

Study of home environment in relation to self- concept

Chandra Shekhar^{1*}, Riffat Malik², Harmeet Singh³, Mohan Lal⁴

ABSTRACT

In this study, we focus on the relationship between the home environment and the self-concept. Before entering this current reality, children need to maintain a good atmosphere at home as it is the primary school an adolescent gets before going in to this current reality and also how he sees himself in that environment. Home Environment scale (HM) by Akhter and Saxena (2011) and Self-concept scale by S.P. Ahluwalia (2002) has been used for data collection. The study comprised of a small sample of 120 students of three Higher Secondary Schools, out of which 60 boys and 60 girls are randomly selected from Government and Private schools of Jammu city. Correlation and t-test was used to find out the relationship and difference between the scores of two groups of secondary school students. The results revealed that there is significant difference in home environment and self-concept school students based on their gender and also significant relationship has been found between home environment and self-concept of school students.

Keywords: Home Environment, Self-Concept, Adolescents, Gender

The relationship between parents and children is the most objective and spectacular among the broad associations that are made on the path of life. From birth, children depend on mothers and fathers for care, reassurance, and improvement, promoting their overall well-being (National Academics of Sciences, Engineering and Medicine, 2016). Adolescence is an important period of life. It is characterized by indescribable and interesting questions. The family, which is considered an indispensable part in the progress of the identity of young people, is experiencing solidarity, emotional and actionable changes. Consequently, proper direction at this important stage of life is critical to your positive self-thinking, understanding, and commitment to basic leadership, improvement in emotions, and management.

¹Senior Assistant Professor, P.G. Department of Psychology, University of Jammu, Baba Saheb Ambedkar Road, Jammu-Tawi, Jammu and Kashmir (UT) India

²Research Scholar, P.G. Department of Psychology, University of Jammu, Baba Saheb Ambedkar Road, Jammu-Tawi, Jammu and Kashmir (UT) India

³P.G. Student (IGNOU), P.G. Department of Psychology (study centre), University of Jammu, Baba Saheb Ambedkar Road, Jammu-Tawi, Jammu and Kashmir (UT) India

⁴P.G. Student (IGNOU), P.G. Department of Psychology (study centre), University of Jammu, Baba Saheb Ambedkar Road, Jammu-Tawi, Jammu and Kashmir (UT) India

**Responding Author*

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Study of home environment in relation to self- concept

Home Environment

A good home is the central structure in which teenagers thrive. It is one of the few conditions or natural settings that have an impact on the lives of young people (Rich, 1998). The improvement of the child includes first and foremost in the home. This is the main condition with which young people cooperate from birth; where, parents connect and have a touch directly and indirectly with their child (Minuchin, 2002). Between the last two decades, home status was singled out as an important influencing factor in a child's educational, intellectual, and emotional advancement, which may further influence the reform process. The speculation recommends that parents help to outline the self-concept of young people and may provide good examples (Super, 1957). The Super Hypothesis (1957) recommends that the family can have a large impact on improving a child's self-concept, which further shape their abilities, interests, qualities, and professional decisions.

Roe's hypothesis of occupational decision centers centrally on the link between hereditary components and youth's different rearing practices and their impact on youth identities and styles that thus impact different professional practices. (Roe & Seligman, 1964). Parents may encourage or restrict their progress in light of the type of social bond they have with their young people (Ketterson & Blustein, 1997).

Self-Concept

Self-concept is the concept of self focuses on the individual's own character. It is a multidimensional construct that implies the impression of the individual's "self" in terms of any number of qualities, for example, education and non-education (Bong and Clark, 1999; Byrne and Worth, 1996; Byrne, 1984; Shavelson and Bolus, 1982; Shavelson et al., 1976) Sexual parts, self-character, virtues, shortcomings and many more. Adolescents make their physical and social status through and through. In the midst of this process, they began to develop the idea of "I" (Stipek et al., 1990). This self-acceptance continues shortly afterwards with multifaceted quality extending through subjective progress in experience and social settings. (DeSocio, 2005) Research has shown that children with disabilities distinguish between multidimensional and quantitative self-concept. Self-concept is a child's self-awareness and self-assurance. Different variables determine a person's self-perception - physical appearance, efficiency, ability to play, or ability as a parent or partner. Individuals create their own emotions by engaging with their family, marriage, world related entertainment, and sexual parts. Given the importance of the home environment and its impact on emotional maturity and self-awareness in adolescents, the purpose of this study is to explore the relationship between these variables and their effect on each other.

REVIEW OF LITERATURE

Home Environment

In the light of a relational bond of sorts, career development can either be fostered or hindered by their parents (Ketterson & Blustein, 1997), and sympathetic relationship with family members have been revealed to manipulate a wide array of social behavioural, emotional and academic outcomes, including depression, anxiety, self-esteem, delinquency, social competence, involvement with drugs and alcohols, achievement motivation and academic achievement of an adolescents (Mohanraj, 2005). Scott et al., (2003) tested the relationship between sex, cultural assimilation, parenthood and adolescence research results in foreign Mexican families; self-report information was collected from young people attending three high schools in Los Angeles. Study was conducted among 273 young men whose tutors were designed in Mexico, and the girls reported superior academic inspiration and uplifting desires, while generous help was found for a positive bond between mother

Study of home environment in relation to self- concept

and father practices, and significant help was found in the framework between the level of education of mothers and fathers, the dialect spoken at home; and academic aspirations and home environment to coordinate the impact on school performance of Mexican adolescents. Madhu et al. (2004) investigated the apparent natural family factors that may be associated with immature self-harm practices in Limpopo Province of South Africa, family autonomy, family attachment and family associations have also been shown to be a huge link for self-destructive dangers, and in any case, family autonomy and association contradict the danger of self-destruction (suicide).

Home Environment and Self-Concept

Mona (2011) conducted a study and the results showed that students in the academic group had a higher level of carrier maturity, higher self-image and a higher family environment than their professional counterparts. Girls in the sample have more maturity and higher self-concept than boys, while boys see a healthier environment and family, while Koutsoulis (1995) stated that home is very important for students and family methods were discovered to influence the family environment surrounding socioeconomic status also affects students' educational self-concepts and attitudes towards school, especially for women, Whitney (1999) found that youth sexual abuse and family conditions. The impact of this is taken into account in current and future self-fulfillment (self-thinking) and found that the family environment adds richness to the child's current and future lifestyle. James and Kevin (1991) investigated the relationship between adolescents' perceptions of the family and school environment and measures of creativity, morality, and self-concept. Here, information was collected from 312 Australian students and the results indicated that adolescents' self-concept and morality have moderate associations and more modest relationships with their belief in the school environment, and adolescents' creativity has a modest association with their perceptions of the family and school environment. Mboya (1998) explored gender differences in parental apparent behavior and self-concept and the sample composed of 496 young men and women, where the results revealed that 57 family relationships impacted the improvement in adolescents' self-conception young people, while Sink & Kuen (2000) inspected a survey that found the links between family environment, depression and self-concept from an example of 2706 young people and the result showed that the three domains of family environment (relationship, self-awareness and environment remain) closely and categorically linked to four dimensions of self-concept (academic, apparent, social and general).

Objectives

1. To assess the gender differences between home environment and self-concept among students.
2. To assess the differences between home environment and self-concept among students.
3. To assess the relationship between the home environment and self-concept among students.

Hypotheses

1. There will be significant gender differences between the home environment and self-concept among students.
2. There will be significant differences between the home environment and self-concept among students.
3. There will be significant positive relationship between the home environment and the self-concept among students.

RESEARCH METHODOLOGY

Sample Description

A total sample of 120 (60 males and 60 females) school going students were collected for the present study. Out of 120 students, 60 were from 11th class and 60 from 12th class. The data collected from Govt. and Private high secondary schools of Jammu city. Purposive sampling technique used for data collection.

Tools

- 1. Home Environment Scale (Akhtar & Saxena, 2011)** - This instrument measures the psychological atmosphere of home as perceived by children. This scale consists of fifty items belonging to ten dimensions of the house setting. There are 5 cells against every item of the inventory. The 5 cells belong to the 5 responses particularly 'always', 'often', 'sometimes', 'least' and 'never'. Out of 50 items, 40 are positive and 10 are negative items.
- 2. Self-Concept Scale (Ahluwalia, 2002):** This scale comprises of 80 items associated with the categories. The scoring of the self-concept scale is easy. The items are scored within the direction of high self-concept consistent with the scoring stencil. One score is to be awarded to every statement either for 'Yes' or 'No'.

Statistical techniques

In this study t-test and correlation was applied in order to find out the significance of difference between different groups.

RESULTS AND DISCUSSIONS

In the results mean scores of home environment for boys and girls are 319.10 & 295.60 respectively and their S. Ds are 32.61 and 30.15 respectively. After applying the t-test, t-value is found to be 6.39 which is significant at 0.01 level of significance.

Table-1 shows gender differences between home environment and self-concept among school students.

Variables	Gender				t-value	Significant
	Boys		Girls			
	M	S.D.	M	S.D.		
Home environment	319.10	32.61	295.60	30.15	6.39 (0.01)	Significant
Self-concept	101.31	15.30	95.71	15.14	2.10 (0.05)	Significant

The mean scores of self-concept for boys and girls are 101.31 and 95.71 respectively and their S. Ds are 15.30 and 15.14 respectively and the t-value is found to be 2.10 which is significant at 0.05 level of significance. So, our hypothesis that there will significantly gender differences between home environment and self-concept is accepted. Wigfield, et al. (2001) & Ireson and Halam (2001) findings concur with the results of this study that there is a difference in the academic self-concept of males and females, that is, males and females possessing different beliefs about their academic competencies.

Table-2 shows difference between home environment and self-concept among school students.

Variables	N	Mean	S.D.	Significant levels
Home environment	60	100.48	13.10	0.01
Self-concept	60	174.76	10.37	

Study of home environment in relation to self- concept

The mean and S.D. value of home environment is 100.48 & 13.10 respectively and mean and S.D. value of self-concept is 174.76 & 10.37 respectively. The result came out to be significant at 0.01 level that leads to conclusion that there is significant difference in the home environment and self-concept among students. Therefore, our hypothesis is accepted. Mboya (1998) explored gender differences in parental apparent behavior and self-concept and the sample composed of 496 young men and women, where the results revealed that 57 family relationships impacted the improvement in adolescents' self-concept in young people.

Table-3 shows correlation of home environment and self-concept among school students.

Variables	N	r	Significant levels
Home environment	60	0.54	0.01
Self-concept	60		

The correlation between home environment and self-concept is 0.54. This shows positive correlation. It means when home environment increases self-concept also increases and when home environment decreases self-concept also decreases. Therefore, our hypothesis is accepted at 0.01 level of significance. Daulta (2008) studied the impact of home environment on the self-concept of children and found that good quality of home environment had significant positive correlation with high level of self-concept in boys than among girls.

CONCLUSION

It is concluded that students studied in govt. and private schools have difference in their self- concept and home environment and moreover it has also been found out that there exists positive relationship between home environment and self-concept among students of 11th and 12th class. Significant relationship has also been found between home environment and self-concept whereas significant gender differences have also been found.

Suggestions for further research

1. More classes can be included in the research as the data is limited only to 11th and 12th class students in this study.
2. The sample size is small due to time bound whereas large sample can be used.
3. Researchers can use many schools for data because only three schools have been used for collecting data.
4. Researchers can add more variables to see more significance and relationship and therefore different statistics can be used.
5. Data can be collected from different areas, districts etc.

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Study of home environment in relation to self- concept

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Study of home environment in relation to self- concept

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Conflict of Interest

The author declared no conflict of interest.

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