THE RELATIONSHIP BETWEEN A DISADVANTAGED HOME ENVIRONMENT AND THE SELF-CONCEPT OF CHILDREN: A GUIDANCE AND COUNSELLING PERSPECTIVE

by

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DECLARATION

Student Number: 0449 725 2

I declare that **"The relationship between a disadvantaged home environment and the self-concept of children: A guidance and counselling perspective"** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

MAGANO M.D.

SIGNATURE:…… DATE……..

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SUMMARY

The escalating figures of unemployment and poverty in South Africa are posing a threat to the nuclear family. The deteriorating conditions in the home environment, particularly regarding material provision, has led to an increase in disadvantaged home environments. The investigation in this study focused mainly on the self-concepts of adolescents from disadvantaged home environments. The aim of the research was to see how the home environment influences the self-concept of an adolescent in disadvantaged areas.

The literature study showed that factors such as unemployment, poverty, low socio-economic background, single parenthood, absent parents, parents' level of literacy and parenting styles were associated with disadvantaged home environments. With regard to the self-concept the researcher probed the physical, emotional, social, academic and general self-concepts.

An empirical investigation was undertaken regarding grade 9 and 11 learners in Hebron in the North West Province. A structured questionnaire was developed focusing on home environment and self-concept.

By using Pearson's correlation, ANOVA and Tukey's t-test, findings indicated that there is a significant relationship between home environment and the self-concept. The adolescent's emotional self-concept is 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-concepts were not affected by religion, number of siblings in the family and different kinds of supervision. With regard to the physical self-concept it was found that it differed with age.

Therefore, the educators who facilitate Life Orientation in the General Education and Training (GET) band and Life Skills in the Further Education and Training (FET) band should assist children who come from

disadvantaged home environments by applying intervention strategies suggested by the researcher in this study to foster positive self-concepts in adolescents. Positive self-concepts are 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.

KEY WORDS

A disadvantaged home environment

Self-concepts - emotional

-Physical

-social

-academic

-general self-concept

Adolescent

Significant others

Life Orientation facilitator

Life Skills educators

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