Social psychologists think of self-concept as a social product and social force. Social factors play a major role in its formation. Self-concept is not present at birth but arises out of interaction and social experience. It both incorporates and is influenced by the individual's location in the social structure it is formed within institutional systems, such as family, school etc. It is constructed from the materials of the culture and it is affected by the immediate social and environmental contexts. Hence the parental encouragement treated as independent variable.

Importance of socio-economic status in the development of personality has been recognized long before. The environment and the culture in which an individual is brought up generally set up the line of his development. Hence, the factor of socio-economic status (SES) has been treated as an independent variable.

Sex is also treated as independent variable because in India compare to male, female gets secondary treatment in family and society.

Thus, in present study there were three independent variables, namely high parental encouragement Vs low parental encouragement; HSES Vs LSES and Male Vs Female. From this it is clear that each of the
independent variable was varied at two levels. Obviously a 2 x 2 x 2 factorial design was used, and there were eight classified groups.

The dependent variables were six different types of self concepts, self-ideal disparity and adjustment.

**Aim of study:**

Self concept plays an important role in the development of an individual. Self concept develops gradually and it is influenced by several factors. The main aim of the study is to find out the effect of parental encouragement, socio economic status and gender on development of self-concept, self ideal disparity and adjustment on adolescents.

**Objectives of Study:**

**Major objectives of the study are as follows -**

To find out the effect of parental encouragement on development of six types of self concept namely physical self concept, social self concept, intellectual self concept, moral self concept, emotional self concept and aesthetic self concept and self ideal disparity and adjustment.

To study the effect of SES on development of six types of self concept namely physical self concept, social self concept, intellectual self
concept, moral self concept, emotional self concept and aesthetic self concept and self ideal disparity and adjustment.

To study the effect of Gender on development of six types of self concept namely physical self concept, social self concept, intellectual self concept, moral self concept, emotional self concept and aesthetic self concept and self ideal disparity and adjustment.

**Hypotheses:**

The hypothesis of the study was as follow.

1. The Ss. having high parental encouragement develop significantly better physical self concept than Ss. having low parental encouragement.

2. The Ss. coming from high socio-economic status develop significantly better physical self concept than Ss. coming from low socio-economic status.

3. Male Ss. develop significantly better physical self concept than female Ss.

4. The Ss. having high parental encouragement develop significantly better Intellectual self concept than Ss. having low parental encouragement.
5. The Ss. coming from high socio-economic status develop significantly better Intellectual self concept than Ss. coming from low socio-economic status.

6. Male Ss. develop significantly better Intellectual self concept than female Ss.

7. The Ss. having high parental encouragement develop significantly better social self concept than Ss. having low parental encouragement.

8. The Ss. coming from high socio-economic status develop significantly better social self concept than Ss. coming from low socio-economic status.

9. Male Ss. develop significantly better social self concept than female Ss.

10. The Ss. having high parental encouragement develop significantly better moral self concept than Ss. having low parental encouragement.

11. The Ss. coming from high socio-economic status develop significantly better moral self concept than Ss. coming from low socio-economic status.
12. Male Ss. develop significantly better moral self concept than female Ss.

13. The Ss. having high parental encouragement develop significantly better emotional self concept than Ss. having low parental encouragement.

14. The Ss. coming from high socio-economic status develop significantly better emotional self concept than Ss. coming from low socio-economic status.

15. Male Ss. develop significantly better emotional self concept than female Ss.

16. The Ss. having high parental encouragement develop significantly better aesthetic self concept than Ss. having low parental encouragement.

17. The Ss. coming from high socio-economic status develop significantly better aesthetic self concept than Ss. coming from low socio-economic status.

18. Male Ss. develop significantly better aesthetic self concept than female Ss.
19. The Ss. having high parental encouragement significantly better adjustment than Ss. having low parental encouragement.

20. The Ss. coming from high socio-economic status significantly better adjustment than Ss. coming from low socio-economic status.

21. Male Ss. Significantly better adjustment than female Ss.

22. The Ss. having high parental encouragement shows significantly low self ideal disparity than Ss. having low parental encouragement.

23. The Ss. coming from high socio-economic status shows significantly low self ideal disparity than Ss. coming from low socio-economic status.

24. Male Ss. shows significantly low self ideal disparity than female Ss.

*Sample:*

After carefully studying location of the junior college and socio-economic status of the pupils studying in those colleges 6 colleges were selected. Out of 6 junior colleges 3 were from rural Area and 3 were from urban Area of Aurangabad Dist.
The initial sample consisted of 400 Ss the effective sample was restricted to 320Ss, only.

It so happened, because the nature of analysis of data was based on a 2 X 2 X 2 factorial design. In order to be included in the effective each S had to meet three criteria.

At the first stage the Ss were classified in two groups
(1) High Socio-economic status. (2) Low Socio-economic status. In this process 30 Ss were deleted.

Secondly, the Ss were classified on the basis of parental i.e. high parental encouragement and low parental encouragement. In this classification 40 Ss were deleted.

At the third Stage, these Ss were classification in two group i.e. Male and Female. In this process 4 Ss were deleted.

Lastly, to keep equal cell frequencies, 6 Ss were deleted randomly from the classified groups, where the numbers of Ss were more than forty.

Thus, the effective Sample of the present study consisted of 320 Ss the Age range was 16 to 18 Years and the Male Female ratio was 1:1
**Tools:**

**Parental Encouragement Scale (PES):**

The scale developed by Dr. R.R. Sharma. The scale contains 50 items with three alternatives the reliability of the scale is 0.83 and validity of the scale is 0.68. The parental encouragement scale can be administered individually as well as in group. There is no time limit of the completion of the scale; however, ordinarily an individual takes 25 to 30 minutes to complete it.

**Self evaluation scale:**

This scale is developed by Dr. Beena Awasthi. This scale contains 57 bipolar adjectives. This scale will be used to measure the six different types of self concepts i.e. physical, intellectual, social, moral, emotional & esthetic self concept. The reliability of the scale is 0.91 and validity is 0.80.

**Self ideal disparity scale:**

The scale is developed by Dr. B.N. Mukharji. This scale will be used to measure the self ideal disparity. The scale consists of two forms. To measure SID the form no.2 should be given after one month of form no.1. The reliability of the scale is 0.93 and validity is 0.88.
Adjustment Inventory:

This adjustment inventory developed by H. S. Asthana. It consisted of 42 items. Each item is associated with two alternatives “Yes” and “No”. The scale gives you an index of adjustment. The reliability coefficient is 0.82 and validity is 0.76.

Socio-economic Status Scale:

This scale was constructed by Janbandhu. This is a short scale consisted of 14 questions only. The questions demand only factual information about the social, economic and educational background of the individual. Reliability coefficient was 0.86.

Procedure of data collection

In the first session, Ss. selected from various colleges of Auranagbad called in a group of 20 to 25 Ss each. After making a proper seating arrangement rapport was established through informal talk, and the copies of Self evaluation scale were distributed among them. The instructions were read by the ‘E’ and the Ss were asked to read the instruction along with the ‘E’. Procedure was demonstrated to them and then only they were asked to write the responses. Similar procedure was adopted for self ideal disparity scale, adjustment scale and socio-economic status scale. Filled scales were collected. Similar procedure was adapted to all Ss and whole data were collected.
After one month same Ss. were called and second form of self ideal disparity scale were given them. The instructions were read by the 'E' and the Ss were asked to read the instruction along with the 'E'. Procedure was demonstrated to them and then only they were asked to write the responses. Filled copies were collected. Similar procedure was adapted for all Ss. and whole data were collected.

**Variables under study:**
- Independent variables
- Parental encouragement
- Socio economic status
- Gender / Sex

**Dependent Variables**
- Physical self concept
- Intellectual self concept
- Social self concept
- Moral self concept
- Emotional self concept
- Aesthetic self concept
- Self ideal disparity
- Adjustment

**Operational Definitions:**

Parental encouragement:
Each child needs an experientially rich environment. The optimal environment for the infant is one in which the child is cared for in his home in the contact of a warm and continuous relationship with her own mother under conditions of varied input. Parental encouragement also contributes a lot in the development of the child and purgation of his inherent qualities.

**Socio-Economic Status:**

Socio-Economic Status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others based on income, education, and occupation.

**Sex:**

Means male or female which refers to anatomical and physiological differences between males and females which are based on genetic differences present at conception.

**Self concept:**

Self concept refers to the belief of individual he/she about various behavioral and social characteristics, physical and cognitive abilities, and his/her aspirations and achievements. In present study different self con-
cepts are represented by the scores obtained on the self concept for measuring different self concepts (High score denotes superior self concept, and low score represents poor self concept).

**Physical self Concept:**

The attitudes and feelings one has towards the image of one's physical characteristics. Positive attitude towards physical characteristics refers to better physical self concept; negative attitude on the other hand refers to poor physical self concept.

**Intellectual self concept:**

The beliefs of individual towards his cognitive and intellectual abilities refer to intellectual self concept.

**Social self concept:**

These are self-descriptive attributes of behavioral characteristics as one thinks they are seen by others. In present study sum of the scores obtained on the pairs of adjectives classified as related to social behavior denotes social self concept.
Moral self concept:

It refers to attitude and feelings one has towards the rules of behavior to which the members of a culture have become accustomed and which determine the expected behavior pattern of all group members.

Emotional self concept:

It represents one's perceptions and beliefs towards one's emotional behavior in different situations. Here it is represented by the score obtained by the respondent on the items related to emotional behavior.

Aesthetic self concept:

It refers to one's beliefs towards his affects to have a sensitive appreciation of the beautiful, especially in arts.

Self the Ideal discrepancies:

The person experience a gap between what he actually sees (self) and what he had like to see (Ideal Self).
"The mismatching of self perceptions is termed is self discrepancies" (Nathan)

Adjustment:

Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (Shaffer, 1961)

Design of study:

In the present study high parental encouragement Vs low parental encouragement, high SES Vs low SES and male Vs Female were treated as independent variables. Thus a 2 x 2 x 2 balance factorial design was used.

Statistical Treatment of data:

At first the data were treated by mean and standard deviation. Secondly, data were analyzed by three way analysis of variance. Finally Duncan's new multiple range tests was used to see whether the inter group mean differences are significant or not.
On the basis of the results following conclusions are drawn-

不久前，拥有高亲职鼓励的受试者在生理自我概念上的发展显著优于亲职鼓励低的受试者。

不久前，来自高社会经济地位的受试者在生理自我概念上的发展显著优于来自低社会经济地位的受试者。

不久前，男受试者在生理自我概念上的发展显著优于女受试者。

不久前，拥有高亲职鼓励的受试者在智力自我概念上的发展显著优于亲职鼓励低的受试者。

不久前，来自高社会经济地位的受试者在智力自我概念上的发展显著优于来自低社会经济地位的受试者。

不久前，男受试者在智力自我概念上的发展显著优于女受试者。
The Ss. having high parental encouragement developed significantly better social self concept than Ss. having low parental encouragement.

The Ss. coming from high socio-economic status developed significantly better social self concept than Ss. coming from low socio-economic status.

Male Ss. developed significantly better social self concept than female Ss.

The Ss. having high parental encouragement developed significantly better moral self concept than Ss. having low parental encouragement.

The Ss. coming from high socio-economic status developed significantly better moral self concept than Ss. coming from low socio-economic status.

Male Ss. developed significantly better moral self concept than female Ss.

The Ss. having high parental encouragement developed significantly better emotional self concept than Ss. having low parental encouragement.
The Ss. coming from high socio-economic status developed significantly better emotional self concept than Ss. coming from low socio-economic status.

Male Ss. developed significantly better emotional self concept than female Ss.

The Ss. having high parental encouragement developed significantly better aesthetic self concept than Ss. having low parental encouragement.

The Ss. coming from high socio-economic status developed significantly better aesthetic self concept than Ss. coming from low socio-economic status.

Male Ss. developed significantly better aesthetic self concept than female Ss.

The Ss. having high parental encouragement significantly showed better adjustment than Ss. having low parental encouragement.

The Ss. coming from high socio-economic status significantly showed better adjustment than Ss. coming from low socio-economic status.

Male Ss. Significantly showed better adjustment than female Ss.
The Ss. having high parental encouragement showed significantly low self ideal disparity than Ss. having low parental encouragement.

The Ss. coming from high socio-economic status showed significantly low self ideal disparity than Ss. coming from low socio-economic status.

Male Ss. showed significantly low self ideal disparity than female Ss.

Suggestions:

On the basis of the results of the study following suggestions are made.

I. More studies of adolescents should be undertaken to search the techniques and avenues of improving self concept of adolescents.

II. It is necessary to change the attitude of parents towards adolescents. More freedom should be given to adolescents.

III. It is necessary to change the attitude of parents toward adolescents. More such opportunities should be made available to them.
**Recommendation:**

I. There is a need to develop awareness among parents in remote areas and villages. Efforts must be made at government as well as non-government levels.

II. There is a need of encouraging adolescents to opt for higher education which is necessary for development.

III. Most of the traditional, cultural and religious views are obsolete and irrelevant in present day context, especially the girls must be freed from the clutches of religious faiths.

**Limitations:**

It is necessary to consider following limitations before generalizing the results.

I. It was a small study, where the factor of education, caste, locality etc. which influence the development of self concept remarkably were not treated as independent variables.

II. Sample size was relatively small.

III. For analyzing the data only univariate approach was used.
REFERENCES


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