

SELF-CONCEPT AND FAMILY ENVIRONMENT AMONG ADOLESCENT STUDENTS IN RELATION TO GENDER AND LOCALE

Dr Ruchi Bhargava

Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar

Ruchibha1983@gmail.com

Abstract

The present study investigates the study of self-concept and family environment of adolescent students. The sample consisted 200 students of class 9th were selected from four different schools of Amritsar (Punjab). In order to test, the hypothesis formulated for the present study. The scores obtained from different tests were subjected to statistical analysis and interpretation. Raw scores were tabulated and analyzed mean scores, standard deviation, standard error and correlation were used to arrive at the conclusions – (i) There exists significant gender difference in the self-concept of adolescent students. (ii) There is no significant difference between male and female secondary school students in family environment. (iii) There is significant difference in self-concept of urban and rural secondary school students. (iv) There is significant difference between urban and rural secondary school students in family environment. (V) There is significant relationship between self-concept and family environment.

Key Words: Self Concept, Family Environment, Self-Efficacy, Relationship of Variables

Introduction

Education is the process of development and provides equal opportunities to all. It enables the person to expand knowledge and helps to find new ways of life. Education is not concerned with present but it is looking further. The family plays a vital role in many areas of adolescent's development. Parents can be both facilitators and inhibitors of their children's psychological development. An important development task of adolescence is the Self-concept and exploration of future aspirations and career goals (Erikson, 1968; Ryan and Deci, 2001; Super, 1957) Because of the reliance upon family during adolescence, parents have an impact on the development of Self-concept.

The family is generally considered an important context for the development of child's self-concept. It is the place where our initial sense of self is formed through intimate, intensive and extensive interactions with parents and other family members. This idea was first popularized by Cooley's (1902) discussion of the "looking glass self" is currently expressed in terms of "reflected appraisals" (Rosenberg 1979). In the family we would expect the reflected appraisals of parents to be particularly significant for children's self-conceptions. Research on family relation generally confirms this expectation (Helper, 1958; Jourard and Remy, 1955; Manis, 1958).

SELF CONCEPT

Self-concept is especially is an important at adolescent's stage. As children develop a sense of self and interest with and gain experience in the world, this self-concept is affected. Self-concept is the value that an individual place on his or her own characteristics, qualities,

abilities and action. Self-concept is totality of a complex organized and dynamic system of learned beliefs attitudes and opinions that each person holds to be true about his or her personal existence. It is the composed of such elements as the perception of one's characteristics and abilities the percept and concept of the self in relation to others and to the environment, the value qualities which are perceived as having positive or negative valence. Self-concept has two aspects, the "I" and the "ME" self. The "I" includes self-awareness, self-continuity, self-coherence and self-agency. The "ME" self is a sense of self as an object of knowledge and evaluation. The 'ME' self consists of all qualities that make the self-unique. These are material characteristics, psychological characteristics and social characteristics. The awareness of self comes through the gradual process of adaptation to the environment (Piaget, 1969). It begins when an individual becomes aware of being a separate entity. Individuals with high self-concept tend to have confidence in their own abilities to make decision, expectations for successful outcomes and relationships that are characterized by respect and dignity (Tuttle, & Tuttle, 2004). Physical changes, skill developments, skill evaluations and multiple role expectations are the main sources for the development of self-concept.

Self-concept is a lifelong process that grows and develops continuously in social setting. An individual is not born with a self-concept nor does he inherit it but he forms as a result of his experiences and capacities. Self-concept is an acquired image of the individual. It is the experience of one's own being. It includes what people come to know about themselves through experiences, reflection and feedback from others. The self-concept consists of a set of self-oriented concepts i.e. a variety of mental representations about one self. The totality of attributes, judgment and values of an individual relating to his behavior, objects and qualities.

Self-concept is one of the most dominating factors in human life as everyone is continuously striving for self-actualization, self-realization and self enhancement and is constantly wishing to avoid self-condemnations and self-lowering experiences. Self-concept is the key stone of personality. One cannot imagine a person without 'self'. Self is an essence of personality. Self-concept as those perceptions, beliefs, feelings, attitudes and values which the individual's views on describing himself (Sidhu, 1987). Personality is not a specific quality of a person but a quality of his behavior. How he behaves depends upon how he feels about himself, about other people and about his relationship with them. These feelings make up his self-concept what he thinks about himself as a person. A person's self-concept is the fundamental core of his entire personality and determines the quality of behavior.

Cattell (1956) explained that self-concept is the keystone of personality. Hall and Lindzey (1957) pointed out two different meanings of self-concept. The first denotes the person's attitude, feelings, perception and evaluation of himself, secondly the psychological processes which govern behavior and adjustment of the person. Allport (1961) investigated self-concept is something which we are immediately aware of we think of it as warm control private region of our life. It plays a crucial part in our consciousness in our life. It plays a crucial part in our consciousness in making our personality.

Harter (1990) defined self-concept typically refers to the perceptions individuals hold regarding themselves. Franken (1994) advocated self-concept is the basis for all the motivated behavior. It is the self-concept that gives rise to possible selves that create the motivation for behavior. Fierro (2003) defined self-concept is trying together the variety of specific habits,

abilities, outlooks, ideas and feelings that a person displaces. It is an organized cognitive structure comprised of a set of beliefs and values.

Nevid (2003) described self-concept is one's happiness, or concept of oneself. It includes listing of your personal traits that you deem important and your evaluation of these traits. It has to do much with whether you like yourself and how much. Huitt (2004) supported the idea of Franken that one's relationship provides the boundaries and circumstances within which we develop our vision about possibilities and this he calls as self-concept.

Characteristics of Self Concept

1. Self-concept is organized in an individual.
2. Self-concept has several dimensions.
3. Self-concept is hierarchical.
4. Self-concept becomes increasingly differentiated with the increase in age.
5. Self-concept is stable.
6. Self-concept is negative as well as positive.

Basic Assumptions Regarding Self Concept

Many of the successes and failures that people experience in many areas of life are closely related to the ways that they have learned to view themselves and their relationship with others. It is also becoming clear that self-concept has at least three major qualities to counselors: **(1)** it is learned, **(2)** it is organized, and **(3)** it is dynamic.

Self-concept is learned: As far as we know, no one is born with a self-concept. It gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences.

- Because self-concept does not appear to be instinctive, but is a social product developed through experience. It possesses relatively boundless potential for development and actualization.
- Because of previous experiences and present perceptions, individuals may perceive themselves in ways different from the ways other see him.
- Individuals perceive different aspects of themselves at different times with varying degrees of clarity. Therefore, inner focusing is a valuable tool for counseling.
- Any experience which is inconsistent with one's self concept may be perceived as a threat, and the more of these experiences are, the more rigidly self-concept is organized to maintain and protect oneself. When a person is unable to get rid of perceived inconsistencies, emotional problems arise.
- Faulty thinking patterns, such as dichotomous reasoning (dividing everything in terms of opposites or extremes) or over generalizing (making sweeping conclusions based on title information) create negative interpretations of one self.

Self-concept is organized: Most researchers agree that self-concept has a generally stable quality that is characterized by orderliness and harmony. Each person maintains countless perceptions regarding one's personal existence and each perception is orchestrated with all the others. It is this generally stable and organized quality of self-concept that gives consistency to the personality. This organized quality of self-concept has corollaries.

- Self-concept requires Consistency, stability and tends to resist change. If self-concept changed readily, the individual would lack a consistent and dependable personality.
- The more central a particular belief is to one's self concept, the more resist one is to changing that belief.
- At the heart of self-concept is the "I", which is distinct from the "WE" this allows the person to reflect on past events, analyze present perceptions, and shape future experiences.
- Basic perceptions of oneself are quite stable, so change takes time. Rome was built in a day, and neither is self-concept.
- Perceived success and failure affects self-concept. Failure in highly regarded area which lowers evaluations in all other areas as well. Success in a prized area raises evaluations in other seemingly unrelated areas.

Self-concept is dynamic: To understand the active nature of self-concept, it helps to imagine it as a gyrocompass: a continuously active system that dependably points to the "true north" of a person's perceived existence. This guidance system not only shapes the ways a person's views oneself, others, and the world, but it also serves to direct action and enables each person to take a consistence "stance" in life.

Rather than viewing self-concept as the cause of behavior, it is better understood as the gyrocompass of human personality, providing consistency in personality and direction for behavior. The dynamic quality of self-concept also carries corollaries.

- The world and the things in it are not just perceived; they are perceived in relation to one's self concept.
- Self-concept development is a continuous process. In a healthy personality there is a constant assimilation of new ideas and expulsion of old ideas throughout life.
- Individuals strive to behave in ways that are in keeping with their self-concept, no matter how helpful or hurtful tone or others.
- Self-concept usually takes precedence over the physical body. Individuals will often sacrifice physical comfort and safety for emotional satisfaction.
- Self-concept continuously guards itself against loss of self-esteem, for it is this loss that produces feelings of anxiety.
- If self-concept must constantly defend itself from assault, growth opportunities are limited.

Factors that Influence Self Concept

The development of self-concept is through the learning process since childhood. As child surrounding, experience and the style of parental up bringing also contribute a significant influence towards the development of self-concept. A child evaluates who he is through the response of his parents in every action taken.

Self-concept can be affected by an individual's life experiences, heredity and culture, stress and coping, health status, and development stage. One needs to evaluate each of:

Life experiences

Life experiences, including success and failure, will develop and influence a person's self-concept. Experiences in which the individual has accomplished a goal and achieved success will positively reinforce the development of a healthy self-concept. Difficult experiences and or failures can negatively affect a person's self-concept unless they have established coping strategies to deal effectively with these challenges to their self-concept. Coping strategies are learned as a person encounters and deals with various situations in life.

Heredity and culture

Individuals typically grow up learning and integrating their family's heredity and culture into their life. Beginning at birth, heredity and culture shape and influence a person's self-concept. Individuals who have integrated their heredity and culture into their life tend to have a healthier self-identity and self-concept.

Self and coping

Everyone experiences stress at some level each day. Common stressors include financial, work-related, relationship, and health issues. Individuals react and deal with stress in different ways depending on their past experiences and success and failure with dealing with stress. Individuals who learn and use effective coping strategies to deal with stress will most likely develop a positive self-concept. People who become overwhelmed with stress may feel hopeless and powerless, leading to a feeling of low self-confidence and self-esteem. The nurse may need to teach the client effective coping strategies and techniques for handling stress.

Health status

People tend to take their good health and granted. When they become ill, their altered health status can change their self-identity and self-concept. Alterations in body image can result from such health issues as amputations, cancer, mastectomy, trauma, or caring. The nurse needs to monitor for changes in the client's self-concept due to alterations in their health status.

Developmental stage

Growth and development begins at birth and continuous into adulthood. Typically, a person will achieve specific developmental tasks as one passes through each stage of life. The successful accomplishment of each task will influence and reinforce the development of a healthy self-concept. Individuals who experience developmental delays or situations in life that prevent or delay the accomplishment of developmental tasks can have an altered or negative self-concept.

Self-concept is an important concept of any child's development as children develop a sense of self and interest with environment and gain experience in the world, their self-concept is affected. Self-concept is the value that an individual place on his or her own characteristics, qualities, abilities and actions. Self-concept is the totality at a complex, organized and by dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence (purkey,1988, p.125). it is composed of such elements as the perception of one's characteristics and abilities. The percept and concepts of self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects, and the goals and ideals which are perceived as having positive or negative valence. Self-concept has two aspects the 'I' and the 'ME' self the 'I' self includes self-awareness's, self-continuity, self-coherence and self-agency. The 'ME' self is a sense of self as an object of knowledge and evaluation the 'Me' self-consists of all qualities that make the self-unique. These are material, characteristic and psychological characteristics and social characteristics.

Self-concept is a life-long process that grows and develops continuously in social setting. An individual's a not both with the self-concept nor does he inherit it but eh forms as a result of his experiences and capacities. Self-concept is an acquired image of the individual. It is the experience of one's own being it includes what people come to know about themselves through experiences, reflection and feedback from others.

The self-concept consists of set of self-oriented concepts i.e. variety of representatives about one self. The totality of attributes, judgement and values of an individual relating to his behavior, objects and qualities.

Self-concept is one of the most dominating factors in human life as everyone is continuously striving for self-actualization, self-realization a self-enhancement and is constantly wishing to avoid self- condemnations and self-lowering experience self-concept is the key stone of personality. In cannot imagine a person without 'self'. Self is the essence of personality self-concept as those perceptions, belies, feelings, attitudes and values which the individual's views on describing himself. Personality is not a specific quality of a person but a quality of his behavior. How he behaves depends upon he how he feels about himself, about other people and about his relationship with them.

According to James (1950) a man's self is the sum total of all that he has, his body, his clothes, his house, his children and his friends, his reputation, his land and his bank accounts.

Rogers (1951) defined self-concept is an organized configuration of the perception of self which is advisable to awareness. It is comprised of elements such as perception of one's characteristics, abilities and concepts of self in relation to other and to the environment, the value qualities which are perceived as associates with experience and objects, and the ideals and goals which are perceived as having or positive and negative valence.

Cattell (1956) explained that self-concept is a key- stone of personality. Hall and Lindzey (1957) pointed out the two different meanings of self-concept. The first denote the person's attitude, feelings, perception and evaluation of himself, secondly the psychological processes which govern behavior and adjustment of the person. Allport (1961) investigated self-concept is

something which ever are immediately aware of we think of it as warm control private region of our life. It places crucial role in our consciousness of life.

Hurlock (1978) defined self-concept as individual's way of looking at himself. Saraswat and Gaur (1971) described self-concept as the individual's way of looking at himself. It also signified his way of thinking, feeling and behaving.

Purkey (1988) defines self-concept as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

FAMILY ENVIRONMENT

No human being is born with set attitude or set values. Values are transmitted by the parents, grandparents to prepare a child to be accepted in a society. It has been observed and experienced that family climate has a bearing upon ability, interest, achievement & attitude progress of a child. A better family background provides stimulating atmosphere to him. He gets the opportunity to explore and converse with parents and other family members who encourage his experiments and curiosity. It provides varied social experiences which help in personality development through a rich variety of experiences, through discussion, story-telling and other activities.

Family environment is a combination of two words- Family and Environment. Family is a miniature form of society. It is a social institution through which our social heritage is transmitted.

Much of what we used to call heredity is actually the influence of the family in interpreting people, customs, attitude and associating them individual and group reactions, ways of thinking ways of doing, ways of acting. So, family climate stands for all those circumstances which are asserting their influence on the child since conception to death.

Home environment is the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home and connotes the psychological environment of home. The term "home environment" refers to all the objects, forces and conditions (both positive and negative) in the home, which influence the child physically, intellectually and emotionally. It is an environment where the child learns the skills, attitudes and behavior, which could mould them into a productive and successful student. In accordance with that, a parent's socioeconomic status plays an important role in providing these educational resources and it appears to impose the greatest impact on the child's educational outcomes"(Vellymalay, 2012a). Different home environments vary in many aspects such as the parents' level of education, economic status, occupational status, religious background, attitudes, values, interests, parents' expectation for their children, and family size among others. Operationally home environment refers to aspects of people's domestic lives that contribute to their living conditions.

Super's (1957) theory suggests that the family can influence the development of the child's self- concept, which shapes their abilities, interests and values.

The family plays a vital role in many areas of adolescent development. Parents can be both facilitators and inhibitors of their children's psychological development. An important developmental task of adolescence is the growth and exploration of future aspirations and career goals (Erikson, 1968; Ryan & Deci, 2002; Super, 1957). Because the reliance upon family during adolescence, parents have an impact on the development of future aspirations and career choices.

Crites (1971) suggested that the amount of parental identification will be reflected in the interests of their children and in turn, the careers that they chosen to pursue.

Roe's theory of career choice focuses on the relationship between genetic factors and different child rearing practices and their influence on young individual personalities and styles. These styles in turn influence a variety of Vocational behaviors (Roe & Seligman, (1964).

Bratcher (1982) was the first to suggest the application of family systems theory in the area of career development. He suggested that, family rules, homeostasis and boundaries were the most influential systematic issues that would likely affect career choice.

Epstein (1992) argues that "students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviors if they have parents who are aware, knowledgeable, encouraging, and involved".

Shek (1997) has found that family factors play an important role in influencing the psychosocial adjustment, particularly the positive mental health, of Chinese adolescents.

Recent researches on influences of family on career decision making, support the significance of family patterns on career development.

Studies reveal that, the family appears to play a critical role in a child's career development (Guerra and Braungart-Rieker, 1999; Lankard 1996; Mickelson and Valusco 1998).

Within the Career literature, researchers have studied the family influence on career development related issues such as Career selection (Bratcher 1982), Career exploration (Blustein 1997), development of vocational values (Lapan, Hinkleman, Adams & Turner 1999), Career expectations (Paa & Mc Whirter, 2000), Career Orientation (O'Brien, Friedman, Tipton & Linn (2000).

Many Career choice theories indicate that, family plays a role in shaping the values and needs of its members. Social Learning Theory points out possible influences that the family can have on adolescents' career development. Parents can have an influence on their child's career development by positively developing or punishing certain behaviors that can encourage or discourage certain interests or ability. Mitchell & Krumboltz (1996) and Krumboltz (1976) pointed out that it is almost impossible to make a decision completely independent from our families.

Bhardwaj (2001) considers family as the first unit with which the child has continuous contact and it is also the most powerful medium through which value systems develop.

Although schools, peers, and the student's community all have an impact on the young adult's self-identity and career choice, the parent's expectations and perceptions of vocational fit for their children have been found to be the key roles in shaping their career choices (Ferry, 2006).

EMERGENCE OF THE PROBLEM

According to Samuel Ullman “youth is not only a time of life, it is also a state of mind and a matter of will...” The future of any nation depends on the quality of its youth. Long back, the great Indian Philosopher Swami Vivekananda said, “Youths are not useless but are used less.” Hence, proper guidance at this crucial phase of life is all the more important for enhancing their positive self-concept, enriching their knowledge and skills in decision-making, conflict resolution and management of emotions (Hangal,& Aminabhavi, 2007).

Self-concept is one of the important possible dimensions of personality, which gives direction to one’s life. Self-concept seems to be a comprehensive and extensive area which can represent the personality at large which gives direction to the whole life (Ahluwalia, 1999). Self-concept can also refer to the general idea we have of our selves. Self-concept is a dominant element in the personality pattern. Every person, male or female, young or adult has certain perceptions and attitudes regarding oneself. The picture an individual has of oneself is called self-concept. Self-concept is not hereditary rather it develops in a person as a result of his interactions with the environment. As a child grows and develops, he learns more and more about himself. It is not taught by others, but a child acquires it as a byproduct of learning experiences.

Self-concept is an important concept of any child’s development. As children develop a sense of self and interact with and gain experience in the world, his self-concept is affected. It is not surprising that the root of self-concept lies in family experiences. A favorable family environment constitutes of good parents-child relationship. The self-concept is not a finished product at birth. But is something which develops and how it develops, what its constituent attitudes are dependent upon the family in which the individual is brought up with all the social norms of the group to which the family belongs and the education and experiences of each individual.

One of the most important periods in the life of an individual is adolescence period. The study of self-concept during adolescents is very important for several reasons. First, because of their growing autonomy and physical strength adolescents have a sense of freedom. It is interesting to study how they behave in such situations. Secondly, adolescents move both as children and adults. Adolescents’ self-concept is built on limited experiences and it is hard for them to relate himself to changing social world. Internal factors can be controlled and this is the joint responsibility of parents and teachers to control them and thus helping the students to overcome their problems. The sympathetic attitude of parents and teachers towards adolescents is helpful for their balanced development. The parents and teachers should act intelligently to give free and consensual environment to the adolescents so that their personality can develop in a smooth manner. But if the parent’s adolescents, became less effective and they act less intelligently, this can darken their future and ultimately the future of nation.

The present study will be undertaken with an objective to study the self-concept among adolescents in relation to family environment. The investigator intends to study whether the family environment affects the self-concept. This would also help to reveal the relationship of self-concept of adolescents with family environment.

STATEMENT OF THE PROBLEM**SELF-CONCEPT AND FAMILY ENVIRONMENT AMONG ADOLESCENT STUDENTS IN RELATION TO GENDER AND LOCALE****OPERATIONAL DEFINITIONS OF THE TERMS**

Self-Concept: -A collection of beliefs that an individual has about himself which may or may not be realistic and may not be shared by others.

Family Environment: The family environment “involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each family environment is unique. The environments can differ in many ways.

OBJECTIVES OF THE STUDY

1. To study the Self-concept of adolescent students with respect to gender.
2. To study the family environment of adolescent students with respect to gender.
3. To study the Self-concept of adolescent students with respect to locale.
4. To study the family environment of adolescent students with respect to locale
5. To study the relationship between Self-concept and family environment among adolescent students.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in Self-concept of male and female adolescent students.
2. There will be no significant difference in family environment of male and female adolescent students.
3. There will be no significant difference in Self-concept of urban and rural areas adolescent students.
4. There will be no significant difference in family environment of urban and rural areas adolescent students.
5. There will be no significant relationship between Self-concept and family environment among adolescent students.

DELIMITATIONS OF THE PROBLEM

1. The present study will be confined to 200 students both male and female of 9th class only.
2. The present study will be confined to urban and rural area schools of Amritsar district only.

VERIFICATION OF HYPOTHESES

Hypothesis 1 “There will be no significant difference in Self-concept of male and female adolescent students”.

In order to test this hypothesis, Mean, S.D score of self- concept of male and female was calculated. The score of self-concept of male and female has been described in terms of Mean, S. D, S. E_D, df and t-value in table 4.1 as shown below:

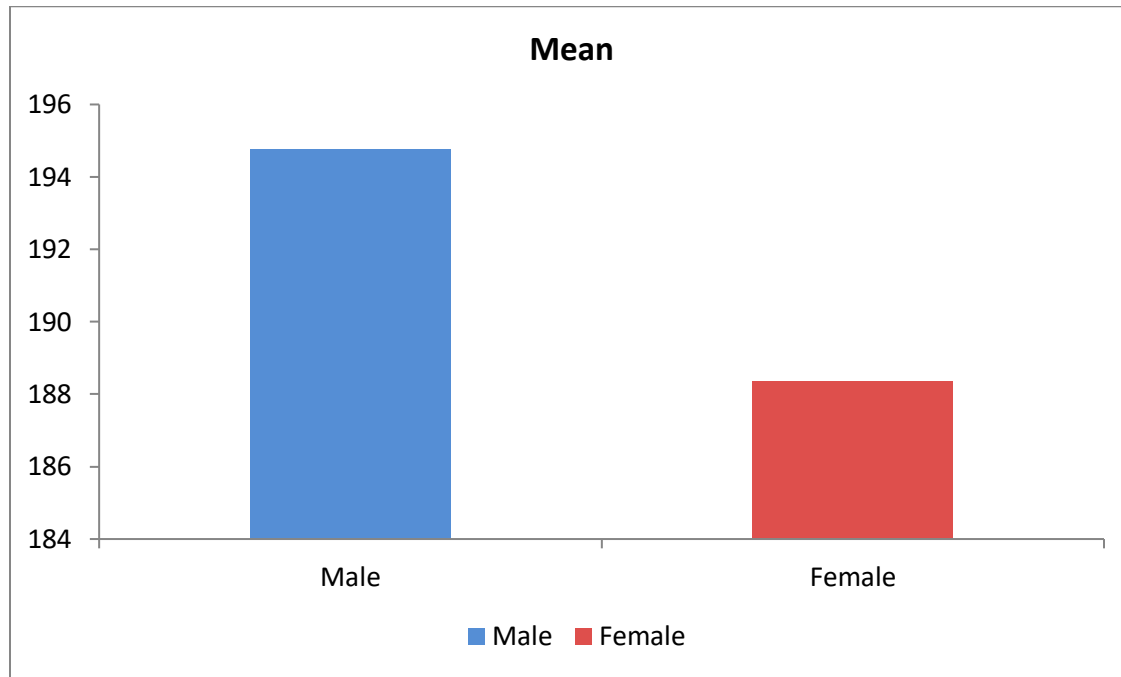
Table 1: Showing Mean, S.D, S.E_D, df and t-value of self-concept of male and female adolescent students

Self-Concept Gender	N	Mean	S.D.	df	S.E _D	t-value	Level of Significance
Male	100	194.76	17.45	198	2.60	2.46*	0.05
Female	100	188.35	19.33				

Critical value = 1.97*

The table 1 reveals that calculated t-value 2.46 was found to be more than the tabulated value (1.97) at 0.05 level of significance. So, it suggests that there is significant difference between the self-concept of male and female. The mean of adolescent male is 194.76 and that of female is 188.35. An examination of the means of two groups suggests that adolescent male have higher level of self-concept as compared to adolescent female. The null hypothesis stating that there will be no significant difference in Self-concept of male and female adolescent students was therefore rejected at the specified level. So, it is concluded that there is difference of self-concept of adolescent males as compared to adolescent females.

The results of the study are supported by the findings of Bhogayata (1986) and Singla (2007) who found significant difference in self-concept of male and female students, but do not match with Nadeem and Malik (1996) and Stoufe and Coupper (1988) who found males have powerful self-concept.



Graph 1 : Showing the Mean scores of Male and Female adolescent students on self concept scale.

Hypothesis 2 There will be no significant difference in family environment of male and female adolescent students.

In order to test this hypothesis, Mean, S.D score of family environment of male and female was calculated. The score of self-concept of male and female has been described in terms of Mean, S. D, S. E_D and t-value in table 2 as shown below:

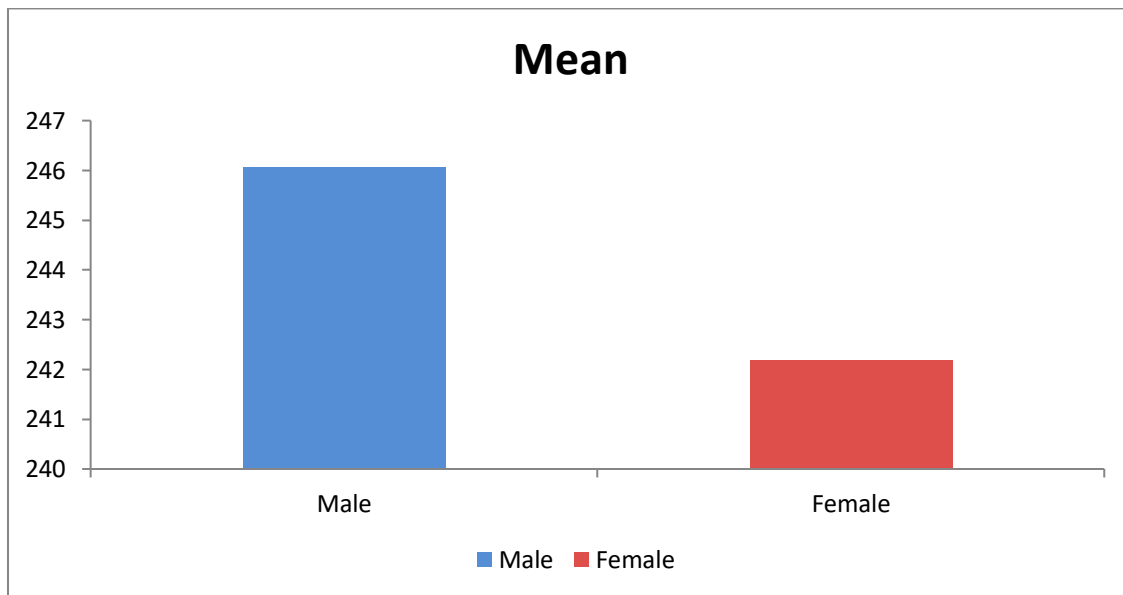
Table 2 : Showing the Mean, S.D, S.Ep and t-value of family environment of male and female adolescent students

Variable	Gender	N	Mean	S.D	S.ED	t-value	Inference
Family Environment	Male	100	246.06	24.531	2.453	1.016*	Insignificant
	Female	100	242.18	29.280	2.928		

Critical value = 1.97*

Table 2 shows that the mean score on family environment of male adolescent students were 246.06 and those female adolescent students were 242.18. In both the cases, the value of mean is quite proximate to each other. From the result given in the table 2 that mean scores of family environment obtained by male and female students is 246.06 and 242.18 and S.D is 24.531 and 29.280 respectively. Further, value of ‘t’ becomes 1.016. The obtained value of ‘t’ is less than the table value is 1.97 at 0.05 level of confidence. It is clear that there exists no significant difference in family environment among adolescent’s students.

Hence, hypothesis 2, “There will be no significant difference in family environment of male and female adolescent students is accepted.



Graph 2 : Showing the Mean scores of Male and Female adolescent students on family environment scale.

Hypothesis 3 There will be no significant difference in Self-concept of urban and rural areas adolescent students.

In order to test this hypothesis, Mean, S.D score of self-concept of urban and rural adolescent students was calculated. The score of self-concept of urban and rural adolescent students has been described in terms of Mean, S. D, S. E_D, df and t-value in table 3 as shown below:

Table 3: Showing Mean, S. D, S.E_D, df and t-value of self-concept of urban and rural areas adolescent students

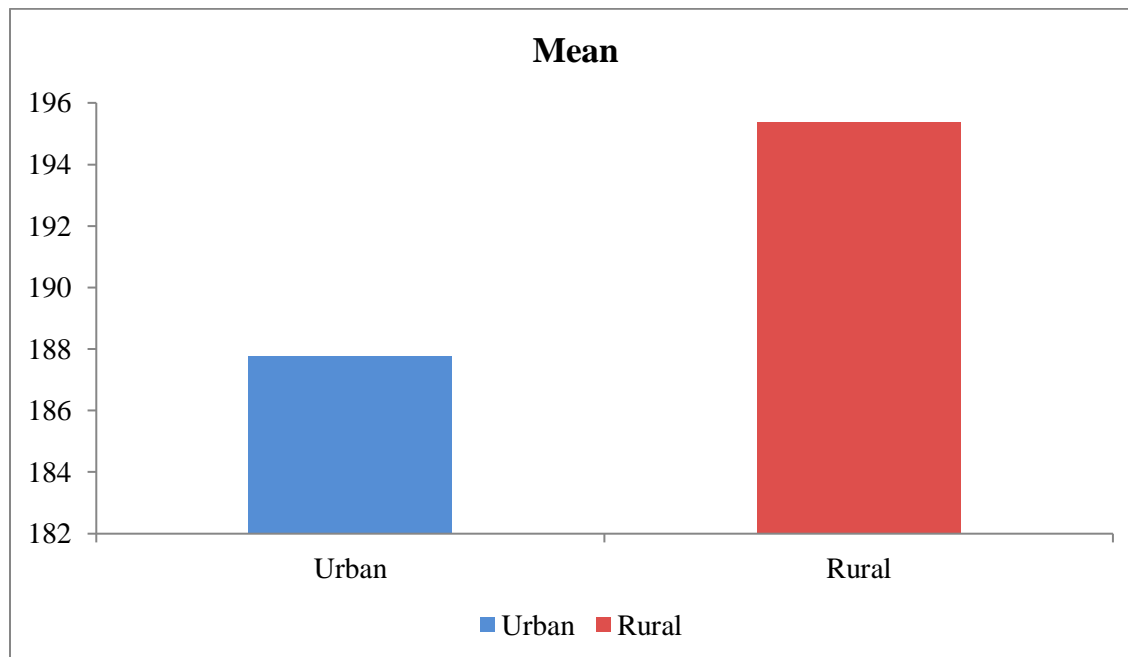
Type of School	N	Mean	S.D	df	S.E _D	t-value	Level of Significance

Urban	100	187.75	14.78	198	2.58	2.93*	0.05
Rural	100	195.36	21.25				

Critical value = 1.97 *

The table 3 reveals that calculated t-value 2.93 was found to be more than the tabulated value (1.97) at 0.05 level of significance. So, it suggests that there is significant difference between the self-concept of urban and rural adolescent students. The mean of urban school is 187.75 and that of rural school students is 195.36. An examination of the means of two Schools suggests that rural school students have higher level of self-concept as compared to urban school students. The null hypothesis stating that there will be no significant difference in Self-concept of urban and rural areas adolescent students was therefore rejected at the specified level.

So, it is concluded rural School students have higher level of self-concept as compared to urban school students.



Graph 3 : Showing the Mean score of urban and rural areas adolescents students on self concept scale.

Hypothesis 4 There will be no significant difference in family environment of urban and rural areas adolescent students.

In order to test this hypothesis, Mean, S.D score of family environment of urban and rural adolescent students was calculated. The score of family environment of urban and rural adolescent students has been described in terms of Mean, S. D, S. E_D, df and t-value in table 4 as shown below:

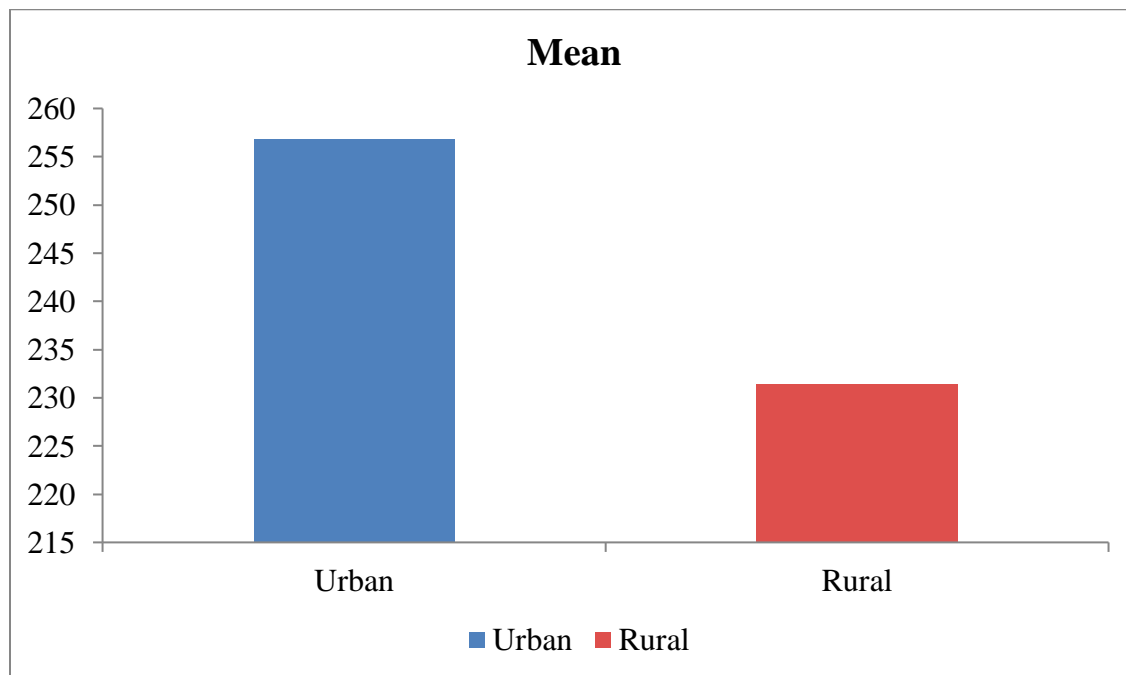
Table 4 : Showing the mean, S.D and t-value of family environment of urban and rural adolescent students

Variable	Locale	N	Mean	S.D	SED	t-value	Inference
Family Environment	Urban	100	256.84	23.419	2.342	7.535*	Significant
	Rural	100	231.40	24.318	2.432		

Critical value = 1.97 *

From the result given in the table 4 that mean scores of family environment obtained by urban and rural students is 256.84 and 231.40. and S.D is 23.419 and 24.318 respectively. Further, value of 't' becomes 7.535. The obtained value of 't' is more than the table value is 1.97 at 0.05 level of confidence. It is clear that there is significant difference in family environment among urban and rural adolescents students.

Hence, hypothesis 4, "There will be no significant difference in family environment of urban and rural areas adolescent students" is rejected.

**Graph 4 : Showing the Mean score of urban and rural areas adolescents students on family environment scale**

Hypothesis 5: There will be no significant relationship between Self-concept and family environment among adolescent students

In order to test this hypothesis, Pearson Co-efficient of correlation of self-concept and

family environment was calculated. The co-efficient correlation of self-concept and family environment of adolescent students has been shown in the table 5.

Table 5: Pearson co-efficient of correlation of self concept and family environment of adolescent students.

Variable	N	R
Self-Concept	200	0.166
Family Environment		

*Significant at 0.05 level

Table 5 shows that the value of correlation between family environment and competency is 0.166 which is comparison to table value was found significant at 0.05 level. Thus, the null hypothesis “There will be no significant relationship between Self-concept and family environment among adolescent students is rejected.

The results indicates that there is significant relationship between self-concept and family environment of adolescent students meaning by that students with better family environment possess more self-concept.

Conclusion

1. There is significant gender difference in the self-concept of adolescent students. The values indicate that males have scored higher on the measure of self-concept than females. It means adolescent males have higher self-concept as compared to adolescent females.
2. No significant difference was found between male and female secondary school students in family environment.
3. There is significant difference in self-concept of urban and rural school students. The values indicate that rural school students have scored higher on the measure of self-concept than urban school students. It means rural school students have higher self-concept as compared to urban school students.
4. A Significant difference was found between urban and rural secondary school students in familyenvironment.
5. A Significant relationship was found between self concept and family environment.

REFERENCES

- Allport, G. W. (1961). *Pattern and Growth in Personality*. New York: Harper & Row.
- Arora, A. (2005). *A study of certain psychological and sociological factors in relation to school climate*. Unpublished Doctoral thesis. Jammu: University of Jammu.
- Arun, L. (2015). A study of self- concept in relation to family environment among adolescents, *The International journal of Indian psychology*, 2(2), 40-42.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11, 56-95.
- Best, J. W. (1970). *Research in Education* (2ndEds.). New Jersey: Englewood Cliffs, Hall, INC.
- Bhardwaj, T.R. (2001). *Education of Human values*. New Delhi: Mittal publications Ltd.
- Bhatia, H., & Chadha, N.K. (1993). *Family Environment Scale*. Lucknow: Ankur Psychological Agency. 79
- Bhogayata, C. K. (1986). *A study of relationship amongst creativity, Self- Concept and locus of control*. Unpublished Doctoral thesis. Jammu: University of Jammu.
- Blustein, D.L. (1997). A context –rich perspective of career exploration across the life roles. *The Career Development Quarterly*, 45(3), 260-274.
- Bratcher, W.E. (1982). The Influence of the Family on Career Selection. A family system perspective. *Personnel and Guidance Journal*, 61, 87-91.
- Byrne, B. M. (1956). Personality structure and measurement II. The determination and utility of trait modality. *British Journal of Psychology*, 47(2), 85-90.
- Case, A. & Paxson, C. (2002). Parental Behavior and Child Health. *Health Affairs*, 21(2).
- Cattell, R. B. (1956). Personality structure and measurement II. The determination and utility of trait modality. *British journal of psychology*, 36(1), 159-174.
- Chand, R. & Nautiyal, S. (1994). Self-Concept of students living in the destitute homes. *The progress of education*, 67(7).
- Chapman, J. W., Tunmer, W.E., & Prochnow, J.E. (2000). Early reading-related skills and performance, reading self-concept, and the development of academic self-concept: A longitudinal study. *Journal of Educational Psychology*, 92, 703-708.
- Crites, J.O. (1971). *The Maturity of Vocational Attitudes in Adolescence*. Washington, DC: APGA.
- Crites, J.O. (1974). Problems in the measurements and of vocational behavior. *Journal of Vocational Behaviour*, 4(5), 25-31.
- Crites, J.O. (1978). *Career Maturity Inventory*. New Jersey: McGraw Hills.
- Devi, K. T & Prasanthi, A. S. (2004). Self-Concept of adolescent in urban and rural areas, *Indian Psychology Review*, 62(2), 202-208.

- Dornbusch, S. M., Ritter, P.L., Leiderman, H., Roberts, D.E., & Fraleigh, M.J. (1970). The relation of parenting style of adolescent school performance. *Child Development*, 58, 1944-1257.
- Enam, S. (2006). Factors influencing the development of self-concept in pre-adolescent boys and girls. *Journal of Life Earth sciences*, 1(2), 55-59.
- Epstein, J. (1992). School and Family Partnerships. In M. Alkin (Ed.), *encyclopedia of educational research*. New York: MacMillan.
- Erikson, E.H. (1968). *Identity: Youth and crises*. New York: W.W Norton.
- Ferry, N.M. (2006). Factors influencing career choices of adolescents and young adults in rural Pennsylvania. *Journal of Extension*, 44 (3), 1-6.
- Fierro, E. (2003). *The EU'S approach to Human Rights Conditionality in Practice*. London: Martinus Nijhoff Publishers.
- Franken, R. (1994). *Human Motivation (3rd Ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Co.
- Gottfredson, M. R., & Hirschi, T. (2008). Family structure and parental behavior: identifying the sources of Adolescent Self- Control. *Western Criminology Review*, 9(2), 73-87.
- Guerra, A., & Braungart-Rieker. (1999). Predicting career indecision in college students. The role of identity Formation and parental relationship factors. *The Career Development Quarterly*, 47, 255-266.
- Gulati, J. K & Dutta, J (2008). Risk, Conflict between parents and child adjustment in families experiencing persistent poverty in India. *Journal of Family Studies*, 14(1), 107-123.
- Gupta, S. (2002). *A study of mental health in relation to self-concept*. Unpublished M.Ed. dissertation. Chandigarh: Panjab University.
- Hall, C. S. & Lindzey, G. (1957). *Theories of personality*". New York: John Wiley and Sona.
- Hangal, S. & Aminabhavi, V. A. (2007). Self-concept, emotional maturity and achievement motivation of the adolescent children of employed mothers and homemakers. *Journal of the Indian Academy of Applied Psychology*, 33(1), 103-110.
- Harold, G. T. (2005). Impact of inter-parental and parent-child relationships on children's emotional behavior and academic development, *Child health news*, 14(2), 20-23.
- Harter, S. (1990). Issue in the assessment of the self-concept of children and adolescent. In A.M. LA Greca (Eds.). *Through the Eyes of Child: Obtaining Self Reports from Children and Adolescent*. Boston: Allyn & bacon.
- Hinojosa, M., Monsonet, L., Kwapil, M., Barrantes, T. R., & Vidal, N. (2021). The impact of family environment on self-esteem and symptoms in early psychosis. *PLoS ONE* 16(4) 30-35. <https://doi.org/10.1371/journal.pone.0249721>
- Huesmann, L. R. (1988). *An information processing model for the development of aggression*. *Aggressive behavior*, 14, 12-24.

- Hurlock, E. B. (1978). *Child development*. Tokyo: McGraw-Hill Kogakusha, Ltd.
- James, W. (1950). *The Principles of psychology, I*. Cambridge, MA: Harvard University Press.
- Kauts, A. & Kaur, B. (2003). A study of children's behavior in relation to family environment and technological exposure at pre-primary stage. *A study of children's behavior, 1(2)*, 3-11.
- Keller, B. K. (2004). *Parental behaviours that influence adolescents career development*. University of Washington, U.S.A.
- Kim, E. (2008). *Korean American parent-child relationships, acculturation, and young adolescents psychosocial functioning*, Unpublished Doctorate dissertation, University of Wisconsin-Madison.
- Kumar, R. & Lal, R. (2014). Impact of assertiveness: Training on self-concept among adolescents, *Indian Journal of Psychological Sciences, 4(1)*, 114-120.
- Krauss, S., Orth, U., & Robins, R. (2020). Family Environment and Self-Esteem Development: A Longitudinal Study from Age 10 to 16. *Journal of Personality and Social Psychology, 119*. 457-478. 10.1037/pspp0000263.
- Lecky, P. (1945). *Self-consistency: A theory of Personality*. New York: Island Press.
- Lewis, M. (1990). Self-knowledge and social development in early life. In L. A. Pervin (Eds.), *Handbook of Personality*. New York: Guilford.
- Lowe, C. M. (1961). The self-concept: fact or artifact? *Psychology Bulletin, 58(1)*, 325-326.
- Magano, M. D. (2004). *The relationship between a disadvantaged home environment and the self-concept of children: A guidance and counseling perspective*. Unpublished Doctoral. thesis. South Africa: University of South Africa.
- Marsh, H. (2005). Big-fish-little-pond effect on academic self-concept. *German Journal of Educational Psychology, 19*, 119-127.
- Marsh, H. W. & Martin A. J. (2011). Academic Self-Concept and academic achievement: *Relations and causal ordering, 81(1)*, 59-77.
- Matovul, M. (2012). Academic self-concept and academic achievement among university students. *International online journal of educational Sciences, 1(2)*, 20-22.
- Mickelson, R. & Velasco A. (1998). Mothers and Daughters Go To Work: The Relationship of Mothers' Occupations to Daughters' Career Aspirations. Paper presented at the *Annual Meeting of the American Educational Research Association*. 13-17 April 1998. San Diego; CA.
- Mishra, S., & Bamba V. (2012). Impact of family environment on academic achievement of secondary school students in science subject. *International Journal of Research in Economics and Social Sciences, 2(5)*, 42-49.
- Mitchell, L.K. & Krumboltz, J.D. (1996). Krumboltz's learning theory of career choice and counseling. In D. Brown & L. Brooks (Eds). *Career choice and development*. San Francisco: Jossey-Bass.

Nadeem, N., & Malik, M. (1996). Self-Concept, Personal and Social Adjustment of Physically Handicapped and Normal Adolescents. *Insight*, 2(2), 30-35.

Nevid, J. S. (2003). *Psychology: concept and applications*. Boston: Houghton Mifflin Co. Park, L. (2003). Adolescent's self-concept and health into adulthood. *Statistics Canada*, 14, 41-52.

O'Brien, Friedman, Tipton, & Linn. (2000). Attachment, Separation, and women's vocational development: A longitudinal analysis. *Journal of Counseling Psychology*, 47(3), 301-315.

Paa, H.K., & Mc Whirter, E.H. (2000). Perceived influences on high at school students current career expectations. *The Career Development Quarterly*, 49(1), 29-44.

Pauriyal, K., Sharma, S., & Gulati, J. (2010). Development trends in self-concept of urban adolescents: Gender differentials. *Journal of psychology*, 1(2), 113-118.

Perkins, A. W. (1975). *A Comparison of Self-Concept and Self-Esteem of Black and White Boys*. Routledge: Taylor and Francis Ltd.

Phares, V., & Epps, J. (2004). The relationship between parental anger and behavior problems in children and adolescents. *Journal of Family Psychology*, 13,209-227.

Piaget, J. (1969). *The psychology of the Child*. London: Routledge and Kegan.

Pujar, L., Goankar, V. & Sharma. (1997). Influences of gender on self-concept, study involvement among high and low achieving adolescents. *Indian Psychology*, 49(2), 38-42.

Purkey, B. & William, W. (1988). *An over view of Self-Concept Theory for Counselors*. Highlights: An ERIC/CAPS Digest.

Raman, (2005). *Interest of fine arts students that related to their parental behavior* Unpublished Masters. dissertation, Chandigarh: P. U. Chandigarh.

Roe, A, & Seligman, M. (1964). *The Origin of Interests*. Washington, D. C.: American Personnel and Guidance Association.

Rogers, S. R. (1951). *Client centered therapy-its current practice, implications and theory*. Boston Houghton Mifflin.

Ryan, R.M., & Deci, E.L. (2002). Overview of self determination theory: An organismic perspective. In R.M. Ryan & E.L. Deci (Eds), *Handbook of Self – Determination Research Rochester*. New York: The University of Rochester Press.

Saraswat, R. K. (1971). *Manual for Self-Concept Questionnaire*. Agra: National psychological corporation.

Shavelson, R. J., & Stuard, K. R. (1981). *Application of casual modeling methods to the validation of self-concept interpretations of test scores*. In M.D.

Lynch, A. A., Norem, H. & K. J. Gergen (Eds.), *Self-concept: Advances in theory and research*. Cambridge, MA: Ballinger.

Sidhu, K. (1987). Developing self-concept in children. *Journal of Social Welfare*, 34(1), 37-38.

Soares, L. M., & Soares, A. T. (1983). *Components of Students' Self related Cognition*. Paper presented at Annual meeting of the American Educational Research Association held on April 11-15, 1983, Montreal.

Sundaram, S. R. (1989). Urban- rural differences in academic achievement and achievement motivation related factors. *Journal Educational Research and Extension*, 28(2), 73-78.

Super, D.E. (1957). *The psychology of careers*. New York: Harper & Brothers.

Super, D.E. (1957). *Vocational Development: A Framework for Research*. New York: Teachers. College Bureau of Publications. 86

Super, D.E., Savickas, M.L. & Super, C.M.(1996). The Life-Span, Life-Space Approach to Careers. In D. Brown, L. Brooks, & Associates (Eds.), *Career Choice and Development*. San Francisco: Jossey-Bass.

Susan, N. (2008). The role of attachment in the early development of disruptive behavior problems. *Development and Psychopathology*, 5, 191-215.

Symonds, P. M. (1951). *The Ego and the Self*. New York: Appleton-Century-Crofts.

Thompsett, J. & Toro, A. P. (2011). "Predicting overt and covert anti-social behaviors: parents, peers, and homelessness", *Journal of community psychology*, 38(4), 469-485.

Tuttle, D. & Tuttle, N. (2004). *Self-esteem and adjusting with blindness* (3rd Eds.) Springfield, IL: Charles C Thomas.

Vernon, P. E. (1950). *The measurement of Abilities*. London: University Press.

Vishnoi, K. (2001). *A study of mental health in relation to self-concept*. Unpublished Masters dissertation. Chandigarh: Punjab University.

Whiston, S., & Keller, B. (2004a). The influences of the family of origin on career development. A review and analysis. *The Counseling Psychologist*, 32(4), 493-568.

Whiston, S., & Keller, B. (2004b). Expanding research concerning family influences on career development cultivating a number of brown spots. *The Counseling Psychologist*, 32(4), 612-617.

Winne, P. H. & Marx, R. M. (1981). *Convergent and Discriminant Validity in Self-Concept Measurement*. Paper presented at the Annual meeting of the American Educational Research Association, Los Angeles.

Yahaya, A. (2009). The relationship between dimensions of personality, self-concepts and family influence on students. *European Journal of Social Sciences*, 11(2), 289.