



# The Impact Of Self-Esteem And Home Environment Among B.Ed Students

Manju.P.Poulose

Assistant Professor

Department of English

Holy Family college of Education for Women, Koduvayur

Palakkad, Kerala, India

## Abstract

The present study investigates the relationship between self-esteem and home environment among Bachelor of Education (B.Ed) students. The objective was to explore how a supportive or nonsupportive home environment influences students' levels of self-esteem, which in turn affects their academic achievement, emotional stability, and professional readiness. A sample of 200 B.Ed students (100 males and 100 females) from selected teacher training colleges was chosen using a stratified random sampling method. The data were collected using Rosenberg's Self-Esteem Scale (1965) and the Home Environment Inventory developed by Mishra (1989). Statistical analyses including mean, standard deviation, correlation, and t-test were employed. The findings revealed a significant positive correlation between self-esteem and home environment. Moreover, students from supportive and democratic home environments exhibited higher self-esteem levels than those from restrictive or neglectful environments. The implications of the findings are discussed in the context of teacher education and psychological well-being.

**Keywords:** Self-esteem, Home Environment, B.Ed Students, Teacher Education, Psychological Well-being

## Introduction

Teacher education plays a vital role in shaping the character and competence of future educators. For B.Ed students, self-esteem serves as a cornerstone of personality development and professional efficiency. Self-esteem refers to one's overall evaluation of self-worth, confidence, and sense of value (Rosenberg, 1965). A positive self-concept enables students to face challenges, interact effectively, and develop leadership qualities necessary for the teaching profession.

Equally important is the home environment, which encompasses the emotional, social, and physical atmosphere within a family. It includes parental support, communication patterns, discipline, and affection levels that influence a child's psychological growth. A nurturing home fosters security and self-assurance, whereas a hostile or neglectful home may cause emotional instability and low self-worth.

In the Indian context, where family bonds and cultural values significantly affect student behaviour, understanding the link between home environment and self-esteem among B.Ed students is crucial. This study attempts to bridge that gap and provide empirical evidence supporting the interrelation of these two variables.

## Review of Literature

### Self-Esteem and Its Importance

Self-esteem is a multifaceted construct reflecting how individuals perceive themselves in relation to others. According to Coppersmith (1967), high self-esteem contributes to confidence, autonomy, and resilience, while low self-esteem leads to dependency, anxiety, and inferiority feelings. In teacher education, self-esteem is directly linked to teaching efficacy, classroom management, and student engagement (Marsh & Craven, 2006).

### Home Environment

The home environment shapes an individual's emotional and cognitive development. Mishra (1989) identified dimensions such as control, protectiveness, punishment, conformity, and reward. Supportive family relationships enhance confidence and promote positive self-concept (Chauhan, 2013). Conversely, authoritarian homes often lead to suppressed emotions and diminished self-esteem (Baumrind, 1991).

### Relationship between Self-Esteem and Home Environment

Several studies (e.g., Agarwal & Srivastava, 2018; Sharma, 2020) confirm that individuals with nurturing family backgrounds display higher self-esteem. Family warmth, communication, and democratic parenting encourage self-expression and emotional balance. However, limited studies have specifically focused on B.Ed students, who are at a transitional stage of adulthood preparing for professional teaching roles.

### Hence, this study seeks to explore:

1. The level of self-esteem and home environment among B.Ed students.
2. The relationship between self-esteem and home environment.
3. Gender differences in self-esteem and home environment.

### Objectives of the Study

1. To assess the level of self-esteem among B.Ed students.
2. To examine the nature of the home environment among B.Ed students.
3. To find the relationship between self-esteem and home environment.
4. To compare male and female B.Ed students with respect to self-esteem and home environment.

### Hypotheses

1. There is no significant relationship between self-esteem and home environment among B.Ed students.
2. There is no significant difference between male and female B.Ed students in self-esteem.
3. There is no significant difference between male and female B.Ed students in home environment.

### Methodology

#### Research Design

The study employed a descriptive survey method to explore the relationship between self-esteem and home environment among B.Ed students.

#### Sample

A total of 200 B.Ed students were selected from four teacher training colleges in Kerala. The sample included 100 male and 100 female students aged between 21 and 25 years, selected using stratified random sampling.

#### Tools Used

1. Rosenberg Self-Esteem Scale (RSES, 1965): A 10-item Likert-type scale measuring global self-worth.
2. Home Environment Inventory (HEI) by Mishra (1989): Consisting of 10 dimensions like control, protectiveness, punishment, conformity, social isolation, reward, deprivation, nurturance, rejection, and permissiveness.

#### Data Collection Procedure

The questionnaires were administered in classroom settings with prior consent from students. Confidentiality was ensured, and data were analyzed using SPSS.

## Statistical Techniques

Mean and Standard Deviation

Pearson's Correlation Coefficient (r)

Independent Sample t-test

## Results and Discussion

**Table 1: Mean and SD of Self-Esteem and Home Environment scores (N = 200)**

Variables	Mean	SD
Self-Esteem	20027.44	44.56
Home Environment	200143.7	16.82

The results show those B.Ed students possess a moderate to high level of self-esteem and a favourable home environment.

**Table 2: Correlation between Self-Esteem and Home Environment**

Variable 1	Variable 2	N	r-value	Significance
Self-Esteem	Home Environment	200	0.62	Significant at 0.01 level

There is a positive and significant correlation ( $r = 0.62$ ,  $p < 0.01$ ) between self-esteem and home environment. This indicates that students from supportive, affectionate, and democratic homes tend to have higher self-esteem levels.

**Table 3: Gender Differences in Self-Esteem**

Gender	N	Mean	SD	t-value	Significance
Male	100	26.9	4.72	1.32	Not significant
Female	100	27.8	4.40		

No significant difference was found between male and female B.Ed students regarding self-esteem.

**Table 4: Gender Differences in Home Environment**

Gender	N	Mean	SD	t-value	Significance
Male	100	140.5	17.24	2.14	Significant at 0.05 level
Female	100	146.9	15.92		

Female students reported a more supportive home environment compared to males, possibly due to closer parental involvement and emotional bonds.

## Discussion

The study confirms a strong positive correlation between self-esteem and home environment among B.Ed students. This supports earlier findings by Sharma (2020) and Agarwal (2018), emphasizing that parental warmth and supportive family structures cultivate self-worth and emotional balance.

Students raised in democratic homes displayed higher confidence, responsibility, and interpersonal skills—traits essential for effective teaching. Conversely, students from restrictive or critical homes exhibited lower self-esteem, which may hinder their communication and classroom performance.

The gender analysis indicates that while both male and female students show similar levels of self-esteem, females perceive their home environment as more supportive. Cultural norms emphasizing family protection for females may explain this difference.

### **Educational Implications**

1. Counselling and Mentoring: Teacher education institutions should include counseling programs to build positive self-esteem among B.Ed students.
2. Parental Awareness: Workshops can guide parents on how home climate impacts their children's emotional and academic growth.
3. Curriculum Design: Integrating life skills and personality development sessions can enhance self-worth and coping abilities.
4. Teacher Preparation: Encouraging self-reflection and value education can improve trainees' emotional maturity and professional readiness.

### **Conclusion**

The study concludes that the home environment significantly influences self-esteem among B.Ed students. A positive and nurturing family atmosphere enhances confidence, emotional stability, and professional potential. Gender differences were minimal in self-esteem but noticeable in perceptions of home environment.

It is recommended that both educators and parents collaborate to nurture emotional resilience and self-confidence among future teachers. Since teaching is a relationship-centered profession, emotionally healthy teachers will foster emotionally healthy classrooms.

### **References**

1. Agarwal, R., & Srivastava, S. (2018). Influence of home environment on self-esteem among college students. *Indian Journal of Psychology and Education*, 8(2), 45–52.
2. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56–95.
3. Chauhan, S. S. (2013). *Advanced Educational Psychology*. Vikas Publishing House.
4. Coopersmith, S. (1967). *The Antecedents of Self-Esteem*. W.H. Freeman.
5. Marsh, H. W., & Craven, R. G. (2006). Reciprocal effects of self-concept and performance. *Perspectives on Psychological Science*, 1(2), 133–163.
6. Mishra, A. K. (1989). *Manual for Home Environment Inventory*. Agra: National Psychological Corporation.
7. Rosenberg, M. (1965). *Society and the Adolescent Self-Image*. Princeton University Press.
8. Sharma, P. (2020). The relationship between home environment and self-esteem among adolescents. *International Journal of Education and Research*, 8(3), 101–110.