

# A study on the self-concept of the adolescent girls from rural and urban areas

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■ **ABSTRACT** : Present study aims at studying the self- concept of adolescent girl from rural and urban areas. A sum of 200 adolescents girls from six different colleges from Muzaffarnagar district ranging in age from 13-19 years were served as sample out of which 100 adolescent girls from urban area and 100 adolescent girls from rural areas were included to the sample. Self-concept to the respondents was assured through self-concept rating scale developed by Saraswat. There was found to be significant difference between the respondents from rural and urban areas at self-concept. The adolescent girls from rural areas had high self-concept.

■ **KEY WORDS**: Adolescent, Self-concept, Rural, Urban areas

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Adolescent is a time of dramatic intellectual, social, emotional and physical changes. Intellectual changes in particular, effect the way adolescents perceive the world and how they judge situations and behavior although moral development begins early in life and continuous throughout adulthood adolescence is usually the crucial period of transition, a tim of learning and growth.

“Adolescence” is the period of development from pubescence to adulthood. Culturally this is the period of transition from dependency of childhood to the relative autonomy of adulthood. Psychologically, this is a period adjustment to the physical social changes, which distinguish childhood behavior from adult behaviour.

Self-concept is a multi-dimensional construct that refers or an individual's perception of 'self' in relation to any number of characteristics, such as academics, gender roles and sexuality racial indentify, and many others, while closely related with self-concept clarity which refers to the extent to which self- knowledge is clearly and confidently defined, internally consistent and temporarily stable. It presupposes but is distinguishable from self awareness, which is simply an individual's awareness of their self. It is also more general

than self-esteem, which is the purely evaluative element of the self-concept.

Self-concept generally refers to the composite of ideas, feelings and attitudes people have about themselves. We could consider self-concept to be our attempt to ourselves, to build a schema that organizes our impressions, feelings and attitudes about ourselves (Tim and Frank, 2001). The schema is not permanent or unfiled or unchanging.

The home environment is important in maintaining the self-concept. Any break is the family may have serious effect on the child's concept of the self.

In a family with each new experience, a person's self-concept becomes stronger. A healthy self-concept allows for new experiences and the acceptance or rejection of new experiences.

The appraisal of the present is a highly important factor in the development of self-concept. If the adolescence finds a healthy atmosphere in the home, he has all chances for development of the self-concept in the right direction.

Parents who have high self-esteem have better relationships with their adolescents then do parents who think more poorly of themselves children opinions of themselves

**Table 1 : Self-concept scores of adolescent girls from rural and urban area**

Category	Sub-category	High	Average	Low	Total	X <sup>2</sup> value
Rural	Real	39	60	01	100	114.37**
	Ideal	66	34	0		
	Social	15	84	01		
Urban	Real	18	82	0	100	
	Ideal	60	40	0		
	Social	17	82	01		

Degree of freedom (df) = 2, \*\* indicate significance of value at P=0.01

have tremendous impact on their personality on development.

To understand the adolescent it is important to know what he does and think, but it is even more important to know what he feels how a child develops a concept about themselves and of their relationship to others and how they construct a self-concept about their own characteristics. The family is the first moulder of the child. Parents play a significant role in the development of the positive or an adequate self-concept.

#### Sample:

The total sample for the present study consisted of 400 adolescent form six colleges between the age group of 13-19 years. Among 200 adolescents were from rural areas out of which 100 adolescent girls and 100 adolescent boys were included to sample. The rest 200 families from urban areas having 100 adolescent girls and 100 adolescent boys were served as part of sample.

#### Tools used:

Two type of scales *i.e.* self-concept rating scale developed by Saraswat and family environment scale developed by Bhatia and Chaddha were used to measure the self-concept and family environment of the respondents, respectively.

The checklist contains 58 personality traits based on dimensions, such as physical, power, ability, social and psychological characteristics. The responses are to be given on there points rating scales *i.e.* high, average and low for each traits and under each self-concept for *i.e.* real, ideal and social.

The family environment scale consists of three dimensions which are taken from moos scale. All the eight subscales in those dimensions were measured as-cohesion, expressiveness, conflict acceptance caring, independence active recreational orientation, organization, control.

#### Procedure:

The data was collected personally by the investigator with the help of self-concept rating scale and the family environment scale. The test was administered on 400 students. The investigator visited the respondents in six colleges of Muzaffarnagar district of Uttar Pradesh. The principal and the class teacher were contacted and propose of the study was

explained.

The study was conducted in two phase 1 in the first phase. Self-concept rating scale was administered on the sample. The second phase the study consisted of administering the family environment nm the selected sample. The test was administrated individually.

Table 1 shows the association between the self-concept of adolescent girls to their living areas.

The calculated value of Chi-square was found to be 114.37 which is significant at 0.01 level with 2 degree freedom.

The result shows that the adolescent girls from rural area had high ideal self-concept than the adolescents from urban areas. It may be because in rural areas children are brought up in the joint families mostly. That atmosphere help them in developing high self-concept through close interactions with family members.

Tiwari (1980) found that girls had greater self-esteem than boys which may be due to early motivation in girls.

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