



Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents

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ABSTRACT The present study is an attempt to explore academic achievement and home environment as correlates of self-concept in a sample of 300 adolescents. The results of the study revealed self-concept to be positively correlated with academic achievement, though not significantly so. A significantly positive relationship of home environment components of protectiveness, conformity, reward, and nurturance with self-concept is revealed, thereby meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment is significantly negative with self-concept among adolescents indicating that for positive self-concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and rejection. The study has implications for educationists and parents as well.

L. INTRODUCTION

Self-concept is an important concept of any child's development. As children develop a sense of self and interact with and gain experience in the world, their self-concept is affected. The importance of self-concept within educational settings has been discussed by several scholars and has led to the performance of studies examining the role of self-concept in school performance (Oliva 1999). The term self-concept refers to the ordered set of attitudes and perceptions that an individual holds about him/herself (Wolffe 2000; Woolfolk 2001 and Tuttel and Tuttel 2004). Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions (Woolfolk 2001). The self-concept comprises three main elements:

- the identity of the subject or self-image, referred to as the perceptions of him/herself;
- self-esteem, which is related to the value individuals attach to the particular manner in which they see themselves;
- a behaviour component, reflecting how self-concept influences and formulates the individual's behaviour (Machargo 1997; McClun and Merrell 1998; Zagol 2001 and Tuttel and Tuttel 2004).

It is not surprising that the root of self-concept lies in family experiences. A favourable home environment constitutes of good parent - child relationship. As Kuppaswamy (1954) says, "The self-concept is not a finished product at birth. But is something which develops and how it develops, what its constituent attitudes are depends upon the family in which the individual is brought up with all the social norms of the group to which the family belongs and the education and experiences of each individual." Coopersmith working in America found that children with high concept came from families where the parents themselves had similar self-concepts and where adults were able to treat children as responsible individuals. Parents of such children were more accepting more affectionate and more positive towards their children. Above all, they were interested in them and they showed it. But and this is a very big but, they also set firm limits to their children's behaviour, limits which they applied constantly.

The perusal review of related literature provides a picture reflecting on self-concept in relation to academic achievement and home environment operational in different settings and population groups. The studies revealed that the self-concept of boys and girls is different. Still some studies revealed boys to be having better self-concept as compared to girls (Sharma 1981; Pandit 1985; Park 2003; and Al-Zyouidi 2007) whereas some studies found exactly the reverse (Wang 1997). Also, academic achievement was found to be having significant relationship with

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self-concept (Saraswat 1982; Desai and Uchat 1983; Panwar 1986; Lyon 1993; Kobal and Musek 2001; Trautwein et al. 2006 and Tracy 2007). Home environment was found to be influencing self-concept in one way or the other (Revicki 1981; Lau 1995; Massey 1999; Lau and Kwok 2000 and Foluke-Henderson 2007).

Hence, it was thought worthwhile to understand the complete abilities and potentialities of the child before giving him education. Cognitive and non-cognitive abilities such as intelligence, creativity, personality interests, aptitudes and attitudes are which have to be studied before a teacher starts teaching an individual. For better understanding teacher should know firstly the self-concept of the student which means what he thinks of himself. So, these variables academic achievement, home environment and self-concept of the students need inquiry for proper understanding of a student. Moreover, no such coherent endeavour has been undertaken on adolescents of Punjab and hence the present study is a humble attempt to search an empirical database with certain hypotheses.

Objectives

1. To study self-concept among adolescents in relation to academic achievement.
2. To study self-concept among adolescents in relation to home environment.

Hypotheses

1. There will be a positive and significant relationship of self-concept among adolescents with academic achievement.
2. There will be a positive and significant relationship of self-concept among adolescents with home environment.

II. METHODOLOGY

The study was conducted through descriptive method of research.

Sample

The study was conducted on a representative sample of 300 adolescents of ninth class selected on the basis of randomized technique of sampling from different government and private schools of Patiala district of Punjab.

Research Tools

The following tools were selected and used in the study:

1. Self-concept List (Old Personality Word List) by Deo (1998)
2. Home Environment Inventory (HEI) by Misra (1989)
3. Academic achievement was taken as the percentage of marks obtained in middle standard Punjab School Education Board examination.

Data Collection

300 adolescents were selected randomly from different schools of Patiala district. Subjects were contacted personally. Cooperation of the principal of schools was sought and efforts were made to establish rapport with the subjects. Before administering tests, they were made clear about the purpose of collecting the data and were told that the result of test would be kept strictly confidential so that they can respond the test items without any hesitation. The research tools namely self-concept list and home environment inventory was scored as per the procedure given in the manual. The instructions for data collection as well as scoring as given in the manual were strictly adhered to.

Statistical Treatment of Data

In order to achieve the objectives of the study, correlational approach was followed to study self-concept in relation to academic achievement and home environment.

III. RESULTS

The coefficients of correlation of self-concept with academic achievement and ten home environment dimensions were computed for the total sample (N = 300) of adolescents. The results of correlational analysis are given here under:

1. Self-concept in Relation to Academic Achievement

The coefficient of correlation of self-concept with academic achievement among adolescents is given in table 1.

Table 1: Self-concept among adolescents in relation to academic achievement

S. No.	Variable	Mean	S.D.	r
1.	Self-concept	99.01	28.23	0.01NS
2.	Academic Achievement	55.60	9.30	

NS: Non-significant

The table 1 shows that the coefficient of correlation of self-concept with academic achievement is 0.01, which is not significant even at 0.05 level. It indicates that there is no significant relationship between self-concept and academic achievement among school-going adolescents.

2. Self-concept in Relation to Home Environment

The coefficient of correlation of self-concept with home environment components is given in table 2.

It may be observed from the table 2 that coefficient of correlation of self-concept with control, punishment, and permissiveness components of home environment are 0.11, 0.09 and -0.06 respectively. All these r-values are not significant even at .05 level of significant indicating that there exists no significant relationship between self-concept and control, punishment and permissiveness components of home environment among adolescents.

Also, the table 2 shows that coefficient of correlation of self-concept with protectiveness, conformity, reward and nurturance components of home environment came out to be 0.30, 0.32, 0.15 and 0.21 respectively. All these r-values are positive and significant at .05 level. It shows that there exists a positively significant relationship of self-concept with protectiveness, conformity,

Table 2: Self-concept among adolescents in relation to home environment

S. No.	Home environment component	r
1.	Control	0.11
2.	Protectiveness	0.30*
3.	Punishment	0.09
4.	Conformity	0.32*
5.	Social Isolation	-0.15*
6.	Reward	0.15*
7.	Deprivation of Privileges	-0.19*
8.	Nurturance	0.21*
9.	Rejection	-0.16*
10.	Permissiveness	-0.06

* Significant at .05 level.

reward and nurturance components of home environment among adolescents, thereby meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents.

The table 2 further shows that the coefficient of correlation of self-concept with social isolation, deprivation of privileges and rejection components of home environment turned out to be -0.15, -0.19 and -0.16 respectively which are significant at .05 level. It reveals that there exists significantly negative relationship of social isolation, deprivation of privileges and rejection components of home environment with self-concept. In other words, it may be inferred that for promoting higher self-concept among school-going adolescent, there should be less or no use of social isolation, deprivation of privileges i.e. controlling children's behaviour by depriving them of their rights to seek love, respect and child care from parents and lesser rejection i.e. there should be no parental expectation on authoritative principle.

IV. DISCUSSION

The results of the present study are to be seen in the light of some related research evidence. The study revealed a positive, yet non-significant correlation of self-concept with academic achievement. This may be attributed to the fact that the sample for the present study was small. So, similar studies need to be repeated on larger samples. This result is supported by many authors (Muhammad and Sepidehi 1991; Muijs 1997).

Muhammad and Sepidehi (1991) found that self-concept was significantly positively correlated to measures of achievement in English and Mathematics. Muijs (1997) observed that academic self-concept and academic achievement were strong predictors of one another, even controlling for other variables and stability of both over time. Also, Marsh and Yeung (1997) found that not only can adolescents' levels of academic self-concept affect their later performance in school; their self-concepts are also influenced by their prior academic achievement, as indicated by their grades and their test scores. It is worth mentioning here that Fraine et al. (2007) found that evolution of self-concept was not related to the evolution in achievement neither at the individual level, nor at the school level. However,

a positive relation between students academic self-concept and achievement was found, the magnitude of which decreased throughout secondary school. Moreover, it is the academic aspect of self-concept which affects achievement (Hamachek 1995) and not general self-concept. However, the results of the present study are contrary to the findings of Desai and Uchat (1983), Alka (1991) and Fraine et al. (2007).

Further, a significantly positive relationship of protectiveness, conformity, reward, and nurturance component of home environment. These findings of the present study are in line with the findings of Kale (1982), Litovsky and Dusek (1985), Panwar (1986), Lau (1995) and Lau and Kwok (2000). Dinah (2004) indicated that there is a significant relationship between home environment and the self-concept. Adolescent's emotional self-concept was found to be affected by religion, supervision at home (parent or guardian) and the number of siblings in the family. Moreover, girls had a better social self-concept than boys. On the whole the physical, academic, social and general self-concepts were not affected by religion, number of siblings in the family and different kinds of supervision. Also, Song and Hattie (1984) in a sample of Korean adolescents found that self-concept is a mediating variable between home environment and academic achievement. However, the present study revealed significantly negative correlation of social isolation, deprivation of privileges and rejection component of home environment with self-concept among adolescents.

Educational Implications

In a rapidly changing world, the cultivation of an all-round personality, sensitive an open to problems in his environment, is not only important, but is also urgent. A special care and personalized support system is therefore, imperative to nourish the potentialities of adolescent. So, for positive self-concept development among adolescents, it is suggested that during adolescence, self is being crystallized; it is also going through a period of revision and refinement. So, parents, teachers and other professionals, who care enough to make a difference, can, through the medium of a meaningful relationship, be significant and positive forces in helping adolescents grow in healthy and self-actualizing ways. Parents should

respect the child's efforts and let them know that you have confidence in their ability to do well.

It has been found that optimal self-concept development takes place in an atmosphere of acceptance that allows the adolescent autonomy and the opportunity to learn competencies (Litovsky and Dusck 1985). It has been a theme in education that a student needs good academic self-concept in order to be successful academically. To achieve this success, schools can impact their students' academic self-concept by developing an organized, orderly and supportive environment. Classroom teachers should teach students' good study habits and self-management skills together with appropriate self-attribution strategies. The findings of the present study highlight the importance of promoting a positive self-concept in every aspect in various psychosocial contexts. In nutshell, it may be said that to nurture adolescent's potential, intervention efforts need to be made not only in enhancing their self concept, but also in promoting conducive home environment. Furthermore, it becomes the duty of the teachers to assist children who come from disadvantaged home environments by applying various intervention strategies to foster positive self-concepts among such adolescents. Positive self-concepts are key factors for successful learning, general behavioural patterns and high participation in school activities. Upgrading of educators is also recommended so that they are fully equipped to assist a learner who is from a deprived home environment.

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