



# Study of Self Esteem of Secondary School Students in Relation to their Family Environment

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## 1. Introduction

All round development of the children is the ultimate goal of education and therefore the learning experiences provided to them contribute towards the achievement of this end. Right from the birth, the child is influenced by all the factors surrounding him though Individual differences due to genetic influences are beyond the control of scientists and educationists. One of the most common beliefs is that the development of the child is considered only from the point of view that development depends on what goes on in a school. That is why perhaps most parents seek and want their children to be sent for better schooling, particularly to schools with the best available infrastructure and teachers. There is need to identify the determinants of educational growth from various aspects of life, which seem to guide an individual's performance in school. Identification of these determinants shall ensure maximum possible growth of abilities in the children and enable the educators to visualize the relevant factors.

## 2. Objectives of the Study

The investigator has carried out the present study with the following objectives.

1. To find out the relationship between self esteem of student and family environment.
2. To find out the difference between self esteem of student belonging to high and low family interaction groups.
3. To find out the difference between self esteem of students belonging to high and low socio economic status.

## 3. Hypothesis

The following hypotheses were framed to achieve the objectives of the present study:

- Ho<sub>1</sub>:** There is significant positive relationship between self esteem of school children and family environment.
- Ho<sub>2</sub>:** There is significant difference between self esteem of students belonging to high family interaction group and low family interaction group.
- Ho<sub>3</sub>:** There is significant positive relationship between self esteem of school children and socio economic status of the family.

## 4. Sample

Sample for the present study was selected from two schools of Palanpur. A sample of 175 students was selected through random sampling and taken up for the study. Students of class IX and X were taken from two different schools.

## 5. Tools Used

Coppersmiths self esteem inventory was used to collect data on self esteem. It is in English and highly reliable. Family environment scale was constructed and standardized by the investigator having 49 questions.

## 6. Administration and Scoring

The investigator contacted the teachers individually to take permission to collect data from students. The investigator talked to the students for some time to establish rapport with them before their responses were recorded. For self esteem inventory, two response columns like me and unlike me were there. For family environment there were three options to each question – Always (1) sometimes (2), and never (3) which are given against each question and the respondent who agreed to 1 got score 3 and who agreed to 2 and 3, respectively got 2 and 1, respectively. The score 72 and above showed higher family interaction and 71 and below low family interaction.

## 7. Analysis

The data was analyzed with coefficient of correlation to find out the relationship and ‘t’ to find out the differentials and by comparing it with table value of  $t_1$  it was found whether the differences were significant or not. 96 students belonged to high family interaction group and 79 belonged to low family interaction group. Again 105 students were having high self esteem and 70 were having low self esteem. Further in high family interaction group 71% were having high Self esteem and 46.56% were having high self esteem from lower family interaction group. In low self esteem it was found that 29% belonged to higher family interaction group and 53.44% belonged to lower family interaction group. It shows that more number of students having high self esteem belonged to high family interaction group. Furthermore, percentage of students having low self esteem belonged to low family interaction group. It depicts that family environment has its impact on self esteem of students.

## 8. Findings

These findings are tentative to the data analyzed and their generalizations can be extended only to similar sample and population. The main findings are as follows –

1. Positive and significant relationship was found between self esteem of students and family environment. Children experiencing higher family interaction are found to have higher self esteem than those experiencing lower family interaction.
2. There is no significant relationship between self esteem of school children and their socio economic status.
3. The percentage of students (71 %) having high self esteem belonging to high family interaction group was higher as compared to the students (47 %) belonging to low family interaction group.
4. The percentage of students (29 %) having low self esteem belonging to high family interaction group is low as compared to the percentage of students (53 %) belonging to low family interaction group.

## 9. Conclusion

On the basis of the obtained results, it can be stated that the relationship between self esteem of school children and their family environment is positive and significant. Again there exists significant difference between the self esteem of students belonging to high and low family interaction group. The impact of socio economic status on the self esteem is found to be insignificant. It can be concluded that family interactions or environment influenced the self esteem of secondary school students.

## 10. Educational Implications

The study has its implications for the parents. As family environment influences the children parents should work to develop their children’s innate qualities so that the child grows in such a manner which is socially desirable and acceptable.

They should provide conducive home environment. Outdoor and indoor activities should be provided. Parents should be involved with the children. They should be role models to the children. Parents should allow the children to enhance their hobbies and their interests. Opportunities should be provided so that their hidden capabilities get exposure. Parents should help their children in their

studies and keep in touch with the teacher's also. They can discuss the activities and problems of their children. Educational institutions like school can screen the students who need stimulation and support.

### References

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2. Buch, M.B. (1998). Fifth survey of research in education, NCERT, New Delhi.