STUDY OF SELF-ESTEEM AND ACADEMIC ACHIEVEMENT IN RELATION TO HOME ENVIRONMENT AMONG ADOLESCENTS.

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ABSTRACT : Self-esteem plays an important role in disorders related to human's psychology. Self-esteem is a basic need of human as it is pre-requisite for motivation. It boosts up the morale of human being as it builds up positive self-image and positive attitude. A good education system provides student basic knowledge and learning skills to all the students regardless of their age, sex, class, caste, religion or region. It helps us to know the student's performance and the challenges which he is facing during his educational course. It focuses on academic and co-curricular activities in an educational environment. **Further, home environment has a huge influence on the development of adolescent. If a sense of security is infused, it will lead to his overall wellbeing. It is a system in which the behaviour and relationships of all the family members are dependent upon each other. A home environment which stimulates the adolescent from time to time helps him to be a better person.** The sample of a present study consisted of 200 adolescents. Random sampling technique was adopted while collecting the sample. Home environment is independent variable and self-esteem and academic achievement are dependent variable. The Pearson product-moment correlation coefficient was used to analyse the data. Findings revealed that if the home environment of the adolescent is favourable than his self-esteem is better and he will be confident enough to solve the problems and to face the hardships and challenges of life in an easy go.

INTRODUCTION

Adolescent is an age of impressions which can be shaped and refined by many artists like his parents, peers, siblings, guides and most importantly his society and environment in which he is brought up. Once his behaviour is modified positively and effectively then he can be an asset to his society. On the contrary, if we are unable to modify his behaviour then he can be irresponsible to his society. The society or the home environment in which the child is grown has a huge impact on his personality. He can move towards the path of progress, if he has a congenial environment to breathe. Hence, in general the role of family becomes evident. In recent years the psychologist and educationist both gave priority to the environment of adolescent in which he is blossoming into a young adult.

SELF-ESTEEM

Self-esteem is a sense of individual's value or worth and an extent to which his worth or value is approved or appreciated. It has its origin since 18th century which can be first seen in the writings of David Hume. He was a Scottish and an enlightened thinker. It has its origin

and can be depicted from the works of philosophers, psychologist and anthropologist William James, 1892.He identified many dimensions of one's self, having two levels of hierarchy. One is known as "I" self and the other is known as "me" self. In the middle of 1960 the social psychologist,Rosenberg (2015)mention self-esteem as an attitude which could be favourable or unfavourable towards his own self. Self-concept is an evaluated component of self-esteem.Self-esteem includes the behavioural and cognitive aspects of the self or it is the overall reading of a self and making of self-worth. It is your own worth which could be evaluated subjectively and it consists of beliefs about your own self as well as the emotional levels. In 20th century the studies were done in terms of introspection of mental processes, feelings, emotions etc.

Self-esteem predicts academic achievement, confidence level, job performance and satisfaction in relationships and in marriages. It improves ones belief in one self. According to Smith and Mackie (2014) defines it as "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it."

Self-esteem plays an important role in disorders related to human's psychology. Self-esteem is a basic need of human as it is pre-requisite for motivation. It boosts up the morale of human being as it builds up positive self-image and positive attitude. Every human needs respect from others in the form of admiration or love. Self-esteem could be higher and lower. High self-esteem people enjoy doing multiple activities in their daily life. They are full of positivity and enthusiasm. They work to find solutions to their problems and take challenges in their life positively. Hence, they are open to change and accept themselves as they are and they do not suffer from any inferiority complex. On the other hand, people with low self-esteem are envious, low in confidence, do not believe in them and are resistance to change.

ACADEMIC ACHIEVEMENT

Academic achievement is an attainment of a student which he earns in his educational journey. In general sense, it is the current level of learning of a student. Successful completion of a class or diploma gives a student his academic performance and it depicts present learning outcome of a student. According to Crow and Crow (1969), "Academic achievement" means the extent to which the learner is profiting from instruction in the given area of learning. Achievement is reflected by the extent to which skill of knowledge has been acquired by a person through the training imparted to him". So, it can be said that it is the total of information which is achieved from his completion of course or instruction for a particular grade achieved on an achievement test.

To be more specific, academic achievement refers to the marks or grades of a student at a school. A good education system provides student basic knowledge and learning skills to all the students regardless of their age, sex, class, caste, religion or region. It helps us to know the student's performance and the challenges which he is facing during his educational course. It is done so that meaningful solutions can be provided to the hardships and challenges he is facing while the course of learning. It focuses on academic and co-curricular activities in an educational environment. It works on cognitive domain of students. Academic achievement of a student decides whether he can be promoted for further higher education or not. Teacher or an educational institution helps to achieve long term or short term educational goal of a student. Completion of academic course or bachelor's degree represents academic achievement. The learners are placed in similar situations but in spite that their academic

achievement varies. It is due to the fact that there exists number of factors which are operating inside or outside an individual. These factors may be categorised into manly three categories-environmental,emotional and intellectual. Singh, D. S. (2016).

A school system helps the student to achieve cognitive goals that applies in multiple subject areas or acquiring knowledge or understanding of an intellectual domain. It also includes co-curricular activities performed by the student. It is measured by Grade Point Average or through Scholastic Assessment Test which determines whether the pupil is eligible to continue his higher studies. Even the society can be called learned if the child or the youngster bothers to achieve and improve their intellect by working hard for their studies. Hence, academic achievement also promotes in the wealth and prosperity of a nation.

HOME ENVIRONMENT

Home environment consists of two words- 'Home' and 'environment'. Home is a place where a child is nourished with love and care. The love of parents provides warmth and nourishes him psychologically for his optimum growth and development. The child feels security, acceptance and protection. The way the plants are nourished and grow in a nursery same is the home for the child. Home is considered to be a smallest part of society which imbibes the values and traditions in each generation. Just as the way a grown up tree provides shade and shelter, home also provides same to children. A home trains its children to face challenges and problems in life with a positive attitude. A healthy home environment provides foresightedness and vision. It equips the adolescents with skills and knowledge.

Home environment has a huge influence on the development of adolescent. If a sense of security is infused, it will lead to his overall wellbeing. It is a system in which the behaviour and relationships of all the family members are dependent upon each other. A home environment which stimulates the adolescent from time to time helps him to be a better person. It plays a crucial role in making adolescent a responsible member of the society as it teaches him the norms and values of the society. It is necessary that an adolescent learns good values and norms at this age. A congenial home environment is very helpful in managing the adolescents' emotions and feelings.It also proves helpful in dealing with adolescent's own bodily changes. So, home environment helps the adolescent to adjust and have positive mental health.The adolescent experiences their world in the way they experience their home environment. Codjoe, H. M. (2007).

In a nutshell, it can be said that today's adolescent is tomorrow's future and their today's development is tomorrow's development of the nation. Whatever child learns at home, it becomes part of his life and good habits formed at this gentle age becomes permanent in his life.

Adolescent may feel bad when their parents and their grandparents are present physically but they are not supporting him emotionally. As during adolescent period, he is going through so many physical and emotional changes. There are hormonal changes in the body. As a result, the adolescent is not able to manage the emotions which results in facing unnecessary hardships in life. Instead, congenial and happy environment may help them to face the hardships and challenges in a positive way. Hence, home environment should be supportive

so that the adolescent is prepared to take up the responsibilities and prove himself to be a good citizen towards his nation. Kaur, J.(2009).

REVIEW OF THE LITERATURE

Hassan, Jami, Aqeel (2016) examined the role of truancy in academic self-concept, self-esteem and academic achievement between the truant and punctual students. 200 students were taken for the sample through purposive sample technique. Out of 200 samples, 100 were truant and 100 were punctual. Results revealed that academic achievement was more in punctual students than truant. Moreover, self-concept is positively correlated with self-esteem in both truant and punctual students. Further, the study revealed that truancy and punctuality played no role for self-esteem in predicting academic self-concept.

Cvencek, et al.(2017) studied self-concept, self-esteem and academic achievement of minority and majority elementary school children. Results revealed that students of both majority and minority have positive self-esteem. Minority students had lower academic self-concept and achievement than majority elementary school students. Further, this effect was observed stronger in senior classes than in junior class. In case of older students, achievement was related to academic self-concept and in case of younger students, achievement was strongly related to self-esteem.

Giofrè, et al. (2017)investigated the joint role of cognitive and non-cognitive factors in predicting academic achievement. They took sixth and eighth grade Italian students as a sample for the study. The results revealed that intelligence as the best predictor of achievement in the cognitive factors. In case of non-cognitive factors, academic self-esteem was effective. It has an indirect effect on academic achievement.

Shah (2017) studied the effect of home and school environment on the development of personality and academic achievement of secondary school students. Descriptive Survey method was adopted for the study by the researcher. Findings revealed that home and school environment effects the development of the personality and also the academic achievement of secondary school students. The study recommended that students and teachers must be trained for the better academics of the students which in turn will be helpful in shaping the personality. The congenial environment helps in grooming the personality and also motivates the students to perform better in academics.

Santhanam (2019) studied academic achievement in relation to school and home environment of ninth grade students. A sample of 377 secondary school students was selected through random sampling technique for the study. Descriptive analysis was applied to analyse the data. Results revealed that school environment is positively correlated with academic achievement of ninth class students. Further, the findings revealed that home environment is positively low correlated with academic achievement of ninth grade students.

OBJECTIVE

To study self-esteem and academic achievement in relation to home environment among adolescents.

HYPOTHESIS

There exists no relationship between self-esteem and academic achievement of adolescents with their home environment.

METHODOLOGY

Descriptive survey method is employed in this study. It is descriptive in nature in order to find relation between self-esteem, academic achievement and home environment. Descriptive survey method is structured to obtain the facts of the present phenomena. It is a kind of assessment which is basic in nature and primary step to solve many social problems. It obtains the information of current phenomenon and is focussed to investigate what exists in relation to the conditions in present situation.

The sample of a present study consisted of 200 adolescents. Random sampling technique was adopted while collecting the sample. Home environment is independent variable and self-esteem and academic achievement are dependent variable.The questionnaires were distributed among the sample and statistical tools were employed carefully. The researcher followed guidelines mentioned in the tool manual. The questionnaires were filled up by the adolescents and further the scoring and analyses of the sample was done.

STATISTICAL TOOLS:

- Self esteem inventory(school) by Stanley &Cooper smith
- Home Environment Scale by P A. Akhtar and S. B. Saxena. (Hindi/English). This scale consists 50 items divided into ten area–I. Protectiveness, II. Parental involvement, III. Academic stimulation, IV. Rewards, V. Parental Warmth, VI. Punishment, VII. Participation in home affairs, VIII. Control, IX. Permisiveness, X. Parental exceptation. It was administered on secondary school students.)
- For academic achievement, the scores from report cards of the students were taken

STATISTICAL TECHNIQUES:

The Pearson product-moment correlation coefficient was used to analyse the data.

ANALYSIS AND INTERPRETATION

Statistical techniques were applied for the analysis and SPSS 16 was used to analyse the data.

So, for the present study following analyses is done.

1. Correlation

		Home environment	Self-esteem
Home environment	Pearson Correlation	1	.880**
	Sig. (2-tailed)		.000
	N	50	50
Self-esteem	Pearson Correlation	.880**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2 tailed).
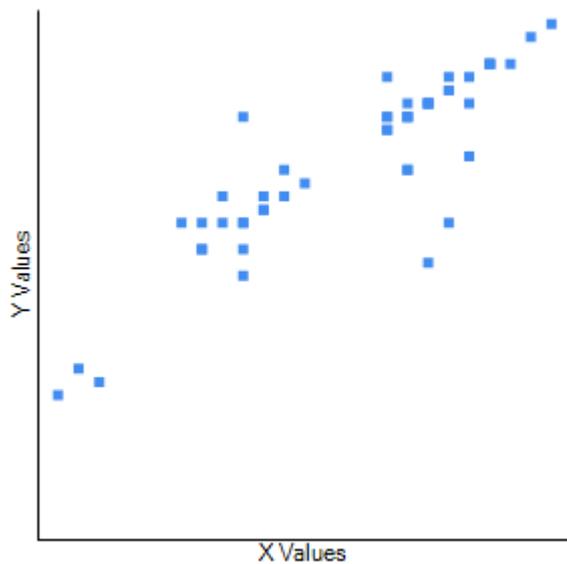The value of R is 0.880

Figure.1

From the above table and figure, it can be interpreted that there exists strong positive correlation between home environment and self-esteem.

2. Correlations

		Home environment	Academic achievement
Home environment	Pearson Correlation	1	.926**
	Sig. (2-tailed)		.000
	N	50	50
Academic achievement	Pearson Correlation	.926**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).
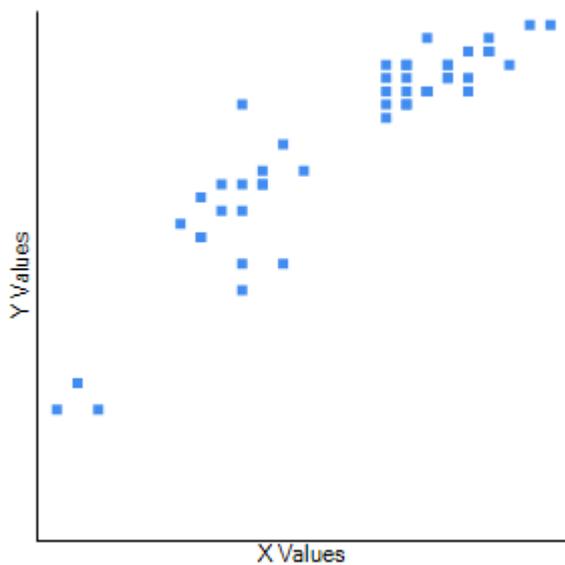
The value of R is 0.926

Figure 2

From the above table and figure, it can be interpreted that there exists strong positive correlation between home environment and academic achievement.

3. Correlations

		Self-esteem	Academic Achievement
Self-esteem	Pearson Correlation	1	.888**
	Sig. (2-tailed)		.000
	N	50	50
Academic achievement	Pearson Correlation	.888**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).
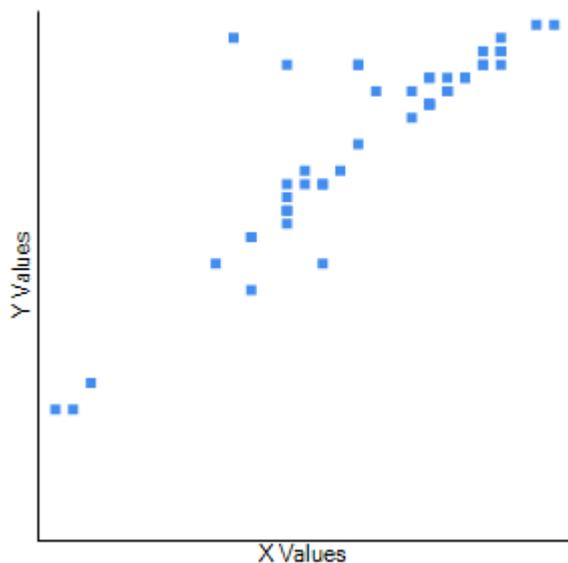
The value of R is 0.888.

Figure. 3

From the above table and figure, it can be interpreted that there exists strong positive correlation between self-esteem and academic achievement.

CONCLUSION

Self-esteem is a person's evaluation about self-worth. It predicts one's belief about oneself. Home environment has a huge role in the development of an individual. From the present data, It can interpreted that higher the scores of home environment , higher will be scores of self-esteem; higher the scores of home environment   , higher will be scores of academic

achievement; higher the scores of self-esteem , higher will be scores of academic achievement. Therefore, if the home environment of the adolescent is favourable then his self-esteem is better and he will be confident enough to solve the problems and to face the hardships and challenges of life in an easy go. Hence, hypothesis got rejected. Also, he will perform better academically which will be helpful to achieve success in future.

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