Research Paper

The Family Environment and Self Esteem of Adolescents:
A Correlational Study

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ABSTRACT

The present study was conducted to find out the family environment and self-esteem of adolescents in relation to their socio-economic status. For this study the data was collected by using tools – Family Environment Scale by Harpreet and Chadha and Rosenberg Self-Esteem Scale. The main objective of this study was to find out the extent to which family environment of an individual & self-esteem of adolescents. Socio-economic differences were also studied. Total sample consisted of 60 participants of class XI-XII of age group 15-19 years were taken from private school. Data was analysed by the correlational method. The result of the study indicates that there was no significant correlation between self-esteem, cohesion, expressiveness, independence and organisation among young adults from low socio-economic status. This indicates that may be different factors that influence self-esteem and social variable in population, compared to young adults from higher socio-economic status.

Keywords: *Family Environment, Self Esteem*

Adolescence, the transitional stage between childhood and adulthood, represents the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues. According to the World Health Organisation (WHO), adolescence covers the period of life between 10 and 20 years of age. Adolescence is often divided by psychologists into three distinct phases, early mid & late adolescence. The present study focuses on mid adolescence.

Adolescence can be specifically turbulent as well as dynamic period of one's life. During adolescence, striving for autonomy- a sense of oneself as a separate, self-governing individual becomes a salient task.

Psychologically adolescence is such a vulnerable stage that boys/girls of this age are easily carried away by perceptions generated by lack of knowledge about a range of issues like that of studies, sex, society, married life, carrier, religion, politics, or any relevant subject. The social implications of adolescents problems are dependent upon social structure. In a country

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like India where family ties are strong due to emotional, financial, religious attachments- the gravity of implication is less. But in individualistic societies, where family ties are shallow- the gravity of implications can be far more serious.

Adolescence can be a fairly stressful time for parents, and for the family as a whole. Arguments between parents and children increase considerably during adolescence. One of the most important tasks of adolescence involves the renegotiations of the parent child relationship to reflect the adolescents' growing independence.

Compared with parents adolescents of all age are generally less satisfied with the levels of adaptability in the family than the parents did. Conflict between the parents often escalates during early adolescence, remains somewhat stable during the high school years, and then lessens as the adolescent reaches 17 to 20 years of age. The everyday conflict that characterize parent- adolescent relationship can serve a positive developmental function.

Influence of the Family on Children
In spite of the radical changes that have taken place in the pattern of American life in recent decades, the family is still the most important part of child's "social network". This is because the members of the family constitute the child's first environment and are most significant people during the early formative years.

As social horizons broaden and children come in contact with peers and adults outside the home, these early foundations, laid in the home, may be changed and modified, though they are never completely eradicated instead, they influence later attitudes and behaviour patterns.

What Family Contributes to Children
How widespread the influence of the family is on the children and their development cannot be fully appreciated until one realises what family contribute to the child. Some of the contributions that are most common are (feeling of security, reliability, source of affection and acceptance, guidance, problem solving, aid in setting aspiration and so forth).

Not every family makes these kinds of contributions nor does every family member. However regardless of the kind of family, most of the important contributions discussed above are made in sometime or the other during childhood years. When this happens, child grows up to be a well-adjusted person. By contrast a home that fails to make these important contribution leads to poor personal and social adjustments in the child, some of which can be and often are overcome by outside influences as the child grows older.

Effective communication is generally regarded as a central feature of a good family functioning. This is particularly so when children reach adolescence and begin to establish a clear sense of their own identity and their ability to make decision for themselves. Family with better parent- adolescent communication tend to be closer and more flexible in their approaches to solving family problems.

SELF- ESTEEM
Self-esteem is important as it shows how we value ourselves and how we see that others view us. Researchers have conceptualised Self-Esteem as an influential predictor of academic achievement, happiness, satisfaction in marriage and relationships, It is an enduring personality characterstic.

William James in 1892 proposed two levels of hierarchy:
- Process of knowing (I- Self)
- The resulting knowledge about the self (the Me-Self)

In mid 1960s, the sociologist Morris Rosenberg described Self-Esteem as a feeling of self-worth and developed Rosenberg Self-esteem Scale. In the 20th century behaviourist movement considered the idea less liable to rigorous measurement. In mid 20s, the rise of phenomenology and humanistic psychology led to renew interest in self-esteem. Psychologist started to consider the relationship between the psychotherapy and the personal satisfaction of the person with high self-esteem as a useful tool to the field. This led to the new elements being introduced to the concept of self-esteem, including the reason why people tend to feel less worthy and why people become discouraged or unable to meet the challenges by themselves.

Self-esteem is a term used in psychology to reflect a person's overall evaluation or appraisal of his/her own worth. Rosenberg (1965) gave socio-cultural approach to self-esteem and she defined it as an attitude that we have towards ourselves. Self-Esteem has two parts: subjective expression and behavioural manifestation. The present study focuses on the subjective expression of self-esteem as reported by the participants themselves.

Evidence suggest that the potential loving behaviour such as support, acceptance, approval, and nurturance build a child's self-esteem and sense of competence. Conversely having parents who are repeatedly disapproving and insulting is also linked to low self-esteem. Adolescents subjected to such parenting need constant reassurance and may rely heavily on peers to re-affirm their self-worth.

Socio-Economic variations in family environments also effects self-esteem of adolescents. A priority assumption of most research on socio-economic status, family functioning and human development is that social positions influences family across time and that socio-economic disadvantage has negative consequences for adults and children. This underlying tenet represents an instance of the social causation perspective, which assumes that social conditions leads to variation in health and well-being. In a recent study DeGarmo and colleagues (1999) found that each socio economic status indicator (income, education and occupation) was associated with better parenting. The present study takes into account all of these three indicators to determine the socio-economic status of the participants. Each component of socio-economic status contributes towards effective family functioning for both parents and children. These indicators of social position are positively correlated. Research shows that socio-economic status is associated with a variety array of health, cognitive and socio-emotional outcomes in children with effects beginning prior to birth and continuing into adult.

REVIEW OF LITERATURE

The study by Richa Aggarwal (2021), was conducted to find out the effect of Family Environment on Self- Esteem of Adolescents in relation to their Socio – Economic status. For this study the data was collected by using tools - Family Environment Scale (FES) by Sanjay Vohra and Coppersmith Self-Esteem Inventory (CSEI) by Coppersmith. The objective of this study was to find out the extent to which family environment of an individual affect his/her self-esteem. Socio – Economic differences between this relationship were also studied. Total sample consisted of 100 class XI – XII standard 15-19 years were taken from both private and public school of Lucknow on the basis of their parents business

and occupation. Data was analysed by product – moment correlation coefficient method. The result of this study indicates that cohesion, expressiveness and independence dimensions of Family environment have crucial impact on adolescents' self-esteem. The relationship of cohesion with self-esteem differed significantly with respect to their socio-economic status of the participants. Socio-Economic differences had also been obtained in the relationship of expressiveness and self-esteem**.**

Another Study conducted by Mathis (1991) the stability of self-esteem can moderate the predictive relationship between depression was one of the hypothesis to be tested. The level of self-esteem was thought to have a strong relation with the individuals who have stable self-esteem compared to those individuals with unstable self-esteem. The result of this study strongly supported the hypothesis.

Another study by Rogina J.S Savarimuthu (2014) Healthy self-esteem or positive self-regard is a feeling competent, lovable and approved. The adolescent period is the period of turmoil as the adolescent has to meet the demands of the changing self, the family and the society. A descriptive study was conducted to determine the degree of self-esteem among adolescentut utilising the Rosenberg Self-esteem scale. Most of the adolescents had moderate degree of self-esteem. Nurses using this scale can identify adolescents with a low self-esteem and intervene to improve their self-esteem. Positive self-esteem protects adolescents against mental distress and enables them to cope adaptively with difficult and stressful in life situation.

Another study in (2004) which stressed on importance of self-esteem as a protective factor and non-specific risk factor in ones physical and mental health. Various evidences have been presented which shows that self-esteem leads to better health and social behaviour, and low self-esteem is associated with a range of mental disorders and social problems which can be both internalizing problems such as depression, tendency to commit suicide, eating disorders and anxiety and externalizing problem such as violence and substance abuse. Thus, self-esteem may be considered as an important element of for the promotion of mental health promotion.

A study by this ------ (2013) suggest that there are several theoretical models which shows the relation between low-self esteem and depression. The evidences available till date support the Vulnerability Model which states that low self-esteem contributes to depression. Further researches on Vulnerability Model suggest that the effect is:
(a) partially mediated by rumination,
(b) it is not influenced by other
(c) it is driven by global rather than domain specific self-esteem.

This research also has implications that by focusing on intervention that improve self-esteem depression can be prevented or reduced.

Another study by Dhillon M (2016) much research has been conducted on self-esteem, although mainly in the West. Findings indicated that self-esteem drops sharply in adolescents, more so in girls than boys. Self-esteem is an important determinant of adolescent mental health. Many programs have been created abroad that focuses on self-esteem enhancements in adolescents. However interventions developed in West cannot be implemented in India without modification, given the socio-cultural differences. This study is an attempt to develop an intervention that is apt for the Indian context. As a step in

developing such interventions we sought to identify factors that shape the elf-esteem of adolescent girls. In depth interviews were conducted with 32 girls between the age of 14 and 16 years studying in four government and co-educational schools. 17 girls were identified as having high self-esteem while 15 were identified as having low self-esteem. Poor academic self-efficacy, teasing by peers dissatisfaction with physical appearance, family conflict and gender discrimination in the family were found linked to low self-esteem. On the other hand, satisfaction with academic performance and lesser tendency of social comparison were found to be linked with high self-esteem.

RATIONALE
Adolescence, the transitional stage between childhood and adulthood, represents the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues. According to the World Health Organisation (WHO), adolescence covers the period of life between 10 and 20 years of age. Adolescence is often divided by psychologists into three distinct phases, early mid & late adolescence. The present study focuses on mid adolescence. Adolescence can be specifically turbulent as well as dynamic period of one's life. During adolescence, striving for autonomy- a sense of oneself as a separate, self-governing individual becomes a salient task. Whereas socio-economic variations in family environment also effects self-esteem of adolescents.

Various researches shows that the result of study indicates that cohesion, expressiveness and independence dimensions of family environment have crucial impact on the adolescents' self-esteem. The main objective of the study is how family environment effects self-esteem of adolescents.

METHODOLOGY

Purpose
To find the family environment and self-esteem of adolescents in relation to their socio-economic status.

Sample
The sample comprises of 37 females & 23 males falling in the age range 15-19 years of age. The sampling technique used in the present study is Convenience Sampling Technique.

Hypothesis
There will be a relationship between family environment and self-esteem in adolescents.

Variables
- Family Environment.
- Self-Esteem
- Socio-Economic Status

Design
The research design employed in the present study is a correlational study.

Tools
The tools used in the present study for collecting data are:
- **The Rosenberg Self-Esteem Scale:** Dr. Morris Rosenberg developed Rosenberg Self-Esteem Scale (RSES). The items related to this questionnaire are answered on a

four point scale ranging from strongly agree to strongly disagree. There are 10 items in which five items are positively worded statements and the other five are negatively worded statements. It uses a scale of 0-30 where a score less than 15 indicate problematic low self-esteem. The global self-worth is measured by both positive and negative feelings about self. The respondents are asked to reflect their current feelings.

- **Family Environment Scale:** Family Environment Scale developed by Harpreet and Chadha (1993) was used to access the family environment of students. The scale consists of eight dimensions like Cohesion, Expressiveness, Conflict, Acceptance and caring, Independence, Active recreational orientation, Organisation and Control. This scale has reliability of 0.87 and validity of 0.82 and hence it was used in its original form.

Inclusion Criteria:
- Participants were selected between the age range of 15-19 years of age.
- Participants were selected on the basis on Convenience Sampling Technique.

Exclusion Criteria:
- Gender was no bar for the study. Mixed samples were taken.
- No specific area was taken for the selection of the participants.

RESULT AND DISCUSSION

Table 4.1: Correlation Matrix on self –esteem, cohesion, expressiveness independence and organization of young adults

		Cohesion	Expressiveness	Independence	Organization
Self-Esteem	**Pearson Correlation**	-.623[**]	-.557[**]	-.533[**]	-.460**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	59	59	59	59

Table 4.1 shows the relationship between self-esteem, cohesion, expressiveness, independence, and organization among young adults. The Pearson correlation coefficients are shown in the table, along with their corresponding p-values (two-tailed) and the sample size (N).

The negative correlations between self-esteem and cohesion (r=-.623, p<0.01), self-esteem and expressiveness (r=-.557, p<0.01), self-esteem and independence (r=-.533, p<0.01) and self-esteem and organization (r=-.460, p<0.01) indicate that young adults with higher self-esteem tend to be less cohesive, less expressive, less independent and less organized. Similarly, individuals with low self-esteem tend to have more cohesion, more expressiveness, more independence and more organized. All of the correlations are statistically significant at 0.01 level, indicating that the relationships observed in the sample are unlikely to have occurred by chance.

Table 4.2 Correlation Matrix on self –esteem, cohesion, expressiveness independence and organization of male young adults

		Cohesion	Expressiveness	Independence	Organization
Self-Esteem	**Pearson Correlation**	-.567**	-.531**	-.540**	-.346
	Sig. (2-tailed)	.005	.009	.008	.106
	N	23	23	23	23

The correlation matrix in Table 4.2 shows the relationship between four variables among male young adults: self-esteem, cohesion, expressiveness, independence and organization.

The negative correlation coefficients in Table 4.2 suggest that there is a tendency for male young adults with higher self-esteem to be less cohesive, less expressive, and less independent. For example, the correlation coefficient between self-esteem and cohesion is -0.567, p<0.01, which indicates a moderate negative relationship. This means that male young adults who report higher levels of self-esteem tend to report lower levels of cohesion, and vice versa. The same pattern holds for the other variables as well: higher self-esteem is associated with lower expressiveness (r=-0.531, p<0.01) and lower independence (r=-0.540, p<0.01). However, no significant correlation found between self-esteem and organization (r=-.346, p>0.5)

Overall, the correlation matrix in Table 4.2 provides some insight into the relationship between self-esteem, cohesion, expressiveness, and independence among male young adults, but further research is needed to fully understand the nature and direction of these relationships.

Table 4.3 Correlation Matrix on self –esteem, cohesion, expressiveness, independence and organization of female young adults

		Cohesion	Expressiveness	Independence	Organization
Self-Esteem	**Pearson Correlation**	-.657**	-.573**	-.609**	-0.596**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	36	36	36	36

This correlation matrix shows the Pearson correlation coefficients and corresponding p-values for the relationships between self-esteem and four other variables (cohesion, expressiveness, independence and organization) among a sample of 36 female young adults. The correlation coefficients indicate the strength and direction of the linear relationship between two variables. In this case, self-esteem has negative correlations with all four variables (cohesion, expressiveness, independence and organization), indicating that higher levels of self-esteem is associated with lower levels of all four variables (cohesion, expressiveness, independence and organization).

The p-values, which are all less than .01, indicate that all four correlations are statistically significant, meaning that it is very unlikely that these correlations occurred by chance alone. Overall, this correlation matrix suggests that there are negative relationships between self-esteem and cohesion, expressiveness, independence and organization among female young adults in this sample.

Table 4.4 Correlation Matrix on Self-Esteem, Cohesion, Expressiveness, Independence and organization among Young Adults from a High Socioeconomic Status Background

		Cohesion	Expressiveness	Independence	Organization
Self-Esteem	Pearson Correlation	-.626**	-.561**	-.471*	-.503*
	Sig. (2-tailed)	.004	.012	.042	.028
	N	19	19	19	19

Table 4.4 presents the results of a study that investigated the relationship between self-esteem, cohesion, expressiveness, independence and organization among a sample of 19 young adults from a high socioeconomic status background. Pearson correlation coefficient was used to measure the strength and direction of the association between these variables.

The results show that there were significant negative correlations between self-esteem and cohesion (r = -0.626, p <0.01), self-esteem and expressiveness (r = -0.561, p<0.01),self-esteem and independence (r = -0.471, p < 0.05) and self-esteem and organization (r = -0.503, p < 0.05). This means that as self-esteem decreased, cohesion, expressiveness, independence and organization tended to increase.

Table 4.5 Correlation Matrix on Self-Esteem, Cohesion, Expressiveness, Independence and organization among Young Adults from a medium Socioeconomic Status Background

		Cohesion	Expressiveness	Independence	Organization
Self-Esteem	Pearson Correlation	-.693**	-.640**	-.576**	-0.395*
	Sig. (2-tailed)	.000	.000	.001	.034
	N	29	29	29	29

Table 4.5 presents a correlation matrix of the Pearson correlation coefficients between self-esteem, cohesion, expressiveness, independence and organization among a group of young adults from a medium socioeconomic status background. The sample size is 29, and the correlation coefficients are -0.693 (p<0.01) for cohesion, -0.640 (p<0.01) for expressiveness, -0.576 (p<0.01) for independence, and -0.395 (p<0.05) in relation to self-esteem.

The results show that there were significant negative correlations between self-esteem and cohesion, self-esteem and expressiveness, self-esteem and independence and self-esteem and organization. This suggests that as self-esteem decreases, cohesion, expressiveness, independence, and organization tend to increase among young adults from a medium socioeconomic status background.

Table 4.6 Correlation Matrix on Self-Esteem, Cohesion, Expressiveness, Independence and organization among Young Adults from a low Socioeconomic Status Background

		Cohesion	Expressiveness	Independence	Organization
Self-Esteem	Pearson Correlation	-.262	-.040	-.416	-.434
	Sig. (2-tailed)	.436	.908	.203	.183
	N	11	11	11	11

Table 4.6 presents a correlation matrix of the Pearson correlation coefficients between self-esteem, cohesion, expressiveness, independence and organization among a group of young adults from a low socioeconomic status background. The sample size is 11, and the correlation coefficients are -0.262 (p>0.05) for cohesion, -0.040 (p>0.05) for expressiveness, -0.416 (p>0.05) for independence, and -0.434 for organization (p>0.05) in relation to self-esteem.

The results suggest that there were no significant correlations between self-esteem and cohesion, expressiveness, independence, or organization among young adults from a low socioeconomic status background. This indicates that there may be different factors that influence self-esteem and social variables in this population, compared to young adults from higher socioeconomic status backgrounds.

CONCLUSION

The research was conducted in order to find out the family environment and self-esteem of adolescent in relation to their socio-economic status. The participants were selected through convenience sampling technique aged between 15-19 years. Based on the result it was found out that there was no significant correlation between self-esteem and cohesion, expressiveness, independence and organisation among young adults from a low socio-economic status background. This indicates that there may be different factors that influence the self-esteem and social variable in this population, compared to young adults from higher socio-economic status background. The result of the study may become a base for the future studies.

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