

THE IMPACT OF FAMILY ENVIRONMENT ON STUDENTS' SELF-ESTEEM IN MATHURA DISTRICTS

Ravi Kant¹ and Dr. Devki Nandan Sharma²

ResearchScholar¹ and Professor²
G.L.A University, Mathura, India^{1, 2}

Abstract

Effect of Family Environment on Students' Self-Esteem in this Study. 260 students from Mathura areas made up the sample, and they ranged in age from 15 to 18. A youngster can be motivated by and successful in the family in all facets of social life. A survey approach and standardised tools were used to gather data for the study of home environment and self-esteem. In order to determine the impact of the home environment on the child's self-esteem, the home Climate Scale (FCS) by Dr. Beena Shah¹ and the Self-Esteem Inventory (SEI) by Drs. M.S. Prasad and G.P. Thakur² questionnaires^{1,2} have been utilised. The results of the researcher's analysis of the information gathered also demonstrate that "There is no significant difference in the Self-Esteem and Family Environment of UP & CBSE board senior secondary level students of Mathura district."¹ and "There is no significant difference in the Self-Esteem and Family Environment of senior secondary level male and female students of Mathura district."² is accepted¹ rejected².

Keywords:- Family Environment, Self-Esteem, Senior Secondary.

Introduction

Parenting style may also have a big impact on how someone develops their sense of self. High self-esteem elementary school pupils often have caring, supportive parents who set reasonable expectations for their kids and include them in decision-making. Even though research to date has only shown a connection between warm, loving parents and kids who have high self-esteem, one could easily argue that all of these parental involvements play a causal role in the growth of self-esteem.

Self-esteem is a term used to describe a person's everyday assessment of their own significance. It contains beliefs such as "I am competent," as well as feelings like "success," "desperation," "pride," and "shame." It may also be used to emphasise a specific skill, as in "I consider myself to be a good person and I'm proud of that" or "I believe I'm a good writer and I'm proud of myself." Self-esteem is the same as self-worth, self-regard, self-respect, self-love, and self-integrity. Morris Rosenthal, a social learning researcher, described self-esteem as a consistent impression of one's value or as the result of a study that was conducted to discover it in the start of 1969. As a result, our self-image is a notion of personality, and for it to develop, we need to feel worthy of ourselves, which we shall do through embracing.

Childhood experiences that encourage good self-esteem include being listened to, being treated with respect, receiving appropriate attention and affection, having triumphs acknowledged, and having mistakes or failures acknowledged and accepted. Being harshly judged, suffering from physical, sexual, or emotional abuse, being unnoticed or mocked, or being subjected to unrelenting pressure to be "perfect" are all situations that can damage one's self-esteem.

A person's family determines how strong their character is. The process used to compile society's natural history. Any needs a person may have in terms of cooperation, love, friendship, or need will be met by his or her family. The term "family environment" describes the conditions and social setting of a family. Since each family is made up of a variety of people in various circumstances, each family's atmosphere is unique. The ways in which settings might differ are numerous. A family is a group that inspires and supports a kid to succeed in all facets of socialisation. We may thus draw the conclusion that a child can pick up social skills from his or her own family.

The home setting is the most important environment for the growth and preservation of human existence as well as the development of different personality traits. The ideal home environment is one in which parents take a genuine interest in and love their children, give them opportunities to express their opinions without restraint, employ the least amount of physical and psychological punishment required, allow their children to act independently, and refrain from giving them infantile care. Additionally, it's best when kids are free from being forced to follow their parents' wishes.

The likelihood of having insufficient psychosocial resources and long-term negative effects for one's mental and physical health is increased not just by the home setting but also by other elements of the early life environment. Of these factors, low childhood SES appears to be the most important. Families serve as children's primary socialising environments since they are where they spend the majority of their early years. The family environment is made up of the circumstances and social atmosphere that exist inside families. Since every family is made up of various people living in various situations, every family environment is unique.

The probability of psychological discomfort and poor physical and mental health outcomes decreases as one climbs up the socioeconomic and racial SES ladder (Adler & Rehkopf, 2008). This is due to well-established socioeconomic and racial differences in mental and physical health outcomes. The link is largely linear rather than asymptotically, which implies that as you climb the ladder, your resistance to disease, psychological suffering, and early mortality increases. The absence of psychological services is probably to blame for these disparities. The early childhood home environment is thought to be a key factor in the development of psychological resources.

Statement of the problem:-

The researcher argues that an individual's self-esteem is mostly derived from their education, family environment, and humanity. A person can raise his degree of self-esteem by using these resources.

The researcher's concept struck him as a way to pinpoint these details, therefore he chose the title below: "The Effect of Family Environment on Self-Esteem of Mathura District Senior Secondary level."

Objectives of the study:-

The study's objectives, which are as follows, must be determined after influencing the title.

- Study of the effect of Family Environment on Self-Esteem of UP & CBSE board senior secondary level students of Mathura district.
- Study of the effect of Family Environment on Self-Esteem of senior secondary level students of Mathura district

Hypothesis of the study:-

The researcher developed the following hypothesis after influencing the study's goals in order for the problem to be perceived correctly and persist:

- Ho1:- “There is no significant difference in the Self-Esteem and Family Environment of UP & CBSE board senior secondary level students of Mathura district.”

- Ho2:- “There is no significant difference in the Self-Esteem and Family Environment of senior secondary level male and female students of Mathura district.”

Sample:-

The researcher conducted a test that took a sample of 260 students at the level of 15-18 from Mathura and Agra districts of Uttar Pradesh.

Study Methods:-

Research methodologies may be categorised using a variety of categories. The current study indicates that, instead, the survey technique will really be pertinent to the goal for which it has been included, taking into consideration the gender, educational level, class, community, etc., so that the child's self-esteem and home environment may be adequately studied.

The survey method is considered to be a very good strategy for addressing the effort in children's education, and it is widely used in various.

In a statement, the survey method is a significant method of studying the actual environment, behavior, and effort in education, which is used to collect data for upgrading in the field of education.

Data analysis:-

1. “Study of the effect of Family Environment on Self-Esteem of UP & CBSE board senior secondary level students of Mathura district.”

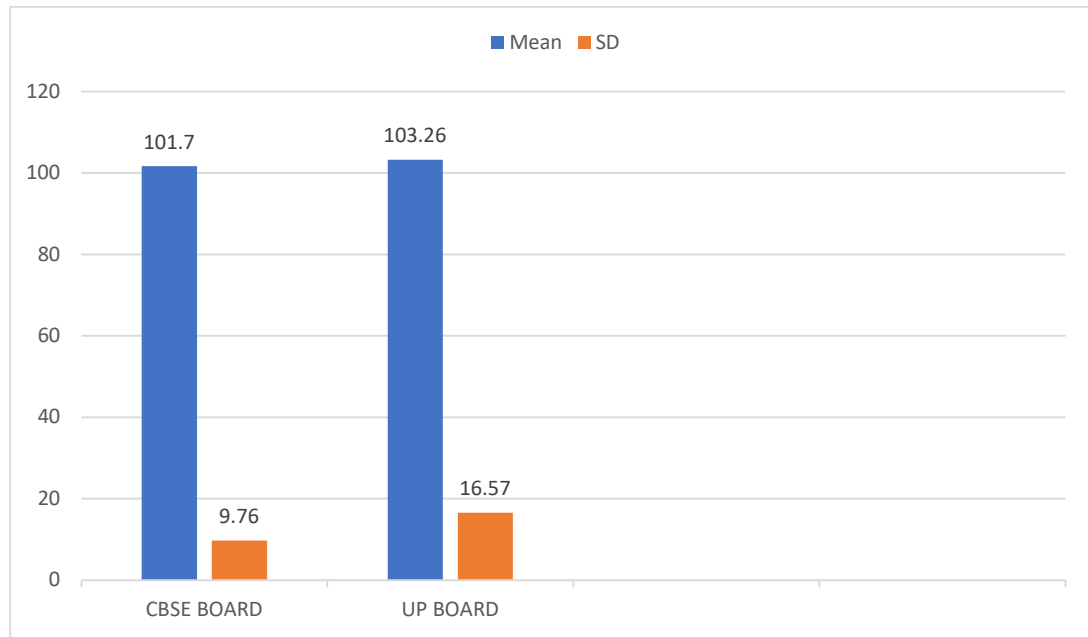
The mean, standard deviation, and cr details to determine the effect of family environment on the Self-Esteem of secondary students are shown in the following table-

Table 1

Showing Mean Score, SD, Cr value of family environment on senior secondary students' Self-Esteem.

S.No.	District	Board	Students	Mean	S.D	df	Cr value	Significant level
1.	Mathura	CBSE	130	101.70	9.76	258	1.11	No Significant Difference
2.	Mathura	UP	130	103.26	16.57			

***0.05 level**



The upper secondary level CBSE and UP Board students in Mathura were discovered to have a mean family environment score of 101.70 and 103.26, respectively, as can be seen from the observation of table no. 1 above. For higher secondary level CBSE and UP Board students in Mathura, the corresponding standard deviation of the family environment on self-esteem was determined to be 9.76 and 16.57. Respectively, that is, the cr-value between the Family Environment on Self-Esteem of CBSE and UP Board students of Mathura District was found to be 1.11, which is no significant difference from the level of 0.05.

Therefore, the hypothesis “There is no significant difference in the Self-Esteem and Family Environment of CBSE & UP Board senior secondary level students of Mathura district.” is accepted.

Rai Sumnima (2021) found that there was no significant difference in the Self-Esteem and Family Environment of Senior Secondary level students.

2. “Study of the effect of Family Environment on Self-Esteem of senior secondary level students of Mathura district.”

The mean, standard deviation, and cr details to determine the effect of family environment on the Self-Esteem of secondary students are shown in the following table-

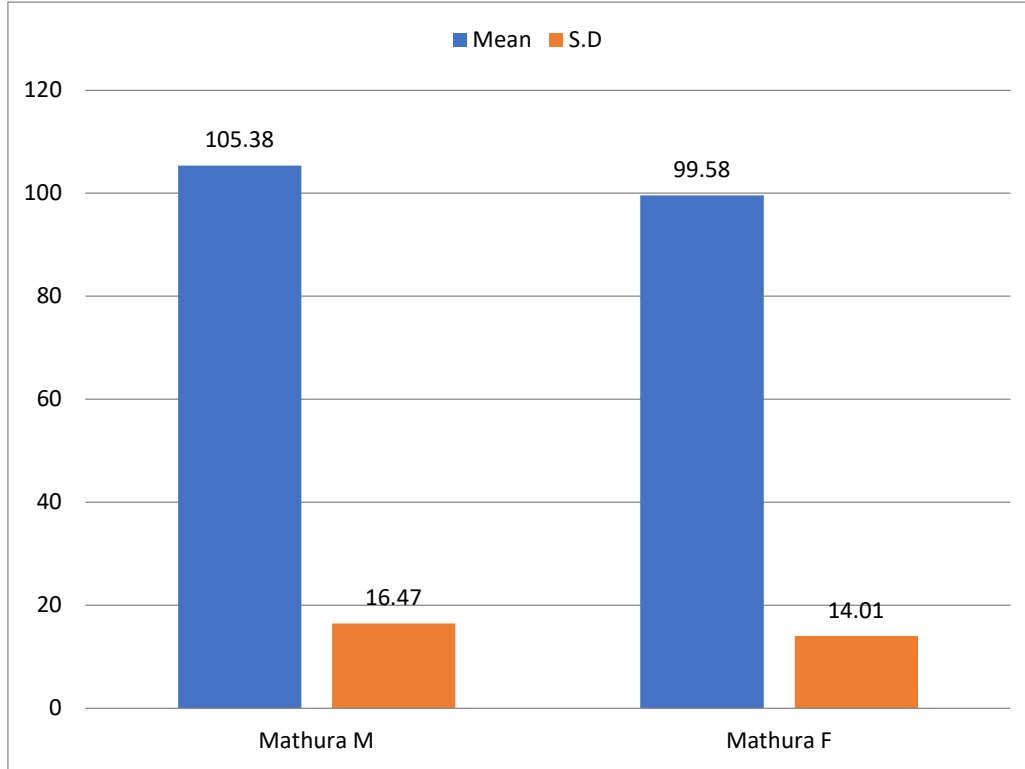
Table 2
Showing Mean Score, SD, Cr value of family environment on senior secondary students' Self-Esteem.

S.No.	District	Gender	Students	Mean	S.D	df	Cr value	Significant level
1.	Mathura	M	130	105.38	16.47			

THE IMPACT OF FAMILY ENVIRONMENT ON STUDENTS' SELF-ESTEEM IN MATHURA DISTRICTS

2.	Mathura	F	130	99.58	14.01	258	3.06	Significant Difference
----	---------	---	-----	-------	-------	-----	------	------------------------

*0.05 level



From the observation of the above table no1, it is known that the mean of the Family Environment on Self-Esteem of higher secondary level male and female students of Mathura were found to be 105.38 and 99.58. Respectively, the standard deviation of the Family Environment on Self-Esteem of higher secondary level male and female students of Mathura was found to be 16.47 and 14.01. Respectively, that is, the cr-value between the Family Environment on Self-Esteem of the male and female students of Mathura District was found to be 3.06, which is a significant difference at a level of 0.05.

Therefore, the hypothesis “There is no significant difference in the Self-Esteem and Family Environment of senior secondary level male and female students of Mathura district.” is rejected.

Hirekerur Shilpa L (2018) found that There was a significant difference between male and female teacher trainees concerning their self-esteem, self-confidence, family environment, and spiritual intelligence.

Conclusion:-

The home environment significantly affects both male and female students' self-esteem, but there is no discernible difference between CBSE and UP Board pupils, according to a thorough analysis of the relevant literature we performed. The poll revealed that, in terms of the child's

self-esteem, there are no appreciable differences in the familial circumstances of students in upper secondary levels. Therefore, it is clear that a family environment affected the Self-Esteem of the male and female children, and it is clear that a Family Environment not affected the Self-Esteem of the CBSE and UP Board children.

References:-

- Albers L J, Doane, JA, Mintz Jim (2004). Social competence and family environment: 15-year follow-up of disturbed adolescents. *Family Process*, 25(3): 379 – 389.
- Andrews, B., Brown, G.W., 1993, “Self-esteem and vulnerability to depression: the concurrent validity of interview and questionnaire measures”. *Journal of abnormal psychology*, 102, 565.
- Coopersmith, S., (1967), *The antecedents of self-esteem*, Freeman Press, San Francisco.
- Kaur Jagpreet, Rana JS, Kaur Rupinder (2009) Home environment and academic achievement as correlates of self-concept among adolescents. *Stud Home CommSci*, 3(1): 13-17.
- Rani Mohanraj, Latha(2005) A study of perceived family environment about adjustment and academic achievement. *Journal of the Indian Academy of Applied Psychology*, 31(1-2): 13-18.
- Best, John. W. and Kahn, James. V. 1995. *Research in Education* (seventh edition). Prentice Hall of India, New Delhi.
- Bhatnagar, Suresh and Saxena, Anamika. 2010 *Advance Educational Psychology*. R. Lall Book Depot. Meerut.
- Aggarwal Richa (2021). The effect of family environment on the self-esteem of adolescents about their socioeconomic status. ISSN 2348-5396.
- Bansal Aditi (2016). To study the correlation between the scores of family environment and self-esteem of adolescents.
- Conger R. D. and Donnellan M. B. (2007). An Interactionist Perspective on the Socioeconomic Context of Human Development. *Annual Review of Psychology*. 58:175–99.
- Branden, Nathaniel. (1994) *The six pillars of Self-Esteem*: Bantam New York Toronto London Sydney Auckland (ISBN 978-0-553-37439-1).
- Dhir, R.C. and Sahoo, D.D 2010. *Methodology of Educational Research Statistics and Pedagogical Skill Testing*. Kalyani Publishers. New Delhi.
- <https://shodhganga.inflibnet.ac.in/handle/10603/298495>
- <https://shodhganga.inflibnet.ac.in/handle/10603/267730>
- <https://shodhganga.inflibnet.ac.in/handle/10603/72695>