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## **GRT** HOME ENVIRONMENT AS A PREDICTOR OF DIFFERENT PARAMETERS OF SELF CONCEPT

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### **Abstract:-**

The present study is an attempt to home environment as correlates of self-concept in a sample of 66 adolescents. The results of the study revealed self-concept to be positively correlated with Home Environment, 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.

**Keywords:** Self-concept, Home Environment, Adolescence

### **INTRODUCTION**

Self-concept or self-identity is the mental and conceptual awareness and persistent regard that sentient beings hold with regard to their own being. Components of a being's self-concept include physical, psychological, and social attributes; and can be influenced by its attitudes, habits, beliefs and ideas. These components and attributes can each be condensed to the general concepts of self-image and the self-esteem. By far the most influential and eloquent voice in self-concept theory was that of Carl Rogers (1947) who introduced an entire system of helping built around the importance of the self. In Rogers' view, the self is the central ingredient in human personality and personal adjustment. Rogers described the self as a social product, developing out of interpersonal relationships and striving for consistency. He maintained that there is a basic human need for positive regard both from others and from oneself. He also believed that in every person there is a tendency towards self-actualization and development so long as this is permitted and encouraged by an inviting environment (Purkey & Schmidt, 1987).

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 selfconcept 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." Coppersmith 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 behavior, 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-Zyoudi 2007) whereas some studies found exactly the reverse (Wang 1997). Also, academic achievement was found to be having significant relationship with self-concept (Saraswat 1982; Desai and Uchat 1983; Panwar1986; Lyon1993; Kobal and Musek 2001; Trautwein et al. 2006 and Tracy 2007). Home environment was found to be influencing selfconcept 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.

#### **Objectives:-**

To search the relationship between the factor of Home Environment namely Control, Protection, Punishment and Reward with different parameter of Self concept viz-Social and educational of boys and girls.

#### **Hypothesis: -**

1. There will be a negative relationship between control and social development.
2. Access Protection in family will show negative relationship with social and educational development.
3. Punishment will have a negative association with social and educational development of girls and boys.
4. Reward will show a positive and strong relationship with social and educational self concept of girls and boys.

#### **Variables: -**

In the present Investigation home environment was treated as an Independent variable ware as self concept was treated as dependent variable.

**Research Design :-** In present study co- relational design will be used.

#### **Methodology:-**

**Sample:-** Present sample consists of 33 boys and 33 girls selected randomly from different schools of Nagpur city. The age of the subject was range 13 to 16 bellowing form more or less similar social-economic statues.

#### **Tools:**

#### **Home Environment Inventory:-**

This Inventory constructed and standardized by Dr.Karuna Shanker Mishra. It consist of 100 statement with 5 option mainly, Mostly, Often, Sometimes, Least and Never. This test measure 10 different dimension of Home Environment that is 1. Control 2. Protectiveness 3. Punishment 4.Conformity 5. Social Isolation 6. Reward 7. Deprivation of Privileges 8. Nurturance 9. Rejection 10. Permissiveness. This test can be administered in individual of group setting and there is no time limit in this tool.

**Self concept Questionnaire:-**

Self concept Questionnaire constructed by Dr. Rajkumar Saraswat. Test consists of 48 items, having five options for each statement. Test measure, six types of self concept i.e. physical, social, temperamental, educational, moral and intellectual. The reliability coefficient reported by the other varies from 0.67 to 0.88 for different self concept dimensions.

**Procedure of data collection:-**

Before actual Data collection the permission for the different schools were sought then by using random sampling techniques. The Subjects were selected randomly from the all the selected schools. Home environment inventory and self concept questionnaire administered one after another after completion the task the field copies of response sheet were collected from there further it was subjected for scoring and further statistical techniques.

Statistical treatment: - At the initial stage the data was treated by descriptive statistics (Mean, SD). Finally it was treated by Pearson product moment correlation.

Variables	N	df	r
Protection with Social self concept	66	64	0.132362
Protection with Educational self concept	66	64	0.230483
Punishment with Social self concept	66	64	0.194529
Punishment with Educational Self concept	66	64	0.314948
Control with Social self concept	66	64	0.298644
Control with Educational self concept	66	64	0.236712
Reward with social self concept	66	64	0.353971*
Reward with Educational self concept	66	64	0.50747**

\* Significant at .05 level, \*\* Significant at .01 level

**Result and Discussion:-**

Present Investigation conducted to know the relationship between Home Environment and self concept. In the present study various parameter of home environment namely, Control, Protection, Punishment and Reward have been incorporated and its association two parameter of self concept namely social and educational were tested. The first correlation was calculated between the factors of home environment that is Protection and social self. In this regard in the data was treated by Pearson product moment correlation. It reveals the values of correlation suggest that both the variables are not associated. Sin obtained value of correlation is very less to be called a significant at 0.05 level. The value needed to called a significant should have 0.34 at 0.05 level, but the obtained value a correlation of co-efficient is  $r=0.13$  which is very less. Hence the stated hypothesis could not prove.

The second correlation was calculated between the factors of home environment that is Protection with Educational self concept. Correlation is very less. Hence the stated hypothesis could not prove. ( $r=0.230483$ )

The Third study of between the factors of home environment that is Punishment and Social self concept both the factor of correlation was not found.

The Fourth study of Punishment with Educational Self concept both the factor of correlation was not found ( $r=0.314948$ )

The Fifth study of Control with Social self concept both the factor of correlation was not found ( $r=0.298644$ )

The Sixth study of Control with Educational self concept both the factor of correlation was not found ( $r=0.236712$ )

The seventh study of Reward with social self concept both the factor of correlation was found ( $r=0.353971^*$ )

The eight study of Reward with Educational self concept both the factor of correlation was found, hence the stated hypothesis could prove. ( $r=0.50747^{**}$ )

**Conclusion:-**

1. Negative relationship has between control and social self concept development.
2. Access Protection in family will show negative relationship with social and educational development.
3. Punishment has a negative association with social and educational development of girls and boys.
4. Reward has show a positive and strong relationship with social and educational self concept of girls and boys.

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