Self Esteem in Relation to Parental Behaviour among Adolescent Girls: An Exploratory Study

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Self-esteem is an important predictor of an individual's worth about oneself. Low self-esteem means individuals have poor self-confidence and self-concept whereas high self-esteem is related to high confidence, good social adjustment, high academic achievement and so on and so forth. The present study was conducted on a sample of 100 students of standard XI. The tool administered was self-esteem inventory designed by Prasad and Thakur and Children's Report of Parental Behaviour Inventory (CRPBI) by Saxena and Saxena. The results indicated that majority of girls have negative self-esteem. But the self-esteem is not associated with either of the parent's behaviour.

KEYWORDS: Self Esteem, Parental Behaviour, Adolescent

INTRODUCTION

Self-esteem is one of the most frequently studied constructs in social sciences. The term was used by philosopher and psychologist William James in chapter, "The Consciousness of Self," in The Principles of Psychology. James included self-esteem in a group of "self-feelings" that emerge from the conscious awareness of self in relation to others. Later on Rosenberg (1965) in his book Society and the Adolescent Self-Image, described self-esteem as "a favourable or unfavourable attitude toward the self". Thereafter, Cooppersmith (1967) offered a similar conceptualization of self-esteem as "the evaluation the

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individual makes and customarily maintains with regard to himself". Both Rosenberg and Coppersmith operate from the assumption that people's attitude towards or customary evaluation of self-underlies their overall sense of self-worth. The definitions offered in these two classic works was utilized in much of the empirical work on self-esteem, describe a particular form of self-esteem that is trait like, consistent across time and situations, and global, concerned with all aspects of the self.

Self Esteem serves as an important motivational force for personality growth. Self-esteem is a personal judgment of worthiness. In this judgment if the individual evaluates his worth positively, he is supposed to have high self-esteem, and if negatively then he is supposed to have low self-esteem. Self-esteem is referred to as self-worth, self-regard and self-acceptance (Wylie, 1974,1979). It is viewed as an evaluation part of self-system. It is conceived of that dimension of the self which refers to person's general orientation towards his own worth. People with low self-esteem exhibit more symptoms of unhealthy emotional development (for example, nervousness, insomnia) than do individuals with high self-esteem.

Adolescents with low self-esteem are especially vulnerable to criticism and rejection because they reinforce feelings of low self-worth and negative views of the self. Hence, low self-esteem adolescents tend to avoid social activities which might result in rejection or failure. Having a positive self-esteem is important in many ways. Adolescents with stronger self-esteem are better adjusted psychologically, have higher career aspirations, and conform more appropriately to generally accept social standards. Hence, they fare more successfully in the real world.

The development of the self-esteem reflects the influence of a number of physical, social and cognitive factors. As we know that the parents are the primary socialization influence on the adolescent. Certainly other members of the nuclear family and extended family influence the adolescent however, because of the parents' long standing association with the adolescent, their influence is greater than that of any other family members. Parents are the shapers of adolescents. Parental influences on adolescent socialization do not begin when the child is judged to be an adolescent. Parents are extremely influential in determining the quality and duration of their child's adolescence because of their reactions toward their child and their perceptions of what an adolescent is and when adolescence begins.

It is a fact that in Indian culture males and females are treated differently even today. It will not be untrue to say that sex differences in India are much wider that of other cultures. Parents do often exhibit a 'biased' attitude towards

the girl child since her birth. We know that girls are an important agent for transmission and preservation of our culture from one generation to another. It is necessary in present circumstances, that girls should have high self-esteem for raising their status. As in the process of the development of self-esteem parents play a significant role and hence, it is the family which lays the foundation of child's personality. To find out the relation between parent's behaviour and adolescent girl's self-esteem this study was carried out.

OBJECTIVES OF THE STUDY

Following were the main objectives of the study:

- To study the self-esteem of the adolescent girls.
- To study the behaviour of mothers towards their daughters.
- To study the behaviour of fathers towards their daughters.
- To study the self-esteem of the adolescent girls in relation to parental behaviour.

SAMPLE

For sampling, random sampling technique was adopted wherein investigator selected ten schools from the list of government schools. Ten students were selected through systematic random sampling technique from each of the school. Therefore, in all 100 students of Standard XI were selected.

TOOLS USED

To attain the objectives of this study following tools were selected with the help of the review of studies conducted in this area.

1. Self Esteem Inventory: Self-esteem inventory has been designed by Prasad and Thakur which takes into account personally perceived self and socially perceived self. This inventory consists of 30 items and requires the child to answer question about what he/she feels about himself/herself and what others feel about him/her. Each statement has 7 points answer scale from completely true to completely false. Girls were requested to put a tick (√) mark on the point of scale related to the particular statement which in her personal opinion was most suitable in her case. Of the thirty items, seventeen, (item number viz. 1,3,4,5,7,8,10,12,13,15,16,20,23,24,26,27,28,30) are socially desirable and thirteen (item numbers viz. 2,6,9,11,14,17,18,19,21,22,25,29) are socially undesirable. The items which are socially desirable get 7 scores if answered completely true and 1 if answered completely false. Other intermediate answers got scores accordingly. The socially undesirable items

scoring was done in the opposite manner i.e. the completely false point got 7 and completely true got 1 score. The investigator had taken both the sets of inventory (personally perceived self and socially perceived self). There were three possibilities

- Personally - perceived score was higher than the socially perceived score, one who fell in the first category was known as person having positive self-esteem.

- Personally perceived score was lower than the socially perceived score; student who fell in the second category was known as a person having negative self-esteem and;

- There was no difference between the two. An individual who fell in the third category was supposed to have balanced self-esteem.

2. Children's Report of Parental Behaviour Inventory (CRPBI): CRPBI was an instrument mainly used for measuring Children's attitude toward their parental behaviour. The Hindi Version of the CRPBI was framed by Saxena and Saxena. The version is based on CRPBI as revised by Schuldermann and Schuldermann. The present Hindi version contains 108 items representing 18 different areas of children's perception. Some of these areas contained 8 items and some contained 5 items each. Each item is assigned a score of 3, 2 or 1 according to the response L, SL or NL respectively. To calculate scale scores, investigator added scores (3,2,1) of all the statement of each scale, then divided the total score of each scale by 5 in case of 5 item scales and 8 in case of 8 item scales, then it was multiplied by 10.

DATA COLLECTION

The investigator personally collected the data. Prior permission of the principals of those schools, from which the sample was selected, was obtained. First of all, self- esteem inventory (both form perceived by self and perceived by others) were given to them. The students were asked to write their name, class over the inventory immediately. Then the instructions written on the inventory were read out by the investigator loudly, distinctly and slowly. The students were told in advance about the number of items (30+30) and the number of responses (7) to each item. Each of them had to put a tick (√) mark on the response which according to them was the most appropriate. Students were also told that although there was no time limit for this, they should try to fill it as early as they could. When the students finished the self-esteem inventory, the inventories on parental behaviour (mother and father form) were given to subjects. The instructions written on the inventory were again read out by the

investigator clearly and loudly. The students were told that there were 108 statements and each statement was provided with three choices. They were asked to put a right (√) mark under the choice most appropriate to them. The students were also instructed not to omit any question. Similarly, the data were collected from all other schools. Before permitting the pupils to leave the room the response sheets were carefully scanned to see whether all the items were answered or not. If any blanks were left the pupils were asked to complete the same before leaving the class room. Later, if there was any incomplete sheet it was not included in the analysis. In this way Ninety percent data was analysed.

DATA ANALYSIS

In accordance with the different objectives of the study as mentioned before, the obtained data were analysed and for data analysis specific statistical techniques included were Mean, Standard Deviation and Chi- square test.

Analysis of the Self-Esteem of the Adolescent Girls

To attain the first objective of the study the students having different types of self-esteem (viz. negative, positive and balanced) were identified. According to the manual those who fell in first category (i.e. personally perceived score higher than the socially perceived score) were known as having positive self-esteem. Those who fell in the second category (i.e. socially perceived score higher than the personally perceived score) were known as having negative self -esteem. The subjects who fell in the third category (i.e. no difference between socially perceived score and personally perceived score) were known as having balanced self-esteem. All the ninety girls who belong to different categories are given in Table 1 and Figure 1.

Table 1

Females Having Different Types of Self-Esteem.

S.No.	Types of Self Esteem	No. of Students	Percentage
1	Positive	38	32.22%
2	Negative	51	56.66%
3	Balanced	1	1.1%

As shown in the above table 32.22% female students fell in first category i.e. positive self-esteem whereas 56.66% female students fell in the second category i.e. negative self-esteem. Result shows that the number of girls having positive self-esteem are less than the girls having negative self-esteem. This means in the sample of students the higher percentage of female students

perceive that they had lower negative self-esteem which indicates they perceived themselves as lowly in comparison to the social self.
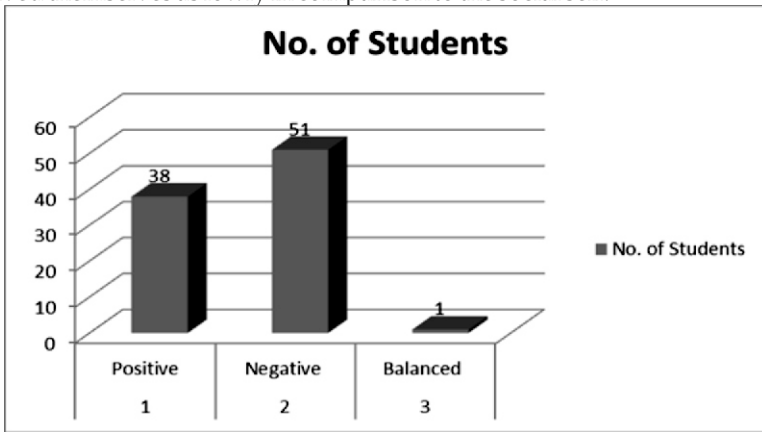

Figure 1. Diagram Showing the Types of Self-Esteem of Number of Students.

Analysis of Parents Behaviour Towards Their Teen-Aged Daughters

Children's report of Parental Behaviour consists of eighteen different scales. Since each of these scales measures a specific aspect of parental behaviour, scale wise analysis was done and each item is assigned a score of 3, 2 or 1, according to the response like (L) Somewhat like (SL) and Not Like (NL) respectively. A minimum score of 10 and a maximum of 30 was obtained in each CRPBI scale. The middle range is 20. Those who scored less than 20, they were considered as having negative behaviour for their children and those mothers who scored about 20, were considered as having positive behaviour towards their teen aged daughters.

Perceived Behaviour of Mothers Towards their Daughters

To achieve the objective, the behaviour of mothers towards their daughters, mean and standard deviation were calculated. Calculated mean and standard deviation of mothers on different dimension of CRPBI are given in Table 2.

Table 2

Means and S.D for Mothers on Different Scales of CPBRI.

S.No.	Scale	Mean	S.D.
1.	Acceptance	24.9178	3.9813
2.	Child -Centeredness	24.9556	4.5094
3.	Possessiveness	22.0667	4.4211
4.	Rejection	14.8750	3,5846
5.	Control	22.2889	3.9838
6.	Enforcement	16.9333	4.1348
7.	Positive Involvement	23.0528	3.8088
8.	Intrusiveness	22.1111	3.7370
9.	Control through guilt	20.2222	4.2658
10.	Hostile Control	22.2167	3.1365
11.	Inconsistent discipline	18.3111	3.8618
12.	Non-enforcement	16.4667	4.3555
13.	Acceptance of Indl.	24.5900	3.6843
14.	Lack discipline	21.6667	4.1354
15.	Insulting Persistent Anxiety	19.4667	4.2273
16.	Hostile Detachment	17.7806	3.4430
17.	Withdrawal of relations	16.5333	4.2379
18.	Extreme Autonomy	21.4667	4.1630

- In the dimensions Acceptance, Child-centeredness, Possessiveness, Control, Positive Involvement, Intrusiveness, Hostile Control, Acceptance of individuation, Lack of discipline and Extreme autonomy the mean score obtained by females were higher than the average mean score of 20 which indicates that daughters perceived their mothers' behaviour positive towards them in these dimensions (represented by green colour).

- In the seven dimensions, i.e. Rejection, Enforcement, Inconsistent discipline, Non-enforcement, instilling persistent anxiety, Hostile detachment, withdraw of relations the mean score obtained was less than the average mean score of 20. Therefore, it can be concluded that daughters perceived their mothers' behaviour negative towards them on these dimensions.

- The mean score obtained in the dimension Control through guilt was 20.22

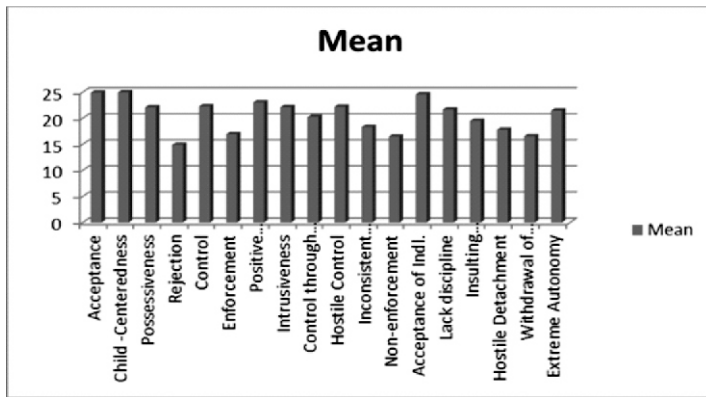which indicate that daughters perceived their mothers' behaviour towards them on this dimension to be neutral.

Figure 2. Diagram Showing the Mean Scores of Mothers in Different Dimension of CPRBI.

Perceived Behaviour of Fathers Toward their Daughters

- To achieve the objective of assessing the behaviour of fathers towards their daughters, Mean and standard deviation were calculated. Calculated mean and standard deviation of fathers on different dimension of CRPBI are given in the Table 3 and Figure 3.

- In the dimensions of Possessiveness, Rejection, Enforcement, Positive Involvement, Intrusiveness, Non-enforcement, Acceptance of Individuation, Instilling persistent anxiety, Hostile detachment Withdraw of relations and Extreme autonomy the mean score obtained by females were higher than the average mean score of 20 which indicate that daughters perceived their fathers behaviour as positive towards them in these dimensions (represented by yellow colour).

- In the four dimensions i.e. Acceptance, Control through guilt, Hostile control and Lack of discipline the mean score obtained was less than the average mean score of 20. Therefore, it can be concluded that daughters perceived their fathers' behaviour as negative towards them on these dimension.

- The mean score obtained in the dimensions of Child-centeredness, Control and Inconsistent discipline was nearly 20 which indicate that daughters perceived their fathers' behaviour towards them on these dimensions were neutral.

Table 3
Means and S.D of Father's on Different Scales of CPRBI.

| S.No.	Scale	Mean	S.D.
1.	Acceptance	22.8456	3.9162
2.	Child -Centeredness	20.6000	3.7620
3.	Possessiveness	16.4444	3.8602
4.	Rejection	19.8172	3.8056
5.	Control	20.2444	4.7766
6.	Enforcement	18.5111	4.6694
7.	Positive Involvement	18.3883	4.0462
8.	Intrusiveness	19.8222	4.7843
9.	Control through guilt	21.7333	4.9555
10.	Hostile Control	21.2206	3.8509
11.	Inconsistent discipline	20.4111	4.5603
12.	Non-enforcement	18.2889	4.0175
13.	Acceptance of Indl.	18.9978	3.5048
14.	Lack discipline	21.4222	4.0916
15.	Insulting Persistent Anxiety	19.9556	3.6471
16.	Hostile Detachment	18.4189	3.9079
17.	Withdrawal of relations	18.8667	4.2086
18.	Extreme Autonomy	17.7333	3.8183
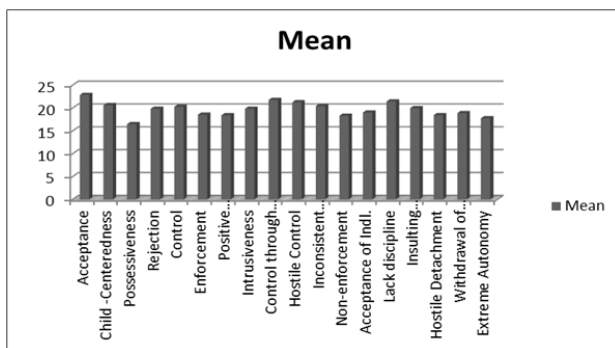
Figure 3: Diagram Showing the Mean Scores of Fathers in Different Dimensions of CPRBI

Analysis of the Self-Esteem of the Adolescent Girls in Relation to Parental Behaviour

 As already discussed under the previous heading the sample subjects were classified under two categories viz. subjects having positive self-esteem and subjects having negative self-esteem. There is a third category of self-esteem i.e. balanced. But only one subject lies in this category so it was not included. The tool used to measure parental behaviour is children's report of Parental Behaviour Inventory. It consists of eighteen different dimensions and therefore eighteen tests of independence were used. The performance of girls on each of this scale was categorized as positive and negative. A positive score is always above twenty whereas any score below twenty is considered to be a negative score on any dimension of Children's Report of Parental Behaviour Inventory. Data is presented in Table 4.

Chi- square value for each of the scale of Children's Report of Parental Behaviour Inventory and self-esteem given in the above table shows that:

- Out of 18 dimensions only one dimension namely Inconsistent Discipline, mother's behaviour was found associated with their teen-aged daughters self- esteem. This clearly indicates that self- esteem is not the factor that determines the perception of daughters regarding their mother's behaviour. The above finding clearly reveals that the mother's behaviour as a whole was not found to be as a factor that contributes in developing self-esteem and the two variables were found independent each other.

- When father's behaviour was compared with self-esteem of their daughters, it was found out that none of the dimensions was associated with self-esteem of Children's Report of Parental Behaviour Inventory. This clearly indicates that self-esteem is not a factor that determines the perceptions of daughters regarding their father's behaviour. The result reveals that the father's behaviour was not found to be as a contributing factor in developing self - esteem. Thus the two variables (self-esteem and parent's behaviour) were found not dependent with each other.

Table 4

Chi-Square Values for Mothers and Fathers on Different Dimensions of CPBRI.

S.NO	Component	Groups	X^2
1.	Acceptance	M	0.20520
		F	0.32531
2.	Child-Centeredness	M	0.70401
		F	0.11624
3.	Possessiveness	M	0.53977
		F	1.76740
4.	Rejection	M	3.40915
		F	0.17931
5.	Control	M	0.20520
		F	2.00565
6.	Enforcement	M	0.68983
		F	0.30897
7.	Positive Involvement	M	0.39603
		F	1.35692
8.	Intrusiveness	M	0.25234
		F	1.68972
9.	Control through guilt	M	0.46610
		F	1.05074
10.	Hostile Control	M	2.74245
		F	2.00565
11.	Inconsistent Discipline	M	4.35198*
		F	1.08057
12.	Non Enforcement	M	0.03939
		F	1.46593
13.	Acceptance of Individuation	M	1.45899
		F	0.08799
14.	Lack Discipline	M	0.32531
		F	3.11967
15.	Instilling Persistent Anxiety	M	0.03916
		F	0.25215
16.	Hostile Detachment	M	0.49855
		F	0.03939
17.	Withdrawal of Relations	M	0.61104
		F	2.12408
18.	Extreme Autonomy	M	1.92554
		F	1.46593

Significant at 0.05 level

Chi- square value for each of the scale of Children's Report of Parental Behaviour Inventory and self-esteem given in the above table shows that:

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- When father's behaviour was compared with self-esteem of their daughters, it was found out that none of the dimensions was associated with self-esteem of Children's Report of Parental Behaviour Inventory. This clearly indicates that self-esteem is not a factor that determines the perceptions of daughters regarding their father's behaviour. The result reveals that the father's behaviour was not found to be as a contributing factor in developing self - esteem. Thus the two variables (self-esteem and parent's behaviour) were found not dependent with each other.

CONCLUSION

The present study was conducted to study the relationship between the self-esteem and the parental behaviour of adolescent's girls. The results revealed that more than fifty percent of sample has negative self-esteem. Also it has been found out that in case of mother only one dimension and in case of father no dimension is associated with self-esteem. This indicates that perceived parental behaviour by the students regarding their parents' behaviour is independent of the self-esteem of the students.

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