



## RESEARCH ARTICLE

### HOME ENVIRONMENT AND SELF-ESTEEM IN ADOLESCENTS

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#### ABSTRACT

Aim of the present study was to examine the gender differences in home environment and self-esteem of adolescents residing in urban and rural areas. A sample of 228 adolescents (Male=120, Female=108) with age ranging from (13 to 16 years) participated in the study. Home environment inventory by Mishra (1989) and Self-Esteem scale by Rosenberg (1969) were used to measure the variables (home environment and self-esteem). Results showed significant gender differences in protectiveness, punishment, social isolation, reward, deprivation of privileges, nurturance and rejection dimensions of home environment. Significant gender differences were found in self-esteem of adolescents. Significant urban and rural differences were found in only one dimension (nurturance) of home environment and significant urban and rural differences were found in self-esteem.

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## INTRODUCTION

Adolescence is a term that is derived from the Latin word 'adolescere', meaning "to grow" or "to grow to maturity" (Hurlock, 1981). World health organization defines adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19. Adolescence is a critical period of life. It is transitional stage marked with physical and psychological changes occurring between puberty and legal adulthood. Adolescence is described as a transitional period in which individuals experience major physical, cognitive, and socio affective changes (Dumont and Provost, 1999).

### Home environment

Among the social groups, home occupies the first as well as most important place for the development of the individual. Home is the person's primary environment from the time he is born until the day he dies; therefore its effect on the individual is also very significant and enduring. Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits (Rani, 2013). The home environment is the domestic environment, which relates to the running of a home and all the familial activities that take place inside of it (Miller and Maxwell, 2003).

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An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express its views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and expectations, where they are neither threatened of being isolated from beloved persons nor deprived of love, respect and childcare (Bhat and Aminabhavi, 2011). Kaur (2009) studied gender differences in home environment among 1011 Indian adolescents and reported significant gender differences in different components of home environment. Rani and Singh (2013) studied the home Environment and parenting styles of rural and urban children and found that there were significant differences in all aspects of home environment, namely responsivity, encouragement of maturity, emotional climate, learning material and opportunities, enrichment, family companionship, family integration and physical environment and significant differences were found between parenting style, namely authoritative, authoritarian and permissive in both mother and father parenting. Parmar (2014) found significant gender differences in control, punishment, social isolation, reward, deprivation of privileges, rejection and permissiveness dimensions of home environment. No significant gender differences were found in protectiveness, conformity and nurturance. Rapheal, Damodaran and Paul (2014) conducted a study on home environment of 290 families of adolescents

with participants in the age range of 13 to 18 years and from urban as well as rural areas. Results revealed that there were significant gender differences in 6 dimensions of home environment. Differences in place of residence of adolescents were significant only in two dimensions of home environment i.e. control and permissiveness. Paul (2015) concluded that there were significant gender differences in adolescents on home environment.

### Self-esteem

Self-esteem is the degree to which we perceive ourselves positively or negatively. It is our overall attitude toward ourselves (Baron, Branscombe, Byrne and Bhardwaj, 2010). Self-esteem is a case of I evaluating me, which results in either a positive or negative judgment. Thus, a person feels good about herself (positive self-esteem) if her current self compares well against possible selves, or she feels bad about herself (negative self-esteem) if the comparison is unfavorable (James, 1892). Rosenberg (1965) defined self-esteem as a favorable or unfavorable attitude toward the self. Polce-Lynch, Myers, Kliever and Kilmartin (2001) explored gender differences in self-esteem of adolescents. 93 boys and 116 girls in grades 5, 8 and 12 were taken for the study. Results indicated significant gender differences in self-esteem with girls showing lower self-esteem than boys.

Ahmad, Imran, Khanam and Riaz (2013) reported significant gender differences in the domains of personal, social and academic self-esteem. No gender differences were found in general, parent/home and overall self-esteem. Moksnes and Espnes (2013) explored gender differences in self-esteem and life satisfaction in 1,239 Norwegian adolescents aged 13–18 years. Results indicated that there were significant gender differences in self-esteem with boys scoring higher as compared to girls on self-esteem. Sprecher, James and Avogo (2013) concluded that there were significant gender differences in self-esteem of young adults with men having higher self-esteem than women. Tam, Lee, Har and Pook (2011) concluded that there were no gender differences in perceived social support and self-esteem among adolescents. Tamini and Valibeygi (2011) found that male students have high self-esteem than female students. Pike, Evangelista, Doering, Eastwood, Lewis and Child (2012) found that there were no sex and age differences in self-esteem. No gender differences were found in the overall self-esteem among the pre-adolescents children (Bhardwaj and Agrawal, 2013).

### Hypotheses

- H1-** There will be significant gender differences in home environment of adolescents.
- H2-** There will be significant gender differences in self-esteem of adolescents.
- H3-** There will be significant differences in type of residence in home environment of adolescents.
- H4-** There will be significant differences in type of residence in self-esteem of adolescents.

## MATERIALS AND METHODS

The present study was conducted to examine the gender differences and differences in type of residence in home environment and self-esteem of adolescents.

### Participants

This study was conducted on adolescents from different private schools of Jammu educational block. A total of 228 participants (Male = 120, Female = 108) were selected using random sampling technique.

**Measures:** Home Environments of the participants was assessed using Home Environment Inventory (HEI) prepared by Mishra, (1989). It consists of 10 subscales namely, A-Control, B-Protectiveness, C- Punishment, D-Conformity, E-Social Isolation, F-Reward, G-Deprivation of privileges, H-Nurturance, I-Rejection and J-Permissiveness. It is a 5 point Likert scale and each subscale contains 10 questions. Home Environment Inventory (HEI) claims high content as well as criterion related validity. Established reliability coefficient of each dimension are A-.879, B-.748, C-.947, D-.866, E-.870, F-.875, G-.855, H-.901, I-.841, J-.726 respectively .

**Self-esteem scale** by Rosenberg (1965). It is a ten-item Likert-type scale with items answered on a four-point scale from strongly agree to strongly disagree. Five of the items have positively worded statements and five have negatively worded ones. The Cronbach's alpha for various samples are in the range of .77 to .88.

**Procedure :** Data was collected by visiting different target schools and permission was taken from principals of each school for carrying out the research. Informed consent was taken from students of the each school. After getting permission and informed consent, questionnaires were distributed among the students. Filled out questionnaires were collected, encoded and analyzed by using t-test for independent sample.

## RESULTS AND DISCUSSION

Mean score of male adolescents in control is 23.66 and SD is 6.37 and mean score of female adolescents in control is 23.88 and SD is 6.21. The 't' value is .26 which is non-significant. It indicates that there were no significant gender differences in control dimension of home environment in adolescents. Mean score of male adolescents on protectiveness is 29.57 and SD is 6.71 and mean score of female adolescents in protectiveness is 31.67 and SD is 5.90. The 't' value is 2.49 which is significant at .05 level. The male adolescents differ significantly as compared to female adolescents on protectiveness. Mean score of male adolescents in punishment is 26.16 and SD is 7.25 and mean score of female adolescents in punishment is 24.27 and SD is 6.45. The 't' value is 2.06 which is significant at .05 level. It means that male adolescents differ significantly as compared to female adolescents on punishment. Mean score of male adolescents in conformity is 29.69 and SD is 5.73 and mean score of female adolescents in conformity is 30.35 and SD is 4.98 The 't' value is .92 which is non-significant.

The male adolescents do not differ significantly as compared to female adolescents on conformity. Mean score of male adolescents students in social isolation is 17.91 and SD is 6.82 and mean scores of female adolescents in social isolation is 15.30 and SD is 8.39. The 't' value is 2.58 which is significant at .01 level. It means male adolescents differ significantly as compare to female adolescents on social isolation. Mean score of male adolescents in reward is 30.40 and SD is 6.69 and mean score of female adolescents in reward

is 32.11 and SD is 6.15. The 't' value is 1.99 which is significant at .05 level. It means that male adolescents differ significantly as compared to female adolescents on reward.

mean scores of female adolescents in permissiveness is 20.80 and SD is 6.70. The 't' value is 0.22 which is non-significant. Therefore Hypothesis 1 is accepted in only Protectiveness,

**Table 1. Depicting the gender differences in home environment and self-esteem among adolescents**

Variables	Groups	N	Mean	Sd	t	Significance
Control	Male	120	23.66	6.37	.26	Non-Significant
	Female	108	23.88	6.21		
Protectiveness	Male	120	29.57	6.71	2.49	Significant
	Female	108	31.67	5.90		
Punishment	Male	120	26.16	7.25	2.06	Significant
	Female	108	24.27	6.45		
Conformity	Male	120	29.69	5.73	.92	Non-Significant
	Female	108	30.35	4.98		
Social isolation	Male	120	17.91	6.82	2.58	Significant**
	Female	108	15.30	8.39		
Reward	Male	60	30.40	6.69	1.99	Significant*
	Female	60	32.11	6.15		
Deprivation of privileges	Male	60	16.05	7.59	3.08	Significant **
	Female	60	12.85	8.07		
Nurturance	Male	120	22.48	6.61	3.90	Significant **
	Female	108	25.87	6.49		
Rejection	Male	120	14.96	8.12	2.55	Significant *
	Female	108	12.26	7.79		
Permissiveness	Male	120	21.00	6.61	.22	Non-significant
	Female	108	20.80	6.70		
Self-esteem	Male	120	14.35	0.93	2.54*	Significant
	Female	108	14.03	1.16		

\*\*p<.01, \*p<.05, other t values are not significant

**Table 2. Depicting the differences in home environment and self-esteem among adolescents residing in urban and rural areas**

Variables	Groups	N	Mean	Sd	t	Significance
Control	Urban	130	23.16	6.47	1.67	Non-significant
	Rural	98	24.57	5.96		
Protectiveness	Urban	130	30.11	6.49	1.23	Non-significant
	Rural	98	31.17	6.29		
Punishment	Urban	130	25.27	7.52	.01	Non-significant
	Rural	98	25.26	6.11		
Conformity	Urban	130	29.56	5.55	1.40	Non-significant
	Rural	98	30.58	5.13		
Social isolation	Urban	130	16.91	7.38	.53	Non-significant
	Rural	98	16.36	8.14		
Reward	Urban	130	31.14	6.43	.18	Non-significant
	Rural	98	31.30	6.59		
Deprivation of privileges	Urban	130	14.74	7.86	.46	Non-significant
	Rural	98	14.25	8.14		
Nurturance	Urban	130	23.25	6.61	2.17*	Significant
	Rural	98	25.20	6.81		
Rejection	Urban	130	13.89	8.05	.43	Non-significant
	Rural	98	13.41	8.11		
Permissiveness	Urban	130	20.90	6.64	.00	Non-significant
	Rural	98	20.90	6.69		
Self-esteem	Urban	130	14.23	1.04	2.37*	Significant
	Rural	98	13.66	1.11		

Mean score of male adolescents in deprivation of privileges is 16.05 and SD is 7.59 and mean score of female adolescents in deprivation of privileges is 12.85 and SD is 8.07. The 't' value is 3.08 which is significant at .01 level. The male adolescents differ significantly as compared to female adolescents on deprivation of privileges. Mean score of male adolescents in nurturance is 22.48 and SD is 6.61 and mean scores of female adolescents in nurturance is 25.87 and SD is 6.49. The 't' value is 3.90 which is non significant at .01 level. It means that male adolescents do not differ significantly as compared to female adolescents on deprivation of privileges. Mean scores of male adolescents in rejection is 14.96 and SD is 8.12 and mean scores of female in rejection is 12.26 and SD is 7.79. The 't' value is 2.55 which are significant at .05 level. It means male adolescents differ significantly as compared to female adolescents on rejection. Mean scores of male adolescents in permissiveness is 21.00 and SD is 6.61 and

Punishment, Social isolation, Reward Deprivation of privileges, Nurturance and Rejection dimensions of home environment. The present results are in conformity with the previous research findings as Parmar (2014), Raphael, Damodaran and Paul (2014) and Paul (2015) had also found significant gender differences in various dimensions of home environment among adolescents. Mean score of male adolescents in self-esteem is 14.35 and SD is 0.93 and mean score of female adolescents in self-esteem is 14.03 and SD is 1.16. The 't' value is 2.54 which is significant at .05 level. It means that male adolescents differ significantly as compared to female adolescents on self-esteem. Therefore Hypothesis 2 is accepted. Findings of significant gender differences in self-esteem among adolescents has also been reported by Polce-Lynch, Myers, Kliever and Kilmartin (2001), Joshi and Srivastava (2009), Tamini and Valibeygi (2011), Bachman, Malley, Doan, Trzesniewski and Donnellan (2011), Moksnes

and Espnes (2013) and Sprecher, James and Avogo (2013). On rural and urban residential differences, only one dimension of home environment (nurturance) showed significant differences. Mean score of urban adolescents on nurturance is 23.25 and SD is 6.61 and mean score of female adolescents in nurturance is 25.20 and SD is 6.81. The 't' value is 2.17 which is significant at .05 level. All other dimensions of home environment are non-significant. Therefore Hypothesis 3 is accepted in only nurturance dimension of home environment. Rapheal, Damodaran and Paul (2014) also found significant differences in urban and rural adolescents on only two dimensions of home environment. Mean scores of urban adolescents on self-esteem is 14.23 and SD is 1.04 and mean scores of rural adolescents on self-esteem is 13.66 and SD is 1.11. The 't' value is 2.37 which is significant at .05 level. It means that there are significant differences in urban and rural adolescents on self-esteem. Therefore Hypothesis 4 is accepted. In conclusion, the present study shows that male and female adolescents are different in protectiveness, punishment, social isolation, reward, deprivation of privileges, nurturance and rejection dimensions of home environment. On self-esteem the male and female adolescents also show significant differences. The present study also shows significant differences in urban and rural adolescents on only nurturance dimension of home environment. Significant differences in urban and rural adolescents are found in self-esteem.

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