

# Social Self Concept in Relation to Family Environment and Academic Performance: A Comparative Study of Rural and Urban Adolescents

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**Abstract:** Self-concept is important in every person. The development of self-concept is through the learning process since childhood. A child surrounding, experiences and the style of parental upbringing also contribute a significant influence towards the development of self-concept. The present study of Social self concept in relation to family environment and academic performance. Initially the sample of 1000 subject was taken, out of it, according to their gender, area of residence, family climate and academic performance the subjects were finalized. Thus the final sample consisted of total 400 subject classified as under. In the Present study the tools used are Family Climate Scale, Self concept Questionnaire. In the present investigation considering the level of independent variables 2x2x2 factorial design was used. A significant difference between urban and rural adolescents of social self concept, academic performance and family environment.

**Keywords:** self-concept, social self, family climate, academic performance, urban & rural, adolescents.

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## 1. INTRODUCTION

Self-concept is the more important of our life. Self concept is influence on persons thinking, behaviour, Personality, skills and abilities, and hobbies and Physical characteristics.

The self concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself. By Saul McLeod, published 2008.

Self concept is defined as the sum total of person's perceptions about his /her physical, social, temperamental and academic competence. It covers beliefs, convictions and values the person holds. It also includes attitudes of himself or herself as a person, his/her worth, his or her right to have his/ her own feelings and thoughts and making his /her own decisions (Sood 2006).

Self concept is a person's perception of himself. This perception is formed through his experiences with his environment and influenced by environmental reinforcements and significant others (Chung 1996). Self concept of individual is influenced positively and negatively by following factors.

1. Age
2. Appearance
3. Gender
4. Educational Disciplines
5. Socio-Economic status

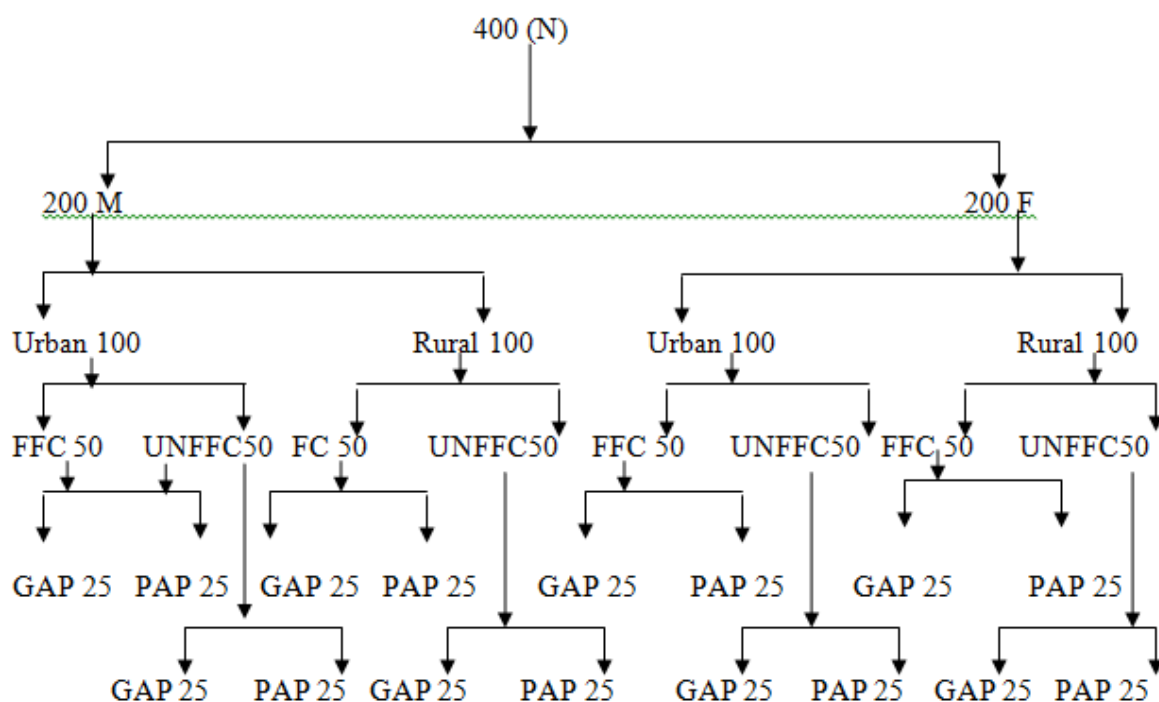
6. Type of family / Family size
7. Home Environment
8. Parental relationship
9. Culture

The development of self-concept is through the learning process since childhood. A child surrounding, experiences and the style of parental upbringing also contribute a significant influence towards the development of self-concept. A child evaluate who they are through the response of their parents in every action that taken. If a child live in a confused and negative parental upbringing, as a result this child tend to develop negative self-concept. Negative parental upbringing can be shown through beating without mercy, neglecting, paying less attention, unfairness, humiliating and unsatisfactory towards their child's attitude. When this occurs, they will assume these as a punishment caused by their fault. On the contrary, a positive parental upbringing will develop a positive self-concept. Self-concept is something very dynamic that can change from time to time. Some aspects of self-concept remain for a long period but others can turn the opposite way in few seconds. There are factors that influence the process of the development of self concept. The style of parental upbringing that has been mentioned before is a significant factor. Positive parental upbringing and attitude read by their children can develop a positive thinking and self-appreciation to themselves. Negative parental attitude create the assumption that a child is not appreciated and loved by their parent because of his self-weakness.

## 2. METHODOLOGY

### Universe and Sample:

Initially the sample of 1000 subject was taken, out of it, according to their gender, area of residence, family climate and academic performance the subjects were finalized. Thus the final sample consisted of total 400 subject classified as under.



FFC	=	Favourable Family Climate.
UNFFC	=	Unfavourable Family Climate.
GAP	=	Good Academic Performance.
PAP	=	Poor Academic Performance.

All the selected subjects were taken from Nagpur city and nearby rural area of Nagpur. Where 200 male and 200 female subjects from the group of 15 to 20 were selected. Their socioeconomic status was matched on income and education. The classification was made using family climate scale to classify favourable and unfavourable family climate. It was made considering the positive and negative statement to categorize favourable and unfavourable. From their residential area subjects were categorized into Urban and rural. Their academic scores were considered to classify them into good and poor academic performances. Quartile deviation was used to categorized into Good and Poor academic performances, where Q1 and Q3 was calculated to put the subject into good and poor categories.

#### **Tools:**

In the Present study the following tools were used.

#### **Family Climate Scale:**

The scale is constructed and developed by Dr. Beena Shah, consisted of total 90 statement with three alternative responses; namely always, sometimes and never respectively. In the scale, both positive and negative statements are given. The investigator adopted test-retest method to find reliability coefficient. The value of reliability coefficients range from 0.69 to 0.83 for ten different dimensions of scale.

#### **Self-concept Questionnaire:**

Self concept Questionnaire constructed by Dr. Rajkumar Saraswat. Test consists of 48 items, having five options for each statement. Test measure, six types of self concept i.e. physical, social, temperamental, educational, moral and intellectual. The reliability coefficient reported by the other varies from 0.67 to 0.88 for different self concept dimensions.

#### **Aim:**

Present study intended to search the impact of gender, area of residence, family climate and academic achievement and self concept and also to search and rural, favourable family climate and negative family climate and individual with good and poor academic performance with regards to their Social self concept.

#### **Objectives of the study:**

1. To differentiate between male and female subjects on Social self.
2. To find out the difference between urban subjects on Social self.
3. To search the difference between the individual living with favourable and unfavourable family climate, on Social self.
4. To differentiate between the subject having good and poor academic record on Social self.
5. To investigate the impact of gender, area of residence, family climate and academic performance on Social Self.
6. To study the interaction effect among four independent variables namely gender, area of residence, family climate and academic performance on Social self.

#### **Hypothesis:**

In the view of aim & objectives of the study, the following hypothesis was framed.

1. On Social self, male and female subjects will differ significantly from each other. Male individual score significantly better on Social self than Female.
2. There will be a significant difference between Urban and rural subjects on Social self. Subjects belongs to urban area will exhibit better Social self as compared to rural subject.
3. Subjects living with favourable family climate will show better Social self than subject living with unfavourable family climate.
4. There will be significant difference between the individual with good and poor academic achievement. Individual with good academic record will show better on Social self as compared to subject with poor academic performance.

**Variables under Study:**

Social Self Concept is Independent variable; home environment and academic achievement were treated as dependent variables. Age of subject, socio-economic status was as controlled variable.

**Research Design:**

In the present investigation considering the level of independent variables 2x2x2x2 factorial design was used, where the category of residence (urban/rural) taken as a first independent variable. This varied at two levels that are rural and urban. Second independent variable is gender of the subject (male / female) varied at two levels. Thus the design of the study is 2x2x2x2 factorial designs. Present research is ex-post facto type. Since the effect of independent variable is already taken place.

**3. STATISTICAL INTERPRETATION OF RESULT**

The F value obtained for each main and interaction effects are presented in the table give below.

**SUMMARY OF FOUR WAY ANOVA ON SOCIAL SELF**

Showing summary of Four way ANNOVA Social Self					
Source of Variation	SS	df	MSS	F	LS
A (Main) Gender	77.44	1	77.44	3.810438	*
B(Area)	973.44	1	973.44	47.89815	**
C (Family Climate)	3782.25	1	3782.25	186.1057	**
D (Academic Performance)	605.16	1	605.16	29.77692	**
A*B	320.41	1	320.41	15.76578	**
A*C	38.44	1	75.69	3.724329	*
A*D	2.89	1	2.89	0.142203	NS
B*C	27.04	1	27.04	1.330504	NS
B*D	2.89	1	0.0025	0.000123	NS
C*D	12.96	1	12.96	0.637697	NS
A*B*C	12.25	1	12.25	0.602762	NS
A*B*D	19.36	1	19.36	0.952609	NS
A*C*D	141.61	1	141.61	6.967924	**
B*C*D	193.21	1	193.21	9.506904	**
A*B*C*D	153.76	1	153.76	7.565766	**
Within SS	7804.08	384	20.32312		
Total	14167.19	399			

Significance of 0.05 level=\*, Significance of 0.01 level = \*\*

**4. CONCLUSION**

A non-significant difference observed between male and female subjects on Social Self.

1. A significant variation observed between Urban and Rural Subjects. Urban subject comparatively better developed social elf that Rural subjects.
2. On Family climate a remarkable variation observed. Subject leaving with favourable Family climate revealed exhibited better Social Self that the subjects leaving with unfavourable Family Climate.
3. On academic performance, subject having good academic record comparatively better Social Self than that of subject with poor academic record.
4. Gender and area of residence proved to be responsible factor in the development of Social Self.

5. Three factor interaction (A\*C\*D) found significant in the development of Social Self.
6. Factor of area of residence, family climate and academic performance of subjects altogether interacted significantly, while developing Social Self.
7. Four factors interaction (A\*B\*C\*D) found significant in the determination of Social Self.

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