

SELF- CONCEPT AS RELATED TO FAMILY-CLIMATE

Dr Ramandeep Kaur

Headmistress Govt High School Raipur (Patiala) Punjab

ABSTRACT

We are living in the age of worry, value crisis, conflicts, loneliness, disillusionment and doubt. We don't have enough time for love, affection and the values needed for a meaningful life. The complexity and diversification of society has great impact on the self- concept of Students.

One improves himself, not by imaging himself to be perfect already but by acknowledging his true self i.e. self-concept and setting out to remove his limitations in a rational manner by common sense and hard-work.

Family plays a prominent role in developing a favourable self-concept.

The change in the familial patterns and life as a whole, has changed the way of living. Constant and persistent efforts are needed to identify existing conditions for the purpose of realistic guidance of youth for appropriate self-concept. Moreover, lack of research evidence also requires further probe in this particular field. Hence, the problem entitled "**Self-Concept as Related to Family-Climate**", has been undertaken.

INTRODUCTION

Every human being is unique in himself as reflected in his behaviour, manners, interest, values, concepts, aspirations etc. The keystone of personality is self-concept. Favourable self-concept helps in developing a harmonious personality, thereby helping the individual to lead a happy and satisfied life.

The term self concept is used in psychology in three ways:

1. For the immediately felt, acting self.
2. For the idea of self-entertained by the individual.
3. For the organising centre of personality or the structural self as inferred from behaviour, either a friend or psychologist.

According to **Gordon and Gerge** (1968), "Self is not a thing, it is a complex process. It includes perceiving, thinking, planning, evaluating, choosing etc".

According to **Good** (1973) self-Concept is defined as, "The individuals perception of himself as a person, which includes his abilities, appearance, performances in the job and other phases of daily living."

According to **Chadha** (1985) self concept means one's own image in one's own eyes and it is very important in decision making and decision implementations.

According to **Taneja** (1989), "Self concept refers to the picture or image a person has of himself." Thus, self-concept is an image one holds of oneself, comprising one's physical, emotional, psychological characteristics, capacities, aspirations and achievements.

A Child's self concept is, to a large extent, the product of his experiences at home. There a child gets all opportunities to develop himself physically, emotionally and culturally.

The word 'climate' is more comprehensive. It includes within itself the word 'environment'. It embraces the social, physical and emotional activities of the family. All these combined together constitute the 'Family climate'.

Bloom (1989) as quoted by **Kaur** (2003), "The climate of family may be regarded as providing a network of forces and factors which surround, engulf and play on the individual."

Uniyal and Shah (1989) as quoted by **Kaur** (2003) reported that the word 'Family-Climate' means an interpersonal relationship between the parents and the child. It includes the parents attitude

towards the child related to Freedom vs. Restrictions, Dominance vs. Submission, Acceptance vs. Rejection, Trust vs. Distrust, Warmth vs. Coldness, Partially vs. Fairness, Expectation vs. Hopelessness, Open-Communication vs. Controlled communication. It is also suggested that the development of any particular human characteristics is related to a subset of the total set of the environment forces.

The family sets the stage for the development of the personality of the child. Conducive and cordial family climate helps in developing a favourable self concept, thereby laying the foundation of sound balanced personality.

OBJECTIVES OF THE STUDY

1. To study and compare the self concept of boys and girls of XI class.
2. To study and compare the family climate of boys and girls of XI class.
3. To explore the nature and extent of relationship between self concept and family climate.

HYPOTHESES

1. There exists significant difference in the self-concept of boys and girls.
2. There exists significant difference in the family-climate of boys and girls.
3. There exists significant relationship between self-concept and family climate of girls.
4. There exists significant relationship between self-concept and family-climate of boys.
5. There exists significant relationship between self-concept and family-climate of adolescents in general.

DELIMITATIONS OF THE STUDY

1. The study was restricted to XI class students of government schools.
2. The study was restricted to 200 students (100 girls and 100 boys).
3. The study was restricted to Ludhiana City only.

TOOLS USED

The following tools were used in the present study:

1. Children's Self-Concept Scale by **S.P. Ahluwalia** (1986).
2. Family Climate Scale (FCS) by **Dr. Beena Shah** (1990).

STATISTICAL TECHNIQUES USED

To give accurate picture of the study, various statistical techniques such as frequency distribution, frequency curve, central tendencies, standard deviation, skewness, kurtosis, 't' ratio and co-relational analysis were employed.

ANALYSIS AND INTERPRETATION OF DATA

Once the data have been collected and analysis has been made, the researchers can proceed to the stage of interpreting the results. The process of interpretation reveals, what the results, what the results show and what the answer to the original problem is. Interpretation calls for a careful, logical and critical examination of the results obtained after analysis, keeping in view the limitations of the sample chosen, the tools selected and used in the study.

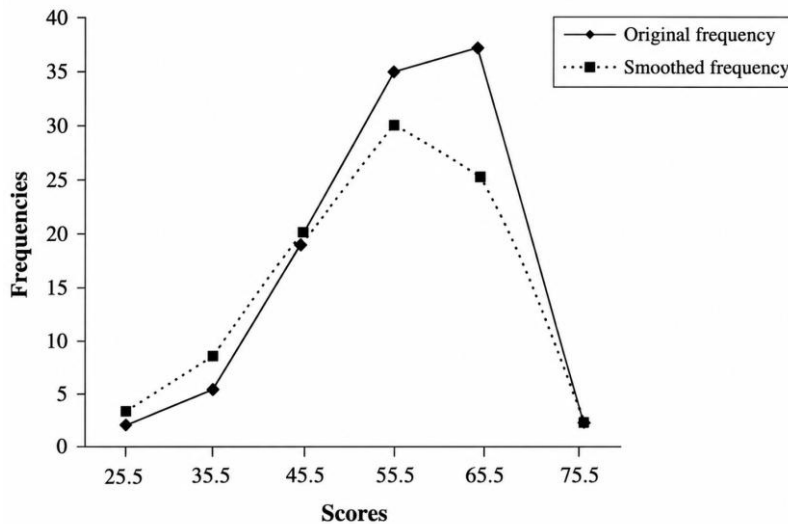
Table 1: Table showing frequency distribution of self-concept scores of boys (N-100)

C.I. Frequency	
21-30	2
31-40	5
41-50	19
51-60	35
61-70	37
71-80	2

Mean	Median	Mode	S.D	Skewness	Kurtosis
55.90	58.00	64.00	9.85	-0.82	0.33

Figure 1: Frequency polygon of self-concept scores of boys.

Figure 4.1: Frequency polygon of self-concept scores of boys.



INTERPRETATION OF TABLE 1

From the results of skewness and kurtosis, as entered in table 1, it is revealed that the self concept score of boys are negatively skewed and the value of kurtosis is 0.33, the curve is leptokurtic, it is also observed that the values of mean, median and mode are 55.90, 58.00 and 64.00 respectively. Hence, sample can be considered as normally distributed as evident from figure 4.2. Smoothed frequency polygon is also drawn to get the normal picture of the data.

TABLE 2: Table showing frequency distribution of self-concept scores of girls (N=100)

C.I. Frequency

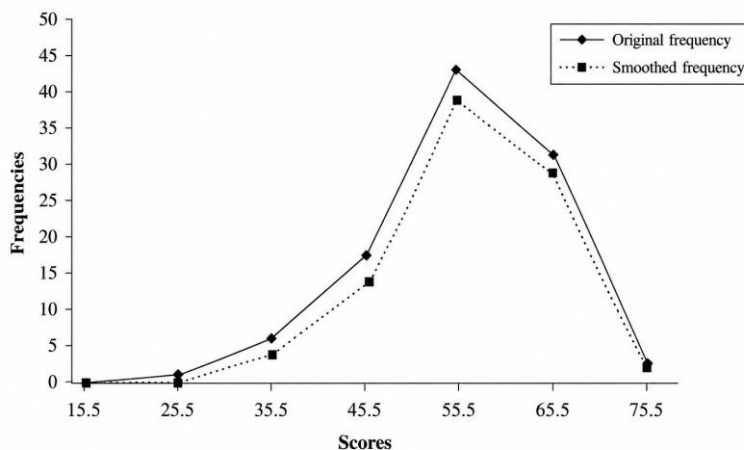
11-20	1
21-30	0
31-40	6
41-50	17
51-60	43
61-70	31
71-80	2

Mean Median Mode S.D Skewness Kurtosis

55.16 56.00 55.00 9.14 -1.04 1.59

Figure 2: Frequency polygon of self-concept scores of girls.

Figure 4.2 : Frequency polygon of self-concept scores of girls.



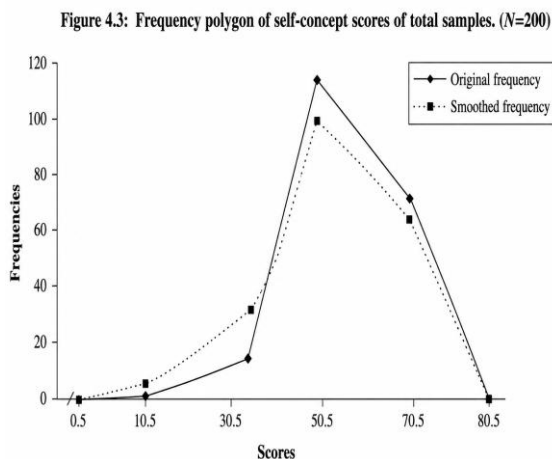
INTERPRETATION OF TABLE 2

Results entered in table 2 show that values of mean, median and mode of self concept of girl are 55.16, 56.00, 55.00 respectively. The values of skewness found for self concept of girls is -1.04,

this shows that distribution is negatively skewed. The value of kurtosis is 1.59. This shows that distribution is leptokurtic. The skewness and kurtosis are negligible. Hence sample can be considered as normally distributed. The results are also shown in figure 2. Smoothed frequency polygon is also drawn to get the normal picture of the data.

TABLE 3: Table showing frequency distribution of self-concept scores of total samples (N=200)

C.I.	Frequency
1-20	1
21-40	13
41-60	114
61-80	72



Mean	Median	Mode	S.D	Skewness	Kurtosis
55.53	57.00	64.00	9.48	-0.90	0.83

INTERPRETATION OF TABLE 3

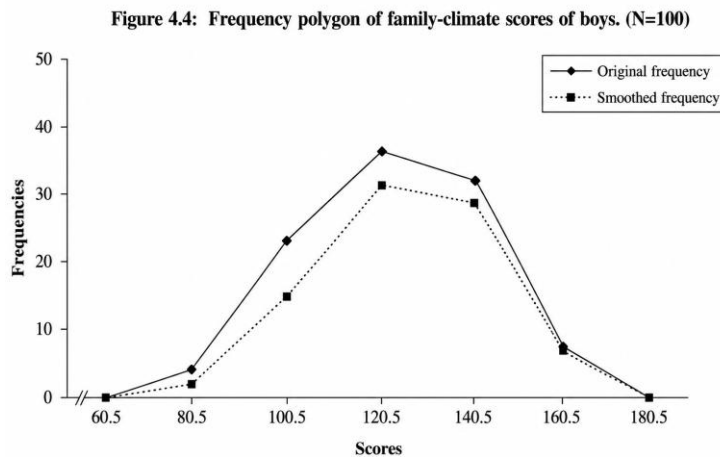
Table 3 shows self concept of XI class students. The value of mean median and mode are 55.53, 57.00, 64 respectively. The value of skewness is -0.90. This shows that distribution is negatively skewed. The value of kurtosis is 0.83. Thus, the curve is leptokurtic. The skewness and kurtosis are negligible. Hence sample can be considered as normally distributed as evident from figure 3. Smoothed frequency polygon is also drawn to get the normal picture of the data.

TABLE 4: Table showing frequency distribution of family-climate scores of boys (N=100).

C.I.	Frequency
71-90	3
91-110	23
111-130	36
131-150	32
151-170	6

Mean	Median	Mode	S.D	Skewness	Kurtosis
123.10	124.00	112.00	17.66	-0.23	-0.68

Figure 4:Frequency polygon of family-climate scores of boys.



INTERPRETATION OF TABLE 4

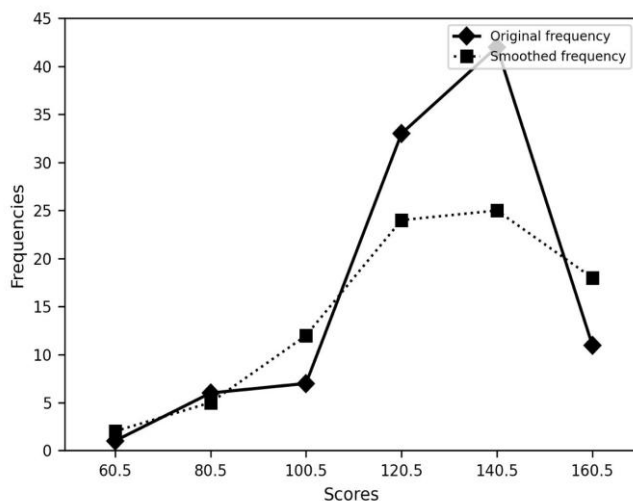
Table 4 shows family climate scores of boys of XI class. The value of mean, median and mode are 123.10, 124.00 and 112.00 respectively. The value of skewness is -0.23 which shows that the population is negatively skewed. The value of kurtosis is -0.68. The curve is platykurtic. The skewness and kurtosis are negligible. Hence sample can be considered as normally distributed. Figure 5 shows frequency polygon depicting the normal picture of data. Smoothed frequency polygon is also drawn to get the normal picture of the data.

TABLE 5:Table showing frequency distribution of family climate scores of girls. (N=100)

C.I.	Frequency
51-70	1
71-90	6
91-110	7
111-130	33
131-150	42
151-170	11

Mean	Median	Mode	S.D	Skewness	Kurtosis
127.60	133.00	116.00	20.14	-0.90	0.69

Figure 5:Frequency polygon of family climate scores of girls.



INTERPRETATION OF TABLE 5

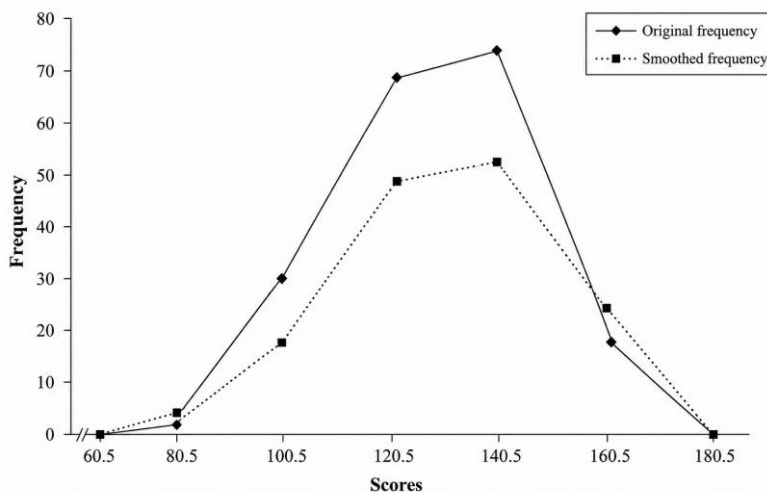
Table 5 shows family climate score of girls of XI class. The value of mean median and mode are 127.60, 133.00 and 116.00 respectively. The value of skewness is -0.90 which shows that distribution is negatively skewed. The value of kurtosis is 0.69, this shows that distribution is leptokurtic. The skewness and kurtosis are negligible. Hence sample can be considered as normally distributed. The results are also shown in figure 5. Smoothed frequency polygon is also drawn to get normal picture of data.

TABLE 6:Table showing frequency distribution of family climate scores of total sample. (N=200)

C.I.	Frequency
51-70	1
71-90	9
91-110	30
111-130	69
131-150	74
151-170	17

Mean	Median	Mode	S.D	Skewness	Kurtosis
125.35	128.00	112.00	19.03	-0.57	-0.02

Figure 6:Frequency polygon of family climate scores of total sample.



INTERPRETATION OF TABLE 6

Table 6 shows family climate score of XIth class students. The value of mean, median and mode are 125.35, 128.00 and 112.00 respectively. The value of skewness is -0.57 which shows that the population is negatively skewed. The value of kurtosis is -0.02. This shows that distribution is platykurtic. So the data can be taken as normally distributed as evident from figure 6. Smoothed frequency polygon is also drawn to get the normal picture of the data.

CONCLUSION

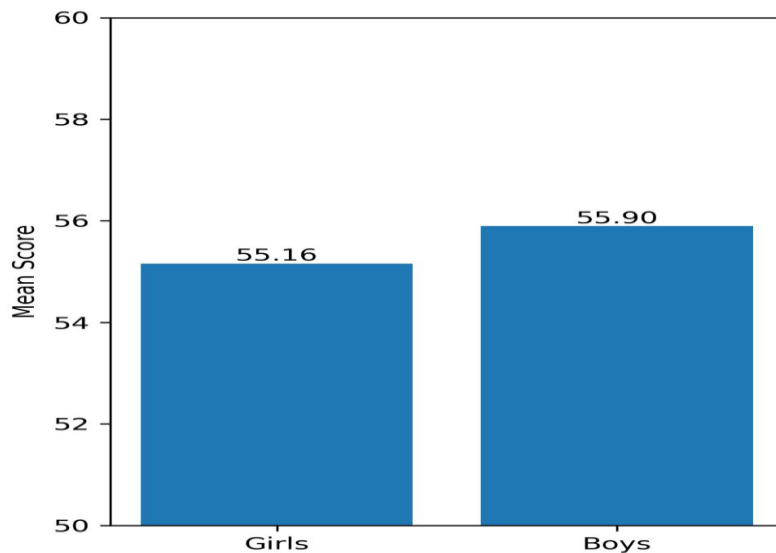
In the light of the result in the form of descriptive statistics, it may be inferred that distribution for the measure of self concept and family climate scores of boys and girls do not exhibit wide departure from the value expected in the normal distribution. For the purpose of further analysis, various distribution have been assumed to be normally distributed for the population with only minor fluctuations, which fall under accepted limits of chance fluctuations.

TABLE 7: Table showing comparison between self concept of boys and girls.

RESPONDENTS	N	MEAN	S.D	't'- VALUE
Girls	100	55.16	9.14	0.55*
Boys	100	55.90	9.85	

* Non-significant at 0.05 and 0.01 levels.

Figure 7: Bar graph showing comparison between self-concept of boys and girls.



INTERPRETATION OF TABLE 7

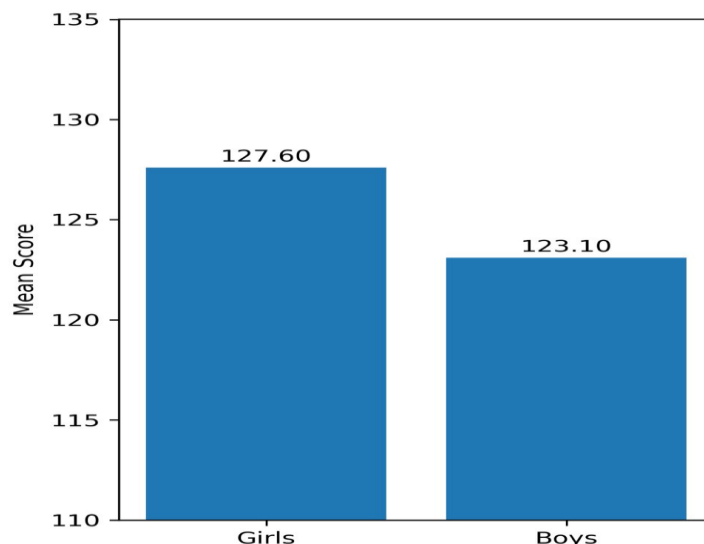
From the table 7, it is observed that the mean value of self concept of girls is 55.16 whereas, self-concept of boys have a mean score of 55.90. The t-value is 0.55. Thus the boys and girls show no significant difference in their self-concept. It may be due to the fact that in modern society boys and girls are given equal facilities, opportunities, love, affection, care by their family which helps in developing almost same level of self-concept. Therefore, in the light of above results, the hypothesis(1) i.e there exists no significant difference in the self concept of boys and girls, is accepted

TABLE 8: Table showing comparison between family climate of boys and girls.

RESPONDENTS	N	MEAN	S.D	't'- VALUE
Girls	100	127.60	20.14	1.67*
Boys	100	123.10	17.66	

* Non-significant at 0.05 and 0.01 levels.

Figure 8: Bar graph showing comparison between family climate of boys and girls



INTERPRETATION OF TABLE 8

From the table 8, it is observed that the mean value of family climate of girls is 127.60 whereas, family-climate of boys have a mean score of 123.10 the t-value is 1.67. Thus boys and girls show no significant difference in their family climate.

In the light of above result the hypothesis (2) i.e. there exists no significant difference in the family-climate of the boys and girls is, therefore accepted.

The results are also depicted in the figure 8.

Table 9: Table showing the value of co-efficient of correlation between self concept and family climate of girls.

RESPONDENTS	N	'r'
Girls	100	0.224*

* significant at 0.05 level.

From Table 9, it is observed that the value of coefficient of correlation (r) between self concept and family-climate of girls is .224. Thus there exists positive and significant correlation at .05 level between self concept and family-climate of girls.

Thus, the hypothesis (3) that there exists significant relationship between self-concept and family-climate of girls is, therefore accepted.

Table 10: Table showing the value of co-efficient of correlation between self concept and family climate of boys.

RESPONDENTS	N	'r'
Boys	100	0.246*

* significant at 0.05 level.

From Table 10, it is observed that the value of coefficient of correlation (r) between self concept and family-climate of boys is .246. Thus, there exists positive and significant correlation at .05 level of confidence between self concept and family-climate of boys.

Thus, the hypothesis (4) which states that there exists significant relationship between self concept and family-climate of boys is, therefore accepted.

Table 11: Table showing the value of co-efficient of correlation between self concept and family climate of adolescents in general.

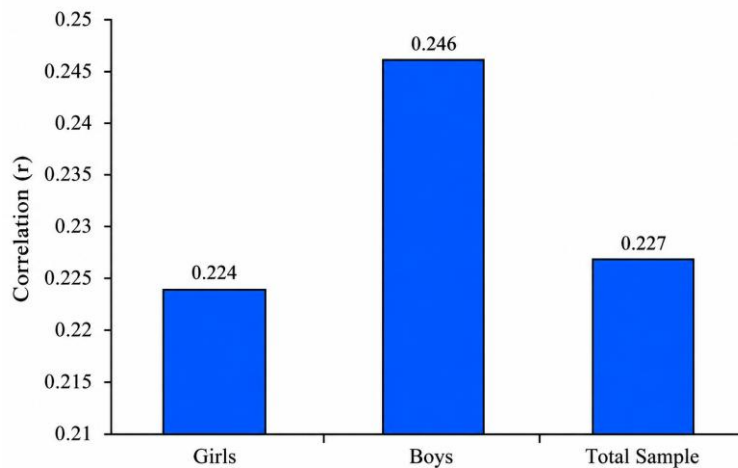
RESPONDENTS	N	'r'
Total sample (Boys and Girls)	200	0.227

From Table 11, it is observed that the value of coefficient of correlation (r) between self concept and family-climate of adolescents in general is .227. Thus, there exists positive and significant correlation between total self concept and family-climate of adolescents in general. Results are also depicted in figure 9.

Thus, children can be helped to develop a favourable and realistic self concept by providing them with loving, caring, supportive, motivating, open and friendly climate at home.

So, the hypothesis (5) that there exists significant relationship between self-concept and family-climate of adolescents in general is, therefore accepted.

Figure 9: Bar graph showing co-efficient of correlation between self-concept and family-climate of boys and girls.



CONCLUSIONS

Systematic analysis and interpretation carried out in the previous chapter led to the following conclusions:

1. Analytical picture of results suggested that scores distribution for the variable of self concept and family-climate tend to be near normal as it shows very less variation in the value of mean, median and mode. The value of skewness and kurtosis also coincide with the normal distribution values. So the distributions is taken as normal.
2. A non-significant difference is found between the self concept of boys and girls.
3. Family-climate of boys and girls do not differ significantly.
4. A positive and significant correlation between self concept and family climate of girls has been found.
5. A positive and significant correlation between self concept and family climate of boys has been found.
6. A positive and significant relationship between self concept and family climate of adolescents in general has been found.

EDUCATIONAL IMPLICATIONS

Results of the present study reveal that there is positive and significant relationship between self concept and family climate of adolescent boys and girls. This implies congenial climate at home should be maintained for the proper formation of the self concept of the children.

Parents should attend to the needs of their children-physical as well as emotional and should accept their feelings and emotions.

The environment at home should be open, trusting, warm and friendly for the proper development of the self concept of the children and hence developing a well adjusted personality. Parents should not impose their wishes and expectations on their children. They should respect the individuality of their children and help them to know themselves for developing a realistic and favourable self concept.

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