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# A study self-concept among urban and rural area college students in relation to their gender in Varanasi U.P.

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**Abstract**
The purpose of this study is to explore the self-concept of college students from urban and rural areas in relation to their gender, boys and girls. There were 200 students in the sample, 100 of whom were boys (50 urban and 50 rural) and 100 of whom were female (50urban and 50 rural). The "Self-concept Questionnaire" by Dr. R.K. Saraswat Scale was utilized for this investigation's goals. The data were analysed using the "F-ratio" test to determine the mean difference between college students according to their gender. The findings indicate that urban and rural college student have significantly different on the self-concept. There is statistically significant difference in self-concept between boys and girls college students of Varanasi.

**Keywords:** Self-concept, boys, girls, urban, rural, colleges students

## Introduction
Self-concept is composed of a person's self-schemas, which combine with self-esteem, self-knowledge, and the social self to form the whole person. It includes one's past, present, and future selves, with the latter serving as an illustration of what one thinks one might develop into in the future-either positively or negatively. Possible selves might act as incentives for specific behaviours.

The measurement of self-concept is crucial because self-concept is a key factor in personality pattern. Many methods and techniques have been developed to measure self-concept. To a significant extent, self-concept measurement is still challenging. Researching in such a field is challenging due to constant change. Common synonyms for "self-concept" include "self-image," "ego," "self-understanding," "self-perception," and "phenomenal self."

Baumeister (1999) [12] described self-concept as "the individual's belief about themselves, including the person's attributes and who and what the self is."

Self-concept differs from self-awareness, which is the degree of clarity, consistency, and current applicability in one's knowledge of one's own attitudes and dispositions. A person's self-concept is more of a cognitive or descriptive aspect of who they are (like "I am a fast runner"), while self-esteem is more of an evaluative and subjective aspect of who they are.

Adolescence is a stage of life with particular difficulties and traits. Therefore, in order to fully understand someone's perceptions, it is necessary to look into their physical, social, temperamental, educational, moral, and intellectual spheres of self-concept. As a result, this questionnaire tries to elicit information about the perceptions and traits of adolescents.

The twenty-first century is a worrying, challenging, frustrating, envious, and hostile era. The age of mental, social, and personal disintegration is now. An individual's environment has an effect on them. The quality of schools and educators has an impact on the current educational system. Both organizations and students may be affected by the environment that is created by everyone's interactions. Everyone aspires to success, happiness, and good health. We want to fulfil our goals and aspirations. All are connected to our sense of who we are. Happiness, success, and good health follow from a positive, successful self-concept.

The formation of an image of oneself and of others as a person ages is essential to the formation of personality. Through their interactions, he or she begins to form an

understanding of which they are-mentally and physically sound and vital, as well as having other potentials like interest, intelligence, attitude, etc.

**Review of Literature**

The view of Sanchez-Miguel *et al*. (2020) [5] is that the model that divides the self-concept into five dimensions is formally accepted. These five dimensions are as follows: the physical, which is related to body image and physical factors; the emotional, which is understood as the ability to manage emotions that the individual has; the family and perception about the role within the family; the academic, in his role as a student; and the social, which is conditioned by the quantity and quality of social relationships.

Suthar Hiral (2016) [7] wrote a thesis titled "Study of Adjustment, Emotional Maturity, and Selfconcept in College Students." The primary goal of the research was to determine how their sex, region, and educational stream interacted with their ability to adjust, emotional maturity, and sense of self. 160 students from the general stream and 160 students from the science stream made up the 320 participants in the current study.

Rajput Shalini (2015) [4] conducted research under the title "Self-concept and social skills of children with reading difficulties in relation to their academic self-perception and self-efficacy." The present research aimed to investigate how children with reading difficulties' self-concept and social skills related to their academic self-perception and self-efficacy. Sixth-grade students from five senior secondary public schools with an English medium made up the sample in the current study. SPSS (Statistical Package for Social Science) was used in the current study to input, code, and analyse the data. Mean, Standard Deviation, and Pearson's Product Moment Coefficient of Correlation (r) were used in descriptive statistics. The outcome of the relationship between academic self-perception and self-concept in children with RD was not found to be statistically significant. The relationship between the children with RD's self-efficacy and self-concept was not found to be statistically significant. The relationship between academic self-perception and social skills in children with RD was not found to be statistically significant. Self-Efficacy and Social Skills of Children with RD were found to be negatively and significantly correlated.

Dr. P. Sreedevi and T. Aruna Bharathi (2015) [8] "A Study on the Self-Concept of Adolescents" was the purpose of this study. The primary goal of the study was to examine how adolescents in Hyderabad, Telangana State, perceived themselves. Adolescent girls make up the majority of the study's sample. The Self-concept Scale by Saraswat (1984) [14] was the instrument used for the current study. The study's main finding showed that a higher proportion of teenagers had above-average levels of self-concept in the temperamental (85%), intellectual (77%), physical (60%), and social (52%) dimensions. In terms of their self-concept in education, about 47.5% of adolescents had both high and above average self-concepts, and 57.5% of adolescents had high moral self-concepts. The overall Self-concept of adolescents was found to be 27.5% high and 72.5% above average.

Aniruddha K. Thakur (2013) [9] published a study titled "A Study of Self-concept and Anxiety of Secondary School Students." The investigation's main focus is on how students in secondary schools' self-concept and anxiety relate to one another. The researcher chose 100 secondary school students from four different institutions, as well as 200 students from secondary schools in urban and rural areas. Thus, 400 secondary school students made up the study's entire sample.

Singh Poonam (2010) [6] conducted research on "A study of Self-concept of Higher Secondary Students in Relation to their Anxiety Level." The study's main goal is to determine whether there is a meaningful difference in the self-concept scores of students in urban and rural areas as well as boys and girls. 400 students from the sciences and 400 from the arts were chosen as a sample of 800 students for this study. The frequency distribution was maintained for the purpose of tracing out the significance of difference by calculating t-values with the aid of mean and standard deviation of various groups in order to determine the significance of difference between the self-concept among various categories of students. When the mean and standard deviation of the self-concept of the students in the arts and sciences were compared, there was no discernible difference between the two groups (t-value =.603 at the.05 level). Urban arts and urban science self-concepts were compared, and it was discovered that there is no statistically significant difference (t-value =.966) between the two groups. Students studying rural arts and sciences as well as students studying rural science all came to the same conclusion.

According to Fox (2000) [11], global self-esteem is influenced by the extent to which various aspects of one's self-concept are regarded as being significant to that individual's sense of who they are.

According to Fox (1999) [10], self-esteem is an evaluation of one's self-concept, which also includes the feelings that are associated with that evaluation.

According to Harter (1999) [3], the self-concepts of young people can be broken down into three categories: cognitive, social, and physical appearance/body self-concept. The primary factor that contributes to one's cognitive self-concept is one's performance in school or academically. A person's social self-concept can be gleaned from their popularity among their contemporaries and their network of friendships. Participating in sports and evaluating one's own athletic prowess can have a significant impact on one's perception of their own physical appearance and sense of body image. Additionally, Harter postulated a fourth general dimension that summarizes general feelings of self-worth or what is typically referred to as self-esteem. This general dimension was titled "self-esteem." Evaluations along the cognitive, social, and physical appearance self-concept dimensions all contribute to an individual's overall sense of self-esteem. However, these three self-concept dimensions are considered separate from the self-worth or self-esteem dimension.

**Objective of the study**

1. To examine the self-concept differences between urban and rural college going students.
2. To examine the differences in self-concept between male and female college students.

**Hypothesis**

**$H_1$:** There is not a significant variation in self-concept between urban and rural college students.

**$Ho_2$:** There is no discernible difference in self-concept between college going male and female students.

## Method

### Sample

The current study was conducted on an initial sample of 200 students from various colleges in the Varanasi District's urban and rural areas. Out of the study's subject, 100 students from were boys and 100 were girls.

| College students | | | |
|---|---|---|---|
| Boys | | Girls | |
| Urban | Rural | Urban | Rural |
| 50 | 50 | 50 | 50 |

### Tools

**Self-Concept Questionnaire by Dr. R. K. Saraswat-** The self-concept questionnaire developed by Raj Kumar Saraswat (1999) [13] consists of 48 statements, in which there are six dimensions physical, social, temperamental, educational, moral and intellectual. Each statements is provided with five alternatives, to give their responses ranging from most acceptable (5) to least acceptable (1). The summated score of all the 48 items provide the total self-concept score of an individual.

### Procedure

The boys and girls who were studying in various colleges in Varanasi. They were chosen at random, and the self-concept questionnaire was developed and standardized by the investigator as well as the supervisor, Rosenberg. The data collected from 200 boys and girls was analysed using the mean, standard deviation, and One-Way Analysis of variance.

### Results and Discussion

The main purpose of the current study was to examine how college students in urban and rural areas perceived themselves in relation to their gender-boys and girls. It employed statistical methodology. The current study's findings are discussed in the following manner:

**Level of Self-concept for urban and rural college students of Varanasi**

**Table 1:** Mean and SD values of urban and rural college going students and total on the measure of self-concept.

| Measure | Residence | N | Mean | Std. Deviation | df | F | Sig. |
|---|---|---|---|---|---|---|---|
| Real-Self | Urban | 100 | 154.53 | 14.185 | 1 | 64.921* | .000 |
| | Rural | 100 | 132.29 | 23.678 | 198 | | |
| | Total | 200 | 143.41 | 22.434 | 199 | | |
| Idial-Self | Urban | 100 | 155.33 | 13.808 | 1 | 68.705* | .000 |
| | Rural | 100 | 132.17 | 24.291 | 198 | | |
| | Total | 200 | 143.75 | 22.873 | 199 | | |
| Social-Self | Urban | 100 | 154.85 | 14.080 | 1 | 61.577* | .000 |
| | Rural | 100 | 132.89 | 24.185 | 198 | | |
| | Total | 200 | 143.87 | 22.600 | 199 | | |

*Significant at.01 level

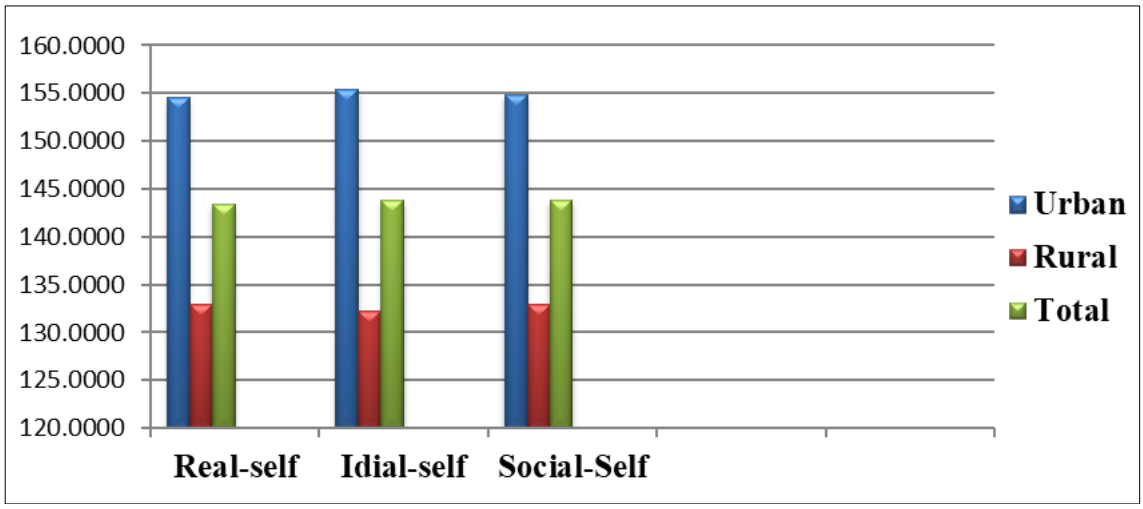


**Fig 1a:** Bar Diagram showing Mean and SD values of urban and rural students and total on the measure of self-concept.

With reference to the above table, it can be said that there is a significant residence-wise difference on the students' self-concept domain of Real self-concept (F (1, 198) = 64.921, *p*.>01). This difference was statistically significant, despite the fact that the mean score was significantly higher for students in urban settings (M = 154.53) than it was for students in rural settings (M = 132.29).

The findings presented in the table above indicate that there was a significant residence wise difference (F (1, 198) = 68.705, >*p*.01) on the self-concept measure of Ideal self-concept among the students. In addition, urban students had a higher score on the Ideal self-concept test (M = 155.33), in comparison to rural students (M = 132.17).

The above table shows that there was a significant residence-wise difference in students' self-concept scores for

the social self-concept variable (F (1, 198) = 61.577, *p*>.01). In addition, students from urban areas had a higher score on their social self-concept (M = 154.85), in comparison to students from rural areas (M = 132.89).

**Level of Self-concept for male and female college going students of Varanasi**

**Table 2:** Mean and SD values of male and female students and total on the measure of self-concept

| Measures | Gender | N | Mean | Std. Deviation | df | F | Sig. |
|---|---|---|---|---|---|---|---|
| Real-Self | Male | 100 | 151.82 | 12.767 | 1 | 32.564* | .000 |
| | Female | 100 | 135.00 | 26.567 | 198 | | |
| | Total | 200 | 143.41 | 22.434 | 199 | | |
| Idial-Self | Male | 100 | 152.50 | 12.418 | 1 | 34.144* | .000 |
| | Female | 100 | 135.00 | 27.253 | 198 | | |
| | Total | 200 | 143.75 | 22.873 | 199 | | |
| Social-Self | Male | 100 | 152.68 | 12.763 | 1 | 35.689* | .000 |
| | Female | 100 | 135.06 | 26.590 | 198 | | |
| | Total | 200 | 143.87 | 22.600 | 199 | | |

*Significant at.01

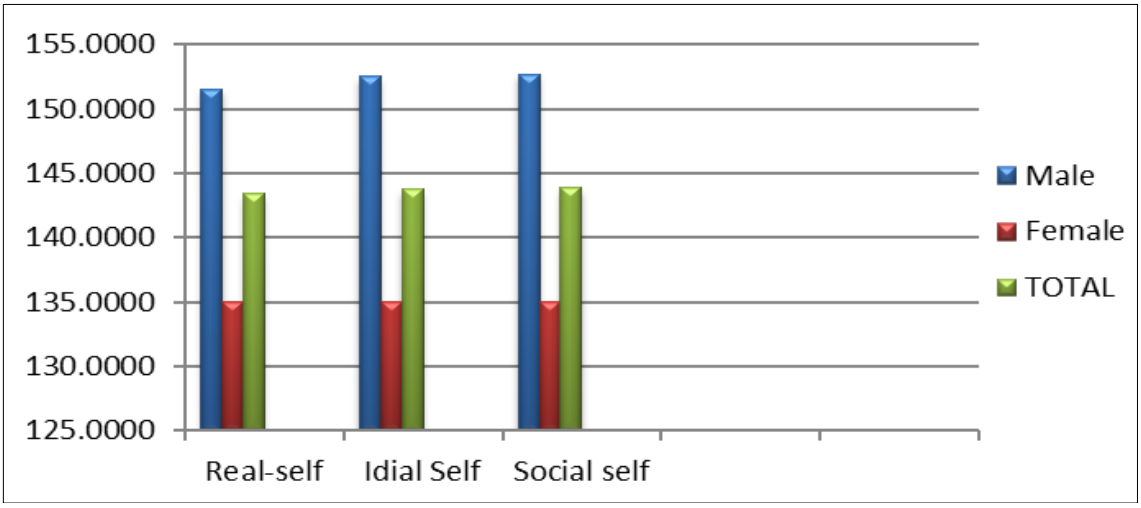


**Fig 2a:** Bar Diagram showing Mean and SD values of male and female college going students and total on the measure of self-concept.

The above table shows that there were significant differences between students in how they thought about their gender (F (1, 198) =32.564, *p*>.01). Furthermore, male students (M = 151.82) had a higher real self-concept than female students (M = 135.00)

There was a statistically significant difference between the genders on the ideal self-concept measure (F (1,198) = 34.144, *p*>.001), as shown in the above table. Furthermore, male students had a higher mean (M = 152.50) and median (M = 135.00) ideal self-concept scores than female students.

Based on the above table, we can say that there are significant differences between male and female college students in the social self-concept domain (F (1, 198) = 35.689, *p*>.01). The mean score for male students was 152.66, while the mean score for female students was 135.06; however, this difference was statistically significant.

In light of this, the null hypothesis, I, claims that "There is no significant difference between Self-concept among Urban and Rural Area Intermediate Schools Students." was dismissed. College going students from urban and rural areas can be said to differ significantly.

In light of this, the null hypothesis, 2, claims that "There is no significant difference between Self-concept among collage boys and girls students." Thus, it can be said that there is appreciable difference between male and female college students.

## Conclusion

1. There is a significant gap between the self-concept of college students in urban and rural areas.
2. There is a significant difference between the self-concepts of boys and girls who are enrolled in college level.

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