

A Study on Family Relation and Its Implications,
to the Self Concept and Psychosocial Behavior
of the Selected 4th Year Students
of De La Salle University-Aguinaldo

S.Y. 1995-96

0038100

An Undergraduate Thesis
Presented to
the College of Arts and Sciences
De La Salle University – Aguinardo
Dasmarinas, Cavite

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Arts in Psychology

Joy-Alvi R. Arañas

February 1996

JUN 06 1996

ABSTRACT

Name of Institution: De La Salle University-Aguinaldo

Address: Bagong Bayan, Dasmariñas, Cavite

TITLE: A Study on Family Relation and Its Implications to the Self Concept and Psychosocial Behavior of the Selected 4th year Students of De La Salle University-Aguinaldo, S.Y. 1995-96

AUTHOR: Joy-Alvi R. Arañas

FUNDING SOURCE: Personal COST: ₱5,500

DATE STARTED: May 1995 DATE COMPLETED: February 1996

OBJECTIVES OF THE STUDY**A. GENERAL:**

1. To determine the family relation and its implications to the selected 4th year students with regards to their self concept and psychosocial behavior; and

2. To determine if there is a significant difference between the self concept of a student raised in an intact family and a student raised in a broken family.

B. SPECIFIC

1. To determine the type of self concept a student raised in an intact family and has;

2. To identify the kind of self concept a student raised in a broken family has; and

3. To find out the effects of high and low concept on the psychosocial behavior of students.

SCOPE AND COVERAGE

A self concept rating scale was distributed to the 20 senior nursing students raised in intact and broken families. T- test statistics was used to determine their significant differences. An interview guide was made for the 10 students who were living with broken families.

METHODOLOGY

This study employed the Quasi experimental design to obtain a concrete and informative description of this phenomena.

MAJOR FINDINGS

Based on the gathered data, the findings of the study reflected that students living with intact and broken families had no significant difference in terms of their self concept. On the other hand, students living with broken families faced some difficulties, in terms of emotional, financial, social, and physical aspects. It was further determine that they devoted most of their time with their friends.

CONCLUSION

Based on the aforesaid findings, the researcher concluded that there was no significant difference between the self concept of the two groups of respondents.

RECOMMENDATION

1. That separated parents give continuous support to their children inspite of their separation from their spouses.
2. That student face the responsibility to accept the fact that their parents are already separated, to take it as a challenge, and to make a difference in their lives for a better future.

TABLE OF CONTENTS

	PAGE
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	5
ACKNOWLEDGEMENT	6
TABLE OF CONTENTS	8
LIST OF TABLES	10
LIST OF FIGURE.	14
CHAPTER	
1 THE PROBLEM AND IT'S BACKGROUND	
Introduction	11
Conceptual Framework	13
Statement of the Problem	14
Hypothesis	15
Scope and Delimitation of the Study..	15
Importance of the Study	16
Definition of Terms	17
2 REVIEW OF RELATED LITERATURE	
Conceptual Literature	19
Research Literature	23
3 METHODOLOGY	
Research Design	26
Respondents of the Study	26
Research Instrument	27

Administration of the Instrument.	28
Statistical Treatment of Data	28
4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	
Specific Problem no. 1	30
Specific Problem no. 2	31
Specific Problem no. 3	32
Specific Problem no. 4	34
5 SUMMARY, CONCLUSIONS AND RECOMMENDATION	
Summary	36
Conclusion	37
Recommendation	38
REFERENCES	
APPENDICES	
A Certification from the Editor	42
B Letter of Request	43
C The Instrument	44
D Computation for table 4	54
E Curriculum Vitae	55

LIST OF TABLES

TABLE	PAGE
1 Self Concept Scores of the Respondents from intact family.	30
2 Self Concept Scores of the Respondents from broken family.	31
3 Summary of Interview of Students from broken family.	32
4 Comparison on the Self Concept of Students Who are Living with Separated Parents and Students Who are Living with Unseparated Parents	34