

Effect of Family Environment on the Self-esteem of PG Students

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Abstract: The present study Effect of family environment on the Self-esteem was administered to 100 PG Students of which 50 were male and 50 females. The purpose of the study was to explore the relationship between the family environments on the Self-esteem of PG Students. The study also investigated whether there is a relationship between the sub-dimensions of both Family environment and Self-esteem. Data was analyzed using Mean, SD, t-ratio and correlation technique. However, there will be no significant relationship between self- esteem and family environment among PG students.

Keywords: Family environment, Self-esteem, Explore, Relationship.

I. INTRODUCTION

Family Environment

Family is the primary unit Members of the family lives together. The Family environment is most important to become a person to include in society. It has so many functions to develop of its members, their security and welfare. Therefore an individual is taken care by the family. Family environment is a unique thing each family made a different individual in a different perspective. Family environment is effected by so many factors like marital association between parents, members of the family, Socio-economic status of family, religion, and place of living of the family i.e, rural, urban.

Self-esteem

Coppersmith defined self-esteem as a subjective judgment of worth, expressed in a relatively enduring evaluative attitude to the self as an object. Analogous to Coppersmith (1967), and surveying a similar age-group, Rosenberg (1979) also viewed self-esteem as an attitude and as an expression of worthiness.

Significance of the Study:

Self-esteem ranks among the most important aspects of self-development because of evaluations of our own competencies affect emotional experiences, future behavior and long term adjustment. Influences on self-esteem across the age could be gender, culture and most important is family environment. Children, adolescents and youngsters whose parents are warm, and accepting and who provide reasonable expectations for mature behavior feel especially good about themselves. Warm, positive relationship and sensitive bonding between parents and siblings, healthy environment and systematic maintenance of family environment, culture and climate provide a strong base for the structure of self-building that gets elevated by healthy self-esteem. Hence the present study has been taken up to assess the family environment and self-esteem of PG students and the effect of family environment on their self -esteem. Since the healthy development of self-esteem is highly essential for well adjustment, stable, sociable relationships and conscientiousness and the magnificent role a family plays in this, the research is highly essential.

II. METHODOLOGY

Statement of the Problem: To study the effect of family environment on the self- esteem of PG students.

Objectives:-

- To find out the perception of family environment of PG students.
- To determine the self- esteem of PG students.
- To study whether there is gender difference in their family environment and self-esteem.
- To find out the effect of family environment on the self- esteem of PG students.

Hypotheses:-

- There will be no relationship between the self- esteem and family environment of PG students.

Tools to be used:

- Stanley Coppersmith's Self-Esteem Inventory.
- Family Environment Scale (FES) developed by Dr. Harpreet Bhatia and Dr. N.K. Chadha Department of Psychology University of Delhi.

Description of the Tools:

1. Stanley Coppersmith's Self-Esteem Inventory:

The Self Esteem Inventory is designed to measure evaluative attitude towards the self in social, academic, family, and personal areas of experience. The SEI was developed in conjunction with an extensive study of self-esteem in children (Cooper smith, 1967. The major basis for the study was the widely held belief that self-esteem is significantly associated with personal satisfaction and effective functioning.

The three forms are used for both males and females and for all ethnic groups and special populations (for example, learning disabled). All SEI items are short statements (such as, a lot of fun to be with") and are answered "like" or "unlike me". There are three forms- School, School short form and adult form. In the present study, the adult form is used with persons aged sixteen and above. It consists of twenty-five items adapted from the School Short form.

2. Family Environment Scale (FES) developed by Dr. Harpreet Bhatia and Dr. N.K. Chadha Department of Psychology University of Delhi.

The scale was administered to an unselected sample of 60 subjects. The age range of the subjects was 20 to 30 years and they belonged to the middle-class socio-economic strata. Subjects were asked to respond to the items by marking any one of the five response options: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

Sample:

The present study was conducted on young adults. The sample includes 100 adults, 50 males and 50 females who were between the age group of 20-30 years. Simple random technique in selecting the sample was used for the study. The data collected were statistically analyzed for further interpretations. The sample was drawn from University campus. The sample comprises of students pursuing various post graduate courses in the University.

Procedure:

Tools were administered individually on the sample. Tools were in English and they were self-administered tools. The researcher read out the instructions carefully to each individual before starting the administration of tools. The data collected were statistically analyzed for further interpretations.

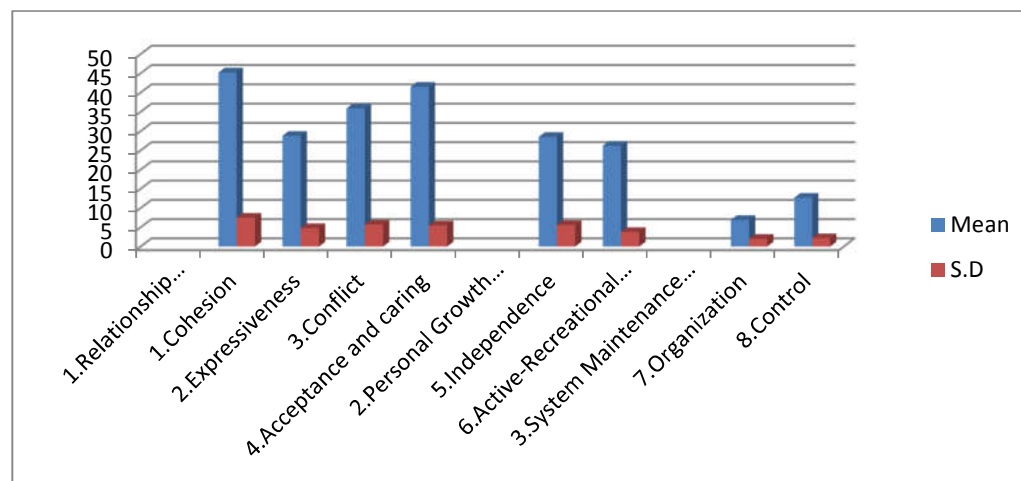
III. RESULTS AND DISCUSSION

The present study includes the distribution of the sample and analysis of data with respect to independent variables of the sample across gender. The following results were tabulated in below:

Table: 1 showing Mean and S.D of family environment of PG. Students.

Dimensions of family environment	Mean	S.D
1.Relationship Dimensions		
1.Cohesion	45.2	7.50
2.Expressiveness	28.8	4.79
3.Conflict	35.9	5.71
4.Acceptance and caring	41.5	5.49
2.Personal Growth Dimensions		
5.Independence	28.5	5.60
6.Active-Recreational orientation	26.2	3.78
3.System Maintenance Dimensions		
7.Organization	6.93	2.04
8.Control	12.7	2.18

Graph: 1 showing the bar diagram of Mean and S.D in family environment of PG students.



Form the above table it is noticed that the Mean and S.D of relationship dimensions are : cohesion 45.2 & 7.50, expressiveness 28.8 & 4.79, conflict 35.9 & 5.71, acceptance and caring 41.5 & 5.49. The Mean and S.D of personal growth dimensions is found to be: independence 28.5 & 5.60 and active recreational orientation 26.2 & 3.78. The Mean and S.D of system maintenance dimensions are: organization 6.93 & 2.04 and control 12.7 & 2.18.

Table: 2 Mean and S.D of PG Students' Self-esteem.

Self-esteem	Mean	S.D
	13.2	3.41

Graph: 2 Showing the bar diagram of Mean and S.D of PG Students' Self-esteem.

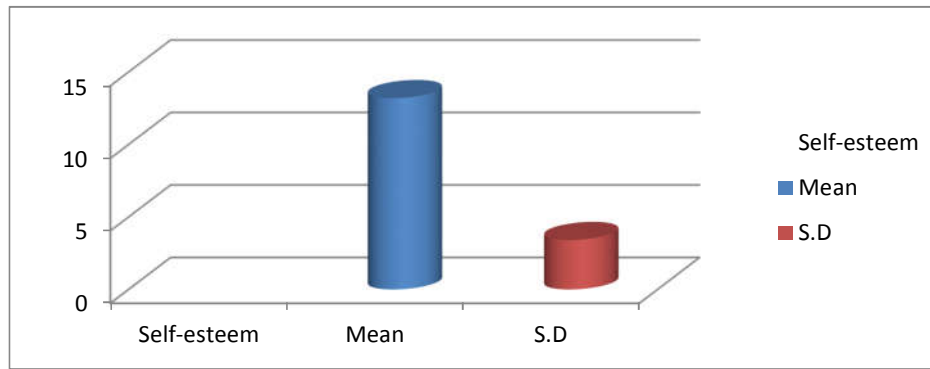


Table: 3 Showing Mean, SD and T-ratio of gender difference in family environment of P.G. Students.

Dimensions of family environment	Male		Female		t-ratio
	Mean	S.D	Mean	S.D	
Relationship Dimensions					
1.Cohesion	45.9	7.56	44.5	7.50	0.24
2.Expressiveness	29.2	4.22	28.5	5.36	0.29
3.Conflict	36.5	6.84	35.3	4.33	0.21
4.Acceptance and caring	41.4	6.57	41.5	4.61	0.47
Personal Growth Dimensions					
5.Independence	28.6	6.50	28.5	4.63	0.46
6.Active-Recreational orientation	26.3	3.44	26.2	4.15	0.44
System Maintenance Dimensions					
7.Organization	6.86	2.04	7	2.08	0.40
8.Control	13.6	2.12	11.7	1.83	0.00

The above table shows Mean and S.D and t-ratio in between the gender in family Environment of P.G.Students. The Mean and S.D for male on relationship dimensions; cohesion is found to be 45.9 & 7.56, expressiveness 29.2 & 4.22, conflict 36.5 & 6.84, and acceptance and caring 41.4 & 6.87. The Mean and S.D for female on relationship dimensions is: Cohesion 44.5 & 7.50, expressiveness 28.5 & 5.36, conflict 35.3 & 4.3 and acceptance and Caring 41.5 & 4.61. The t-ratio between male and female on the dimensions of relationship is: cohesion (0.24), expressiveness (0.29), conflict (0.21) and acceptance and caring (0.47) hence there is no significant relationship among male and female on the dimensions of relationship

The Mean and S.D for male personal growth dimensions is: independence 28.6&6.50 and active –recreational orientation 26.3 & 3.44.The Mean and S.D for female on personal growth dimensions is: independence 28.5 & 4.63 and active-recreational orientation 26.2 & 4.15.The t-ratio between male and female on the dimensions of personal growth is: independence (0.46) and active-recreational orientation (0.44).There is no significant relationship among Male and female on the dimensions of personal growth.

The Mean and S.D for male on system maintenance dimensions is: organization 6.86 & 2.04 and Control 13.6 & 2.12.The Mean and S.D for female system maintenance dimensions is: organization 7 & 2.08 and control 11.7 & 1.83.The t-ratio between male and female on the dimensions of system. Maintenance is organization (0.40) and control (0.00).There is no significant relationship among male and female on the dimensions of system maintenance.

Table: 4 showing Mean, S.D and T-ratio of gender difference in Self-esteem of P.G. Students.

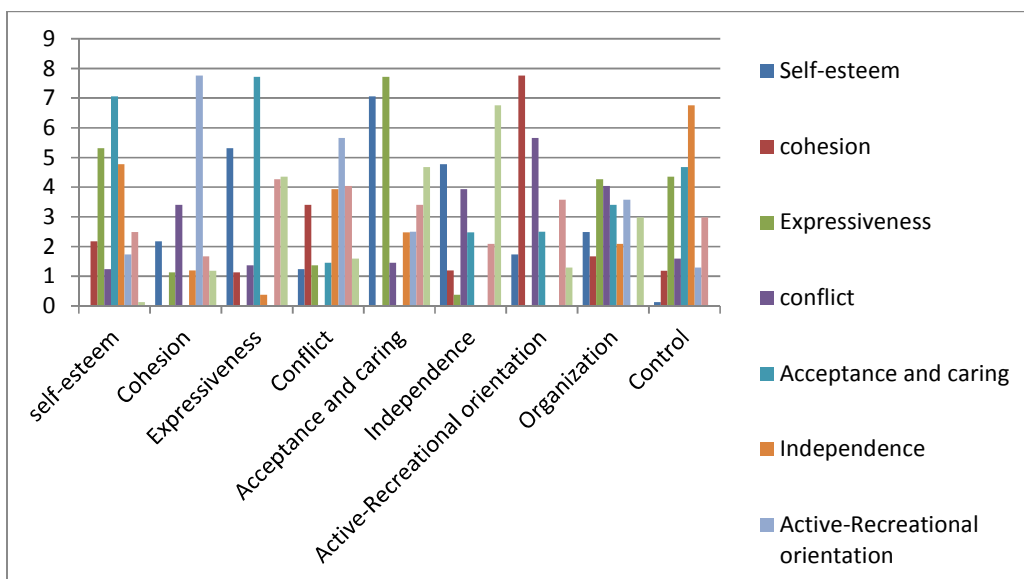
Self-esteem	Male		Female		t-ratio
	Mean	S.D	Mean	S.D	
	14.2	3.80	12.3	2.68	0.01

The above table shows Mean, S.D and t-ratio in between the gender in Self-esteem of P.G.Students. The Mean and S.D for male on Self-esteem is: 14.2&3.80.The Mean and S.D for female on Self-esteem is: 12.3&2.68.The t-ratio between male and female on the Self-esteem is: (0.01).

Table-5 showing the correlation between self- esteem and family environment.

	Self-esteem	cohesion	Expressiveness	conflict	Acceptance and caring	Independence	Active-Recreational orientation	Organization	Control
self-esteem	-	2.18	5.31	1.24	7.07	4.77	1.73	2.49	0.13
Cohesion	2.18	-	1.13	3.41	0.001	1.19	7.76	1.67	1.18
Expressiveness	5.31	1.13	-	1.37	7.72	0.37	0.000	4.27	4.36
Conflict	1.24	3.41	1.37	-	1.45	3.93	5.66	4.04	1.59
Acceptance and caring	7.07	0.001	7.72	1.45	-	2.48	2.50	3.40	4.68
Independence	4.77	1.19	0.37	3.93	2.48	-	0.004	2.09	6.76
Active-Recreational orientation	1.73	7.76	0.000	5.66	2.50	0.004	-	3.58	1.29
Organization	2.49	1.67	4.27	4.04	3.40	2.09	3.58	-	2.99
Control	0.13	1.18	4.36	1.59	4.68	6.76	1.29	2.99	-

Graph-3 showing the bar diagram of correlation between self- esteem and family environment.



Under relationship dimension, the correlation between self -esteem and factors cohesion (2.18), expressiveness (5.31), conflict (1.24) and acceptance and caring (7.07) is found to be positive.

Under personal growth dimension, the correlation between self -esteem and factors, independence (4.77) and active-recreational orientation (7.07) is found to be positive.

Under system maintenance dimension, the correlation between self -esteem and the factors organization (2.49) and control (0.13) is found to be positive.

CONCLUSION

The study has been conducted to know the difference between the perceptions of male and female P.G graduates in Family environment and self-esteem and Effect of Family environment on the Self-esteem of P.G Students. It is found that there is no significant difference between the perceptions male and female on the dimension of relationship, i.e cohesion, expressiveness, control and acceptance and caring. There is no significant difference between male and female on the dimensions of personal growth as well. Though there is no significant difference between male and female in the dimension, organization, it is found that there is a significant difference between the perceptions of male and female in the dimension of control and hence the hypothesis is rejected. Male P.G students find the family environment more as controlling and limited than female P.G graduates.

Based on the results, it is found in the dimension of self-esteem that there is a significant difference in the self-esteem of male and female P.G graduates and hence the hypothesis is rejected. Male P.G students have higher self-esteem than female P.G students. Finally, from the results it can also be concluded that there is a positive correlation between Self-esteem and family environment and hence the hypothesis is rejected.

IMPLICATIONS

- This study indicates that conducting intervention programs in the UG and schools level it improve their skills.

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