



Role of Family Environment in Developing Self Efficacy of Adolescents

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ABSTRACT

The traditional Indian family system is undergoing a considerable change from its value orientation to living standards, patterns and interactions. Family is a central unit of the society where the basic needs of children are fulfilled. The family has an important role in development of different aspects of a person, particularly the virtues resulting from experiences gained during the process of socialization. The present study investigates the role of family environment in developing self efficacy, also called as perceived ability of adolescents. As India has the largest population of adolescents, their contribution in giving it a new shape would be prominent. The samples of 130 respondents within the age range of 13-18 (average age of 14.91) were evaluated in this study to investigate the relationship between family environment and self efficacy. The results showed positive association between family environment and self efficacy.

Keywords: Family Environment-1, Self Efficacy-2, Adolescent-3,

Introduction

Family is a primary socializing unit where the needs of children are fulfilled. A family plays very significant role by raising child in such a manner that he/she acquires the skills to face the challenges of life. If the family is well organized, the individual reflects this well-being into scholastic accomplishment and behaves appropriately. Home has a great influence on the students' psychological, emotional, social and economic state. Family background and environment affect child's reaction to life situations and his level of performance. A study conducted by Daulta et. al.¹ reveals that better quality of home environment helps in high scholastic achievement in children. In addition Mishra & Bamba² also found in their study that enriched family environment results in better school performance in comparison to low family environment. The results of study conducted by Muola et al.³ showed that supportive home environment has a positive impact on motivating student for academic achievement. Further, the family factors play an important role in adolescents' adjustment and academic achievement.⁴ They also recommended that family environment should be encouraging for academic achievement. In case the family environment is supportive towards facing challenges and achieving the task, then it has positive influence on development of self efficacy.⁵ Family structure also affects the development of self efficacy.

Joint family positively affects the development of self efficacy in children as they get unconditional love and opportunities by their grandparents to express themselves.⁶ Moreover gender difference was also found in the study of Singh & Udainiya,⁶ and it reveals that males were higher in self efficacy than females.

Self Efficacy

Self efficacy refers to the confidence people have in their abilities, that they can successfully perform a particular task.⁷ Parents and caregivers have influence on development of self efficacy or sense of competence by providing them encouraging, challenging and supportive atmosphere.⁵ Actual performance, vicarious experiences, verbal persuasion and emotional response are four sources of receiving information regarding self efficacy. These sources do not automatically affect the self efficacy, but received information cognitively weighed and appraised.⁵ A strong sense of competence facilitates information processing and performance in a variety of settings, including quality of decision making and academic achievement.⁷ Adolescents high in self efficacy have better family functioning and satisfaction with family life in comparison to low efficacious adolescents.⁸ The results of study conducted by Weiser & Riggio⁹ showed that students belonging to low socio economic status were high in self efficacy development. Self efficacy helps the person in strengthening the determination required to face the situation even when the circumstances are unfavorable. High efficacy beliefs are also related to the expansion of satisfying social relations which bring satisfaction to an individual's life.⁷ Self efficacy beliefs vary between individuals, fluctuate under different circumstances, and can change over time. Fluctuation in performance may be explained by fluctuation in self efficacy. For example, varying beliefs in self efficacy may alter outcome of a particular task, if it involves two similarly skilled individuals or the same person in two different situations.⁷ Self efficacy predicts intellectual performance better than skills alone, and it directly influences academic

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performance through cognition. Although past achievement raises self efficacy, it is student's interpretation of past successes and failures that may be responsible for subsequent success. Significant persons, society and own experiences have an impact on development of self efficacy. Dona et.al¹⁰ reported the superiority of males with regards to self efficacy as compared to females in various cultures. High self efficacy facilitates the person to become enthusiastic in life to face challenges, rather than low self efficacy.⁶ Family background influences the general self efficacy and academic self efficacy. Parental relationship and parental involvement significantly predicts the general self efficacy and academic self efficacy which leads to academic success.⁹

Keeping in view the above studies on self efficacy with other variables and family environment there is a need of understanding the relationship between Family Environment and Self Efficacy. The present study explored the relationship between Family Environment and self efficacy with two parameters:

1. Study the relationship between Family Environment and Self Efficacy of adolescents.
2. Importance of the gender difference in developing the self efficacy.

Material and Methods:

The sample for the present study consisted of adolescent in age group of 13-18 years (with average age of 14.91) taken from Kendriya Vidyalayas of Noida and Greater Noida, India. The sample for the present study consisted of 130 respondents.

Tools: The following tools were used:

1. Family environment scale developed by Bhatia and Chadha (1993). The scale consists of 69 items with five responses/choices ranging from "Strongly agree, to "Strongly disagree". The overall test reliability coefficient is 0.95.
2. General Self Efficacy scale Hindi (GSES-H) developed by Jerusalem and Schwarzer (1992) and adapted by S. Sud. The scale consists of 10 items with four responses/choices ranging from "Not at all true" to "exactly true".

The result was analyzed with coefficient of correlation to find out the relationship between family environment and self efficacy and 'F' test was conducted to find out the differentials.

Result and Discussion

H0: There is no significant relationship between family environment and self efficacy of adolescents.

H1: There exist a positive relationship between family environment and self efficacy of adolescents.

Table 1: Mean, SD, Correlation between Self Efficacy and Family Environment

Variables	Mean (SD)	Correlation (Pearson)	Sig. (2-tailed)
Self Efficacy	31.43 (±5.078)	r=.427**	.000
Family Environment	284.82 (±31.386)		

** Correlation is significant at the 0.01 level (2-tailed).

Table 2: Correlation of self Efficacy with subcomponents of Family Environment N=130

Variables	Self Efficacy Spearman's rho Correlation Coefficient	Sig. (2-tailed)
Cohesion	.216*	.013
Expressiveness	.256**	.003
Acceptance and Caring	.236**	.007
Conflict	-.191*	.030
Independence	.243**	.005
Active RecreationalActivities	.243**	.005
Organization	.210*	.017
Control	.286**	.001

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Family environment is associated with self efficacy with coefficient value of r=.427 (see Table 1). This means family environment has impact on self efficacy. Here the hypothesis formulated exists as there is a positive relationship between family environment and self efficacy of adolescents. Against the proposed hypothesis, the calculated value of p is less than standard value (see Table 1). This indicate that hypothesis H0 does not operate and so conclusively hypothesis H1 function here which gives inference that Family environment is associated with self efficacy. Mean and SD value strength and justify the acceptance of H1. Subcomponents of Family Environment i.e. Cohesion, Expressiveness, Acceptance and Caring, Conflict, Independence, Active Recreational Activities, Organization Control are associated with Self Efficacy (see Table 2). Negative association was found between self efficacy and conflict (see Table 2). It means a home environment with low level of conflict enhance the self efficacy. All subcomponents of family environment are associated with self efficacy at 0.01 and 0.05 level of significance. These results indicate that, Family Environment plays an important role in developing self efficacy. That means a healthy family environment creates a high sense of self efficacy. Healthy family environment provides good quality relationship among the family members, provides the opportunity for personal growth to each individual of the family, and has high-quality of control and organization of family system. On the basis of results it may be interpreted that if the child reared in cohesive, communicative and less conflictive atmosphere and receive unconditional love & regard and autonomy from the family members, then his/her self-perception about his/her abilities may be high. It helps them to develop optimistic approach in their life. Results of the present study support earlier study of Singh & Udainiya,⁶ and Schunk & Meece⁵ which revealed that family structure and environment encourages in facing challenges and achieving the task then it have positive influence in development of self efficacy.

H0: There is no gender difference in developing self efficacy of adolescents.

H2: There exists gender difference in developing self efficacy of adolescents

Table 3 Mean, SD and ANOVA on Gender Difference and Self Efficacy

Group	N	Mean (SD)	F	Sig.
Male	78	31.59 (±5.492)	.190	.664
Female	52	31.19(±4.424)		
Total	130	31.43(±5.078)		

Calculated F value indicates that there is no significant gender difference between the groups. Mean and SD value strengths and justify the acceptance of H2 (Table 3). The F value has been calculated to find out the gender difference, which shows no gender difference between the groups. It contradicts the study conducted by Dona et al. (2002). Further, another study also indicates that males were higher in self efficacy in comparison to their counterparts.⁶

Limitedly, there were only 130 participants in this study and they were all selected from Kendriya Vidyalayas of Noida and Greater Noida city. The sample is limited to Kendriya Vidyalayas and the findings could not be generalized to adolescents of other public or government schools by extension of evaluation based upon the present study. Further, it is proposed that similar study needs to be conducted by taking a larger sample size to find out the exact difference, if any, in self efficacy based upon gender.

Conclusion

The two variables namely family environment and self efficacy are associated with each other. In conclusion, healthy family environment do promote high self efficacy. Findings also reveal that there exists no difference between the self efficacy of Male and Female.

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