



## **A Review of Factors and Characteristics of Self and Society**

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### **ABSTRACT**

When normative claims concerning the rights and obligations of persons are judged using only one well-structured idea of the person, it only produces a partial picture of man. Development emphasises the pursuit of felicity in the Hobbesian sense as the source of happiness, human growth, and civilizational advancement. This partial concept serves as its foundation. According to this viewpoint, the self manifests as a fractured whole with negative effects on both the self and society. In general, attempts to fix this broken totality have fallen short because they have a propensity to strengthen rather than eliminate the broken totality. As a result, self-assertion, which is central to the modern view of growth, ends up being harmful to both the individual and society. This essay seeks to identify some connections between action, dialogue, and reflection. A model of the self-society dynamics that operates through thought, speech, and action is produced by contesting and combining some polemical views regarding the creation, maintenance, and transformation of the self and society. In order for any intervention (transformative action) to be rooted in locally meaningful ways, it is advised that self-reflection and ideology-critique be combined in the paradigm of self-society dynamics. It is suggested that a dynamic balance between individual wants and more general social goals may be reached by developing a dialogue community where self- and group assumptions can be submitted to discourse-validation. It is believed that chances for enacting lasting change will be greatly increased if people are receptive to such discourse (i.e., if they can develop critical self-reflection).

### **INTRODUCTION**

The self is a person as the object of his contemplative consciousness. Since it is a context subject to the same subject, this context is essentially subjective. However, the sense of self or self should not be confused with the subject itself. This feeling is directed outward from the subject to return to his "self" (or self). Examples of psychotic situations where such "similarity" can be broken include depersonalization, which sometimes occurs in schizophrenia: the self appears detached from the subject. The first-person perspective separates oneself from personal identity. Whereas "identity" is (literally) similarity and can include classification and labeling, self-concept refers to a first-person perspective and suggests potential uniqueness. In contrast, we use "person" as a third-person reference.

Personal identity may be impaired in the late stages of Alzheimer's disease and other neurodegenerative diseases. In the end, the self is different from the "others". Self-versus other, including the distinction between similarity and otherness, is a research topic in contemporary philosophy and contemporary phenomenology, psychology, psychiatry, neuroscience, and neuroscience. Although subjective experience is central to selfishness, the secrecy of this experience is one of many problems in the philosophy of self and the scientific study of consciousness. A society is a group of individuals involved in continuous social interaction, or a larger social group sharing the same spatial or social territory, usually subject to the same political authority and dominant cultural expectations.

Society is characterized by patterns of relationships (social relations) between individuals who share specific cultures and institutions; a given society can be described as the aggregate of such relationships among its constituent members. In the social sciences, a larger society often displays stratification or dominance patterns into subgroups. Society creates patterns of behavior by accepting certain actions or concepts as acceptable or unacceptable.

These patterns of behavior within a given society are known as social norms. Societies, and their norms, undergo gradual and continuous changes. So far as it is collaborative, a society can enable its members to benefit in ways that would otherwise be difficult on an individual basis; thus both personal and social (general) benefits can be separated, or overlap can be found in many cases.

A society can also consist of like-minded people who are governed by their norms and values within the dominant, larger society. It is sometimes referred to as a subculture, a term used extensively within criminology, and also applied to specific subdivisions of a larger society. More broadly, and particularly within structuralism thought, a society can be characterized as an economic, social, industrial, or cultural infrastructure composed of a diverse collection of individuals, yet distinct. In this regard, society can refer to the objective relationship of people with the physical world and other people, rather than "other people" beyond the individual and their familiar social environment.

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## REVIEWS OF RELATED LITERATURE

1. **Mehrad (2016)** found in his study that culture promotes a different concept of self, thus there is high importance in the self-concept of culture.
2. **Myint and Aung (2016)** classified teachers' characterization into four factors: emotion use, adaptation/mood regulation, emotion expression/evaluation, and emotional resilience. Based on a sample of 1,006 school teachers, their results showed that an 8.1% variation in teachers' job performance was explained by "optimism/mood regulation" and "emotion expression/evaluation".
3. **T.Unnamalai (2015)** reported that higher education has been considered the most important tool in society to change the subjugated situation. It not only creates personality but also influences individuals' socio-economic growth. It ultimately develops our country's general development. Satisfied faculty members can perform well, becoming our younger generation's role models and being able to enrol learners in higher education. Our education system is the world's third-biggest scheme, but only 25% of our learners receive greater schooling. No institution in our nation is listed among the world's top 100. Income is one factor that influences job satisfaction. The primary variables affecting job satisfaction are wage, work environment, advertising chance, and interpersonal relationships. Salary and the environment play a significant part out of all variables and rank first and second.
4. **Sahadra (2015)** describes non-attachment in positive terms as a versatile, compassionate way to respond without following or suppressing one's experiences. Non-attachment is believed to promote cognitive flexibility, non-reactivity, rational thinking, empathy, and freedom from difficult emotions and reduce selfishness.
5. **According to Bruno and Nozoku (2014)**, socially constructed emotion refers to individuals' perceptions and feelings about various self-images and self-concepts represents in a way that normative and aspirational effective functioning within one's social group, achievement, and competence, is based on a psychosomatic need for belonging and acceptance, unlike other members of a group of individuals. The researchers distinguished self-esteem dimensions as personal, social, and general self-esteem for teachers. When combined, these three sub-components equal overall self-esteem. Symptoms of low self-esteem include: feeling incompetent, worthless, exaggerated perfectionism and unrealistic about our abilities, being overwhelmed by fears and negative thoughts, feeling unpleasant, fear of change, being unrealistic about goals, and self-identifying. And the persistent need and distorted attitudes among others.
6. **Ahmed (2014)** designed a study to investigate the creativity and self-concept of secondary school students from Bangladesh in the context of gender, academic achievement, and socioeconomic status. The study was conducted on 320 secondary school students (160 boys and 160 girls) who were deliberately selected from the city of Rajshahi, Bangladesh. The results showed that boys had greater creative potential and higher self-concept than girls. The study also indicated that high achievers tended to have greater creative abilities and higher self-concept than low achievers and that the concept of upper-middle socioeconomic status included lower-middle socioeconomic status. The comparison has more creative abilities and higher self-concept. The research also demonstrated that different dimensions of self-concept (i.e., physical self-concept, academic self-concept, scholastic ability, moral self-concept, social self-concept, and global self-worth) explain creativity. Strong predictors were secondary school students.

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## MEANING AND CONCEPT OF SELF AND SOCIETY

According to the Cambridge Dictionary, **"To behave according to your beliefs and to do what you think is right."**

It is clear from the above definition that it is important to understand yourself (your self-knowledge) to be able to do what you think is right according to your beliefs. Thus we can say that the major components of self are self-concept, self-esteem, resilience, non-attachment, self-awareness, self-discipline, optimism, etc. To adequately understand the meaning of the self, one needs to look at two main aspects of the self: the eternal self or inner self and the temporal self. The Eternal Self is described through the Inner Self in which the Self speaks to the Spirit or the Spiritual Heart.

The biblical quote **"The kingdom of God is within" refers to the 'spirit' that is within each of us, our soul and therefore our inner self."**

Society is a large group consisting of communities of more than one person in which all the individuals perform human activities. Human activities include actions of conduct, social security, subsistence, etc. Society is a group of people who interact with other groups much less than the people inside them. The people coming from society have mutual affection and sympathy towards each other. All the societies of the world follow different rituals, making their own identity.

An individual's behaviour is the expression of an effort to achieve certain goals. He has some natural and acquired needs. Like work, apps, security, etc. In the absence of fulfilment of these needs, the person suffers from frustration and mental stress. He is not able to fulfil them himself. Therefore, for the due satisfaction of these needs, a man in his long evolution has developed a collective system. We call this system in the name of society. It is such a collection of individuals who are bound to each other by definite relations and specific behaviour. That organized system of individuals develops different norms for different actions, some of which are permissible and some are prohibited.

Society consists of various actors, in whom interactions take place. This interaction has a physical and environmental basis.

Every doer is oriented towards maximum satisfaction. The fulfilment of universal needs is essential for the survival of society. Identified needs regulate the area of coexistence of structural elements. The system of the orientation of action and the situational factors towards which the action is directed determines the structure of society.

The connecting elements balance the process of interaction. Dissociative elements cause disturbance in social balance. To control the dissociative elements, there is an adjustment of the relations and actions of the actors by institutionalization. This enhances cooperation and reduces conflicts. In the social system, tasks and positions, punishments, and rewards are awarded to the individual based on general rules and accepted norms relating to merit and qualities. In the case of discrepancy between these concepts, the individual is unable to organize himself according to the beliefs and modes of the society and his social behaviour fails.

When such a situation arises, the achievement of his goal is not possible. The reason is that he does not get the support of other members of society. Due to this fear of social punishment, generally, a person is not able to ignore the accepted customs prevailing in society. He makes every effort to adjust to them.

Since society is a system of mutual relations of individuals, it does not have any tangible form. Its concept is empirical. But among its members, there is a feeling of existence and existence of each other. Without knowledge and belief, the development of social relations is not possible. The basis of cooperation and relationship is a common interest. The achievement of common selfishness is possible only through equal conduct. This type of collective behaviour is determined and directed by society. Consensus is essential for the association of current social beliefs with common goals. This agreement is based on mutual discussion and assimilation of social symbols.

Apart from this, every member has the belief that the social rules which he considers appropriate and follows, are also followed by others. Such consent, belief, and corresponding behaviour keep the social order stable. Various organizations established by individuals to meet the limited needs work in such a way that the organization of the society as a cohesive unit remains unaffected.

The situation of dissent gives rise to interpersonal and inter-institutional conflicts which lead to the disintegration of society. This disagreement arises when the individual fails to assimilate with the collectively. Self-realization and failure to accept rules can be linked to fundamental attitudes toward totalitarian rights and the dominance of limited members.

Moreover, once the goal is fixed, opportunity causes this failure. The nature of the social organization is never eternal. Society is an aggregate of individuals. It is divided into different groups to achieve different goals. Therefore, the dynamics of the human mind and the group mind continue to influence him as a result society changes.

This mobility of his is the root of his development. Social development is a continuous process of change-oriented towards the achievement of the aspirations of the members and the redefined goals. In the continuum of transition, the tendency of the members to adapt, with their consent and innovation, remains active. The activities that take place in society keep society tied.

#### **FACTORS OF SELF**

1. Self-concept
2. Self-Esteem
3. Self-Awareness
4. Self-discipline
5. Optimism
6. Resilience
7. Non- Attachment.

#### **CHARACTERISTICS OF SELF**

One of the most important aspects of a child's emotional development is the formation of his self-concept, or identity—namely, his sense of who he is and what his relation to other people is. The most conspicuous trend in children's growing self-awareness is a shift from concrete physical attributes to more abstract characteristics.

This shift is apparent in those characteristics children emphasize when asked to describe themselves. Young children—four to six years of age—seem to define themselves in terms of such observable characteristics as hair colour, height, or their favourite activities. But within a few years, their descriptions of themselves shift to more abstract, internal, or psychological qualities, including their competencies and skills relative to those of others.

Thus, as children approach adolescence, they tend to increasingly define themselves by the unique and individual quality of their feelings, thoughts, and beliefs rather than simply by external characteristics. One of the earliest and most basic categories of self to emerge during childhood is based on gender and is called sex-role identity.

Children develop a rudimentary gender identity by age three, having learned to classify themselves and others as either males or females. They also come to prefer the activities and roles traditionally assigned to their own sex; as early as two years of age, most children select toys and activities that fit the sex-role stereotypes of their culture, and during the preschool years they begin to select same-sex playmates.

Another component of a child's self-concept concerns the racial, ethnic, or religious group of which he is a part. A child who is a member of a distinctive or specific group has usually created a mental category for that group by five to six years, and children from ethnic minorities tend to be more aware of ethnic differences than nonminority children.

One of the important processes that mediate a child's self-concept is that of identification; this involves the child's incorporation of the characteristics of parents or other persons by adopting their appearance, attitudes, and behaviour. Children tend to identify with those

persons to whom they are emotionally attached and whom they perceive to be similar to themselves in some way.

They seem to identify most strongly with parents who are emotionally warm or who are dominant and powerful. The role models children adopt may have negative as well as positive characteristics, however, and can thus influence children in undesirable as well as beneficial ways. In short, it can be said, society is a purposeful group, which is formed in any one area; its members are bound in unity and affinity.

#### FACTORS OF SOCIETY

1. Socialization
2. Social-Behaviours
3. Social responsibility
4. Social-interaction
5. Social Cognition

#### SOME OF THE MAIN ELEMENTS OF SOCIETY ACCORDING TO MACIVER ARE AS FOLLOWS

1. Rituals
2. Right
3. Freedom
4. Methodology
5. Co-operation
6. Groups and Sub-Groups
7. Control of Human Behaviours

#### CHARACTERISTICS OF SOCIETY

The following are the characteristics of society:

1. **Societies are abstract:** Society is not a group of individuals, but a complex system of human interactions. Human interactions can neither be seen nor touched. Intangible means that which cannot be seen, cannot be touched. There is no object in society from which we can get direct knowledge by seeing, smelling, hearing, tasting, or touching through our senses. Thus societies are not tangible but intangible.
2. **Interdependence:** A major characteristic of society is interdependence. Man is a social animal. He cannot fulfil his needs alone. He has to depend on others to fulfil his needs. It is because of this mutual dependence that the members of the society form social relations.
3. **Society is a system of relations:** Society is a network of social relations that is made up of a network of social relations. Society is not a monolithic thing. It is made up of various sections and sub-sections in which there is a system. It is not just a collection of relationships, but a complex system. The arrangement of relations expresses the structure of society. There is interrelationship and interdependence between different parts of society.
4. **Two forms of difference:** Two forms of difference are found in the society-
  - a) **Equality:** Equality is an essential element for the formation of society. Social relations are formed in the same condition when there is some similarity among the people who establish the relationship. In other words, the existence of society is possible only where there are only one type of beings, one type of body composition, and one type of thoughts.
  - b) **Inequality:** Just as equality is needed for society, so is the difference. Variation means - Differences in interests, tasks, and abilities are similar in child protection, and abdominal fulfilment. But each of them uses different means, methods, and ways to fulfil their objectives.
5. **Psychological Basis of Society:** Social relations mean the mutual feeling found between two or more beings. This mutual feeling or mental awareness is found in every type of relationship whether the relationship is temporary or permanent, friendship or animosity, cooperation or conflict. This mental awareness arises out of consciousness. It is the instinct of group-feeding which is the psychological basis of society and which is very important in any discussion of society. Generally, two very opposing tendencies are always active in society, in which one develops cooperation and the other gives rise to conflict.
6. **Interpersonal Awareness:** Interpersonal awareness is also an essential element or characteristic of society. There are two types of relations-- first, physical relations second Social Relations. There is no mutual awareness in physical relations. On the contrary, there is mutual awareness in social relations.
7. **Cooperation and conflict both are found in the society:** Every person does not have the same ability and facility to do all the tasks. Therefore, a person fulfils his interests and needs with the help of others. Cooperation does not mean to benefit each other, but it means an organization in the efforts of different people for the fulfilment of common objectives. Cooperation is important in establishing relationships. Family, state and business, economic organizations, etc. are formed only by cooperation and partnership of the members. Cooperation gives strength to social organization. It is difficult to imagine the existence and development of human life, society, and culture in the absence of cooperation. No matter how much cooperation is visible from outside in the society, there is a necessary struggle from within whether it is less or more, clear or unclear. From the beginning

till now, at all levels of social development, there has been struggling along with cooperation in the society. There are many differences in society regarding the social, economic, and cultural bases between the individual and the individual, which naturally creates an environment of conflict.

8. **Societies are changeable and complex systems:** One of the characteristics of society is that society is changeable and complex. Change is the law of life. Society is also changing. According to Maclver and Page, "Society is always changing. Changes take place in society due to many factors like economic, political, religious, cultural, etc.
9. **Society remains continuous:** Since society is not a group of individuals but a system of relations with individuals, therefore some or some person or generation remains or continues to be a society. This does not mean that society is something that will continue to exist even after all the members have ceased to exist. The meaning is only that the person must die but the continuity of the individuals remains in the society.
10. **Society is not limited to humans only:** Societies are not limited to humans only. The forming or constituent elements of society are social relations. Social relations are those relationships where mutual awareness is found among related individuals. Therefore, where there is awareness, there is society, apart from humans; there is also awareness among animals and birds. So there is a society in animals too. But due to a lack of awareness among animals and birds, their society is limited. Human beings have a more developed mind and a higher level of awareness that they are entitled to culture and are a member of a more developed and complex society. Society is a web of human relations. Therefore, only human society is studied in sociology.

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## CONCLUSION

Here, it is believed that the social context in which one's self-thoughts emerge has an impact on even the most private and individualised experience one may have—their sense of self. It is hypothesised that the nurturing environment of the home creates a more passive self-concept in contrast to a more dynamic feeling of self-promotion fostered by the school's pressure to accomplish in relation to the two major social worlds of childhood, family and school. Six hypotheses about how basic psycholinguistic traits and the kinds of verbs used to characterise the self in the two contexts of self-thoughts were derived. Three-minute descriptions of a child's family and school were broken down into successive subject-verb-complement thought segments in order to verify these hypotheses. We then chose a few of our own thoughts from this group (segments with self as subject). The six projected variations in verb types obtained from our postulate of a more passive self-concept in the family environment were supported by an analysis of the verb types utilised in self-thoughts triggered by family versus school probes. In general and especially, the self is perceived passively in family contexts more than in school contexts by using state verbs rather than action verbs (of what one is rather than what one does); by using overt actions rather than covert reactions; by using physical actions rather than social interactions; by using cold cognitions rather than hot effects; and by using simple affirmations rather than reflex- These six examples of a more passive self in social circumstances at home as opposed to at school are consistent across age, gender, and response mode.

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