## Correlates of Self-concept among High School Students in Chennai City, Tamilnadu, India

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| KEYWORDS | A B S T R A C T |
|---|---|
| Home Environment; Academic Achievement; protectiveness; conformity; reward; nurturance with self-concept. | The present study is aimed to explore the Home Environment and the Academic Achievement which correlates self-concept in a sample of 300 Students. The results of the study revealed self-concept to be considerably positive and correlated with Academic Achievement. It reveals a significant positive relationship of Home Environment components - protectiveness, conformity, reward and nurturance with self-concept. It means that use of rewards and nurturance from parents should be done for positive self-concept among Students for development. The correlation of social isolation, deprivation of privileges and rejection components of Home Environment is significantly negative with self-concept among Students. It indicates that there should be less or no use of social isolation, deprivation of privileges, rejection and positive self-concept among students for development. The study has implications for educationists and parents as well. |

## Introduction

Self-concept is an important concept of any child's development. As children develop a sense of individuality and interact with society 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 self. Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions (Woolfolk 2001).

The root of self-concept lies in family experiences. A favorable 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. Its constituent attitudes depends upon the family in which the individual is brought up with the social norms of the group to which the family belongs and the education and experiences of each individual." Coopersmith working in America found that children with c 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 they also set firm limits to their children's behaviour - limits which they applied constantly.

The perusal of 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. Some studies revealed boys to be having better self-concept as compared to girls whereas some studies found exactly the reverse (Wang 1997). Academic Achievement was found to be having significant relationship with self-concept (Trautwein *et al*., 2006 and Tracy 2007). Home environment was found to be influencing self-concept in one way or the other. Hence, it is imperative to understand the complete abilities and potentialities of the child in educating the child. Cognitive and non-cognitive abilities such as intelligence, creativity, personality interests, aptitudes and attitudes are important factors which have to be studied before a teacher starts teaching an individual. For better understanding teacher should know first the self-concept of the student what he thinks of himself. Hence,

these variables academic achievement, home environment and self-concept of the students need inquiry for proper understanding of a student. Moreover, no such coherent endeavor has been undertaken on Students and hence the present study is an attempt to search an empirical database with certain hypotheses.

## Objectives

To find out the relationship between Self-Concept and Academic Achievement.
To study the relationship between Self-Concept and Home Environment.

## Hypotheses

There is no significant relationship between Self-Concept and Academic Achievement.
There is no significant relationship between Self-Concept and Home Environment.

## Materials and Methods

The study was conducted through descriptive method of research.

## Sample

The study was conducted on a representative sample of 300 Students of ninth Standard on the basis of randomized technique of sampling from different government and private schools of Chennai City.

## Research tools

The following tools were selected and used in the study:

1. Self-concept List (Old Personality Word List) by Deo (1998)
2. Home Environment Inventory (HEI) by Misra (1989)

3. Academic achievement was taken as the percentage of marks obtained IX standard Students.

## Data collection

300 Students were selected randomly from different schools in Chennai City. Cooperation of the principal of schools was sought and efforts were made to establish rapport with the subjects. Before administering tests, they were made clear about the purpose of collecting the data and were told that the result of the test would be kept strictly confidential so that they can respond the test items without any hesitation. The research tools namely self-concept list and Home Environment inventory was scored as per the procedure given in the manual. The instructions for data collection as well as scoring as given in the manual were strictly adhered to.

## Statistical analysis of data

In order to achieve the objectives of the study, correlational approach was followed to study self-concept in relation to Academic Achievement and Home Environment.

## Result and Discussion

The coefficients of correlation of self-concept with academic achievement and ten home Environment dimensions were computed for the total sample (N = 300) of Students. The results of correlation analysis are given here under:

## Self-concept in Relation to Academic Achievement

The coefficient of correlation of self-concept with academic achievement among Students is given in table 1.

The table 1 shows that the coefficient of correlation of self-concept with academic achievement is 0.01, which is not significant even at 0.05 level. It indicates that there is no significant relationship between self-concept and academic achievement among school- going Students.

The table 2 shows that the coefficient of correlation of self-concept with Home Environment is 0.04, which is not significant even at 0.05 level. It indicates that there is no significant relationship between self-concept and Home Environment among school- going Students.

The results of the present study are to be seen in the light of some related research evidence. The study revealed a positive, yet non-significant correlation of self- concept with academic achievement. This may be attributed to the fact that the sample for the present study was small. So, similar studies need to be repeated on larger samples. This result is supported by many authors (Muhammad and Sepidehi 1991; Muijs1997).Muhammad and Sepidehi (1991) found that self-concept was significantly and positively correlated to measures of achievement in English and Mathematics. Muijs (1997) observed that academic self-concept and academic achievement were strong predictors of one another, even controlling for other variables and stability of both over time. Also, Marsh and Yeung (1997) found that Students' levels of academic self-concept affect their later performance in school. Student's self-concepts are also in fluenced by their prior academic achievement, as indicated by their grades and their test scores. It is worth mentioning here that Fraine et al. (2007) found that evolution of self-concept was not related to the evolution in achievement

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**Table.1** The coefficient of correlation of self-concept with academic achievement among Students

| VARIABLES | No. of Students | 'r' value | Significance level |
|---|---|---|---|
| Self-concept | | | |
| Academic Achievement | 300 | 0.01 | NS |

**Table.2** shows that the coefficient of correlation of self-concept with Home Environment

| VARIABLES | No. of Students | 'r' value | Significance level |
|---|---|---|---|
| Self-concept | | | |
| Home Environment | 300 | 0.04 | NS |

neither at the individual level, nor at the school level. A positive relation between students' academic self-concept and achievement was found and the magnitude of which decreased throughout secondary school. It is the academic aspect of self-concept which affects achievement (Hamachek 1995) and not general self-concept. It is seen that the results of the present study are contrary to the findings of Desai and Uchat (1983), Alka (1991) and Fraine et al. (2007).Further, there is a significant positive relationship of protectiveness, conformity, reward, and nurturance component of Home Environment. These findings of the present study are in line with the findings of Litovsky andDusek (1985), Panwar (1986), Lauand Kwok (2000). 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 .Moreover, girls had a better social self-concept than boys. On the whole the physical, academic, social and general self-positive forces in helping Students grow in healthy and self-actualizing ways. Parents

concepts were not affected by religion, number of siblings in the family and different kinds of supervision. Song and Hattie (1984) in a sample of Korean Students found that self-concept is a mediating variable between Home Environment and academic achievement. The present study revealed significant negative correlation of Home Environment with self-concept among Students.

**Educational implications**

In a rapid changing world, the cultivation of an all-round personality, sensitive to problems in environment, is important, vital and necessary. A special care and personalized support system is therefore, impetrative to nourish the potentialities of Students. Hence, for positive self-concept development among Students, it is suggested that during adolescence, self-concept is being crystallized. It is also going through a period of revision and refinement. So, parents, teachers and other professionals, who care enough to make a difference, can, through the medium of a meaningful relationship, be significant and should recognize the child's efforts and let them know that you have confidence in

their ability to do well .It has been found that optimal self-concept development takes place in an atmosphere of acceptance that allows the adolescent autonomy and the opportunity to learn competencies (Litovsky and Dusck 1985).

As per the general principle in education, a student needs good academic self-concept in order to be successful academically. To achieve this success, schools can impact their students' academic self-concept by developing an organized, orderly and supportive environment. Teachers should teach students' good study habits end self-management skills together with appropriate self-attribution strategies. The findings of the present study highlight the importance of promoting a positive self-concept in every aspect in various psychosocial contexts. In nutshell, it may be said that to nurture adolescent's potential, intervention efforts need to be made not only in enhancing their self-concept, but also in promoting conducive Home Environment. Furthermore, it becomes the duty of the teachers to assist children who come from disadvantaged home environments by applying various intervention strategies to foster positive self-concept among such Students. Positive self-concept is key factors for successful learning, general behavioural patterns and high participation in school activities. Upgrading of educators is also recommended so that they are fully equipped to assist a learner who is from a deprived Home Environment.

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