

THE EFFECTIVENESS OF A GUIDANCE PROGRAM FOR DEVELOPMENT SELF-CONCEPT AMONG SECONDARY SCHOOL STUDENTS

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***ABSTRACT_** The study aimed to identify the effectiveness of a guidance program for development self-concept among secondary school students. The program was implemented through designing a guidance program in self-concept development that copes with the high school students within their school and social environment in accordance with the scientific methods, then checking the effectiveness of that program. The study utilized the experimental research design to formulate two groups, a control and an experimental groups both of which underwent pre and post assessment. The experimental group underwent the independent variable (the guidance program) after pre measurement. The participants of the study consisted of (40) students comprising first and second class secondary students from both scientific and Arabic/Islamic studies sections. Those participants had scored the highest forty scores in the self-concept scale which was designed by Al-Sairafi and adopted as a tool for the study. The results of the study indicated statistically significant differences between the results of the experimental group and the control group in the post assessment in favor of the experimental group. The study also found statistically significant differences between the results of the two assessments, pre and post, in the self-concept dimensions of the experimental group in favor of the post assessment. These results indicate the effectiveness of the guidance program of the study. Moreover, the study found that there were no statistically significant differences in self-concept among students with high, medium and low achievement scale. This indicates that the academic achievement did not cause statistically significant differences in the extent of the study sample members' responses towards self-concept.*

***KEY WORDS:** guidance program, self-concept, self-concept development.*