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A Study of Self-Esteem and Family Environment among Adolescents on the basis of Gender

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Abstract

Aim: The aim of the study was to observe self-esteem and family environment among adolescents on the basis of gender. **Materials and Methods**: A sample of 200 adolescents (100 males and 100 females) were selected from Ludhiana, Punjab. For data collection, Rosenberg Self-Esteem Scale by Rosenberg (1975) and Family Environment Scale by Rudolf H.Moos (1994) was used. **Results**: No statistically significant difference was found between mean scores of self-esteem of male and female adolescents. A statistically significant difference was found in mean scores of overall family environment among male and female adolescents. **Conclusion**: It was concluded that male adolescents have more scores of self-esteem as compared to female adolescents but this difference was not statistical significant. The mean scores of overall family environment of female adolescents was more than male and this difference was statistical significant. Thus, gender does not contribute to the self-esteem of adolescents but gender does contribute family environment.

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Introduction

Self-esteem is defined as an individual's perception of their intrinsic worth and value. It also encompasses the emotional responses that stem from perceived self-worth or lack thereof. The significance of self-esteem lies in its profound influence on personal decision-making and behaviour. Individuals with high self-esteem tend to exhibit greater motivation to maintain their well-being and to pursue personal goals with persistence and determination. Conversely, individuals with low self-esteem often struggle to view themselves as deserving of positive

outcomes or capable of achieving them. According to Sedikides and Gress (2003) "Self-esteem refers to individual's perception or subjective appraisal of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self." Self-esteem can be broadly categorised into three types: high self-esteem, low self-esteem, and inflated self-esteem. Individuals with High self-esteem typically exhibit a strong sense of self-worth and confidence in their abilities. They tend to engage effectively in social interactions, demonstrate assertiveness, and maintain a generally positive outlook on life. Conversely, individuals with Low self-esteem often lack self-confidence and struggle to recognise their own value. This form of self-esteem is characterised by persistent self-doubt, insecurity, and fear of failure, which may inhibit personal development and success. These individuals frequently experience emotional instability. Whereas Inflated self-esteem is marked by an exaggerated sense of self-importance and superiority over others. Individuals exhibiting this type of self-esteem often underestimate or dismiss the value of others and struggle to form healthy interpersonal relationships. They may exhibit excessive competitiveness and a strong desire to dominate, often equating success with personal worth. However, this mind set frequently obstructs genuine fulfilment and emotional satisfaction. The family environment "involves the circumstances and social climate stipulations within families". In the context of human society, a family derived from Latin word familia which is a group of people related either by consanguinity or co-residence. In most societies, the family surroundings is the most important organisation for the socialisation of kids and adolescents. Since every family is made up of distinctive individuals in a different setting, each family environment is unique. The environments can range in many ways. A person's well-being are centred at the start inside their families, the family environment becomes the important agent of socialisation. It is a social group consisting of a father, mother and one or more children. Family has been described through exclusive social scientists. According to Gladding (2011), "A family consists of those people who are biologically or psychologically related (through) historical, emotional or economic bonds and who perceive themselves as a part of household." Family consists of many types eg: Nuclear families, additionally known as basic or ordinary families, consist of two parents (usually married or frequent law) and their children. Single parent families consist of one parent with one or more kids. In these cases, the parent both by no means married, is widowed, or divorced. Joint families are families with two or more adults who are related through blood or marriage, normally along with children. Childless families are families with two parents who can't have or do not desire kids. A stepfamily is when two separate families merge into one. A grandparent family is when one or extra grandparent is raising their grandchild or grandchildren. Divya, and Manikandan (2012) examined the influence of family environment and self-esteem on hostility of adolescents on four hundred participants including 138 males and 262 females. The variables Family environment, Self-esteem and Hostility were assessed by using Family Environment Scale, Self-esteem Inventory and Multiphasic Hostility Inventory. Data were processed by ANOVA (2x3) followed by Scheffe's test. The results revealed that Family Environment and Self-esteem have a major role in the development of Hostility among adolescents. Bansal (2016) found the correlation between the family environment and self-esteem of adolescents. The study was conducted on 200 adolescents (100 male and 100 female) studying in various educational institutes located in Bathinda. For data collection Family Environment Scale and Self Esteem Scale were used. The results of the investigation shows that their exist no gender differences in the mean scores of all the ten dimensions of family environment and even no gender differences exist in the mean score scores of self-esteem of adolescents. Further co-relational analysis revealed that self-esteem is positively correlated to Moral Religious Emphasis and negatively correlated to conflict dimension of family environment. Shi, Wang, Yao, Su, Zhao, and Chen (2017) examined family impacts on self-esteem in Chinese college freshmen. The participants were 2001 Chinese college freshmen with the age

from 16 to 20 years. Data were collected by using the family assessment device (FAD), the Rosenberg Self- esteem Scale, and self-report of family information. Comparison analysis indicated that the students from one child families, harmonious families, from families with higher income, or raised by their parents without the experience of grand parenting are more likely to show high self-esteem than their counterparts. The results of this study showed that the self-esteem of the college freshmen is highly correlated with their family's performance.

Materials & Methods

The present study was conducted on 200 adolescents. From which 100 were males and 100 were females from Ludhiana, Punjab. The age range of the adolescents were between 13-19 years. To assess self-esteem, Rosenberg Self-Esteem Scale (1975) was used which is designed by Rosenberg. It is of 10-item unidimensional scale that measures global self-worth by measuring both positive and negative feelings about the self. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. This scale is a self-report measure of self-esteem. To assess Family Environment, Family environment scale (1994) was used which is designed by Rudolf H. Moos. It consists of 69 items which were taken under three major dimensions. These are: (1) Relationship Dimensions (Cohesion, Expressiveness, Conflict, and Acceptance and Caring As such), (2) Personal Growth Dimensions (Independence and Active Recreational Orientation), and (3) System Maintenance Dimensions (Organization and Control). Items range from strongly agree to strongly disagree. The statistical significance level was ≤ 0.05.

Results

The mean, median and mode of the scores of self-esteem of male adolescents was 20.28±2.32, 20.00 and 19.44. The scores were proximate to each other. The values of skewness and kurtosis of male adolescents was -0.527 and 0.132 respectively showing that the distribution was negatively skewed and leptokurtic. However, these distortions are quite small. Therefore, the distributions can be taken as normal (Table 1 & Figure 1).

Table 1. Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of Scores of Self-esteem of Male & Female Adolescents

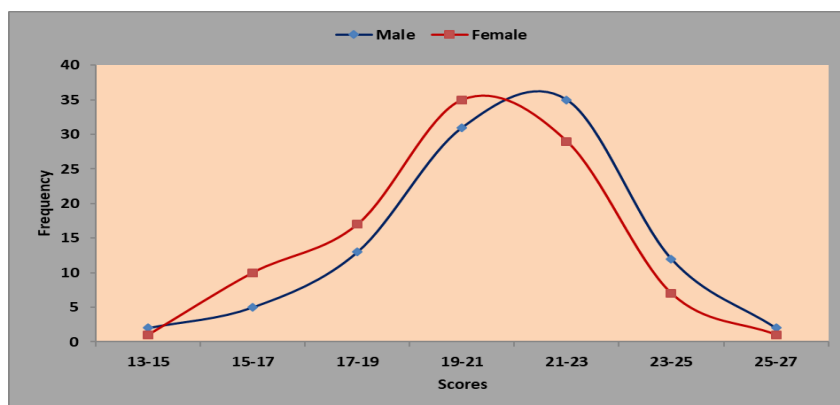|	Mean	Median	Mode	S.D.	Skewness	Kurtosis
Male	20.28	20.00	19.44	2.32	-0.527	0.132
Female	19.65	20.00	17.70	2.26	-0.130	-0.434

Figure 1. Frequency of Scores of Self-esteem of Male & Female Adolescents

The mean, median and mode of the scores of self-esteem of female adolescents was 19.65±2.26, 20.00 and 17.70 respectively, which are proximate to each other. The values of skewness and kurtosis in case of female adolescents are -0.130 and -0.434 respectively showing the distribution as negatively skewed and platykurtic. However, these distortions are quite small. Therefore, the distributions can be taken as normal (Table 1 & Figure 1).

**Table 2. Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of Scores
of Family Environment of Male & Female Adolescents**

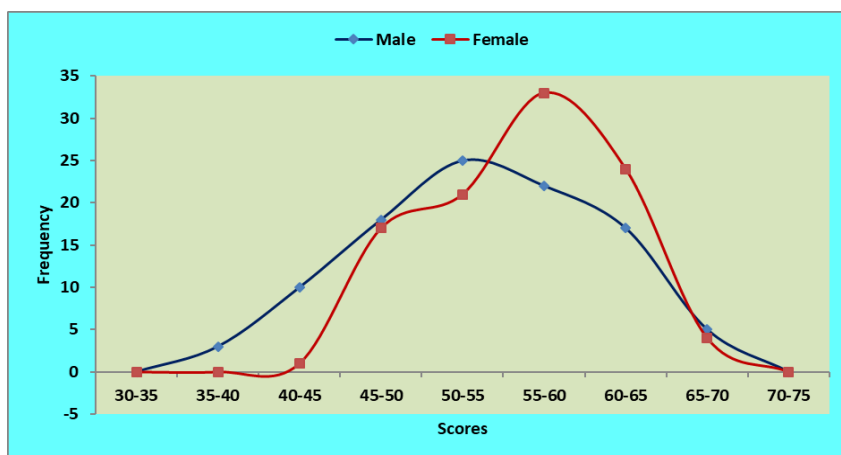|	**Mean**	**Median**	**Mode**	**S.D.**	**Skewness**	**Kurtosis**
Male	52.93	52.00	50.14	7.18	0.024	-0.864
Female	56.03	57.00	58.94	5.34	-0.135	-0.680

Figure 2. Frequency of Scores of Family Environment of Male & Female Adolescents

The mean, median and mode of the scores of family environment of male adolescents was 52.93±7.18, 52.00 and 50.14 respectively, which are proximate to each other. The values of skewness and kurtosis in case of male adolescents are 0.024 and -0.864 respectively showing the distribution as negatively skewed and leptokurtic. However, these distortions are quite small. Therefore, the distributions can be taken as normal (Table 2). The mean, median and mode of the scores of family environment of female adolescents was 56.03±5.34, 57.00 and 58.94 respectively, which are proximate to each other. The values of skewness and kurtosis in case of female adolescents are -0.135 and -0.680 respectively showing the distribution as negatively skewed and platykurtic. However, these distortions are quite small. Therefore, the distributions can be taken as normal (Table 2 & Figure 2).

To observe the difference if any in the mean scores of self-esteem among adolescents based on gender (male and female), t-test was used.

Table 3 and Figure 3 shows the mean scores of self-esteem of male and female adolescents and it was 20.28±2.32 and 19.65±2.26 respectively. It was found that the mean scores of self-esteem of male adolescents was more than female. The t-ratio was 1.94 and it was not statistically significant at .01 level. Thus, the difference in the mean scores of self-esteem of female and male adolescents was not statistically significant. In other words, we can say that gender does not contribute to the self-esteem of adolescents.

Table 3. T-ratio of Self-esteem between Male and Female Adolescents

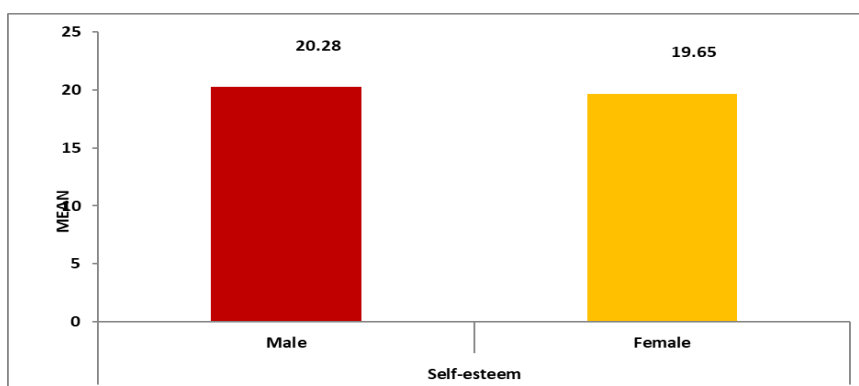| Variable	Group	N	Mean	S.D	t-ratio	Sig./Not Sig.
Self-esteem	Male	100	20.28	2.32	1.94	Not Sig.
	Female	100	19.65	2.26		

Figure 3. Mean Scores of Self-esteem among Male and Female Adolescents

To observe the difference if any in the mean scores of various dimensions of family environment among adolescents based on gender (male and female), t-test was used.

Table 4 and Figure 4 shows the mean scores of *cohesion* dimension of family environment among male and female adolescents and it was 5.50±1.34 and 6.18±1.34 respectively. It was found that the mean scores of cohesion dimension of family environment of female adolescents was more than male. The t-ratio was 3.60 and it was statistically significant at 0.01 level. Thus, the difference in the mean scores of cohesion dimension of family environment was statistically significant. In other words, we can say that gender does contribute to the cohesion dimension of family environment of adolescents.

Table 4 and Figure 4 shows the mean scores of *expressiveness* dimension of family environment among male and female adolescents and it was 4.88±1.34 and 5.65±1.37 respectively. It was found that the mean scores of expressiveness dimension of family environment of female adolescents was more than male. The t-ratio was 4.02 and it was statistically significant at 0.01 level. Thus, the difference in the mean scores of expressiveness dimension of family environment was statistically significant. In other words, we can say that gender does contribute to the expressiveness dimension of family environment of adolescents.

Table 4. T-ratio of Family Environment between Male and Female Adolescents

Group	Areas of Family Environment	N	Mean	S.D	t-ratio	Sig./Not Sig.
Male	**Cohesion**	100	5.50	1.34	3.60	Sig. at .01 level
Female		100	6.18	1.34		
Male	**Expressiveness**	100	4.88	1.34	4.02	Sig. at .01 level
Female		100	5.65	1.37		
Male	**Conflict**	100	5.07	1.22	1.38	Not Sig.

Female		100	5.30	1.12		
Male	**Independence**	100	5.89	1.06	3.02	Sig. at .01 level
Female		100	5.42	1.14		
Male	**Achievement Orientation**	100	5.97	1.07	0.90	Not Sig.
Female		100	5.83	1.13		
Male	**Intellectual-Cultural Orientation**	100	4.99	1.04	2.68	Sig. at .01 level
Female		100	5.40	1.12		
Male	**Active recreational orientation**	100	4.40	1.22	6.19	Sig. at .01 level
Female		100	5.40	1.05		
Male	**Moral-Religious Emphasis**	100	4.68	0.89	5.44	Sig. at .01 level
Female		100	5.43	1.06		
Male	**Organisation**	100	5.64	0.90	1.81	Not Sig.
Female		100	5.87	0.90		
Male	**Control**	100	5.91	0.83	2.88	Sig. at .01 level
Female		100	5.55	0.94		
Male	**Overall Family Environment**	100	52.93	7.18	3.46	Sig. at .01 level
Female		100	56.03	5.34		

Table 4 and Figure 4 shows the mean scores of *conflict* dimension of family environment among male and female adolescents and it was 5.07±1.22 and 5.30±1.12 respectively. It was found that the mean scores of conflict dimension of family environment of female adolescents was more than male. The t-ratio was 1.38 and it was not statistically significant at 0.01 level. Thus, the difference in the mean scores of conflict dimension of family environment was not statistically significant. In other words, we can say that gender does not contribute to the conflict dimension of family environment of adolescents.
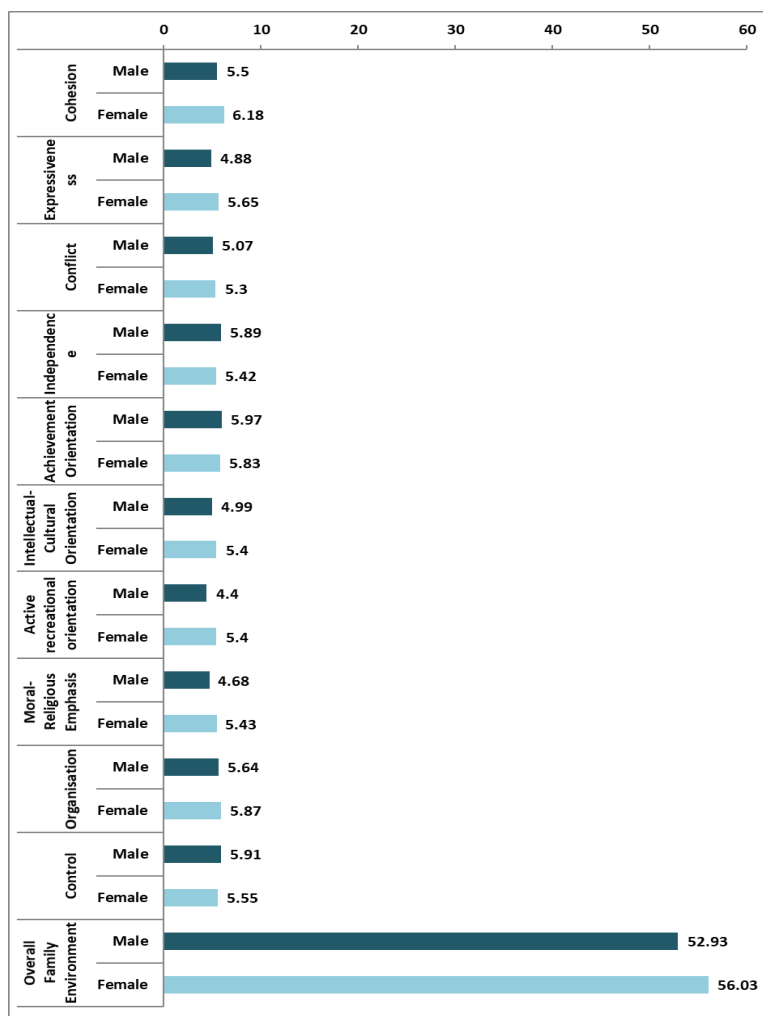
Figure 4. Mean Scores of Family Environment among Male and Female Adolescents

Table 4 and Figure 4 shows the mean scores of *independence* dimension of family environment among male female adolescents and it was 5.89±1.06 and 5.42±1.14 respectively. It was found that the mean scores of independence dimension of family environment of male adolescents was more than female. The t-ratio was 3.02 and it was statistically significant at 0.01 level. Thus, the difference in the mean scores of independence dimension of family environment was statistically significant. In other words, we can say that gender does contribute to the independence dimension of family environment of adolescents.

Table 4 and Figure 4 shows the mean scores of *achievement orientation* dimension of family environment among male and female adolescents and it was 5.97±1.07 and 5.83±1.13 respectively. It was found that the mean scores of achievement orientation dimension of family environment of male adolescents was more than female. The t-ratio was 0.90 and it was not statistically significant at 0.01 level. Thus, the difference in the mean scores of achievement orientation dimension of

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family environment was not statistically significant. In other words, we can say that gender does not contribute to the achievement orientation dimension of family environment of adolescents.

Table 4 and Figure 4 shows the mean scores of *intellectual-cultural orientation* dimension of family environment among male and female adolescents and it was 4.99±1.04 and 5.40±1.12 respectively. It was found that the mean scores of intellectual-cultural orientation dimension of family environment of female adolescents was more than male. The t-ratio was 2.68 and it was statistically significant at 0.01 level. Thus, the difference in the mean scores of intellectual-cultural orientation dimension of family environment was statistically significant. In other words, we can say that gender does contribute to the intellectual-cultural orientation dimension of family environment of adolescents.

Table 4 and Figure 4 shows the mean scores of *active recreational orientation* dimension of family environment among male and female adolescents and it was 4.40±1.22and 5.40±1.05 respectively. It was found that the mean scores of *active recreational orientation* dimension of family environment of female adolescents was more than male. The t-ratio was 6.19 and it was statistically significant at 0.01 level. Thus, the difference in the mean scores of *active recreational orientation* dimension of family environment was statistically significant. In other words, we can say that gender does contribute to the *active recreational orientation* dimension of family environment of adolescents.

Table 4 and Figure 4 shows the mean scores of *moral religious emphasis* dimension of family environment among male and female adolescents and it was 4.68±0.89 and 5.43±1.06 respectively. It was found that the mean scores of *moral religious emphasis* dimension of family environment of female adolescents was more than male. The t-ratio was 4.02 and it was statistically significant at 0.01 level. Thus, the difference in the mean scores of *moral religious emphasis* dimension of family environment was statistically significant. In other words, we can say that gender does contribute to the *moral religious emphasis* dimension of family environment of adolescents.

Table 4 and Figure 4 shows the mean scores of *organisation* dimension of family environment among male and female adolescents and it was 5.64±0.90 and 5.87±0.90 respectively. It was found that the mean scores of organisation dimension of family environment of female adolescents was more than male. The t-ratio was 1.81 and it was not statistically significant at 0.01 level. Thus, the difference in the mean scores of organisation dimension of family environment was not statistically significant. In other words, we can say that gender does not contribute to the organisation dimension of family environment of adolescents.

Table 4 and Figure 4 shows the mean scores of *control* dimension of family environment among male and female adolescents and it was 5.91±0.83 and 5.55±0.94 respectively. It was found that the mean scores of control dimension of family environment of male adolescents was more than female. The t-ratio was 2.88 and it was statistically significant at 0.01 level. Thus, the difference in the mean scores of control dimension of family environment was statistically significant. In other words, we can say that gender does contribute to the control dimension of family environment of adolescents.

Table 4 and Figure 4 shows the mean scores of *overall family environment* among male and female adolescents and it was 52.93±7.18 and 56.03±5.34 respectively. It was found that the mean scores of overall family environment of female adolescents was more than male. The t-ratio was 3.46 and it was statistically significant at 0.01 level. Thus, the difference in the mean scores of *overall family environment* was statistically significant. In other words, we can say that gender does contribute to the overall family environment of adolescents.

Conclusion

It was concluded that male adolescents have more scores of self-esteem as compared to female adolescents but this difference was not statistical significant. The mean scores of overall family

environment of female adolescents was more than male and this difference was statistical significant. Thus, gender does not contribute to the self-esteem of adolescents but gender does contribute family environment.

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Conflict of Interest: None declared