

Self-Concept among Urban and Rural Middle School Children

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ABSTRACT: *Self-concept, is an overall idea of an individual about who they are. It is a judgement made by individual him/herself about his/her own self, who they are and what makes them. This comparative study aims at assessing the influence of school's location on self-concept among middle school students, i.e to see if the location of school (rural or urban) will influence the development of self-concept among middle school students. 120 subjects were selected for the research purpose through purposive sampling method from rural and urban middle schools around Bangalore (Karnataka). 60 from rural areas and 60 from urban areas. Scale used is children's self-concept scale (CSCS) given by Dr. S.P. Ahluwalia. The test contains eighty items with 'Yes' or 'No' responses. it includes 16 lie items. It is a verbal paper-pencil test. This scale measures six subscales, they are; behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity and happiness and satisfaction. It has revers scoring. Independent sample t-test is used for analysis. Result of this study was that, there is a significant difference found in self-concept domains and the school's location. Study reveals that the rural children has more self-concept compared to urban children. And the result also shows that there is no significance difference found among gender and self-concept.*

KEYWORDS: *Self-concept, rural middle schools, urban middle schools, school location.*

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I. INTRODUCTION

Self-concept, is an overall idea of an individual about who they are. It is a judgement made by individual himself about his own self who they are and what makes them. Self-concept is multi-dimensional in nature, it is a perception of individual's "self" with number of characteristics of that individual such as behavior, physical appearance, emotions, anxiety, intelligence, popularity, athletic and other characteristics. Rural and Urban areas; urban area refers to the geographical region in which the rate of urbanization and industrialization is high. Rural area refers to the geographical region in which the rate of urbanization and industrialization is comparatively slow and they are the region located out of urban areas. Middle School; middle school is an education stage in between primary and high school it includes classes from 5th to 7th grade. Children between 12 years to 18 years is considered to be the stage in which they start developing the sense of self. This is the age in which children undergo the process of self-discovery. Self-concept is to have an overall idea about oneself. 12 years on words children starts developing the sense of self. This comparative study aims at assessing the influence of area on self-concept among middle school students, i.e. to see if the area of living (rural or urban) will influence the development of self-concept among middle school students.

II. METHODOLOGY

This study was conducted to compare the self-concept of middle school students studying in schools which are located in rural and urban areas. Data was collected from schools located in urban and rural areas of Bangalore city. Selected sample size was 120 (60 urban schools and 60 from schools in the rural areas), among which there was equal representation of both boys and girls. Data for urban schools was collected from private state board English-medium schools and that for rural schools was taken from schools which had less than 1000 children. Purposive sampling method was used to collect data. Children's self-concept scale given by Dr. S.P. Ahluwalia was used for the same. The scale has 80 statements with 'Yes' or 'No' responses related to self-concept in six domains. This scale has 16 lie scale. Non-experimental causal comparative research design was used. Permission was taken from the authority before collecting data and signature was taken from teachers on inform consent. Collected data was analysed using Independent sample t-test using SPSS.

III. DISCUSSION

As the study was done between the two areas, i.e. rural areas and urban areas of Bangalore city of Karnataka state. Data for rural population was collected from schools from Hoskote and Anekal areas and data from urban population was collected from schools and tuitions located around Kathriguppe and Bhuvaneshwara nagar.

Obtained “t” score of self-concept was found to be 4.921 which is significant at 0.01 level of significance. This shows that there is significant difference among rural and urban middle school students. Findings reveal that the mean obtained of rural school students is 56.22 and mean obtained from urban school students is 48.83. This reveals that the children from rural school have higher self-concept than children from urban school.

Conceptual framework of the present study says that children from urban school will have higher self-concept compared to rural school children, as the facilities provided to urban school children is more. But the result obtained shows that rural school children have higher self-concept as compared to urban school children. As it is known rural school are homogeneous in nature and may not have competitiveness in the environment provided to the students and they make best use of the opportunity and facilities provided to them and may be high on achievement motivation, which may be the reason for rural school children to have higher self-concept.

Though the facilities provided to urban school children is more, level of competition is also high, which may be the reason for low self-concept. As a part of modern education urban school children are provided with huge amount of knowledge which may become a burden for children to handle and to reach the expectation of parents and teachers which leads to lower in their self-concept. Environmental conditions during the conduction may have also affected the result as the data collected from urban areas included tuitions.

There is a significant difference between the area of living i.e., rural and urban school children and the six domains of self-concept. It is found that the rural school children have higher self-concept in the all the six domains than urban children.

Obtained “t” score in behaviour domain was found to be 3.239 which is significant at level 1. This means there is significance difference in self-concept of rural and urban school children in the domain behaviour. Obtained mean of rural school children was found to be 10.83 and mean of urban school children was found to be 9.20 which shows that rural school children have high self-concept than urban school children. This may be because the children studying in urban areas have lot of expectations to meet when it comes to the way they have to behave in various situations, and this may become a main reason to see themselves as low in behaviour than the children of rural areas.

Obtained “t” score in second domain i.e. intellectual and school status is found to be 4.610 which is significant at level 1. Which means there is significance difference in self-concept of rural and urban children in the domain intellectual and school status. Obtained mean of rural school children was found to be 13.70 and mean of urban school children was found to be 11.03 which shows that rural school children has high self-concept than urban school children. As the level of competition is high in the urban areas, children perceive themselves as low on intellectual capacity. This does not happen in rural areas as the competition level is low.

Obtained “t” score in third domain i.e. physical appearance and attributes is found to be 3.371 which is significant at level 1. Which means there is significance difference in self-concept of rural and urban children in the domain physical appearance and attributes. Obtained mean of rural school children was found to be 9.50 and mean of urban school children was found to be 8.23 which shows that rural school children have high self-concept than urban school children. Children in urban areas get better exposure to fashion, trends and physical fitness than the rural children. This causes comparison among urban children and this reduces the self-concept in this domain.

Obtained “t” score in Anxiety domain is found to be 2.572 which is significant at level 1. Which means there is significance difference in self-concept of rural and urban children in the domain anxiety. Obtained mean of rural school children was found to be 8.45 and mean of urban school children was found to be 7.38 which shows that rural school children has high self-concept than urban school children. As the level of competition is low in the rural areas, anxiety created around that is also low because of which they have higher self-concept.

Obtained “t” score in popularity domain is found to be 1.054 which is significant at level 1. Which means there is significance difference in self-concept of rural and urban children in the domain popularity. Obtained mean of rural school children was found to be 7.35 and mean of urban school children was found to be 6.93 which shows that rural school children have high self-concept than urban school children. As it is known nature of rural areas is homogeneity and the selected schools were small, children in the rural areas are known to each other well.

Obtained “t” score in happiness and satisfaction domain is found to be 1.256 which is significant at level 1. Which means there is significance difference in self-concept of rural and urban children in the domain happiness and satisfaction. According to the mean obtained rural children has high self-concept when compared to urban children. The mean obtained is 6.74 and 6.08 of rural and urban students respectively. This may be

because the students from urban areas may face more competitiveness than rural children. There is not much difference found in mean, children from both rural and urban areas have good self-concept in the domain of Happiness and satisfaction i.e. both of them are happy and satisfied about themselves.

There is no significance difference found among gender and self-concept of domains, both among rural and urban children. This shows that equal preferences are provided to both girls and boys in both the areas, they are given equal opportunity to participate in the events, provided with equal exposure in all the field.

IV. FINDINGS

1. There is a significant difference in self-concept among rural and urban middle school children.
2. There is a significant difference in the six domains (behaviour, intelligence and school, physical appearance, anxiety, popularity and happiness) among rural and urban middle school children.
3. There is no significant difference in the six domains (behaviour, intelligence and school, physical appearance, anxiety, popularity and happiness) of self-concept and gender.
4. Self-concept of rural middle school children is higher when compared to urban middle school children.

V. CONCLUSION

On the basis of analysis and interpretation of the present study, it was concluded that Hypothesis 1 “There will be significance difference in self-concept among urban and rural middle school Children” and 2 “There will be significant differences in the domains of self-concept among urban and rural middle school children” were found to be true. Whereas Hypothesis 3 “There will be significant differences in the domains of self-concept among male and female urban and rural middle school children” was found to be false.

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