment and intellectual capabilities.

Dimensions of Self-Concept

1. **Physical**: Relates to one's view of their body, health, and strength.
2. **Social**: Reflects the sense of worth in social interactions and relationships.
3. **Temperamental**: Focuses on emotional states and dominant emotional reactions.
4. **Educational**: Relates to how one views their relationship with school and academics.
5. **Moral**: Concerns one's sense of right and wrong.
6. **Intellectual**: Refers to intelligence and problem-solving abilities.

Reliability

The Self-Concept Questionnaire, consisting of 48 items, was found to demonstrate strong reliability across its six dimensions. This was assessed through two methods: internal consistency and test-retest reliability.

1. **Internal Consistency**: Cronbach's alpha values for each dimension indicated acceptable internal consistency, as all values exceeded 0.70. The overall Cronbach's alpha for the 48-item questionnaire was 0.73, suggesting strong overall reliability.

Table 3

Cronbach's Alpha Values for Each Dimension of the Self-Concept Questionnaire

Dimension	Number of Items	Cronbach's Alpha
Physical	8	0.78
Social	8	0.79
Intellectual	8	0.80
Moral	8	0.75
Educational	8	0.77
Temperamental	8	0.76

2.   **Test-Retest Reliability**: The questionnaire was administered again after three weeks, yielding a test-retest reliability coefficient of 0.72 for the overall scale. The individual dimensions showed varying stability over time, with the temperamental dimension showing the highest correlation.

Table 4

Test-Retest Reliability Coefficients for Each Dimension of the Self-Concept Questionnaire

Dimension	Test-Retest Reliability Correlation Coefficient
Physical	0.65
Social	0.71
Intellectual	0.76
Moral	0.62
Educational	0.69
Temperamental	0.80

Validity

The validity of the Self-Concept Questionnaire was tested through face validity and content validity. The items were reviewed by five experts who confirmed their consistency with the self-concept of adolescence across the six dimensions. The relationships between dimensions were statistically significant, supporting the validity of the scale.

Scoring

The questionnaire was scored on a 5-point scale, where responses ranged from "Most Acceptable" (1) to "Least Acceptable" (5). Scores for each item were summed within each dimension, and an overall self-concept score was calculated by adding the scores from all six dimensions.

Interpretation of Scores

Each dimension's score range is from 1 to 40, and the overall score range for the entire questionnaire is from 1 to 249. The tables below show the interpretation of scores for self-concept:

Table 5.1.
Interpretation and Classification of Raw Scores for All Dimensions

Self-Concept Dimension Score	Interpretation
Up to 8	Low Self-Concept
9 to 16	Below Average Self-Concept
17 to 24	Average Self-Concept
25 to 32	Above Average Self-Concept
33 to 40	High Self-Concept

Table 5.2.

Interpretation and Classification of Raw Scores for Total Self-Concept

Self-Concept Dimension Score	Interpretation
1 to 48	Low Self-Concept
49 to 96	Below Average Self-Concept
97 to 144	Average Self-Concept
145 to 192	Above Average Self-Concept
193 to 249	High Self-Concept

The Home Environment Scale

Developed by Akhtar and Saxena in 2013, the Home Environment Scale is designed to measure the psychological atmosphere of the home as perceived by children. The scale consists of 50 items, capturing various aspects of the home environment such as warmth, support, and emotional climate. Each item is followed by five response options:

1. Always
2. Often
3. Sometimes
4. Least
5. Never

Each response corresponds to a score, allowing the child's perception of their home environment to be quantified. Positive items reflect supportive and nurturing aspects, while negative items assess less supportive or challenging aspects.

Reliability

The reliability of the Home Environment Scale was evaluated using two methods: internal consistency and test-retest reliability.

1. Internal Consistency: The scale demonstrated high internal consistency, with a Cronbach's alpha coefficient of 0.73, indicating that the items consistently measure the same construct—the psychological atmosphere of the home.

2. Test-Retest Reliability: The test-retest procedure, conducted one month apart, revealed a correlation of 0.67, showing good stability and consistency over time in measuring the home environment.

Validity

The scale's content validity was assessed by 5 experts, who reviewed the items and confirmed that the scale effectively measures aspects of the home environment as perceived by children.

Scoring System

For the 40 positive items, the scoring follows the scale:

1.   Always   = 4 points
2.   Often   = 3 points
3.   Sometimes   = 2 points
4.   Least   = 1 points
5.   Never = 0 point

For the 10 negative items, the scoring is reversed:

1.   Always   = 0 point
2.   Often   = 1 points
3.   Sometimes   = 2 points
4.   Least   = 3 points
5.   Never = 4 points

Table 6.1.

Z-Score Norms for Males (Home Environment Scale) Mean = 138.37   SD =

16.82   **N = 403**

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
81	-3.19	115	-1.33	136	-.18	157	.97
90	-2.70	116	-1.28	137	-.13	158	1.02
91	-2.64	117	-1.22	138	-.07	159	1.08
93	-2.53	118	-1.17	139	-.02	160	1.13
95	-2.42	119	-1.11	140	.04	161	1.19
96	-2.37	120	-1.06	141	.09	162	1.24
98	-2.26	121	-1.00	142	.15	163	1.30
100	-2.15	122	-.95	143	.20	164	1.35
101	-2.10	123	-.89	144	.26	165	1.40
103	-1.99	124	-.84	145	.31	166	1.46
104	-1.93	125	-.78	146	.37	168	1.57
105	-1.88	126	-.73	147	.42	169	1.62
106	-1.82	127	-.67	148	.47	171	1.73
107	-1.77	128	-.62	149	.53	172	1.79
108	-1.71	129	-.56	150	.58	174	1.90
109	-1.66	130	-.51	151	.64	176	2.01
110	-1.60	131	-.46	152	.69	181	2.28
111	-1.55	132	-.40	153	.75	185	2.50
112	-1.49	133	-.35	154	.80	-	-
113	-1.44	134	-.29	155	.86	-	-
114	-1.39	135	-.24	156	.91	-	-

Table 6.2.

Z-Score Norms for Females (Home Environment Scale)

Mean = 140.32   SD = 19.62   N = 400

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
73	-3.63	117	-1.22	139	-.02	161	1.19
78	-3.35	118	-1.17	140	.04	162	1.24
81	-3.19	119	-1.11	141	.09	163	1.30
87	-2.86	120	-1.06	142	.15	164	1.35
90	-2.70	121	-1.00	143	.20	165	1.40
94	-2.48	122	-.95	144	.26	166	1.46
98	-2.26	123	-.89	145	.31	167	1.51
100	-2.15	124	-.84	146	.37	168	1.57
101	-2.10	125	-.78	147	.42	169	1.62
102	-2.04	126	-.73	148	.47	170	1.68
103	-1.99	127	-.67	149	.53	172	1.79
104	-1.93	128	-.62	150	.58	173	1.84
105	-1.88	129	-.56	151	.64	174	1.90
106	-1.82	130	-.51	152	.69	175	1.95
109	-1.66	131	-.46	153	.75	176	2.01
110	-1.60	132	-.40	154	.80	177	2.06
111	-1.55	133	-.35	155	.86	178	2.12
112	-1.49	134	-.29	156	.91	182	2.33
113	-1.44	135	-.24	157	.97	183	2.39
114	-1.39	136	-.18	158	1.02	192	2.88
115	-1.33	137	-.13	159	1.08	195	3.05
116	-1.28	138	-.07	160	1.13	-	-

Table 6.3.

Z-Score Norms for Both Genders (Home Environment Scale) Mean = 139.34

SD = 18.29   N = 803

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
78	-3.63	113	-1.44	137	-.13	161	1.19
81	-3.35	114	-1.39	138	-.07	162	1.24
87	-3.19	115	-1.33	139	-.02	163	1.30
73	-2.86	116	-1.28	140	.04	164	1.35
90	-2.70	117	-1.22	141	.09	165	1.40
91	-2.64	118	-1.17	142	.15	166	1.46
93	-2.53	119	-1.11	143	.20	167	1.51
94	-2.48	120	-1.06	144	.26	168	1.57
95	-2.42	121	-1.00	145	.31	169	1.62
96	-2.37	122	-.95	146	.37	170	1.68
98	-2.26	123	-.89	147	.42	171	1.73
100	-2.15	124	-.84	148	.47	172	1.79
101	-2.10	125	-.78	149	.53	173	1.84
102	-2.04	126	-.73	150	.58	174	1.90
103	-1.99	127	-.67	151	.64	175	1.95
104	-1.93	128	-.62	152	.69	176	2.01
105	-1.88	129	-.56	153	.75	177	2.06
106	-1.82	130	-.51	154	.80	178	2.12
107	-1.77	131	-.46	155	.86	181	2.28
108	-1.71	132	-.40	156	.91	182	2.33
109	-1.66	133	-.35	157	.97	183	2.39
110	-1.60	134	-.29	158	1.02	185	2.50
111	-1.55	135	-.24	159	1.08	192	2.88
112	-1.49	136	-.18	160	1.13	195	3.05

Norms for Interpretation

A set of norms for interpreting the level of the home environment was provided, with raw scores corresponding to Z-scores and grading the home environment on a scale from "Extremely Favourable" to "Extremely Unfavourable."

Table 6.4

Recalibrated Norms for Interpretation of Level of Home Environment

Sl. No	Range of Z-Scores	Range of Raw Scores	Grade	Level of Home Environment
1	2.01 & above	176 and above	A	Extremely Favourable
2	1.26 to 2.00	163 to 175	B	Highly Favourable
3	0.51 to 1.25	148 to 162	C	Above Average Favourable
4	0.50 to -0.50	130 to 147	D	Average/Moderately Favourable
5	-0.51 to -1.25	116 to 129	E	Below Average Unfavourable
6	-1.26 to -2.00	103 to 115	F	Highly Unfavourable
7	-2.01 & below	102 and below	G	Extremely Unfavourable

Academic Achievement

In this study, academic achievement is categorized based on students' exam performance into divisions: Distinction, First Division, Second Division, and Third Division. These divisions help group students by their academic success, providing an easy way to analyse how factors like self-concept and home environment might influence academic performance. The classification simplifies the comparison of achievement levels across the student population.

Procedure of Data Collection

For this study, the investigator collected data from higher secondary school students across five districts of Mizoram: Aizawl, Lunglei, Mamit, Serchhip, and Kolasib. Both rural and urban areas were included in the study. The data was collected during the first half of the year 2021.

The investigator first contacted school authorities to get permission for the study. Once approved, students were informed about the purpose of the study and

asked to provide informed consent. The consent process ensured that students understood the study and agreed to participate voluntarily.

The Self-Concept Questionnaire and Home Environment Scale were then administered to the students. Clear instructions were provided, and the investigator was available to help if needed. Academic achievement data was also collected from school records to compare with the students' self-concept scores.

After collecting the questionnaires, the investigator carefully reviewed them for completeness. Only fully completed and valid responses were considered for analysis.

The data collection process was conducted with care to ensure privacy and confidentiality, and all data was securely stored. This approach ensured that the data collected was reliable and accurately represented the higher secondary students of Mizoram.

Tabulation of data

The collected data was systematically classified and thoroughly reviewed to ensure alignment with the study's objectives. Only relevant and usable data were tabulated in an SPSS. The tabulated data was then analysed using appropriate statistical methods specified for the study.

Statistical techniques for analysis of data

In consideration of the data's characteristics and the study's objectives, the researcher utilized the following statistical methods for data analysis:

Descriptive Statistics Measures:

In consideration of the data's characteristics and the study's objectives, the researcher utilized descriptive statistics to summarize and describe the data. For self-concept and home environment scores, means were calculated to determine the average scores within these categories. This provided a general sense of where the participants' scores fell on average for each variable. Since academic achievement is

a categorical variable (divided into distinct categories such as Distinction, First

Division, Second Division, and Third Division), no means were calculated for academic achievement. The standard deviations were computed for self-concept and home environment scores to assess the variability of scores around the mean. Since academic achievement is categorical, standard deviations were not applicable for this variable. Self-concept and home environment scores were categorized into ranges (for self-concept: Low Self, Below Average Self, Average Self, Above Average Self, High Self; for home environment: from ‚Extremely Unfavorable' to ‚Extremely Favorable'). Percentages were used to represent the distribution of participants across the different categories of academic achievement (Distinction, First, Second, Third Divisions). Percentages were also used to describe the distribution of self-concept and home environment scores within their respective ranges.

Test of Significance for Mean Difference:

The independent t-test was used to compare the mean scores of two independent groups. For example, it was used to compare the mean self-concept and home environment scores between male and female students, between rural and urban students, and between students from different streams of study (e.g., Arts vs. Science). One-Way ANOVA was used to compare the mean self-concept and home environment scores across multiple groups. Specifically, gender x locale (male vs. female, rural vs. urban) and gender x stream of study (male vs. female, Arts vs. Science) were explored to determine if there were significant differences based on these combined factors. For significant ANOVA results, the Tukey-Kramer test was applied to perform post-hoc comparisons to identify which specific groups had significantly different means.

Coefficient of Correlation:

The relationship between continuous variables was explored using correlation analysis. Pearson's correlation coefficient was used to examine the relationship between the continuous variables of self-concept and home environment scores. This analysis helped to identify whether higher self-concept scores were associated with

better home environment scores, revealing any potential linear relationship between the two variables. Additionally, Spearman's Rank Correlation was employed to determine the relationship between academic achievement and the categorized scores on self-concept and home environment.

Other Statistics Measures:

In addition to the methods above, several other statistical techniques were employed to analyze the data. The Chi-square test was used to explore the association between academic achievement (a categorical variable) and other categorical variables such as gender, locale (rural vs. urban), and academic stream (Arts vs. Science). This test helped determine whether there were any significant associations between these factors, providing insights into how academic achievement might be related to these categorical variables. The Chi-square test was also used to determine gender, locale, and stream differences on home environment and self-concept.

MAJOR FINDINGS OF THE STUDY

The major findings of the study are listed below:

1.   To find out the level of self-concept among higher secondary students in Mizoram

Physical Self-Concept**:** 60% of students rated their physical self-concept as above average reflecting high self-esteem regarding their physical appearance.

Social Self-Concept: 65.5% of students rated their social self-concept as above average indicating that they feel socially competent and well-integrated.

Temperamental Self-Concept: 65.3% of students rated their temperamental self-concept as above average indicating confidence in emotional regulation and handling challenges.

Educational Self-Concept: 57.9% of students rated themselves as above average in terms of educational self-concept, indicating confidence in their academic abilities.

Moral Self-Concept: 50.4% rated their moral self-concept as above average and 27.9% rated it as high, showing a positive moral self-concept.

Intellectual Self-Concept: 46.3% of students rated their intellectual self-concept as above average indicating confidence in their intellectual abilities.

Overall Self-Concept: 80.82% of students rated their overall self-concept as above average indicating a high level of overall self-esteem.

To conclude, the data indicates that students have a positive overall self- concept, with 80.82% considering themselves above average. About 15.82% view their self-concept as average, and 2.74% rate it as high. Only a small percentage, 0.5%, report a low self-concept, and just 0.12% have a below average self-concept. In general, most students hold a positive or neutral view of themselves. This aligns with Harter (1999), who noted that most adolescents report positive self-concept, particularly in the average or higher range

2.   To compare the self-concept of higher secondary students in Mizoram with reference to gender, locale and stream.

Table 2.1:

Table highlighting the findings related to self-concept of higher secondary school students in Mizoram with reference to Gender

Sl No	Variable	Number	Mean	SD	t-value	Level of significance
1	Physical self concept	Male-403	27.33	4.35	3.26	Significant
		Female-400	26.34	4.33		
2	Social Self-concept	Male-403	28.35	11.78	-0.47	Not Significant
		Female-400	28.71	10.01		
3	Temperamenta l Self concept	Male-403	27.29	4.6	2.62	Significant
		Female-400	26.47	4.17		
4	Educational self concept	Male-403	26.75	12.31	0.61	Not Significant
		Female-400	26.35	4.63		
5	Moral self concept	Male-403	28.15	6.05	-2.55	Significant
		Female-400	29.21	5.72		

6	Intellectual self concept	Male-403	24.86	4.88	-0.64	Not Significant
		Female-400	25.06	4.06		
7	Overall self concept	Male-403	162.73	25.63	0.37	Not Significant
		Female-400	162.14	18.92		

Physical Self-Concept: There is significant difference in physical self-concept of higher secondary school students in Mizoram with reference to gender.

Social Self-Concept: There is no significant difference in social self-concept of higher secondary school students in Mizoram with reference to gender.

Temperamental Self-Concept: There is significant difference in temperamental self-concept of higher secondary school students in Mizoram with reference to gender.

Educational Self-Concept: There is no significant difference in educational self-concept of higher secondary school students in Mizoram with reference to gender.

Moral Self-Concept: There is significant difference in moral self-concept of higher secondary school students in Mizoram with reference to gender.

Intellectual Self-Concept: There is no significant difference in intellectual self-concept of higher secondary school students in Mizoram with reference to gender.

Overall Self-Concept: There is no significant difference in overall self-concept of higher secondary school students in Mizoram with reference to gender.

Table 2.2

Table highlighting the findings related to self-concept of higher secondary school students in Mizoram with reference to Locale

Sl No	Dependent Variable	Independent Variable	Mean	SD	t-value	Level of significance
1	Physical self concept	Rural-305	25.9	4.45	-2.62	Significant
		Urban-498	27.01	4.34		
2	Social Self-concept	Rural-305	30.9	16.58	2.64	Significant
		Urban-498	28.1	9.5		
3	Temperamental Self concept	Rural-305	28.53	3.79	4.59	Significant
		Urban-498	26.58	4.45		
4	Educational self concept	Rural-305	26.78	4.36	0.3	Not Significant
		Urban-498	26.51	9.95		
5	Moral self concept	Rural-305	31.12	3.81	5.1	Significant
		Urban-498	28.23	6.11		
6	Intellectual self concept	Rural-305	25.69	4.07	1.99	Significant
		Urban-498	24.82	4.55		
7	Overall self concept	Rural-305	168.93	20.84	3.51	Significant
		Urban-498	161.25	22.63		

Physical Self-Concept: There is significant difference in physical self-concept of higher secondary school students in Mizoram with reference to locale.

Social Self-Concept: There is significant difference in social self-concept of higher secondary school students in Mizoram with reference to locale.

Temperamental Self-Concept: There is significant difference in temperamental self-concept of higher secondary school students in Mizoram with reference to locale.

Educational Self-Concept: There is no significant difference in educational self-concept of higher secondary school students in Mizoram with reference to locale.

Moral Self-Concept: There is significant difference in moral self-concept of higher secondary school students in Mizoram with reference to locale.

Intellectual Self-Concept: There is significant difference in intellectual self-concept of higher secondary school students in Mizoram with reference to locale.

Overall Self-Concept: There is significant difference in overall self-concept of higher secondary school students in Mizoram with reference to locale.

Table 2.3:

Table highlighting the findings related to self-concept of higher secondary school students in Mizoram with reference to Locale & Gender

Sl No	Dependent Variable	Independent variable 1	Independent variable 2	Mean		F-value	Level of significance
1	Physical self concept	RURAL	Male - 155	26.79		1.77	Not Significant
			Female- 150	24.8			
		URBAN	Male - 248	27.44	4.29		
			Female- 250	26.58	4.34		
2	Social Self-concept	RURAL	Male - 155	29.87	3.19	1.05	Not Significant
			Female- 150	32.16	24.48		
		URBAN	Male - 248	28.04	12.82		
			Female- 250	28.15	4.27		
3	Temperamental Self concept	RURAL	Male - 155	29.91	3.3	10.26	Significant
			Female- 150	26.86	3.71		
		URBAN	Male - 248	26.75	4.65		
			Female- 250	26.41			
4	Educational self concept	RURAL	Male - 155	26.35		0.76	Not Significant
			Female- 150	27.3			
		URBAN	Male - 248	26.84			
			Female- 250	26.2			
5	Moral self concept	RURAL	Male - 155	30.69		0.04	Not Significant
			Female- 150	31.64			
		URBAN	Male - 248	27.64			
			Female- 250	28.82			
6	Intellectual self concept	RURAL	Male - 155	26.06	4.04	1.93	Not Significant
			Female- 150	25.25	4.1		
		URBAN	Male - 248	24.61	5.01		
			Female- 250	25.03	4.06		
	Overall Self	RURAL	Male - 155	169.68	13.19		Not Significant
			Female- 150	168.02			

7	concept	URBAN	Male - 248	161.33		0.12	
			Female- 250	161.19			

Physical Self-Concept: There is no significant difference in physical self-concept of higher secondary school students in Mizoram with reference to locale and gender.

Social Self-Concept: There is no significant difference in social self-concept of higher secondary school students in Mizoram with reference to locale and gender.

Temperamental Self-Concept: There is significant difference in temperamental self-concept of higher secondary school students in Mizoram with reference to locale and gender.

Educational Self-Concept: There is no significant difference in educational self-concept of higher secondary school students in Mizoram with reference to locale and gender.

Moral Self-Concept: There is no significant difference in moral self-concept of higher secondary school students in Mizoram with reference to locale and gender.

Intellectual Self-Concept: There is no significant difference in intellectual self-concept of higher secondary school students in Mizoram with reference to locale and gender.

Overall Self-Concept: There is no significant difference in overall self-concept of higher secondary school students in Mizoram with reference to locale and gender.

Table 2.4

Table highlighting the findings related to self-concept of higher secondary school students in Mizoram with reference to Stream

Sl No	Dependent Variable	Independent Variable	Mean	SD	t-value	Level of significance
1	Physical self concept	Arts - 535	27.12	4.33	3.13	Significant
		Science - 268	26.02	4.39		
2	Social Self-concept	Arts - 535	28.56	12.46	0.11	Not Significant
		Science - 268	28.46	4		
3	Temperamental Self concept	Arts - 535	26.95	4.58	0.79	Not significant
		Science - 268	26.67	3.87		
4	Educational self concept	Arts - 535	26.59	10.5	0.17	Not Significant
		Science - 268	26.46	4.31		
5	Moral self concept	Arts - 535	28.35	6.26	-2.69	Significant
		Science - 268	29.63	4.64		
6	Intellectual self concept	Arts - 535	25.1	4.75	1.51	Not significant
		Science - 268	24.55	3.61		
7	Overall self concept	Arts - 535	162.66	24.55	0.48	Not significant
		Science - 268	161.79	15.24		

Physical Self-Concept: There is significant difference in physical self-concept of higher secondary school students in Mizoram with reference to stream.

Social Self-Concept: There is no significant difference in social self-concept of higher secondary school students in Mizoram with reference to stream.

Temperamental Self-Concept: There is no significant difference in temperamental self-concept of higher secondary school students in Mizoram with reference to stream.

Educational Self-Concept: There is no significant difference in educational self-concept of higher secondary school students in Mizoram with reference to stream

Moral Self-Concept: There is significant difference in moral self-concept of higher secondary school students in Mizoram with reference to stream.

Intellectual Self-Concept: There is no significant difference in intellectual self-concept of higher secondary school students in Mizoram with reference to stream.

Overall Self-Concept: There is no significant difference in overall self-concept of higher secondary school students in Mizoram with reference to stream.

Table 2.5

Table highlighting the findings related to self-concept of higher secondary school students in Mizoram with reference to Stream & Gender

Sl No	Dependent Variable	Independent variable 1	Independent variable 2	Mean	SD	t-value	Level of significance
1	Physical Self concept	ARTS	Male - 268	27.53	4.31	0.43	Not Significant
			Female- 267	26.68	4.32		
		SCIENCE	Male - 135	26.71	4.46		
			Female- 133	25.4	4.26		
2	Social Self-concept	ARTS	Male - 268	28.19	13.34	0.73	Not Significant
			Female- 267	28.94	11.47		
		SCIENCE	Male - 135	28.87	3.93		
			Female- 133	28.1	4.04		
3	Temperament al Self concept	ARTS	Male - 268	27.35	4.75	0.002	Not Significant
			Female- 267	26.54			
		SCIENCE	Male - 135	27.08			
			Female- 133	26.3			
4	Educational self concept	ARTS	Male - 268	26.72		0.124	Not Significant
			Female- 267	26.45			
		SCIENCE	Male - 135	26.88			
			Female- 133	26.08			
5	Moral self concept	ARTS	Male - 268	27.68		2.24	Not Significant
			Female- 267	29.06	6.04		
		SCIENCE	Male - 135	29.65			
			Female- 133	29.61	4.8		
6	Intellectual self concept	ARTS	Male - 268	24.82		3.39	Significant
			Female- 267	25.38			
		SCIENCE	Male - 135	24.96			
			Female- 133	24.18			
7	Overall self concept	ARTS	Male - 268	162.29	28.06	2.06	Not Significant
			Female- 267	163.06	20.25		
		SCIENCE	Male - 135	164.14			
			Female- 133	159.69			

Physical Self-Concept: There is no significant difference in physical self-concept of higher secondary school students in Mizoram with reference to stream and gender.

Social Self-Concept: There is no significant difference in social self-concept of higher secondary school students in Mizoram with reference to stream and gender.

Temperamental Self-Concept: There is no significant difference in temperamental self-concept of higher secondary school students in Mizoram with reference to stream and gender.

Educational Self-Concept: There is no significant difference in educational self-concept of higher secondary school students in Mizoram with reference to stream and gender.

Moral Self-Concept: There is no significant difference in moral self-concept of higher secondary school students in Mizoram with reference to stream and gender.

Intellectual Self-Concept: There is significant difference in intellectual self-concept of higher secondary school students in Mizoram with reference to stream and gender.

Overall Self-Concept: There is no significant difference in overall self-concept of higher secondary school students in Mizoram with reference to stream and gender.

3: To investigate the level of home environment of higher secondary school students in Mizoram

i.   Among the total 803 students, 9 people (1.1%), shows an extremely favourable home environment.

ii.   64 (8.0%) students have highly favourable home environment level.

iii.   175 (21.8%) of the students lies in above average favourable home environment.

iv.   326 (40.6%) of the students shows average favourable home environment level

v.   135 (16.8%) have unfavourable home environment level.

vi.   68 (8.5%) of students living in highly unfavourable level and

vii.   Extremely unfavourable home environment level students was found to be 26 (3.2%).

Overall, the data reveals that while most students perceive their home environments positively or neutrally, there is a considerable number dealing unfavourable conditions, with a small group enduring extremely difficult living situations. These findings highlight the need for attention and resources to support those in more difficult home situations, as their living environments may impact their well-being and academic performance.

4: To compare the home environment of higher secondary school students in Mizoram with reference to gender, locale and stream of studies.

Table 4

Table highlighting the findings related to home environment of higher secondary school students in Mizoram with reference to Gender, Locale & Stream

Sl No	Independent Variable	Independent Variable	Number	Mean	SD	t-value	Level of significanc e
1	Gender	Male	403	138.43	16.84	-1.44	Not Significant
		Female	400	140.29	19.6		
2	Locale	Male	403	132.69	17.36	-6.13	Significant
		Female	400	140.57	18.19		
3	Stream	Male	403	139.96	18.08	1.71	Not Significant
		Female	Female-400	137.59	18.79		
4	Gender	Rural	Male - 155	132.56	16.24	0.2	Not Significant
			Female-150	132.86	18.78		
		Urban	Male - 248	139.62	16.73		
			Female-250	141.49	19.49		
5	Gender	Arts	Male - 268	138.88	16.74	0.15	Not Significant
			Female-267	141.1	19.34		
		Science	Male - 135	137.01	17.14		
			Female-133	138.1	20.2		

i. There is significant difference in home environment of higher secondary school students in Mizoram with reference to gender.

ii. There is significant difference in home environment of higher secondary school students in Mizoram with reference to locale.

iii. There is no significant difference in home environment of higher secondary school students in Mizoram with reference to stream.

iv. There is no significant difference in home environment of higher secondary school students in Mizoram with reference to gender and locale.

v. There is no significant difference in home environment of higher secondary school students in Mizoram with reference to gender and stream.

5: To investigate the level of academic achievement of higher secondary school students in Mizoram

i. The study analyse 803 students of higher secondary school students in Mizoram and shows that, majority of students, 49.8%, have earned a first division,

ii. 30.8% of students are in the second division

iii. 11.5% of students achieved a distinction.

iv. 8% of students fall into the third division.

Overall, most students are performing well, with a substantial number achieving first or second division, while fewer attain distinctions.

6: To compare the academic achievement of higher secondary school students in Mizoram with reference to gender, locale and stream of studies.

Table 6

Table highlighting the findings related to Academic achievement of higher secondary school students in Mizoram with reference to Gender, Locale & Stream

Sl No	Independent Variable	Independent Variable	Number	Chi square	p value
1	Gender	Male	403	22.92	Significant
		Female	400		
2	Locale	Rural	305	7.36	Significant
		Urban	498		
3	Stream	Arts	535	8.28	Significant
		Science	268		
4	Gender	Rural	Male - 155	50.51	Significant
			Female- 150		
		Urban	Male - 248		
			Female- 250		
5	Gender	Arts	Male - 268	37.15	Significant
			Female- 267		
		Science	Male - 135		
			Female- 133		

i. There is significant relationship between self-concept and academic achievement of higher secondary school students in Mizoram with reference to gender.

ii. There is significant relationship between between academic achievement and self-concept of higher secondary school students in Mizoram with reference to locale.

iii. There is significant relationship between academic achievement and self-concept of higher secondary school students in Mizoram with reference to stream.

iv.   There is significant relationship between academic achievement and self- concept of higher secondary school students in Mizoram with reference to gender and locale.

v.   There is significant relationship between academic achievement and self- concept of higher secondary school students in Mizoram with reference to gender and stream.

7: To study self-concept of higher secondary school students in Mizoram with relation to home environment.

Table 7

Sl. No.	Dependent Variable	Pearson Correlation	Sig. (2-tailed)	N	Inference
1.	Physical Self Concept	.342**	0.000	803	Significant at the 0.01 level
2.	Social Self-Concept	0.032	0.366	803	Not Significant at 0.05 level
3.	Temperamental Self-Concept	0.028	0.429	803	Not significant at 0.05 level
4.	Educational Self-Concept	.071*	0.045	803	Significant at 0.05 level
5.	Moral Self-Concept	-.150**	0.000	803	Significant at 0.05 level
6.	Intellectual Self-Concept	0.008	0.818	803	Not significant at 0.05 level
7.	Overall Self-Concept	.079*	0.026	803	Significant at 0.05 level.

i.   The study showed that there is significant correlation between the physical dimension of self-concept and home environment among higher secondary school students in Mizoram.

ii. The study revealed that there is no significant relationship between social self-concept and home environment of higher secondary school students in Mizoram.

iii. The study showed that there is significant correlation between the educational-dimension of self-concept and home environment among higher secondary school students in Mizoram.

iv. The study showed that there is significant correlation between the moral dimension of self-concept and home environment among higher secondary school students in Mizoram.

v. The study showed that there is no significant correlation between the intellectual dimension of self-concept and home environment among higher secondary school students in Mizoram.

vi. The study revealed that there is significant correlation between the overall self-concept and home environment among higher secondary school students in Mizoram.

8: To investigate self-concept of higher secondary school students in Mizoram in relation to academic achievement

Table 8

Sl. No	Dependent Variable	Spearman"s Rho	Sig(2-tailed)	N	Inference
1.	Physical Self-concept	$.132^{**}$	0.000	803	Significant at 0.01 level
2.	Social Self-Concept	-0.066	0.060	803	not significant at 0.05 level
3	Temperamental Self-concept	-0.014	0.693	803	Not significant at 0.05 level
4	Educational Self-Concept	$.132^{**}$	0.000	803	Significant at 0.01 level
5	Moral Self-Concept	$-.205^{**}$	0.000	803	Significant at 0.01 level
6	Intellectual Self-Concept	-0.020	0.566	803	Not significant at 0.05 level
7.	Overall Self-Concept	$-.083^{*}$	0.019	803	Significant at 0.05 level

i. The study revealed that, there is significant correlation between physical dimension of self-concept and academic achievement.

ii. The study revealed that, there is no significant correlation between social dimension of self-concept and academic achievement.

iii. The study revealed that, there is no significant correlation between temperamental dimension of self-concept and academic achievement.

iv. The study revealed that, there is significant correlation between educational dimension of self-concept and academic achievement.

v. The study revealed that, there is significant correlation between moral dimension of self-concept and academic achievement.

vi. The study revealed that, there is no significant correlation between intellectual dimension of self-concept and academic achievement.

vii. The study revealed that, there is significant correlation between overall self-concept and academic achievement of higher secondary school students in Mizoram.

9: To study the relationship between home environment and academic achievement among higher secondary school students in Mizoram.

Table 9

Variable	Statistics	Home Environment	Academic Achievement
Home Environment	Spearman's Rho	1.000	.187**
	Sig. (2-tailed)	-	0.000
	N	803	803
Academic Achievement	Spearman's Rho	.187**	1.000
	Sig. (2-tailed)	0.000	-
	N	803	803

The study shows that, Spearman's Rho correlation coefficient of 0.187, indicated which is significant at the 0.01 level. This indicates a weak positive relationship between home environment and academic achievement. As the home environment

improves, students' academic achievement tends to increase, although the strength of the relationship is modest. The correlation suggests that a more favourable home environment may contribute to better academic performance, but other factors could also play a role.

Educational Implications for the Findings

The findings from this study have significant implications for educational practices and interventions, especially in Mizoram, where understanding students' self-concept and home environment can guide effective strategies for enhancing academic achievement. The results suggest several key areas of focus that can improve student outcomes.

1.   Enhancing Physical Self-Concept: Since a positive physical self-concept has a weak but positive correlation with academic achievement, schools should incorporate programs that boost students' self-esteem and body image. Encouraging physical activities, self-care routines, and health education can improve students' overall self-perception, which might positively influence academic performance.

2.   Addressing Social Self-Concept: By developing group activities, that encourage collaboration and positive social interactions at school could help improve academic performance, especially if peer pressure and social challenges are addressed.

3.   Fostering Positive Educational Self-Concept: The positive correlation between educational self-concept and academic achievement emphasizes the importance of students believing in their academic abilities. Steps like, providing individualized academic counselling and mentorship to build students' confidence in their academic abilities and encouraging growth mind-set by recognizing and celebrating academic achievements to reinforce positive educational self-concept

4.   Strengthening the Home Environment: The significant positive correlation between home environment and academic achievement underscores the importance of a supportive home environment in fostering academic success.

Schools should engage parents and guardians in the educational process, encouraging them to provide academic support and create a positive home learning environment.

5.   Holistic Approach: Educational policies should take into account the multifaceted nature of student development, focusing not only on academic content but also on emotional, social, and moral growth. Incorporating initiatives that improve self-concept in various dimensions (physical, social, educational, etc.) will provide students with a well-rounded foundation for academic success.

6.   Parental and Community Involvement: Policies should promote stronger home-school partnerships, recognizing the essential role that the home environment plays in students' academic success. Providing resources and guidance to families can bridge gaps in academic support.

7.   Emotional and Psychological Support: Schools should provide services that support students' emotional and psychological well-being. This includes counselling services, self-esteem workshops, and programs aimed at developing both academic skills and emotional intelligence.

Recommendations

The findings of this study offer insights into how the home environment and self-concept influence academic achievement among higher secondary school students in Mizoram. Based on these results, several recommendations can be made to improve the overall academic performance of students.

1.   One important factor that came up is, the role of parental involvement and support. It seems that a positive home environment can have a significant impact on academic success. Schools could think about encouraging more involvement from parents. For example, organizing parent-teacher meetings or workshops could help parents understand how they can better support their children's education. This type of engagement might help foster an environment where students feel motivated and supported.

2.   There is also a need to improve the educational resources available at home, particularly in rural areas. Students in rural regions often lack access to learning materials, which can make it harder for them to perform well academically. Schools and local communities could focus on providing resources like study guides or access to tutors.

3.   The mental and emotional well-being of students also plays a role in their self-concept and academic performance. Offering counselling services in schools could help students develop a more positive self-image, which might, in turn, improve their academic achievement. Programs aimed at building students' confidence, especially those who may struggle with negative perceptions of themselves, could help create a more balanced and positive academic experience.

4.   Another key point is the gender disparity in academic achievement. The study found that females tend to perform better overall. Schools could consider providing additional support for male students, particularly in areas where they may feel less confident. Offering targeted programs to boost their academic performance might help address the observed differences between genders.

5.   Improving rural education is another area to consider. Many students in rural areas face challenges that urban students do not. These challenges often stem from a lack of infrastructure, resources, and sometimes even guidance. More investment in school facilities, better access to technology, and teacher training could help improve the academic experience for rural students and provide them with the tools they need to succeed.

6.   The home environment also plays a key role in shaping students' academic outcomes. Families that provide emotional and educational support tend to see better academic results in their children. Raising awareness about how home environments can influence academic success might encourage more families to take an active role in supporting their children's education.

7.   Integrating self-concept development into the curriculum could also prove beneficial. Encouraging students to explore and strengthen their self-esteem, emotional intelligence, and self-image could help them perform better

academically. Schools could include activities or programs that help students reflect on and improve their self-concept in various areas such as physical, social, educational, and moral aspects.

These recommendations, aimed at improving the overall academic experience of students in Mizoram. Addressing the gaps between different student groups and providing more support, both academically and emotionally, could potentially lead to better academic outcomes. As these areas continue to be explored, further steps may be necessary to ensure that every student has the chance to succeed.

Suggestions for Future Studies

There are several areas that could be explored in future research to gain a deeper understanding of the factors influencing academic achievement and self-concept among students in Mizoram.

1.   Area worth investigating is the role of school environment and teacher influence. While this study focused on the home environment, the impact of schools and teachers on self-concept and academic performance is equally important. Research could explore how different teaching styles, school culture, or teacher-student relationships contribute to a student's academic achievement and self-esteem.

2.   It may also be helpful to look into the impact of peer influence on self-concept and academic success. Peers can have a strong effect on students, both positively and negatively. Studying how students' interactions with friends and classmates influence their self-concept and school performance could offer valuable insights into how social dynamics in schools impact overall academic achievement.

3.   Another area of study could be peer relationships and social comparison. Adolescents often look to their peers for validation and feedback, so understanding how these two factors are connected could help improve their self-esteem. Studying this relationship could provide valuable insights into

how positive interactions with peers and healthy social comparisons can boost adolescents' confidence and self-worth.

4.   It would also be helpful to look into Social Media and its influence on Adolescents. In today's digital age, social media has a big impact on how adolescents see themselves. It's important to study this area to understand how social media influences their self-concept and overall well-being.

5.   A study like relationship between self-concept and mental health in adolescents would explore a new insights into the problems face by adolescents. Looking at how a teenager's self-image and self-esteem are connected to mental health problems like depression, anxiety, or eating disorders. This study would discover how adolescents feel about themselves can affect their mental health.

These areas of study could provide a more comprehensive understanding of the factors that influence students' academic achievement and self-concept. By examining these factors in greater depth, future research could help develop targeted strategies to improve the educational experience for students in Mizoram.

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