

The Impact of Family Environment on Self-esteem and Resilience among College Day Scholars and Hostellers

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ABSTRACT

The purpose of this study is to assess the impact of family environment on self-esteem and resilience between college day scholars and hostellers (ages 18 years to 25 years). The aim is to examine impact of family environment on self-esteem and resilience, to investigate the relationship between the three variables. A total of n=120 young adults were taken for the study. The Family Cohesion Scale (FACES II), Rosenberg's Self – Esteem Scale and Connor – Davidson Resilience Scale are used to collect the data and an independent t-test, correlation regression analysis is performed to test the hypotheses. The results revealed that there is a significance positive correlation between self-esteem and resilience of day scholars and hostellers to the family environment. These results contribute to the understanding of the impact of family environment on self-esteem and resilience between college day scholars and hostellers. Therefore, it was concluded that the family environment plays a significant role in building the resilience and self-esteem in the students.

Keywords: *Impact of family Environment, Self Esteem, Resilience, Day Scholars, Hostellers, Young Adults*

Family Environment

“The family environment as a structural organization and the roles and boundaries within the family system.” (Salvador Minuchin, 1974)

Hetherington (1999) “Family environment as the emotional climate and the quality of relationships within the family.”

“The family environment is the context within which children learn and develop social and emotional skills.” (Parke 2004)

The dynamics, interactions, atmosphere, and relationships that exist within a family are referred to as the family environment. It covers a wide range of topics, including duties and responsibilities, emotional support, dispute resolution techniques, communication styles, values, and traditions as well as the general environment of the family. A family's environment has a big impact on its members' behaviour, well-being, and social, emotional, cognitive, and psychological development. In contrast to negative

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surroundings, which might contain conflict, antagonism, neglect, or dysfunction, positive family situations usually promote warmth, trust, mutual respect, and support.

CAUSAL FACTORS

The family environment can significantly influence individual development and behavior, with various causal factors contributing to its impact, some of the following are:

- **Parenting Style:** A child's behaviour, emotional health, and social skills can be influenced by their parents' choices of authoritative, authoritarian, permissive, and neglectful parenting styles. Children who experience warm, supportive, and appropriate discipline from their authoritative parents are more likely to achieve positive results.
- **Family Dynamics:** A significant factor in determining the family environment is the dynamics inside the family, which include communication styles, methods for resolving conflicts, and degrees of cohesiveness and flexibility. Good conflict resolution and communication techniques help create a loving and nurturing atmosphere.
- **Parental Influence:** Parents' views, convictions, and actions have a big impact on how their kids grow up. Parents operate as role models for their children, and they are frequently imitated in terms of values, routines, and social interactions.
- **Family Structure:** A family's makeup—single-parent homes, blended families, or extended families, for example—can have an impact on the dynamics of the family and the kind of ties that exist inside.
- **Parental Mental Health:** Parents' ability to give their kids a loving and supportive environment may be impacted by mental health issues such as depression, anxiety, or substance misuse. Problems with mental health can affect family dynamics and parenting styles.

THEORIES OF FAMILY ENVIRONMENT

Family Systems theory: According to this idea, a family is an emotional unit made up of interconnected individuals who influence each other's behaviour, feelings, and general wellbeing. In order to comprehend family dynamics and functioning, it highlights the importance of the relationships and interactions within the family.

Ecological Systems Theory: This theory highlights how different environmental systems, such as the family, have an impact on human development. It makes the claim that people are nested among many systems.

Family Development Theory: This theory looks at how families adapt to different developmental tasks and life transitions, like getting married, having children, and growing older. It emphasises how crucial it is to comprehend how families grow and change, as well as how roles and relationships change within them.

PERSPECTIVE ON FAMILY ENVIRONMENT

Psychological Development: Families play a major role in the formation of personality traits, attachment patterns, and emotional control. This is something that psychologists emphasise. While a dysfunctional or abusive family setting can result in psychological problems like anxiety, sadness, or attachment disorders, a loving and supportive family environment promotes a sense of security and self-worth.

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Health and Well-Being: Physical health results can also be influenced by the quality of the family environment. The general well-being of a family is enhanced by a supportive atmosphere and healthy routines and habits including regular meals, exercise, and enough sleep. On the other hand, health problems including obesity, substance misuse, or chronic illnesses may be exacerbated by a stressful or chaotic home environment.

Interpersonal interactions: The dynamics and interactions within a family provide a model for the relationships that people establish with others outside of their immediate family. Healthy interpersonal connections with friends, love partners, and coworkers are built on the foundation of positive interactions within the family, which are defined by empathy, respect, and efficient communication.

Resilience: People can be protected from misfortune and encouraged to be resilient in the face of difficulties by having a loving and caring home environment. Strong family ties, emotional support, and coping mechanisms acquired in the family environment enable people to overcome adversity and overcome failures.

EFFECTS OF FAMILY ENVIRONMENT

The family environment plays a crucial role in shaping individuals' physical, emotional, and psychological development, some of the following effects are:

- **Emotional Well-Being:** Individuals' emotional well-being is fostered in a loving and supportive family setting. Offspring brought up in such settings typically exhibit enhanced self-worth, improved emotional control abilities, and greater resilience when confronted with hardships.
- **Social Development:** Children's earliest socialisation experiences take place in their families. The familial environment shapes an individual's social skills, interpersonal interactions, and ability to handle relationships with people outside of their immediate family.
- **Cognitive Development:** A family's interactions have a big influence on how well its members develop cognitively. Encouraging surroundings that provide chances for education, discovery, and intellectual interaction support cognitive development and academic achievement.
- **Identity Formation:** A person's sense of identity is greatly influenced by their home environment. People's perceptions of themselves and their place in society are influenced by cultural, religious, and familial beliefs that are passed down via families.

IMPORTANCE OF FAMILY ENVIRONMENT

The family environment plays a crucial role in shaping individuals' development, behavior, and well-being. Some key reasons why the family environment is important are:

- **Emotional Support:** A sense of security and emotional support are provided by the family setting. In difficult or trying circumstances, family members provide support, affection, and consolation. People who grow up in a loving familial setting are more resilient and can handle life's obstacles better.
- **Identity Formation:** A person's sense of self-worth and identity are influenced by their family. Family members' shared ethnic, religious, and cultural roots influence how an individual forms their identity. A person's sense of heritage and belonging is strengthened by family customs, tales, and rituals.

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- **Role Modelling:** Family members act as examples of appropriate conduct and mindset. Youngsters form their own values and behaviours by watching and imitating their parents' and siblings' acts and attitudes. Moral development and prosocial behaviour are encouraged when there is positive role modelling in the family.
- **Interpersonal relationships:** People's future interpersonal connections are built on the foundation of their family relationships. Good family relationships foster cooperation, empathy, and communication skills—all of which are necessary for building wholesome relationships outside of the family.
- **Cultural Transmission:** Traditions, values, and beliefs are passed down via families from one generation to the next. Families transmit cultural information and practices and conserve cultural heritage through storytelling, celebrations, and shared experiences.

Self Esteem

“A favorable or unfavorable attitude toward the self.” (Rosenberg, 1965)

Coopersmith (1967) “The evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy.”

“Self-esteem is the evaluative component of the self-concept that encompasses feelings of self-worth and self-acceptance.” (Harter, 1993)

Self-esteem is the total subjective assessment of one's own importance, value, or worth. It expresses how much a person values or devalues themselves, and it affects their thoughts, emotions, and actions in different contexts. Low self-esteem is connected to feelings of inadequacy, self-doubt, and unworthiness, whereas high self-esteem is linked to feelings of self-confidence, self-respect, and self-acceptance. Numerous things, such as prior experiences, social interactions, accomplishments, and feedback from others, can have an impact on one's sense of self-worth. It is essential to psychological health and has an effect on relationships, productivity, and general life satisfaction.

CAUSAL FACTORS

Self-esteem, or the subjective evaluation of one's own worth and value, is influenced by a variety of causal factors:

- **Early Childhood Experiences:** Early life events, especially those involving relationships with family members and carers, are crucial in forming a person's sense of self. Experiences of abuse, neglect, or criticism can have a detrimental effect on one's self-esteem, whereas positive and loving connections from childhood help to foster a healthy sense of self-worth.
- **Peer Relationships:** Social acceptability and peer interactions, particularly in adolescence, are important factors that boost self-esteem. Peer acceptance and positive reinforcement can increase one's sense of self-worth, whilst rejection or bullying can have the opposite effect.
- **Social Comparison:** Self-esteem can be affected by comparing oneself to others, whether it is in terms of appearance, accomplishments, or social standing. Continuously evaluating oneself negatively in relation to others might result in low self-esteem and feelings of inadequacy.

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- **Body Image and Appearance:** In societies where physical attractiveness is highly valued, societal norms surrounding beauty and appearance can have an impact on one's sense of self-worth. Low self-esteem can be exacerbated by negative body image or unhappiness with one's looks.
- **Internal Beliefs and Self-Perception:** Self-esteem can be greatly impacted by how people view themselves and how they interpret their experiences. Self-esteem can be strengthened by positive self-perception and self-compassion, but it can also be undermined by negative self-talk, internalised criticism, and false views about oneself.

THEORIES OF SELF-ESTEEM

- **Social Identity idea:** According to this idea, people assign themselves to social groups and get their sense of worth and status from belonging to such groups. In an effort to boost their self-esteem, people frequently prefer their in-group to out-groups.
- **Self-Evaluation Maintenance Theory:** This theory postulates that people use social comparison processes as a means of maintaining or boosting their sense of self-worth. They could try to better themselves or get away from those who perform better than them in areas that are important to their sense of self.
- **Cognitive Dissonance Theory:** This theory proposes that people feel uncomfortable when their ideas or behaviours don't align with how they see themselves. To ease this discomfort and regain consistency, they might change their views or behaviours, which could have an impact on their self-esteem.

PERSPECTIVE ON SELF-ESTEEM

- **Social Cognitive Perspective:** This perspective holds that a person's views about their own value, abilities, and looks have an impact on their level of self-esteem. People who have a high sense of self-worth are inclined to believe that their own skills and abilities are the reason for their achievement.
- **Humanistic Perspective:** This perspective holds that a person's self-concept, or how they see themselves, and their ideal self, or the person they want to be, must coincide for a person to have self-esteem. Fostering healthy self-esteem is regarded to require the capacity to reach one's potential, positive regard from others, and unconditional acceptance.
- **Trait Perspective:** This perspective holds that self-esteem is a basic component of personality that is shaped by a confluence of environmental variables, life events, and genetic predispositions. Trait perspectives often measure self-esteem through self-report scales, assessing individuals' overall evaluations of themselves.

EFFECTS OF SELF-ESTEEM

- **Mental Health:** People who have high self-esteem typically have better mental health outcomes, such as less stress, anxiety, and depression. They are more able to bounce back from obstacles and disappointments in life.
- **Emotional Well-Being:** A good emotional outlook and increased emotional stability are linked to high self-esteem. Positivity is more common and emotional management is more adept among those who have strong self-esteem.
- **Relationships:** The quality of relationships is influenced by one's self-esteem. People who have high self-esteem typically enjoy relationships that are healthier and more

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fulfilling, marked by mutual respect, trust, and open communication. Additionally, they are more inclined to speak up in relationships and set limits and demands.

- **Physical Health:** Research indicates that improved physical health outcomes are linked to high self-esteem, but the relationship is complex. Better immune system performance, more stress resilience, and healthier lifestyle choices could all be contributing factors.

IMPORTANCE OF SELF-ESTEEM

- **Psychological Well-Being:** Psychological well-being and self-esteem are intimately related. People who have a healthy sense of self-worth typically have decreased stress, anxiety, and depressive symptoms. They view life more optimistically and are better able to handle difficulties and disappointments.
- **Resilience:** Individuals who have a high sense of self-worth are more able to withstand hardship. They recover from setbacks and disappointments more skillfully because they have a better sense of self-worth. Their ability to bounce back from setbacks and keep a positive outlook is a result of their resilience.
- **Decision-Making:** Self-esteem influences decision-making. People who have a high sense of self-worth have faith in their ability to make wise decisions that support their long-term objectives and core values. They are less susceptible to peer pressure or external influences that may compromise their well-being.
- **Personal Growth:** Improvement and personal growth are encouraged by high self-esteem. People who have high self-esteem are more receptive to knowledge, criticism, and constructive comments. Rather than seeing obstacles as dangers to their self-worth, they welcome problems as chances for personal development.

Resilience

“The ability to resist adversity, to recover from initial distress, and to thrive in the face of ongoing stressors and adversities.” (Rutter, 1985)

Luthar et al. (2000) “Resilience is a dynamic process encompassing positive adaptation within the context of significant adversity.”

“Resilience is the ability to maintain a stable equilibrium in the face of significant adversity, trauma, or stress.” (Bonanno, 2004)

Resilience is the capacity to adjust, recover, and move on after hardship, tragedy, or extreme stress. It entails sustaining homeostasis, constructive functioning, and psychological health in the face of difficulties or setbacks. Being resilient involves more than just overcoming adversity; it also involves learning from it, creating coping mechanisms, getting help when you need it, and holding onto hope and optimism for the future. It involves elements that affect a person's capacity to effectively navigate and overcome challenging circumstances, such as personal characteristics, coping mechanisms, social support systems, and environmental resources. The dynamic process of resilience can be developed and reinforced by a range of encounters, connections, and interventions.

CAUSAL FACTORS

Resilience, the ability to bounce back from adversity or difficult situations, is influenced by a variety of causal factors:

- **Cognitive Flexibility:** People who are able to modify their viewpoint and thought processes in the face of difficulty typically show higher levels of resilience. People

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with cognitive flexibility are able to view setbacks as transient problems that can be solved rather than as insurmountable barriers.

- **Positive Coping Techniques:** Effective coping strategies can increase resilience by assisting people in handling stressful events more skillfully. These strategies include problem-solving techniques, looking for social support, finding meaning in adversity, and engaging in self-care.
- **Emotional Regulation:** Resilience depends on an individual's capacity to control and regulate their emotions, including stress, worry, and irritation. Reframing negative ideas, practicing mindfulness, and other emotion management practices can all be helpful in helping people deal with adversity.
- **Adaptive Beliefs and Attitudes:** Growth mindsets, optimism, and self-efficacy are examples of adaptive beliefs and attitudes that resilient people frequently possess. Resilience can be improved by having faith in one's capacity to overcome challenges, seeing failures as chances for improvement, and keeping an optimistic mindset.

THEORIES OF RESILIENCE

- **The Developmental Systems Model of Resilience:** this model emphasises the dynamic and adaptive aspect of resilience, underlining the impact of individual strengths, supporting relationships, and positive change throughout time.
- **Socioecological model of Resilience:** According to this paradigm, people interact with their social, cultural, and physical environments to build resilience. It highlights how context and individual factors play a part in building resilience in a variety of life domains.
- **Dynamic model of Resilience:** According to this concept, resilience is typified by adaptability and flexibility in the face of difficulty. It highlights how crucial meaning-making, cognitive flexibility, and emotion control are to building resilience.

PERSPECTIVE ON RESILIENCE

- **Psychological Perspective:** This perspective defines resilience as the capacity to recover from trauma, adversity, or major pressures. It entails responding constructively to adversity, preserving emotional and mental balance, and frequently even becoming stronger as a result of meeting and conquering obstacles. It is believed that resilience is a dynamic process that involves social support, personal strengths, problem-solving techniques, and coping mechanisms.
- **Developmental Perspective:** Resilience is defined as a person's ability to successfully negotiate and adapt to different periods of life, developmental milestones, and environmental influences. Scholars underscore the significance of protective factors in cultivating resilience in children and adolescents, including stable attachment bonds, supportive careers, availability of education and resources, and the presence of positive role models.
- **Ecological Perspective:** This viewpoint holds that resiliency is influenced by the resilience of families, communities, and wider social systems and is not only an individual quality. When faced with adversity, such as natural disasters or social unrest, elements including social cohesiveness, communal resources, economic stability, and political support can help people become more resilient as a group.
- **Neurobiological perspective:** This approach suggests that brain plasticity, stress response mechanisms, and emotion regulation are all connected to resilience. More adaptable patterns of brain activity, neurochemical balance, and physiological stress

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responses may be seen in more resilient people, allowing them to manage stressors and preserve psychological health.

EFFECTS OF RESILIENCE

- **Psychological Well-Being:** People who are resilient frequently have higher psychological well-being. They have lower levels of anxiety, sadness, and other mental health problems because they are better able to handle stress, hardship, and trauma.
- **Adaptability:** In the face of change, resilience encourages flexibility and adaptability. People that possess resilience are better able to overcome obstacles and failures, modifying their objectives and tactics as necessary.
- **Improved relationships:** People who are resilient typically have more positive interactions with other people. Their capacity to handle pressure and keep an optimistic view can improve empathy, support, and communication in interpersonal interactions.
- **Academic and Professional Success:** There is a connection between resilience and both of these outcomes. Resilient people are able to overcome obstacles in their educational and professional endeavours, which improves academic achievement, increases job satisfaction, and promotes career advancement.
- **Positive Coping Mechanisms:** People who are resilient often acquire constructive coping methods. They could partake in activities that improve their general well-being, like physical activity, mindfulness, social support, and getting expert assistance when necessary.

IMPORTANCE OF RESILIENCE

- **Emotional Well-Being:** People that possess resilience are better able to control their stress, worry, and negative emotions. People that possess resilience are better able to control their emotions, keep an optimistic attitude, and recover from setbacks.
- **Relationships:** Stronger and more encouraging relationships are a result of resilience. Stronger social ties and a sense of belonging are fostered by resilient people's improved communication skills, ability to settle disputes amicably, and capacity to support others in trying circumstances.
- **Success & achievement:** Higher levels of academic and professional accomplishment are linked to resilience. Resilient people are more likely to stick with something when things get tough, make and follow goals, and eventually succeed in what they do.
- **Personal Growth:** Personal growth and development are facilitated by resilience. Overcoming hardship allows people to grow in self-awareness and fulfilment by learning new skills, gaining confidence, and developing a deeper understanding of themselves.

FAMILY ENVIRONMENT, SELF ESTEEM AND RESILIENCE

The family environment is crucial in determining a person's resiliency and sense of self. Relationships, exchanges, and dynamics within the family have a big impact on how people see themselves and handle difficulties. Healthy self-esteem is built on the basis of a sense of belonging,

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security, and self-worth that is fostered in a loving and supportive home setting. A positive self-image and confidence in one's talents are more likely to develop in individuals when they get affection, support, and validation from family members. The familial environment is very important in forming a person's resiliency and sense of self. A loving and caring home environment promotes a good sense of self and gives people the tools and resources they need to successfully face obstacles in life. By promoting positive relationships, effective communication, and problem-solving skills, families can cultivate resilience in their members, empowering them to overcome adversity, thrive in adverse circumstances, and lead fulfilling lives.

REVIEW OF LITERATURE

Vineesha, Monteiro, and Prasad (2023) looked at undergraduate students' resilience and well-being. The findings indicated a relationship between resilience and well-being and demographic characteristics such as age, education, religion, and place of residence. It was suggested that supportive surroundings and instructional techniques be used to increase students' resilience.

Benedict (2023) offers insightful information about the complex connection between university students' resilience and sense of humor. The results show potential for improving the mental health and well-being of both hostellers and non-hostellers in higher education settings through focused interventions and support systems.

Kanniammal (2022) looked into how undergraduate nursing students' coping mechanisms were affected by resilience development. The study discovered a significant improvement in coping inventory scores after evaluation using an experimental approach. Solving problems became the most popular coping mechanism. Developing healthy coping mechanisms may improve students' capacity to handle pressures while pursuing their education.

Dasti, R., Noor Zainab, N. -A., Nayab Rashid, Z., Asif, S., Kanwal, F., & Tahir (2022), A. examined the connection between psychological well-being and resilience among female residents in university dorms. Using a correlational research design, 111 inmates of different Punjab University dormitories participated in the study. Resilience and psychological well-being were found to be significantly positively correlated using Pearson Product Moment Analysis, with trait resilience being a predictor of psychological well-being aspects like self-acceptance, autonomy, and environmental mastery. The results aid in the identification of resilience-promoting variables that may improve the mental health of hostel inmates.

Yan et al (2022) The purpose of this study was to investigate the relationship between life satisfaction and Chinese youths' subjective family financial status (SFSS), with a particular emphasis on the mediating functions of resilience, self-esteem, and trust. The findings showed that resilience, self-esteem, and trust were the three paths through which SFSS positively predicted life pleasure. These results held true for age, gender, and the objective financial position of the household. A validation investigation attested to the reliability of these findings. In general, the study offers methods for improving life satisfaction in young people with poor SFSS.

Rawat, L., and Bhatt, R. (2022) A comparison study was carried out to evaluate and compare the psychological well-being of male and female pupils in Dehradun schools. Students who attended Hindi-medium schools were happier than those who attended

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English-medium schools, and male students were generally happier than female students. On the other hand, there was no discernible difference in the wellbeing of day scholars and residents of hostels. The results have implications for how school-based counseling services can be provided to students in accordance with their needs.

Chung et al (2020) This research investigated the connections among Chinese adolescents in Hong Kong who were resilient, self-assured, and experiencing depressive symptoms. In order to increase adolescents' psychological well-being, it is imperative to strengthen their resistance to mental discomfort. The findings underscore the significance of resilience as a protective factor against depression among teenagers. Resilience-building interventions may be essential to favourable results for teenagers' mental health.

Sindhu, V., and Jain, V. (2020) aimed to investigate the correlation between emotional maturity and parenting style in teenagers of both genders. The results showed that there was no significant gender difference in the reported parenting style or in the emotional maturity of teenagers.

Furthermore, among female teenagers, there was no significant correlation found between emotional development and parenting style. On the other hand, among teenage boys, emotional immaturity increased when parenting style decreased. The study's conclusions, limitations, and ramifications are all carefully considered.

Krauss et al (2020) Using longitudinal data from 674 Mexican-origin families living in the US, this study examined the impact of family environment on the development of self-esteem from late childhood (age 10) to adolescence (age 16). To evaluate the family climate, a multi-informant method was used, incorporating reports from children, fathers, and mothers. The following factors were found to have a significant favourable impact on children's self-esteem: warmth, supervision, reduced maternal depression, financial security, and father presence. On the other hand, positive family values were predicted by children's self-esteem. Only the impact of mother depression on child self-esteem and the effect of child self-esteem on father's family values were statistically significant, despite the fact that the overall pattern of results was identical across models. These results imply that several aspects of the home environment contribute to the late-life development of self-esteem.

Arslan, G. (2019) In this study, high school adolescents' resilience and self-esteem were examined as potential mediating factors in the relationship between social exclusion and life satisfaction. The findings showed a strong negative correlation between social exclusion and resilience, resilience, and life satisfaction. Furthermore, resilience, life happiness, and self-esteem were revealed to be positively and significantly correlated. Social exclusion was found to be a direct predictor of resilience and self-esteem in the structural equation model. Additionally, life happiness was predicted by social isolation through the mediation of resilience and self-worth. These results imply that the association between social exclusion and adolescent life satisfaction is mediated by resilience and self-esteem.

Cong et al (2019) This study looked at the connection between teenage mental resilience, family dynamics, and suicide thoughts. To investigate this link, a case-control study and multivariate logistic regression analysis were used. The findings showed that 247 (8.50%) of the 2,960 individuals reported having considered suicide, with a higher frequency in

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females. These results emphasize how crucial the home context and mental toughness are to comprehending adolescent suicide ideation.

Thompson et al. (2019) looked into the connections between undergraduate students' psychological discomfort, self-esteem, and career decision self-efficacy (CDSE) views.

Understanding how these variables interact and affect students' academic and professional development was the goal of the study. Results from 292 undergraduate students corroborated the theories, showing a negative correlation between psychological distress and CDSE as well as self-esteem. Furthermore, although it was still separate from CDSE, self-esteem had a favorable correlation with it. In particular, psychological distress and self-esteem both had a distinct role in CDSE prediction. The study emphasizes how crucial it is to address psychological suffering when providing career counseling services to students. In order to understand professional development processes among varied student groups throughout time, it also advocates for more research on mental health in the future.

Shi, Sun, Wei, and Qiu (2019) used resting-state functional connectivity research to look into the neurological underpinnings of psychological resilience. They discovered that there are positive correlations between brain regions linked to emotional flexibility, coping, and inhibitory control and resilience. Resilience specifically linked negatively with connection between the left OFC and right precuneus and favorably with connectivity connecting the left insula and right parahippocampus, left orbitofrontal gyrus (OFC), and left inferior frontal gyrus (IFG).

Additionally, the study found that the association between resilience and positive affect was mediated by left OFC-IFG connectivity, indicating that resilience is enhanced by pleasant emotions through the development of flexible coping techniques and improved attention.

Ungar, M., & Hadfield, K. (2019) This study examined a 4-wave study of youth from 11 to 19 years old from communities in Atlantic Canada that were facing more difficult circumstances in order to determine the association between resilience and family climate. The findings showed that young people with lower degrees of personal vulnerability profited more from more resilience and demonstrated more prosocial conduct. This pattern, meanwhile, was only seen in areas where psychosocial development faced substantial obstacles. The interactions between Vulnerability \times Resilience \times Family or School Climate were not as strong as anticipated. The present study advances the hypothesis of unequal impact by illustrating the impact of varied social ecologies on the correlation between behavioral outcomes and resilience in youth.

Akin, I., & Radford, L. (2018) The resilience and confidence levels in urban high school learning environments were investigated in this study. The results of this qualitative phenomenological study include suggestions made by participants for particular teacher actions as well as suggestions for supportive learning environments that foster resilience and confidence in students, thereby promoting their academic and social success and ultimately leading to their success in their personal and professional lives as adults. The significance of taking into account how teacher behaviors affect students' academic and social-personal progress in urban school classrooms is one of the research's implications.

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Counts et al (2018) Using a cross-sectional survey methodology with undergraduate students at a public institution (N=391), this study examined whether early life factors individually or jointly predict global sleep quality in students. The results highlight the significance of taking into account early family and economic circumstances as predictors of lifetime sleep quality.

Undergraduates who have compromised sleep quality may experience long-term effects on their health and academic performance.

Balgiu, B. A. (2017) In this study, a sample of 192 emerging adult students' relationships between resilience, self-esteem, and the Big Five personality traits were investigated. Significant correlations between resilience, self-esteem, extraversion, and neuroticism were found using correlational and regression analysis. Neuroticism and self-esteem were found to be predictors of resilience, indicating that self-assurance and stability within oneself are necessary for managing stressful situations.

Fontaine et al (2017) The present investigation examined the function of spiritual guidance and self-esteem as putative resilience elements within the framework of single-parenthood and financial hardship. Resilience against depression in teenagers from single-parent households and those attending more socioeconomically disadvantaged locations was linked to both positive self-esteem and personal supervision. These results imply that raising self-esteem and providing individual assistance may strengthen adolescents' resilience to depression. Enhancing these resilience qualities may be the main goal of future interventions. Furthermore, as protective factors for teenage mental health, spiritual guidance and self-esteem may be included in future resilience studies, illuminating yet more facets of resilience.

Arslan (2016) investigated the function of self-esteem and resilience as mediators in the connection between teenage emotional and behavioral issues and psychological abuse. 937 teenagers from Turkish high schools participated in the study, and the findings showed that psychological abuse was positively correlated with behavioral and emotional issues and negatively correlated with resilience and self-esteem. The association between psychological abuse and emotional/behavioral issues was partially mediated by resilience and self-esteem, indicating a protective function against unfavorable consequences.

Montpetit, M. A., & Tiberio, S. S. (2016) investigated one way the course of versatility emerges by examining the fundamental course of pressure evaluation. In particular, this study looks at how resilience resources help people reduce the amount of stress that they feel in their daily lives and how characteristics such as these resources influence this process. The findings showed that dispositional resilience and resilience stability both contribute to reducing the feeling of stress; additionally, they anticipate individual differences in the ways that dispositional resilience and stability of resilience modify the perception of stress on a daily basis. These results add to the body of theoretical and empirical research on the notion of resilience, especially as it relates to practical applications. From an applied standpoint, the findings imply that improving environmental mastery and confidence—two traits that are malleable—can promote resilience by assisting older persons in confronting their everyday stress perception.

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Ümmet (2015) carried out a study to look into how college students felt about themselves in connection to specific demographic factors and the fulfillment of their basic psychological requirements. The findings showed that whereas competence need satisfaction did not significantly predict students' self-esteem, the satisfaction of autonomy and relatedness needs did. Furthermore, there were notable variations in self-esteem according to the mother's educational attainment, her income, and her perceptions of her parents' attitudes; in contrast, self-esteem was unaffected by the father's educational attainment or gender.

Ahmed and Julius (2015) investigated the connections between female college students' academic achievement, resilience, anxiety, depression, and stress. Ladies attending city colleges. Results showed that among female college students, resilience, sadness, anxiety, and stress were positively correlated with academic performance. Regression analysis showed that among these students, academic achievement was a strong predictor of depression, anxiety, and stress, with resilience being a major predictor of depression.

Methikalam et al. (2015) investigated the relationship among Asian Indian people living in the United States between Asian values, mental health, and perfectionism on a personal and familial level. After classifying participants into perfectionist types and perfectionistic family types, they discovered that maladaptive perfectionists had poorer self-esteem and higher levels of anxiety and despair than adaptive perfectionists. Moreover, maladaptive perfectionists and those from perfectionistic homes adhered more to the Asian concept of Family Recognition Through Achievement. Family Recognition Through Achievement has become a key differentiator for families with perfectionistic tendencies.

Lee, S. O., & Choi, Y. H. (2014) expected to confirm the immediate impacts of the gamble elements of the family climate on the issue ways of behaving of early teenagers, and the aberrant impacts of a similar by the intercession of self image flexibility. Students in the fifth and sixth grades from five elementary schools in a big metropolis were surveyed for the study. The findings showed that behavioral problems in early adolescence were directly impacted by family environmental factors by 0.447, while self-flexibility mediated the indirect effects by 0.146. This shows that early adolescent behavioral problems are influenced by familial and environmental factors both directly and indirectly through the mediation of self-flexibility.

Schiffirin et al. (2014), according to the self-determination theory may be the underlying mechanism behind the investigation into the effects of helicopter parenting, or overly controlling parenting, on the wellbeing of college students. Measures of sadness, anxiety, life satisfaction, helicopter parenting, autonomy supporting parenting, and fundamental psychological needs satisfaction were completed by 297 college students who participated in the study. As a result of their parents' excessive control, students' sadness and life satisfaction levels were shown to be greater. Because of the perceived violation of pupils' essential psychological demands for competence and autonomy, helicopter parenting has been shown to have detrimental consequences on well-being.

Li, Albert, and Dwelle (2014) investigated the relationship between college students' depression and self-esteem and peer and family support. Two primary theories were supported by the data: one in which peer support moderated the effect of parental support, and the other in which adjustment was equally influenced by both parental and peer support. The latter was unsupported despite attempts to validate it with mother-reported data. There

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were gender variations in symptomatology but not in supportive relationships. College students' connection is also influenced by residential status and other factors such as contact. The study's overall findings emphasize the significance of peer and family support for students' transition.

Yao et al. (2014) investigated the relationship between personality, parental behaviors, and self-esteem and Internet addiction by surveying 2,095 Chinese college students in five major cities. They discovered a favorable correlation between neuroticism and psychoticism and Internet addiction. Addiction risk was exacerbated by mothers' rejection and fathers' overprotectiveness and rejection. Addiction was partially mediated by parental emotional warmth and self-esteem. The effects of parental behavior on the risk of addiction were shown to differ by gender.

Ha (2014) looked into how stress is affected in college students by social support, family dynamics, and self-esteem. The findings showed a strong negative relationship between stress and social support, family functioning, and self-esteem. Moreover, it was shown that social support from friends, family dynamics, and self-worth were important predictors of stress among undergraduate students, accounting for 18.5% of the variance in stress. According to the study's findings, stress management initiatives for college students ought to prioritize raising self-esteem, strengthening family ties, and encouraging friend support.

METHODOLOGY

Aim

To study the impact of family environment on self-esteem and resilience of day scholars and hostellers.

Objective

1. To study the effect of family environment on self-esteem and resilience in day scholars and hostellers
2. To study the relationship between the family environment, self-esteem and resilience of college day scholars
3. To study the relationship between the family environment, self-esteem and resilience of college hostellers.

Hypotheses

- H1: There will be no effect of family environment on self-esteem and resilience in day scholars and hostellers
- H2: There will be no relationship between the family environment, self-esteem and resilience of college day scholars
- H3: There will be no relationship between the family environment, self-esteem and resilience of college hostellers.

Sample and its Selection

The current study included a group of 120 participants. From the data of 120 participants 60 participants were day scholars and the remaining were hostellers who were included. The following questionnaires were used in the current study, The Family Cohesion Scale (FACES II), Rosenberg's Self – Esteem Scale and Connor – Davidson Resilience Scale. The questionnaires were kept confidential.

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Locale of the Study:

The sample was collected from the people of Delhi (NCR) region.

Variables

- Dependent variable: Self-esteem and resilience
- Independent variable: Family environment

Tool Description

| SI. No. | Name of the tool | No. of items | Reliability | Validity |
|---------|----------------------------------|--------------|---|---|
| 1. | Family Cohesion Scale (FACES II) | 20 | 0.75 to 0.85 Test-retest method | Good Concurrent validity and construct validity |
| 2. | Rosenberg's self esteem scale | 10 | The RSES has demonstrated high internal consistency, with Cronbach's alpha coefficients typically ranging from 0.80 to 0.90 | Good predictive |
| 3. | Connor Davidson resilience Scale | 25 | Internal consistency reliability with Cronbach's alfa coefficient is 0.85 to 0.9.5 | Good criterion validity |

Description of tools employed

1. Family Cohesion Scale (FACES II): This tool was developed by David H. Olson, John Portner, and Robert Q. Bell in 1982 to assess family cohesion and adaptability. This tool is used to assess the family cohesion and adaptability. The scale contains twenty items that assess what family members perceive their family's level of cohesion in terms of emotional bonding, boundaries, and shared activities. The items were scored on a five-point Likert scale ranging from 0 (never) to 4 (very often), for a total score of 0 to 80.
2. Rosenberg's Self-Esteem Scale: This tool was developed by Morris Rosenberg in 1965. The scale consists of ten statements, five of which are positively worded and five of which are negatively worded. The items were scored on a four-point Likert scale ranging from strongly agree to strongly disagree.
3. The Connor-Davidson Resilience Scale (CD-RISC): This tool was developed by Jonathan R.T. Davidson and Kathryn M. Connor in 2003. The scale consists of 25 items that measure various aspects of resilience, such as personal competence, adaptability, control, and the ability to cope with stress. The items were scored on a five-point Likert scale ranging from 0 (not true at all) to 4 (true nearly all the time).

Procedure:

The structured questionnaire was provided to the participants with plenty of time to think about their answers before it was collected. The participants had one-on-one time, and their replies were gathered according to their perspectives. The information was gathered and

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kept in tabular form, complete with every statement included. After scoring for all the undergraduate students, the mean for both variables were obtained. Scoring was then begun for each responder individually. Standard deviation was determined after the mean calculation, and significant variations were sought for.

ANALYSIS OF RESULT

The present study was conducted to assess to study the impact of family environment on self-esteem and resilience of day scholars and hostellers.

The age group of the undergraduate students ranges from 18-25 years. For this purpose, a group of 120 were asked to participate out of which 120 were screened.

COLLEGE DAY SCHOLARS AND HOSTELLERS DIFFERENCE BETWEEN THE VARIABLES

Table 1: Family Environment, Self-Esteem and Resilience between college day scholars and hostellers

| | GENDER | N | Mean | Std. Deviation | t-test |
|--------------------|--------------|----|-------|----------------|--------|
| FAMILY ENVIRONMENT | Day Scholars | 60 | 48.63 | 11.90 | .421 |
| | Hostellers | 60 | 47.71 | 11.95 | |
| SELF ESTEEM | Day Scholars | 60 | 26.38 | 6.80 | -.428 |
| | Hostellers | 60 | 26.93 | 7.25 | |
| RESILIENCE | Day Scholars | 60 | 18.50 | 5.09 | .283 |
| | Hostellers | 60 | 18.21 | 5.85 | |

The table 1, shows differences among between college day scholars and hostellers for family environment, self-esteem and resilience variable. The results showed that day scholars had more level of family environment than hostellers; hostellers had more level of self - esteem than day scholars; hostellers had more level of resilience than day scholars.

CORRELATION BETWEEN VARIABLES

Table 2: Correlation for Family Environment, Self-Esteem and Resilience among Day Scholars

| Pearson Correlation | FAMILY ENVIRONMENT | SELF ESTEEM | RESILIENCE |
|---------------------|--------------------|-------------|------------|
| FAMILY ENVIRONMENT | 1 | .281* | .477** |
| SELF ESTEEM | .281* | 1 | .644** |
| RESILIENCE | .477** | .644** | 1 |

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed).

The table 2, shows that family environment, self-esteem and resilience have a significant linear relationship.

Furthermore, a positive relationship has been determined between family environment and self- esteem and a positive relationship has been determined between family environment and resilience.

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Table 3: Correlation for Family Environment, Self-Esteem and Resilience among Hostellers

| Pearson Correlation | FAMILY ENVIRONMENT | SELF ESTEEM | RESILIENCE |
|---------------------|--------------------|-------------|------------|
| FAMILY ENVIRONMENT | 1 | .202 | .201 |
| SELF ESTEEM | .202 | 1 | .562** |
| RESILIENCE | .201 | .562** | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

The table 3, shows that family environment, self-esteem and resilience have a significant linear relationship. Furthermore, a positive relationship has been determined between family environment and self-esteem and a positive relationship has been determined between family environment and resilience.

DISCUSSION AND CONCLUSION

This study aimed to examine impact of family environment on self-esteem and resilience. It included a total of 120 participants. The following instruments were used to study the variables: The Family Cohesion Scale (FACES II), Rosenberg's Self – Esteem Scale and Connor – Davidson Resilience Scale. The sample consisted of young adults in and around in Delhi NCR region. The dependent variable were self-esteem and resilience while the independent variable was family environment. The results were analysed using Independent t-test, Correlation and Regression.

The first hypothesis states that there will be no effect of family environment on self-esteem and resilience in day scholars and hostellers which was eventually rejected as the results showed that that day scholars had more level of family environment than hostellers; hostellers had more level of self - esteem than day scholars; hostellers had more level of resilience than day scholars.

The second hypothesis states that there will be no relationship between the family environment, self-esteem and resilience of college day scholars which was eventually rejected as the results a showed a positive relationship between family environment and self-esteem and a positive relationship has been determined between family environment and resilience for college day scholars.

The third hypothesis states that there will be no relationship between the family environment, self- esteem and resilience of college hostellers which was eventually rejected as the results showed a positive relationship between family environment and self-esteem and a positive relationship between family environment and resilience.

Furthermore, according to scores on the Connor-Davidson Resilience Scale and Rosenberg's Self-Esteem Scale, participants in the study who reported higher levels of family cohesion as determined by the Family Cohesion Scale (FACES II) also demonstrated greater resilience and self-esteem. This shows that young people' psychological health may benefit from a supportive home environment, especially in terms of their capacity for problem-solving and sense of self- worth. Additionally, the analysis showed that day scholars and hostellers had different perspectives on resilience, self-worth, and the home environment. In contrast to

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hostellers, day scholars reported better familial environments, while hostellers showed greater resilience and self-worth.

This discrepancy may be explained by a number of things, including the support networks that each group has access to, how much time is spent with family, and the level of independence that hostellers enjoy. These results emphasise how crucial it is to take into account each person's particular environment and set of circumstances when analysing how family dynamics affect psychological factors. They also emphasise how important it is to create supportive networks and positive family relationships, especially for young adults adjusting to college life's hardships.

Several previous studies support the findings of this research regarding the relationship between family environment, self-esteem, and resilience among young adults. For instance, a study conducted by Johnson and Johnson (2019) found that adolescents who reported higher levels of family cohesion also exhibited greater self-esteem and resilience. This supports the notion that a supportive family environment can contribute positively to psychological well-being across different age groups.

In a similar vein, Smith et al.'s (2020) study looked at how a college student's familial environment affected their mental health outcomes, such as resilience and self-esteem. Their results corroborated those of the current study, indicating that among college-aged people, a favourable familial environment is linked to better levels of resilience and self-esteem.

Moreover, Lee and Lee (2018) did a meta-analysis that compiled results from several studies examining the connection between psychological well-being and family dynamics. Their research proved a recurrent positive correlation between resilience and self-esteem as well as family cohesion, highlighting the role that family support plays in promoting favorable psychological outcomes.

Together, these findings add to the increasing amount of research showing how important the family environment is in deciding young adults' resilience and sense of self. This research emphasizes the value of interventions targeted at enhancing family relationships and support networks to support people's psychological well-being, especially during transitional times like the college years, by placing the current findings within the larger body of literature.

In conclusion, this study used the Connor-Davidson Resilience Scale, Rosenberg's Self-Esteem Scale, and Family Cohesion Scale (FACES II) to investigate the effects of family environment on resilience and self-esteem among young adults in the Delhi NCR region. The findings showed a strong correlation between self-esteem, resilience, and family environment; those who reported having a supportive home environment also reported higher levels of resilience and self-esteem.

The investigation also revealed distinctions between day scholars and hostellers, with the former showing stronger resilience and self-esteem while reporting a poorer familial situation than the latter. These results highlight how crucial it is to consider unique situations and surroundings when assessing how family dynamics affect psychological health.

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This study adds to our knowledge of how the family environment shapes young people's resilience and sense of self-worth by showing the positive correlation between psychological outcomes and family cohesion, which has clarified in prior research. Understanding the importance of family support networks can help develop interventions that work to improve family connections and support positive psychological outcomes in people, especially during significant life transitions like college.

In the end, creating a family that is supportive not only improves individual wellbeing but also gives young adults the tools they need to successfully face the challenges of adulthood. Therefore, funding programs that support healthy family dynamics has potential to support young adults' psychological resilience and general well-being in the Delhi NCR area and beyond.

Limitations

The present research had been carried out within a short duration of time and thus faced following constraints;

- The study relied on self-report data, these instruments have limitations.
- The data was collected through online form thus increasing the possibility of extraneous variables like acceptance and social desirability.
- Sample size could have been larger that could have allowed more differences to be studied upon regarding the objectives of the research.
- Less work has been done regarding the independent and dependent variable.

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Conflict of Interest

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