AN INVESTIGATION OF THE RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND SELF-CONCEPT AMONG HIGHER SECONDARY STUDENTS

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Abstract

The present study attempts to investigate the status of family environment and self-concept on the basis of gender and the relationship between family environment and self concept of Higher Secondary students of Cuddalore district, Tamilnadu, South India. The investigation involved 122 students through random sampling in the age group of 16 to 18 years. The sample consisted of 75 male students (61 %) and 47 female (39%) students. The tools for data collection were Family Environment Scale (FES) by Harpreet and N.R. Chadha (1998) and Self-concept Scale (SCS) by M.M. Mukhopadhyay and D.N. Sansanwal (1983). Questionnaires were designed on the basis of the instruments. Descriptive statistics and Pearson correlation were used for analyzing the data. The results manifested that there is no significant difference in family environment on the basis of gender among Higher Secondary Students whereas there is significant difference in self-concept among them. Further, it was inferred that self-concept of students is positively correlated with the dimensions of family environment, viz., cohesion, expressiveness, conflict, acceptance and caring, independence and control except active recreational orientation.

Key words: Family Environment, Self-Concept, Gender, Higher Secondary students.

Introduction

It is obvious that family as a social institution profoundly influences the learner especially adolescents. It is possible that family environment has pervasive influence in the growth of the students as well as it has the invidious and insidious effect towards their backwardness. It is often observed that the sterling performance of students family environment exerts an advantageous, magnificent decisive role.

Self-concept is defined as the awareness of one's own self and it includes beliefs and values. It is a process involving three tiers, namely, self- identity, self-evaluation and self- ideal based on one's positive and negative attitudes.

A person with positive self-concept has belief in himself; is confident and has the courage to face challenges and overcome difficulties.; also has respect for himself as well as others and could make a realistic assessment of himself. On the other hand, a person with negative self-concept is

pessimistic and considers himself a failure; has a sense of making complaints and is quite averse to criticism. As Schutte et al (2002) opine self-concept is a multifaceted phenomenon of images, schemas, conceptions and prototypes. Family environment has a large contribution to the growth of child's personality with multifarious dimensions.

Significance

Since family environment is a major contributor to child's personality, it is imperative to be aware of how family environment could vitalise the self-concept of Higher Secondary students.

Review

Arun et al (2015) made an investigation of the relationship between Self-concept and Family environment among adolescents. The study involved 137 adolescents their age ranging from 17-19 years. Adolescents' Self Concept Scale (SCS) and Family Environment Scale (FES) were used to measure self-concept and family environment among adolescents. The data was statistically analysed using t-test and correlation. The results of the study revealed that there is no notable difference between male and female adolescents in their self-concept, besides, there is no significant difference between male and female in their family environment. There is a highly significant positive correlation between self-concept and family environment among adolescents.

Jansi and Lakshmi (2020) examined the influence of Self Concept and Home Environment on the Academic Achievement of selected Secondary School Dalit and Non- Dalit Students of Five Districts of Andhra Pradesh. The sample consists of 1407 students from secondary schools located in Andhra Pradesh. The questionnaire for self-concept was modified from Tennesse Self-concept Scale. Descriptive statistics and inferential t-test and ANOVA were used for analysis. The correlation co-efficients of self-concept, home environment and academic achievement were found to be 0.81., 0.79. and 0.81 respectively. Pearson correlations were used at significant level 0.05 to analyse the relationship between self-concept and academic achievement . Results revealed (75.05%) exhibited an average level of self-concept. Only 13.29% of the respondents showed high level of self-concept and the remaining 11.66% showed low level of self-concept. Besides this a comparative study was carried out among Dalit, B.C. and O.C. students. It was found that the Dalit students in terms of their academic achievement remain lower than backward caste as well as the other caste group of students. In the relationship between self-concept and home environment B.C and O.C students recorded statistically non significant relationship in contrast to Dalit students who showed significant relationship. Pearson correlation analysis showed that there were significant relationships between dimensions of self-concept, home environment and academic achievement of Dalit and non-Dalit students.

Mona (2010) made an analysis of the relationship between family environment and self concept among academic and vocational students of Amritsar, Punjab for the doctoral study at Guru Nanak

Dev University. 640 students were selected from arts and vocational groups through purposive sampling method.

Results had shown that in self concept the groups had exhibited below average to average level of self concept. Similarly in family environment the groups had shown below average to average level. There is a significant difference in self concept and family environment between academic and vocational groups. On the other hand, arts and vocational groups do not differ remarkably in respect of self concept and family environment.

Objectives of the Study
The following are the objectives of the present study.
1.   To examine the Family Environment of Higher Secondary students.
2.   To examine the self-concept of Higher Secondary students.
3.   To find out the relationship between Family Environment and Self-concept of Higher Secondary students.

Hypothesis
4.   There is no notable difference in Family environment among Higher Secondary students on the basis of gender.
5.   There is no significant difference in Self-concept among Higher Secondary   students on the basis of gender.
6.   There is no remarkable relationship between Family environment and Self-concept among Higher Secondary students.

Sample
The sample for the study consists of 122 Higher Secondary students and   includes 75 boys and 47 girls in the age group Of 16 to 18 years. The students were randomly selected from various Higher Secondary schools of Cuddalore district, Tamilnadu, South India

Instruments Used
The Instruments used for data collection are
1.   Family Environment Scale (FES) by Harpreet and N.K.Chadha (1998) and
2.   Self-Concept Scale (SCS) by M. Mukhopadhyay and D. N. Sansanwal (1983)
3.   The questionnaires were designed for the students based on these two instruments.
Analysis
Descriptive statistics and Pearson correlation were used to towards determining the significance, direction, and strength of the   relationships between variables.

Results and Discussion

The objective of the study is to determine the relationship between family environment and self concept of Higher Secondary students. Data collected were analysed applying descriptive statistics and correlation. Table 1 shows the Mean, SD and t- value for family environment

Table 1 Mean, SD and t-value for Family environment of Higher Secondary students on the basis of gender.

Group		N	Mean	SD	t	p
Cohesion	Male	75	49.187	3.920	5.946	< .001
	Female	47	54.894	6.686		
Expressiveness	Male	75	27.680	6.638	6.044	< .001
	Female	47	33.745	2.241		
Conflict	Male	75	39.187	3.216	9.305	< .001
	Female	47	44.638	3.039		
Acceptance & Caring	Male	75	42.827	3.822	1.504	0.135
	Female	47	44.000	4.732		
Independence	Male	75	26.813	5.026	4.164	< .001
	Female	47	31.191	6.533		
Active Recreational Orientation	Male	75	23.920	3.862	1.589	0.115
	Female	47	25.043	3.695		
Organization	Male	75	8.467	0.890	1.771	0.079
	Female	47	8.000	1.989		
Control	Male	75	15.667	3.151	5.380	< .001
	Female	47	18.383	1.800		
FES	Male	75	233.747	20.111	-6.613	< .001
	Female	47	259.894	22.971		

ᵃ **Levene's test is significant (p < .05),**

Table 1 provides the mean, SD, t and p values for the dimensions of family environment on the basis of gender.
Hy.1 There is no significant difference in Family environment among Higher Secondary students on the basis of gender.
It is inferred that the 't'- value is significant for dimensions namely Cohesion, Expressiveness, Independence, Control and Total Family environment whereas it is not significant for other dimensions namely Acceptance & Caring, Active Recreational Orientation and Organization. Hence, the hypothesis is accepted for Cohesion, Expressiveness, Independence, Control and Total family environment rather than the other three dimensions. It is concluded that the Higher Secondary students do not differ in Acceptance & Caring, Active Recreational Orientation and Organization on the basis of gender while they differ in Cohesion, Expressiveness, Independence, Control and total Family environment.

Hence the Hypothesis was accepted.

Table 2 Mean, SD and t-value for self-concept of Higher Secondary students on the basis of gender.

	Group	N	Mean	SD	SE	t	p
Self- concept	**Male**	75	150.4	5.937	0.685	5.721	< .001
	Female	47	163.6	18.626	2.717		

[a] Levene's test is significant (p < .05),

Hy.2 There is no significant difference in self-concept among Higher Secondary students on the basis of gender.

The Mean, SD and t-value of Higher Secondary students on self-concept on the basis of gender are furnished in Table 2.

It is inferred that the Female students show more self-concept (163.6) than the Male (150.4) students. As there is a significant difference between genders in self-concept it was established by the obtained 't' value (5.721) which is significant at 0.01 level. Hence, it is concluded that Higher Secondary students significantly differ in self-concept on the basis of their gender.

Hence the hypothesis is not accepted.

Table-3 Correlation Coefficients between Family environment and Self-concept

Pearson Correlations

		Control	D2	D3	D4	D5	D6	D7	D8	FES	Self-concept
Cohesion	Pearson's r	—									
	p-value	—									
Expressiveness	Pearson's r	0.722	—								
	p-value	< .001	—								
Conflict	Pearson's r	0.803	0.845	—							
	p-value	< .001	< .001	—							
Acceptance & Caring	Pearson's r	0.5	0.684	0.428	—						
	p-value	< .001	< .001	< .001	—						
Independence	Pearson's r	0.855	0.834	0.771	0.753	—					

	p-value	< .001	< .001	< .001	< .001	—			
Active Recreational Orientation	Pearson's r	0.457	0.23	0.345	0.023	0.151	—		
	p-value	< .001	0.011	< .001	0.801	0.097	—		
Organization	Pearson's r	0.371	0.351	0.081	0.659	0.531	-0.37	—	
	p-value	< .001	< .001	0.372	< .001	< .001	< .001	—	
Control	Pearson's r	0.038	-0.319	0.015	-0.644	-0.232	-0.067	-0.369	—
	p-value	0.679	< .001	0.867	< .001	0.01	0.466	< .001	—
FES	Pearson's r	0.939	0.896	0.887	0.676	0.935	0.388	0.386	-0.144	—
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	0.114	—
Self-Concept	Pearson's r	0.703	0.314	0.574	0.334	0.701	-0.046	0.322	0.32	0.618
	p-value	< .001	< .001	< .001	< .001	< .001	0.617	< .001	< .001	< .001

Hy.3 There is no significant relationship between Family environment and Self-concept among Higher Secondary students.

All dimensions of Family Environment namely Cohesion(r=0.703, p< .001) Expressiveness (r=0.314, p< .001) conflict (r=0.574, p< .001) Acceptance & Caring (r=0.334, p< .001) Independence (r=0.701, p< .001) Organization (r=0.322, p< .001) control (r=0.618 p< .001) are positively correlated with Self-concept except the dimension, Recreational Orientation (r=0.046, p=0.617)2

The analysis shows that all   the dimensions of family environment are positively correlated to self concept with an exception of recreational orientation.

Hence the hypothesis is rejected.

Findings

Based on the analyses, the following findings are brought out in the present study.

1.   The Higher Secondary Students do not differ in their Family environment on the basis of their gender.

2.   The Higher Secondary Students differ in their Self-concept on the basis of their gender.

3.   Self-concept is positively correlated with overall dimensions of Family environment, viz., Cohesion, Expressiveness, conflict, Acceptance & Caring, Independence and control with an exception of the dimension, Active Recreational Orientation

Conclusion

The study envisages that the dimensions of family environment are positively related to self-concept. On the basis of gender Higher Secondary students differ in their self-concept while they do not differ in their family environment.

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