



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 4.69
IJPESH 2016; 3(1): 90-93
© 2016 IJPESH
www.kheljournal.com
Received: 14-11-2015
Accepted: 16-12-2015

Dr. Vikrant Ramchandra Wankhade
Director, Department of
Physical Education & Sports
Bharatiya Mahavidyalaya,
Amravati.

Comparison of self-concept between rural and urban school going adolescent

Dr. Vikrant Ramchandra Wankhade

Abstract

The purpose of the study, 50 subjects (25 rural and 25 urban) were selected randomly from rural and urban area school going adolescent in Amravati District (MS). The age level of the subjects ranged from 13 to 14 years. The Self-concept variable was selected for the present study. Self-concept was assessed with the help of Swatva Bodh Parikshan (SBP) Self-Concept Questionnaire constructed and standardized by Dr. G. P. Sherry, Dr. R. P. Verma and Dr. P.K. Goswami. Swatva-Bodh Parikshan, is a forty-eight item test, yielding scores in eight different dimensions of the self-concept and on the total. Thus, the present test provides eight separate measures of self-concept. The data thus collected were put to statistical treatment computing independent t test to find out the differences, if any between the rural and urban. Further the level of significance was set at 0.05. The experiment carried out on twenty five rural and twenty five urban school going adolescent students to find out the comparison on self-concept. After applying standard questionnaire to obtained response and statistical treatment, the results come out were shows significant difference between rural and urban school going adolescent students.

Keywords: Self-concept between rural and urban school going adolescent

1. Introduction

Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction and many others. While closely related with self-concept clarity, it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self.

The self-concept is undergoing something of a renaissance in contemporary social psychology. It has, of course, been a central concept within symbolic interactionism since the seminal writings of Mead (1934), Cooley (1902), and James (1890). However, even within this sociological tradition there has been a revitalization of interest in the self-concept: with developments in role theory (Turner 1978; Gordon 1976), with the increasing focus on the concept of identity (McCall & Simmons 1978; Stryker 1980; Gordon 1968; Guiot 1977; Burke 1980), with the reemergence of interest in social structure and personality (House 1981; Turner 1976; Kohn 1969, 1981; Rosenberg 1979), and with the reconceptualization of small group experimental situations (Alexander and colleagues 1971, 1981; Webster & Sobieszek 1974). The reemergence of the self-concept is even more dramatic within psychological social psychology. Much of this revitalization of interest in self-phenomena (e.g. self-awareness, self-esteem, self-image, self-evaluation) is due to the "cognitive revolution" in psychology (December 1974; Manis 1977), generally at the expense of behaviorism. As a result, the self-concept has become conspicuous in areas and traditions that were previously considered alien terrain: within behaviorism via Bem's (1972) theory of self-attribution; within social learning theory via Bandura's (1977) focus on self-efficacy; and within cognitive dissonance theory via Aronson's (1968) and Bramel's (1968) reformulations. It is also increasingly evident in theories of attitude and value formation and change (Rokeach 1973, 1979), in attribution theory (Epstein 1973; Bowerman 1978), and in various other recent theories of cognitive processes (see Wegner & Vallacher 1980). Perhaps as important as these "intentional" theoretical developments in social psychology for the refocus on self-concept is what one reviewer calls "the inadvertent rediscovery of self" in experimental social psychology (Hales 1981a). This refers to the observation that experimental results frequently could be explained

Correspondence
Dr. Vikrant Ramchandra Wankhade
Director, Department of
Physical Education & Sports
Bharatiya Mahavidyalaya,
Amravati.

as well or better by the operation of self-processes within these settings [such as Alexander's "situated identity theory" (1981)] than by the theoretical variables under investigation. This "inadvertent" discovery of self may have contributed to the so-called "crisis" in social psychology (Boutilier *et al.* 1980; Hales 1981a). In this review I focus on developments and trends in self-concept theory and research within social psychology.' However, as Stryker (1977) and House (1977) point out, there are several social psychologies. The major distinction is between social psychology developed within the sociological tradition and that emerging from the psychological tradition. The self-concept is increasingly important within both disciplines; developments within both are reviewed. The two social psychologies differ in their focus. Sociology tends to focus on the antecedents of self-conceptions, and typically looks for these within patterns of social interaction. Psychology, on the other hand, tends to focus on the consequences of self-conceptions, especially as these relate to behavior. The latter focus is more likely than the former to lead to questions of motivation (e.g. the self-esteem motive, consistency motive, efficacy motive). In a sense, sociology and psychology have complementary biases regarding the self-concept. If the "fundamental attribution bias" of psychologists is an overly "internal" view of the causes of behavior (Ross 1977), the attribution bias of sociologists is a tendency to look for the causes of behavior outside the individual-i.e. in culture, social structure, or social situation. Several aspects of the self-concept literature are not reviewed: I do not delve into the extensive literature on specific social identities, such as sexual and gender identities, various occupational identities, and specific deviant identities (e.g. delinquent, criminal, mental patient). Here I treat the social- psychological literature on self-concept, largely ignoring the clinical, humanistic, and philosophical traditions. (Gecas, 1982) [8]. indicates that a mean and standard deviation values with regard to self-concept variable in rural were 30.64 and 3.52 whereas in urban the mean and standard deviation were recorded as 34.28 and 2.851 respectively. There was significant difference between rural and urban school going adolescent students found as the calculated t-value (4.016) was more than tabulation t-value (2.01) at 0.5 level. As the results indicate researcher hypothesis is accepted.

1.1 Self-concept

The self-concept as an organizer of behavior is of great importance. Self-concept refers to the experience of one's own being. It includes what people come to know about themselves through experience, reflection and feedback from others. It is an organized cognitive structure comprised of a set of attitudes, beliefs, values, variety of habits, abilities, out looks, ideas and feelings of a person. Consistency of behavior and continuity of identity are two of the chief properties of the self-

concept. Self-concept is positively related with their school achievement. Self-concept is a factor which helps to study the human behavior and personality. There are several different components of self-concept: physical, academic, social, and transpersonal. The physical aspect of self-concept relates to that which is concrete: what we look like, our sex, height, weight, etc.; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth. Our academic self-concept relates to how well we do in school or how well we learn. There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. The social self-concept describes how we relate ourselves to other people and the transpersonal self-concept describes how we relate to the supernatural or unknown.

2. Methodology

2.2 Selection of Subjects

For the purpose of the study, fifty subjects (twenty five rural and twenty five urban) were selected randomly from rural and urban area school going adolescent in Amravati District (MS). The age level of the subjects ranged from 13 to 14 years.

2.3 Criterion Measures

The Self-concept variable was selected for the present study. Self-concept was assessed with the help of Swatva Bodh Parikshan (SBP) Self-Concept Questionnaire constructed and standardized by Dr. G. P. Sherry, Dr. R. P. Verma and Dr. P.K. Goswami.

2.4 Description of the Test

Swatva-Bodh Parikshan, is a forty-eight item test, yielding scores in eight different dimensions of the self-concept and on the total. Thus, the present test provides eight separate measures of self-concept.

The statements of the test are simple and declarative about self, see-king responses in "Yes" or "No". Responses are obtained on an answer-sheet and the test booklet can be used again and again. There is no time for completing the test, but the respondent is advised to complete the test as quickly as possible. Generally it takes a respondent about 20 minute to complete the test. A high score on this test indicates a bright self-concept while a low score shows a poor self-concept.

3. Analysis of the Data

3.1 Result and Discussion

The data thus collected were put to statistical treatment computing independent t test to find out the differences, if any between the rural and urban. Further the level of significance was set at 0.05.

The findings of the study have been presented in table- I

Table 1: Showing comparison of self-concept between rural and urban school going Adolescent

Variable	Group	Mean	SD	SE	MD	Ot	df	Tt
Health and Physique	Te	3.68	1.52	0.38	1.20	3.176*	48	2.01
	Urban	2.48	1.12					
Temperamental Qualities	Rural	2.92	0.86	0.21	1.36	6.425*	48	2.01
	Urban	4.28	0.61					
Academic Status	Rural	4.76	1.48	0.39	1.12	2.905*	48	2.01
	Urban	5.88	1.24					
Intellectual abilities	Rural	4.68	1.22	0.32	0.64	2.009	48	2.01
	Urban	5.32	1.03					
Habits and Behaviour	Rural	3.48	0.87	0.26	0.28	1.074	48	2.01
	Urban	3.76	0.97					
Emotional Tendencies	Rural	2.64	1.08	0.26	0.96	3.639*	48	2.01

	Urban	3.60	0.76					
Mental Health	Rural	4.44	1.26	0.37	0.20	0.548	48	2.01
	Urban	4.64	1.32					
Socio-Economic Status	Rural	4.04	0.68	0.19	0.28	1.449	48	2.01
	Urban	4.32	0.69					
Total	Rural	30.64	3.52	0.91	3.64	4.016*	48	2.01
	Urban	34.28	2.85					

*Significant at 0.05 level of confidence, $t_{.05} (48) = 2.01$.

Table-1 reveals that there is significant difference in health and physique of school going adolescent between pre and post test. The obtained t-value of 3.176 is more than the table value of 2.01.

Table-1 shows that there is significant difference in temperamental qualities of school going adolescent between pre and post test. The obtained t-value of 6.425 is more than the table value of 2.01.

Table-1 reveals that there is significant difference in academic status of school going adolescent between pre and post test. The obtained t-value of 2.905 is more than the table value of 2.01.

Table-1 shows that there is insignificant difference in intellectual

abilities of school going adolescent between pre and post test. The obtained t-value of 2.009 is less than the table value of 2.01.

Table-1 reveals that there is insignificant difference in habits and behaviour of school going adolescent between pre and post test. The obtained t-value of 1.074 is less than the table value of 2.01.

Table-1 shows that there is significant difference in emotional tendencies of school going adolescent between pre and post test. The obtained t-value of 3.639 is more than the table value of 2.01.

Table-1 reveals that there is insignificant difference in mental health of school going adolescent between pre and post test. The obtained t-value of 0.548 is less than the table value of 2.01.

Table-1 shows that there is insignificant difference in socio-economic status of school going adolescent between pre and post test. The obtained t-value of 1.449 is less than the table value of 2.01.

The table -1 indicates that a mean and standard deviation values with regard to self-concept variable in rural were 30.64 and 3.52 whereas in urban the mean and standard deviation were recorded as 34.28 and 2.851 respectively. There was significant difference between rural and urban school going adolescent students found as the calculated t-value (4.016) was more than tabulation t-value (2.01) at 0.5 level. As the results indicate researcher hypothesis is accepted. Graphical representation of above table is made in fig.1.

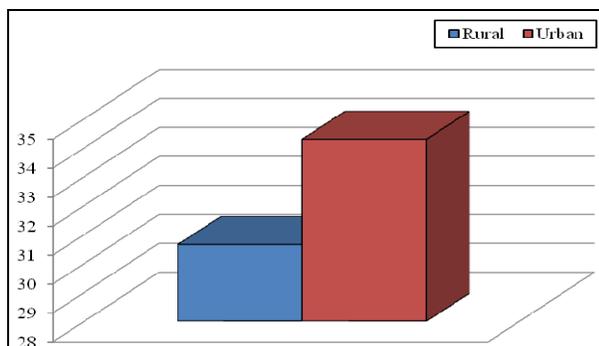


Fig 1: Mean difference of self-concept between rural and urban school going Adolescent

4. Conclusion

The experiment carried out on twenty five rural and twenty five urban school going adolescent students to find out the comparison on self-concept. After applying standard questionnaire to obtained response and statistical treatment, the results come out were shows significant difference between rural and urban school going adolescent students.

5. References

- Uppal AK, Rajinder Singh. Changes in Self-Concept As A Result of Eight Mouth Regular Participation in Physical Education and Conditioning Programmes, SNIPES Journal. 1987; 8:2.
- Alderman RB. Psychological Behaviour in Sports, Philadelphia: W.B. Saunders, 1974.
- Best JW. Research in Education (New Delhi: Kalyani Publication, 2006.
- Bhalla SK. A comparative study of the self-concepts of disciplined and undisciplined students, Ph.D. Psy., Pan. U, 1970.
- Campbell Paul B. School and Self-Concept. Association for Supervision and Curriculum development, 1967.
- Cliffor Edward, Clifford Marrijum. Self –Concept Before and After Survival Training, British Journal of Social and Clinical Psychology. 1967, 241-48.
- Floyd Conic Sturkie. Relationship between Physical Performance and Self-Concept Dissertation Abstracts International 1973; 12:6712.
- Gecas V. The Self-Concept. Annual Review of Sociology 1982; 8:1-33. <http://www.jstor.org/page/info/about/policies/terms.jsp>.
- Goswami PK. A study of self-concept of adolescents and its relationship to scholastic achievement and adjustment, Ph.D. Edu., Agra U, 1978.
- Huitt W. Self-Concept and Self –Esteem, 1998. <http://learningdomain.com>
- Joseph Benjamin Johnson. A Comparison of Physical Fitness and Self-Concept between Junior High School Negro and White Male Students, Dissertation Abstracts International, 1971, 5180-A
- Kensal Devinder K. Applied Measurement Education and Sports Selection, New Delhi, Sports Publication, 2008.
- Kumari Swati. Comparison of Self-Concepts of Yoga and Track and Field Players, (Unpublished Master's Thesis, Lakshmi Bai National Institute of Education, Gwalior, 2001.
- Mac McCrery. The Effect of an Exercise on Self-Concept and Physical Fitness of Oklahoma State University Peace Offices, Completed Research in Health, Physical Education and Recreation, 1981, 23.
- Marilyn F. Vincent. Comparison of Self-Concept of College Women Athletics and Physical Education Majors. Research Quarterly 1976; 47:218.
- Mary Young L. Comparison of self-Concept of Women High School and College Tournament Basketball Players, Research Quarterly, 1981, 52.
- Deo P. Manual for Self-concept List, National

Psychological Corporation, Kacheri Ghat, Agra.

18. Purkey W. An overview of self-concept theory for counselors. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. An ERIC/CAPS Digest: ED 304630, 1988.
19. Sah R, Pawar V, Gurjar KS. A Comparative Study of Self-Concept between Female Physical Education and Non-Physical Education Students. *Ijmess*, 2013.
20. Saraswat RK. Self-Concept: Dimensions and Determinants, ISBN: 8171690173, Commonwealth Publishers, 1989.
21. Singh Ajmer. Essentials of Physical Education, Kalyani Publication, New Delhi, 2006.