

Parent Child Relationship and Self Esteem among School Going Adolescents

Anshu Suri¹, Rajni Suri², Kaptan Singh Senger³, Manisha Kiran⁴, Amool Ranjan Singh⁵

¹M. Phil Scholar, ²Ph. D Scholar, ⁴Associate Professor and Head, Department of Psychiatric Social Work, ³Additional Professor, ⁵Professor, Department of Clinical Psychology, Ranchi Institute of Neuro-Psychiatry and Allied Sciences

Corresponding author: Anshu Suri, M. Phil Scholar, Department of Psychiatric Social Work, Ranchi Institute of Neuro-Psychiatry and Allied Sciences, Ranchi, Jharkhand, India

How to cite this article: Anshu Suri, Rajni Suri, Kaptan Singh Sengar, Manisha Kiran, Amool Ranjan Singh. Parent child relationship and self esteem among school going adolescents. International Journal of Contemporary Medicine Surgery and Radiology. 2016;1(1):5-9.

A B S T R A C T

Introduction: Adolescence can be described as the transition between childhood and adulthood. The parent child relationship consists of a combination of the behaviour, feelings and expectations in a parent child relationship is unique and its very parent and child specific. The relationship involves the full extent of a child's development. Self-esteem is a student's overall evaluation of him or herself, including feelings of general happiness and satisfaction. The integral part of students self esteem is the support from peers and parents. These are very much important for an individual personality which influences significant concomitant changes in behavioral, personality and academic functioning of the school going adolescents. Study aimed to find out the nature of parent-child relationship and self esteem among school going girls and boys.

Methods and Materials: The sample for the present study was based on purposive sampling technique. The study was carried out at two schools of Ranchi district. Total of 120 respondents (60 girls and 60 boys) were taken from Anita Girls School and St. Joseph School at Ranchi. Socio-demographic data sheet, General Health Questionnaire-12 (GHQ-12), Parent Child Relationship Scale and Rosenberg Self Esteem Scale were administered on all the students individually.

Result: The findings of the study showed that parent child relationship and self esteem of boys was better than that of girls.

Conclusion: The present study showed the importance of parent child relationship and self esteem among school going adolescents.

Keywords: adolescents, parent child relationship, school going adolescents, self esteem.

Introduction

Adolescence is the period between childhood and adulthood when the individual is confronted by a series of developmental hurdles and challenges. First, there are normative tasks such as the development of identity, achieving independence from the family while staying connected, and fitting into a peer group. Second, there are transitions from childhood to adulthood which are characterized by physiological changes in the body, and by cognitive development. It is also a time when an individual is required to fulfill social roles with peers and members of the opposite sex, complete the requirements of schooling and make decisions regarding a carrier. There are three development Phases of Adolescence:- A. Early adolescences:- Early adolescence is probably the most stressful of all developmental transitions. It is generally acknowledged that within the year from 11 to 15 a period and drastic biological changes will be experienced. B. Middle Adolescence:- It generally encompasses

the age 15 to 17 the middle adolescence are capable of generalizations, abstract thinking and useful introspection that can be linked to experience. C. Late adolescence:- The ages represented are 17 year through the early 20s. It represented a definitive working through of the recurrent theme of body, image, autonomy, achievement, come to embody the sense of self that, when integrated, come to embody the sense of identity.

A crucial point in the parent-child relationship is the onset of early adolescence. Adolescence induces biological, cognitive and emotional changes which in turn cause sharp changes in parent-child relationship. A home grown age old training session starts with various suggestions on how to be presentable, careful, cautious and how to merge in to the real world as they grow up into confident adults. For many parents this period is very challenging to them than the children. But, most families are able to cope with these demands successfully. The household that supports and accepts the psychological independence have the

happiest parent and child relationship.

As children start to shoulder more and more responsibilities, they want parent's guidance and support but also the faith, independence and approval for whatever decisions they make. The society and child's life are undergoing many changes and parents are the one to establish the line between helping the child and holding their hand. Family Conflicts and Parenting Style Marital difficulties and poor parenting have been repeatedly linked reported that marital conflict is a predictor of subsequent increase in parenting difficulties. Researchers have theorized that marital conflict acts as a stressor that decreases effective parenting, or that negativity spills over into the parent-child relationship (Grych et al, 2003).⁶ A study of over 2500 families with target children ranging from 2-18 years found that harsh discipline, parental involvement, parental presence and parent child conflict acted as mediators of the relationship between marital discord and child adjustment (Buchler et al, 2002).³

Self-esteem is a key feature of a fulfilling life and has an enormous influence on mental health. Self-esteem encompasses the feelings and beliefs that children have about their competence and worth, including their ability to make a difference in their world, to confront and master challenges, and to learn from both success and failure. Children's experiences, developing personality styles, and environment; the fit between children's personality styles and parents' expectations; and many other variables contribute to the development of self-esteem. Self-esteem plays an important role in the development of children's academic and physical abilities, peer relationships, and resiliency. Self esteem is instrumental in helping children avoid behaviors that risk health and safety. Low self-esteem is correlated with increased risk for loneliness, resentment, irritability, depression, anxiety, and eating disorders (French et al., 1995).⁴ Study aimed to find out the nature of parent-child relationship and self esteem among school going girls and boys.

Material and Method

The sample for the present study was based on purposive sampling technique. The study was carried out in two school of Ranchi district. Total number of 120 respondents (60 girls and 60 boys) was taken from Anita Girls' School and St Joseph School at Ranchi. Inclusion criteria were School going adolescents studying in 9th to 12th standard, in the age range of 14-18 years, both boys and girls with

no psychological organic or significant physical problem.

Research design

This was the cross sectional research design study. General Health Questionnaire-12 (GHQ-12) (Goldberg, D. and William, P., 1988)⁵ was applied as screening tool. Parent child relationship scale (Rao, 1971)⁹ and Rosenberg Self Esteem (Rosenberg, 1965)¹⁰ were applied on the adolescents both male and female to assess the parent child relationship and self esteem. SPSS- 16 was version used for analysis.

Results

Table-1 shows socio-demographic characteristics of school going adolescents In this study total 120 school going adolescents (60 boys and 60 girls), Above table shows that the mean age of 60 boys was 14.63 years and SD was 0.73 and the mean age of 60 girls was 14.51 years and S.D was 0.74 respectively. In family income, for boys the mean score was 12183 and SD was 0.33 and for girls, the mean value is 12750 and SD is 4127 which reveals that there is no significance difference found statistically between students of both genders.

Table-2 reveals that in family occupation total students whose parents belonged to government job were 18 in which 44.4% were male and 55.6% were female. Majority of the parents comes from job in private sector (total 56) in which 46.4% were male and 53.6% female. In business total number of parents were 41, in which 56.1% were male and 43.9% were female and rest five were from farming in which 60% were male and 40% were female. There were four category like general, OBC, SC, ST. Majority of students belonged to ST category (42 students) in which 47 % were boys and 52.4% were girls. It was followed by OBC category in which total students were 39 out of which 51.3% were boys and 48.7% were girls and then SC category in which total students were 19 of which 51.7% boys and 48.3% were girls and rest 10 students were from general category in which 50.0% were boys and 50.0% girls. Majority of the students belonged to rural area in both groups, 50.6% of which were boys and 49.4% were girls and total 39 students comes from semi urban in which 46.2% were boys and 53.8% were girls and rest of the boys belonged to urban area and no girl belonged to urban area.

Table-3 reveals that boys have scored significantly higher mean value on symbolic punishment ($t=2.385, p \leq .019$),

Variables	Group N=120		t (df=118)	P
	Male	Female		
Sex	Mean \pm S.D.	Mean \pm S.D.		
Age (In years)	14.6333 \pm .73569	14.5167 \pm .74769	.862	.391
Family Income (In Rs.)	12183.33 \pm 3317.26	12750.0 \pm 4127.18	-.829	.409
* *.01 level of Significant, * 0.05 level of Significant				
Table-1: Comparison of Socio Demographic Variable of Male and Female Students.				

rejecting ($t = 2.154, p \leq .033$) object punishment ($t = 4.337, p \leq .000$) and demanding ($t = 3.932, p \leq .000$) areas of father child relationship than the girls. Thus the boys and girls of secondary schools differ significantly in father child relationship on symbolic punishment, rejecting, object punishment and demanding areas of father child relationship.

Table 4, reveals that girls have scored significantly higher mean value on neglecting ($t = -2.975, p \leq .004$) area of mother child relationship than the boys. Thus the boys and girls of secondary schools differ significantly in mother child relationship on neglecting area of mother child relationship. No significant found in protection, symbolic punishment, rejection, object punishment, demanding

Variable		Group N=120		X ²	df	P
		Male	Female			
Family occupation	Government job	8(44.4%)	10(55.6%)	1.318	3	.725
	Private job	26(46.4%)	30(53.6%)			
	Business	23(56.1%)	18(43.9%)			
	Farmer	3(60%)	2(40%)			
Category	General	5(50%)	5(50%)	.595	4	.964
	OBC	26(46.4%)	30(53.6%)			
	SC	15(53.6)	13(46.4%)			
	ST	13(54.2%)	11(45.8%)			
	Other	1(50%)	1(50%)			
Domicile	Rural	40(50.6%)	39(49.4%)	2.243	2	.326
	Urban	2(100%)	0(0%)			
	Semi urban	18(46.2%)	21(53.8%)			

**0.01 level of Significant, * 0.05 level of Significant

Table-2: Comparison of socio demographic variable of Male and Female Students

Variables	Group N=120		T (df=118)	P
	Male student	Female student		
	Mean \pm S.D.	Mean \pm S.D.		
Protecting	32.8667 \pm 8.37160	30.8000 \pm 8.92302	1.308	.193
Symbolic punishment	26.5000 \pm 8.33514	23.5000 \pm 5.04723	2.385	.019*
Rejecting	23.7000 \pm 8.21388	20.9333 \pm 5.61435	2.154	.033*
Object punishment	24.6167 \pm 9.60242	18.4167 \pm 5.51513	4.337	.000**
Demanding	27.5500 \pm 7.56088	22.9000 \pm 5.17065	3.932	.000**
Indifferent	25.8667 \pm 6.14918	24.7667 \pm 5.46287	1.036	.302
Symbolic reward	29.4000 \pm 8.69093	29.8000 \pm 6.87614	-.280	.780
Loving	30.8833 \pm 7.68466	29.4167 \pm 7.31215	1.071	.286
Object reward	26.7833 \pm 8.97849	25.0167 \pm 6.94407	1.206	.230
Neglecting	24.1333 \pm 7.56994	22.5333 \pm 6.54183	1.239	.218

**0.01 level of Significant, * 0.05 level of Significant

Table-3: Comparison of Parents Child Relationship of Male and Female Students. (Father)

Variables	Group N=120		T (df=118)	P
	Male student	Female student		
	Mean \pm S.D.	Mean \pm S.D.		
Protecting	36.4167 \pm 7.71591	36.8000 \pm 7.88003	-.269	.788
Symbolic punishment	26.9833 \pm 6.81845	28.5500 \pm 7.32172	-1.213	.228
Rejecting	22.7167 \pm 7.54667	23.0000 \pm 6.84452	-.215	.830
Object punishment	22.6667 \pm 7.56367	21.5167 \pm 6.96382	.867	.388
Demanding	27.7333 \pm 6.47254	25.3667 \pm 7.14728	1.901	.060
Indifferent	27.0333 \pm 6.10631	27.2667 \pm 5.65346	-.217	.828
Symbolic reward	32.1000 \pm 7.35008	33.0667 \pm 6.13096	.782	.436
Loving	34.6167 \pm 7.23244	33.1833 \pm 7.63687	1.056	.293
Object reward	28.6000 \pm 8.96169	29.1667 \pm 6.98465	-.386	.700
Neglecting	22.9833 \pm 6.04921	26.8667 \pm 8.10203	-2.975	.004*

**0.01 level of Significant, * 0.05 level of Significant

Table-4: Comparison of Parents Child Relationship of Male and Female Students.(Mother)

Variable	Group N=120		t (df=118)	P
	Male students	Female students		
Self Esteem	17.6833±2.73392	16.8500±2.34936	1.791	.076
* *.01 level of Significant,* 0.05 level of Significant				
Table-5: Comparison of Self Esteem of Male and Female Students.				

indifferent, symbolic reward, loving, object reward. There was difference found between boys and girls on self esteem of adolescents male and female adolescents.

DISCUSSION

The purpose of the study was to evaluate the parent-child relationship. The current study focused on the evaluation of parent-child relationship and self esteem among school going adolescence.

In the present study for measuring the relationship of adolescents with their parents, parent child relationship scale (Rao,1971)⁹ was used. There was significant difference found in male and female school going adolescents. The results presented shows that overall both parents do not show any significant difference in protecting levels when compared with children of both genders. This might be due to the fact that nowadays most of fathers also indulge themselves in child rearing and actively participate in the welfare of the child, so children feel equally secured in the presence of both the parents. The great majority of parents have positive nurturing relationships with their children (Steinberg, 2005).¹³

In father child relationship, there is significance difference found in the domains of symbolic punishment, rejecting, object punishment and demanding, As far as symbolic punishment is concerned, this shows that fathers shows a highly significant difference in the use of symbolic punishment between their male and female children and are more concerned with their children's corrective measures and for that many times they shows temporary arrogance to their male children when they feels that their behavior is not appropriate. It may be attributed to the fact that male adolescents tend to be more aggressive than female ones, so parents very often make use of symbolic as well as object punishment for boys more than girls. A similar finding was reported in Shaban (2012)¹¹ that there is highly significant difference found in use of symbolic punishment as well as object punishment from the father side in boys compared to girls. The attitude of fathers in the area of protection, indifference, symbolic reward, love, object reward and neglectation was found to be similar for both boys and girls students. In Indian setting boys are given more value than girls as they are said to carry on the generation forward and that may be one reason for showing more concern by parents to male children in comparison to female. Their demands are fulfilled by parents as compared to females. As girls are less valued according to the culture, they are not given proper attention resulting in rejection.

The parent child relationship consists of combination of behavior, feeling and expectation that are unique to a particular parent and particular child which significantly impacts the physical, social, emotional and mental development of the child. In this system mother tend to be the primary care giver. Mother is in unique position of influencing their children's growth begging with the bonding and attachment. For all the domains except neglecting both male and female students do not differ significantly in mother child relationship on protecting, symbolic punishment, rejecting, object punishment, demanding, indifferent, symbolic reward, loving and object reward. The reason is may be due to that mothers are very affectionate and they have warmth and emotional relationship with their children whether they are male or female. There is significant difference in neglecting. Similar finding was reported in the study of Sharma (2012),¹² found that students with low and high level of academic achievement differ significantly in child relationship on loving, symbolic reward, indifferent, symbolic punishment and neglecting areas of mother child relationship and self esteem. May be the reason is due to that in our Indian settings mothers are more careless giving slightly treatment and showing deliberate disregard to their female children when compared to their male children. The present study reveals that self esteem of male students was higher in comparison to female students. A similar study finding was reported in Miller and Levin, (2007),⁷ that there is gender difference in the self esteem level of students. Boys showed higher self esteem level than girls. In another study Bindorf et al. (2005)², reported that fewer adolescent girls than boys reported high self esteem. The reason may be parents deal girls and boys differently. Boys are preferred over girls and treated in such a way that they dominate over girls leading to lower self esteem of girls. This influences the self esteem of boys and girls. This is one of the reasons that boys show high level of self esteem than girls. With high self esteem, boys had greater initiatives and interaction than girls in life. Initially boys had a sense of privileged superiority over girls in family, which is transformed into a male dominated society. Findings of Bhardwaj and Agarwal, (2013),¹ showed that self esteem of girls is more than boys. The reason is due to the influence of parental education and most of the educated young parents don't have different measures for their children at any early age. Present study also shows similarity in self esteem scores which is parallel to the above study. It says that if parents are educated they don't behave differently towards their male and female child as

they know the girls are as important as boys.

Conclusion

The present study focused on the evaluation of parent-child relationship and self esteem among school going adolescent. It has been found that there is difference between male and female adolescents regarding parent child relationship and self esteem. In father child relationship, there was difference found in the domains of symbolic punishment, rejecting, object punishment and demanding whereas in mother child relationship significant difference was found only in domain of neglecting. We also found that self esteem of adolescent boys was found high as compared to female adolescents. Parent child relationship is also very influential factor which contribute in upbringing. These issues have highlighted the need of counseling of the parents for providing similar care in upbringing their children without any biasness.

Achievement: Authoritative Parenting, School Involvement, And Encouragement To Succeed. *Child Dev.* 1992; 63:1266-81.

Source of Support: Nil; **Conflict of Interest:** None

Submitted: 22-09-2016; **Published online:** 06-11-2016

References

1. Bhardwaj A, Agrawal G. Gender difference in pre-adolescents' self-esteem. *Int J Soc Sci Interdisc Res.* 2013;8:114-9.
2. Birndorf S, Ryan S, Auinger P, Aten M. High self-esteem among adolescents: Longitudinal trends, sex differences, and protective factors. *J Adolesc Health.* 2005;37:194-201.
3. Buchler, C. and Gerard, J. M. Marital Conflict, Ineffective Parenting, and Children's and Adolescents' Maladjustment. *J Marriage and Fam.* 2002; 64:78-92.
4. French SA, Story M., Perry CL. Self-Esteem And Obesity In Children And Adolescents: A Literature Review. *Obes Res.* 1995; 3:479-90.
5. Goldberg D, Williams P. General health questionnaire (GHQ). Swindon, Wiltshire, UK: nferNelson. 1988
6. Grych JH, Harold GT, Miles CJ. A prospective investigation of appraisals as mediators of the link between interparental conflict and child adjustment. *Child Dev.* 2003;74:1176-93.
7. Miller D, Levin F. But now I feel I want to give it a try: Formative assessment, self esteem and a sense of competence. *Curriculum J.* 2007;18:3-25.
8. Rao N. Manual for Parent Child Relationship Scale (PCRS- RN). 2011. National Psychological Corporation, Agra.
9. Rao N. Parent child relationship scale. 1971. Agra. Psychological Corporation.
10. Rosenberg M. Rosenberg self-esteem scale (RSE). Acceptance and commitment therapy. Measures package. 1965;61.
11. Shaban S, Mattoo NH. A Comparative Study on Adolescent-Parent Relationship Among Boys And Girls In A Rural Setting. *Stud Home Com Sci.* 2012; 6:121-5.
12. Sharma M. Effect of Gender and Academic Achievement on Mother Child Relationship. *Int J Soc Sci Interdiscip Res.* 2012; 1(10).
13. Steinberg L, Lamborn SD, Dornbusch SM, Darling N. Impact Of Parenting Practices On Adolescent