CHAPTER -1

INTRODUCTION

1.1 INTRODUCTION

In the present study urban and rural areas college students studied that whether boys and girls and their residence of college students differ from each other significantly or not on their self-concepts, LOC and personality. The study further intends to search the effect of socio-economic status, Gender and residence on self-concept, Locus of control and personality characteristics.

1.2. SELF-CONCEPT

Self is an Anglo Saxon word, which means same or identical. The answer to the question “Who am I?” leads us towards the definition of self. The concept of self has originated with the origin of personality theories. Freud (1923) and early psychologists used the term “ego” to refer to this organized accept of personality. James (1890) has considered the self as “I” and “ME”. The “I” is the self as knower and “ME” is the self as known. Mead (1934) thinks that self is something that is developed. It is not initially there at birth, but is arises in process of social-experiencing.

All Port (1956) argues that each person has a sense of self and identity. Rogers (1972) conceived the self-concept as developing out of the organisms interaction with the environmental. Self-concept can be described as the “beliefs, feelings and memories a person has of oneself” (Byrne 1996). Many theorists of personality beginning with Adler and Jung, Erikson, Horney the existenlists and those in the American Persona llogical tradition assumed that an individual’s sense of self was crucial component of his or her character. When a person is asked to describe you he will mention some physical characteristics such as, “I am brilliant”, “I am pretty”, “I am of average weight”. Then he will move on to psychological characteristics. “I am honest”, “I am brilliant”, and so forth. Self-concept is an organized collection of beliefs about the self. It is a person’s sense of identity. When we think of ourselves as sociable, outgoing, co-operative, strong, emotional, we are describing aspects of our self-concept.
According to All Port (1961), “the self is something of which we are immediately aware of.” We think of it as the warm, central, private region of our life. As such, it plays a crucial part in our consciousness and personality. The self is a person’s inner world. It is composite of a person’s thoughts and feelings, stirring and hopes, fear and fantasies, his view of what he is, what he has been, what he might become and his attitudes pertaining to his worth.

1.2.1 Components of Self-concept:-

Self-concept exhibits the attitudes which the person has to himself or herself. It provides a measure of personal belief in one’s capabilities, success and dignity. Self-concept has three components –

1. **Cognitive Component** – The cognitive component develops connotation of self-concept, which are connected with qualities and functions of self-evaluation and social interaction. The following characterizations include these kinds of connotations. “I am tall”, “I am intelligent”, “I have blue eyes” etc.

2. **Affective Component** – The affective component illustrates the person’s feeling towards himself or herself. It is rather difficult to characterize this component because the individual does not often reveal his/her feelings towards himself or herself to other people. Comments like, “I am able to get my work done” are an affective characterization.

3. **Behavioral Component** – The behavioral component refers to those connotations with which the individual behaves in ways, which may either underestimate or appreciate himself or herself.

1.2.2. Dimension of Self-concept

In the present study the self-concept is represented by the scores obtained on the self-concept scale used for measuring different self-concepts. High score on the scale denotes better self-concept while low score represents poor self-concept. Researcher studied following dimensions of self-concept in this study.
1. **Physical Self-concept** – On individual’s view of their body, health, physical appearance and strength refer the physical self-concept and negative attitude refers poor physical self-concept. In this study physical self-concept is the addition of scores obtained on the items representing physical characteristics.

   The concept of self has three major components. The perceptual, the conceptual, and the attitudinal. The perceptual component is the image person has of the appearance of his body and if the impression he makes on others. It includes the image he has of the attractiveness and sex appropriateness of his body, the importance of the different part of his body, such as his muscles, to his behavior and the prestige they give him in the eyes of others. The perceptual component is often called the ‘Physical Self-concept’.

   During adolescent period formation of a reasonable self-concept takes place. Physical hormonal changes and secondary sexual characteristics which develop in Male and Female, adolescents play the active part in forming the self-concept of adolescents.

   Physical size and aspects of body structure is an important factor in the formation of physical self-concept. Those who have appropriate height, weight develop positive self-concept.

   Adolescents are keenly interested in their physical size, structure and appearance. They ask a lot of questions and make many comments about their physical size and appearance. They are doing some activities like looking into mirror, comparing hand and foot size, measuring height, length of arms. These activities help them to understand and form their self-concept.

2. **Social Self-concept** – An individual’s sense of worth in social interaction refers social self-concept. During the adolescent period, children increasingly understand themselves as individuals, in addition, they understand themselves as part of a social world. They are becoming more autonomous, and their cognitive abilities permit them to understand how they fit into their family and a group of friends.
Social self-concept is usually referred as a ‘mirror image’ (Bell, 1960; Jersild, 1965). It is based on the way the individual believes others perceive him depending on their speech and actions. Development of social self-concept is depending on person’s social group. If other members frequently told the child, he is intelligent, then he develops the self-concept he is intelligent child.

If child is accepted and respected by other people, it will helpful to develop favorable self-concept. But parents, teachers and peers rejected the child, his attitude towards himself are likely to become unfavorable and develops negative self-concept.

3. **Intellectual Self-concept** An individual’s awareness of their intelligence and capacity of problem solving and judgments refers to intellectual self-concept. In the present study, intellectual self-concept is measured by a standardized scale. Total score obtained on the statements related to intellectual self-concept denotes the intellectual self-concept of the subjects.

   Intelligence provides a person with the capacity to meet and solve the problems in his life. As the intellectual capacities develop, the person constantly changes his awareness and perception. It is a direct effect of intellectual abilities.

4. **Emotional Self-concept** – An individual’s view of their prevailing emotional state of particular kinds of emotional reaction refers the emotional self-concept. In present study emotional self-concept measured by a standard scale.

   Emotional reactions and self-regularity capacities are important in child development children differ; however in the strength of their temperamental tendencies and capabilities. Some children are at the extremes of temperament; for example, some children tend to approach new situations rapidly and impulsively, are less subjects to fear and have less capacity for attentional control than others. Some children are easily overwhelmed by stimulation on; some show powerful tendencies to irritability and frustration. Children at the extremes clearly demonstrate the power of temperament in the
classroom, and it is important to take these temperament characteristics into account.

5. **Educational Self-concept** – An individual view of themselves in relation to school, teachers and extracurricular activities refer the educational self-concept. In present study educational self-concept measured by standardized scale.

   Children spend a significant portion of their lives being evaluated in classroom. Self-concept is, generally, a view as valued educational outcome. Self-concept is typically defined as a person’s general composite or collective view of themselves across multidimensional sets of domain specific. Perceptions, based on self knowledge and evaluation of value or worth of one’s own capabilities formed through experiences with and interpretations of the environment.

   The cognitive component of self-concept (I am good at English), different frames of reference play the significant role in the development of academic self-concept. External frames of reference include comparisons with other learners. An internal frame of reference includes comparisons with the self in different academic domains at a given time, comparisons with the self in the same academic domain across time, and aspirations to self-generated goals and aspirations (Byrne, 2001).

6. **Moral Self-concept** – An individual’s estimation on their moral worth, right or wrong activities refers the moral self-concept. In present study the moral self-concept measured by standardized scale.

   The first step of the development of moral self, the child becomes aware that the self’s action have consequences for others which it may or may not intend. This experience has both cognitive and affective aspects (Hoffman, 1984).

   Rosenberg (1979) stated that intertwined with what a person really is exists a concept of what the person believes she or he should be or ought to be. This is broader than the traditional view of the conscience, because it also
includes the entire structure of self-demands that people place upon themselves regarding morality. Rosenberg declared that one’s moral self-concept includes a tendency to visualize a picture or an idealized image and this includes the individual’s thoughts and feelings with reference to himself as an object.

1.3. LOCUS OF CONTROL

The concept of Locus of control was developed from social learning theory (Rotter, 1954; Rotter, Chance and Phares, 1972). It was developed by Julian Rotter and Colleagues (1966) as ‘internal verses external control of reinforcements’. Individual develop general expectancy regarding the forces (either external or internal forces) that determine reinforcements (records and punishments) when individual perceive or expect that his behavior will result in rewards or punishments, he believes that reinforcements are the direct consequences of his behavior. Such individual are said to have expectancy of internal locus of control. When individual perceive that not his behavior, even external forces (such as destiny and luck), which are outside his control, will result in rewards and punishments. They believe that reinforcements are the direct consequences of external forces. Such individuals are said to have expectancy of external locus of control.

According to Phares (1976), the concept of locus of control was developed in an effort to explain why certain individuals are inclined to ignore the reinforcing events/reinforcement contingencies. The failure to respond to rewards and punishments (reinforcement contingencies) in the expected direction was attributed to generalized expectancy that their own actions could not lead to attainment of rewards or punishments.

The term locus of control has been defined differently by different researchers in the following manner such as Rotter (1954, 1966, 1990) viewed that, “locus of control is related to people’s perception of whether they have or do not have control over events in their lives.” A person who attributes control over events in his life to internal factors such as ability, skills or effort is said to have an internal locus of control. On the other hand, a person who attributed control over events in his life to external factors such as luck, fate, chance and powerful others etc. is said to have an
external locus of control as, “the degree to which individuals perceive events in their lives related to behavior or related to external powers.” He viewed that internal control refers to the perception of positive or negative events as a consequence of one’s action and thus, under personal control. The external control refers to the perception of positive or negative events as being unrelated one’s behavior in certain situations and therefore beyond personal control. Gilmore and Minton (1974) also defined external, internal locus of control. They viewed that people with internal locus of control are more likely to attribute success to their own abilities and people with external locus of control attribute success to luck and chance. People with internal locus of control attribute to luck and chance, people with internal locus of control tend to seek out information and are more likely to have a positive attitude. On the other hand, people with external locus of control are more likely to have a negative attitude because they believe that their life is not in their control.

1.3.1 Some important characteristics of Internal verses External Locus of Control

On the basis of various research findings the characteristics of internals and externals can be defined as follows –

- Individuals possessing an external locus of control tend to be anxious, aggressive, dogmatic, less trusting of others and have lower self-esteem than individuals operating under a more internal sense of control (Igbaria and Parasuraman, 1989; Joe, 1971; Levenson and Mahler, 1975).

- According to Spector (1982), “internals look to themselves for direction; externals look to others.” Therefore, externals make more complaint followers or subordinates than internals.

- Internals as comparison to externals are more self-confident and tend to make more dramatic social action and attempt to alter situations which they perceive as aversive or uncomfortable (Cox and Cooper, 1989; Strickland, 1977).

- Internals in compare of externals make better use of information, they perform better in learning and problem-solving situations. They take more trouble to gather relevant information (Spector, 1982).
Internally oriented people show more helping behavior than externally oriented people (Ubbink and Sadava, 1982).

Burns (1979) found that internals have high self-esteem and positive feelings of competence whereas externals feel insecure, unlucky or inadequate.

Internals are more likely to work for achievements, to tolerate delays in rewards to plan for long term goals.

Various researchers have reported that externally oriented individuals are more anxious than internally oriented individuals (Holentras and Scharf, 1970; Mandler and Watson, 1966; Watson, 1967; Phares, 1976).

Externals are more hostile and aggressive than internals (Sadowaski and Wenzel, 1982).

Internals are more likely to prefer games based on skill, while externals prefer games based on chance and luck.

Internals experience more anxiety and guilt with their failures and use more repression to forget about their disappointments.

Thus above points show that people with internal locus of control are more confident, trustworthy, achievement oriented have higher self-esteem, positive feelings than people with external locus of control. It does not mean that internal locus of control is good and external locus of control is bad. Rotter (1975) notes that reality sometimes limits the amount of personal control an individual can possess and recognizes that in some situations the best coping method may be to move toward the perception of a more externally focused locus of control. Rotter (1966) viewed that internals sometimes overestimate their control over situation, which may produce problems, such as a loss of a sense of psychological security. Therefore, only internal locus of control is not needed in every situation, even sometimes person should be externally controlled.
1.3.2. Locus of control as a personality variable

As a personality variable, locus of control deals with the important belief system inherent in an individual’s mode of thinking, the extent to which the individual believes either that he is self-motivated, directed or controlled because he perceives that what happens in his life can be controlled through his efforts, actions (internals) or he is less confident, insecure because he perceives that what happens in his life is beyond his control (externals). The first attempt to the meaning of internal-external dimension as a personality variable in social learning theory was reported in a doctoral dissertation by Phares (1955). In 1962, the first of many papers concerning locus of control was published in an obscure collection of research papers (Rotter, Seeman and Liverant, 1962).

1.4. PERSONALITY

1.4.1. Conceptual framework of personality –

The term personality has been derived from the Latin word “Persona” which means mask. In the theatre of ancient Greece and Rome, the actors used to wear mask to play a particular character. Thus personality is used in terms of influencing others through external appearance. Many researchers and theorists have defined the term personality in different ways. Thus, to give an exact definition of personality is rather very difficult job. However, a widely accepted definition of personality was given by All Port (1923), he identified almost fifty different definitions of personality and classified them into five different categories as follows –

- Omnibus – These definitions view personality as the sum-total aggregate or constellation of properties or qualities.

- Integrative and Configurational – Under this view of personality, the organization of personal attributes is stressed.

- Hierarchical – These definitions specify the various levels of integration or organization of personality.

- Adjustment – This view emphasizes the adjustment (adaptation, survival and evolution) of the person to the environment.
Distinctiveness – The definitions for this category stress uniqueness of each personality.

In the light of above mentioned categories of personality he defined, “personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to the environment.” All Port’s definition clearly indicates that personality is dynamic in its nature and is always changing. It is not static. It also suggests that personality is an integrating and organizing agent between physiological (of the body) and psychological (of the mind) aspects of an individual. It is unique in nature, it becomes habitual to the person. It results in action or behavior in relation to a person, organization or situation.

Mischel (1976) viewed that personality can be defined as, “the distinctive patterns of behavior (including thoughts and emotions) that characterize each individual’s adaptation to the situations of his or her life.” McCrae and Costa (1989) defined personality as, “enduring emotional, interpersonal, experimental, attitudinal and motivational styles that explain behavior in different situations.” According to Phares (1991), “personality is that pattern of characteristic thoughts, feelings and behaviors that distinguishes one person from another and that persists over time and situation.” Funder (2001) defined personality as, “an individual’s characteristic pattern of thought, emotion and behavior, together with the psychological mechanisms – hidden or not behind those patterns.” Larson and Buss (2005) viewed that, “personality is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to the intra-psychic, physical and social environments.” Mayer (2007) defined personality as, “the organized developing system within the individual that represents the collective action of that individual’s major psychological subsystems.”

Thus, these definitions present different aspects, views and explanations about personality. On the basis of these definitions personality can be defined as the characteristic patterns of thoughts, feelings and behaviors that make a person unique and influence his action and adjustment to the environment.
1.4.2. Determinants of Personality –

There are various determinants of personality which shape and develop one’s personality. These determinants of personality have been categorized by various researchers and theorists in different ways, such as McClelland (1951) has categorized these determinants into four fundamental theories traits (acquired propensity to respond), Schema (beliefs, frame of reference, major orientations, ideas and values), motives (inner drives) and self-schema (observation of one’s own behavior). Similarly, Scott and Mitchell (1982) classified various determinants into heredity, groups and cultural factors, both physiological and psychological which play an important role in human personality. However, these various determinants can be summarized into four broad categories –

1) Biological factors
2) Family and social factors
3) Cultural factors
4) Situational factors

1) Biological factors –

Biological factors that contribute to the development of human personality can be divided into three categories:

i) Heredity –

Heredity is the transmission of the qualities from ancestor to descendant through a mechanism lying primarily in the chromosomes of the germ cells. Heredity predisposes to certain physical, mental and emotional states. It has been established through research on animals that physical and psychological characteristics can be transmitted through heredity. However, such a conclusive proof is not available for human beings, though psychologists and geneticists play an important role in personality.
ii) **Brain** –

Brain is also an important biological factor which is supposed to play an important role in shaping one's personality. Evolutionary psychologist and neuro-psychologists suggest that depending on the structure of Brain, an individual’s personality develops. For instance, the right side of the brain is associated with creativity and left side of the brain is associated with analytical or management quality. In the same way, the front lobes are the part of the brain that anticipates events and weights the consequences of behavior, while deeper brain regions, including the seahorse-shaped hippocampus and the nearby amygdale, are associated with such things as memory, mood and motivation.

iii) **Physical features** –

Physical features include external appearance and rate of maturation. An individual’s external appearance which is biologically determined is an important ingredient of personality. A person’s external appearance has some influence on his personality because he will affect influence on others and in turn, will affect his self-concept. Similarly, the rate of maturation also affects personality because persons of varying maturity are exposed to different physical and social situations and activities differently.

2) **Family and social factors** –

Family and social factors also determine the personality development. These factors can be classified into two categories:

i) **Home environment** –

Total home environment is a critical factor in self-concept and personality development.

For example – children with markedly institutional upbringing or children in cold, un-stimulating home environment have a much greater potential to
develop emotionally maladjusted personality than children raised by parents in a warm, loving and stimulating home environment.

ii) **Family members** –

Parents and other family members have strong influence on one’s personality and self-concept development. They contribute in shaping one’s personality almost from birth in several ways – by expressing and expecting their children to confirm to their own values, through role modeling and through various reinforcement strategies such as rewards and punishments which are judiciously dispensed.

iii) **Social groups** –

Outside the home, a person is exposed to various social groups such as school, friends and other work groups. These social groups play an important role in shaping personality and self-concept. Because when a person joins a group, he has to confirm to the values of that group, which may or may not always be palatable to him. If he doesn’t, he will not be treated as valued member of that group. His desire to be part of that group and belong to it as its member, will compel him to change certain aspects of his personality (for instance, becoming less aggressive, more cooperative etc.). Thus a person’s personality becomes shaped throughout his life by at least some of the people and groups he interacts with.

3) **Cultural factors** –

Each cultural expects and trains its members to behave in the way that is acceptable to the group of that culture. Every culture is somewhat or more different from other culture. Thus, people born in different cultures tend to develop different types of personalities which in turn significantly influence their behaviors. For instance, it is commonly seen that people in Punjabi’s are more diligent and hardworking, people from Bengal are more creative and with an intellectual bend and likes.
4) **Situational factors** –

Situational factors play a very powerful role in developing human personality and shaping the self-concept. These factors exercise constraints and may provide push on the individual. In certain circumstances, it is not so much the kind of person a man is as the kind of situation in which he is placed, that determines his personality. For example, a worker whose personality history suggests that he had a need for power and achievement, may become frustrated and react apathetically and aggressively if he is put in a bureaucratised work situation. Thus, he may appear lazy and troublemaker through his personality history may suggest that he is very hard working and striving to get ahead. Thus, because of change situation, his personality, his personality composition changes. This factor is very important for adolescent’s behavior.

1.5. **SOCIOECONOMIC STATUS** –

Socioeconomic status has a clear impact on developing self-concept and personality, especially during the important stage of adolescence. At this period of life the self-concept of young people undergoes important changes, influenced not only by the already-mentioned socio-cultural determinants. Adolescence, the period of transition from childhood to adulthood, is a critical time for the development of lifelong perceptions, beliefs, values and practices. An adolescent struggle with the developmental tasks of establishing an identity, accepting changes in physical characteristics, learning skills for a healthy lifestyles and separating from family. Therefore, before entering adulthood, it is important for the adolescent to develop high self-esteem.

Researchers considering the other factors correlates of self-concept can be divided into several essential domains – i) gender, ii) socio-economic factors and iii) personality factors.

Socioeconomic status (SES) is an economic and sociological combined total measure of a person’s work experience and of an individual’s or family economic and social position in relation to others, based on income, education and occupation.
When analyzing a family’s SES, the household income, earners, education and occupation are examined as well as combined income.

Socioeconomic status is typically broken into three categories, high SES, middle SES and low SES to describe the three areas of a family. When placing a family of these categories any or all of the three variables (income, education and occupation) can be assessed. Additionally low income and little education have shown to be strong predictors of a range of physical and mental health problems, ranging from respiratory viruses, arthritis, coronary disease and schizophrenia.

The socioeconomic status has been conceptualized as a position in a society and it is a cluster of factors, which includes occupation, income and cultures features of home (Sharma and et.al. 2005). Kuppswami (1980) considered education, occupation and income as the important factors to determine the socioeconomic status of family.

Socioeconomic status plays an important role in adolescents, emotional and social adjustment by affecting their self-concept to certain extent (Leelavati, H. R. and Saroja, K. 1989). Adolescents reared in socio-economically advantaged families would be more likely to be high in self-concept than would those from families possessing fewer advantages (Collins and Burger, 1969).

Coopersmith (1967) examined the influence of social class on self-concept and the findings documented both positive and negative with regard to the relationship between self-concept and this sociological variable.

Chiu (1987) found that for both boys and girls in United States and Taiwan, those with high sociometric status were significantly higher in self-concept than those with medium or low status. There was no difference in self-concept between children with medium and low sociometric status.

Thus, socio-economic status is one of the most striking indices of prestige and success. Persons higher in social hierarchy have more prestigious occupations and higher incomes and tend to live in spacious and luxurious homes located in well laid out localities. These persons are considered more successful in life and they tend to receive material and social benefits that might prompt them to believe that they are
superior and worthier than others. So, one’s self-esteem varies directly with one’s social background.

In the present study researchers shows that socioeconomic status is one of the most important factor to develop the self-concept of adolescents and built the personality.

1.6. RESIDENCE

Residence is one of the most important factors in the entire human life. It is affected on human behavior. Adolescents are very emotional and that time the individual changes physically and psychologically. Rapid changes takes place in this period such as physical, social, intellectual, emotional, moral and educational changes. Urban and rural areas are different societies. Adolescents are live in whose society then develops various self-concepts rapidly and built their personality.

The adolescent’s self-concept is dynamic and causality is complex. It means that problems and difficulties can lower self-concept, but low self-concept can cause problems. Researchers have found that level of self-concept in various domains is associated with behaviors and accomplishments relevant to success in those particular areas of development.

For example – Some adolescents having high self-concept is associated with positive performance and having a high physical self-concept is related to increased physical activity. Positive overall self-concept are linked to overall happiness. Having an overall negative self-concept of adolescents has been associated with depression and loneliness personality. Adolescents struggle with negative self-concepts.

In the present study those college students who are living and studying Gram panchayat area are called rural college students and who are living and studying municipality area are called urban college students.
1.7. SIGNIFICANCE OF THE STUDY

College students’ age is a crucial factor to build personality and to prepare for self-concept. Present research will be very much useful and needful to society and development of the community, because generally these students were not aware of their self-concept in their daily life.

Self-concept plays an important role in understanding human behavior. Self-concept refers to self-evaluation and it represents the sum of an individual’s beliefs about his or her own attributes. How an adolescent evaluates himself or herself on six different self-concepts namely – physical, social, intellectual, emotional, moral and educational. Due to curiosity this study was carried out. Knowledge of the self-concept of adolescents is very important to fulfill the curiosity of parents, teachers and society who are eager to know the kinds of self-concepts of adolescents.

Locus of control is a dimension of personality; it helps to explain one’s traits and behavior. An internal locus of control is the belief that the course of one’s life is largely up to oneself. Those with an external locus of control regard the event in their lives, as occurring regardless of their own efforts. People who have internal locus of control tend to be less influenced by others, more politically active and more motivational to achieve.

‘Self’ as the core of personality. Development of healthy and superior self, thus, becomes necessary for developing successful personality. Through several studies the factor associated with the development of self-concepts were revealed gender, caste, intelligence, achievement motivation, race, culture etc. were found correlation with self-concept along with the factors such as family, peer group, socio-economic status etc. Through a good number of studies about self-concept were carried out is not even one percent the factor of urban-rural was treated.

So, the present study researcher said that knowledge of the self-concept of adolescents is very important to fulfill the curiosity of parents, teachers and society who are eager to know the kinds of self-concepts of adolescents.
1.8. RATIONALE OF THE STUDY

College student’s age has a dual dilemma. Not a child and not a complete adult is a state of perplexing. Hence, there exist, a need to know the effect of Socio-Economic Status, gender, and residence on Self-Concepts, LOC and Personality characteristics. As they help the students to solve the problems of life and make successful adjustment in life hence the researchers failed need to study the “Effect of Socio-Economic Status, gender, and residence on Self-Concepts, LOC and Personality characteristics of College Students”.

SUMMEARY

In the present research researcher has been made and attempt to describe all the factors which are included in the research. College students have specific attitude about their self concept and personality. College age is a crucial factor to built personality and prepare for self concept. Furthermore gender residence and SES, has straight relationship towards self concept, LOC and Personality. Hence researcher wants to search clear picture about the effect of these variable on self concept LOC and personality. So, she selects such topic for her research.