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Self- Concept and Family Relationship in Urban and Rural Students

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Abstract

The main purpose of this research was a study of self concept and family relationship among urban and rural students. The total sample consisted 60 students (urban and rural).Were taken the research tool for self concept was measured by Dr. S. P. Ahluwalia. while the tool for family relationship was measured by Dr.(smt.)Alka David. Hear 't' test was applied to check the significance of difference in self concept and family relationship among students. To check relation between self concept and family relationship correlation meathad was used. result revealed that not significant difference in self concept and family relationship to both urban and rural students. While to correlation between self concept and family relationship achievement reveals 0.17% Low positive correlation.

Key Words: "Self- Concept and Family Relationship"

The term self-concept is a general term used to refer to how someone thinks about or perceives themselves. The self concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of one self. Baumeister (1999) provides the following self concept definition: "the individual's belief about himself or herself, including the person's attributes and who and what the self is". Self Concept is an important term for both social psychology and humanism. Lewis (1990) suggests that development of a concept of self has two aspects:

"Self-concept is our perception or image of our abilities and our uniqueness. At first one's self-concept is very general and changeable... As we grow older, these self-perceptions become much more organized, detailed, and specific."

(Pastorino & Doyle-Portillo, 2013)

This is the most basic part of the self-scheme or self-concept; the sense of being separate and distinct from others and the awareness of the constancy of the self”(Bee 1992).

The child realizes that they exist as a separate entity from others and that they continue to exist over time and space. According to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move.

Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or her self as an object which can be experienced and which has properties. The self too can be put into categories such as age, gender, size or skill. Two of the first categories to be applied are age (“I am 3”) and gender (“I am a girl”).

In early childhood, the categories children apply to themselves are very concrete (e.g. hair color, height and favorite things). Later, self-description also begins to include reference to internal psychological traits, comparative evaluations and to how others see them.

Self-concept is the image that we have of ourselves. This image is formed in a number of ways, but is particularly influenced by our interactions with important people in our lives.

"A self-concept is a collection of beliefs about one's own nature, unique qualities, and typical behavior. Your self-concept is your mental picture of yourself. It is a collection of self-perceptions. For example, a self-concept might include such beliefs as 'I am easygoing' or 'I am pretty' or 'I am hardworking.'" (Weiten, Dunn, & Hammer, 2012)

"The individual self consists of attributes and personality traits that differentiate us from other individuals (for example, 'introverted'). The relational self is defined by our relationships with significant others (for example, 'sister'). Finally, the collective self reflects our membership in social groups (for example, 'British')."

(Crisp, R. J. & Turner, R. N., 2007) Like many topics within psychology, a number of theorists have proposed different ways of thinking about self-concept. According to a theory known as social identity theory, self-concept is composed of two key parts: personal identity and social identity. Our personal identity includes such things as personality traits and other characteristics that make each person unique. Social identity includes the groups we belong to including our community, religion, college, and other groups.

Bracken (1992) suggested that there are six specific domains related to self-concept:

1. Social - the ability to interact with others
2. Competence - ability to meet basic needs
3. Affect - awareness of emotional states
4. Physical - feelings about looks, health, physical condition, and overall appearance
5. Academic - success or failure in school
6. Family - how well one functions within the family unit

Humanist psychologist Carl Rogers believed that there were three different parts of self-concept

Self-concept refers to the personal beliefs about their academic abilities or skills. Some research suggests that it begins developing from ages 3 to 5 due to influence from parents and early educators. By age 10 or 11, children assess their academic abilities by comparing themselves to their peers. These social comparisons are also referred to as self-estimates. Self-estimates of cognitive ability are most accurate when evaluating subjects that deal with numbers, such as math. Self-estimates were more likely to be poor in other areas, such as reasoning speed.

Some researchers suggest that, to raise academic self-concept, parents and teachers need to provide children with specific feedback that focuses on their particular skills or abilities. Others also state that learning opportunities should be conducted in groups (both mixed-ability and like-ability) that downplay social comparison, as too much of either type of grouping can have adverse effects on children's academic self-concept and the way they view themselves in relation to their peers.

The manner in which one perceives oneself. The Self-Concept is derived from several factors including: certain personality traits, how you look, your personal values and life goals, and your place or role in life. The Self-Concept is the way babies and children start to understand the social world in relation to themselves. Relationships with relatives and friends/mentors influence the developmental process heavily.

In childhood the Self-Concept tends to be tied to concrete or physical things like looks, items and skill levels. As the child grows, they learn about things like intrinsic (inner) characteristics and psychological differences due to the fact that they now have a larger network of peers and mentors to compare themselves with. Later in life (teenager-adulthood) the self-concept changes into a more nebulous idea that is organized by what is relevant to the individual.

Families can be made up of many different relationships. There can be two parents, single parents, step parents, foster parents or adopted parents. Even extended family like grandparents, aunts, uncles and cousins may live together or close by. Some families have a parent or caregiver that stays home and looks after younger kids, some families have parents or caregivers that work full time. If there are younger kids in the house, often teenagers will

have to help out and care for the younger ones or care for adults who are unwell. There is no right or wrong way a family can be put together. The important factor is how everyone is getting on with each other, as it is usually through your family relationships that you learn how to get on with others, how you view yourself and what is appropriate behavior.

All families face challenges and hurdles as a normal part of life and getting through these times requires respectful communication and care for each other. However, some families face significant problems like not having a place to live, a parent going to court, a parent having a long-term illness, or parents having to work away from home or for long hours.

Some families seem to fight and argue a lot, which can be really scary and stressful. Sometimes, family relationships can be so stressful you feel unsafe and scared. These types of things make relationships feel tense and negative and it can make it difficult to feel like talking things through. It is not uncommon as a teenager to feel less tolerant at times towards members of your family. You might feel stressed about school requirements and deadlines or be confused about some of the relationships you have with your friends. All of these things can impact on the way you feel about yourself and how you interact with other family members.

As a teenager you are going through a lot of changes within yourself - physically, mentally, emotionally and socially. Often these changes occur at different rates and at different times. It is important for you to be aware of what is going on and how this may affect you at school, home and/or around family and friends - having an understanding of adolescent development can be helpful. Basically, adolescent development is the different stages we all go through when we are growing and maturing into adults. It is important to remember that you may develop at a different rate or at a different stage of maturity from your friends. Positive self-esteem, and healthy interpersonal relationships. The goal of family life education is to teach and foster this knowledge and these skills to enable individuals and families to function optimally.

Family life education professionals consider societal issues including economics, education, work-family issues, parenting, sexuality, gender and more within the context of the family. They believe that societal problems such as substance abuse, domestic violence, unemployment, debt, and child abuse can be more effectively addressed from a perspective that considers the individual and family as part of larger systems. Knowledge about healthy family functioning can be applied to prevent or minimize many of these problems. Family life education provides this information through an educational approach, often in a classroom-type setting or through educational materials.

Review of literature

self concept: Earlier studies in the domain of self-concept have conceptualized self-concept as a multidimensional construct (Humm and Cundiff,1969; Hughes and

Guerrero,1971; Guttman,1973) which enabled a consumer to evaluate himself in the context of various social situations (Sirgy,1980). Most studies on self concept have explored its role in explaining product choice, purchase intention towards a brand in relation to it being congruent to individual`s self concept. Brands facilitate the consumer to re-define his image fits to the consumer`s self-concept (Aaker,1999;Swaminathan et.al.,2007; Swaminathan et. Al.,2008) self concept may be represented as being a multi dimensional concept, where in the consumed plays different roles in different situation (Blackwell et.at.,2001)

This article is based on a report entitled “Families Matter: A Research Synthesis of Family Influences on Adolescent Pregnancy,” initially prepared by Brent C. Miller in April, 1998 for the National Campaign to Prevent Teen Pregnancy. A version of this paper was also presented at the National Council on Family Relations annual meeting in Milwaukee, Wisconsin in November, 1998.

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The self–concept of a person plays very significant role in his personality development. Self- concept is what we think about ourselves and how we evaluate our abilities and potential. The purpose of this study was to examine the self–concept rural and urban higher secondary school students of Kashmir division. The sample for the study consisted of 100 higher secondary school students (50 Rural, 50 Urban). The data was collected by using Sagar and Sharma Self concept Inventory Scale. The collected data was statistically analyzed and interpreted and it was found that urban higher secondary school students have high overall self–concept and high concept of ideal self than rural higher secondary school students. However both the groups of students have similar concept of real-self.

Objectives of the study

1. To measure the self concept between urban and rural student.
2. To measure the family relationship between urban and rural student.
3. To measure the co-relation between self concept and family relationship.

Hypothesis of the study

1. There is no significant difference in self concept among urban and rural student.
2. There is no significant difference in family relationship among urban and rural student.
3. There is no significant co-relation between self concept and family relationship students.

Methods

- **Participants**

According to the purpose of present study 60 urban and rural students has been selected. There were 30 urban and rural students were taken as a sample from different collage in Rajkot city (GUJRAT)

- **Instruments**

For this purpose the following test tools were considered with their reliability, validity and objectivity mentioned in their respective manuals. In present study two questionnaires used in research.

Self concept scale (Ahluwalia, 1969)

The present scale has been prepared after the well known piers-harris, children`s self-concept scale;(1969).The test contains 80 items in all with `yes` or `no` response. It includes fourteen lie items to detect whether the children and adolescents have it accurately or not. It is a verbal paper-pencil tag. The six sub scales which are included in the self concept scale are considered to be important in the psychological world at childhood and adolescence. The names at these sub scales have been given in table.

The six sub-scales to the CSCS

Sr. No.	Name of the sub-scale
1	Behavior
2	Intellectual and school status
3	Physical Appearance and attributes
4	Anxiety
5	Popularity
6	Happiness and Satisfaction

The scale items are scored in a positive or negative direction to reflect the evaluation dimension. A high score on the scale is presumed to indicate a favorable self-concept , which is inter changeable with the term “self-esteem” or “self-regard.”

Here one aspect anxiety used in research

- Reliability : The hindi version of this self-concept scale was administered to a random sample of 1060 students of uttar Pradesh (Sharma,1984). The mean age of the sample was 14.5 years. The test-retest and split-half reliability method was used.
- Validity : The content validity of the self-concept scale was determined by “Translation and Back Translation Method.” The original version of piers translated into hindi by the author. This measure was taken as an indicator of content validity of this scale. Evidently the instruments has face and content validity of high order.

Family Relationship scale:

To check the family relationship of subject, here family relationship scale developed by Dr. (Smt.) Alka Devid and translated into Gujarati by Dr. Yogesh A.Jogsan. This scale has total 40 sentences which measured in good relation and poor relation. Each part has 20 sentences. This scale good relation and poor relation sentence in which sentence No.1, 3, 5, 12, 13, 14, 15, 16, 19, 20, 21, 23, 25, 29, 32, 35, 36, 37, 38 and 40 are good relation and other are poor relation. This is 3 point scale. Here in good relation sentences always some times and never options were given scores 2,1 and 0 and poor relation sentence always, sometimes and never options were given scores 0,1, and 2 respectively. Reliability of present study is checked by two method in which 0.72 by half-split and test-split and test-retest has 0.76 Validity 0.52 established by the Dr.G.Tiwari.

Research Design

The aim of present research was to study the self-concept and Family Relationship among Urban and Rural students. For these total 60 students were taken as sample from different college of Rajkot city (Gujarat) out of 60 student 30 were urban and 30 Rural students. Here to Measure self-concept , The self concept scale was used which was made by Dr. S. P. Ahluwalia. And to Family Relationship test was used which was made by Dr.(smt.)Alka David. To check difference between group t-test and to check co-relation Karl person b-method was used. Here result discussion of self- concept and Family Relationship as under:

Result and Discussion

The main objective of present study was a study of self-concept and family relationship among students. In it statistical `t` method was used and there co-relation was measured. result discussions of present study is as under:

The result obtained on the basic area of self concept reveals not significant difference of urban and rural students.

Table.1: Showing the mean, Sd, and t-value of self-concept among Urban and Rural students.

Sr. No.	Variable	N	M	S.D	`t`
1	Urban	30	54.33	4.66	NS (0.40)
2	Rural	30	53.9	3.68	

The urban students received higher mean score 54.33 as compared to the rural students 53.9. There has mean difference was 0.43 and the standard deviation score of urban students received 4.66 and the rural students received 3.68. so we can say that urban students have a good self-concept than rural students. The `t` value of self-concept was 0.40. There was not significant difference between urban and rural students. It means first hypothesis was accepted.

It was clearly revealed from Table-1 that there was not significant difference of self-concept on urban and rural students. It simple terms it can be conclude that self-concept of rural students was lesser than urban students.

Table.2: Showing the mean, Sd, and t-value of Family Relationship among Urban and Rural students.

Sr.No.	Variable	N	M	S.D	`t`
1	Urban	30	70.76	6.22	NS (0.26)
2	Rural	30	71.1	3.49	

The result obtained on the basic area of family relationship reveals not significant difference of urban and rural students.

The rural students received higher mean score 70.76 as compared to the urban students 71.1. There has mean difference was 0.34 and the standard deviation score of urban students received 6.22 and rural students received 3.49. So we can say that rural students have a good family relationship than urban students. The `t` value of family relationship was

0.26 not significant differences between urban and rural students. It means second hypothesis was accepted.

It was clearly revealed from Table – 2 that there was not significant difference of family relationship on urban and rural students. In simple terms it can be concluded that family relation of urban student was lesser than rural students.

Table.3: Showing the co-relation between Self-concept and Family Relationship among Urban and Rural students.

Sr. No	Variable	N	r
1	Self -concept	60	0.17
2	Family Relationship	60	

The result obtained that low positive co-relation between self-concept and Family relationship among urban and rural students.

The 0.17 low positive co-relation between self-concept and family relationship. Family relationship is very important factor that effect on self-concept. It mean the self-concept increases the family relationship and vice versa. So there hypothesis was accepted. Here important self-concept than important family relationship.

Conclusion

There was no significant difference in self concept among urban and rural students. Result indicated the urban girls students have better self-concept to compared rural girl students. There was not significant difference in family relationship among urban and rural students. Result indicated the rural students have better family relationship compared urban girl students. There were 0.17 co-relation are seen between self-concept and family relationship. It means as the self-concept increases the family relationship increases and vice versa.

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