

A COMPARATIVE STUDY OF SELF-CONCEPT OF TRIBAL STUDENTS IN RURAL AND URBAN AREAS

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Abstract:

The aim of this study was to compare the self-concept of tribal students from rural and urban areas. For this study, the researcher selected a total of 40 children from rural and urban areas of Chandrapur and Gadchiroli districts, out of which 20 were tribal students from urban areas and 20 were from rural areas. To measure the self-concept of the selected subjects, the researcher used a questionnaire by Dr. Smt. G. P. Shari Agra, Dr. R. P. Verma and Dr. P. K. Goswami, which was published by Shweta Budh Prakashan (SBP). The data obtained from the self-concept test of urban and rural tribal students were statistically analyzed using descriptive statistics and t-tests. The confidence level was kept constant at .05 for all cases. When comparing the self-concept of rural and urban tribal students, it was found that tribal students living in urban areas were found to have a higher self-concept than tribal students living in rural areas.

Keywords: Self-Concept, Tribal, Students

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Introduction:

Man is connected to society. He spends his entire life living in society. Because he is sociable, people often gather together. Just as a person has to adapt to the environment as soon as he is born, he has to adjust to the people in the society everywhere. While living in society, he has to mix with everyone. He has to understand the behavior of other people in the society and also has to make changes in himself. Due to this, the qualities of that person develop. While living in society, a person does the work of finding out what his limitations are and knowing himself. Knowing himself means knowing the 'self'.

Every person's individual understanding and identification of themselves that is, self-concept. When a person becomes aware of his own inner feelings, beliefs about himself, his own values, and ideas, only then does he become aware of his own existence. He becomes aware of how his own personality is different from the personality of other people. The collection of one's physical assets, behavior, efficiency,

understanding and self-evaluation as an individual is the 'self'.

While living in society, the behavior of each person is different, to a large extent it is based on that person's 'self' concept. Every person needs to be aware of the 'self' concept. The 'self' concept of that person develops from the ideas, actions, and objects with which the person matches. Our perception of how other people see us is the concept. The 'self' concept is the collection of beliefs, values, and attitudes about oneself and other individuals, groups, and institutions in the 'self'. The awareness of all the things conceived in the 'self' and the person's self-concept based on it can be said to be the self-concept.

Self-concept is the awareness of the individual's independent existence. It is on the basis of this awareness that the individual draws his own talent. Accordingly, he tries to develop himself. Every person has an image of himself in his mind. Along with the increasing development of his 'self', he takes a certain

turn in his behavior. Such a change in behavior is important in terms of personality development. The concept of 'self' of students influences their personality development.

When students form a self-concept, it is an idea they form about themselves, reflecting their qualities, abilities, weaknesses, beliefs, and personality. Self-concept reveals who they are as a person. How students respond to questions can also reveal their self-concept. Self-concept is a multifaceted social process that begins in childhood and is shaped by experiences and interactions with others. Several studies have compared self-concept between rural and urban schools and found that age plays a significant role in students' self-concept. Urban students often live amid modern ideologies and are exposed to the latest ideas, in which society plays a significant role. Due to greater exposure to a social environment with innovative ideas, they appear to have a higher self-concept than rural students. This is primarily due to the lack of social environment in rural settings. The researcher chose this problem because of his curiosity to know whether the findings obtained from various researches are equally applicable everywhere.

Methodology:

In the present research, a total of 40 children were selected from rural and urban areas of Chandrapur and Gadchiroli districts, out of which 20 were tribal students from urban areas and 20 were from rural areas. To measure the self-concept of the selected subjects, the researcher used a questionnaire by Dr. Mrs. G. P. Sharee Agra, Dr. R. P. Verma and Dr. P. K. Goswami, published by Sweta Budh Prakashan (SBP). A test of self-concept to assess various aspects of self-concept and to collect data for the study. The self-concept test is a questionnaire consisting of 48 questions. Which shows the scores of eight different aspects of self-concept. The statements of the test about 'self' are simple and conclusive, so the answer format is 'yes' or

'no'. Answer sheets were used for answering, and the question paper was also reused.

Statistical Analysis:

The data obtained from the self-concept test of urban and rural tribal students were statistically analyzed using descriptive statistics and t-tests. The confidence level was kept constant at .05 for all cases. The data were compiled and analyzed using Microsoft Excel 2007.

Table-1: Mean and t-ratio of self-concept between rural and non-rural area tribal students

Group	Mean	SD	SE	MD	Ot	df	Tt
Rural	32.45	5.68	1.594	2.950	1.850*	38	1.686
Urban	29.50	4.31					

Table-1 indicates that the obtained 't' value of 1.850 between rural and non-rural area tribal students in self-concept was found to be significant at 0.05 level of confidence as we obtained value of 1.686 with 38 degree of freedom.

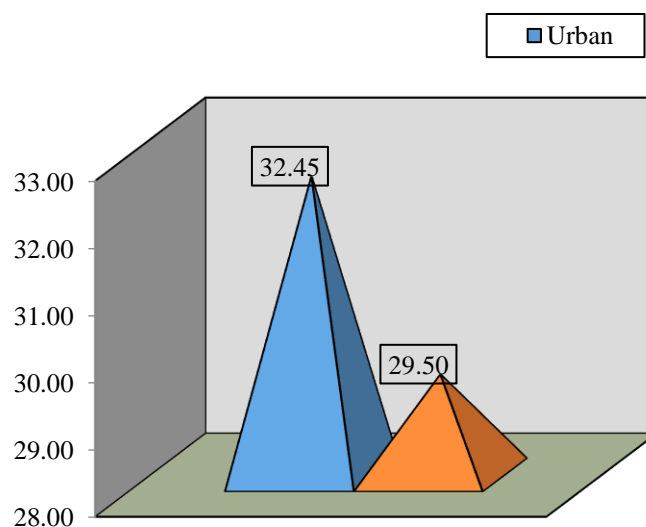


Fig.1: Mean of self-concept between rural and non-rural area tribal students

Discussions:

This study found that social environment and modernity can have an impact on self-concept. Similar findings have been found in studies conducted by some researchers, a study by Sibi & Meera, (2022) found that tribal students had a lower self-concept and non-tribal students had a higher self-concept. A study by Singh, & Singh (2019) found that urban students had a slightly higher self-concept than their rural counterparts. The reason behind this could be due to the wider exposure of urban students to their ideologies, attitudes and beliefs. A study by Wankhade (2016) found that there was a significant difference between adolescent students attending rural and urban schools. This suggests that social environment, ideologies and beliefs have a significant impact on self-concept.

Conclusion:

When comparing the self-concept of rural and urban tribal students, it was found that tribal students living in urban areas were found to have a higher self-concept than tribal students living in rural areas. The reasons behind this may be that self-concept includes the physical, emotional, social and spiritual aspects of those students. Therefore, those abilities are affected by it. The formation of self-concept in children starts from childhood and the first understanding of themselves is developed when they interact with the society. Later, as they experience life, their self-concept gets shaped. Every person experiences successes and failures in life,

but if that person has more negative experiences, then their self-concept is affected.

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Cite This Article:

Prof. Deulkar U.R. & Prof. Dr. Manjre U.N. (2025). A Comparative Study of Self-Concept of Tribal Students in Rural and Urban Areas. In **Aarhat Multidisciplinary International Education Research Journal**: Vol. XIV (Number VI, pp.48–50).

Doi: <https://doi.org/10.5281/zenodo.18171652>