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THEORETICAL FRAME WORK

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2.0 INTRODUCTION

The indications seem to be that success or failure in school significantly influence the ways in which students view themselves. Students who experience repeated success in school are likely to develop positive feelings about their abilities, while those who encounter failure tend to develop negative views of themselves. In the light of the influence of the self concept on academic performance and achievement, it would seem like a good idea for schools to follow the precept: "Every effort is made to insure that each person has a reasonable chance of victory." There is a persistent and significant relationship between the self concept and academic performance and achievement at each grade level, and that change in one seems to be associated with change in the other. To indicate how the successful student sees
himself, and how self concept contrasts with the self-image of the failing student. Although the data do not provide clear cut evidence about which comes first— a positive self concept or scholastic success, a negative self-concept or scholastic failure - it does stress a strong reciprocal relationship and gives us reason to assume that enhancing the self concept is a vital influence in improving academic performance and achievement. Following up the implications of this assumption we will consider in this chapter, the beginnings of the self and what happens under the impact of school, home and society, i.e. the Social relationship.

2.1 THEORY OF SELF-CONCEPT

Each normal person experiences himself as a distinct, continuous being or object with clear body boundaries. In the course of maturation each individual develops attitudes toward that object and calls it names: 'I' or 'ME' or Myself.' To help make sense of man's feeling about himself, psychologists and philosophers have created such terms as 'ego' or 'self'. Each of these nouns represents a way of thinking and speaking about one's experience rather than a thing or a psychic entity.

The self is a central point for phenomenologists to explain one's personality. The self or self-concept is an organized, consistent conceptual gestalt composed of
perceptions of the characteristics of 'I' or 'Me' to others and various aspects of life together with the values attached to these perceptions (C. Rogers) (1959)). As a result of interaction with the environment, a portion of the perceptual field gradually becomes differentiated into the self. This perceived self (self-concept) influences, perception and behaviour. The strong and weak self is an outcome of how one perceives the rest of the world.

In another approach, self-concept about one's adequacy may be thought of as consisting of both highly situation specific, self relevant performance expectancies and more generalised expectancies (Rotter, 1954).

Thus, self-concept is not a substance but a process in which a conversation between the 'I' and 'Me' takes place. The 'Me' is the more or less integrated set of attitudes and idea of other people which we have built together as our conscious experiences and from which we also choose roles to represent our own ideas of ourselves.

2.1.1 Meaning of the term 'Self'

In its dictionary sense, the word 'self' is meant to refer a specific person and has been indispensable in the historical development of man as a conscious and thinking entity. The term 'self' is, however, not synonymous with the word 'organism', rather self is used to denote the
awareness of being, of functioning. The structure of self is formed as a result of interaction with the environment, particularly as a result of evaluating interactions with others.

**Perception**

The word 'perception' again, refers to the experience of objects and events with which an individual is surrounded. Perception is the first event in the chain which leads from stimulus to response. Because, men usually perceive first and then act. It is, however, convenient to use the term 'perception' for the general aspects of this activity, reserving the term 'Sensation', for those facts in our experience which depends upon how the sense organs act; or we may say perception is, internalizing what an individual sees. It is a mental state of readiness which is determined by the experience and which motivates and directs ones responses to all objects and situations with which that attitude is related.

Human beings have always behaved in terms of some kind of understanding of self from the dawn of human history. In the behavioural sciences, the use of the concept of the self, is, relatively recent; though the legacy of the concept can be traced back in the past.

2.1.2 **Different Views Regarding Self-Concept**

The main outlines of the concept of self, that were put fourth by both James (1890) and Mead (1934), remained
largely unchanged throughout the time. According to their views, the self is a reflexive phenomenon that develops through social interactions and is based on the social character of human language.

Cooley (1902) again viewed that, man's ideas about himself are reflections of how others see him. He coins the word, social or "looking glass" self, which is comparable to Miller's (1963) subjective public identity.

At about the time of World War I, Freud developed the concept of ego. Although these men have pointed out to be fascinating possibilities of understanding human beings, yet as White (1961) points out, during the period of 1920's through 1940's, the self received scant attention from the behavioural oriented psychologists, who dominated American psychology.

However, there were few exceptions to this general neglect to the self. Besides Mead (1934), there was Lewin (1935), who viewed self as a central and relatively permanent organisation which gave consistency to the entire personality. Namly in 1941, defined self-concept as a map, which according to him, person consults in order to understand himself, especially during moments of crisis or choice. The self includes all that a person embraces in the words 'I', 'Me', 'Mine' and 'Myself'. It is within each person, the core and substance of his experience as human being.
1945, Leeky contributed the notion of the theory of self consistency, describing it as the Primary motivating force in human behaviour; while Bertocci (1945) emphasized two aspects of the self, distinguishing between the self as an object, "me", and the self as a subject, "I". Murphy (1947) discussed the origin and modes of self enhancement and how the self is related to the social group. Hilgard (1949) stated that the self can be an unifying concept in problems of Motivation. Gordon Alport (1937, 1943, 1955, 1966) throughout emphasized the importance of self in contemporary psychology and argued for a purposeful rational man, aware of himself and controlling his future through his aspirations.

But most consistent objection towards behaviourism came from Carl Rogers (1947, 1951, 1954, 1959, 1965, 1969) who viewed self as a central concept of the personality. He described the self as a phenomenological concept (a pattern of conscious perceptions experienced by the individual) which is of central importance to that individual's behaviour and adjustment. Rogers also described self as a social product developing out of interpersonal relationships and striving for consistency. He believed that there is a need for positive regard both from others and from oneself, and that in every human being there is a tendency towards self-actualization and growth so long as this is permitted by the environment.

The self has been described as a person's total
subjective environment which is composite of thoughts and feelings and which constitutes a person's awareness of his individual existence, his attitude towards his physical self and his own behaviour and the sum total of all that he can call him. (Howie, 1945; Jersild, 1952; Johnson, Mediums and James, 1902).

According to Combs and Snygg (1949, 1959), the basic drive of the individual is the maintenance and enhancement of the self. They further declared that, all behaviour, without exception, is dependent upon the individual's personal frame of reference. In other words, behaviour is determined by the totality of experience of which an individual is aware of at an instant of action, his "Phenomenal field". But myriad of self perceptions do not exist in the perceptual field as mere describing the ways of seeing one's self. Rather, according to Combs and Snygg (1959), the self-concept, the something beneath one's skin which affects his/her behaviour, is an organisation of ideas about one self which is derived from one's experience with others and which is unique. This self, according to Combs and Snygg (1959), is known as phenomenal self or perceived self. Through out life one is concerned with being approved by others. In this process, a concept is built of behaviour which seems to lead to acceptance and love. Thus, the emerging pattern gradually becomes a conscious synthesis of mental image of what one is and what he thinks he is to other people.
Combs and Snygg's (1959) insistence on giving main importance to the ways in which people see themselves and their world, was a significant contribution to psychology and education.

From various definitions, presented above, Purkey (1970) has formed a composite definition, by saying, "Self is a complex and dynamic system of beliefs which an individual holds true about himself and each belief consists with a corresponding value."

Canfield and Wells (1970) have formed a definition, by saying, "Your self-concept is composed of all the beliefs and attitudes you have about yourself. They actually determine who you are! They also determine what you think you are, what you do, and what you can become."

From the above discussion of the different definitions of self-concept, certain important characteristics have emerged, which are mentioned below.

2.2 CHARACTERISTICS OF SELF-CONCEPT

To the psychologists, the personality constitute


the self' and the 'trait characteristics. The central figure in the personality pattern, especially in the Indian sense, is the 'concept of self', 'self-consciousness' or 'self-awareness' or the 'impression' of the individual about himself, his capacities, his characteristics, his worth and his abilities in relation to the 'universal self'. Thus the characteristics held together are influenced by the 'self-concept.' The 'concept of the self' or 'self-consciousness' the form the various characteristics.

2.2.1 The Self is Organized

There is an agreement among researchers that the self has a general stable quality, in its organization, which is characterized by harmony and orderliness and which provides the core of human personality.

Figure-1, representing the unity of organization of the self, it is found that the whole is made up of sub-parts which are known as small spirals, each of which may be fairly well organized, but which is part of the total self.

There are, however, certain features of this organized self. These are:

(i) The first feature of the organizational aspect of the self is that there are countless number of beliefs that an individual holds about himself. These are divided into
several categories, but are not equally significant to the person. Some beliefs are close to the centre of the self, which are more stable and highly resistant to the change, while others, which are in the peripheral to the core of the self, are less stable (Lowe, 1961).

(ii) A second organizational feature of the self is that each concept in the system has its own generally negative and positive aspects or values. For example, being an Indian, might be very close to the centre of the self but this could be viewed either negatively or positively by the individual.

(iii) A third feature of the organised self, is that it is wonderfully unique. No two people ever hold identical sets of beliefs about themselves. This uniqueness of the organisational pattern of the self, makes provision for an infinite variety of personalities.

2.2.2 The Self is Dynamic

The dynamic aspect of the self is revealed through its constant striving for the maintenance and enhancement of the self, as has been described by Combs and Smygg (1959). Considering this aspect of the self, it may be said that experience is perceived in terms of relevance to the self and that behaviour is determined by these perceptions. Considering various opinions of different psychologists, the
dynamic characteristic of the self may be elaborated into four more aspects.

(i) The self as a vantage point

As Combs and Snygg commented: "The self is the individual's basic frame of reference," therefore, it may be assumed that the perceptual field is organized round the self and it is both the producer and the product of the cell the experiences. In fact, the word exists for the individual only as he is conscious of it, and this was the stand that was even taken by the existentialists (May, 1961). Things and events are evaluated, the word and its meaning is considered only in terms of how one sees these many students do poorly in school simply because what school is doing seems irrelevant to him and to his world.

(ii) Consistency of self

It is generally assumed that, unless a potentially new concept of oneself appears to the individual to be consistent and relevant to the concepts already present in his systematized view of himself, the new concept will be rejected or distorted. A student who considers himself a failure at school will reject or distort evidence which contradicts his perceived self, no matter how flattering the information may be.

(iii) **Resistance to change**

Although, there are times when self image may appear to shift abruptly, like, the child's first day in the school or marriage and so on; yet it has been proved (Engel, 1959) that the stability of the self over a two year period of adolescence may be found and it was confirmed that self resists change or modification to a surprising degree, which is desirable for a consistent personality core.

(iv) **Role in Motivation**

The constant striving of the self, for its maintenance and enhancement, prove the presence of Motivation. As combs (1965) said, "an insatiable need for the maintenance and enhancement of the self, not the physical self- but the phenomenal self, of which the individual is aware, his self-concept."  

2.2.3 **Clarity and Centrality of self perceptions**

Like all other perceptions the phenomenal self has the feeling of reality to the individual. His perceived self seems to him to be truly himself. However, it is probably not possible for the individual ever to perceive the total organization of his self perceptions clearly at any moment. Rather, he perceives those aspects or concepts of self which

emerge into figure from time to time as he goes about the daily business of satisfying his fundamental needs.

2.2.4 **Phenomenal self and the Intensity of Behaviour**

The more closely related an experience is perceived to the phenomenal self, the greater and intense will be its effect on behaviour. Because all behaviour is determined by the totality of experience perceived by the self and the more consistent, relevant and more meaningful will be experiences, the more intensely these will determine the behaviour pattern.

This is extremely important in the educational setting. To be effective, education must find ways of helping pupils discover the personal meaning of events for them. It is only when events are perceived as having some relationship to self that behaviour is changed as a result of perceiving.

2.3 **COMPONENT OF SELF-CONCEPT**

Here, it would be worth while to study the components of self-concept suggested by Peers and Beecher in brief.

2.3.1 **Component of self-concept: Given by Ellen V. Piers**

For the study and evaluation of self-concept Ellen V. Piers (1969) gives components of self-concept like this:

1. Behaviour
2. Intellectual and school status.
1. Behaviour

This component contains the thoughts of the students connected with their home, family, school and with the people of the society including mixed behaviour with themselves.

2. Intellectual and School Status

This component points out towards the educational learning of the student during school life. This helps to know how the student is about his intellectual and educational thoughts during his school life.

3. Physical Appearance and Attributes

This component talks about the outward outlook and characteristics of the student. These are face structure, hair, eyes, energy, sports, potentialities etc.

4. Anxiety

This component reflects on aspects of feelings like anxiety, fear, mental depression and disappointment experienced by student during his school life and remaining life with the society.

5. Popularity

In this component it is studied, how much extent the
student is popular during his school life and also in
the remaining part of the life. This can be like this:

(1) I have so many friends, or it is difficult for me
to create relationship.
(2) My colleagues joke on me or I can think good.
(3) I am strange compared to others or I am popular
among the boys and girls.

6. Happiness and Satisfaction

In the last component, it is about the happiness
and satisfaction of the student. It contains the mixed
feelings/exposures like Happiness-unhappiness, pleasure-
displeasure, luck-badluck.

2.3.2 Component of Self-concept given by Sabine Beecher

Sabine Beecher talks about 8 components of the
self-concept.

1. Self confidence
2. Feelings
3. Identity
4. Levels of Relationship
5. Assertiveness
6. Non-verbal message
7. Rights
8. Resolving Differences

Details of these components are given in the caption 2.6.
2.4 SELF AT DIFFERENT STAGES

It is the sense of self awareness that distinguishes the man from other animals because of the latter's lack of self awareness. The extent of psychological maturity depends upon the degree of self awareness. The person is called to be psychologically mature to the extent that he knows himself and uses his concept of himself towards greater understanding.

Indian philosophy dictates that the greater the knowledge of oneself, the closer the perfection. It is revealed in the Sanskrit dictum, 'Aham Brahma Asmi', i.e. I am Brahma, the life-force. It is through thoughts and feelings that the individual forms the concept of 'who' and 'what he is'. Thus, the individual makes an image of the self, or picture of self in himself. This self image has two aspects—physical and psychological. Physical self-image is the importance of his body and psychological self-image is the concept of certain qualities or traits such as honesty, dependence, self-control, non-violence, etc. in relation to his behaviour.

2.4.1 Childhood

The major development of the self begins with the birth of the child into the world of which he is going to become a part. Among the earliest of differentiations made
by the infant are those concerned with the discovery of self. This is not an easy or simple process, but rather along and involved matter of exploration and discovery probably beginning with the differentiation of the distinction between "me" and "not me". However, it has been claimed that the awareness of the self begins at the age of fifteen months. As these experiences continue, one acquires a sense of being something apart from the environment, of being a separate object with dimensions, movements, bodily characteristics, sound, - a "thing" having particularity and essence. At the same time one discovers a private world of the mind which becomes identified as an abode of his feelings, sensations, thoughts and choices. While these differentiations are at first made slowly and with much difficulty, with the development of language the process of self differentiation is vastly accelerated.

2.4.2 Adolescence

Self-concept is an especially salient construct during the adolescent years. Theoretical work and empirical work has suggested that adolescence is an important time for changes in self-concept.

Changes in Adolescent- Self-concept

This change, however, has been considered from two aspects, by Peterson (1980):

(a) Changes in the quality and quantity of self-concept.
(b) Factors influencing the nature of the self-concept.
Quantitative and Qualitative changes in Self-Concept:

From the various studies, the quantitative changes have been confirmed. Studies done by Simoons et.al.(1979); Simons and Rosenberg (1975) during early adolescents; studies of adolescents in high school or older by Nichols (1963), point out towards the increase of self image. Again, the studies of Carlson (1965) and Engel (1959) point out towards stability of self-concept during adolescence.

Regarding qualitative change of the self-concept, it has been found from the study by Montemayor and Fisen (1977) during early adolescence that there are disturbances in self-image (Simon et.al.1973). At mid-adolescence, Coleman(1977) suggests that Parental pressure peaks, and the peer group increases. Also, there are indications of course choices. By late adolescence, the post-high school years, youth "should" be integrating their selves though the studies of identity status suggest (Marcia, 1966, 1980), this task does not come for many youth until later. Heterosexual relationships (Coleman, 1977) and occupational issues (Havinghurst and Gottlieb, 1975) become important for many youth.

2.5 FACTORS INFLUENCING SELF CONCEPT

Certain demographic factors have been found to influence the self-concept of the adolescent youth.
Many studies have found that sex difference between boys and girls is important. Studies by Gove and Herb (1974); Offer and Howard (1977); Simmons and Rosenberg (1975) confirm this.

Cohort

Cohort or historical effects have been found an important variable to consider in the studies of adolescent development by Hesselroads and Baltes, (1974).

Urbaneity

Researches by Peterson, Offer and Kaplan (1979), showed that rural youth tended to report lower self-image than their more urban counterparts.

Socio-economic status

The major research on socio-economic status in relation to self-concept has been done by Rosenberg (1965), who viewed that self-concept is atleast partly dependent upon adolescent's reference group. Other studies points towards mixed results.

2.6 APPROACHES TO ENHANCE SELF-CONCEPT

William Watson Purkey clearly shows in his book, 'Self-concept and School Achievement' the approaches to enhance self-concept by different psychologists. Self-concept and school achievement covers the subject with skill and depth. It begins with an overview of self theory and
important characteristics of the self. It explores the strong and persistent relationship between self and academic achievement, and shows why there is a deepening discontent with the notion that human ability is the overwhelming factor in academic achievement. How the self concept develops in social interaction and what happens to it in school is explained, concluding with ways for the teacher to be a significant force in building positive and realistic self concepts in students. Presented a succinct introduction to self theory and its practical applications to education.

Sabine Beecher designed very fine teaching programme of the SELF-ESTEEM. This one is a practical programme for educators and divided into three parts.

Part I of the programme describes "self esteem" and gives the main reasons why it is describes for everyone to have a high self esteem. This is followed by a brief description of self esteem teaching and of the particular relevance of self esteem teaching in multi-cultural school settings.

Part 2 contains the material to be taught and is set out in 8 sections.

a) Self confidence
How to build oneself up instead of putting oneself down. How to avoid labelling oneself and others.

b) Feelings
Feelings are as valid as facts. They are important
and we need to know how they can be expressed appropriately.

e) Identity
How to arrive at a sense of knowing "who I am and where I want to go", and to like oneself.

d) Levels of Relationship
There is a range of levels from superficial to intimate how to select the appropriate level.

e) Assertiveness
How to send straight messages without being aggressive or bottling things up.

f) Non-verbal messages
It's not only what we say but also how we say it that matters.

g) Rights
Everyone has rights. There is a right to ask a question and the right to refuse to answer.

h) Resolving Differences
People behave, feel and think in different ways. How to handle these differences in a creative, non-destructive way.

Part 3 describes the teaching of self esteem techniques in more detail for three distinct approaches.

a) Integrated into the total school day (i.e. taught in parallel with other subjects and between lessons
whenever "real life* opportunities arise).

b) Taught to a complete class as a subject.

c) Taught by leading small groups.

"100 ways to Enhance self-concept in the classroom" 
by Jack Canfield and Harri C. Wells is a handbook for teachers and parents. This is an excellent source book containing a variety of exercises, and is a visionary guide to strategies for developing the self-esteem of the students in the classroom. The class tested ideas are easy to grasp and produce immediate enthusiastic response. This book is a lot more than just exercises, although there are 105 exercises for enhance self concept of the student.

2.7 GENERAL DEFINITIONS AND CONCEPT OF ACHIEVEMENT MOTIVATION

Introduction

A motive, as defined by habitual usage, is something that causes a person to act. This may be considered as the central concept in the common sense explanation of how action is instigated and directed. Moreover, in order to form a conceptual theme, about the problem of motivation in the common sense of the term, it may be said that motive indicates the direction, vigour and persistence of an
individual's action. However, the origin of our impulse to
do this or that, whether called a want, or wish or desire,
all are generally considered motives, that is, that within
an individual rather than without, which inclines him to
action.

**General Definitions**

Motivation has been defined by various psychologists
in different ways. The concept of motivation has been defi-
ned by Young (1961) as: "The concept of motivation is exces-
dingly broad— so broad, in fact, that psychologists have
attempted to narrow it. (Singling) out one aspect or another
of the complex processes of determination. The two most
important aspects are the energetic aspect and— regulation
and direction (We may)... define the study of motivation
broadly as a search for determinates (all determinants) of
human and animal activity."\(^5\)

Murphy (1947) considers motivation as the general
name for the fact that organism's acts are partly determi-
ned by its own nature or internal structure.\(^6\)

On the other hand, Maier (1949) used the term Moti-
vation to "characterize the process by which the expression

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   of the determinants of human and animal activity.

6. G. Murphy: *Personality*. A Biosocial approach to
of behaviour is determined or its future expression is influenced by consequences to which such behaviour leads."\(^7\)

In 1949, Hebb defined motivation by saying: "The term motivation then refers (i) to the existence of an organised phase sequence, (ii) to its direction or content, and (iii) to its persistence in a given direction, or stability of content."\(^8\)

This definition means that "motivation" is not a distinctive process, but a reference in another context to the same processes to which "insight" refers, it also means that the waking, normal adult animal always has some motivation.

Having cited some of the differences in emphasis in the definitions, it would be well to turn to the specific area of achievement motivation.

**Concept of achievement motivation**

The mention of the notion of, and the importance attached with, achievement striving, may be traced back to Wilham James in 1890, who talked of man's self-regard as

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being determined by self imposed goals the achievement of which leads to feeling of well being and elevation, while failure brings about frustration and humiliation. Twenty years later, Namiss Ach (1910) was utilising the concept of determining tendency to explain the achievement related behaviour of his laboratory subjects. But the formalization of achievement motive construct mainly had its basis in the work and theory of Murray (1938). Murray invented Thematic Apperception Tests on the basis of which he assessed human personality. The core of Murray's conception of personality is the idea of a hierarchy or configuration of basic psychogenic needs or motives, defined as hypothetical construct, which reflected physiological forces and which directed behaviour. These needs were, however, many in number, and one of these needs was, the need for achievement stated as:

"The desire or tendency to do things as rapidly and independently as possible, to overcome obstacles and attain a high standard, to exceed one's self, to rivals and surpass others, to increase self regard by successful exercise of the talent." 9

The chief proponents of this theory are McClelland and his co-workers, Atleinson, Clark and Lovell (1953).

The Concept of Anxiety

Goldstein's conceptualize, anxiety is the subjective experience of an organism on a catastrophic condition. Freud, Goldstein and Henry define anxiety as a diffuse apprehension and the central difference between fear and anxiety is that fear is a reaction to a specific danger, while anxiety is no specific, vague and objectless. Special characteristics of anxiety are the feelings of uncertainty and helplessness in the face of danger.

The nature of anxiety can be understood when threatened experience produces anxiety. The threat may be physical or psychological (death or loss of freedom). The occasion of anxiety varies with different people. It is true in anxiety that the threat is to a value held by that particular individual to be essential to his existence and consequently to his security as a personality. An individual experiences various fears on the basis of a security pattern he has developed in anxiety, it is the security pattern itself which is threatened. It is in terms of this security base that an individual experiences himself as a self in relation to objects. The distinction between subject and object also breaks down. In psycho-analytic terminology, the Id and the Superego

Concept of Defensiveness

Unconscious techniques identified by Sigmund Freud
for protecting oneself against stressful experiences, e.g. through RATIONALISATION OF DEPRESSION.

Loosely, the maintenance of the sense of personal worth by resorting to fictions. In psycho-analysis, the unconscious attempt to dispose of unwelcome instinctual tendencies by the ego. Various mental symptoms may be adopted, such as delusions, hallucinations, obsessions and compulsions, and morbid fears.

2.9  **EPILOGUE**

From the above discussion on self-concept or self-awareness, it is evident that the self is the fundamental characteristic of the human being. Self, when well-formulated, determines the personality structure of the individual. Whether the individual will be adjusted or maladjusted in his life, depends largely upon the extent of his development of the self and the role of the school in the development of self-concept and change of self-concept is enormous.

All in all, what happens to a youngster as he goes through school must certainly rank as one of the most important experiences in his life. Depending on what happens at school, a student learns that he is able or unable, adequate or inadequate. One's concept of self is learned and
what is learned can be taught. The question is not whether we approve of teaching for a positive sense of self in school settings, but whether the effects of schooling are positive or negative. School is likely to be a positive experience that encourages healthy self-attitudes to the extent that we concentrate on a student’s strengths, praise his best efforts, and establish fair and consistent expectations for performance.

Investigator go ahead for his research work, keeping in mind the ideas of self-concept and development of self-concept of William W. Purkey, Jack Canfield and Harold G. Wells as well as Sabine Beecher.