



CORRELATES OF FAMILY ENVIRONMENT ON SELF-CONCEPT OF STUDENTS

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1. Introduction

Family is oldest and the most important of all the institutions that man has divided to regulate and integrate his behavior as he strive to satisfy his basic needs (Kansal, 2015). So, the family is the first school for emotional learning (Doley, 2018). This emotional teaching operates not just through what parents say and do directly to their children, but also through the models they offers for handling their feelings and those that pass between husband and wife (Bhattacharya, 2016).

Family environment is considered as a system where the behaviour and relationship among all family members is interdependent. A stimulating physical environment, encouragement of achievement and affection are repeatedly linked to better performance of children. Every individual bears an impact of the environment in which she is brought up. Family is almost the exclusive environmental factor, which influences the first few primitive years of life. The family environment maintains its importance for the psychological development of the child (Kaur, 2013 & Dasgupta, 2015). Findings of many research indicated that children raised in loving, caring, secure, consistent and stable home environment have a greater probability of developing well in socially, psychologically, physically, emotionally and morally (Harlock B. Elizabeth, 2014).

Self-concept on the other hand, is the core of human personality. It refers to the totality of people's perception about their physical, social and academic competence. It is the set of perceptions that the person has about himself, the set of characteristics, attributes, qualities, deficiencies, capacities limits, values and relationships that the subject knows to be descriptive of him (Zahra, 2010).



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 Kuppuswamy (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 individuals brought up with all the social norms of the group to which the family belongs and the education and experiences of each individual.”

2. Review of Related Literature

The fundamental purpose of the following paragraphs is to provide a comprehensive and explicit picture of the related studies and show how the present study contributes in extending the fruits with regard to *Correlates of Family Environment on Self-concept of Students*. Further, it helps to identify the gaps, if any, in the research and serves as a backdrop to interpret the results of the study.

Lau,Sing; Kwok, Lai-Kuen (2000) examined the relationships among family environment, depression and self-concept of adolescents in Hong Kong. Results showed that all the three domains of family environment (relationship, personal growth, and system maintenance) correlated significantly with the three depression aspects (emotionality, lack of positive experience, and physiological irritation). **Sweeney, R. B., & Bracken, B. A. (2000)** explored the relationships between students' multidimensional self-concept as a function of students' family structure. Results indicated that the total self-concepts of students from single-parent families were significantly lower than the global scores of students from intact families. Family self-concepts of students from reconstituted families were significantly lower than students from intact families. **Rani Mohanraj and Latha (2005)** investigated the relationship between family environment, the home adjustment and



academic achievement in adolescents. It was revealed that there exists significant difference in perception of the home and environment among boys and girls.

Henderson, C. E., Dakof, G. A., Schwartz, S. J., &Liddle, H. A. (2006) investigated direct and shared effects of family functioning and self-concept on the severity of adolescent externalizing problems in a sample of 224 clinically referred adolescents. Findings indicated that self-concept and family functioning exert direct and shared effects on externalizing problems. **Kaur, J., Rana, J. S., &Kaur, R. (2009)** explored 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. **Kaur, Jagpreet; Kumar, Munish (2012)** studied the impact of type of school and its environment on self-concept among adolescents. The findings of the present study highlight the importance of promoting positive self-concept in every aspect in various psycho-social contexts.

Anitha, J., &Parameswari, G. (2013) explored the Home Environment and the Academic Achievement which correlates self-concept with a sample of 300 Students. The results of the study revealed self-concept to be considerably positive and correlated with Academic Achievement. It revealed a significant positive relationship of Home Environment components - protectiveness, conformity, reward and nurturance with self-concept. **Jansi, A.M. and Bhuvaneswara Lakshmi, G (2014)** studied the influence of Self-Concept and Home Environment on the Academic Achievement. Pearson correlations analysis showed that there were significant relation between dimension of self-concept, home environment and academic achievement of Dalit and non-dalit students. **Emam, M. M., & Abu-Serei, U. S. (2014)** discussed issues related to the role of parents in the



assessment and observations on the development of children, especially adolescents who know the ages of children who have feelings excited to try something new in their life experience. The recommendations highlight the value of affection, closeness and support and encouragement have been presented and discussed thoroughly the issues for discussion and strengthening the relevance of the statement the importance of the role of the family environment in which high self-concept among adolescents. **Batubara, N. A. (2014)** studied the relations between self-concept and family circle on student religious behavior. The result of research showed that the correlation of self-concept and family circle toward student religious behavior make positive and significant relationship. **K.KavithaMaheswari and J.GodwinPrem Singh (2014)** studied the perceived level of self-concept among the rural girl students in Pennagaram Block of Dharmapuri District. Major findings of this study revealed that more than half (56.5%) of the respondents had high self-concept. **DimitrisKiritsis (2015)** studied self-concept and family with twin objectives. On the one hand it concerns the measurement and the examination of the subjects' self-concept and on the other the detection and justification of the role of family in its configuration. The first important finding concerned the high degree of the general self-concept of the adolescents. The second important finding was the ascertainment of the essential contribution of the family. **Arun, L., et al (2015)** examined Self-concept in relationship with Family environment among adolescents. The result of the study revealed that there is no significant difference between male and female adolescents in their self-concept, and also 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. **A.K. Kansal, ChanchalBala (2015)** investigated



Cover Page



the Family Environment of adolescents of Bhatinda district of Punjab state. Results also revealed that there exists significant difference in the family environment of rural and urban adolescents

Bharathi, T.A &Sreedevi, P. (2016) studied the self-concept adolescents. Self-concept scale of Saraswat (1984) was used to analyze the self-concept of 40 adolescents of twin cities of Hyderabad, Telangana Stage. The findings of the study revealed that higher percentage of adolescents had above average levels of self-concept in dimension of temperamental (85), intellectual (77.5), physical (60) and social (52.5). About 47.5percent of adolescents equally had high and above average self- concept in education. 57.5 percent of adolescents had high moral self-concept. Adolescents overall Self-concept was found as 27.5 percent in high and 72.5 per cent have above average. **Emily anakEngbeeand ,Anuar Bin Ahmad (2016)**discussed issues related to the role of parents in the assessment and observations on the development of children, especially adolescents who know the ages of children who have feelings excited to try something new in their life experience. The recommendations highlight the value of affection; closeness and support and encouragement have been presented and discussed thoroughly the issues for discussion and strengthening the relevance of the statement the importance of the role of the family environment in which high self-concept among adolescents. **HananEbrahimAbd El Aziz Rady, ShabanaKabeer, Mona T. El-Nady (2016)** studied the relationship between academic self-concept and students' performance among school age children. It was concluded that students' academic self-concept can affect their performance. **Palomino, M. del C. P. (2017)** analyzed perceptions of self-concept in students with compensatory education needs at primary school level ($n = 26$); this descriptive–correlational study was



conducted by means of the “Multidimensional Self-Concept scale.” The respondents reported positive levels of self-concept in peer relations, physical appearance and physical ability, and academic self-concept in mathematics. Furthermore, correlations between the different factors of the scale were observed, thus favoring the subsequent design and implementation of a mindfulness intervention. **Lily Doley (2018)** analyzed how home environment, parental expectation, parental involvement, academic stimulation and parental encouragement significantly affect secondary school student’s on their academic achievement. Results show a positive significant correlation between home environment and academic achievement of the students. **Onetti, W., Fernández-García, J. C., & Castillo-Rodríguez, A. (2019)** made an analysis of fluctuations in the dimensions of self-concept as a function of gender, educational level, grade, age, physical activity, and weight. The main findings revealed that the school transition and, specifically, increased age were associated with a lower self-concept.

In a nutshell, family 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). However, studies on this aspect seem to be in an embryonic stage in India. Thus, the less trodden road is taken to find out how family impacts the development of self-concept among the students, especially in the State of Telangana.

3. Significance of the study

The present study seek to investigate if there exists any relationship between family environment and development of self-concept. The function of the family environment on the formation and development of children particularly adolescents will determine the



Cover Page



pattern of personality, character and behavior of adolescents. Families, especially mothers and fathers are crucial to the formation of a healthy family institution and the perfect result of the role played by parents. This is because the parent is a reference to the children and even parents can be an inspiration to children to achieve self-esteem and excellence in life. The involvement of a family environment with emphasis on patterns of upbringing and interaction between parents and teens will help the development of adolescent self-concept (Emily, 2016).

4. Statement of the Problem:

Fundamentally within the field of Educational Psychology, there has been a constant preoccupation regarding the links between self-concept and academic performance. However, there is a lack of evidence indicating the precise nature of the relationship between both variables (Marsh and Seeshing, 1997). What it is clear about the role of education in the development of an individual's self-concept is that it not only builds teacher-pupil relationship, but also the rest of professionals within the educational system. Importantly, since education does not end in the school, family is the key for a positive development of self-concept. Thus, the problem under study is stated as:



Cover Page



5. Objectives of the study:

1. To delineate the impact of Family Environment on the students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with special reference to Self-concept.
2. To assess the influence of Family Environment on the Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana.
3. To explore the influence of Family Environment on the Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with reference to management.

6. Research Hypotheses

Keeping in view the review literature and the objectives, the following hypotheses have been formulated. As pointed out earlier, this study is an investigation into the problems encountered by women in higher education is rather a new area and number of questions and controversial issues awaiting answers and clarifications. Thus, this study throws light on the following negative research hypotheses.

HO₁. There is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana.

HO₂. There is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with reference to *gender*.



Cover Page



HO₃ There is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with reference to *management*.

7. Methodology:

Instrumentation

Family Environment Scale (FES) Employed by Harpreet Bhatia and N.K. Chadha (1993) is based on the family environment scale by Moos (1974). It was prepared and standardized by Harpreet Bhatia and N.K. chadha in 1993. This scale is in English and includes 69 items.

The Self-concept Scale was developed by Rastogi (1979). The self-concept scale consists of 51 statements related to 10 constructs of self-concept covering the three above-mentioned elements of self-concept. The ten constructs are health and sex appropriateness, abilities, self-confidence, self-acceptance, worthiness, present, past and future, beliefs and convictions, feelings of shame and guilt, sociability and emotional maturity. These 51 items are positively and negatively framed items.

Administration of the tool

The tool was administered to the selected sample. Every care has been taken to ensure their responses as objectively as possible. Suitable statistical techniques like t-test and ANOVA along with SPSS (Statistical Package for Social Sciences) 16.0 was used for analysis.



8. Analysis and Interpretation of Data

HO₁. There is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana.

Table 1.1 showing Pearson correlation between Self-concept and Family environment

Pearson Correlations			
		Self-Concept	Family Environ
Self-Concept	Pearson Correlation	1	.747**
	Sig. (2-tailed)		.007
	N	60	60
Family Environment	Pearson Correlation	.747**	1
	Sig. (2-tailed)	.007	
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

From the Pearson Correlation table it is evident that there exists a correlation between Family environment and Self-concept $r = 0.007$ and $p = 0.000 < 0.05$, it is significant and concluded that there is a positive correlation between Family Environment and Self-concept Hence, the hypothesis stated was found to be **rejected**.

The same tone is echoed in the works of Lau, Sing; Kwok, Lai-Kuen (2000); Lakshmi Arun et al (2015) and Bharathi, T. A., & Sreedevi, P. (2016) found a highly positive correlation between self-concept and family environment among adolescents. Contrary to this Patonah Zakaria et al (2018) indicated there was a negative significant relationship between self-concept and family environment.



HO₂ There is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with reference to *gender*

Table 1.2 showing t-test on family environment and self-concept with regard to gender

Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.260	.614	-1.904	28	.067	-22.40000	11.76400	-46.49747	1.69747
Equal variances not assumed			-1.904	26.949	.068	-22.40000	11.76400	-46.53988	1.73988

It is explicitly vivid from the t-test that the calculated p-value is 0.067 which is insignificant at 0.05> level. Hence, the hypothesis formulated that there is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with relation to gender is **retained**.

This finding is in consonance with the results of ArunaBharathi and P. Sreedevi (2013) and Lakshmi Arun et al (2015).



HO 3: There is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with reference to management.

Table 1.3 showing t-test on family environment and self-concept with regard to management

Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.467	.231	-.265	58	.792	-2.03333	7.68345	-17.41343	13.34677
Equal variances not assumed			-.265	53.833	.792	-2.03333	7.68345	-17.43882	13.37216

From the t-test portrayed through the given table demonstrated that the calculated p-value is 0.792 which found to be insignificant at 0.05> level. Hence, the hypothesis formulated was **retained**. It can be deduced that there is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with reference to management

Research work carried out by RekhaSrivastava and Shobhna Joshi (2011); y Sharma, (2015);Deepshikba and Bhanot (2011) ;Melvina N. Amalu (2017) corroborates the present finding.

9. Major Findings:



Cover Page



1. The results of the present investigation revealed that there is a positive correlation between Family Environment and Self-concept.
2. The findings have demonstrated that there is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with relation to gender.
3. It was also mirrored that there is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with reference to management.

10. Discussion and Conclusions

HO₁. *There is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana.*

According to Eitzen (2003) “Family is a construct of meaningful relationships”. On the other hand, Rogers (1951) defines Self-concept as “an organized configuration of perception of the self which are admissible to the awareness”.

The descriptive statistics have revealed that there exists a correlation between Family environment and Self-concept $r = 0.007$ and $p = 0.000 < 0.05 >$. Thus, there is a positive correlation between Family Environment and Self-concept Hence, the hypothesis stated was found to be **rejected**.



HO₂. *There is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with reference to gender.*

Gender is a critical determinant of family environment. As such, gender is important in defining development of self-concept among the students.

It was explored from the findings of the current study there is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with relation to gender.

HO₃. *There is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with reference to management.*

There are a number of factors that may be contributing to increasing self-concept among students. Management contributes a lot to the self-concept of students.

It was revealed through t-test that there is no statistically significant difference between the Family environment and Self-concept of students studying in Government and Private Institutions Industrial Training Institutes in the State of Telangana with reference to management.

11. Reference:

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Cover Page



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