

The Academic Self-concept of Adolescents Who Live in Disadvantaged Home Environments: A Life Orientation Perspective

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ABSTRACT An exploratory study on Black South African adolescents' academic self-concepts was undertaken in disadvantaged home environments where poverty, unemployment, single parenthood were prevalent. The purpose of the study was to find out whether there is a relationship between the academic self-concept and a disadvantaged home environment. Quantitative and qualitative research methods were used in this study. A survey was done on 461 adolescents and concurrently twenty early and middle adolescents from disadvantaged home environments were purposely selected to participate in the qualitative part of the study. Findings indicated that a disadvantaged home environment does affect the academic self-concept of adolescents. Parental supervision does influence academic self-concept. Adolescents who stayed alone or with grandparent who were not supportive had a lower academic self-concept. An intervention model is proposed for educators working with adolescents in such environments.