

RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND SELF ESTEEM OF HIGHER SECONDARY STUDENTS

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Abstract

The objective of the study was to find out whether there is any significant relationship between family environment and self-esteem of higher secondary students. The sample consists of 300 participants at higher secondary students procured from nine higher secondary schools in Srivilliputtur Taluk through a simple random sampling technique. The findings of the investigation revealed that there is significant relationship between family environment and self-esteem of higher secondary students.

Introduction

Adolescence is an age of swift physical and emotional change and the transition period between childhood and adulthood. During this period, the person is faced with many problems and has a wide range of needs. Among these requirements, the need for self esteem has a special place; satisfying this need can have an optimistic impact on other needs. Typically, self-esteem gradually increases until adolescence, but during adolescence, it often decreases. In this regard, Carlson and Gjerde believe that girls, compared to boys, experience a drastic reduction in self-esteem in early adolescence. All-round expansion of the brood is the eventual aim of instruction, and therefore, the learning experiences provide to them contributes towards the attainment. One of the most common beliefs that the progress of the children considers only from the point of vision that progress depends on what goes on in a school. That is why perhaps most parents seek and want their children to send for better schooling, particularly to schools with the best available infrastructure and teachers. There is a need to recognize the determinants of instructive development from various features of existence, which seem to direct an person's presentation in institution. Identification of these determinants shall ensure maximum probable enlargement of abilities in the brood and facilitate the instructors to visualize the pertinent issues.

Significance of the Study

Adolescence is a period in which boys and girls face many problems and issues. Adolescence is the most important stage of development. The type of characteristics one develops in his/her adolescent period lasts throughout life. The situations, conditions, and environment in which they live always reflect in their personality. Self-esteem is one of the most vital factors required for everybody to succeed in life. And it is very much clear that Self Esteem/Self Identity mainly generates in the adolescent period. It is the period of

intellectual, social, emotional, and mental development. And family is the place from where an individual starts his/her first social development. It is the first school for every individual; it plays a crucial role in one's life. To identify the conditions related to the family environment among adolescents which manipulate their self-esteem. The family environment which may positively correlate with the self-esteem of adolescents. To recover the family circumstances so that enhanced development in adolescents, this may prove significant in bringing success to our nation. Realizing the influence of the family environment and self-esteem of adolescents on each other, the investigator decided to undertake this research. Moreover, the lack of investigates in this period also support the investigator to search into it, and the researcher determine to behavior learn in this field.

Objectives

1. To measure the level of the family environment of higher secondary students.
2. To measure the level of self-esteem of higher secondary students.
3. To determine whether there is any significant relationship between family environment and self-esteem of higher secondary students.

Methodology

A descriptive survey method is used for this study.

Population for the Study

The population of the study is the students from higher secondary school in Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The sample for the present study comprises 300 students from high school, nine higher secondary schools of Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

Tool

The family environment scale and Self-esteem scale were prepared and validated by the investigator and guide (2020)

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation

Analysis of Data

Objective: 1

To measure the level of the family environment of higher secondary students.

Table 1 Level of Family Environment of Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
60	20.1	185	61.9	54	18.1

20.1 % of have low, 61.9 % of them have moderate, and 18.1% of them have a high level of the family environment of higher secondary students.

Objective: 2

To measure the level of self-esteem of higher secondary students

Table 2 Level of Self Esteem of Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
63	21.1	183	61.2	53	17.7

21.1% have low, 61.2% of them have moderate, and 17.7% of them have a high level of self-esteem intelligence of higher secondary students.

Null hypothesis

There is no significant relationship between the family environment and self-esteem of higher secondary students.

Table 3 Relationship Between Family Environment and Self Esteem of Higher Secondary Students

<i>Family environment</i>		<i>Self-esteem</i>		ΣXY	<i>Calculated 'r' value</i>	<i>Remarks</i>
ΣX	ΣX^2	ΣY	ΣY^2			
54369	154235	2345	126504	138321	0.200	S

(Table value of 'r' is 0.088, S - Significant)

The calculated 'r' value (0.200) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. It shows that there is a significant relationship between the family environment and self-esteem of higher secondary students.

Major Findings

1. 20.1 % of have low, 61.9 % of them have moderate, and 18.1% of them have a high level of the family environment of higher secondary students.
2. 21.1% have low, 61.2% of them have moderate, and 17.7% of them have a high level of Self esteem Intelligence of higher secondary students.
3. There is a significant relationship between the family environment and Self- esteem of higher secondary students.

Interpretation

The correlation test result shows that there is significant relationship between the family environment and self-esteem of higher secondary students. The family environment and self-esteem have a positive correlation. The reason may have the home environment plays an important role of adolescent's self-esteem and also parents should take special care to

maintain a satisfactory and peaceful atmosphere at home to encourage learning among their children. It makes them develop self-esteem of higher secondary students. \

Recommendations of the Study

1. Parents can do the same, and encouraging their children to participate in extracurricular activities that match their talents further promote self-esteem.
2. Counselors, or school administrators or teachers, who face problems with adolescents like aggression, depression, or use of drugs, can also be benefited from the findings of this study. It is evident that the home environment plays an important role still the family environment of adolescents is also affected by their self-esteem which is a feeling of individual value influenced from performance, abilities, appearance, and decision of significant others, and from present findings, it is evident that higher the self-esteem higher will be the emotional maturity of the adolescents.
3. By encouraging students to work to the best of their ability and being genuinely interested in their progress, teachers can enhance the self-esteem of all students, regardless of their talent.
4. Parents should take special care to maintain a suitable and peaceful atmosphere at home to encourage learning among their children. They should not criticize their children for poor academic performance or any other reason.
5. Parents should encourage their children to interact and learn from mutual groups for studying, Also children; should be motivated to have social interactions with family members, relatives, and friends so that they get to know about various career opportunities.
6. The teacher should provide such an atmosphere to children in whom they can feel independent and secure. He/she should emphasize that the children in such a way that a feel as they are living at their home and with their parents. The school authority, as well as the teacher, should consider the above things, which ultimately help them to improve their performance in academics.
7. The teachers to be a good role model and make school conducive environment to help the new generation to values.
8. The teachers should provide opportunities for students to express views freely and act accordingly leads to better achievement in academics.
9. The teacher should try to maintain his / her accepting behavior towards students, making them feel easy and free to express and thinking thus leading them to better performance in academics.

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