

A STUDY ON FAMILY ENVIRONMENT AND SELF EFFICACY OF ADOLESCENTS

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Abstract

The present investigation attempted to find out the correlation between the family environment and self-efficacy of adolescents. The study was conducted on 403 adolescents (223 boys and 185 girls) studying in various schools located in Hyderabad and Rang Reddy Districts of Telangana State. For data collection Family Environment Scale and Generalized self-efficacy scale were used. For the data analysis various statistical techniques were used. Statistical techniques used were Pearson's product moment correlation and Multiple Regression. The results indicated a clear correlation between family environment and self-efficacy of adolescents.

Keywords: Family Environment, Self-Efficacy, Adolescents.



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Introduction

Adolescence is a vital stage of development that confronts individuals with significant changes in many spheres of life. Mabey and Sorensen (1995) defines adolescence period as “a stage of person’s life between childhood and adulthood. It is a period of human development which a young person must move from dependency to independence, autonomy and maturity. The person moves from being a part of family group to being part of a peer group and standing alone as an adult.”

Adolescence is derived from a Latin term *adolescere* which means to grow up. This period acts as a bridge between childhood and adulthood. This period normally extends from 12 to 19 years. During this period adolescent face a numerous physical and mental developments. Puberty is the major process taking place during this period, adolescent undergoes with many changes which lead to sexual maturity. During this period adolescent establish strong social relationships. Santrock defines adolescence as, “The developmental period of transition between childhood and adulthood that involves biological, cognitive and social changes.” Kuhlén defines adolescence as, ‘Period which is 'sexual, social, occupational and ideological adjustments and striving independence from parents.’”

Family Environment

Family is the first school for an individual. Child's life is mainly influenced by the family environment; It is the primary source of social development. Each family is different from the other, as it is composed of different members. Each varies in its social and economic conditions with different background. Family environment continues to be of crucial importance throughout adolescence and young adulthood (Vanwel, 2000). Family cohesion and supportive relationships between family members are associated with adolescent psychological adaptation and lower depression (Herman et al. 2007). Studies of family conflict suggest that a conflictual family environment is associated with adolescent's insecurity and psychological distress, as well as aggressive behavior and conduct disorder (Wissink et al. 2006). During adolescence, wellbeing decreases and Psychological problem increases. Numerous studies have shown that youngsters growing up in families with a happy, harmonious parental marriage experience fewer problems and a higher wellbeing than those from divorced or maritally distressed families (Spruijt and De Goede 1997).

Bhatia and Chadha (2004) measured the psychological environment of family as perceived by adolescents with respect to the quality and quantity of cognitive, emotional and social support given by the family to the child, with eight components namely: cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization; and control. Adolescence is an important developmental phase of life. It is a path leading to adulthood, an individual starts becoming independent from the family. At this stage social awareness and social intercourse begins, but still parents and other family members play a vital role in adolescents.

Self Efficacy

Self-efficacy means beliefs that individuals hold about their own abilities to make plans for and execute tasks within a specific domain to effectively lead to specific goals. Albert Bandura is the initiator of the term self-efficacy. Bandura's thought regarding self-efficacy was entrenched within his social cognitive theories of personality. People with high self-efficacy carry out tough and exigent tasks. Individuals with high self-efficacy are able to face stressful situations and also tackle those situations. Bandura (1977) attributes the development of self-efficacy to four forces: mastery, social learning, social persuasion, and emotional and physical states. Of the four, the most powerful for producing self-efficacy is mastery and the most powerful is undermining self-efficacy is social persuasion. A number of

structural conditions impact self-efficacy: social class, race, level of educations rural and urban backgrounds and gender all affect an individual global self- efficacy (Birch, 1987).

Objective

- To examine the influence of the family environment of the adolescents on their self- efficacy.

Hypothesis

- The family environment of the adolescents would positively influence their self- efficacy.

Participants

A sample of 408 adolescents (223 males and 185 females) was selected randomly from five different schools of Hyderabad and Ranga Reddy districts of Telangana State, India. These students were in the age group of 13 to 16 years.

Measures

The following instruments are used in the present study

1. The Family Environment Scale developed by Bhatia and Chadda (1993)
2. NewGeneralisedSelf-Efficacy Scale developed by Chen, Gully and Eden. (2001)

Results and Discussion

To examine the influence of family environment on self-efficacy of adolescent students, the product moment correlation coefficient between family environment and self-efficacy is computed and presented. Family environment in the present study is conceptualised in terms of eight dimensions (cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation organization and control) while self-efficacy is a unitary construct. The correlation coefficients computed between the dimensions of family environment and self-efficacy is computed and presented in table 1 below .

Table 1: Means, Standard Deviations and Correlation Coefficients between Family Environment and Self-Efficacy

Variables	Mean	SD	Correlation Coefficient
1. Cohesion	51.58	6.723	.276**
2. Expressiveness	31.54	4.490	.195**
3. Conflict	39.22	5.917	.139**
4. Acceptance and Caring	43.99	5.600	.363**
5. Independence	29.06	4.224	.242**
6. Active Recreational Orientation	29.13	4.425	.245**

7.Organization	5.835	1.270	.042
8.Control	14.77	2.884	.132**
9.Family Environment Total	245.13	25.266	.317**

From table 1 it can be observed that the correlation coefficient computed between the family environment total score and self-efficacy score is positive and found to be significant. Also the correlation coefficient computed between the different dimensions of family environment with self-efficacy is positive and found to be significant ($p < .01$), except for one dimension of family environment namely organization which is found to have a insignificant relationship with self-efficacy scores ($p > .01$). This indicates that there is a significant positive relationship between family environment and self-efficacy of adolescents.

From table 1 it can be observed that the seven dimensions out, of eight dimensions of family environment have shown to have a significant relationship with self-efficacy. ($p > .01$). Organization dimension of family environment did not have a significant relationship with self-efficacy ($p > .01$).

To further assess the relative contribution of each of these eight dimensions of family environment on the self-efficacy, the data was subjected to stepwise multiple linear regression. Self-efficacy scores were treated as dependent variable and the eight dimensions of family environment were treated as independent variables. The results obtained are presented in table 2

Table 2: Results of Multiple Linear Regression Analysis with Dimensions of Family Environment Predicting Self-Efficacy

Variable	F	df	Adj. R ²	β	Sig.
Dependent Variable: Self-Efficacy	34.741**	2,405	.146		
Acceptance and Caring				.317	.000
Independence				.130	.008

****p<0.001**

The stepwise multiple regression analysis ended in two steps, at the second step, only two dimensions of family environment entered the analysis and emerged as significant predictors of self-efficacy. The results displayed in table 2 are the results obtained at the end of the second step. It can be observed that the regression model is found to be significant ($F=34.741$, $df =2,405$, $p < .01$), this indicates that there exists a linear relationship between the independent and the dependent variables. Adjusted R² value of 0.146 from table 2

indicates that approximately fifteen percent of the variation in the self-efficacy scores is accounted to the three dimensions of family environment that have entered into the analysis. Further all the standardized regressions coefficients from table 2 are found to be significant ($p < .05$). This indicates that the two dimensions of family environment namely acceptance and caring and independence have emerged as significant predictors of self efficacy. The other six dimensions of family environment namely cohesion, expressiveness, conflict, independence, active recreational orientation, organization and control did enter into the analysis suggesting that they do not make a significant contribution towards explaining the variation in the self-efficacy scores.

Conclusions: The two variables namely family environment and self-efficacy are associated with each other. Inconclusion good family environment promotes self-efficacy among adolescents. Family environment influences self-efficacy of adolescents.

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