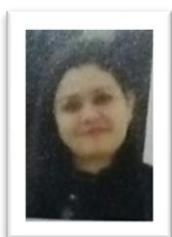# Study of Self-Concept of Adolescents in Relation To Their Family and School Environment

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Abstract

The present study was under taken to study self-concept of adolescents in relation to their family and school environment. A sample of 100 adolescents from government schools of Jalandhar district of the state of Punjab was undertaken. Product moment method of correlation and t-test were used to analyse the data. Self- concept scale by Pratibha deo, Family environment scale by Bhatia and Chadha and School Environment inventory by K.S. Mishra were administered to the adolescents. The result showed that there is no significant difference in self-concept among male and female adolescents, significant difference was found between mean scores in self-concept of rural and urban adolescents. The results of study also showed a positive and significant relationship between self-concept and family environment and self-concept and school environment among adolescents.

Keywords: Self-concept, Family Environment, School Environment, Adolescents.

Introduction

Adolescence is a period of life in which the sense of self changes profoundly. Studies (Sebastian C et al. 2008) have shown that adolescence is an important developmental period for the self and it's supporting neutral structures. Recent neuroimaging research (Saykm, A.J. et al. 2005) has demonstrated that activity in brain regions associated with self-processing, including the medial prefrontal cortex, changes between early adolescence and adulthood. It has been indicated that neurocognitive development might contribute to behavioural phenomena characteristic of adolescence, such as heightened self-consciousness and susceptibility to peer influence.

Self-Concept

"There are three things extremely hard, Steel, a diamond and to know one's self"

High self-concept develops fearlessness, love, truthfulness, sympathy for others, self confidence among adolescents. Low self-concept may inculcate feeling of uncertainty and inferiority and leads to self-indulgence and social withdrawal.

Benjamin Franklin

Family Environment

Modern scientific and technological advancements have immensely influenced the mindset of the children as well as achievement. Again many personality traits and psychological factors also have striking influence on behaviour and activity of the children positively and negatively. Several other variables sex birth order, age of the child, socio-economic status; are also influential but the influence of family environment is far more important. By action and by example, parents shape the lives of their children from birth through adulthood, In adolescence, the influence of friends and peers take on greater importance, but research clearly demonstrates the continued significance of parents in shaping the behaviour and choices of teen as they face the challenges of growing up.

School Environment

The school climate provides simple, pure, interesting and well organized environment to a child according to pre panned scheme which ensures the harmonious development of the child and can come under the heading of internal environment which is different from that of community and quite separate from the life that surrounds them.

It refers to the environment as perceived by the students and is measured on the environment scale. School can be constructed as the 'personality' of the school and is the result of interaction between the group

and the leader and within the group itself. It may be defined as a set properties of the work environment that are specific to a particular organization, that may be assessed by the way organization deals with its employers and it's social and tasks environment.

Overview of the Related Literature

Recently Marsh & Craven, (2006) in their study "Educational and Psychological Measurement" has demonstrated that self-concept also share a mutually reinforcing relation with academic achievement such that prior academic self-concept casually influences subsequent self-concept.

Trautwein et al., (2006) in research on the "Tracking, grading, and student motivation: Using group composition and status to predict self-concept and interest in ninth-grade mathematics" found results implying that interventions that successfully produce changes in the appropriate area of self-concept and achievement are most likely to have long lasting effects than studies that focus exclusively on academic self-concept or academic achievement alone. Kumar (2008) predicted significant and positive correlation between adjustment and dimensions of school environment, permissiveness, acceptance and control but there exists a positive and non-significant relationship between adjustment and dimension (rejection) of school environment.

LoRocque, Michalle (2008) in his study he resulted that the perceptions of the general school environment were significant related to math and reading achievement. Gender had no statistically significant association with the student's perceptions of the school environment, whereas the grade level had a statistically significant relationship with the perception.

Waxman, H.C. (2008) in his study "Classroom learning environment and student's motivational difference exemplary recognized and acceptable urban middle level schools" the result indicated that students in the exemplary school had significantly higher perception for the scale of satisfaction, teacher support cohesion and equity than students in the recognized and acceptable school.

Recent acticles in NYT (2010) just noted many perceptions about study habits are changing with continued development of technology and how people are interaction with their environment at a basic level, the article points out that one should change their study location from time to time in order to break up the monotony of studying.

Gordon Alley, Candace S.Boss and Donald Dehier (2010) have found that in order for students to achieve in the classroom, they must use effective strategies for learning and retaining information.

Sternke(2010) highlighted that self-concept and self-esteem are two crucial components of lives.These components can shape how individuals develop during childhood and affect how they become as adults.During childhood and adolescence,self-concept and self-esteem begin to develop.As such it is important for adolescents to develop a positive self-concept for satisfactory adulthood.

Mishra & Shanwal (2014) analysed the traditional Indian family system which undergoing a considerable change from its value orientation to living standards, patterns and interactions. Family is the basic unit of society.The studyinvestigated the role of family environment in development of self, the perceived ability of adolescents. As India has the largest population of adolescents, their contribution in giving the new shape to adolescents is prominent.

Oluwakemi (2015) examined self-efficacy and self-concept as determinants of students' achievement of senior secondary school English comprehension in the Ogun state in Nigeria. Seventeen hundred students were sampled .The self-efficacy and Self –Concept scales were used. Study revealed that students with positive self -efficacy and positive self-concept helped in obtaining positive results in English language comprehension.

James E Maddux (2016) studied about the self of the people. He studied about the people's beliefs about their abilities to get desired outcomes. He found that their concept about their self has important role in their psychological well-being and their adjustment.

Murugan & Justin Jebaraj (2017) studied the self-concept in relation to academic achievement among 9th standard students. They take 220 students from government, private and aided schools with objective to find the impact of education and occupation of father and mother on the self- concept of 9th standard students. They find the significant difference among educational qualification and occupation of father and mother on the self-concept of students. Hence this study reveals that family environment has a strong bond with self-concept.

In the light of review of related studies, following objectives and hypothesis have been formed:-

Objectives of the study

1. To study difference in self-concept of male and female adolescents.
2. To study difference in self-concept of rural and urban adolescents.
3. To find the relation between self-concept and family environment of adolescents.
4. To find the relation between self-concept and school environment of adolescents.

Hypothesis of the Study

1. There will be no significant difference in self-concept of male and female adolescents.
2. There will be no significant difference in self-concept of Rural and urban adolescents.
3. There will be no significant relationship between self-concept and family environment of adolescents.
4. There will be no significant relationship between self-concept and school environment of adolescents.

Sample

Randomization technique of sampling was used in the present study. The sample was drawn from Govt. High/Senior Secondary Schools of district Jalandhar of the state of Punjab. In this 100 adolescents formed the sample of the study.

Method

Survey method was used.

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Tools
1. Self-concpet scale by Pratibha DEO (2011).
2. Family Environment scale by Harpreet Bhatia and N.K. Chadha (2010).
3. School Environment Inventory by Karuna Shankar Mishra (2005).

Results and Discussions

Hypothesis – 1

There will be no significant difference in self-concept of male and female adolescents.

To verify this hypothesis, critical ratio was computed between mean scores of male and female adolescents.

Table – 1
Significance of difference between mean scores in self-concept of male and female adolescents

Sub-Sample	N	Mean	S.D.	CR
Male	30	96.5	35.45	.94NS
Female	70	91.21	27	

NS stands for non-significant

Table – 1 shows that critical ratio between mean scores of male and female adolescents in respect of self-concept which is not significant at any level of significance. Hence our hypothesis which states that there will be no significant difference in self-concept of male and female adolescents is accepted.

Result

Our hypothesis-1 which states that there will be no significant difference in self-concept of male and female is accepted. Hence during adolescent stage male and female has no significant difference with respect to self-concept.

Hypothesis – 2

There will be no significant difference in self-concept of Rural and urban adolescents.

To verify this hypothesis, critical ration was computed between mean scores of Rural and urban adolescents.

Table – 2
Significance of difference between mean scores in self-concept of rural and urban adolescents

Sub-Sample	N	Mean	S.D.	CR
Rural	28	80.93	28.21	4.88**
Urban	72	112	29.48	

**Significant at .01 level

Table 2 shows that the critical ratio between mean scores in self-concept of Rural and urban adolescents is 4.88 which is significant at 0.01 level of significance. Hence our hypothesis which states that there is no significant difference in self-concept of rural and urban adolescents stands rejected.

Result

Mean value of urban and adolescents is 112 and in the rural area adolescents is 80.93 and the value of critical ration is 4.88 which is significant at .01 level of significance showing that by urban area adolescents are better in self-concept score as compared to rural area adolescents. Hence self-concept plays a vital role in personality development among urban area adolescents than rural area adolescents.

Hypothesis – 3

There will be no significant relationship between self-concept and family environment of adolescents.

The value of coefficient of correlation with the help of product moment method of correlation was worked out between self-concept and family environment. The value of correlation is presented in Table – 3.

Table – 3
Showing relationship between self-concept and family environment of adolescents

Variable	N	Correlation
Self-Concept	100	0.56**
Family Environment		

*Significant value at 0.05 level = 0.197
**Significant value at 0.01 level = 0.256

Table – 3 shows that the value of correlation is 0.56 which is positive and significant at 0.01 level of significance. Hence our hypothesis which states that there will be no significant relationship between self-concept and family environment of adolescents is rejected. Hence we can say that the relationship between self-concept and family environment of adolescents is positive and significant. Role of the family environment has a great impact on self-concept.

Hypothesis – 4

There will be no significant relationship between self-concept and school environment of adolescents.

The value of coefficient of correlation was worked out with the help of product moment method of correlation and the value of correlation is presented in table 4.

Table – 4
Showing relationship between self-concept and school environment of adolescents.

Variable	N	Correlation
Self-Concept	100	0.47**
School Environment		

*Significant value at 0.05 level = 0.197
**Significant value at 0.01 level = 0.256

Table – 4 shows that the value of correlation is 0.47 which is positive and significant at 0.01 level of significance. Hence our hypothesis which states that there will be no significance relationship between self-concept and school environment of adolescents is rejected. Since the value between self-concept school environments is 0.47 which is positive and significant at 0.01 level of significance, school environment of adolescents have major impact on self-concept.

Findings of the Study –
1. The hypothesis 1 which states that "There will be no significant difference in self-concept of male and female adolescents" is accepted. The role of self-concept among male and female adolescents is equal.
2. The hypothesis 2 which states that "There will be no significant difference in self-concept of rural and urban adolescents" is rejected. The results of the study indicate that urban area adolescents

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are better in self-concept score as compared to rural area adolescents.

3. The hypothesis 3 which states that "There will be no significant relationship between self-concept and family-environment of adolescents" is rejected. The role of family environment has a great impact on self-concept.

4. The hypothesis 4 which states that "There will be no significant relationship between self-concept and school-environment of adolescents" is rejected. School environment has a great influence on self-concept among adolescents

Educational Implications

Self-concept is considered as the centre core of personality around which different traits will be organized. It develops by process of looking at oneself objectively. Self-concept is the central theme around which revolves a large number of major aspects of person's thought and feelings, striving and hopes. Hence development of self-concept is very important if the individual is to be personally and socially well-adjusted as: economic aspect of the family all have relative effect on the success and failure of the individual.

Congenial family environment acts as a service for continual strive for excellence in difficult and competitive situations and in complex life situations. Better facilities should be provided to adolescents at the family level which will be helpful for developing high self-concept.

Generally good students are the product of good schools. Hence healthy environment of the school campus should be provided to students. A number of curricular and co-curricular activities should be organized for the personality development of students.

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