



# PERCEIVED QUALITY OF HOME ENVIRONMENT AS RELATED TO EMOTIONAL STABILITY AND SELF-CONCEPT AMONGST ADOLESCENTS

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## Certificate

This is to certify that the dissertation entitled "**Perceived Quality of Home Environment as Related to Emotional Stability and Self-concept amongst Adolescents**" submitted by **Ms. Mehmoodun Nisa** for the award of the degree of Master of Philosophy in Psychology has been completed under my supervision.

It is further certified that the work done by her is original and up to the standard. She is allowed to submit her dissertation for the award of M.Phil. degree in Psychology of Aligarh Muslim University, Aligarh.

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*Dedicated  
to my Beloved Parents,  
Hon'able Teachers  
and  
the Aligarh Muslim University  
for their tremendous  
contribution in  
Shaping my Life  
and  
Career*

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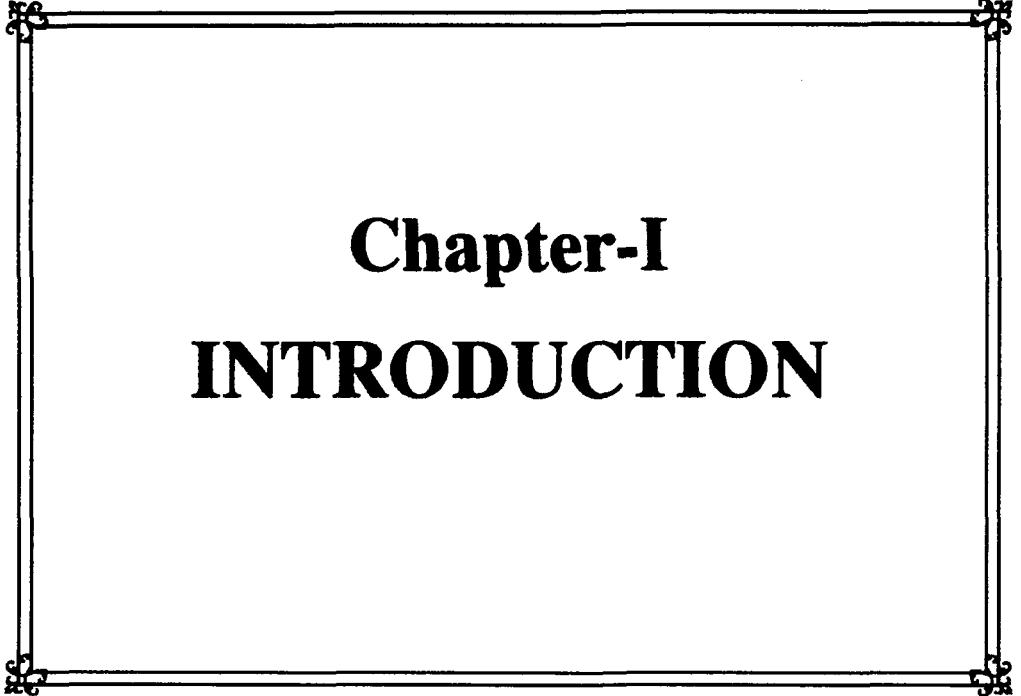
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**Chapter-I**

**INTRODUCTION**

## **Chapter-I**

### **INTRODUCTION**

#### **BACKGROUND OF THE STUDY**

Adolescence is often described as a time of greater stress and storm and is called the “terrible teens”. It presents numerous problems to parents, educationists, psychologists and teachers. The study of adolescents is therefore of vital concern to each of us.

Sometimes, relationships of the young adolescent to the members of his family deteriorate as they progresses. The fault lies on both sides. Parents often refuse to modify their concept of their child's abilities as he grows older and as a result, they treat him in much the same manner as they did when he was younger. Though, sources of friction between the parents are myriad, two very common sources of friction are almost universally found. The first stems from the methods of discipline used by parents and the adolescent's resentment against what consider to be childish forms of punishment and unreasonable restraints on their behaviour. The second common source of friction arises from the hypercritical attitude of the adolescent toward his parents, his siblings and his home life.

During the past years there has been an increasing interest in analysing the impact of parental behaviour and quality of home environment on child's personality. Family plays the most crucial role in the life of a child or an adolescent, since it is the first social and environmental model influencing the overall development. In general family problems such as family breakdown, parental separation and poor parenting were most commonly identified causes of mental health problems. Many studies also have focussed on the influence of Poor Home Environment experiences that has been reported to have long term effects on adolescent's life style (Albers et al., 1986; Olsson et al., 1999).

A healthy and good family relationship contributes more positively on self-concept, self-confidence during early formative years and more specifically during adolescent stage. Baumrind (1991) suggested that the development of self-concept of children and adolescents requires an environment that provides the freedom to explore, experiment and protects them from danger. Individuals with high self-concept tend to have confidence in their own abilities to make decisions, expectations for successful outcomes and relationships that are characterised by respect and dignity (Tuttle & Tuttle, 2004).

Stagner (1948) pointed out that an unhappy family life produces marked emotional instability in the young adolescent. Further research on the emotional quality of the parent adolescent relationship suggests that parental rejection is associated with internalising problems including symptoms of anxiety and depression. Also family backgrounds of instability, conflict and of inconsistent or extreme disciplinary practices strongly influence on adolescent's emotional and behavioural development. However, (Kukreja, 1997; Maccoby & Martin, 1983; Desai, 1998; Ameerjan, 1994) found, families in which parents encourage children to express their ideas, recognise their rights, encourage individuality, express loving, helping attitude foster characteristics like independence, high self-confidence, positive self-concept, and self-esteem, good personal and social adjustment.

Thus the present study also attempt to explore how the different dimensions of Home Environment affect the emotional stability and self-concept of male and female adolescents.

## **OPERATIONAL AND CONCEPTUAL FRAMEWORKS OF VARIABLES**

### **1.1 HOME ENVIRONMENT**

The term environment means the conditions, forces and external stimuli which impinge upon the individual. These may be physical, social, as well as intellectual forces and conditions. Each human environment has characteristics that affect the behaviour of people in many ways. As itself and (Moos, 1974), have described it “like people” environment have unique personalities. Just as it is possible, it characterises a person personality environment can be similarly portrayed with a great deal of accuracy and detail. Some people are supportive, some man feels the need to control others, similarly, some environments are extremely controlling. Order and structure are important to many people, correspondingly many environments emphases regularity system and order.

A home is a place of residence, where an individual or a family can rest in and be able to store personal property. While a house (or other residential dwelling) is often referred to as a home, the concept of home is a much broader idea which exceeds the denotation of a physical dwelling. Many people think of home also used for various residential institutions which aspire to create a home like atmosphere, such as a retirement home, a nursing home, a group home, an orphanage for children, a retirement home for adults, a treatment facility or a foster home etc.

The notion of home concerns the cultural, demographic and psychological meanings we attach to this physical structure. The environment psychologist (Altman, 1975) distinguishes five dimensions of residence: (1) permanent vs. temporary, (2) differentiated vs. homogenous, (3) communal vs. non-communal, (4) identity vs. communal, (5) openness vs. closeness. These dimensions are assumed to vary across cultures; however, the psychological effects of these variations are largely unknown.

The home is the laboratory in which the cohesions within and between individuals are nurtured and strengthened into permanent personality traits. The goals toward which the home strives in the “production and preservation” of healthy personalities are the family equivalents of the motives of the individual. The Home Environment focuses primarily on living arrangements, household crowding and family relationships.

Family is an important word to human beings. Perhaps, the concept of family is what differentiates us humans from the rest of the animal kingdom. Family is the source of strength of any individual. It is the social biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. The psychological atmosphere of the home may fall into any of the four quadrants, each of which represents one of the four general combinations: acceptance-autonomy, acceptance-control, rejection-autonomy and rejection-control (Johnson & Medinnus, 1969; Grebow, 1973) reported that ‘nurturance - affection’ and achievement expectations, demands and standards constitute the two dimensions of parental behaviour that have been regarded as important by previous researchers. “The home plays an important part in the life cycle, because during the lifetime the family has a continuing influence on all its members”. It must meet certain biological requirements, obey certain cultural imperatives and fulfill its member's personal needs. Thus the entire span of years from birth until death linked with the home and family processes.

The family is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to overall development of its members, their protection is their wellbeing. The home environment is widely known to influence the all round development of personality of the child (Joshi & Tomar, 2006).

It provides significant impact in regulating and integrating the behavioural patterns of the individual. It provides significant impact in regulating and integrating the behavioural patterns of the individual. Almost every known society has some type of family organisation that is intermediate between the individual and the larger social community (Murdock, 1949). All the families organise themselves along the dimensions of affection and control which will result in specific child-rearing techniques / approaches / behaviours. The family members and their mutual relationship determine the overall development of the individual including the social, emotional, physical as well as psychological aspects.

Families in which parents feel warmly towards their children. They tend to radiate acceptance feelings, showing genuine love for them and a desire to encourage development into self-sufficient independence. Individuals who are not ready for parenthood will incline their infants towards emotional insecurity. Families in which parent's claiming that they can not afford children, complaining that the children are not healthy, or finding that the children are unresponsive in some way. Thus the child, to defend himself from his stronger parent, may withdraw into his private world. On the other hand in some families parents are overambitious for their child. Any pushing of the youngsters beyond his capacities places him in a position of being criticised.

As the infant progresses into childhood and then into adolescence, the family unit remains the crucial guiding influence of the child's personality development, unfortunately, faulty family patterns are a fertile source of unhealthy development and maladjustment (Patterson, 1992; & Repetti et al., 2002). In every child the seeds of affectionate and loving interaction are present at birth, and they can be fostered only in favourable environment, the greatest possibility in this process lies on the

shoulders of the parents. It is also true that family climate is influenced by numbers of factors like the nature of the family constellation, number of children in the family, marital relationship between husband and wife, maternal and paternal employment and socio-economic and religious background of the family. The unhealthy family climate gives rise to many youth problems.

From several researches it has been proved that, the family is the foremost organisation from which the child starts getting his first experience of life. The family members and their mutual relationship determine the overall development of the individual including the social, emotional, physical as well as psychological aspects. Freud rightly pointed out that first five years are very crucial for the healthy development of the child. The early life experiences of the child in the family lay the groundwork for the future behaviour and a lifestyle. Evidently then, Adler believed the family environment to be very important factor in the child's infancy. Like Freud, Adler too believed the existence of contradictory traits in the child, but not innate; instead, he attributed them to the early environment.

It is also true that homes where parents are over anxious and over concerned about their children, where discipline is inconsistent and where there is worry, anxiety and lack of a sense of humour children are likely to be highly emotional and subject to frequent outbursts of temper, children who receive little attention develop hostile and aggressive behaviour.

We must be aware that a child realises and observes each and everything thoroughly in the home. Child is emotionally attached to each member of the family. A child's home is extremely important in molding his attitudes towards life. He is one member of a team and he contributes his share to the success of the home at the same time. If child does not get

proper care and affection by his parents, absence of family affection, acceptance and understanding nature has a serious impact upon the child's development. Statt (1967) found that the personality of the parents, their attitude, emotional behaviour dispositions and the climate of the home environment all are crucial factors for the personality development of a child.

To meet the needs, there should be an adequate physical setting, a familiar atmosphere without tension and with opportunity for the expression of primary feelings, and to adjust his efforts, a new following the expression of primary feelings, and to adjust his efforts a new following the resurgence of home that comes with relaxation. Such types of home environment helps the youth to develop positive self-concept and are found to be emotionally stable, long-established attitudes and feelings of security. The child typically enters a group, a social environment called the family, where mother, father (Maio, Fincham & Lycett, 2000; Rohner, 1998), grandparents (Boon & Brussoni, 1996), and others in the family interact in a multitude of ways with infants, toddlers, young children and adolescents. To some degree, the nature of the interactions depends on the personality characteristics of those interacting with the youngsters (Clark, Kochanska & Ready, 2000). For example, the effect of an outgoing, affectionate mother can be quite different from that of a withdrawn, aloof one. In one study (O' Leary, 1995) found that interaction between a mother and her infants determine how that timid individual responds to other people throughout his / her life. All interactions with parents and other family members have some effects on what the child learns about relationship with other people.

The relationships of the young adolescent to the members of his family deteriorate as adolescence progresses. The fault lies on both sides. Parents far too often refuse to modify their concept of their child's

abilities as he grows older, and as a result, they treat him in much the same manner as they did when he was younger. Inspite of this, they expect him to "act his age", especially when it comes to assuming responsibilities. When a child becomes an adolescent either fails to out grow his social and emotional childhood or else he driven into often revolt.

Adolescents, whose parents neglect, criticise, punish severely and supervise their outside activities very strictly or not at all, were found to be quarrelsome, disobedient, troublemakers in school, quick tempered, tensed and nervous. Therefore, parents indeed seem to matter where adjustment of adolescents are concerned and breaks in the family caused by the death or divorce, leads to emotional instability and give rise to psychopathology in adolescents. Where there is strong affectional relationship, no friction between parents, presence of companionship between parents and child help adolescents to develop self-confidence and emotional control.

Inspite of the fact that adolescent spend less time with their parents than they did when they were younger and inspite of the strained relationship that frequently exist at this time, the family leaves its mark on the adolescent's personality. Its time of developing a sense of identity, autonomy, independence and control. They need assurance and encouragement from his home and family. Skills in human relationships plus the opportunity for close personal contact, first within the family and then with outsiders. An unhappy family life produces marked emotional instability in the young adolescent (Stagner, 1948). Parents who always welcome the children's friends to the home, who share joys and sorrows with their children and who have enjoyable times with them are more likely to have well-adjusted sons and daughters than are parents whose relationship with their children is less favourable (Stott, 1939).

As the adolescent years progress, parents generally come to the realisation that their sons and daughters are no longer children. There are, however, many families in which this change does not occur. As a result, the resentment on the part of the adolescent grows stronger and stronger as time passes. As every age, parent-child relationships leave their mark on the child's personality. It is necessary that the inward feelings and aspirations of the personalities should be communicated within the sheltering atmosphere of the family. Because the demanding effects on self-confidence and self-esteem, as well as some time leading to loneliness and depression (Burks, Dodge & Price, 1995). Family allows adolescents not only to understand what happened in the particular event but also and mainly to (happened in the particular event but also) enable them to predict future events and respond accordingly (in terms of feelings, attitudes or behaviour).

As adolescents differentiate their own beliefs and values from those of parents, peers and other social figures, there is an increased likelihood that they will detect conflict between these diverse sources of information. Conflict between values and beliefs, and those of parents, peers and other significant social figures, is particularly acute during early to mid-adolescence when the capacity to represent multiple and possibly conflicting views out weights the cognitive capacity to integrate these divergent perspectives. During this developmental phase adolescents may be more intensely aware of the divergence rather than beliefs, the belief that their parents hold, and the beliefs of peers and important others.

When the family relationships are good not only during adolescence but also during the earlier formative years of his life, the adolescent will develop more positive self-concept, self-confidence and is more emotionally stable. More able to face reality and affairs outside himself. It is also true that in order to succeed, children need

to gain confidence in their abilities and gain a sense that they can do things on their own. The precious time between birth and maturity gives parents many opportunities to balance roots and wings. Parents can lead the way in providing experiences that enhance their children view of themselves. This way parents can build self-esteem in their children and themselves in order to improve the quality of their lives and strengthen their family relationships. Poor home environment has been reported to have long term effects on adolescent's life style (Albers et al., 1986; Olsson et al., 1999).

Infact, home environment is the quality and quantity of the cognitive, emotional and social support that has been available to the adolescent within the home and connotes the psychological environment of the home. The total home environment refers to both positive and negative conditions which interact with each other, either favourably or unfavourably to determine Home Environment to be "better" or "poor". Research on the emotional quality of the parent adolescent relationship suggest that parental rejection is associated with internalising problems including symptoms of anxiety and depression. On the other hand reward and punishment helps to communicate to the child, his parent's perceptions of him, and other significant people in their life. A family background of instability or extreme disciplinary practices strongly influence an adolescent's emotional and behavioural development.

Families where parents are accepting, warm and affectionate, where as rejecting parents are cold, hostile or indifferent. When adolescents perceive themselves to be rejected by their parents they tend to have poor psychological adjustment and a negative worldview characterised by dependence hostility, emotional unresponsiveness, instability, low self-esteem or self-inadequacy. Relationship between children's perceptions of their parent's acceptance-rejection and

children's personality dispositions. Studies in this context dealt with the relationship between perceptions of parental acceptance-rejection and self-esteem (Salama, 1991, in Egypt), self-assertiveness (Elyan, 1992, in Egypt), personality traits / dispositions (Mohammed, 1996; Abou-el-Khair, 1999, in Egypt), locus of control (Ibrahim, 1988, in Egypt), psychological hardiness (Mekhemer, 1996, in Egypt), irrational beliefs, dogmatism, and flexibility-rigidity (Hassab-Allah & ElAqad, 2000, in Egypt), and self-concept (Bader, 2001, in Saudi Arabia). Results of this research are consistent with prior Western Studies. All showed significant correlations between perceived parental acceptance and positive personality traits. Some Arab studies have been conducted on the relationship between parental acceptance-rejection and achievement motivation. However, Zaidan (1995) in Saudi Arabia reported significant correlations between parental acceptance and positive achievement motivation. Additionally, Bader (2001) studied the relationship between parental acceptance-rejection, self-concept and scholastic achievement in a sample of Egyptian Primary School children. He found a strong correlation between parental acceptance and scholastic achievement studies conducted by Mohammed (1996, in Egypt) and Ahmed and Gielen (2006, in Kuwait) investigate the relationship between children's perceptions of parental acceptance-rejection and corporal punishment. Results indicate significant correlations between perceptions of parental rejection, severity and harshness of punishment and negative personality dispositions.

Families shape the quality of our lives. Emotional links among family members stretch across households and decades, influencing our outlooks on life, motivations and strategies for achievement and styles for coping with adversity. Family relations are the earliest and most enduring social relationships. As a result, family experiences deeply affect the competence, resilience and well-being of each of us.

Recent studies have shown that the attitude of people to children and adolescent living in deprived physical environment effect their self-respect, self-concept and self-evolution (Jain, C.P. 2003). Another study by (Sahanaz, P. 1995) on environmentally disadvantaged children shows that they have poor adjustment in social, emotional and educational areas as compared to the environmentally advantaged children. A child deprived from qualitative physical privileges, such as good house under neat and clean surrounding, clean water and sufficient fresh air are quite unable to promote social and psychological interaction and develop ultimately inferiority complex and a feeling of inadequacy in them.

Deprived physical environment and uncomfortable living facilities adversely affect adolescents learning process and adjective behaviour. It also hampers the physical and mental growth of adolescents. Physical environment deprived adolescent lacks in energy and mental stability. They generally find themselves unfit in performing typical physical and mental tasks. It seems clear that, within the family children behaviour and attitudes, standards and beliefs are constantly being molded in directions dictated by the particular quality of home in which child grows up. Reis and Youniss (2004) found that adolescents persistent conflict with friends were linked to less positive identity development. It has been also proved through studies that, adolescents identity development advances when their relationships with their parents includes both individuality and connectedness. Conflict between the parents is likely to result in a generally unsatisfactory home environment and is related to low self-esteem, poor school performance and emotional problems in children (Ellis-Schwabe & Thornburg, 1986). For example; denial of love and affection, physical neglect, lack of interest in the

child's activities and achievement, failure to spend time with the child, and lack of respect for the child's rights and feelings etc. The effects of such deprivation and rejection may be very serious. Leads to behavioural problems and psychological disorders.

In several researches it has been found that parental psychological control is an umbrella term for a range of parental behaviours and tactics such as guilt induction, shaming, love withdrawal, manipulations of the attachment bond and invalidation of the child's feelings and thoughts. As a consequence of being psychologically controlled, children feel pressured from within to comply with parental requests or expectations. Parental psychological control is also related to internalising problems in adolescents such as depression, anxiety, eating disorders, impairments in the loneliness, decreased social competence in peer relationships and relational aggression. More generally children of psychologically controlling parents are linked to frequently experience negative emotions within the parent-child relationship.

Children of psychologically controlling parents are likely to frequently experience negative emotions within the parent-child relationship. Psychologically controlling parents threaten to withdraw their love and affection, which may invoke feelings of separation-anxiety. These parents also frequently appeal to children feelings of guilt and shame, such children experience a lot of inner tension and conflict. In the long run, children may anticipate that interactions with their parents will be fraught with feelings of anxiety, inferiority shame and failure. As such instilling feelings of guilt and shame are a central component of childhood socialisation. Shame came under increasing criticism, but it was still a part of children's lives.

## **1.2 SELF-CONCEPT**

The concept of self is probably the most distinctive and indispensable concept in psychology. As a theoretical construct, the self has been an object of interest since the 17<sup>th</sup> century, when Rene Descartes first discussed the cogito, or self, as a thinking substance. Throughout the ages, theories of Sigmund Freud, Carl Rogers, Abraham Maslow and others have been directed toward understanding the conduct of human beings by examining the feelings and beliefs that individuals hold about themselves.

The concept of self which has got fundamental significance in theoretical work of psychologist preferring phenomenological point of view may be defined as an individual's perception of himself as an existential entity which is unique, self regulative and unified. William James (1890) in a study considered self to be the "empirical me", the sum total of all a man calls his, including his body, his characteristics and abilities, his maternal possessions, his occupation, hobbies, friends, enemies and social sessions, and so on. Some theorists view self in term of a process, knowing, doing, perceiving and acting. Others view, it as an internal "object" about which one has feelings and attitude, thoughts and valuations. The approach to self theorists, such as Rogers, is often contrasted with the approach of stimulus-response psychologists, self theory attempts to deal with the total individual as an organised whole rather than with stimulus response units.

Sedikides and Skowronski (1997) propose that the self evolved as an adaptive characteristic. The first aspect of emerge was "subjective self-awareness", secondly "objective self-awareness", and the third level of functioning is "symbolic self-awareness".

The self provides a framework that determines how we process information about ourselves, including our motives, emotional states, self-evaluations, abilities, and much else besides (Klein, Loftus & Burton, 1989; Van Hook & Higgins, 1988).

In Psychological discussion the word “self” has been used it in many ways. Two chief meanings emerge, however; the self as the subject or agent and the self as the individual who is known to himself. The term self-concept has come into common use to refer to the second meaning which rests to the phenomenological approach. Allport (1961) has described “self-concept as, something of which we are immediately aware. We think of it as the warm, central private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self), in our personality (a concept broader than consciousness) and in our organism (a concept broader than personality). Thus it is some kind of core in our being”.

The concept of self had a diversity of meanings, due in part to its multidisciplinary heritage. Philosophy and Theology have emphasised the self as the locus of moral choices and responsibility. Clinical and Humanistic Psychologies have stressed the self as the basis of individual uniqueness and neurosis. Within Sociology the self-concept has acquired an indelibly social character, with the emphasis on language and social interaction as the matrix for the emergence and maintenance of the self. The current popularity of self-concept within Experimental Social Psychology places greater emphasis on its cognitive and motivational aspects, such as the self-concept as a source of motivation, as a performance aimed at managing impressions, and as a source of perceptual and cognitive organisation.

At its core the idea of self-concept or self-conception is based on the human capacity for reflexivity, frequently considered the **Introduction**

quintessential feature of the human condition. Reflexivity, or self-awareness, the ability of human beings to be both subjects and objects to themselves, can be conceptualised as the dialogue between the 'I' (for example, the self-as-knower) and the 'me' (the self-as-known), an internal conversation, which emerges (at both the ontogenetic and the phylogenetic levels) with the emergence of language because language requires us to take the role of other with whom we are communicating, and in the process enables us to see ourselves from the other's perspective.

Properly speaking, this process of reflexivity refers to the concept of self. The self-concept, on the other hand, is the product of this reflexive activity. It involves a sense of special and temporal continuity of personal identity, a distinction of 'essential' self from mere appearance and behaviour, and is composed of the various attitudes, beliefs, values and experiences, along with their evaluative and affective components (such as self-evaluation or self-esteem), in terms of which individual define themselves. In many respects the self-concept is synonymous with the concept of ego, although Psychologists have preferred the latter term and Sociologist the former. The various aspects of the self-concept can be grouped into two broad categories: identities and self-evaluations.

First, the concept of identity focuses on the meanings constituting the self as an object, gives structure and content to the self-concept, and anchors the self to social system. In general, it refers to who or what one is, to the various meanings attached to oneself by self and others. The structure of the self-concept can be viewed as the hierarchical organisation of a person's identities, reflecting in large part, the social and cultural systems within it exists. Second self-evaluation (or self-esteem) can occur with regard to specific identities which an

individual holds, or with regard to an overall evaluation self. People tend to make self-evaluations on the basis of two broad criteria: their sense of competence or efficacy, and their sense of virtue or moral worth. Several process have been identified as important to the development of self-concept: reflected appraisals, social comparisons, self-attributions and role playing. The self-concept is both a product of social forces and, to a large extent, an agent of its own creation.

Historically, self-concept research focussed almost exclusively on a unidimensional self-concept that minimises the role of specific dimensions and facets. However, over most recent decades researchers have placed an increasing emphasis on multiple dimensions of self-concept i.e., global and specific domains. Because self-concept is an important concept of any shields development. As children develop a sense of self and interact with and gain experience in the world, their self-concept is affected. The term self-concept refers to the ordered set of attitudes and perceptions that an individual holds about him / herself (Wolffe, 2000; Woolfolk, 2001 and Tuttel & Tuttel, 2004). Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions (Woolfolk, 2001).

**The self-concept comprises three main elements:-**

- (1) The identity of the subject or self-image, referred to as the perceptions of him /herself;
- (2) Self-esteem, which is related to the value individuals attach to the particular manner in which they see themselves;
- (3) A behaviour component, reflecting how self-concept influences and formulates the individual's behaviour (Machargo, 1997; Mc Clun & Merrell, 1998; Zagol, 2001 and Tuttel & Tuttel, 2004).

After several studies researchers found that the self-concept is huge, therefore rarely studied as a whole. It has some ‘central domains’ (attributes that would reliably come up in self-descriptions) and some more ‘peripheral domains’ (attributes that may be mentioned one time but not another). These central domains of the self-concept are likely to be tightly organised as a dense memory network, and such network are called self-schemata (or self-schemas). They are defined as the specific domains of the self-concept whose elements are tightly interconnected in the memory and therefore provide a strong guide for perception and behaviour. In other words the self-concept is clearly subjective. So the self-concept may be incomplete (some aspects of ones personality are left out); it may have biases (e.g. the “good things” about oneself are remembered more easily than the “bad things”); and it may include incorrect beliefs (presuming dispositions that the person does not have). But because one has many opportunities to learn about oneself, the self-concept will represent a large portion of one’s personality more or less accurately.

Self-concept may be defined as the totality of a complex, organised and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Young children describe themselves in terms of physical traits, whereas older and adolescents use psychological traits (i.e. intelligent, trustworthy, caring etc.) and abstract concepts (e.g. devout catholic). In addition, as children mature, their self-concept becomes more differentiated and integrated. They begin to see links between their past, present and future selves. As children become more introspective with age, they can become more self-conscious and self-critical.

Bracken, 1996, 1992; Hattie, 1992; Marsh and Shavelson, 1985; Marsh, 1994; Shavelson, Hibner and Stanton, 1976; Wylie, 1974, 1979,

Shavelson, Hribner and Stanton (1976) reviewed the literature and proposed a multifaceted, hierarchical model of self-concept. It was suggested that general self-concept is composed of four, first order facets: academic self-concept, social self-concept, emotional self-concept and physical self-concept. The first order facets are composed of second order facets. Academic self-concept has aspects relating to each of the academic areas of English, History, Mathematics and Science. Social self-concept is composed of peer self-concept and significant others self-concept. Emotional self-concept is composed of self-concept for particular emotional states. Physical self-concept is composed of physical ability self-concept and physical appearance self-concept.

It is also true that self-concept is different from self-esteem (feelings of personal worth and level of satisfaction regarding ones self) are self-report (what a person is willing and able to disclose). Self-concept (broadly defined as encompassing self-esteem and self-perceptions) is a major component of well-being that has been linked to over all life satisfaction (Diener, 1984; Myers & Diener, 1995), positive emotions (Mahon & Yarcheski, 2002) and protection against anxiety and depression (Ohannessian, Lerner, Lerner & Von Eye, 1994).

A well formulated self-concept takes into account the realities of the complex world in which he lies, and the individual to feel secure within his environment, accurately assesses his areas of personal strength and weaknesses, and make logical decisions based upon his assessment. But it is also true that, no one is born with a fully formed self-concept. It develops as we experience approval and criticism, success and failure, it grows with our perception of the world around us - our family, our friends, our place in society; it matures as our body mature and we evaluate our physical, social and emotional characteristics. **The individual's self-concepts are not a simple mirror - like reflection**

of some absolute reality. Rather, self-concepts, like impressions of other aspects of the world involve a synthesis and organisation of a tremendous amount of information. Although self-concepts are not a mirror of reality, they are correlated with the outcomes that the person has obtained throughout his experience and that he expects to obtain in the future.

### **Theories of Self-Concept:**

There have been numerous approaches to a theoretical exposition of the nature and development of the self-concept. Among these, there is Freud's three-part model of personality, with the id, the ego and the superego. The self-concept (or ego) arises from the interplay between the biological or instinctual urges of the id and the modifying influences of the culture and parental strictures forming the super ego.

Adler spoke of the "life-style", which is the characteristic manner of coping with life's problems that is molded by the child's evaluation of himself and society. This evaluation arises from his experiences, thought it is based in part upon his heredity. Adler seems to imply a high level of self-awareness, the child asking "who am I?" and "How can I achieve my goals"?

The phenomenological psychologists, represented by Coombs and Snygg (1959) have a perceptual approach in which the crucial element is the manner in which the individual sees or interprets reality. The objective facts of a situation are not especially significant. In this approach behaviour is always reasonable and purposeful, though the definition of what is reasonable is individual, not objective. The individual selects the manner of behaving which is the most effective manner to him in the light of how he interprets his experiences. All behaviour is determined by the perceptual field.

Among the psychologist influenced by this point of view is Rogers, whose psychotherapy involves the restricting of the person's view of reality, and Maslow, who speaks of self-actualising as the realisation of the potential the individual sees within himself.

Sullivan in his view of the development of the self-concept, also recognises the role of "significant others" in the development of his self-concept. Self-concept thus in his view not so much an emergence of nascent potentials as a process of external molding.

For Erikson (1963), is the crucial period in the development of self-identity. He proposes eight stages in the development of personality (infancy, early childhood, play age, school age, adolescent, young adulthood, adulthood and old age). According to him adolescent enters the stage of intimacy; being certain of his identity, he can now abandon it in situations of intimacy - such as those involve in deep friendship or marriage. If incompletely sure of his identity, self abandonment is threatening and results in isolation.

### **Origin of Self-Concept:**

This very origin of self-concept is dynamic. It arises out of the complex of the persons interpersonal relations, and according to Sullivan, is determined by the way he organise his experience to avoid or diminish anxiety, disapproval, praise, blame, reward and punishment, the giving or withholding of love, especially by the persons most significant in the individuals life.

The self-concept is dynamic in its efforts to maintain its individuality. The dynamic aspect of the self-concept is also evident in adolescent's desire to understand themselves and to realise their most acceptable selves. The individual's concept of himself is at the core of his thinking, motivation and behaviour.

## **Development of Self-Concept:**

The first Psychologist who started to work on the development of self-concept was William James (1980). Prior to that, it had mainly been a topic for Philosophers.

Though we each possess a self-concept, the content of this schema can be organised in various ways. For example, “self-conceptions” can be relatively “central” or relatively “peripheral” (Sedikides, 1995). Out of these two, the central self-conceptions are more extreme (positive or negative) than peripheral self-conception.

The ability to understand one self is an unfolding process that continues throughout life and is influenced greatly by social interaction. Consciousness of one self in some cases emerges suddenly almost without warning. The greatest single determinant of one's self-concept is his family. Though interaction with his family reference group, the individual develops early experiences of adequacy, acceptance, identification and expectancies of the society into which he is increasingly moving.

Self-concept is a developmental process and is formed by the bio-social interaction and experience gained by the individual; hence it is influenced by number of social-psychological factors. Adolescence is a complex developmental period that involves a number of aspects of the self (Harter, 1998, 1999, 2006; Nurmi, 2004). They might create different selves developing on their ethnic and cultural background and experiences.

However formation of self-concept neither begins nor ends with adolescence. But certainly the main problem in this period of development is the problem of identity. Who am I, What am I valued for..... are the questions usually asked by the boys and girls in this age between 16 and 18. The formation of the idea for oneself as a conscious

part of the identity is connected with the great deal of factors; for example, it depends on sex, family influences, physical characteristics, social origin, education status etc. There is a no of researches on the theme of connection between different aspects of self-concept and sex, intelligence, locus of control, success in school, social status, family numeracy, family incompleteness etc. Empirical results confirmed that the quoted factors are mostly connected with self-esteem being the global evaluative dimensions of self-concept. The idea of oneself can be more or less differentiated, which determined the evaluative judgments are connected with the characteristics of the picture of oneself, giving different importance to these characteristics in the picture of self-knowledge. That leads to the establishment of the evaluative hierarchy of different characteristics of self-concept. The stability of the idea of oneself depends on the stability of self-esteem. It begins with the appearance of attachment, the development of a sense of self, and the emergence of independence in infancy, and reaches its final phase with a life review and integration in old age.

### **Components of Self-Concept:**

As we discussed above that, self-concept is how we see ourselves, and how we fell about ourselves. Self-concept can be described as “an image shaped by the very person holding the image”. There are seven basic dimensions to self-concept develop as perceptions that we have of ourselves.

1. Actual Self-concept
2. Ideal Self-concept
3. Private Self-concept
4. Social Self-concept
5. Extended Self
6. Personal Identity
7. Self-esteem

### ***Actual Self-concept:***

Actual self-concept is the perception of “who I am now” This is a realistic perception of one’s self-concept. For example, I am a college student. This is a real perception of myself and is a real perception to others. One’s actual self-concept can include social status, age, gender etc. Most people can describe how they see themselves in their present status.

### ***Ideal Self-concept:***

Ideal self-concept is one’s perception of ‘who they would like to be’. Formation of the ideal-self begins in childhood and is influenced by significant others who place certain demands or expectations on the child. With time, the child internalises these expectations and they form the basic of his own ideal-self. Ideal-self is affected by various factors - such as cultural influences, one’s ambitions, and the desire to excel and succeed. Based on these factors one’s self-ideal may be clear and realistic and thus facilitate personal growth and relations with others, or it may be vague, unrealistic and demanding. If these two self-concepts are not close in relationship, then an individual will attempt to achieve their ideal self-concept.

### ***Private Self-concept:***

“This is how I am or would like to be to myself” is what is termed private self-concept. Private self-concept can be how you believe that you act as a person such as friendly, creative, or themselves as health conscious individuals.

### ***Social Self-concept:***

We are all familiar with social self-concept even though we may not realise it. Many of us want to be seen by other people as beautiful, intelligent and successful. Constantly we are bombarded by advertisements that tell how we should be to fit into society, social self-concept is just this. It is to be seen by others.

### ***Extended Self:***

Extended self has been described as a way that we define ourselves through our possessions. These possessions are very important aspects of our existence and losing these possessions would change who we are.

### ***Personal Identity:***

Identity is the awareness of being oneself as derived from self-awareness of being oneself as derived from self-observation and judgment. It is the synthesis of all self-representations into an organised whole and is not associated with any one accomplishment, object, attributer or role. Saraswat and Gaur (1981) described self-concept as “the individual’s way of looking at himself”. It also signifies his way of thinking, feelings and behaving.

### ***Self-Esteem:***

Self-esteem is the individual’s personal judgment of his own worth obtained by analysing how well his behaviour conforms to his ideal. The frequency with which his goals are achieved will directly result in feelings of superiority (high self-esteem) or inferiority (low self-esteem).

Self-esteem derived from two primary sources: the self and others. It is first a function of being loved and of gained the respect of others. Self-esteem is lowered when love is lost and when one fails to receive approval from others. The origin of self-esteem to be traced to childhood and are based on acceptance, praise and respect.

On a day-to-day basis, one’s self-value is challenged by changes within the environment. Self-esteem increases with age and is most threatening during adolescence. The impact of aging on self-esteem is also affected by the status of older people in the society.

According to Hurlock (1974) the concept of self has three major components:-

1. The Perceptual Component
2. The Conceptual Component
3. The Attitudinal Component

***The Perceptual Component:***

The perceptual component self-concept is similar to “Physical Self-concept” which includes the image of one’s appearance, attractiveness and sex-appropriateness of body and the importance of different parts of body.

The concept of body is central to the concept of self. The body can be thought of as a capsule in which one interacts with world. It is the most material and visible part of the self and although it alone never accounts for one’s entire sense of self, it remains a life long anchor for self-awareness; physical self-includes present and past perceptions as well as feelings about the size, function, appearance and potential. Body image is a dynamic entity because it is continually being modified by new perceptions and experiences.

One is not born with a body image. The infant receives input from his body but reacts to it in a global, undifferentiated way. During adolescence, more than during any other period of life, except perhaps old age. A basic physical change forces the body into the adolescent’s awareness. The later year of life accelerates the decline in physical abilities and can severely influence one’s life style and self-concept.

***Conceptual Component:***

This component is similar to “psychological self-concept” which relates to the origin of the individual, his abilities, his social adjustment and traits of personality.

### ***The Attitudinal Component:***

The attitudinal component refers to attitudes of a person about his present status and future prospects, his feelings about his worthiness, his attitudes of self-esteem, pride and shame. It includes his beliefs, convictions and values also.

### **Male and Female Self-Concept:**

As aspect of self-concept is the concept of being a masculine or a feminine person. These concepts are indeed, so highly pervasive in humans as to influence a considerable range of functions outside the purely sexual realm or even the specifically social one. Physical maleness and femaleness carry with them a considerable range of perceptual, cognitive and personality characteristics. It would be no exaggeration to say, therefore, that self-concept is essentially the concept of oneself as a male or a female person. No matter what aspect of the self-concept he takes, this concept is always of a personality of a given sex-self-image as a stupid man, an intelligent woman, an aggressive man, or an attractive woman. Whatever the self-description the individual builds this aspect of being a male or female colour it and pervades it. The self-concept is never neuter. This is true even though some individuals are in conflict over the sex of their self-description. But whatever the self-concept becomes a matter for consciousness, the sex of this concept is always there.

The developmental origins of the male and female self-concept are no doubt in the early stages related to the body image. As the Freudians have insisted, the discovery of the anatomical difference between the sexes is a critical event in the ontogeny of sex identity.

What sensations go with these phenomena and what part they play in the development of the body image, is unknown. In later childhood there is a marked sex difference in masturbation that may also influence

body image development, overdeveloping, as it were, the representation of the genitalia in the body image of boys. Another area in which a difference might arise to consciousness is in the early feeling of "growing up" that girl have. There are also neuromuscular differences, in the manner of running or throwing, for instance, that may well give rise to differences in the "feel" of being a boy or a girl.

### **Factors Affecting Self-Concept:**

Evaluative experiences with other people are considered the most important contributors to the self-concept. A person may see himself continually reflected in relations of others and the reflected appraisals contribute to the "looking glass self".

Although a positive self-concept indicates maladjustment, an extremely positive self-concept may be attained and maintained by defensive denial of reality. Self awareness, acceptance and a feeling of being generally in control of oneself are characteristics of the mature, healthy, adult, and the perception of body as articulated within the environment is a concomitant of these characteristics.

Concepts about self may guide behaviour, and recognition of behaviour may stimulate us to formulate new aspects of the concept or to revise old ones.

Thus, self-concept can be made more positive or more negative as a function of the type of evaluation received from others there are several factors which influence the self-concept. Some of them are discussed below:-

1. Constitutional Factors influencing Self-concept
2. The Family Atmosphere
3. Evaluation by Others
4. Mood Fluctuation
5. Social influence on Self-concept
6. Age

### ***Constitutional Factors Influencing Self-concept:***

The innate and constitutional qualities markedly influence a person's concept of himself. The body, the nervous system and the constitution are basic influences on developing self-concept. They form the foundations on which the self-concept is built.

### ***The Family Atmosphere:***

Self-concept is formed through the social interaction of an individual with his or her environment. As a result of the interaction with significant people, mainly the family members, the personality and self-concept are formed. Parents influence the development of self-concept and the personality of the children due to a lack of parental love and supervision, teenagers will retaliate and get involved in social ills such as free sex, co-habiting smoking, drug abuse, illegal racing, robbing and many more. The social ills have spread so widely that it has become a national problem today.

Problem arise due to the weaknesses in the role played by the family members. As a result, the self-concept and personality of the children would be adversely affected. A young child is influenced by the interaction of individuals surrounding his or her. As a result of these interactions, a child will form its own attitude, self-concept and dimensions of personality. Through researches it has been proved that self-concept is dependent on the interactions of an individual with the surroundings, the parents and the family members are the significant people at home.

Rogers maintained that the self develops from the perceived approval and disapproval of other people, and that unconditional positive regard is necessary for the development of the positive, accepting view of self. Though the atmosphere they create in the home and though the values they endorse, the parents provide the first evaluative experiences for the child. Relationships with family members involve increasing

independence for the adolescent and usually involve increased conflict too. Researchers have proved that maladjusted children perceive conflicting views between their parents and have conflicting views about themselves. Rewards and punishments help to communicate to the child his parent's perceptions of him and other significant people in their life. It is not necessarily the specific actions of the parents that are important, but the total climate in the family which influences the child's perceptions of his parents and of their interactions toward and feelings about him. A family background of instability and conflict, and of inconsistent or extreme disciplinary practices, strongly influences the development of individual's self-concept.

#### ***Evaluation by Others:***

Self theory proposes that ones self-concept is developed on the basis of evaluations by others communicated during interpersonal interactions. Most general aspect of the self-concept develops in interactions between the child and parental figures, continuing changes in the self-concept should take place as a consequence of later interaction. Thus, the relations of siblings, peers, teachers, colleagues, spouse and offspring would be expected to have various degrees of influence on changes made in the self-concept. Change is very likely to occur in response to feedback that is inconsistent with ones current self-schema (Bober & Grodnick, 1995).

#### ***Mood Fluctuation:***

Human beings are commonly observed to be subject to periodic variations in mood. Research findings with this phenomenon is that depression is characterised by less energy, less friendliness, more indecisiveness and diffidence, and a tendency to withdraw from social interaction. Researches also proved that whatever the antecedents of mood fluctuation changes in mood would bring about changes in self-concept.

### ***Social Influence on Self-concept:***

There are many influences on the development of self-concept, one of the important factors among which is membership in a disadvantaged group. Often such groups are minorities (such as the Jews in North America) and often their disadvantages are social-psychological rather than inherent.

These factors from the broader social milieu in which the Negro child develops, but it seems that the negative self-concept, he tends to derive is learned at home rather than directly from the community. In one study it was found that the relationship with the father is an important factor. Negro college students who had a positive relationship with their fathers were more likely to reject anti-Negro statements and to be active in the civil rights movement, whereas those with a poor parental relationship had a generalised fear of rejection and were accepting of anti-Negro statements. Coppersmith (1968), for instance, noted that it was not class membership per se, or family income, but rather it was the attitudes of the parents that directly influenced self-esteem. There is also a converse effect; what Adler called "feelings of inferiority" are not unknown among aristocrats despite the group support of superiority. The origins of such things must be in the immediate child-rearing situations.

### ***Age:***

Research dealing with personality change as a function of the age of the individual suggests that the many inevitable physical and social attractions which occur over time are accompanied by changes in various personality dimensions, such as during the 20-29 years period, most individuals are confronted by personal problems in a number of areas for which they seek solution. Some of these problems are: the need to make a satisfactory vocational adjustment, increased responsibilities; anxiety

over interpersonal, social and sexual problems. Gender differences in self-concept fluctuate from domain to domain. A few studies suggest that gender differences may increase with age in some domain (Cole et al., 2001). Past studies suggest that gender differences in self-concept align with traditional gender stereotype (Dusek & Flaherty, 1981).

### **1.3 EMOTIONAL STABILITY**

Aristotle (384-322 B.C.) used the word ‘Passion’ to include appetite, anger, fear, confidence, envy, joy, love, hate loving emulation, pity and in general, various states accompanied by pleasure and pain. The passions were roughly equivalent to what psychologists today call as ‘emotions’ or ‘affective processes’. The modern word emotion is sometimes used in Aristotle’s sense to include the whole gamut of affective processes and sometimes in the more restricted sense designate affective processes that are intense, disruptive, disorganised and violent.

According to Murray’s (1888) dictionary, the word ‘emotion’ is derived from the Latin *e* (out) and *movere* (to move)-originally, the word meant a moving out of one place into another in the sense of a migration. Thus, the word came to mean a moving or stirring against, perturbation, and was so used; in a strictly physical sense. However, finally the word came to be used to designate any agitated, vehement, or excited mental state of the individual.

Emotion is an ‘umbrella’ term which includes the situation, the interpretation and the perception of a situation and the response or feeling related to that situation. Emotions are human beings warning systems that alert them to what is really going on around them. They are a complex state of human mind, involving physiological changes on the other. Feelings are result of emotion and emotions are our responses to the world around us, and they are created by the combination

of our thoughts, feelings and actions. Thus emotional make up is the product of your learning experiences. Emotional competencies, abilities and concepts are learned through role models, i.e. teachers, parents, celluloid heroes and so on.

Goleman (1995) stated that, the term emotion refers to a feeling and its distinctive thoughts, psychological and biological states and range of propensities to act. According to another definition, emotion is a complex feeling state will psychic, somatic and behavioural components that is related to affect and mood. In simple terms emotion are a “stirred- up-state” of the entire organism.

We all are emotional beings more emotional than we realise. Indeed most of the affairs of every day life are tinged with feelings and emotions, life would meaningless without feelings and emotions, they add colour and spice to living. They are the source which adds pleasure and excitement to our lives.

One of the difficult aspects of adolescent's life is the area of emotional development. Their past experiences and concept of self tend to have a significant effect upon the meaning of the emotional situations that occur in their lives. Emotions involve feelings, impulses toward actions, and the subjective element of perception that produces the feelings of perception that produces the feelings and impulses. It is necessary for all of us to know how to control emotions for greater achievement in life. Because emotions are central components of peoples life, both interpersonally and intrapersonally, and emotional experiences can have powerful impacts on peoples functioning, both positive and negative. Our emotions permit us to communicate with our humanness like no other sense that we enjoy. We laugh, cry, experience anger and all of the other emotional feelings we use on an every day basis.

In the present day of industrialisation, competition, stress and tension young and old face difficulties. These difficulties give rise to many psychosomatic problems such as anxiety, tension, frustrations and emotional upsets in day-to-day life. Therefore Emotional Stability considered as one of the important aspects of human life. Pupil must be able to control his or her emotions adequately and also express them appropriately. Scott (1968) opinion that emotional stability is one of the seven important indicators of superior mental health. It also affects the learning of the pupils. Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. If the pupils have no or very little emotional control, it may lead to anxiety, inferiority, feelings and guilt (Frandsen, 1961). It has also been found that if the pupils want to be mentally healthy; these unhealthy feelings must be replaced by the feelings of self-respect, security and confidence which can be achieved only after a good sense of emotional stability. Carmachael (1968) reported that it is not simply emphasising the idea of controlling emotions or keeping a lid on them but also lays stress on idea of using emotional resources in healthy and spontaneous ways.

Emotional stability is not only one of the affective determinants of personality patterns, but it also helps to control the growth of adolescent's development. The concept of 'stable' emotional behaviour at any level is that which reflects the fruits of normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behaviour sometimes. Morgan had long back stated that the view an adequate theory of emotional stability must take into account the full scope of the individuality, powers and one's ability to enjoy the use of his powers.

It has been proved through several researchers that people who are emotionally stable not neurotic. There is a contrast between adjustment and emotional stability with maladjustment or neuroticism. Individuals attempt to adjust his internal activities to his external environment maintains a general homeostatic equilibrium of personality through the schema of values. Actually neuroticism is an enduring tendency to experience negative emotional states. People who have irrational ideas are less able to control their impulse. They respond more poorly to environmental stress; such people are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. They are often self-conscious and shy and may have trouble controlling urges and delaying gratification.

Emotional stability is attained through inner conviction. This conviction results from our trust in our faith and in the ideas we profess. It reflects our firm spiritual belief and helps us to keep a stable balanced attitude regardless of the problems. Where the term stability in emotions means firmly established or fixed, not easily upset or disturbed, well balanced and capable to remain in same status. On the other hand emotional instability is a tendency to display rapid and unpredictable changes in emotionality. It differs from emotional immaturity which is a tendency to display emotional reactions inappropriate to one's age. It's also proved that better emotional stability allowing us to correctly interpret situations.

People high in emotional stability are happier, healthier and more successful in their relationships. They find the ways to deal with anger, fear, anxiety and sadness. Being creative and practical towards emotional prompts elicited from the inner self and from the immediate environment. Have the ability to be aware of the relationship between feelings and actions, high self-esteem and optimism, communication skill,

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ability to tackle emotional upsets such as frustration, conflicts, egoism and inferiority complexes, enjoying emotions, doing what succeeds, ability to relate to others. Emotional control; capacity to avoid emotional exhaustion such as stress and burnout, and learning to avoid negativity of emotions.

Emotional stability has been defined in terms of eight dimensions Gupta, A.S. and Singh, A. K. (1978), to have control over ones emotions, to reply boldly to a question in a group, to consider elements in their proper perspectives, to talk confidently with other, freedom from common phobic reactions, to face personal comments and criticism realistically, freedom from doubts over correct accounts and ones merits and demerits. Emotionally stable person tends to be emotionally mature, stable, realistic about life, unruffled, processing ego strength, better able to maintain solid group morale. An unstable person tends to be evading necessary reality demands, neurotically fatigued, fretful, easily emotional and annoyed, active in dissatisfaction, having neurotic symptoms.

According to Smitson (1974) emotional stability is a process in which the personality is continuously striving for greater sense of emotional health, both intraphysically and intra-personally. Kaplan and Baron, emphasising that the emotionally stable individual has the capacity to withstand delay in satisfaction of needs, ability to tolerate a reasonable amount of frustration, belief in long term planning and is capable of delaying or revising his expectations in terms of demands of the situations. An emotionally stable child has the capacity to make effective adjustment with himself, members of his family, his peers in school, society and culture. However, stability does not mean merely the capacity for such attitudes and functions, but also the ability to enjoy them fully.

An emotionally stable individual successfully process the majority of aversive events that occur in their lives. Indeed, if individuals were unable to absorb or “process” emotional disturbances, then they would operate at a constantly high level of arousal with so much intrusion from their feelings and it would be difficult to concentrate on the daily tasks of living.

A number of characteristics like the capability of responding in gradation, ability to deal responses, especially negative emotions, freedom from unreasonable fears and the ability to commit mistakes without feeling disgraced, less reactive to stress, tend to be calm, even tempered and less likely to feel tension or rattled. Although they are low in negative emotions. Able to successfully process the majority of aversive events that occurs in their lives etc. are found in an emotionally stable individual. Qureshi et al. (1998) assessed the emotional stability of male and female student leaders of three types - union, sport and cultural, all leaders were administered the emotional stability questionnaire. Significant differences were found between post-graduate and under-graduate levels of all three types of leaders, suggesting that the education levels has a significant impact on leadership significant differences were not observed between male and female leaders.

Hollinworth mentioned following characteristics present in an emotionally stable individual:-

1. Capable of responding in gradation or degree of emotional responses. Does not respond in all or none fashion, but keeps within bounds.
2. Able to delay his responses.
3. Handles self-pity, instead of showing unrestrained self-pity.

Many such criterions have been suggested by various Psychologists to evaluate emotional stability. For example, according to Bernard the criterions of stable emotional behaviour are as follows:

1. Inhibition of direct expression of negative emotions.
2. Cultivation of positive emotions.
3. Development of higher tolerance for disagreeable circumstances.
4. Increasing satisfaction from socially approved responses.
5. Increasing dependence of actions.
6. Ability to make a choice and not broad about other choices.
7. Freedom from unreasonable fear.
8. Understanding and action in accordance with imitations.
9. Awareness of the ability and achievement of others.
10. Ability to err without feeling disgraced.
11. Ability to carry victory and prestige with grace.
12. Ability to delay gratification of impulses.
13. Ability to enjoy daily living.

The most outstanding mark of emotional stability, according to Cole is ability to bear tension. Besides this emotionally stable individual has the capacity for fun and recreation. He enjoys both play and responsibility and keeps them in proper balance. According to Seoul, if the emotional development of the individual is relatively complete, his adaptability is high, regressive tendencies are low and vulnerability is minimal. Therefore, it is not true to say that emotionally stable person has resolved all his conflicts that arouse anxiety and hostility. Instead, he/she are continuously making an effort to gain healthy integration of feelings, thoughts and actions.

Emotional stability is the capacity to maintain ones emotional tolerance under stressful circumstances. It is the opposite of emotional instability and neuroticism. It is a state of an individual that enables him /

her to have appropriate feelings about common experience and act in a rational manner. Emotional stability is the individual's steadiness of mood, their ability to withstand minor setbacks, failures, difficulties and other stresses without becoming upset emotionally.

An emotionally stable person is able to practically and creatively deal with emotional prompts elicited from the inner self and from the immediate environment. It is generally believed that if one can not interpret one's own emotion, he or she may not be able to do the same for others knowing how to do the same for others knowing how and when to take the lead and when to follow are both essential emotional skills. Emotional stability is about being aware of the relationship between feelings and actions.

Emotional stability overcomes the fear generated by past errors, it also allows us to pursue our superior ideals and be of service to others whenever we wish to do so. It neutralises environmental instability and helps us to face pressures or facilities with equal poise, refraining from excess and extravagance. The unstable person, on the other hand, is subject to fairly wide, frequent and often unpredictable mood.

An emotionally stable child has a capacity to make effective adjustment with himself members of the family, and his peers in the school society and culture. And emotional stability is also positively and significantly related to morality. Emotional stability is often referred to as confidence. It is important to note that, what constitutes emotional maturity is important for the understanding of emotional stability. Studies also proved that high intelligence does not always necessarily go with emotional stability, nor does low intelligence always coincide with emotional instability. The individuals who are low in neuroticism are more emotionally stable and less reactive to stress. They tend to be calm, even tempered, and less likely to feel tense or rattled.

Emotionally stable individual has the capacity to withstand in satisfaction of needs, ability to tolerate a reasonable amount of frustration, belief in long term planning and in capable of delaying or revising his expectations in terms of demands of the situations. An emotionally stable child has a capacity to make effective adjustment, with himself, family members and peers in school, society and culture. An individual who is able to keep his emotion, stable and under control even in extreme situation might still be emotionally stunned or be childish in his behaviour sometimes.

Emotional stability remains the central theme in personality studies. Emotional stability is essentially a measure of anxiety versus wellbeing, where emotions are controlled rather than highly variable. Only emotionally stable people can experience true empathy and empathy is prime requirement for successful relationship.

#### **1.4 RATIONALE OF THE STUDY**

As the infant progresses into childhood and then into adolescence the family is a crucial guiding agency that influences a child's personality development. A faulty family pattern is a fertile source of unhealthy development and maladjustment (Patterson, 1992; and Repetti et al., 2002). Basically in every child seeds of affection and loving interaction are present at birth and they can be fostered only in favourable environment. In this processes home is extremely important in molding child's attitude toward life. When adolescents perceive themselves to be rejecting by their parents, they tend to have poor psychological adjustment and a negative worldview characterising by dependence, hostility, emotional unresponsiveness, instability, low self-esteem or self-adequacy.

## **1.5 SIGNIFICANCE OF THE STUDY**

The focus of the present study is to highlight the relationship of Home Environment with adolescent's self-concept and emotional stability. Thus, study may be helpful to educationists, parents and psychologist in understanding the importance of the Quality of Home Environment for enhancing the health and well-being of adolescents.

## **1.6 OBJECTIVES OF THE STUDY**

The present study aims to understand self-concept and emotional stability in adolescents. It focusses to examine how Quality of Home Environment effects the development of self-concept and emotional stability in adolescence. The following objectives were outline for the present research:

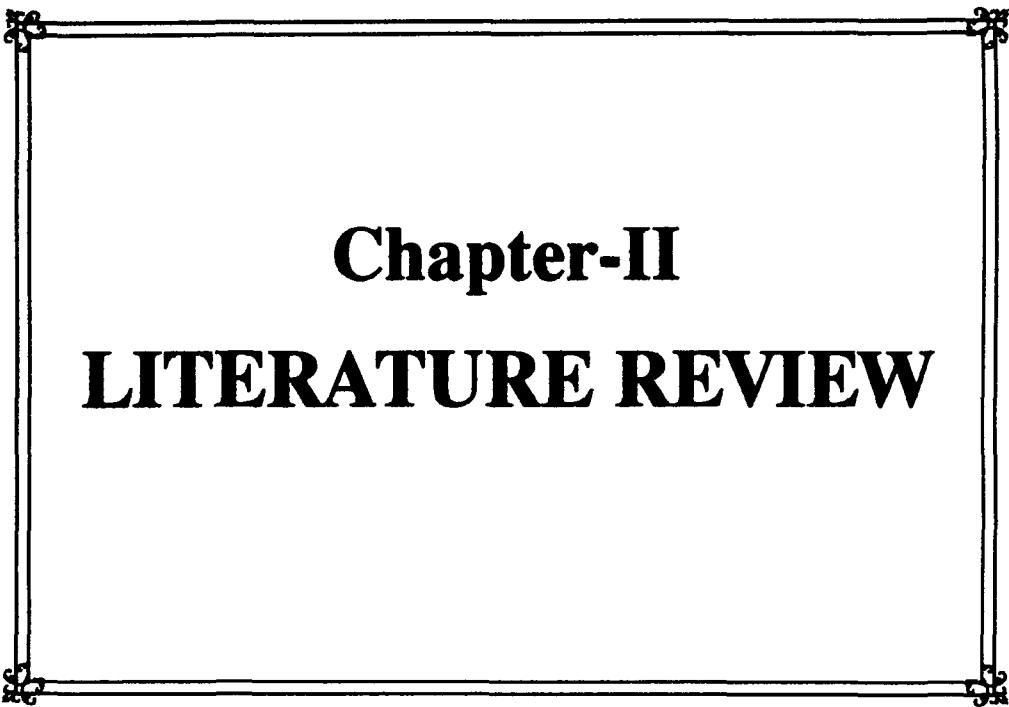
- (1) To find out the relationship of dimensions of Perceived Quality of Home Environment with Emotional Stability of adolescents.
- (2) To find out the relationship of different dimensions of Perceived Quality of Home Environment with different dimensions of Self-concept of adolescents.
- (3) To know the relationship of different dimensions of Perceived Quality of Home Environment with different dimensions of Self-concept and Emotional Stability in male adolescent group.
- (4) To know the relationship of different dimensions of Perceived Quality of Home Environment with different dimensions of Self-concept and Emotional Stability in female adolescent group.
- (5) To identify gender differences in the perception of Home Environment and its dimensions.
- (6) To identify gender differences on Emotional Stability.
- (7) To identify gender differences on Self-concept and its dimensions.

## **1.7 RESEARCH QUESTIONS**

- (1) Does Emotional Stability and Self-concept in adolescence predicted by Quality of Home Environment and its dimensions.
- (2) Does Emotional Stability and Self-concept predicted by Quality of Home Environment in male and female adolescent group.
- (3) Is there any significant gender difference in the perception of Home Environment and its dimensions?
- (4) Is there any gender difference in self-concept and its dimensions?
- (5) Is there any gender difference in Emotional Stability?

## **1.8 HYPOTHESIS**

- (1) Emotional Stability and Self-concept in adolescence would be predicted by Quality of Home Environment and its dimensions.
- (2) Emotional Stability and Self-concept would be predicted by Quality of Home Environment in male adolescent group as well as in female adolescent group.
- (3) There will be significant gender difference in the perception of Home Environment and its dimensions.
- (4) There would be gender difference in Self-concept and its dimensions.
- (5) There would be gender difference in Emotional Stability.



**Chapter-II**

**LITERATURE REVIEW**

## **Chapter-II**

### **LITERATURE REVIEW**

This chapter focusses on Review of Literature pertaining to variable studied such as Home Environment, Self-concept and Emotional Stability. Vast majority of research done on Self-concept and Emotional Stability reflects importance of Quality of Home Environment that contributes on psychosocial adjustment and emotional competence in male and female adolescents.

#### **2.1 HOME ENVIRONMENT RELATED TO SELF-CONCEPT**

Jagpreet et al. (2009) studied home environment and academic achievement as correlates of self-concept among adolescents, in a sample of 300 adolescents. The result of the study revealed self-concept to be positively correlated with academic achievement, though not significantly so. A significantly positive relationship of home environment components of protectiveness, conformity reward and nurturance with self-concept is revealed, thereby meaning that use rewards and nurturance from parents should be done for positive self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of Home Environment is significantly negative with self-concept among adolescents indicating that for positive self-concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and rejection.

Azizi Yahaya et al. (2009) identified the relationship between the dimensions of personality, self-concept and family influence. The sample consisted of 214 students from two Secondary Schools in the FELDA settlement in Johor. The results showed a weak relationship between the dimensions of personality and self-concept and between dimensions of personality and family cohesiveness. However, there was no relationship between the dimensions of personality and religious / moral

and freedom aspects. The results also showed a strong relationship between self-concept and family cohesiveness and a moderate relationship between self-concept and the religious / moral aspects. However, there was no relationship between self-concept and freedom.

Tam Cai Lian and Fatimah Yussoff (2009) investigated the effects of parental relationship on the self-esteem of school going children. Sample consist of 400 Secondary School Students from three different Schools in Kuala Langat, District of the State of Selangor, Malaysia. Results showed that severity of conflict, social isolation and family cohesion have a great effect on the self-esteem of the students. This study supports the findings of both Ecological theory and the Resiliency theory. However, it shows that parental relationship is not the only contributory factor of self-esteem of the child; in fact there are other contributory factors.

Diane L. et al. (2008) assesses whether the stresses associated with parenting a child are indirectly related to adolescent self-concept through parenting behaviours. We examined longitudinal associations among mother's and father's parenting stress at age 10, children's perceptions of parenting at age 10 and adolescents' self-concept at age 14 in 120 European American families. Mother's and father's parenting stress was related to children's perceptions of acceptance and psychologically controlling behaviour; and psychologically controlling behaviour (and lax control for fathers) was related to adolescent self-concept. We further examined which domains of parenting stress and perceived parenting behaviours were associated with adolescent's scholastic competence, social acceptance, physical appearance and behavioural conduct. Parenting stress was related to specific parenting behaviours, which were, in turn, related to specific domains of self-concept in adolescence. Parenting stress appears to exert its effects on early adolescent self-concept indirectly through perceived parenting behaviour.

Shipra Nagar et al. (2008) they conducted study with an aim to know the self-esteem of adolescent girls and the factors affecting in Kangra, District of Himachal Pradesh. A total sample of 112 School going girls in the age range of 14 to 19 years were selected from five Villages of Kangra District. Results indicated that majority of the girls had average scores of self-esteem with an average of 83.56. Self-esteem scores were found to be positively correlated with the educational status of the girls. The analysis also revealed that the family type of girls affected the scores of self-esteem.

Hangal et al. (2007) studied self-concept, emotional maturity and achievement motivation of the adolescent children of employed mothers and homemakers. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in class VIII<sup>th</sup> and IX<sup>th</sup> standards in Hubli, Dharwad cities of North Karnataka. The results revealed that the adolescent children of homemakers have significantly higher self-concept. It was also notice that the children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Lounsbury et al. (2007) investigated the identity and personality: the big five and narrow personality traits in relation to sense of identity. Based on a sample of 2092 College students. Results of multiple regression analysis indicated that the big five traits accounted for 34% of the variance in sense of identity, with the narrow traits accounted for an additional 16% of the variance. A combination of six big five and narrow traits account for over 50% of variance in sense of identity for the total sample as well as for demographic subgroups referenced by age, sex, ethnicity, marital status, family characteristics, transfer and commuter status.

Irene H. A. De Goede et al. (2007) they examined developmental changes in adolescent's perceptions of parent-adolescent relationships by assessing parental support, conflict with parents and parental power.

Findings showed that support declined from early to middle adolescence for boys and girls and increased from middle to late adolescence for girls and increased from middle adolescence. Parental Power (relative power and dominance of parents) decreased from early to late adolescence. Results indicated that: (1) Parent-adolescent relationships become more egalitarian during adolescence, (2) Parents perceived by adolescents as powerful are viewed as supportive, especially in early adolescence and (3) Perceived conflict with parents is related to but not impetus for changes in parent-adolescent relationships towards more equality.

Gibson and Jefferson (2006) investigated self-concept of adolescents was affected by their relationships with family, peers, mentors and community group. This study of 78 Middle School aged participants and their parents involved in a GEAR UP program (gaining early awareness of readiness for undergraduate program). Results of the study supported the hypotheses that as perceived parental involvement increase, so does the adolescent's self-concept.

Walter et al. (2006) investigated the developmental changes in adolescent's guilt and shame: the role of family climate and gender. Findings pointed to the importance of family closeness, and particularly of opposite gender parent child relationships as well as sibling relationships, in adolescent's guilt proneness.

Neeru Sharma and Sumati Vaid (2005) examined the role of parents in the social development of adolescents: A comparison of low and middle socio-economic status. The sample consisted of 100 adolescents and their parents. Analysis of results showed that the majority of parents show a moderate degree of approval towards their children. Most of the adolescents of both the group were emotionally unstable and had attained moderate self-actualisation. Data was also analysed through coefficient of correlation and it was found that parental approval does not correlate highly with emotional maturity or self-actualisation.

Berkel et al. (2005) explored associations among relationship harmony, perceived family conflicts, relational self-concepts and life satisfaction in a sample of 169 African American and Asian American collage women. As hypothesises higher relational self-concepts, or the extent to which individuals include close relationships in their self-concept and relationship harmony scores were predictive of greater life satisfaction, where as perceived family conflict was associated with lower life satisfaction.

Sillars et al. (2005) examined communication and parent adolescent understanding, including understanding about family conflict, adolescent self-concept and immediate thoughts (or empathic accuracy). Parental understanding of the child's self-concept was associated with frequent and open communication high parent child relationship satisfaction and a strong child self-concept. Parental understanding of conflict perceptions was associated with high conformity and low relationship satisfaction. Parental understanding of the immediate thoughts of children was quite low and was not consistently related to communication, relationship satisfaction or child self-concept.

Cakir et al. (2005) investigated the parental attitudes and ego-identity status of Turkish adolescents. Results showed that children of authoritative parents scored significantly higher on identity foreclosure than those of neglectful parents. Children of permissive parents scored significantly higher on identity foreclosure than those of neglectful parents.

Johnson et al. (2005) conducted a comparison between socially anxious and depressive symptomatology in youth: A focus on perceived family environment. Study was conducted in three groups and results indicated that the mixed and depressed groups rated their parents as being overly concerned with others opinions, feeling ashamed of their

performance and restricting family sociability more than the socially anxious and comparison groups with respect to the latter two groups, the socially anxious group rated their family environment more negatively than the comparison group on each of these variables.

White, Naomi Rosh (2002) examined “not under my roof!” young peoples experience of home. Using a snowball in Melbourne with 83 young peoples (aged 18-25 years). Findings showed that the concept of home is a core organising symbol in the discourse about the experience of co-residence with parents, linking the social, emotional and physical dimension of the domestic environment with the young persons developing sense of self. The meaning of home is connected to perceived rights to make decisions about how the household might operate the division of labour within its confines and the tenor of relationships between its members.

Caplan et al. (2002) investigated the effects of self-concept and perceived family environment on psychosocial adjustment to early entrance college students. 162 early entrance college students (aged 14-17 years) were taken as the sample of the study. Results showed that a combination of self-concept and family environment variables predicted psychosocial adjustment. Family cohesion, conflict, expressiveness, and overall self-concept predicted higher SACQ scores.

Thornton et al. (2001) studied the reliability of measurement and the cross-time stability of individual and family variables. Using data from a 31 year panel study of mothers and their children. Result provided considerable support for the hypothesis that family relationships, attitudes, and self-concepts can be measured reliably. They also demonstrated that, self-concept and family relationships and attitudes have high level of stability across significant periods of time.

Johnson, H. Durell et al. (2001) studied interparental conflict and family cohesion: Predictors of loneliness, social anxiety and social avoidance in late adolescence. Sample of the study was 124 late adolescents (aged 17 to 21 years). Results of the study revealed that feelings of loneliness were related to perceived levels of interparental conflict for males and females and decreased family cohesion for females. Furthermore, late adolescents feelings of social anxiety and social avoidance were relate to their feelings of loneliness.

Medvedova Luba (2000) investigated the relationships of family dimensions with self-esteem in early adolescence. The sample consisted of 391 adolescents (aged 11-14 years). Analysis of results showed that in all subjects there was a positive relationship of self-esteem with cohesion, organisation, expressiveness and recreational orientation in family. In males, self-esteem was positively related to moral global-opinion orientation and in females to intellectually cultural family orientation negative, highly significant relationships were found between self-esteem and family conflict in all subjects. Subjects from high conflict families had a lower self-esteem, weaker inward control and higher anxiety.

Doyal et al. (2000) study revealed that, child attachment security and self-concept: Associations with mother and father attachment style and marital quality. The sample consisted of 329 families of 9-14 years old children. Results indicate that mother's anxious attachment style uniquely predicted children's insecure attachment to both mother and father. In turn, associations to child-mother attachment with specific self-concept domains differed from those of child-father attachment with self-concept across age.

Leung (2000) examined the influence of self-concept and relationship on life-satisfaction of adolescents in 1,099 Hong Kong, Chinese Junior High School children (mean age 13.4 years).

Results generally showed that the data fit the model well and that our hypotheses were confirmed. Specifically, it was demonstrated that the relationship construct exerts a greater influence on life satisfaction than the self-concept construct. For the relationship construct, parent-child relationship is much more important than school child relationship.

Al-Simadi et al. (2000) investigated the family environment and self-concept of Palestinian youth living in Jordanian refugee camps: findings from a study of 276 Palestinian seventh graders living in Jordanian campus, indicated that, parent / adolescent relationships are within the normal, expected functional range although difficulties that reflect a more authoritarian parenting style are apparent. The self-concept of this population is moderate to negative. The overall quality of family life appears to be diminished with a distinct tendency toward more rigid and disengaged patterns of interaction.

Sweeney et al. (2000) examined the relationships between student's multidimensional self-concepts as function of student's family structure. 815 (9-19 years) old adolescents and preadolescents children were selected from 17-sites across 4 major regions of the United States. Findings indicated that the total self-concept of the students from single-parent families were significantly lower than the global scores of students from intact families. Family self-concept of students from reconstituted families were significantly lower than students from intact families.

Erbes et al. (1999) investigated the effects of abusive family environment on domain specific cognitive complexity and extremity among 81 College students. Those from abusive and non abusive families did not differ in cognitive complexity for the domains of abusive families, non-abusive families, or the self. Analysis of results suggested that a history of sexual abuse predicted greater levels of self-complexity and that complexity overall differed between abusive and non-abusive domains.

Deka N.; Kakkar A. (1998) investigated the impact of maternal employment on different indices of Parental behaviour and self-concept of adolescent first-born offspring of 16-20 years, belonging to the upper middle class Indian families. Results revealed that there is a significant difference in the child rearing quality of employed vs. non-employed mothers. Maternal employment had no impact on the self-concept of adolescents where as perceived parental warmth and parental conflict did affect the self-concept scores.

Mboya, Mzobanzi M. (1998) examined gender differences in perceived parental behaviours and self-concept among Black African adolescents in Cape Town, South Africa. The sample consists of 496 boys and girls. Results revealed that, the family relationships have a significant influence on the development of self-concept of adolescents.

Marjoribanks et al. (1998) studied family correlates of South Africa students Self-concept : A regression surface analysis revealed that:  
(a) Family Social Status (FSS) and perception of Proximal Family Environment (PFE) combine to have large associations with students general self-concept and small to medium associations with scores on measures of specific self-concept (b) PFE is related more strongly to self-concept scores than in FSS, (c) There are complex interaction and curvilinear relationships between family and self-concept scores and (d) there are sex differences in the nature of the associations between FSS, PFF and students self-concept.

Dekovic M. et al. (1997) examined the link between the parent-adolescent relationship and the adolescent's relationship with peers. The sample consisted of 508 families with adolescents (12-18 years old). The data were obtained at the subjects homes, where a battery of questionnaires was administered individually to mothers, fathers and adolescents. Assessment of the hypothesised model showed that the adolescent's self-concept serves a mediating role in the relationship between maternal child-rearing style and involvement with peers. The mediating role of self-concept was greatest for maternal acceptance. Parental child rearing style, however, appeared to have

an inadequate effect on the adolescent's involvements with peers that is not accounted for by the adolescent's self-concept. The prediction of the quality of adolescents peer relations yielded similar results for both mothers and fathers. The results suggested that a positive self-concept and warm supportive parenting each contribute a unique variance to satisfactory peer relations.

Mzobanzi M. Mboya (1996) examined the relationship between dimensions of family and school social environments and various aspects of adolescent's self-concept. A total of 1192 Secondary School students participated in the study. Results indicated that perceived parental behaviours were associated with relation, with family general school, physical appearance, emotional stability, health, and global self-concept. In comparison it was found that the relationship with perceived parental behaviours was stronger predictor of self-concept than that of perceived teacher behaviours.

James et al. (1991) examined relationship between adolescent's perception of their family and school environments and measures of their creativity, morality and self-concept. Data were collected from 312 (16 years old) Australian students. The results indicated that, (a) adolescents self-concept and morality have moderate associations and more modest relationships with their perceptions of school environment, and (b) adolescents creativity has modest associations with their perceptions of both family and school environment.

Viviana G. Litovasky and Jerome B. Dusek (1985) studied the relationship between aspects of child rearing and adolescent self-concept. 130 Males and females in grades 7, 8 and 9. Analyses of variance indicated that ninth graders perceived eight graders. High self-esteem adolescents perceived their parents as more accepting, as using less psychological control, and as not regulating the adolescent's behaviour. The results supported the connection that optimal self-concept development that allows the adolescents autonomy and the opportunity to learn competencies.

Black, David (1983a) studied adolescent grief reactions and self-concept perception following sibling death. A study of 33 teenagers (14-29 years old). Analyses identified emotional responses significantly associated with sex and age. Significant results emerged regarding effects on grades and study habits, perceptions of personal maturity, and increase importance of religious beliefs. Specific emotional responses were influenced by family closeness and perception of family communication

Padma Agrawal (1978) examined the self-image, ego strength, self-esteem, or level of psychological swell-being of a normal adolescent group of Indians and to compare this with youth of three other nationalities-American, Irish and Australian. To measure the self-esteem of an individual, 11 areas of conflict including impulse control, emotional tone, body and self-image, social attitudes, morals, sexual attitudes, family relations, external mastery, vocational and educational goals, psychopathology, and superior adjustment have been examined. The Hindi version of the Offer Self-image Questionnaire has been used. The sample consists of 400 boys and 400 girls, ages 14 to 18, of middle class socioeconomic status; the educational level is High School / Intermediate. It is concluded that American and Australian adolescents, in general, have higher self-esteem or ego strength than do Indian and Irish adolescents, respectively.

## **2.2 HOME-ENVIRONMENT RELATED TO EMOTIONAL STABILITY**

Ballash et al. (2006) studied family functioning perceived control and anxiety: A mediational model. 364 under-graduates were taken as the sample of the study. Results showed that, no moderating effects were found. Sense of control mediated the relationship (relation) between aspects of family functioning and anxiety.

Jang et al. (2005) studied Psychosocial Adversity and Emotional Instability. Results showed that perceived levels of home conflict and maternal indulgence moderate the genetic influences underlying emotional instability. The analysis identified a wide variety of environmental influences that moderate the variability in the liability to emotional instability. Such as perceived levels of parental bonding, family functioning and exposure to non-assaultive traumatic events.

Kapi et al. (2005) examined the relationship between supportive environmental mechanisms with the emotional stability in the process of puberty. Sample was taken from last grade of Senior High School pupils (18 years old) across the country. Results revealed that the adolescents, who have supportive friends, score themselves lower, on the subscales with down, anxiety / depressed, social problems and internalising behaviour. Analysis also revealed that the parental concern for their children's friends and leisure activities play a protective role in their emotional and behavioural stability.

Hay Ian et al. (2003) studied the development of adolescent's emotional stability and general self-concept: the interplay of parents, peers and gender. Using a sample of 655 adolescents (mean age 16 years). Relationships with parents were important for male's emotional stability, but not females and so this finding challenges the belief that adolescent males are more concerned with establishing independence from parents than females. The research also challenges the notion that adolescent boys are less interested in close personal peer relationship than girls. Same sex and opposite sex peer relationships were more influential in the formation of adolescents emotional stability than parental relationships.

Ciarrochi et al. (2003) studied the differences with emotions inhibit help seeking in adolescence. The role of age and emotional competence

*DD 515*  
in predicting help-seeking intentions. Results indicated that adolescents who were low in emotional competence had the lowest intentions to seek help from informal sources (i.e. family and friends) and from some formal sources (e.g. mental health professionals) and the highest intentions to seek help from no-one.

Rachel Seginer et al. (2002) in this study presented a longitudinal child-rearing stress model for adolescent's parents. The model depicts the indirect associations between parental antecedents (physical strain and perceived problematic child behaviour) and adolescent outcomes (emotional stability, positive outlook for the future, reported by adolescents). Empirical estimates of the model were carried out by LISREL analyses of data collected from 369 Dutch families and their 208 adolescent daughters and 161 sons, at two time-points ( $T_1$ ,  $T_2$ ) years apart. Analyses indicated a good fit between the theoretical model and its estimates for four family dyads (mother-girl, mother-boy, father-girl and father-boy). Parent's sex differences were dependent on sex of the child, and the empirical estimates explained a larger percentage of the variance of positive outlook for the future of girls than of boys. In addition, father's reports regarding problematic child behaviour at  $T_1$  were directly linked to girl's outcomes.

Hay, Ian (2000) examined the gender self-concept profiles of 128 adolescents whose persistent behaviour problems led to suspension from school. For boys and girls physical appearance, opposite sex relationships, honesty and trustworthiness were in the average range, but parental relationships, General self and General School self-concepts were low. Only girls were low for same sex relationships, and emotional stability. The profiles suggested that boys antisocial behaviours were associated with striving for a masculine self-image, but girl's antisocial behaviours were associated with greater social marginalisation.

## **2.3 STUDIES RELATED TO GENDER**

Saori Nishikawal et al. (2010) studied the influence of perceived parental rearing on adolescent self-concept and internalising and externalising problems in Japan. About 193 High School students (143 boys and 50 girls, mean=16.4 age group) completed a set of self report questionnaires. Analysis showed that insecure attachments (Avoidant and Ambivalent) and rejection from parents were predictors of internalising and externalising problems among boys, while all dysfunctional parenting (rejection, overprotection and anxious rearing) were determinants of these problems among girls. Non-academic self-concept (social, emotional and physical) was a predictor of internalising and externalising problems. Power of the prediction of these problems was greater for girls than boys.

R.N. Rai R.C. Pandey and Kishore Kumar (2009) investigated the perceived parental rearing style and personality among Khasi adolescents. The study was conducted on a sample of 50 boys and 50 girls. The results revealed that boys have significantly more rejection from father as compared to girls and girls have shown significantly better emotional warmth in comparison to boys from father. The boys and girls did not differ significantly on the factors over protection and favouring subjects of Perceived Parental Rearing Style Questionnaire (PPRSQ) for father. No reliable difference was ascertained between boys and girls on all the factors of PPRSQ for mother. The comparison of boys and girls on anxiety, depression, somatic problems, anger hostility and self-esteem indicated significantly higher anxiety, more somatic problems and higher anger hostility among boys, and high self-esteem in girls. The study highlights the perceived parental rearing style and its effect on personality of Khasi adolescents and has educational implications for parents in Khasi Society.

Suninder Tung and Damanjit Sandhu (2005) these researchers examined the role of emotional autonomy and identity formation in the well-being of Indian adolescents. For this purpose, a sample of 400 adolescents (200 boys and 200 girls) ranging in age from 16 to 21 years, were selected. The correlational analyses suggested that for both boys and girls sample, all dimensions of emotional autonomy and the identity statuses of achievement and moratorium have significant positive correlations with well-being, whereas the identity statuses of foreclosure and diffusion have shown an inverse relationship with well-being. Stepwise Multiple Regression Analyses revealed that variables contributing positively to the well-being of both adolescent boys and girls are individuation, non-dependency on parents, and identity achievement, whereas identity diffusion contributes negatively to the well-being of both boys and girls. Moratorium status seems to be playing a positive role in the well-being of adolescent girls, whereas foreclosure status contributes negatively to the well-being of adolescent boys.

Sing Lau et al. (2000) examined the relationships among family environment, depression and self-concept of adolescents in Hong Kong. This study involved a total of 2706 adolescents. Results showed that all the three domains of family environment (relationship, personal growth and system maintenance) correlated significantly with the three depression aspects (emotionality, lack of positive experience and physiological irritation). The relationship domains of family environment scale appeared to correlate more strongly than the other two domains with the depression aspects. The family environment scale domains also correlated strongly and positively with the four domains of self-concept (academic, appearance, social and general). Both the relationship domain and system maintenance domain correlated more strongly than the personal growth maintain with the self-concept domains.

Regression analysis showed that family relationship was most predictive of various aspects of depression and self-concept. Sex difference was found in the prediction of both boys and girls depression and self-concept. With boys, system maintenance was predictive only of self-concept. With girls, personal growth was predictive of depression and personal growth and system maintenance were predictive of self-concept. Analysis of variance showed that students high on family relationship, personal growth and system maintenance were low in different depression aspect, but high in various self-concept domains. It was concluded that a cohesive, orderly and achieving family environment is conducive to more positive development in adolescents, in terms of lower depression and higher self-concept.

Watkins, David et al. (1998) studied the cultural dimensions, gender and the nature of self-concept: A fourteen-country study. 3,604 first and second year social science under-graduated from 14 countries (15-cultures) were taken as the sample of the study. The findings indicated that there may be a strong cultural level interaction effect between gender and individualism-collectivism on the nature of self-conceptions, and that the “family” and “social” aspects of self-concept in collectivist countries need to be considered separately. Because, the expected gender differences, with females valuing “family values” and social relationships more highly, were found only for the individualist countries.

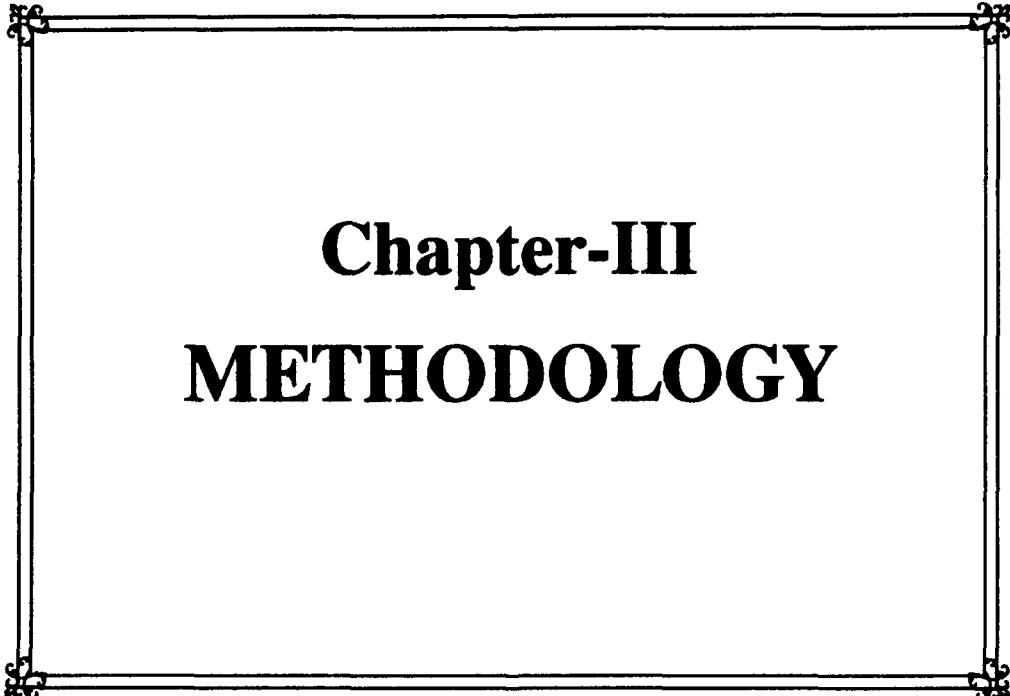
Marjoribanks et al. (1998) studied relationships among family macro-social structures, proximate family settings, attributions of responsibility, and African adolescent's self-concept. Data were collected from 460 South African, High School students (234 girls, 226 boys, mean age 18.6 years). Results suggested that (1) family macrostructure, proximate family settings, and the individuals

sense of responsibility for academic outcomes had modest to strong associations with different dimensions of self-concept; and (2) there were gender related differences in the structure of the adolescents social status backgrounds and self-concepts and in the relationships among social status, perceptions of parents support for learning, personal responsibility, and self-concept.

Mzoban M. Mboya (1994) studied a cross cultural study of the structure and level of multidimensional self-concepts in Secondary School students. Data was collected from 1128 adolescents attending four co-educational High Schools in Cape Town, South Africa. The results indicated that black adolescents scored significantly higher than their white counterparts in global self-concepts, general schools, physical appearance and music ability self-concepts, while for the physical abilities and emotional stability self-concepts the direction was reversed. Boys scored significantly higher than girls in global self-concepts, relations with family, physical abilities, physical appearance, music ability and health self-concepts. While for the general school and emotional stability self-concepts the direction was reversed.

The above mentioned survey of literature revealed the importance of Home Environment as correlate of an adolescent Self-concept and Emotional Stability. These studies highlighted the quality of home environment and family relationship (parental acceptance-rejection, warmth control and permissiveness). It was observed that parental encouragement, loving and helping attitude foster characteristics like independence, high self-concept, self-esteem and emotional stability, good personal and social adjustment among adolescents.

Literature also showed that gender as a factor associated with self-concept operates differently in terms of Home Environment.



**Chapter-III**

**METHODOLOGY**

## **Chapter-III**

### **METHODOLOGY**

The present study was undertaken to assess the “Perceived Quality of Home Environment as related to Emotional Stability and Self-concept amongst Adolescents”.

#### **3.1 DESIGN**

In order to achieve the objectives of the study, the Pearson Product Moment Coefficient of Correlation, Multiple Regression Analysis (stepwise) and t-test research design was used.

#### **3.2 SAMPLE**

The study was conducted on a representative sample of 300 adolescents, randomly taken from different Schools of Aligarh Muslim University, Aligarh. Male and Female (150 males and 150 females) studying in class IX<sup>th</sup>, X<sup>th</sup>, XI<sup>th</sup> and XII<sup>th</sup> from both streams of Science and Arts. The age range of the sample was 14-18 years.

#### **3.3 DESCRIPTION OF TOOLS OF THE STUDY**

To study “Perceived Quality of Home Environment as related to Emotional Stability and Self-concept amongst Adolescents”, the following tools were used.

##### **(A) Home Environment Inventory (1983):**

Home Environment Inventory (H.E.I.) was given by Dr. Karuna Shankar Misra (1983). The Home Environment Inventory is an instrument designed to measure the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. Home Environment Inventory has 100 items

belonging to ten dimensions of home environment, control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness. The inventory can be administered in individual or group settings. The instrument requires pupils to tell the frequency with which a particular parent-child interaction behaviour has been observed by them in their homes i.e. he / she is requested to tell whether a particular parental behaviour occurs - mostly, often, sometimes, least and never.

#### ***Scoring Method:***

After obtaining the scores in terms of responses of the participants on the booklet, scoring was done. Booklet containing five cells belong to five responses namely - mostly, often, sometimes, least and never. The dimension to which particular item belongs has been indicated by alphabets near the serial number of the items. Assign 4 marks to 'mostly', 3 marks to 'often', 2 marks to 'sometimes', 1 mark to 'least', and 0 marks to 'never' responses, count the marks assigned to A, B, C, D, E, F G, H, I and J dimension-statements on every page and then add the dimension-scores awarded to statements given on the five pages, so as to get ten scores for the ten dimensions of Home Environment Inventory.

#### ***Reliability:***

The 'Home Environment Inventory' was administered to 113 students (54 boys and 59 girls) studying in intermediate classes of five schools. Split half reliabilities were worked out separately for all the ten dimensions of Home Environment. The split-half reliabilities (corrected for length) for various dimensions of Home Environment are as follows:-

**Table-3.1: Split half reliability coefficients for ten dimensions of Home Environment as measured by HEI.**

Sr. No.	Inventory Dimension	Reliability Coefficient
A	Control	0.879
B	Protectiveness	0.784
C	Punishment	0.947
D	Conformity	0.866
E	Social Isolation	0.870
F	Reward	0.875
G	Deprivation of Privileges	0.855
H	Nurturance	0.901
I	Rejection	0.841
J	Permissiveness	0.726

**Table-3.2: Intercorrelation among the ten scale scores on Home Environment Inventory.**

S. No.	Inventory Scale	Correlation								
		A	B	C	D	E	F	G	H	I
A	Control	—								
B	Protectiveness	0.34	—							
C	Punishment	0.37	0.51	—						
D	Conformity	0.37	0.36	0.51	—					
E	Social Isolation	0.59	-0.08	0.04	0.11	—				
F	Reward	0.31	0.31	0.48	0.48	0.88	—			
G	Deprivation of Privileges	0.28	-0.19	0.48	0.05	-0.04	-0.23	—		
H	Nurturance	0.26	0.34	0.19	0.06	-0.04	0.71	-0.11	—	
I	Rejection	0.23	0.32	0.08	-0.09	0.38	-0.19	0.34	0.33	—
J	Permissiveness	0.03	0.21	-0.28	0.13	-0.12	0.24	0.14	0.39	0.03

Observation of Table-3.2 shows that eight coefficients of correlation are moderate / high. However, the scale scores may be treated independently in analyses. No effort should be made to get a composite score.

### **Validity:**

Home Environment Inventory has been found to posses, content validity as measured with the help of views expressed by judges criterion related validity could not be established because of the lack of appropriate external criteria.

### **Norms:**

Table-3.3 shows percentile norms for boys and girls. 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup> and 90<sup>th</sup> percentile scores have been given.

**Table-3.3: Percentile Norms for the Home Environment Inventory.**

Sr. No.	Dimension Name	Percentile Scores				
		P <sub>90</sub>	P <sub>75</sub>	P <sub>50</sub>	P <sub>25</sub>	P <sub>10</sub>
A	Control	<b>30.1*</b> 27.3	<b>24.7</b> 23.5	<b>20.5</b> 19.1	<b>16.1</b> 14.3	<b>12.7</b> 13.9
B	Protectiveness	<b>31.1</b> 32.5	<b>27.7</b> 28.8	<b>22.5</b> 24.1	<b>17.3</b> 19.9	<b>13.5</b> 14.9
C	Punishment	<b>33.7</b> 31.3	<b>27.9</b> 27.3	<b>24.5</b> 22.7	<b>20.1</b> 18.1	<b>19.1</b> 13.7
D	Conformity	<b>34.7</b> 34.3	<b>33.8</b> 32.8	<b>30.1</b> 29.5	<b>25.9</b> 25.1	<b>21.5</b> 21.5
E	Social Isolation	<b>24.7</b> 21.1	<b>19.9</b> 17.7	<b>13.9</b> 10.1	<b>8.5</b> 4.1	<b>4.1</b> 1.5
F	Reward	<b>36.9</b> 36.9	<b>32.3</b> 33.3	<b>26.5</b> 29.4	<b>21.7</b> 24.3	<b>16.9</b> 18.1
G	Deprivation of Privileges	<b>22.9</b> 18.5	<b>17.3</b> 14.9	<b>11.7</b> 8.7	<b>6.1</b> 4.9	<b>2.9</b> 2.5
H	Nurturance	<b>30.7</b> 31.1	<b>25.9</b> 27.1	<b>21.9</b> 22.3	<b>16.9</b> 17.5	<b>9.5</b> 12.1
I	Rejection	<b>18.7</b> 18.5	<b>15.1</b> 12.5	<b>9.7</b> 7.5	<b>4.7</b> 4.1	<b>1.5</b> 2.0
J	Permissiveness	<b>25.1</b> 26.3	<b>22.1</b> 20.1	<b>17.1</b> 16.9	<b>11.7</b> 12.9	<b>8.5</b> 10.3

\*Scores printed in bold face numbers are for boys and others are for girls.

Scores falling in the ranges of > P<sub>90</sub>, P<sub>75</sub>–P<sub>90</sub>, P<sub>50</sub>–P<sub>75</sub>, P<sub>25</sub>–P<sub>50</sub>, P<sub>10</sub>–P<sub>25</sub> and <P<sub>10</sub> should be interpreted as indices of very high, high, slightly above average, average, slightly below average, low and very low levels of particular dimension of the home environment respectively.

## **(B) Emotional Stability (1995):**

Emotional Stability Scale was designed and developed by Psy-Com Services, 1995 in the present scale emotional stability refers to dynamic integration and emotional maturity as opposed to uncontrolled, disorganised, general emotionality. This pattern has shown, to exist among normal as well as in groups of neurotics. Emotional Stability Scale is a power test, designed for self-administration with little supervision (i.e. there is no time limit), the average subject takes approximately 15-20 minutes to complete the test in full. This Emotional Stability Questionnaire (ESQ) has only 60 items. Each of the items in the Questionnaire has three choices (Yes, No and Sometimes) from which the subject may select one answer. Generally the last response 'c' is an "uncertain" or "somewhat", "undecided" or "cannot say" type of category. This scale can be used for students and general adult population.

### ***Scoring Method:***

The scoring procedure in Emotional Stability Questionnaire (ESQ) is quite objective and simple. Transparent stencil scoring key is available for this purpose.

### **The following steps used for the purpose of scoring:-**

- 1) Before starting the scoring procedure, examiner should ensure that the subject has answered all the questions in the booklet.
- 2) If more than 6 questions are skipped, the test is invalid and should not be scored. This should, however be checked and corrected during administration of the test.
- 3) Please also ensure that each question has one and only one answer.
- 4) Place the Key Part-1 over the column of answer boxes on the inside left page (page No.2) of the Test Booklet.
- 5) Please note the each answer scores either 2 or 1 as indicated by the numbers printed above the boxes.

- 6) Add these scores and write it down at the bottom of the Booklet in the space provided.
- 7) Repeat this procedure for pages 3 and 4 also.
- 8) Add the scores obtain from all the pages to obtain the total raw score on this test.
- 9) Convert these raw scores to sten scores by the procedure mentioned later in the norm table.

For test users who wish to convert a group mean raw score profile to s-sten (standard-deviation stens), the means and standard deviations of the norm group are given at the bottom of the tables.

The sten 8-10 indicates high and extremely high score, sten of 4-7 indicates average score, and sten of 1-3 indicates low and extremely low scores.

**Table-3.4: Norms for School Students (Age Range: 14-17 Years).**

Sten Score	Boys Raw Score	Girls Raw Score	Boys+Girls Raw Score
1	0-30	0-26	0-28
2	31-38	26-34	29-36
3	39-47	35-42	37-44
4	48-55	43-50	45-52
5	56-63	51-57	53-60
6	64-71	58-65	61-68
7	72-80	66-73	69-76
8	81-90	74-81	77-84
9	91-96	82-89	85-92
10	97-120	90-120	93-120
<b>Mean</b>	<b>63.58</b>	<b>57.91</b>	<b>60.74</b>
<b>S.D.</b>	<b>16.53</b>	<b>15.66</b>	<b>16.09</b>
<b>N</b>	<b>165</b>	<b>157</b>	<b>322</b>

### ***Reliability:***

For calculating the split-half reliability (consistency within the test items), a trial run of the present scale was made. Reliability coefficients were computed for over 1000 individuals, using Spearman-Brown formula. The scale questions were divided into two parts using odd-even method. The coefficient of correlation found between two halves was 0.87. The test-retest reliability (consistency over time) was also calculated for the present scale, by calculating the coefficient of correlation between two sets of scores of the same individual on the same scale at different time intervals. The test-retest reliability after 7 days interval was found to be 0.78 and after one month interval it was 0.74.

### ***Validity:***

The validity of a test itself is meant to be concept (or ‘construct’) validity, i.e. the test items are chosen as being a good measure of the emotional stability dimension.

### **(C) Self-Concept Scale (1979):**

Self-concept Scale developed by Dr. (Miss.) Mukta Rani Rastogi, consist of a set of 51 items related to ten constructs of self-concept covering the perceptual (Physical Self-concept), conceptual (Psychological Self-concept) and attitudinal elements of Self-concept. The ten constructs of the self-concept scale are health and sex appropriateness, abilities, self-confidence, self-acceptance, worthiness, present, past and future, beliefs and convictions, feeling of shame and guilt, sociability and emotional maturity. These items have been collected from the varied sources. This scale consists of both positively and negatively framed items. Where each total construct was correlated with the total test score and all ten constructs were found to be significantly correlated (<0.01 level) with total test score. The self-concept scale is self-administering. It can be administered individually as well as to a group.

**Norms:**

Mean scores of the ten constructs and total test were computed separately which are given in Table-3.5.

**Table-3.5: Mean Scores for the Construct and the Whole Scale.**

S.No.	Constant	Male	Female	General
1.	Health and Sex Appropriateness	21	19	20
2.	Abilities	29	27	28
3.	Self-confidence	18	16	17
4.	Self-acceptance	15	15	15
5.	Worthiness	28	22	25
6.	Present, Past and Future	17	19	18
7.	Beliefs and Convictions	11	11	11
8.	Feeling of Shame and Guilt	13	19	16
9.	Sociability	14	14	14
10.	Emotional maturity	13	11	12
<b>Total</b>		<b>179</b>	<b>173</b>	<b>176</b>

**Reliability:**

Reliability of the scale by split-half method ‘following Spearman-Brown Prophecy formula’ was found to be 0.87.

**Validity:**

The self-concept scale has content validity. That is this scale was rated by 50 experts in terms of their degree of favourableness and unfavourableness on a nine point rating scale following Thurston’s method of Equal Appearing Intervals (Edwards, 1969). On the basis of rating by experts, Q and scale value were determined for item and thus sixty items with low Q-values and having different scale values are selected, so that the scale value of the items (in Psychological continuum) are equally spaced.

### ***Scoring Method:***

The respondent is provided with five response alternatives to give his response and therefore a score from one to five may be obtained for each item, positive items are scored five to one for responses (strongly agree, agree, undecided, disagree and strongly disagree) and negative items are scored one to five for the some response alternatives.

### **3.4 BIOGRAPHICAL INFORMATION BLANK**

Biographical Information Blank (BIB) was prepared, that includes respondent's name, age, sex, class, faculty of studies, father / mother name, socio-economic status and occupation.

### **3.5 PROCEDURE**

This study was conducted to study "Perceived Quality of Home Environment as related to Emotional Stability and Self-concept amongst Adolescents". After seeking permission from Chairman, Department of Psychology, Aligarh Muslim University, Aligarh and Principals of different Schools of Aligarh Muslim University, Aligarh, a rapport was established with the participants. Before administering questionnaire, participants were made clear about the purpose of collecting the data and were told that the result of test would be kept strictly confidential, so that they can respond the questionnaire items without any hesitation. The research tools namely, Home Environment Inventory (1983), Self-concept Scale (1979) and Emotional Stability Questionnaire (1995) were administered and the participants were instructed to fill up the entire questionnaire. There was no time limit and the total time taken was to complete all the inventories was approximately two hours. After collection of data, scoring was done as per the instructions given in the manual.

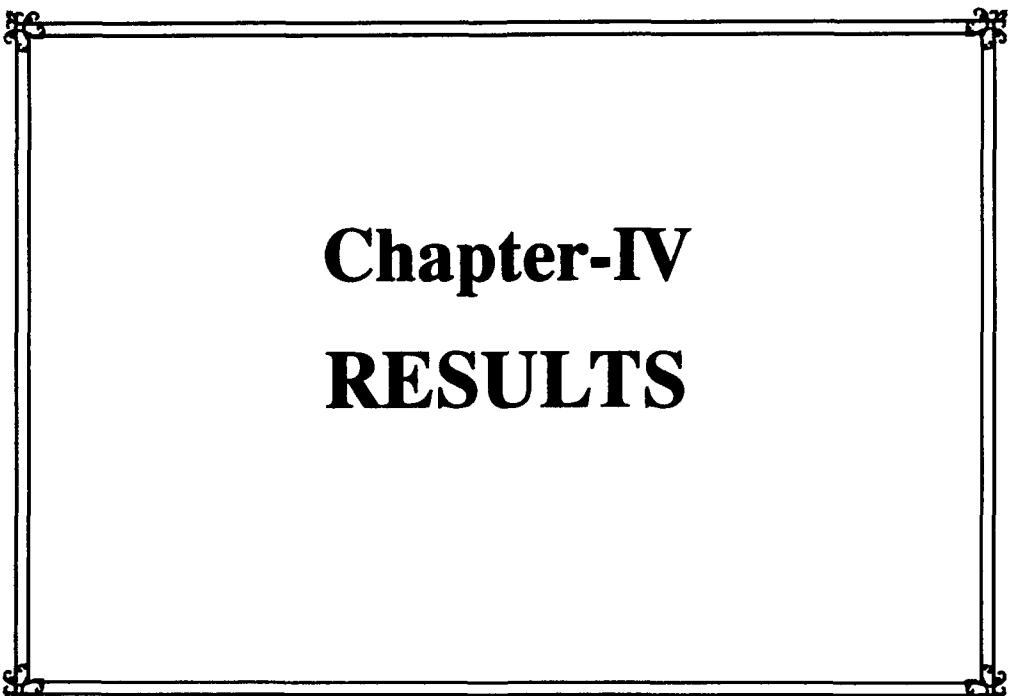
### **3.6 STATISTICAL ANALYSIS**

**For the purpose of analysing data the following statistical techniques were used:—**

“Pearson Product Moment Coefficient of Correlation” was used to find out the relationship of Home Environment dimensions with Self-concept dimensions and Emotional Stability.

“Stepwise Multiple Regression Analysis” was used for the purpose of prediction of most influencing predictor variable (dimensions of Home Environment) on the criterion variable that is Self-concept and Emotional Stability.

“t-test was used for finding the significance of difference” between male and female in the perception of Home Environment on Self-concept and its dimensions and on Emotional Stability Development.



## **Chapter-IV**

# **RESULTS**

## **Chapter-IV**

### **RESULTS**

**The purpose of the present study was:**

- (1) To find out the relationship of dimensions of Perceived Quality of Home Environment with Emotional Stability in Adolescents.
- (2) To find out the relationship of different dimensions of Perceived Quality of Home Environment with different dimensions of Self-concept in Adolescents.
- (3) To know the relationship of different dimensions of Perceived Quality of Home Environment with different dimensions of Self-concept and Emotional Stability in male adolescent group.
- (4) To know the relationship of different dimensions of Perceived Quality of Home Environment with different dimensions of Self-concept and Emotional Stability in female adolescent group.
- (5) To identify gender differences in the perception of Home Environment and its dimensions.
- (6) To identify gender differences on Emotional Stability.
- (7) To identify gender differences on Self-concept and its dimensions.

The statistical techniques undertaken by the investigator in order to find out the results of the present study was, firstly the Pearson Product Moment Coefficient of correlation used to find out the relationship of Home Environment dimensions with Self-concept dimensions and Emotional Stability. At second step, stepwise multiple regression analysis used for the purpose of prediction of most influencing predictor variable (dimensions of Home Environment) on the criterion variable i.e. Self-concept and Emotional stability. Finally t-test was used for finding the significance of difference between males and females in the perception of Home Environment, self-concept and its dimensions and on emotional stability.

**Table-4.1: Interrelationship between Home Environment and Self-concept of whole sample (300-Adolescents).**

Dimensions of Home Environment	Dimensions of Self-concept						
	Health & Sex Appropriateness	Abilities	Self - confidence	Self - acceptance	Worthiness	Present, Past & Future	Beliefs & Convictions
<b>Control</b>	0.065	0.070	0.001	-0.110	0.093	-0.105	-0.065
<b>Protectiveness</b>	0.113	-0.143*	-0.027	-0.010	0.111	0.000	0.121*
<b>Punishment</b>	0.054	-0.027	0.055	0.004	-0.097	0.000	-0.153**
<b>Conformity</b>	0.083	0.073	0.016	0.100	0.043	-0.137*	0.072
<b>Social Isolation</b>	0.001	-0.049*	-0.060	-0.143*	0.034	-0.024	-0.084
<b>Reward</b>	0.115*	0.049	0.110	0.147*	0.124*	0.067	0.167**
<b>Deprivation of Privileges</b>	-0.094	-0.185**	-0.054	-0.113	-0.051	0.050	-0.148*
<b>Nurturance</b>	0.112	0.085	0.085	-0.044	0.141*	0.079	0.008
<b>Rejection</b>	-0.018	-0.237**	-0.050	-0.058	-0.019	-0.036	-0.066
<b>Permissiveness</b>	0.160**	-0.012	0.062	0.110	0.026	-0.017	0.082

\*\* correlation is significant at 0.01 level.  
 \* correlation is significant at 0.05 level.

## Results

Table-4.1 shows that correlation coefficient between various dimensions of Home Environment and dimensions of Self-concept. The results of the present study revealed that “Control” a dimension of Home Environment is negatively correlates with feelings of Shame and Guilt ( $r=-0.243$ ), and Emotional Maturity ( $r=-0.227$ ) significant at 0.01 level. “Protectiveness” is negatively correlated with abilities ( $r=-0.143$ ), Beliefs and Convictions ( $r=-0.121$ ) with Sociability ( $r=-0.128$ ) significant at 0.05 level. “Punishment” is negatively correlates with Beliefs and Convictions ( $r=-0.153$ ) 0.01 level and positively correlates with feelings of Shame and Guilt ( $r=0.134$ ), which is significant at 0.05 level. “Conformity” is negatively correlated with Present, Past and Future ( $r=-0.137$ ) 0.05 level, with feelings of Shame and Guilt ( $r=-0.183$ ), and Emotional Maturity ( $r=-0.174$ ) significant at 0.01 level. “Social Isolation” is negatively correlates with abilities ( $r=-0.049$ ), Self-acceptance ( $r=-0.143$ ) 0.05 level, also positively correlates with feelings of Shame and Guilt ( $r=0.196$ ) which is statistically significant at 0.01 level. “Reward” is positively correlated with Health and Sex appropriateness ( $r=0.115$ ), Self-acceptance ( $r=0.147$ ) and Worthiness ( $r=0.124$ ) found to be significant at 0.05 level with Beliefs and Convictions ( $r=0.167$ ) at 0.01 level. “Deprivation of privileges” is negatively correlates with abilities ( $r=-0.185$ ) 0.01 level, Beliefs and Convictions ( $r=-0.148$ ), and positively correlates with feelings of Shame and Guilt ( $r=0.122$ ) found to be significant at 0.05 level. “Nurturance” is positively correlate with Worthiness ( $r=0.141$ ) significant at 0.05 level. “Rejection” is negatively correlates with abilities ( $r=-0.237$ ), positively correlates with feelings of Shame and Guilt ( $r=0.174$ ) 0.01 level, with Emotional Maturity correlation is ( $r=-0.116$ ) which is significant at 0.05 level. “Permissiveness” is positively correlates with Health and Sex appropriateness ( $r=0.160$ ), and negatively correlates with feelings of Shame and Guilt ( $r=-0.173$ ) 0.01 level, also positively correlates with Emotional Maturity ( $r=0.118$ ) significant at 0.05 level of significance.

**Table-4.2: Interrelationship between dimensions of Home Environment and Emotional Stability of whole sample (300-Adolescents).**

Dimensions of Home Environment	Emotional Stability
Control	0.030
Protectiveness	0.030
Punishment	0.029
Conformity	-0.094
Social Isolation	-0.032
Reward	0.036
Deprivation of Privileges	0.054
Nurturance	-0.037
Rejection	-0.020
Permissiveness	-0.056

\*\* correlation is significant at 0.01 level.

\* correlation is significant at 0.05 level.

Table-4.2 shows that coefficient of correlation between dimensions of Home Environment and Emotional Stability. The results revealed that Emotional Stability is positively correlated with Control ( $r=0.030$ ), Protectiveness ( $r=0.030$ ), Punishment ( $r=0.029$ ), Reward ( $r=0.036$ ) and Deprivation of Privileges ( $r=0.054$ ). Further explains that Emotional Stability negatively correlated with Conformity ( $r=-0.094$ ), Social Isolation ( $r=-0.032$ ), Nurturance ( $r=-0.037$ ), Rejection ( $r=-0.020$ ) and Permissiveness ( $r=-0.056$ ), dimensions of Home Environment.

### **STEPWISE MULTIPLE REGRESSION ANALYSIS** **(300-ADOLESCENTS)**

**Table-4.3:** Stepwise multiple regression analysis for the dimension of Self-concept, Health and Sex Appropriateness of Adolescents.

Model	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Standardised Coefficients Beta	t	Sig.
Permissiveness	0.160	0.026	0.026	7.838	0.160	2.800	0.005

The result of regression analysis on Home Environment Scale, scores pointout one predictor that met the criteria to enter in the equation. Table-4.3 shows that Home Environment dimension (Permissiveness) enter in the regression equation with multiple R=0.160, R<sup>2</sup>=0.026, F=7.838, significant at 0.01 level of significance. This implies that Permissiveness accounted for 2.6% of variance in the prediction of criterion variable i.e. Health and Sex Appropriateness. The regression coefficient beta value for Permissiveness is 0.160; indicated that the direction of influence was positive. Findings can be concluded as high Home Environment (Permissiveness) leads to high increase in Health and Sex Appropriateness (a dimension of Self-concept) in adolescents.

**Table-4.4: Stepwise multiple regression analysis for the dimension of Self-concept, Abilities of Adolescents.**

Model	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Standardised Coefficients Beta	t	Sig.
Rejection	0.236	0.056	0.056	17.589	-0.236	-4.194	0.000
Control	0.283	0.080	0.024	12.868	0.164	2.783	0.006

The result of regression analysis on Home Environment Scale, scores pointout two predictors that met the criteria to enter in the equation. Table-4.4 shows that at first step Home Environment dimension Rejection enter in the equation with multiple R=0.236, R<sup>2</sup>=0.056, F=17.589, significant at 0.01 level, tells that Rejection accounts for 5.6% of variance in the prediction of criterion variable i.e. Abilities. At the next step in regression equation, Home Environment (Control) entered in the equation increasing the multiple R value to 0.283, R<sup>2</sup>=0.080, F=12.868, which is statistically significant at 0.01 level and R<sup>2</sup> change =0.024. This implies that 8.0% of variance in Abilities is explained by Home Environment (Control) in combination with Home Environment (Rejection). Whereas the individual share of variance for this predictor is 2.4%. The regression coefficients beta value of Home Environment (rejection,  $\beta=-0.236$ ) indicates that the direction of influence was negative. Whereas positive direction of influence was indicated by beta value of Control ( $\beta=0.164$ ). The above findings can be concluded as less rejection and high control in Home Environment leads to high Ability in adolescents.

**Table-4.5: Stepwise multiple regression analysis for the dimension of Self-concept, Self-acceptance of Adolescents.**

Model	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Standardised Coefficients Beta	t	Sig.
<b>Reward</b>	0.149	0.022	0.022	6.701	0.149	2.589	0.010
<b>Control</b>	0.206	0.042	0.020	6.546	-0.145	-2.50	0.013

The result of regression analysis on Home Environment Scale, scores pointout two predictors that met the criteria to enter in the equation. Table-4.5 shows that Home Environment dimension (Reward) entered in the equation with multiple R=0.149, R<sup>2</sup>=0.022, F=6.701 significant at 0.01 level of significance. This implies that Reward explain 2.2% of variance in the criterion variable i.e. Self-acceptance. At the second step Home Environment (Control) enter in the equation with multiple R=0.206, R<sup>2</sup>=0.042, F=6.546, significant at 0.01 level, R<sup>2</sup> change=0.020. Which means Home Environment (Control) contributed 4.2% of variance jointly with Home Environment (Reward) and only 2.0% of variance if considered alone, in the prediction of criterion variable i.e. Self-acceptance. The regression coefficients beta value for Home Environment (Reward,  $\beta=0.149$ ) indicates that the direction of influence was positive. Although negative direction of influence was indicated by Home Environment (Control,  $\beta=-0.145$ ). The above findings can be concluded as high reward and less control in Home Environment leads to high Self-acceptance in adolescents.

**Table-4.6: Stepwise multiple regression analysis for the dimension of Self-concept, Worthiness.**

Model	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Standardised Coefficients Beta	t	Sig.
Nurturance	0.139	0.019	0.019	5.874	0.139	2.664	0.008
Punishment	0.180	0.032	0.013	4.963	-0.115	-1.998	0.047

The result of regression analysis on Home Environment Scale, scores pointout two predictors that met the criteria to enter in the equation. Table-4.6 shows that Home Environment dimension (Nurturance) enter in the equation with multiple R=0.139, R<sup>2</sup>=0.019, F=5.874, found to be significant at 0.01 level. Which means that Home Environment (Nurturance) accounted for 1.9% of variance in the prediction of criterion variable i.e. Worthiness. At the next step Home Environment (Punishment) entered in the equation with increasing multiple R=0.180, R<sup>2</sup>=0.032, F=4.963, significant at 0.01 level and R<sup>2</sup> change=0.013. This implies that Home Environment (Punishment) together with Home Environment (Nurturance) explains 3.2% of variance in the criterion variable i.e. Worthiness, whereas at its own level it contributes only 1.3% of variance. The regression coefficients beta of Home Environment (Nurturance,  $\beta=0.139$ ) indicated that the direction of influence was positive. Whereas negative direction of influence was indicated by Home Environment (Punishment,  $\beta=-0.115$ ). The above findings can be concluded as high nurturance and less punishment in Home Environment leads to high worthiness in adolescents.

**Table-4.7: Stepwise multiple regression analysis for the dimension of Self-concept, Present, Past and Future of Adolescents.**

Model	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Standardised Coefficients Beta	t	Sig.
<b>Conformity</b>	0.137	0.019	0.019	5.650	-0.137	2.377	0.018
<b>Reward</b>	0.194	0.038	0.019	5.782	0.151	2.413	0.016

The result of regression analysis on Home Environment Scale, scores pointout two predictors that met the criteria to enter in the equation. Table-4.7 shows that Home Environment (Conformity) enter in the equation with multiple R=0.137, R<sup>2</sup>=0.019, F=5.650, significant at 0.01 level. This implies that Home Environment (Conformity) accounted for 1.9% of variance in the criterion variable i.e. Present, Past and Future. At the second step Home Environment (Reward) entered in the equation with multiple R=0.194, R<sup>2</sup>=0.038, F=5.782, significant at 0.01 level and R<sup>2</sup> change =0.019. This means that 3.8% of variance in the criterion variable i.e. Present, Past and Future was explained by Home Environment (Reward) in combination with Home Environment (Conformity). Whereas the individual share of variance for this predictor is 1.9%. The regression coefficients beta value of Conformity is ( $\beta=-0.137$ ) indicated that the direction of influence was negative. Although positive direction of influence was indicated by beta value of Reward ( $\beta=0.151$ ). The above findings can be concluded as less conformity and high reward leads to high Self-concept in terms of Present, Past and Future in adolescents.

**Table-4.8: Stepwise multiple regression analysis for the dimension of Self-concept, Beliefs and Convictions of Adolescents.**

Model	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Standardised Coefficients Beta	t	Sig.
<b>Reward</b>	0.163	0.027	0.027	8.101	0.163	2.846	0.005
<b>Punishment</b>	0.209	0.044	0.017	6.778	0.133	2.310	0.022
<b>Deprivation of Privileges</b>	0.282	0.080	0.036	8.503	-0.219	-3.387	0.001

The result of regression analysis on Home Environment Scale, scores pointout three predictors that met the criteria to entry in the equation. Table-4.8 shows that Home Environment (Reward) entered in the equation with multiple R=0.163, R<sup>2</sup>=0.027, F=8.101 found to be significant at 0.01 level. This means Reward accounted for 2.7% of variance in the criterion variable i.e. Beliefs and convictions. At the second step, Home Environment (Punishment) entered in the equation with multiple R=0.209 and R<sup>2</sup>=0.044, F=6.778 significant at 0.05 level and R<sup>2</sup> change=0.017. This implies that Home Environment (Punishment) explain 4.4% variance in the criterion variable i.e. Beliefs and Convictions jointly with Reward and 1.7% variance if considered alone. Home Environment (Deprivation of Privileges) entered regression equation at the third step contributed maximum to the prediction of Beliefs and Convictions with multiple R=0.282, R<sup>2</sup>=0.080, F=8.503, which is significant at 0.01 level and R<sup>2</sup> change is 0.036. The results indicate that Home Environment (Deprivation of Privileges) accounted for 8.0% of variance in the criterion variable i.e. Beliefs and Convictions together with Home Environment (Reward) and Home Environment (Punishment) and only 3.6% of variance when taken alone. The regression coefficients beta of Reward ( $\beta=0.163$ ) and Punishment ( $\beta=0.133$ ) indicated that the direction of influence was positive. However negative direction of influence was indicated by beta value of Deprivation of Privileges ( $\beta=-0.219$ ) dimension of Home Environment.

**Table-4.9: Stepwise multiple regression analysis for the dimension of Self-concept, Feelings of Shame and Guilt of Adolescents.**

Model	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Standardised Coefficients Beta	t	Sig.
Control	0.243	0.059	0.059	18.603	-0.243	-4.313	0.000
Conformity	0.277	0.076	0.018	12.256	-0.136	-2.371	0.018
Social Isolation	0.303	0.083	0.015	9.935	-0.130	-2.228	0.027

The result of regression analysis on Home Environment Scale, scores pointout three predictors that met the criteria to entry in the equation. Table-4.9 shows that, at the first step Home Environment dimension (control) enter in the equation. The multiple R for this predictor is 0.243,  $R^2=0.059$ ,  $F=18.603$ , found to be significant at 0.01 level of significance. This means the Control accounted for 5.9% of variance in the criterion variable i.e. Feelings of Shame and Guilt. At the second step, Home Environment (conformity) entered with multiple  $R=0.277$ ,  $R^2=0.076$ ,  $F=12.256$  significant at 0.05 level and  $R^2$  change=0.018. This implies that Home Environment (conformity) explain 7.6% variance in the criterion variable i.e. Feelings of Shame and Guilt, jointly with Home Environment (Control) and 1.8% variance when taken alone. Home Environment (Social Isolation) entered regression equation at the third step, increasing multiple R to 0.303, the  $R^2=0.083$ ,  $F=9.935$  which is significant at 0.05 level and  $R^2$  change=0.015. The results indicates that Home Environment (Social Isolation) accounted for 8.3% of variance together with Home Environment (Control and conformity) and only 1.5% of variance when taken alone. The regression coefficients beta value of Control ( $\beta=-0.243$ ), Conformity ( $\beta=-0.136$ ) and Social Isolation ( $\beta=-0.130$ ) indicated that the direction of influence was negative.

**Table-4.10: Stepwise multiple regression analysis for the dimension of Self-concept, Sociability of Adolescents.**

Model	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Standardised Coefficients Beta	t	Sig.
Protectiveness	0.128	0.016	0.016	4.946	-0.128	-2.224	0.027
Reward	0.196	0.038	0.022	5.887	0.169	2.595	0.010

The result of regression analysis on Home Environment Scale, scores pointout two predictors that met the criteria to entry in the equation. Table-4.10 shows that Home Environment dimension (Protectiveness) enter in the equation with multiple R=0.128, R<sup>2</sup>=0.016, F=4.946, significant at 0.05 level. Indicates that Home Environment (Protectiveness) accounted for 1.6% of variance in the prediction of criterion variable i.e. Sociability. At the second step in regression equation Home Environment (Reward) entered with increased multiple R equal to 0.196, R<sup>2</sup>=0.038, F=5.887, which is found to be significant at 0.01 level of significance and R<sup>2</sup> change=0.022. This implies that Home Environment (Reward) explains 3.8% of variance in the criterion variable i.e. Sociability, jointly with Home Environment (Protectiveness) and only 2.2% of variance when taken alone. The regression coefficients beta value of Home Environment (Protectiveness,  $\beta=-0.128$ ) indicates that the direction of influence was negative. Whereas positive direction of influence was indicated by Home Environment (Reward,  $\beta=0.169$ ). The above findings can be concluded as less Home Environment (Protectiveness) and high Home Environment (Reward) leads to high Sociability in adolescents.

**Table-4.11: Stepwise multiple regression analysis for the dimension of Self-concept, Emotional Maturity of Adolescents.**

Model	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Standardised Coefficients Beta	t	Sig.
Control	0.227	0.052	0.052	16.210	-0.227	-4.026	0.000
Conformity	0.260	0.068	0.016	10.741	-0.130	-2.248	0.025

The results of regression analysis on Home Environment Scale, scores points out two predictors that met the criteria to enter in the equation. Table-4.11 shows that, at the first step Home Environment dimension (Control) entered in the regression equation with multiple R=0.227, R<sup>2</sup>=0.052, F=16.210, significant at 0.01 level. This means Home Environment (Control) accounted for 5.2% of variance in the criterion variable i.e. Emotional Maturity. At the second step Home Environment (Conformity) entered in the equation and increased multiple R to 0.260, R<sup>2</sup>=0.068, F=10.741 found to be significant at 0.01 level of significance and R<sup>2</sup> change =0.016. This implies that Home Environment (Conformity) explains 6.8% of variance in the criterion variable i.e. Emotional Maturity together with Home Environment (Control) and only 1.6% of variance if considered alone. The regression coefficients beta value of Home Environment (Control,  $\beta=-0.227$  and Conformity,  $\beta=-0.130$ ) indicated that the direction of influence was negative. The above findings can be concluded as less Home Environment (Control and Conformity) leads to high Emotional Maturity in adolescents.

**STEPWISE MULTIPLE REGRESSION ANALYSIS FOR**  
**“MALE” GROUP**  
**(150-ADOLESCENTS)**

**Table-4.12:** Stepwise multiple regression analysis for the dimension of Self-concept, Health and Sex Appropriateness for Male Group.

Model	R	$R^2$	$R^2$ Change	F	Standardised Coefficients	t	Sig.
	Gender=Male				Beta		
Reward	0.194	0.038	0.038	5.773	0.194	2.403	0.018

Table-4.12 shows that result of regression analysis on Home Environment Scale, scores pointout one predictor that met the criteria to entry in the equation. Home Environment dimension Reward, contributed to the prediction of Home Environment with multiple  $R=0.194$  and  $R^2=0.038$ ,  $F=5.773$  significant at 0.05 level. This means the reward accounted for 3.8% of variance in the criterion variable i.e. Health and Sex Appropriateness. The regression coefficient beta value of Reward ( $\beta=0.194$ ) indicates that the direction of influence was positive. It means that high level of parental reward leads to more positive self-concept development i.e. Health and Sex Appropriateness in male adolescents.

**Table-4.13: Stepwise multiple regression analysis for the dimension of Self-concept, Abilities for Male Group.**

Model	R	$R^2$	$R^2$ Change	F	Standardised Coefficient	t	Sig.
					Beta		
Rejection	0.395	0.156	0.156	27.423	-0.395	-5.23	0.000
Control	0.438	0.192	0.035	17.427	0.201	2.53	0.012

Table-4.13 shows that results of regression analysis on Home Environment Scale, scores pointout two predictors that met the criteria to entry in the equation. Home Environment dimension Rejection, contributed maximum to the prediction of Home Environment. The multiple R for this predictor is 0.395,  $R^2=0.156$ ,  $F=27.423$ , significant at 0.01 level, which means that the Rejection accounted for 15% of variance in the criterion variable i.e. Abilities. At the second step, Home Environment Control entered with multiple  $R=0.438$ ,  $R^2=0.192$ ,  $F=17.427$ , found to be significant at 0.05 level and  $R^2$  change=0.035. This implies that Home Environment Control explain 19% of variance in the criterion variable jointly with Rejection and 3.5% of variance if considered alone. The regression coefficient beta value of Rejection ( $\beta=-0.395$ ) indicates that the direction of influence was negative and a positive direction of influence was indicated by the beta value of Control ( $\beta=0.201$ ) a dimension of Home Environment. The above findings can be concluded as that low level of rejection and high control of parents leads to more / high level of abilities (a dimension of Self-concept) in male adolescents.

**Table-4.14: Stepwise multiple regression analysis for the dimension of Self-concept, Self-confidence for Male Group.**

Model	R	$R^2$	$R^2$ Change	F	Standardised Coefficient	t	Sig.
	Gender=Male				Beta		
Rejection	0.191	0.036	0.036	5.602	-0.191	-2.36	0.017

Table-4.14 shows that results of regression analysis on Home Environment Scale, scores pointout one predictors that met the criteria to enter in the equation. Home Environment dimension Rejection contributed to the prediction of Home Environment with multiple  $R=0.191$  and  $R^2=0.036$ ,  $F=5.602$  found to be significant at 0.05 level. This means the rejection accounted for 3.6% of variance in the criterion variable i.e. Self-confidence. The regression coefficient beta value of rejection ( $\beta=-0.191$ ) indicates that the direction of influence was negative. Findings can be concluded as less rejection leads to more Self-confidence in male adolescents.

**Table-4.15: Stepwise multiple regression analysis for the dimension of Self-concept, Self-acceptance for Male Group.**

Model	R	$R^2$ Change	F	Standardised Coefficient	t	Sig.	
	Gender=Male			Beta			
<b>Social Isolation</b>	0.194	0.038	0.038	5.790	-0.194	-2.40	0.017

Table-4.15 shows that results of regression analysis on Home Environment Scale, scores pointout one predictor that met the criteria to enter in the equation. Home Environment dimension Social Isolation, contributed to the prediction of Home Environment with multiple  $R=0.194$ ,  $R^2=0.038$ ,  $F=5.790$  significant at 0.05 level. This means the Social Isolation accounted for 3.8% of variance in the criterion variable i.e. Self-acceptance. The regression coefficient beta value of social isolation ( $\beta=-0.194$ ) indicates that the direction of influence was negative. The above findings can be concluded as less social isolation leads to more self-acceptance in male adolescents.

**Table-4.16: Stepwise multiple regression analysis for the dimension of Self-concept, Beliefs and Convictions for Male Group.**

Model	R	$R^2$	$R^2$ Change	F	Standardised Coefficient	t	Sig.
	Gender=Male				Beta		
Deprivation of Privileges	0.170	0.029	0.029	4.429	-0.170	-2.10	0.037
Punishment	0.274	0.075	0.046	5.984	0.223	2.71	0.008

Table-4.16 shows that results of regression analysis on Home Environment Scale, scores pointout two predictors that met the criteria to enter in the equation. Home Environment dimension Deprivation of Privileges contributed to the prediction of Home Environment with multiple  $R=0.170$ ,  $R^2=0.029$ ,  $F=4.429$  found to be significant at 0.05 level. This means the Deprivation of Privileges accounted for 2.9% of variance in the criterion variable i.e. Beliefs and Convictions. At the second step, Home Environment (Punishment) contributed maximum to the prediction of Home Environment with multiple  $R=0.274$ ,  $R^2=0.075$ ,  $F=5.984$ , significant at 0.01 level and  $R^2$  change=0.046. This implies that Home Environment (Punishment) explain 7.5% of variance in the criterion variable jointly with Deprivation of Privileges and 4.6% of variance if considered alone. The regression coefficient (beta of Deprivation of Privileges,  $\beta=-0.170$ ) indicate that direction of influence was negative and beta value of Punishment ( $\beta=0.223$ ) indicates that the direction of influence was positive.

**Table-4.17: Stepwise multiple regression analysis for the dimension of Self-concept, Feelings of Shame and Guilt for Male Group.**

Model	R	$R^2$	$R^2$ Change	F	Standardised Coefficient	t	Sig.
	Gender=Male				Beta		
Social Isolation	0.335	0.112	0.112	18.703	-0.335	-4.325	0.000

Table-4.17 shows that results of regression analysis on Home Environment Scale, scores pointout one predictor that met the criteria to enter in the equation. Home Environment Social Isolation contributed alone to the prediction of Home Environment. The multiple R for this predictor is 0.335,  $R^2=0.112$ ,  $F=18.703$  significant at 0.01 level which means the Social Isolation accounted for 11% of variance in the criterion variable i.e. Feelings of Shame and Guilt. The regression coefficient beta value of Social Isolation ( $\beta=-0.335$ ) indicates that the direction of influence was negative.

**Table-4.18: Stepwise multiple regression analysis for the dimension of Self-concept, Emotional Maturity for Male Group.**

Model	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Standardised Coefficient	t	Sig.
	Gender=Male				Beta		
Control	0.300	0.090	0.090	14.659	-0.300	-3.829	0.000

Table-4.18 shows that results of regression analysis on Home Environment Scale, scores pointout one predictor that met the criteria to enter in the equation. Home Environment dimension Control contributed to the prediction of Home Environment with multiple R=0.300, R<sup>2</sup>=0.090, F=14.659 significant at 0.01 level. This means that the control accounted for 9.0% of variance in the criterion variable i.e. Emotional Maturity. The regression coefficient beta value of control ( $\beta=-0.300$ ) indicates that the direction of influence was negative. It means that less control of Home Environment leads to high emotional maturity in male adolescents.

**Table-4.19: Stepwise multiple regression analysis for the dependent variable Emotional Stability for Male Group.**

Model	R	$R^2$	$R^2$ Change	F	Standardised Coefficient	t	Sig.
	Gender=Male				Beta		
Rejection	0.206	0.042	0.042	6.542	-0.206	-2.558	0.012

Table-4.19 shows that results of regression analysis on Home Environment Scale, scores pointout one predictor variable that met the criteria to enter in the equation. Home Environment dimension Rejection, contributed to the prediction of Home Environment with multiple  $R=0.206$ ,  $R^2=0.042$ ,  $F=6.542$  found to be significant at 0.01 level. This means that the Rejection accounted for 4.2% of variance in the criterion variable i.e. Emotional Stability. The regression coefficient beta value of Rejection ( $\beta=-0.206$ ) indicates that the direction of influence was negative. This means that less parental rejection leads to high emotional stability in male adolescents.

**STEPWISE MULTIPLE REGRESSION ANALYSIS FOR**  
**“FEMALE GROUP”**  
**(150-ADOLESCENTS)**

**Table-4.20: Stepwise multiple regression analysis for the dimension of Self-concept, Abilities for Female Group.**

Model	R	$R^2$	$R^2$ Change	F	Standardised Coefficient	t	Sig.
	Gender=Female				Beta		
Rejection	0.186	0.035	0.035	5.260	-0.186	-2.293	0.023

The results of regression analysis on Home Environment Scale, scores printout one predictor that met the criteria to enter in the equation. Table-4.20 shows that Home Environment dimension Rejection contributed to the prediction of Home Environment with multiple  $R=0.186$ ,  $R^2=0.035$ ,  $F=5.260$  which is significant at 0.05 level. This means the Rejection account for 3.5% of variance in the criterion variable i.e. Abilities. The regression coefficient beta value of Rejection ( $\beta=-0.186$ ) indicates that the direction of influence was negative. Findings can be concluded as less rejection by parents leads to increase in self-concept dimension i.e. Abilities in female adolescents.

**Table-4.21: Stepwise multiple regression analysis for the dimension of Self-concept, Self-acceptance for Female Group.**

Model	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Standardised Coefficient	t	Sig.
	Gender=Female	Beta					
Permissiveness	0.210	0.044	0.044	6.783	0.210	2.604	0.010

The result of regression analysis on Home Environment Scale, scores pointout one predictor that met the criteria to enter in the equation. Table 4.21 shows that Home Environment dimension Permissiveness entered in the equation with multiple R=0.210, R<sup>2</sup>=0.044, F=6.783 significant at 0.01 level. Which means the Permissiveness account for 4.4% of variance in the criterion variable i.e. Self-acceptance. The regression coefficient beta value of Permissiveness ( $\beta=0.210$ ) indicates that the direction of influence was positive. Findings can be concluded as more permissiveness in Home Environment by parents leads to more self-acceptance in female adolescents.

**Table-4.22: Stepwise multiple regression analysis for the dimension of Self-concept, Present, Past and Future for Female Group.**

Model	R	$R^2$	$R^2$ Change	F	Standardised Coefficient	t	Sig.
	Gender=Female				Beta		
Control	0.182	0.033	0.033	5.024	-0.182	-2.241	0.026

Table-4.22 shows that results of regression analysis on Home Environment Scale, scores pointout one predictor that met the criteria to enter in the equation with multiple  $R=0.182$ ,  $R^2=0.033$ ,  $F=5.024$ , which is significant at 0.05 level. This means the Control accounted for 3.3% of variance in the criterion variable i.e. Present, Past and Future. The regression coefficient beta value of Control ( $\beta=-0.182$ ) indicates that the direction of influence was negative.

**Table-4.23: Stepwise multiple regression analysis for the dimension of Self-concept, Beliefs and Convictions for Female Group.**

Model	R	$R^2$	$R^2$ Change	F	Standardised Coefficient	t	Sig.
	Gender=Female				Beta		
<b>Reward</b>	0.201	0.040	0.040	6.176	0.201	2.485	0.014

The results of regression analysis on Home Environment Scale, scores pointout one predictor that met the criteria to enter in the equation. Table-4.23 shows that Home Environment dimension Reward entered in the equation with multiple  $R=0.201$ ,  $R^2=0.040$ ,  $F=6.176$  found to be significant at 0.05 level. This means the Reward accounted for 4.0% of variance in the criterion variable i.e. Beliefs and Convictions. The regression coefficient beta value of Reward ( $\beta=0.201$ ) indicates that the direction of influence was positive. The findings can be concluded as high reward leads to high level of Beliefs and Convictions in female adolescents.

**Table-4.24: Stepwise multiple regression analysis for the dimension of Self-concept, Feelings of Shame and Guilt for Female Group.**

Model	R	$R^2$	$R^2$ Change	F	Standardised Coefficient	t	Sig.
	Gender=Female				Beta		
<b>Conformity</b>	0.261	0.068	0.068	10.755	-0.261	-3.279	0.001

The results of regression analysis on Home Environment Scale, scores pointout one predictor that met the criteria to enter in the equation. Table-4.24 shows that Home Environment dimension Conformity entered in the equation with multiple  $R=0.261$ ,  $R^2=0.068$ ,  $F=10.755$  significant at 0.01 level. Which means conformity accounted 6.8% of variance in the criterion variable i.e. Feelings of Shame and Guilt. The regression coefficient beta value of conformity ( $\beta=-0.261$ ) indicates that the direction of influence was negative. This means that less conformity leads to high feelings of shame and guilt in female adolescents.

**Table-4.25: Stepwise multiple regression analysis for the dimension of Self-concept, Emotional Maturity for Female Group.**

Model	R	$R^2$	$R^2$ Change	F	Standardised Coefficient	t	Sig.
	Gender=Female				Beta		
Conformity	0.183	0.033	0.033	5.066	0.183	2.251	0.026

Table-4.25 shows that results of regression analysis on Home Environment Scale, scores pointout one predictor that met the criteria to enter in the equation. Home Environment dimension, conformity the multiple R for this predictors is 0.183,  $R^2=0.033$ , F=5.066 found to be significant at 0.05 level. This means the conformity accounted for 3.3% of variance in the criterion variable i.e. Emotional Maturity. The regression coefficient beta value of conformity ( $\beta=0.183$ ) indicates that the direction of influence was positive.

**Table-4.26: t-value between Male and Female on Home Environment dimensions.**

Dimensions of Home Environment	Male		Female		t-value
	Mean	SD	Mean	SD	
Control	21.60	5.54	18.08	6.38	5.08**
Protectiveness	27.94	5.67	25.84	6.44	2.97**
Punishment	24.44	5.36	23.26	6.53	3.15**
Conformity	28.50	5.29	27.74	6.55	2.55*
Social Isolation	16.49	7.73	14.43	7.45	2.65**
Reward	27.98	7.97	29.29	6.43	2.75**
Deprivation of Privileges	14.13	8.20	14.43	10.10	0.28
Nurturance	20.90	5.58	22.70	5.92	2.41*
Rejection	14.40	7.63	11.37	6.51	4.04**
Permissiveness	18.92	6.52	21.47	5.56	3.60**

\*\* Significant at 0.01 level.

\* Significant at 0.05 level.

Table-4.26 shows that significance difference between males and females on the dimensions of Home Environment, control ( $t=5.08$ ), protectiveness ( $t=2.97$ ), punishment ( $t=3.15$ ), social isolation ( $t=2.65$ ), reward ( $t=2.75$ ), rejection ( $t=4.04$ ) and permissiveness ( $t=3.60$ ) found to be significant at 0.01 level of significance. Results also revealed that conformity ( $t=2.55$ ) and Nurturance ( $t=2.41$ ) significant at 0.05 level.

**Table-4.27: t-value between Male and Female on Self-concept dimensions.**

Dimensions of Self-concept	Male		Female		t-value
	Mean	SD	Mean	SD	
Health and Sex Appropriateness	19.92	3.36	18.55	4.23	3.08**
Abilities	25.34	5.00	23.25	5.13	3.55**
Self-confidence	17.09	3.75	16.18	3.63	2.11*
Self-acceptance	12.82	3.63	13.22	4.35	0.87
Worthiness	22.27	4.38	20.53	4.45	3.39**
Present, Past and Future	15.72	3.58	15.42	3.83	0.68
Beliefs and Convictions	11.81	3.70	10.82	3.37	2.41*
Feelings of Shame and Guilt	12.82	3.33	13.91	3.80	2.62**
Sociability	12.38	2.42	12.22	3.92	0.42
Emotional Maturity	11.25	3.00	11.58	3.82	0.82

\*\* Significant at 0.01 level

\* Significant at 0.05 level.

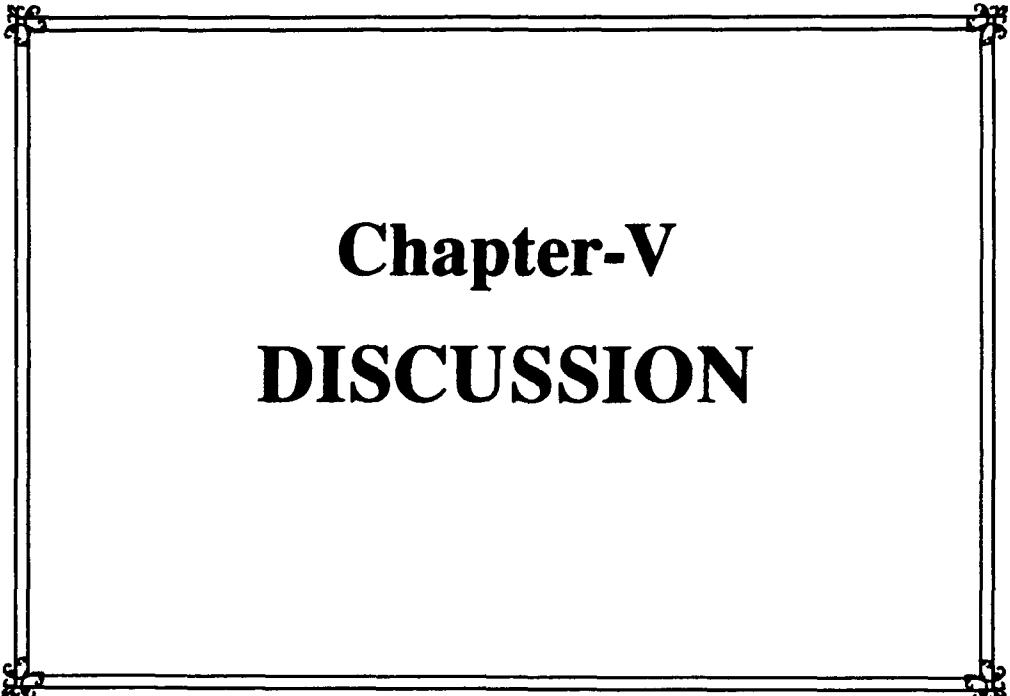
Table-4.27 shows that significant difference between males and females on the dimensions of Self-concept are Health and Sex Appropriateness ( $t=3.08$ ), Abilities ( $t=3.55$ ), Worthiness ( $t=3.39$ ), and Feelings of Shame and Guilt ( $t=2.62$ ) found to be statistically significant at 0.01 level. Findings also revealed that Self-confidence ( $t=2.11$ ), Beliefs and Convictions ( $t=2.41$ ) significant at 0.05 level of significance.

**Table-4.28: t-value between Male and Female on Emotional Stability.**

Variable	Male		Female		t-value	Significant
	Mean	SD	Mean	SD		
<b>Emotional Stability</b>	67.02	11.51	66.42	12.02	0.435	NSI

NSI= Non Significant t-value.

Table-4.28 revealed that non-significant differences between males and females on Emotional Stability ( $t=0.435$ ).



**Chapter-V**

**DISCUSSION**

## **Chapter-V**

### **DISCUSSION**

#### **5.1 DISCUSSION**

Home Environment has an important role in the development of social, emotional, physical as well as psychological aspects of an individual. When the family relationships are good not only during adolescence, but also during the early formative years of his life, the adolescent develop more positive self-concept, self-confidence and is more emotionally stable.

In this context, the first objective of the present study was to know, how Home Environment and its dimensions are associated with emotional stability and dimensions of self-concept. In this study there were ten predictors of Home Environment (control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection, and permissiveness) and ten dimensions of Self-concept (health and sex appropriateness, abilities, self-confidence, self-acceptance, worthiness, present, past and future, beliefs and convictions, feelings of shame and guilt, sociability, and emotional maturity). The results of multiple regression analysis (stepwise) indicate that “Permissiveness” emerges significant predictor for Health and Sex Appropriateness, dimension of Self-concept. “Rejection” was a significant predictor for Abilities. “Control” was found to be the significant predictor for Abilities, Self-acceptance, Feeling of Shame and Guilt, and Emotional Maturity. “Reward” was a significant predictor for Self-acceptance, Present, Past and Future, Beliefs and Convictions, and Sociability. “Nurturance” was found to be the significant predictor for Worthiness. “Punishment” was a significant predictor for Worthiness, and Beliefs and Convictions. “Conformity” was a significant predictor for Present, Past and Future,

Feelings of Shame and Guilt, and Emotional Maturity. “Deprivation of Privileges” was a significant predictor for Beliefs and Convictions. “Social Isolation” was found to be the significant predictor for Feelings of Shame and Guilt, and “Protectiveness” was a significant predictor for sociability dimension of Self-concept.

Overall findings of our multiple regression analysis (stepwise) suggests that Rejection, Control, Punishment, Conformity, Deprivation of Privileges, Social Isolation, and Protectiveness showed negative influence on most of the dimensions of Self-concept like, Abilities, Self-acceptance, Feelings of Shame and Guilt, Emotional Maturity, Worthiness, Present, Past and Future, Beliefs and Convictions, and Sociability. However, there were some of the dimensions of Home Environment like Control and Punishment also showed positive influence on Abilities, and Beliefs and Convictions dimension of Self-concept. Some dimensions of Home Environment like, Permissiveness, Reward and Nurturance showed positive influence on Health and Sex Appropriateness, Self-acceptance, Present, Past and Future, Sociability, and Worthiness dimensions of Self-concept.

Previous researches have also similarly shown the influence of perceives parental rearing on adolescent's self-concept and internalising and externalising problems. Saori Nishikawal et al. (2010) analysis showed that insecure attachments (avoidant and ambivalent) and rejection from parents were predictors of internalising and externalising problems among boys. Mzobanzi M. Mboya (1996) examined the relationship between dimensions of family and school environments and various aspects of an adolescent's Self-concept. Results of the study indicate that perceived parental behaviours were associated with relation, with family, general school, physical appearance, emotional stability, health, and global self-concept.

Many other studies conducted on children's perceptions of parental acceptance-rejection, and children's level of depression and anxiety, e.g. Al-Beheray, (1990); Ali, (1992); Said (1995); Faied (2000) found that children's perception of parental rejection correlates significantly with high level of depression and anxiety in childhood. Mohammed (1996), Ahmed and Gielen (2006) investigated the relationship between children's perception of parental acceptance-rejection and corporal punishment. Results indicate significant correlations between perceptions of parental rejection, severity and harshness of punishment, and negative personality dispositions.

Multiple regression equation was also computed to estimate the extent of variance with emotional stability, with the scores of the dimensions of Home Environment. However, no predictors met the criteria to enter in the equation.

Another objective of the study was, to know the relationship of different dimensions of self-concept and emotional stability in male and female adolescents group. The results of regression analysis showed that, in male group, rejection influences negatively on emotional stability, ability and self-confidence dimension of self-concept. Control had negative effect on emotional maturity, social isolation on self-acceptance and feelings of shame and guilt, deprivation of privileges on beliefs and convictions dimension of self-concept. However, punishment showed positive influence on beliefs and convictions, Reward on health and sex appropriateness, Control a dimension of Home Environment also showed positive effect of abilities. In female group, Rejection showed negative effect on ability, control on the present, past and future, and conformity also showed negative effect on feelings of shame and guilt, while reward had positive effect on beliefs and convictions, and permissiveness had positive effect on self-acceptance, conformity a dimension of Home Environment also showed positive effect on emotional maturity a dimension of self-concept.

This indicates that gender as a factor associated with self-concept operates differently in terms of Home Environment. Female perceive their Home Environment in a more positive manner, as very few dimensions of Home Environment are of negative in nature and emerges significant predictor for self-concept. But in male group, most of the dimensions are negative in nature like rejection, control, deprivation of privileges, punishment, and social isolation that emerges significant predictors for most of the dimensions of self-concept and emotional stability. Reward was the only dimension that emerges significant predictor for only health and sex appropriateness in male group.

These differential affect of Home Environment on self-concept and emotional stability in male and female groups explained that female has more favourable self-concept and are more emotionally stable due to more supportive, permissive and rewarding Home Environment as compared to male group.

Again t-test showed that although mean scores of both males and females were below average on rejection, the score of males were significantly higher than females score. They were also associated differently with the feelings of shame and guilt dimension of self-concept where females score significantly higher on this dimension than males. However on permissiveness dimension of Home Environment both males and females score below average, but females score significantly higher on self-acceptance as compared to males. From the findings, it was concluded that female experience more feelings of shame and guilt as compared to males. Furthermore, findings also showed that perceived parental permissiveness effect more on self-acceptance in female's as compared to male adolescents.

Male adolescents also significantly scored higher on punishment and social isolation as compared to female. Inspite of scoring higher on these dimensions of Home Environment, t-test showed that males

also scored significantly higher on abilities, health and sex appropriateness, worthiness, self-confidence, and belief and convictions as compared to female adolescents. Thus, in terms of self-concept even having negative home experiences, male have more feelings of worthiness, self-confidence, abilities, and strong beliefs and convictions.

The plausible explanation for the above differences in male and female group with regard to perceived Home Environment and Self-concept is that in contemporary Indian culture female also have a need for autonomy and want to make free choices, but at the same time parental expectation for self-control promotes a secretive, snicky and sly attitude that resulted in the feelings of shame and guilt more in them as comparison to males. Furthermore, perceived parental permissiveness also effect significantly on self-acceptance in females as compare to male group, again suggesting that in the contemporary Indian scenario females are also enjoying freedom of choices that enhances their self-acceptance as well.

Similarly, earlier findings also supported the present study results. Mzoban M. Mboya (1994) in his study found, boys scored significantly higher than girls in global self-concepts, relations with family, physical abilities, physical appearance, music ability and health self-concepts. Saori Nishikwal et al. (2010) found that dysfunctional parenting (rejection, overprotection and anxious rearing) were determinant of problems among girls including social, emotional and physical. Hay Ian et al. (2003) found relationship with parents were important for males emotional stability, but not for female. Lau Sing et al. (2000) found that cohesive, orderly and achieving family environment is conclusive to more positive development in adolescents, in terms of lower depression and higher self-concept. Kapi et al. (2005) found that parental concern for their children friends and leisure activities play a protective role in emotional behavioural stability.

## **5.2 CONCLUSION OF THE STUDY**

Findings of the study showed that certain dimensions of Home Environment namely rejection, punishment, control, social isolation, conformity, deprivation of privileges, and protectiveness showed negative influences on most of the dimensions of self-concept like abilities, worthiness, self-acceptance, feelings of shame and guilt, emotional maturity, beliefs and convictions, present, past and future, and sociability. However, Nurturance, Control, Permissiveness, Reward and Punishment positively influences on abilities, worthiness, sociability, present, past and future, self-acceptance, beliefs and convictions, and Health and Sex Appropriateness dimensions of self-concept. To estimate the extent of variance in emotional stability with the scores of dimensions of Home Environment no predictors met the criteria to enter in the equation.

Results of multiple regression analysis showed that gender operates differently in terms of Home Environment. Females perceive their Home Environment in a more positive manner as most of the dimension of Home Environment positively influences on certain dimension of self-concept, but in male group most of the dimensions are negative in nature like rejection, control, deprivation of privileges, punishment and social isolation influences negatively on self-concept and emotional stability emerges as significant predictors. Reward was the only dimension of positive in nature that emerges significant predictor for only health and sex appropriateness in male group.

These differential effects of Home Environment on self-concept and emotional stability explained that females have more favourable self-concept and are more emotionally stable due to more supportive, permissive and rewarding Home Environment as compared to male group.

Results of the t-test also showed a significant difference between males and females on feelings of shame and guilt, abilities, health and sex appropriateness, worthiness, self-confidence, and beliefs and convictions dimension of self-concept.

Findings suggest that in terms of self-concept even having negative Home Environment experiences, males have more feelings of worthiness, self-confidence, abilities, and strong beliefs and convictions. No significant differences were found out between male and female adolescents on emotional stability.

### **5.3 IMPLICATION OF THE STUDY**

The findings of relationship between Perceived Quality of Home Environment, Self-concept and Emotional Stability suggests an intervention program may be designed to improve Quality of Home Environment for enhancing self-concept and emotional stability amongst adolescents, but more specifically among female adolescents.

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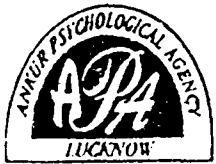
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# **APPENDICES**



**Consumable Booklet  
of  
H E I**

**Dr. Karuna Shanker Mishra (Allahabad)**

*(English Version)*

**Please fill up the following informations:-**

Name..... Class.....

School / College.....

Age..... Date.....

---

**INSTRUCTIONS**

Incidences given on the following pages describe the atmosphere of your house. These incidences are related with you and your parents behaviour. Your parents, till today, might have done these behaviours 'Mostly, Usually, Seldom, Very less or Never'. Read every behaviour statement carefully and think how many times your parents have used this. Give your answer by putting a cross mark in the box given under 'Mostly', 'Usually', 'Seldom', 'Very less' or 'Never' against each statement. For example—

<b>My parents scold me when I tell a lie.</b>	<b>Mostly</b>	<b>Usually</b>	<b>Seldom</b>	<b>Very less</b>	<b>Never</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parents commit above behaviour mostly. So cross (x): marked under the box 'Mostly'.

No answer is right or wrong for any behaviour. We want to know those attributes which exist in the atmosphere of your house but not in other children's houses.

Answer quickly. Ask, If there is any doubt. Pass on to the next if you are unable to answer anywhere.

---

Estd. 1983

☎ : (0522) 2354805

**ANKUR PSYCHOLOGICAL AGENCY**  
**22/481, INDIRA NAGAR, LUCKNOW-226016 (INDIA)**

Sr. No.	Area	STATEMENTS	Mostly	Usually	Seldom	Very Less	Never
1.	A	My parents allow me to play for a definite time.	<input type="checkbox"/>				
2.	B	My parents become too much anxious when I weep.	<input type="checkbox"/>				
3.	C	My parents get angry against me when I do any work carelessly.	<input type="checkbox"/>				
4.	D	My parents say me to obey some particular persons.	<input type="checkbox"/>				
5.	E	My parents do not allow me to go for a walk with my colleagues when I submit my idea different to their idea.	<input type="checkbox"/>				
6.	F	My parents feel very happy when I solve my problem successfully.	<input type="checkbox"/>				
7.	G	My parents do not talk with me when I ask them questions regarding anything.	<input type="checkbox"/>				
8.	H	My parents teach me only that behaviour which I like to learn.	<input type="checkbox"/>				
9.	I	My parents criticize my ideas too much.	<input type="checkbox"/>				
10.	J	My parents give me an opportunity to do the work by self.	<input type="checkbox"/>				
11.	A	My parents decide my reading time.	<input type="checkbox"/>				
12.	B	Whenever I am too much sad, my parents make me understand with great affection.	<input type="checkbox"/>				
13.	C	When I make too much of noise in my house, my parents give me corporal punishment (slapping, beating with stick etc.)	<input type="checkbox"/>				
14.	D	My parents have this desire that I may do every work better comparatively to other children.	<input type="checkbox"/>				
15.	E	My parents remove me away from them when I express my opinion different to them.	<input type="checkbox"/>				

## **SCORES**

Sr. No.	Area	STATEMENTS	Mostly	Usually	Seldom	Very Less	Never
16.	F	My parents get very happy when I express my ideas to the incoming guests.	<input type="checkbox"/>				
17.	G	My parents do not take me with them when I insist to go with them to the market.	<input type="checkbox"/>				
18.	H	My parents go with me for a walking.	<input type="checkbox"/>				
19.	I	My parents make fun of me when I weep on being scolded.	<input type="checkbox"/>				
20.	J	I can purchase any magazine without obtaining prior permission.	<input type="checkbox"/>				
21.	A	My parents keep strict discipline in home.	<input type="checkbox"/>				
22.	B	My parents accompany me to ascertain all the facilities whenever I go to any place for the first time.	<input type="checkbox"/>				
23.	C	My parents pull my ears when I do not keep any thing at proper place.	<input type="checkbox"/>				
24.	D	My parents desire that I should make special efforts to present every work.	<input type="checkbox"/>				
25.	E	When I become angry with my parents than they become separate from me.	<input type="checkbox"/>				
26.	F	My parents fell happy when I ask different questions regarding any thing after seeing it.	<input type="checkbox"/>				
27.	G	When I am on studies and my parents call me and I do not go to them, they remove my books kept in front of me.	<input type="checkbox"/>				
28.	H	When my parents go to meet any of their friend, they take me with them.	<input type="checkbox"/>				
29.	I	My parents prefer to stay away with me.	<input type="checkbox"/>				
30.	J	I can hear the radio for the time I like.	<input type="checkbox"/>				
31.	A	I do not go to see movie without the permission of my parents.	<input type="checkbox"/>				

## **SCORES**

Sr. No.	Area	STATEMENTS	Mostly	Usually	Seldom	Very Less	Never
32.	B	My parent worry for me too much when I suffer from severe fever.	<input type="checkbox"/>				
33.	C	On telling a lie my parents scold me.	<input type="checkbox"/>				
34.	D	My parents desire that I should do all the works like them.	<input type="checkbox"/>				
35.	E	My parents do not let me play with my friends when I tell a lie.	<input type="checkbox"/>				
36.	F	After solving any problem in different ways when I tell my parents then they praise my abilities.	<input type="checkbox"/>				
37.	G	I do not get breakfast on the day I wake up late.	<input type="checkbox"/>				
38.	H	My parents go to school to leave me there.	<input type="checkbox"/>				
39.	I	My parents do not worry for my future.	<input type="checkbox"/>				
40.	J	I read only when I wish.	<input type="checkbox"/>				
41.	A	I do not go to the house of any of my relatives with out the permission of my parents.	<input type="checkbox"/>				
42.	B	When I do not reach home from school in time my parents go to school to take me.	<input type="checkbox"/>				
43.	C	My parents become sad when I misbehave.	<input type="checkbox"/>				
44.	D	My parents desire that every teacher may praise me.	<input type="checkbox"/>				
45.	E	When my parents become angry with me as a result of any of my behaviour, they do not allow me to go to play.	<input type="checkbox"/>				
46.	F	My parents reward me when I make anything new from the waste things available in the house.	<input type="checkbox"/>				
47.	G	My parents ask me to do more work in the form of punishment.	<input type="checkbox"/>				

SCORES

Sr. No.	Area	STATEMENTS	Mostly	Usually	Seldom	Very Less	Never
48.	H	My parents help me in doing home work of school.	<input type="checkbox"/>				
49.	I	My parents leave me alone when I am sad.	<input type="checkbox"/>				
50.	J	I can talk of every kind with my parents.	<input type="checkbox"/>				
51.	A	My parents do not allow me to wake in the night after a certain time.	<input type="checkbox"/>				
52.	B	My parents do not let me go at a distance from them in crowd.	<input type="checkbox"/>				
53.	C	My parents feel frustration due to my undesirable works.	<input type="checkbox"/>				
54.	D	My parents desire that I should help them in the household works.	<input type="checkbox"/>				
55.	E	My parents lock me in a room when I do not accede to their good suggestion knowingly.	<input type="checkbox"/>				
56.	F	My parents love me too much when I do any work honestly.	<input type="checkbox"/>				
57.	G	When I do any thing wrong, my parents do not let me do those works in which I get enjoyment.	<input type="checkbox"/>				
58.	H	My parents ask for bringing monthly magazine of my choice for me for reading.	<input type="checkbox"/>				
59.	I	When my parents do not like to fulfill my desire, than they do not pay any attention to my talks.	<input type="checkbox"/>				
60.	J	My parents let me sleep till I want to sleep.	<input type="checkbox"/>				
61.	A	My parents have fixed the time of taking my food.	<input type="checkbox"/>				
62.	B	My parents do not let me go alone for travelling out of fear of accident.	<input type="checkbox"/>				

## **SCORES**

Sr. No.	Area	STATEMENTS	Mostly	Usually	Seldom	Very Less	Never
63.	C	I am punished corporally when I insult my elders.	<input type="checkbox"/>				
64.	D	My parents like that I should do all the works according to my family traditions.	<input type="checkbox"/>				
65.	E	Whenever I do any work wrong, then all the family persons stop talking with me.	<input type="checkbox"/>				
66.	F	My parents while talking with other persons refer to my qualities.	<input type="checkbox"/>				
67.	G	The day I play much and read less, that day my parents give me food late.	<input type="checkbox"/>				
68.	H	My parents feel pleasure in talking with me.	<input type="checkbox"/>				
69.	I	When I am unable to solve my problem then my parents ridicule of my ability.	<input type="checkbox"/>				
70.	J	I can call my friends at the house.	<input type="checkbox"/>				
71.	A	My parents do not let me talk with any girl / boy.	<input type="checkbox"/>				
72.	B	My parents do not let me go to places full of danger.	<input type="checkbox"/>				
73.	C	My parents become angry with me on playing for a long time.	<input type="checkbox"/>				
74.	D	My parents desire to see me in the list of best students of the class.	<input type="checkbox"/>				
75.	E	After hearing radio for a long time my parents say me not to hear radio and I do not obey them than they do not let me meet with the guests.	<input type="checkbox"/>				
76.	F	When inquisitiveness develops in me after seeing anything, then my parents tell me about it.	<input type="checkbox"/>				

SCORES

Sr. No.	Area	STATEMENTS	Mostly	Usually	Seldom	Very Less	Never
77.	G	When I do not go to bid good-bye any guest then my parents stop talking with me.	<input type="checkbox"/>				
78.	H	My parents help me in doing works of my hobbies.	<input type="checkbox"/>				
79.	I	My parents do not have any worry when I obtain less marks in any subject.	<input type="checkbox"/>				
80.	J	When my parents ask me to do any work in the presence of guests, then I do it only if I desire.	<input type="checkbox"/>				
81.	A	My parents do not let me make noise in the house.	<input type="checkbox"/>				
82.	B	My parents arrange for my lodging and boarding in advance when I go out of the house.	<input type="checkbox"/>				
83.	C	My parents get very sad when I do not obey them in the presence of some guest.	<input type="checkbox"/>				
84.	D	My parents give example of any particular person to make me learn some behaviour.	<input type="checkbox"/>				
85.	E	When I do some improper work then my parents expel me from the house.	<input type="checkbox"/>				
86.	F	My parents become happy when I express any new idea.	<input type="checkbox"/>				
87.	G	When I quarrel with my brother and sister, good eatables brought are not given to me for eating.	<input type="checkbox"/>				
88.	H	When my parents take food with any guest I sit alongwith him.	<input type="checkbox"/>				
89.	I	My parents do not have any worry about my health.	<input type="checkbox"/>				
90.	J	My parents allow me to play with every kind of children.	<input type="checkbox"/>				
91.	A	I am compelled to obey my parents when I disobey them before guests.	<input type="checkbox"/>				

## **SCORES**

Sr. No.	Area	STATEMENTS	Mostly	Usually	Seldom	Very Less	Never
92.	B	My parents do not let me touch electrical implements.	<input type="checkbox"/>				
93.	C	When I break the family traditions then I am rebuked.	<input type="checkbox"/>				
94.	D	My parents think that I should not oppose their conversation.	<input type="checkbox"/>				
95.	E	When I insult any guest then my parents do not let me go outside of the house.	<input type="checkbox"/>				
96.	F	When I obtain more marks in examination then my parents congratulate me after calling me near them.	<input type="checkbox"/>				
97.	G	My parents put my things distant from me as a consequence of punishment.	<input type="checkbox"/>				
98.	H	Whenever I feel troubled my parents try to remove my trouble.	<input type="checkbox"/>				
99.	I	My parents cut jokes of my ideas.	<input type="checkbox"/>				
100.	J	When my parents ask me to do any work in front of relatives then I do not do that work not being desirous.	<input type="checkbox"/>				

**SCORING SHEET**

HEI Dimensions											
Pages	A	B	C	D	E	F	G	H	I	J	
2											
3											
4											
5											
6											
7											
8											
<b>Total Score</b>											

# **Self-Concept Scale**

*Constructed and Standardised By:*

**Dr. (Miss.) Mukta Rani Rastogi**

University of Lucknow, Lucknow

## **Instructions:**

Here are given fifty one statements. Below each statement are given five responses (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree). Please read each statement carefully and respond to it by marking a tick (✓) on any of the five responses given. 'If you really strongly agree with the statement, mark (✓) on 'Strongly Agree'; if you only agree with the statement, mark (✓) on 'Agree' and so on.

## **Example:**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
	(✓)			

Here the individual 'X' agrees with the statement and therefore has marked (✓) response 'Agree'.

There is no right or wrong response. Try to give your response according to what you feel about yourself in reference to that statement. Your answers will be kept confidential.

1. In General, I believe, I am a fairly worthwhile person.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
-----------------------	--------------	------------------	-----------------	--------------------------

2. I like and feel pretty good towards myself.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
-----------------------	--------------	------------------	-----------------	--------------------------

3. I worry over humiliating situations more than most persons.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
-----------------------	--------------	------------------	-----------------	--------------------------

4. I can perform my best in a vocation or job against an opponent who is much superior to me.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
-----------------------	--------------	------------------	-----------------	--------------------------

5. I often feel that my movements are clumsy.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
-----------------------	--------------	------------------	-----------------	--------------------------

6. I think I have an attractive personality.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
-----------------------	--------------	------------------	-----------------	--------------------------

( 2 )

7. If given a chance, I could do something that would be of much benefit to the world.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
8. I tend to be a quick and certain in my actions.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
9. I think of myself as a successful person.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
10. At times I am uncharitable to those who love me.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
11. Some time I feel depressed for no apparent reason at all.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
12. I frequently feel thwarted because I am unable to do as I desire.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
13. I often feel get blamed or punished when I don't deserve it.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
14. I find it hard to continue work when I do not get enough encouragement.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
15. When upset emotionally I take much time to recover.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
16. I find it hard to do my best when people are watching.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
17. At times I indulge in false excuses to get out of things.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
18. I prefer not to spend much time dwelling on the past.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
19. I am unwanted by those, I feel, are important to me.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
20. I am satisfied to a large extent about my sex matters.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
21. I become upset by criticism even if it is good or meant well.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
22. I look forward to prepare myself to attend what I intended to.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
23. My greatest weakness is that I find difficult to complete my work without assistance from others.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

( 3 )

24. It is my conviction that people in general tend to grow more conservative after the age of forty.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
25. I am as good as anyone else.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
26. If I were young again I would try to do the thing which I could not do earlier.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
27. The member of my family often take advice and suggestion from me for overall matters.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
28. When things go wrong I pity on blame myself.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
29. I sometimes think or imagine of performing sexual act that many people consider unnatural.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
30. I certainly feel useless at times.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
31. I spend much of the time worrying over the future.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
32. I find difficult to control my weight.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
33. I can always hear and see things as well as most other people.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
34. I don't get invited out by friends as often as I would really like.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
35. At times I brag about my qualities before others.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
36. I am fairly able to recall the significant events of my early childhood.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
37. I can recover easily and quickly from social blunders.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
38. I frequently fail to recollect several things which I am to do.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**

39. I have several times given up doing a thing because I thought too little of my ability.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
40. I see it is a bad mistake to spend most of my time worrying for the future, instead I prefer to try to find some pleasure in every present moment.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
41. I am often in low spirit.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
42. It is very important to me to feel that what I am doing is very worthwhile or meaningful.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
43. I enjoy mixing with people.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
44. I can tackle new situations with reasonable degree of assurance.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
45. At times I feel a painful sense of loneliness and want very much to share an experience with someone else.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
46. I can almost always go to sleep at night without any difficulty.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
47. When luck turns against me I pray God to make it in favour of me.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
48. Sometimes I would become a respectable person of society.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
49. I believe that everyone is responsible for what he does.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
50. I deserve severe punishment for my sins.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**
51. I usually prefer to do things in tried way rather than experimenting new and different ways.  
**Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree**

*Published By:*

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**AGRA PSYCHOLOGICAL RESEARCH CELL  
Tiwari Kothi, Belanganj, Agra-282004**

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# E S Q

## INSTRUCTIONS

In this booklet there are some questions to identify your interests and how you feel about certain situations. There are no "right" or "wrong" answers because people have a right to their own views. All you have to do is answer what is true for you.

Some sample questions are given below which you will answer for practice, to see that you understand what you have to do. There are three possible answers to each question. You should answer either "a" or "b", by marking a 'x' in the appropriate box. Mark the last answer or "c" only when it is impossible to decide between "a" or "b". Now answer the three practice questions given below.

### EXAMPLES:

1. I prefer friends who are:  
(a) sober and quiet,  
(b) lively and enthusiastic,  
(c) can't decide.
  
2. People say I'm impatient.  
(a) true,  
(b) false,  
(c) occasionally.
  
3. I like to watch team games  
(a) yes, often,  
(b) no, never,  
(c) sometimes.

In the following pages, you will find more questions similar to those above. As you answer these questions keep the following *four* rules in mind:

1. Give only answers that is true *for you*. It is best to say what you really think.
  
2. You may have as much time as you need, but try to respond quickly. It is best to give the *first answer* that comes to you and do not spend too much time on any one question.
  
3. Answer *every* item one way or the other. Please don't skip any item.
  
4. You should mark the (a) or (b) answer most for the time. Mark the last (c) answer *only* when you feel you have to, because neither (a) nor (b) seems to be right for you.

**Ask *now* if something is not clear.**

**PLEASE DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO.**

1. If I am asked to do a new and a difficult task, I  
 (a) feel glad to take it up and show what I can do.  
 (b) feel I will make a mess of it.  
 (c) can't decide.      (a) yes,  (b) no,  (c) sometimes.
2. My appetite remains as usual, when eating just before an exam or an interview.      (a) yes,  (b) no,  (c) sometimes.
3. I find it easy to keep an exciting secret.      (a) yes,  (b) no,  (c) sometimes.
4. When I decide to do something, I:  
 (a) Wonder if I may want to change my mind.  
 (b) Feel sure I am satisfied with it.  
 (c) Undecided.      (a) yes,  (b) no,  (c) sometimes.
5. A screeching noise on a glass or blackboard, gives me shivers.      (a) yes,  (b) no,  (c) sometimes.
6. I always get along well with my parents, brothers and sisters.      (a) yes,  (b) no,  (c) sometimes.
7. I often make big plans and get excited about them, only to find that they just won't work out.      (a) yes,  (b) no,  (c) sometimes.
8. I am usually a very contented person.      (a) yes,  (b) no,  (c) sometimes.
9. I sometimes feel happy and sometime feel depressed without any apparent reason.      (a) yes,  (b) no,  (c) sometimes.
10. When I do something foolish, I feel so bad that I wish could just hide somewhere forever.      (a) yes,  (b) no,  (c) sometimes.
11. When I work, I generally:  
 (a) find it hard to get started.  
 (b) Sit down and start right away  
 (c) Can't decided.      (a) yes,  (b) no,  (c) sometimes.
12. I have trouble thinking of things to say when I am talking to a person I dislike.      (a) yes,  (b) no,  (c) sometimes.
13. I wish, I was a different person from what I am now.      (a) yes,  (b) no,  (c) sometimes.
14. When I plan to do something, I am full of hope and sure that all will go well.      (a) yes,  (b) no,  (c) sometimes.
15. I have sometimes wished that I had never been born.      (a) yes,  (b) no,  (c) sometimes.
16. Even when every one is watching me, I can work just as fast as usual and without any mistakes.      (a) yes,  (b) no,  (c) sometimes.
17. I believe in spending more time in my works than is actually asked.      (a) yes,  (b) no,  (c) sometimes.
18. Even when I have to decide things in a hurry, I stay happy with my decisions.      (a) yes,  (b) no,  (c) sometimes.
19. When someone praises me for something, I have doubts that they are fooling me or they have made a mistake.      (a) yes,  (b) no,  (c) sometimes.
20. There are times when I have to really struggle with my feelings and I don't feel like doing anything.      (a) yes,  (b) no,  (c) sometimes.

21. People say that I daydream a lot.      (a) yes,       (b) no,       (c) sometimes.
22. I can remain calm in a contest I very much want to win.      (a) yes,       (b) no,       (c) sometimes.
23. There are times when other people get on my nerves so much that I just have to lose control of myself for a while.      (a) yes,       (b) no,       (c) sometimes.
24. If I accidentally hurt someone's feelings, I:  
 (a) say I didn't mean it and then forget about it.  
 (b) Feel troubled about it for a long time.  
 (c) Can't decide.      (a) yes,       (b) no,       (c) sometimes.
25. I think its worthwhile to try to do a task even if proper tools are not available.      (a) yes,       (b) no,       (c) sometimes.
26. Some people say that I am not on time and not dependable even though they really like me.      (a) yes,       (b) no,       (c) sometimes.
27. There are days when so many little things go wrong that I feel will go mad if anything else goes wrong.      (a) yes,       (b) no,       (c) sometimes.
28. When I am wrong on job, I:  
 (a) keep working steadily at it,  
 (b) daydream a lot  
 (c) Uncertain.      (a) yes,       (b) no,       (c) sometimes.
29. I never strain so hard to succeed that it keeps me from doing my best.      (a) yes,       (b) no,       (c) sometimes.
30. I feel sure that people respect me and pay attention to me as much as they do to others.      (a) yes,       (b) no,       (c) sometimes.
31. I often feel unhappy and do not want to talk to anyone.      (a) yes,       (b) no,       (c) sometimes.
32. I am good at taking care of things that I have to be mended or made to work.      (a) yes,       (b) no,       (c) sometimes.
33. There are times when I feel I will never achieve anything.      (a) yes,       (b) no,       (c) sometimes.
34. I can be quite happy even when friends refuse to do things my way.      (a) yes,       (b) no,       (c) sometimes.
35. When I get into an argument with someone, I usually:  
 (a) listen patiently to his /her arguments first.  
 (b) Interrupt right away to tell my side,  
 (c) Uncertain      (a) yes,       (b) no,       (c) sometimes.
36. I enjoy being a leader so that I can make decisions for a group.      (a) yes,       (b) no,       (c) sometimes.
37. People say I am a person who can always be counted on to do things exactly and properly.      (a) yes,       (b) no,       (c) sometimes.
38. I would like to be extremely good-looking, so that people would notice me when ever I go.      (a) yes,       (b) no,       (c) sometimes.
39. When something is bothering me a lot I think it is better to:  
 (a) try to ignore it until you cool off,  
 (b) blow off the "steam"  
 (c) uncertain      (a) yes,       (b) no,       (c) sometimes.
40. I sometimes feel so confused that I don't know what I am doing.      (a) yes,       (b) no,       (c) sometimes.

41. I am usually a very careful person.      (a) yes,       (b) no,       (c) sometimes.
42. In making decisions, I bother to consider everything, even the smallest facts.      (a) yes,       (b) no,       (c) sometimes.
43. I snap my fingers when I am excited and eager to do something.      (a) yes,       (b) no,       (c) sometimes.
44. Even when I am happy, one small thing can quite suddenly make me sad.      (a) yes,       (b) no,       (c) sometimes.
45. When I have work to do, I usually work:  
 (a) steadily until the job gets done,  
 (b) hard for a while, then relax and come back later,  
 (c) uncertain.      (a) yes,       (b) no,       (c) sometimes.
46. People say that no matter what happens I stay calm and self-controlled.      (a) yes,       (b) no,       (c) sometimes.
47. There are times when I do things I think I really shouldn't do.      (a) yes,       (b) no,       (c) sometimes.
48. When I read great deeds, I feel  
 (a) like trying to do the same.  
 (b) That they are someone else to do.  
 (c) Uncertain.      (a) yes,       (b) no,       (c) sometimes.
49. I often change from one hobby to another.      (a) yes,       (b) no,       (c) sometimes.
50. I think I am:  
 (a) steady and dependable  
 (b) Changeable and original.  
 (c) Uncertain.      (a) yes,       (b) no,       (c) sometimes.
51. I like people to tell me exactly how they want things done.      (a) yes,       (b) no,       (c) sometimes.
52. When I wake up in the morning, I find that I have tossed and turned so much that the whole bed is a mess.      (a) yes,       (b) no,       (c) sometimes.
53. When people look around my room at home, they say that I keep it neat and tidy.      (a) yes,       (b) no,       (c) sometimes.
54. There are times when I do pretty wild things, not caring what other people will say.      (a) yes,       (b) no,       (c) sometimes.
55. When I was young, my parents say I was too:  
 (a) yes,       (b) no,       (c) sometimes.
56. In games or even otherwise, I can always keep on trying, even when it's clear that I can't win.      (a) yes,       (b) no,       (c) sometimes.
57. Most people say that I behave the way I should.      (a) yes,       (b) no,       (c) sometimes.
58. People never say that I am sloppy and careless in my work.      (a) yes,       (b) no,       (c) sometimes.
59. When I go out among other people for the first time, I am always sure I will do the proper thing.      (a) yes,       (b) no,       (c) sometimes.
60. When I start a job, I always see that it gets finished.      (a) yes,       (b) no,       (c) sometimes.

## **ESQ SCORING KEY**

(1) Before starting the scoring procedure, examiner should ensure that the subject has answered all the questions. (2) If more than 6 questions are skipped, the test is invalid and should not be scored. (3) Please also ensure that each question has one and only one answer. (4) Place the key for Page-2 over the column of answer boxes on the inside left page No. 2 of the test booklet. (5) Please note the each answer scores either 2 or 1 as indicated by the numbers printed above the boxes. (6) Add these scores and write it down at the bottom of the booklet. (7) Repeat this procedure for pages 3 & 4 also. (8) Add the scores obtained from all the pages to obtain the total raw score on this test. (9) Convert these raw scores to sten scores.

	<b>Page-2</b>				<b>Page-3</b>				<b>Page-4</b>	
1.	2 <input type="checkbox"/>	1 <input type="checkbox"/>	21.		2 <input type="checkbox"/>	1 <input type="checkbox"/>	41.	2 <input type="checkbox"/>	1 <input type="checkbox"/>	
2.	2 <input type="checkbox"/>	1 <input type="checkbox"/>	22.	2 <input type="checkbox"/>	1 <input type="checkbox"/>	42.	2 <input type="checkbox"/>	1 <input type="checkbox"/>		
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11.	2 <input type="checkbox"/>	1 <input type="checkbox"/>	31.		2 <input type="checkbox"/>	1 <input type="checkbox"/>	51.	2 <input type="checkbox"/>	1 <input type="checkbox"/>	
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