

Family Environment, Self Concept & Body Image Among School Going & College Going Students

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ABSTRACT

The purpose of this study was to study the effect of Family Environment on Self concept and Body Image among school going and college going students. The sample for this purposive study was 100 including 50 college going and 50 school going students from institutes of Delhi/NCR. The data was gathered using three scales, namely: Family Environment Scale, Self Concept questionnaire, Body Image Questionnaire. Factual populace of the examination incorporates people in age range between 14-19 years. Data analysis was done. It further concluded that there is no significant relationship between family environment and self concept among school and college going students. And there is no significant relationship between family environment and body image among school and college going students. No significant effect of family environment on self concept and body image among school and college going students was found.

Keywords: *Family Environment, Self Concept, Body Image School Going Students, College Going Students*

1.1 FAMILY

Family is a part of society and which is protected by it. Both society and family are the two sides of a same coin. It is an institution that requires “frequent face-to face communication within intimate family members. And they have norms in common with sharing mutual enduring and extensive influences. Therefore, family members have extreme influence upon each other being members of the institution.

Zabriskie and McCormick (2001) stated that families are goal-directed, self-correcting, dynamic, interconnected systems that both affect and are affected by their environment and by qualities within the family itself. The structure, function or relations within the family are often common within a society or a region. They decide the social structure and shape the culture of the society. It is noteworthy that both family and society affect each other. The words goal-directed, self-correcting, dynamic, interconnected etc give family a sense of life. It is only a good family that makes house _a home’. In families goals for better living are set, the drawbacks or wrong traditions or superstitions are corrected. Love, compassion, trust and cooperation play positive role and fear, hatred and selfishness play a negative role thus giving family a dynamic look. The family is known to be the basic and important unit of

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society since it plays role in generation of human capital resources and the power that is vested in it to influence individual, households, and community behaviour (Sriram, 1993).

1.1.1 Family Environment

Family environment is the core course of an individual's upbringing, with both positive and negative influences. All the members of the family get affected in one or the other way when families experience sudden and unexpected trauma. This results from the circumstances and social climate conditions within families.

Good family environment consists a sense of love and mutual help, which is based on the type of bond between families, and has a large contribution in moulding a child's personality. It can motivate child's development and improvement in their capabilities and potential. If the family neglects the child, it leaves negative impact for a child's personality. The lost sense of love and family adversely effects the child's education. The child feels such neglect and abandonment, that it hinders their ability to foster a sense of self-esteem which can beneficial for them and the community around them.

In view of the wide range of family configurations, it is extremely difficult to define a "healthy" family. While assessing the effectiveness or healthiness of a family these two concepts should be kept in mind: how well family's functioning and how well family members communicate with one other. All family members need to have ample amount of resources to thrive. Good communication is the other aspect that recognises "healthy" families which includes clear expression of the ideas and feelings that one holds.

SELF-CONCEPT

Self-concept is an overarching concept an individual has about who they are— physically, emotionally, socially, spiritually, and in terms other components that make up who they are (Neill, 2005). Individuals form and regulate their self-concept as they grow; preliminary based knowledge they have about themselves. It is multidimensional idea.

1.2.1 Self-Concept Theory

There are many theories about what exactly self-concept is and how far it's developed. Generally, theorists agree on the subsequent points:

- On the widest level, self-concept is considered as an overall idea that individuals have about themselves which includes their cognitive and affective judgments;
- Self-concept is multi-dimensional, that incorporate one's view of themselves in terms of various different circumstances;
- It is can be learned, not inherited;
- It is influenced by factors such as biological and environmental factors. However, social interaction plays a key role as well;
- Self-concept develops through childhood and early adulthood;
- Although, one's self concept can be changed in later life, but in later years it becomes an uphill battle as person establishes ideas about who he/she is;
- It does not regulate with reality always. When it does, individual's self-concept is "congruent." When it doesn't, their self-concept is "incongruent." (Cherry, 2018B; Gecas, 1982).

1.2.2 Self-Concept in Middle Childhood

Child during his middle childhood starts developing social selves and look out how they can fit in with people around. They begin making social comparisons, and thinking about how others look them and they start referring to the social groups.

1.2.3 The Development of Self-Concept in Adolescence

Adolescence is real exploding stage of one's development for self-concept wherein they flop with their sense of self. It includes a period of time when adolescents while experimenting their identities, compare themselves with others, and develop the basis about their self-concept that may stay with them for rest of the life.

In this duration, they are prone to a larger extent of their self-consciousness and susceptibility towards the influence of peer group on them and chemical modifications happening in the brain.

If students have a healthier sense of self-worth and self-esteem, it contributes towards a wider self-concept.

1.3 BODY IMAGE

Body image has two main aspects: a mental sketch of individual's physical body that includes size, shape, and appearance, and second is their attitude towards the physical self-such as thoughts, feelings and beliefs regarding their body. Social factors, such as culture, mass media, and social interaction (family and friends) can be great influencers.

A negative or unhealthy body image may result in lower self-esteem in individuals and can cause enduring anxiety. It can even hamper one's daily well-being to an extent.

The concept of 'body image' was first drafted as an important and integral psychological phenomenon by the German writer, Schilder, in his monograph. In his monograph he spoke about body image as "the picture of our own body which we form in our mind, that is to say the way in which the body appears to ourselves". Now days, body image is being viewed for containing two key elements: a 'perceptual component' and an 'attitudinal component'.

These coincide to the discrepancy that usually lies between 'body percept' and 'body concept'.

The latter literature on body image shows a great applied clinical concern. They are consisted of three major domains. The first includes specific 'neurological disorders' wherein a false perception of one's own body is exhibited by patients. The second talks about distortion of body image seen among patients suffering either from eating disorder or a weight disorder.

Mostly systematic experimental work has been carried out in this specific area. The final clinical area deals with the body image concern, which is believed to involve a delusional misperception, and is referred to as 'body dysmorphophobia'. In all the above mentioned areas the 'misperception' of body size and shape is the central concern.

1.3.1 Positive Vs. Negative Body Image

Most people experience the desire to modify some of the aspect of their appearance. But in several cases, the perceived imperfections do not create significant anxiety or have little

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impact on an individual's overall sense of self. Individuals having a generally positive body image are the ones who accept their bodies without dwelling on perceived flaws.

As stated by Ondina Hatvany, LMFT, a "healthy body image means you are comfortable with the body you have. It does not mean you think your body is perfect, rather, that you accept it and commit to loving and caring for it."

On the other hand, individual with a negative or unhealthy body image has an amusement for their perceived flaws. They might feel ashamed or even disgusted for their appearance. For the alteration or to hide one's body, they may experience uncommon extremes even at the charge of their own well-being.

Overall, body image is not something typical that can be categorized neatly into one of two boxes. Rather, it experienced generally along a sequence. Most of the individuals experiences different degrees of both positive and negative feelings about one's body at different time.

REVIEW OF LITERATURE

Abrio et al (2019) proposed a study which aimed at analyzing the relationships between cyber victimization, family functioning, and self-concept in adolescents, with a sample of 8115 adolescents. The results showed that, when cyber victimization was low, the other factors (family functioning, family self-concept, and academic self-concept) were higher.

Kertzman et al (2019) designed a study to investigate the relationship between self-esteem and body image in young women with tattoos. The results showed no significant differences in body image between the two groups.

Onetti et al (2019) analyzed fluctuations in the dimensions of self-concept as a function of gender, educational level, grade, age, physical activity, and weight. The main findings revealed that the school transition and, specifically, increased age were associated with a lower self-concept.

Sebastin et al (2019) conducted a study which aimed at evaluating the general ability of the REM to sport commitment and physical self-concept in youth athletes. The results suggested a unidirectional relationship. It imposed the importance of focusing on physical self-concept in the development of strategies.

Gillen (2015) examined associations among various mental and physical health-related indicators and positive body image in both men and women. Results suggested health and well-being beyond objective body size for having significant implications with positive body image.

Perloff (2014) studied the effect of inclining individual vulnerable characteristics, social media usage, and mediating psychological processes on participant's bodily dissatisfaction and eating disorders. Research-based ideas about impact of social media on male body image, intersections with ethnicity, and ameliorative strategies were also discussed.

Crawford (2013) self-concept's influence on academic performance of students was found. However, students' self-concept that boost their academic performance or interacts with them was found to significantly contribute towards the larger level of effort exerted by them.

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Diamond et al (2012) interaction of the risk factors in the environment with individual differences in the functioning of autonomic nervous system predicting psychosocial functioning among adolescents was studied. The findings supported the notion for variation in youth's susceptibility towards environmental risk factors towards the individual differences in autonomic functioning index.

Harter et al (2012) conducted a study to examine gender differences in adolescent participation in sport and physical activity, in teasing experiences specific to the physical activity domain, and the relationship between adolescent physical activity and body image. It concluded that teasing and body image concerns may contribute to adolescent girls' reduced rates of participation in sports and other physical activities.

Hoge et al (2012) tested the influences of self-concept on grades and on achievement. The research concluded that more effective means in increasing academic skills of students boost their self-concept and vice versa.

Sbicigo et al (2012) tested the predictive relationship between family environment and indicators of psychological adjustment in adolescents. The study concluded that functional family relationships are important for the expression of positive psychological characteristics during adolescence.

Schafer et al (2012) considered “whether obesity’s effects on self-concept linger when obese youth enter the normal body mass range”. The discrepancy in obese girls was found to be formally higher and self-esteem lower. Despite reduction in body mass no bounding for body image discrepancy and self-esteem was seen in white girls.

Bhat et al (2011) attempted to study the impact of home environment on the psychosocial competence of adolescents. As per the results adolescents with higher control level, social withdrawal, deprivation with privileges and facing rejection at home show significant lower problem solving, decision making, emotion regulation, handling stress and overall psychosocial competence amongst them. Further it revealed that, there is significant effect of home environment in the developing the life skills.

Slater et al (2011) investigated the impact of acculturative stress on psychological well-being and body image disturbance in Hispanic individuals. The result showed the significance for acculturative stress as a positive predictor of body image disturbance among Hispanic college students. Results also highlighted the importance of considering acculturative stress as a strong predictor of body image disturbance.

Chen (2010) examined the harsh families engendering a pro inflammatory phenotype among children being marked by exaggerated cytokine responses toward bacterial stimuli and resistance for the anti-inflammatory properties of cortisol. Participants displayed an increasingly pro inflammatory phenotype which was marked by increasingly pronounced cytokine responses. A progressive desensitization of the glucocorticoid receptor, hampering the ability of cortisol’s for regulating inflammatory responses properly, was also found.

Gordon et al (2010) examined the relation between acculturation-relevant variables, symptoms of eating disorder and body image. Findings underscored the importance of considering cultural variables such as acculturative stress when conducting clinical work with ethnic minority women.

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Spaights et al (2010) evaluated perception of students' self-concept and the relationship of it with their performance in academics. There was significance amongst self-concept and GPA, but significance was seen for students' perception. The self-concept was positively perceived by the students.

Dittmar (2009) addressed the question of whether body perfect ideals in the mass media are a core risk factor for negative body image, particularly in women. The findings supported a qualified and complex picture of media influences, highlighting the importance not only of individual differences, but also psychological processes, related to self and identity.

Gerardi (2009) suggested the best predictor for academic success is the self concept of academic among the college students belonging to minority and lower socioeconomic status.

Grossbard et al (2009) examined gender as a moderator of the association between contingent self-esteem and body image concerns, including weight and muscularity. Higher levels of contingent self-esteem was found among women with greater concerns about their weight, whereas, males reported a greater drive for muscularity.

Sook (2009) investigated the relationships between adolescents' body image, social self concept, and clothing behaviours. Also, the differences of the relationships among these three variables by adolescents' sex and age variables were found. The results showed close interrelations between body image, social self concept and clothing behaviours. Also, it was concluded that, clothing play a key role in enhancing adolescents' body image and social self concept.

2.1 Research Gap

From the research reviews, it is found that there is a lack of research evidences to study the effect of family environment on the body image among adolescents and young adults.

Also there is a need to study the effect of family environment on the self concept of the adolescents and young adults. Along with this, it is seen that there is still a need for more research evidences on the relation between the self concept and body image among the adolescents and young adults.

METHODOLOGY

3.1 AIM

To study the effect of Family Environment on Self concept and Body Image among school going and college going students.

3.2 OBJECTIVE

- To study the relationship between Family Environment and Self Concept among School Going & College Going Students
- To study the relationship between Family Environment and Body Image among School Going & College Going Students
- To determine the effect of Family Environment on Self Concept of School Going & College Going Students
- To determine the effect of Family Environment on Body Image of School Going & College Going Students

3.3 HYPOTHESIS

- There will be a significant relationship between Family Environment and Self Concept among School Going Students
- There will be a significant relationship between Family Environment and Self Concept among College Going Students
- There will be significant relationship between Family Environment and Body Image among School Going Students
- There will be significant relationship between Family Environment and Body Image among College Going Students
- There will be significant effect of Family Environment on Self Concept and Body Image among School Going Students
- There will be significant effect of Family Environment on Self Concept and Body Image among College Going Students

3.4 VARIABLES

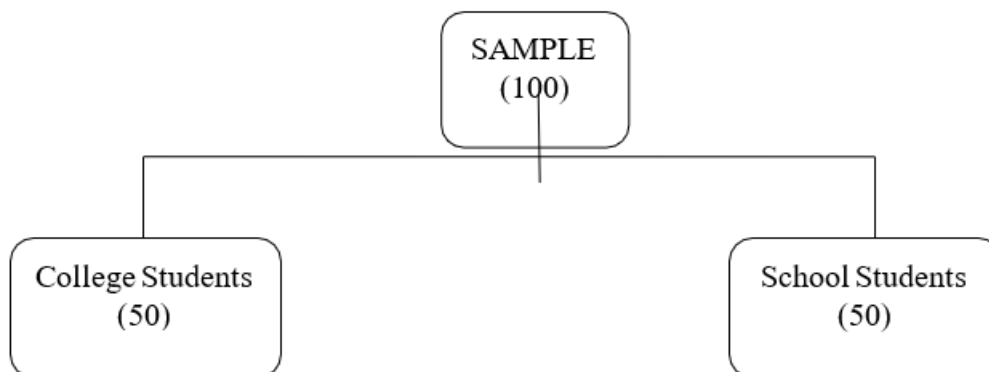
- Independent Variable: **Family Environment** refers to the core process of an individual's upbringing. It can have both negative and positive influence on an individual. The circumstances and the social climate conditions within the families are the major influencers.
- Dependent Variables: **Self Concept** can be referred to as an idea which an individual has about oneself in every aspect such as social, physical, emotional, spiritual, etc. Individuals form and regulate their self concept as they grow, this is based on the knowledge they have about themselves.
- **Body Image** on the other hand involves two key elements. First, physical body and other is the individual's attitude towards it. It can be influenced through a number of factors including: culture, media, social interaction, experiences, etc.

3.5 SAMPLE DETAILS

For this study, the sampling was done through purposive sampling technique. The total Sample size was- 100, comprising of 50 school going students and 50 college going students. The participation of the sample was completely voluntary and they were ensured of the confidentiality about their information and that it will be solely used only for the purpose of research.

The age range for the same was-

- School Going Students : 14 years to 16years
- College Going Students: 17 years to 19 years



The Locale of the study will be Delhi, NCR

3.6 TOOL DESCRIPTION

Table 1: Tools description used in the study

S.No.	Name of the Tool	Author's Name & Year	No. of Items	Reliability & Validity
1.	Family Environment Scale (FES)	Sanjay Vohra (1997)	98	0.78 (low) 0.89 (high) & 0.84
2.	Self Concept Questionnaire (SCQ)	Dr. Raj Kumar Saraswat (1984,92,99)	48	.91 & Valid
3.	Body Image Questionnaire (BIQ)	Marilou Bruchon-Schweitzer (1987)	19	.66 and .54 (conformity with height) to .85 and .76 (satisfaction with torso in girls and boys) & 0.82

3.6.1 FAMILY ENVIRONMENT SCALE (FES)

The Family Environment Scale (FES) was developed by Sanjay Vohra (1997). The scale can be self administered. It can be administered on participants aging 10 years and throughout adulthood. The scale consists 98 items along with its seven independent dimensions related to family environment, they are:

- competitive framework,
- cohesion,
- expressiveness,
- independence,
- moral orientation,
- organization,
- and recreation orientation.

3.6.2 SELF CONCEPT QUESTIONNAIRE

The Self-concept questionnaire was developed by Dr. Raj Kumar Saraswat, (1984) was used. The questionnaire provides six dimensions:

- Physical,
- Social,
- Intellectual,
- Moral,
- Educational,
- and Temperamental

There are 48 items in total. Each item has five alternatives. A total of high score indicates high self-concept and low score means low self-concept.

3.6.3 BODY IMAGE QUESTIONNAIRE

For the measurement of body image, the 19-item Body-Image Questionnaire was used, which is developed by Bruchon-Schweitzer (1987) and his team. The questionnaire is generally interpreted as a general body satisfaction. The dimensions are:

- sex,
- health,
- Emotional adjustment (both current & future).

A high score on the test corresponds to a higher body satisfaction.

3.7 Procedure

The research was carried out with school going students from the different schools of Delhi and NCR; and with college going students from different colleges of Delhi, NCR; both male and female students were contacted personally. All the participants were informed about the nature of research and confidentiality was assured. Questionnaire was administered in the following series: Self-Concept questionnaire (SCQ), Body Image Questionnaire (BIQ), and Family Environment Scale (FES).

During the administration any queries (if any) were clarified. Their questions and concerns were addressed independently.

3.8 Statistical Analysis

To study the effect of Family Environment on Self Concept and body Image among school going and college going students, the following methods for data analysis were used:

1. Correlation: to study the significant relationship between family environment, self concept and body image among school and college going students
2. Regression: to determine a significant effect of family environment on self concept and body image among school and college going students

ANALYSIS OF RESULT

ANALYSIS

The data received from students of schools and colleges was organized in Microsoft Office Excel 2007 and entered into SPSS 16.0 for the further analysis.

Correlation and t-test for the study variables were assessed.

Table 2: Correlation between Family Environment, Self Concept and Body Image among School Going Students

Variables	FAMILY ENVIRONMENT	SELF CONCEPT	BODY IMAGE
FAMILY ENVIRONMENT	-	0.81	0.93
SELF CONCEPT	0.81	-	0.30
BODY IMAGE	0.93	0.30	-

The above table shows the insignificant relationship between Family environment and Self Concept, Family Environment and Body Image, and Self Concept and Body Image among School Going Students.

Table 3: Correlation between Family Environment, Self Concept and Body Image among College Going Students

Variables	FAMILY ENVIRONMENT	SELF CONCEPT	BODY IMAGE
FAMILY ENVIRONMENT	-	0.62	0.69
SELF CONCEPT	0.62	-	0.02
BODY IMAGE	0.69	0.02	-

The above table shows the insignificant relationship between Family environment and Self Concept, Family Environment and Body Image, and Self Concept and Body Image among College Going Students.

Table 4: Regression analysis for Family Environment, Self Concept and Body Image among School Going Students

Variables	SELF CONCEPT				BODY IMAGE			
	B	SE B	B	t-test	B	SE B	B	t-test
FAMILY ENVIRONMENT	-0.08	0.36	0.35	-0.24	0.01	0.13	0.01	0.79

The above table shows the linear regression analysis to determine prediction of the effect Family Environment on Self Concept and Body Image among school going students.

The results indicate that, Self Concept [R= .035, F(0.57 P < 0.01)] explains 1% (R square =.001) of variance in predicting self concept among school going students. And Body Image [R= .011, F(.006 P < 0.01)] explains 1% (R square =.000) of variance in predicting self concept among school going students.

Table 5: Regression analysis for Family Environment, Self Concept & Body Image among College Going Students

Variables	SELF CONCEPT				BODY IMAGE			
	B	SE B	B	t-test	B	SE B	B	t-test
FAMILY ENVIRONMENT	0.12	0.24	0.07	0.49	0.04	0.10	0.05	0.39

The above table shows the linear regression analysis to determine prediction of the effect Family Environment on Self Concept and Body Image among college going students.

The results indicate that, Self Concept [R= .072, F (0.24 P < 0.01)] explains 1% (R square=.005) of variance in predicting self concept among college going students. And Body Image [R= .056, F(0.15 P < 0.01)] explains 1% (R square =.003) of variance in predicting self concept among college going students.

DISCUSSION

This research was conducted to assess the family environment, self concept & body image among school & college going student. The sample selected for the study was a total of 100 students among which 50 were school going and 50 were college going students. The study was quantitative in nature. The locale for the same was schools and colleges from Delhi/NCR. The three standardized tools were used in order to collect responses from the target population namely, Family Environment Scale, Self Concept Questionnaire and Body Image Questionnaire. The instruments included Family Environment Scale consisting providing score on seven dimensions was developed as a means to get information about the family environment is a rapid, objective and standardized manner.

The self-concept questionnaire provides six separate dimensions of self-concept, viz., Physical, Social, Intellectual, Moral, Educational and Temperamental Self-concept. It also gives a total self-concept score. Each dimension contains eight items.

Whereas, body image questionnaire is administered to explore the dimensionality that includes, perceptions, feelings, and attitudes expressed by participants towards their outer body. It is known to be a general body satisfaction test with the dimensions such as sex, health, and emotional adjustment (both current and future).

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Family environment is referred as a system within which the family members' behaviour and relationship is interdependent. Child's better performance is linked with the stimulating physical environment, encouragement of achievement and affection. The impact of the environment is incurred by every individual wherein he/she is brought up. Child's family environment provides its importance for his psychological development.

Self-concept is a set of individual's beliefs about oneself. It is theoretically multi-dimensional. It contains a cognitive structure which is comprised of a set of attitudes, beliefs, values, variety of habits, abilities, out looks, ideas and feelings of an individual. The self- concept is known to be positively related with school achievement of a person. Also, it is a factor that helps the professionals in studying the human behaviour and personality.

Body image is used to describe what a person thinks and feel about their bodies. A negative or unhealthy body image can result in low self-esteem and cause persistent anxiety. It can even interfere with daily well-being to an extent. Most of the individuals experiences different degrees of both positive and negative feelings about one's body at different time.

According to hypothesis 1 and hypothesis 2, the result showed that there is no significant relationship between family environment and self-concept among school going and college going students respectively. Not many studies have shown this result but a contradictory study done by, Supninder Kaur et al (2016) investigated the relationship among depression, family environment and self-concept of adolescents. The results revealed that depression is negatively and significantly correlated with four dimensions of family environment namely cohesion, active recreational orientation, independence and organization whereas it is positively correlated with conflict in the family. Significant differences were found in the family environment and self-concept of adolescents scoring high and low on depression. In this study the major role is played by Depression as the influencing factor.

According to hypothesis 3 and hypothesis 4, the result showed that there is no significant relationship between family environment and body image among school going and college going students respectively. Robin Arnsperger Selze (2013) in her study- "weight matters: African-American sorority women speak up about body image"; found the acknowledgement of family influence by the participants on their body image during the discussion on receiving critical feedback for their bodies and comparison of the same with rest members of the family. Such family criticism is often concerned with weight. But, other factors such as: negative family environment, cultural influences, differences in societal norms, sorority stereotypes, health awareness, age, media, etc. were also found for playing a key role.

According to hypothesis 5 and hypothesis 6, the result showed that there is no significant effect of family environment on self-concept and body image among school going and college going students. Zainah et al (2011) proposed that family therapy treatment must focus on self-concept. He further suggested family functioning as centralizing model rather than as separate loci.

Luszczynska, A. et al (2012) studied the relationships among family variables and child/adolescent body weight, diet and physical activity. The healthy nutrition of children/adolescents was found to be related with only one parental practice, and associated with several behaviour- specific family variables. Stronger support was also found for

behaviour- specific variables, and for certain socio- economic variables among adolescent physical activity.

SUMMARY AND CONCLUSION

Thus, the data was collected from students within schools and colleges. The three scales used were Family Environment Scale (by Sanjay Vohra), Self Concept questionnaire (by Raj Kumar Saraswat) and Body Image Questionnaire (by Bruchon-Schweitzer) for the study.

After the collection of data, in depth analysis was done using regression and correlation. The findings of the study suggested that:

- There is no significant relationship between Family Environment and Self Concept among School Going Students
- There is no significant relationship between Family Environment and Self Concept among College Going Students
- It also shows no significant relationship between Family Environment and Body Image among School Going Students
- There is no significant relationship between Family Environment and Body Image among College Going Students
- Results also reveals that, there is no significant effect of Family Environment on Self Concept and Body Image among School Going Students
- There is no significant effect of Family Environment on Self Concept and Body Image among College Going Students

6.1 FURTHER SUGGESTION

- Family environment can be different in various ways and such variance in the family environment plays important role in the development of the individual. The factors such as family functioning, family structure, communication among the members, relationship among the family members, etc.
- Self concept and Body image can be influenced by a variety of factors such as self-esteem, socio-economic factors, peers, age, gender, media, cultural differences, other environmental factors, genetic factors, eating habits, behavior patterns, lifestyle, etc.
- The study can also be further done with children, young adults and working population
- The sample size could be expanded to more individuals
- Detailed socio demographic details could be taken
- It can also be conducted among different settings

6.2 LIMITATIONS

The sample size is very small and limited to only Delhi/NCR and therefore this can be one of the reasons that there is no significance between family environment, self concept and body image among school going and college going students.

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Conflict of Interest

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