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## Does Home Environment Impede the Development of Self- Concept?

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### **Abstract:**

*This study aims to analyze the influence of home environment, gender and type of school on development of self-concept. A 2x2x2 factorial design, with two level of home environment (Good & Poor) x gender x type of school (Private & Government) was used in present study. Home environment Inventory was applied to identify the good and poor home environment in children. Self-Concept Scale (Ahluwalia, 2002) were used to assess the self concept. Results showed that the main effect of home environment, gender and type of school were significant, which evinced that poor home environment adolescents show inferior self concept than good home environment adolescents. Self concept was found to be far inferior in boys as compared to girls. Whereas government school children show superior self concept than private school children. Moreover, various forms of self-concept were found positively related with home environment and its components.*

**Keywords:** Adolescents, gender, home environment, self concept

### **1. Introduction**

Self -concept is one of the most important variables in the field of psychology. The self concept refers to the experience of one's own being. It includes what people come to know about themselves through experience, reflection and feedback from others. It is an organized cognitive structure comprised a set of attitudes, beliefs, values, variety of habits, abilities, out looks, idea and feelings of a person. Self concept define as the value that an individual places and his or her own characteristics, qualities, abilities and actions (Woolfolk,2001). There are several different component of self concept i.e., physical, academic, social and transpersonal. The physical aspect of self concept related to that which is concrete i.e., what we looks like, our sex, height and what kind of cloth we wear etc. Academic self concept related to how well we learn, how good we are in maths, science, language etc. The social self concept describes how we related ourselves to other people and transpersonal self concepts describe how we related to the unknown. Self concept may be defined "the totality of complex, organized and dynamic system of learned belief, attitudes and opinion that each person holds to be true his or her personal existence".(Purkey,1988).

Self concept is formed through experience with the environments and is influenced by home environment reinforcement and significant others (Shavelson et al.1982). A sizeable number of studies indicate that several factors like parents, teacher's peers play an important role in self-concept formation (Azizi& Jaafar, 2006). Therefore, home environment was selected one of the important factor that influence the individual growth (Bahrami,2008).The growth of child's personality depends upon the family environment. Through family, he learns the norms of society, competence and useful member of society. Block (1985) found that child who experiences the psychological pain of parental rejection tends to manifest signs of maladjustment. According to Bradley and Corwyn (2001) experiences of children in their environment particularly home is associate with a broad domain of their development such as social behaviour. Shek (1997) has found that family factors play an important role in influencing the psychosocial adjustment, particularly the positive mental health and self concept, of Chinese adolescents. Whether parents are involved in and support their adolescents school life can directly affect their personal and social development as well as their academic success (Gecas & Schwalbe, 1986; Harris & Goodall, 2008;). Gender differences is self concept has been widely analyzed in the psychological literature (Park 2003). A few studies found that boys having better self concept as compared to girls (Sharma 1981; Al-Zyoudi 2007), whereas some studies found exactly the reverse (Wang 1997). So, gender considered another variable of present study.

Adolescents spend a large proportion of their day in school or pursuing school-related activities. While the primary purpose of school is the academic development of students, its effects on adolescents are far broader, also encompassing their physical and mental health, safety, civic engagement, and social development. The School environment can have a dramatic impact on how students learn. It can affect mood, motivation, self concept creativity and productivity of students positively or negatively. Morrison (1966) reported significant relationship between teacher's classroom influence and academic achievement of students. He concluded that student spend a great deal of time with school teachers which plays an important role in their development.

A very few studies have been conducted in the field of school and home environment and its impact on self concept. The present study explores relationship between self concept and home environment. The study will be helpful to know how much importance and

emphasis is being given to develop favourable conditions for developing positive self concept of students. The study also explores the aspects and attributes of home environment that could aid in positive self development as well as factors that could inhibit this development.

### 1.1. Objectives of the Study

- To find out the effect of home environment on self concept of adolescents.
- To examine the role of gender in self concept of adolescents.
- To investigate the impact of type of school on self concept.

### 1.2. Hypotheses of the Study

On the basis of above objective, following hypotheses were formulated. It was hypothesized that:

1. It was expected that the level of home environment (Good & Poor) would show differences on self concept.
2. The level of self-concept would also vary in boys and girls.
3. There would be significant differences in self concept between private and government students.
4. There would be significant co-relationship of home environment with self concept.

## 2. Method

### 2.1. Design

This study is based on a 2x2x2 factorial design with two level of home environment (Good & Poor) x Gender (boys & girls) x type of school (Private & Government). Furthermore to determine the relationship between home environment and self-concept, correlation analyses have also been done.

### 2.2. Participants

A total of 120 adolescent age ranged 13 to 18yrs. enrolled in grades 9<sup>th</sup> to 12<sup>th</sup> were randomly selected from private and government school of Almora district. Stratified random sampling technique was exercised for sample selection. On the basis of median score (mdn=208) obtained on home environment measure, adolescents were divided into good and poor home environment groups.

### 2.3. Measures

1. Self-concept Scale (SCS): The self-concept scale (Ahluwalia, 2002) in Hindi has been used in the current study. It contains 80 items all with yes and no responses. The six subscales which are included in the self-concept scale are: - Behaviour, Intellectual & school status, Physical appearance & attributes, Anxiety, Popularity, Happiness & Satisfaction. A high score on scale is presumed to indicate a favourable self concept. The total self concept scale can be obtained by adding score of all the six areas, which can be used as total self concept score. Test-retest and split half reliability method was used as an index of reliability. The coefficient of co-relations is significant beyond 0.01 level of confidence. The face and content validity of this scale is of higher order. This scale also has concurrent validity, range from 0.397 to 0.621.
2. Home Environment Inventory (HEI):-: The home environment inventory (1989) constructed by Mishra Karuna Shankar. HEI has 100 items related to ten dimension of home environment. The ten dimensions are (A)-Control (B) -Protectiveness (C) - Punishment (D) Conformity (E) Social isolation (F) Reward (G) Deprivation of privileges (H) Nurturance (I) Rejection and (J) Permissiveness. The HEI has five-point scale. Response of each item were scored following 4, 3, 2, 1, 0. The scored could range from 0 to 400. Its re-test reliability was also found to be high ( $r=0.73$  to  $0.95$ ).

### 2.4. Procedure

The present study was conducted in two phases. In the IST phase, participants (adolescents) were contacted in school setting and requested to cooperate. After getting consent, they were briefed about aim of the study. Afterwards they were given booklets containing Personal Data Sheet (PDS) and Self Concept Scale and were requested to respond carefully. Afterwards In the 2<sup>nd</sup> phase of the study, the participants were given Home environment Inventory (HEI). After completing their responses, they were thanked for cooperation. Data were collected and scored according to defined rules.

## 3. Results

In this section includes the responses obtained on various measures were scored and treated in term of Mean, SDs, ANOVA and correlation analysis.

To understand the effect of home environment, gender and type of school on self –concept, 2x2x2 factorial analysis of variance was computed for self-concept. Results are displayed in Table and Figure.

	Home Environment		Gender		Types of School	
	Good	Poor	Boys	Girls	Private	Government
<b>Mean</b>	55.04	48.55	54.92	48.37	45.37	57.53
<b>S.D.</b>	10.97	14.05	13.77	11.84	14.01	8.67

Table 1: Mean and S.Ds as a function of home environment, gender and type of school on self concept

Source of Variance	Sum of Square	df	Mean of square	F- Ratio
(A)Home Environment	1304.387	1	1304.387	13.094**
(B)Gender	1181.604	1	1181.604	11.861**
(C)Types of School	3923.126	1	3923.126	39.382**
A x B	127.150	1	127.150	1.276
A x C	1608.898	1	1608.898	16.151**
B x C	240.145	1	240.145	2.411
A x B x C	12.500	1	12.500	0.125
Within Group	11157.226	112	99.618	

Table 2: Summary of ANOVA for the scores of self concept as a function of home environment, gender and types of school  
\*\*P<.01

Table -2 indicates that self concept was significantly influenced by home environment, gender and type of school. Significant main effect of home environment [F (1, 112) = 13.094, P<.01] was significant, which evinced that poor home environment adolescents show inferior self concept than good home environment adolescents.

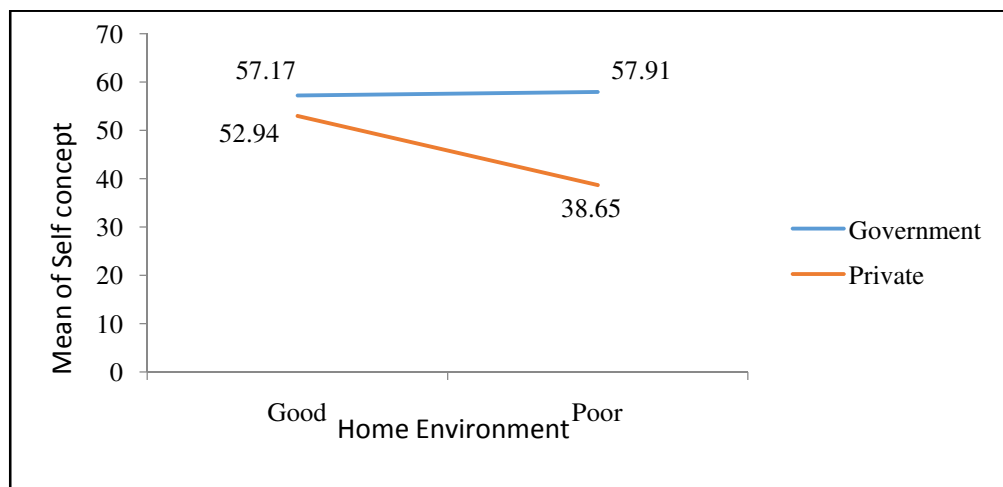


Figure 1: Self-Concept as a function of type of school and home environment

Further, significant main effects of gender [ F (1,112) =11.861, P<.01] revealed that girls show better self concept as compared to boys. Type of school was also found significant ,which denotes that private school students was show inferior self concept than government school students .Furthermore home environment X type of school interaction effect [ F (1,112) = 16.151, P <.01] were found significant. As interaction graph (Fig.- 1) shows that in case of good home environment children little improvement in self concept was found from private to government group whereas in case of poor home environment government school adolescents was found far superior on self concept as compared to private school.

3.1. Correlational Analysis

In order to gain further insight, correlations were also computed to determine linkage between various types of self-concept and dimensions of home environment. Results are displayed in Table-3

N = 120, \*\*P &lt; 0.01

	Control	Protectiveness	Punishment	Conformity	Social Isolation	Reward	Deprivation of Privilege	Nurturance	Rejection	Permissiveness	Total Home Environment
Behaviour	0.456**	0.424**	0.443**	0.429**	0.414**	0.407**	0.319**	0.444**	0.360**	0.333**	0.531**
Intellectual & School Status	0.439**	0.402**	0.471**	0.446**	0.319**	0.402**	0.310**	0.443**	0.301**	0.398**	0.515**
Physical Appearance & Attributes	0.280**	0.250**	0.246**	0.293**	0.147	0.191*	0.100	0.232**	0.164	0.165	0.278**
Anxiety	0.418**	0.360**	0.391**	0.323**	0.276**	0.341**	0.246**	0.346**	0.271**	0.219*	0.420**
Popularity	0.489**	0.413**	0.420**	0.370**	0.355**	0.288**	0.256**	0.421**	0.330**	0.342**	0.475**
Happiness & Satisfaction	0.308**	0.270**	0.343**	0.313**	0.206**	0.255**	0.151	0.316**	0.270**	0.200*	0.351**
Self-concept as a whole	0.490**	0.438**	0.478**	0.451**	0.358**	0.397**	0.294**	0.456**	0.347**	0.350**	0.534**

Table 3: Relationship between self-concept and home environment

Correlation (table3) results displayed that behaviour was found positively linked with home environment all dimensions. Adolescent intellectual and school status was found significantly positively related with home environment dimensions. Adolescent physical appearance and attributes positively correlated with control, protectiveness, punishment, conformity reward, nurturance and total home environment. Anxiety was found positively related with home environment dimensions. Likewise, Popularity was found significantly related with home environment. Happiness and Satisfaction were also positively correlated with control, protectiveness, punishment, conformity social isolation, reward, nurturance, rejection, and permissiveness and total home environment. Over all self-concept was positively related with home environment. Significant correlation results evinced direct linkage between various dimensions of self concept and home environment.

#### 4. Discussion

Present findings evinced the significant effect of home environment, gender and type of school on self concept. More specifically, poor home environment group show negative self concept as compared to good home environment group (table1&2). Present findings have plenty of empirical supports. Results revealed that positive correlation between home environment and self-concept (table 3). Home environment was found to be influencing self-concept in one way or the other. Jagpreet et al., (2009) in their study found that there exists a positive significant relationship of self-concept with protectiveness, conformity, reward and nurturance components of home environment. Dinah (2004) indicated that there is a significant relationship between home environment and the self-concept. Students emotional self-concept was found to be affected by religion, supervision at home (parent or guardian) and the number of siblings in the family. Thus, it proved that home environment has direct and indirect effects on the self- concept (Fraine et al.2007; Song & Hattie ,1984).

Another objective of the present study was to investigate the role of gender on self concept. The present studies revealed that the self-concept of boys and girls is different (table1&2). Present studies revealed boys to be having better self-concept as compared to girls (Pandit, 1985; Park,2003; Al-Zyoudi,2007) whereas some studies found exactly the reverse (Wang,1997).

Present study also explored the effect of type of school on self-concept. Government school adolescents having better self concept as compared to private school (table1 &2). Sarsani (2007) found that the difference in self-concept was found between the private and government school students while some studies found that there is no significant difference in self-concept among the students belonging to private, government and aided schools (Malik,2015; Vinod,1993; Raja Rani,1995).

##### 4.1. Conclusion

This study aimed to investigate the effect of home-environment gender and type of school on positive development of self-concept. Findings of the study confirm the hypothesis that self concept of the students influenced by their home-environment, gender and the type of school. Finally it is proved that the family and school environment plays vital role in the development of self-concept.

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