

**Perceived Parental Style of Rearing and Self-Concept  
in Relation to Self - Esteem of Adolescents**

**A**

**Thesis submitted**

*In the partial fulfillment of the requirement for the degree of*

**PG DIPLOMA IN CLINICAL AND COUNSELLING PSYCHOLOGY**



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(Deemed to be University)

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**PATIALA**

**May 2019**

## CERTIFICATE

This is to certify that the dissertation entitled, " Perceived Parental Style of Rearing and Self-Concept in Relation to Self-Esteem of the Adolescents "being submitted in partial fulfillment of requirement for the award of the degree of P.G. Diploma in Clinical and Counselling Psychology in the School of Engineering and Technology (Deemed to be University), Patiala, is a bonafide work carried out under the supervision of Dr. Surinder Kaur, Professor, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology (deemed to be University), Patiala and that no part of this project has been submitted for the award of any other degree.

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## CANDIDATE'S DECLARATION

I, hereby declare that the work presented in this dissertation entitled, " **Perceived Parental Style of Rearing and Self-Concept in Relation to Self-Esteem of the Adolescents** is " being submitted in partial fulfillment of requirement for the award of the degree of P.G. Diploma in Clinical and Counselling Psychology in the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology (Deemed to be University), Patiala is an authentic record of my own work carried out under the supervision and guidance of DR. Surinder Kaur, Visiting Professor, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology (Deemed to be the university), Patiala. The referred work of other researchers' are duly listed in the references section.

The matter embodied in this dissertation has not been formed on the basis of any other degree of this or any other university.

Date: 2 May, 2019.

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## List of Abbreviation

Var	Variables
Phy App	Physical appearance
Anx Free	Freedom from anxiety
Happi	Happiness
Beh Adj	Behavioral adjustment
Popu	Popularity
Int	Intellectual
SE	Self esteem

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**“Imagination is more important than knowledge”**

**-Albert Einstein**

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## ABSTRACT

The aim of the study was to find out relationship between the perceived parental style of rearing, self-concept and self-esteem and to find out the best predictors of self-esteem among the parental style of rearing and self-concept. 150 adolescents in the age range of 13 to 18 were tested on, Self-Disclosure Form, Parental perception questionnaire and State self-esteem. Analysis of the result revealed that parental perception of rearing style showed low correlation with self-concept. The results revealed that parental style of rearing has no significant correlation with self-concept. All the attributes of self-concept except physical appearance have a positive correlation with self-esteem significant at  $p < 0.01$  level and popularity significant at  $p < 0.05$ . The results revealed that Mother's style of rearing whether 'Responsive style' or 'dominating style' both have positive correlation with self-esteem. 'Responsive style' having correlation of ( $r = .19^*$ ,  $p < .05$ ) and similarly demanding style of rearing by the mother has positive correlation with self-esteem  $r = (.22^*$ ,  $p < .01$ ). Adolescent with Low self-concept had more difficulties with adjustment than the high self-concept. Similarly adolescent who perceived low parental perception had low self-esteem.

**Keywords:** Parental perception Attributes of self-concept, Freedom from anxiety, self-esteem.

## **CHAPTER-1**

### **Perceived Parental Style of Rearing and Self-Concept in relation to Self- Esteem of Adolescents**

#### **Introduction:**

Each parent differs on how they bring up their children. Depending upon their awareness and knowledge they use different styles of caring and nurturing their children. Whichever style of rearing they use the ultimate aim is the same to help the child to develop the maximum. But as the parents differ in the rearing styles of their children so does the perception of children how they feel about their parents' behaviour in looking after and caring for them. Some feel them to be loving and some feel them to be hardcore and too demanding.

Parents' styles of rearing have been the focus of study since long and have been considered as an important predictor of a child's development. The styles that are too often mentioned in the review of literature are uninvolved, authoritarian, authoritative, and permissive styles, and each style having a different impact on the child's personality. These styles have been associated with different psychological constructs related to children's development. It has also been found to affect emotional, social, cognitive and physical development along with self-esteem, self-concept, motivation, and intelligence. For example, research has shown that children who are raised by permissive parents are impulsive nature, they disrespect rules and limits and are prone to high risk of substance abuse, depression, and anxiety. The authoritative style of rearing is considered the best style as parents give respect to their children and encourage them to become independent thinkers. When children do

something wrong they try to guide and help the children to modify their behavior. However, the lack of involvement in the lives of their children is associated with uninvolved parenting style. Under the influence of such styles of parenting children tend to be emotionally withdrawn, anxious and are at greater risk of delinquent behaviors and substance abuse.

A great deal of research has been focused on the impact of parenting, rearing as well as perceived parenting by the children. Some of the studies have also concentrated on the relations between parenting styles and depression (Burback and Borduin, 1986; Gerlsma et.al, 1990), mediator variables like self-esteem and self-criticism, demographic variables in relation to parenting style and happiness as well as gender differences in perceived parental behavior (Furnham and Cheng, 2000). The authors found a significant difference in parental styles on a range of psychological consequences.

The present study was taken up with the aim to assess how adolescents perceive their parental style of rearing and how the rearing style is related to their self- disclosure on self-concept and their self- esteem.

Self-esteem and self-concept is a value that an individual attaches to personal skills, abilities, beliefs and social relationships. It is essential to distinguish self - esteem from the self-concept because these two are often substitutable for each other. Self-concept is about the self-such as his place in the society whereas when the individual tries to evaluate themselves which has an emotional touch it is self- esteem. Abraham Maslow defined “self-esteem as a crucial phenomenon that shapes human development and regarded self-esteem to be the most important factors including physical needs such as food and sleep, security and safety needs and social needs. “self-esteem is a personal evaluation of oneself in the area of confidence to cope with

his life challenges and to feel successful and happy”. Thus self-esteem is a personal evaluation which may lead to positivity or negativity.

This study set out to examine the relationship between the perceived parental style of rearing by adolescents in relation to their self-disclosure profile on six different attributes related to self-concept and self-esteem of young adolescents.

## **CHAPTER-2**

### **LITERATURE REVIEW**

The process of human development from Childhood to adulthood has intrigued Psychologists. Psychologists have long been trying to determine the various factors which influence and are crucial and instrumental for the development of the individual's psyche. Freud defined the causal relationship between the effects of parental factors on a child's development and their induced influences on the adult psychophysiology as well as on adult psychopathology.

Self-esteem is generally related to self-concept as (Branden, 1994) believed that the people who have high self-esteem are presumed to be psychologically happy and healthy whereas those with low self-esteem are believed to be psychologically distressed and Depressed". According to Sarac, (2001), parenting style has a direct effect in shaping individuals development. Many researchers have consistently documented the relationship between "parenting practices and self-esteem". Many researchers have provided evidence and have proven the fact that the way parents interact with their children it has a direct impact on the level of confidence and self-esteem.

Baumrind (1971) observed the interaction between parents and children and reported that from parental behaviors of control and supervision, acceptance and involvement different parenting styles emerges like authoritarian, authoritative and permissive. The authoritarian parents tend to be strict and demanding, they lack the ability to be responsive. The authoritative parents are more open. Permissive parents are communicative and nurturing. Studies have reported positive perceived parental

style as predictors of high self-esteem. (Hazzard, Christensen & Margolin, 1983; Buri, 1989).

Soenens et.al (2006) reported that parental control is the independent predictors of self-concept. Vieno, Nation, Pastore & Santinello (2009) explored the relationship between antisocial behavior, and parenting and reported that parenting style is positively related to parental knowledge and negatively related to adolescents' antisocial behavior. However, Shen and Peterson (1999) reported perception of parental punitiveness led to high self-esteem in Chinese adolescents. Warm and caring parenting styles have been known to predict high self-esteem across cultures such as in Chinese. Authoritative parenting promoted self-esteem development, whereas authoritarian parenting was associated with lower self-esteem, lack of self-confidence and self-worth (Buri & John, 1991).

Researchers also studied how the disagreement between mothers and their children impacts youth adjustment. Perceptions of mother-child relationship functioning were most relevant for youth adjustment. Vanderbilt & Shaw (2008) conducted a longitudinal study on parent-child relationship quality. They found a relationship between composite measure tapping low levels of antisocial behavior and high levels of parental relationship.

Smith (2007) conducted a study on the idea of positive self-esteem and how it is related to the perception of parental warmth. Their study reported an enhanced sense of self-esteem with warmth. Aunola, Stattin & Nurmi (2000) indicated that authoritative parents have a child-centered rearing style and they foster high self-concept disclosure, and self-esteem since they are highly responsive. Parenting styles seems to impacts adolescent's development, and also their career choices (Huver, et al, 2010).

Henry A. S., Misha M. (2006) reported higher self-concept in non-tribal college girls than the tribal college females. Singh and Ahmed (2000) conducted a study on “Impact of the parent-child relationship on Development of self-concept”. This study provides evidence for the dimension of self-concept and also insignificant differences in case of females. Verma K. and Khan S. (2014) did not find any effect of parent-child relationship with the self-confidence of the children.

Baumeister, (1998) stated that subjects having high self-esteem seem to enjoy life, whereas subjects with low self-esteem suffer from disorders including alienation, shyness depression, and loneliness.

Branden (1969) findings suggested that self-esteem can be developed and shaped through one’s values, thinking and personal beliefs and awareness. Self-esteem seems to be one of the basic human motivations and can be developed in various ways. Thus Parenting and the optimal parenting styles are instrumental in shaping future generations with high Self-Esteem. But whatever may be the style of rearing parent’s may choose ultimately how the child perceives it matters.

## **CHAPTER -3**

### **MOTIVATION, RATIONALE, OBJECTIVES**

#### **HYPOTHESES & SIGNIFICANCE**

##### **3.1 Motivation of the study**

Baumeister, (1998) found people with high self-esteem appear to lead a happy and productive life, whereas people with low esteem suffer from depression, shyness, loneliness, and alienation. Since self-esteem provides more happiness and enhances the enjoyment of life, it initiated the urge for studying the impact of parental rearing style and self-concept on the self-esteem of the individual.

##### **3.2 Objectives**

1. To elucidate and delineate the association between perceived parental styles of rearing and self-concept of adolescents and self-esteem.
2. To find out the best predictors of self-esteem among the different attributes of self-concept & parental style of rearing

##### **3-3 Hypotheses**

- H<sub>1</sub> There is no significant correlation between perceived parental styles of rearing and self – the concept of adolescents
- H<sub>2</sub> There is no significant correlation between perceived parental style of rearing and self-esteem of adolescents

- H<sub>3</sub> Different attributes of Self - Concept will have no relationship with the self-esteem of the adolescents
- H<sub>4</sub> There will be a gender difference in perceiving the parental rearing style
- H<sub>5</sub> Gender will contribute towards the differences in self-esteem scores
- H<sub>6</sub> Self -Esteem of adolescents is determined by the mothers' responsive style of rearing
- H<sub>7</sub> Self -Esteem of adolescents is determined by mothers' demanding style of rearing
- H<sub>8</sub> Self -Esteem of adolescents is determined by fathers' responsive style of rearing
- H<sub>9</sub> Self -Esteem of adolescents is determined by fathers' demanding style of rearing

### **3.4 Rationale**

What enhances self-esteem? Is it the parenting styles of rearing which are instrumental and associated with self-esteem or is it the self-concept that enhances the self-esteem? Parental styles concomitant to self-concept is explored in relation to self-esteem.

### **3.5 Significance**

The study will contribute to enhancing the self-esteem of young adolescents who suffer from insecurity feelings. The study will also help in counseling the parents about their parental styles.

## CHAPTER-4

### METHODS

#### 4.1 Sample

Sample of the study consisted of 150 school going adolescents in the age range of 13-16 years. The sample of study was chosen from different public and private schools using a purposive sampling technique to participate in the study.

#### 4.2 Design

Perceived parental style & different attributes of self-concept in the adolescent were considered as independent variable and self-esteem as the dependent variable.

#### 4.3 Psychological Tools

**1. Self-Disclosure Form:** the questionnaire has 60 items and measures behavioral adjustment, intelligence and school status, physical appearance, freedom from anxiety, popularity, happiness, and satisfaction. The subjects simply circle "yes" or "no" after each question to indicate their response. The scale is intended for use with children and adolescents of ages 8-18years old. The Piers-Harris Children's Self-Concept Scale appears to be a valid and reliable measure of self -concept. Piers (1964) reported the reliability coefficients for the scale to range from .42 to .96. The concurrent validity, found by measuring the Piers-Harris against other tests of self-concept, ranged from .34 to .68.

**2. Parental Perception Questionnaire (PPQ):** the parental perception questionnaire is given by Robinson et.al (2001). The questionnaire contains two sets of questions each having 20 questions. 20 questions measuring the mother's rearing style and 20 questions measuring fathers rearing style. Out of 20 questions, 10 questions measure responsiveness style and 10 questions measure demandingness each for father and mother. Internal consistency of the items was found to be 0.70 to 0.83.

**3. State Self Esteem Scale: the state self-esteem scale** ( Heatherton & polivy, 1991) is a commonly used measure. The scale consists of 20 items and has an internal consistency ( $\alpha=.92$ ) and it is responsive to temporary changes in self-evaluation

#### **4.4 Procedure:**

Consent of the subjects was taken before they participated in the study. All the tests taken for the study was then administered upon them after the proper instructions understood by the subjects and with a sufficient gap to avoid boredom and tiredness. Data obtained on the subjects were analyzed using descriptive statistics, correlations, regression, and t-tests required for the completion of the study.

## CHAPTER – 5

### RESULTS

The present study was undertaken with the purpose to examine the relationship between perception of parental rearing styles, self-concept and self-esteem. 150 subjects participated in the study. Number of hypothesis was formulated and tested based on the review of literature.

**H<sub>1</sub>: There is no significant relationship between perceived parental style of rearing and self – concept of adolescents**

Parental style of rearing was categorised into 4 types; Responsive Mother, Demanding Mother, Responsive Father and Demanding Father. Scores obtained on parental styles and the six different attributes of self-concept concomitant to grand score on self-concept were analyzed for their relationship. Product moment of correlation coefficient was calculated. The results revealed that parental style of rearing has no significant correlation with self-concept or in other words the correlation seen between the two is very marginal. The null hypothesis is accepted. Table No.1 shows the result.

Table No.1: Correlation values between the parental rearing styles and attributes of self

	Phy App	Anx free	Intellectual	Behavioural Adjustment	Happiness	Popularity	Overall Self concept
Rs Mo	.084	.084	.154	.077	.024	-.058	.089
Dm Mo	-.022	.024	-.06	.046	.043	-.085	-.002
Rs Fa	-.064	-.009	-.031	.064	-.030	-.080	-.025
Dm Fa	-.036	-.025	-.003	.032	.087	-.040	.012

\*Significant P< 0.05 level \*\* . Significant P< 0.01 level

**H<sub>2</sub> :There is no significant correlation between perceived parental style of rearing and self-esteem of adolescents**

To verify the hypothesis scores obtained on four parental rearing styles and scores obtained by adolescents on self-esteem were analyzed. To find out the degree of relationship between the two, a Pearson product moment correlation coefficient was calculated. The results revealed that Mother’s style of rearing whether ‘Responsive style’ or ‘Demanding style’both have positive correlation with self-esteem. ‘Responsive’having correlation of ( $r = .19^*$ ,  $p < .05$  ) and similarly demanding style of rearing by the mother has positive correlation with self-esteem ( $r = .22^*$ ,  $p < .01$ ) but perceived father’s rearing style did not show any significant correlation with self-esteem. Hence the hypothesis is partially accepted. Table No 2 shows the result.

Table No.2:Correlation Values between the Parental Raring Styles and Self Esteem

Variable	Rs Mo	Dm Mo	Rs Fa	Dm Fa
Self Esteem	.19*	.22**	.02	.12

\*Significant  $P < 0.05$  level \*\* . Significant  $P < 0.01$  level

**H<sub>3</sub> :Different attributes of Self - Concept will have no relationship with self-esteem of the adolescent**

To verify the hypothesis scores obtained on six different attributes of self-concept and scores obtained by adolescents on self-esteem were analyzed. To find out the degree of relationship between the two, a Pearson product moment correlation coefficient was calculated. All the attributes of self concept except physical apperance

have a positive correlation with self esteem significant at  $p < 0.01$  level and with popularity significant at  $p < 0.05$ . Hence the hypothesis is partially accepted. Table No 3 shows the result.

Table No 3: Correlation values between the different attributes of self- concept and Self Esteem

	Phy app	Fa	Int	Beh Adj	Happi Ness	Popularity	Self Esteem
Phy App	1	.16*	-.06	.130	.28**	-.077	.04
Fa		1	.35**	.24**	.58**	.29**	.42**
Int			1	.38**	.20*	.10	.28**
Beh Adj				1	.34**	.06	.36**
Happines					1	.11	.44**
Popularity						1	.17*
Selfes							1

\*Significant  $P < 0.05$  level \*\* . Significant  $P < 0.01$  level

To find out causal and effect relationship or influence of independent variable on the dependent variable all the attributes of the self concept were subjected to regression analysis as a predictor variable and self esteem as a dependent variable. Stepwise multiple linear regression was carried out to select the best predictors of self-esteem among the attributes of self concept.

Results indicated three attributes of self-concept i.e happiness, behavioral adjustment and freedom from anxiety contributed towards the prediction of self-esteem of the adolescent. Analysis of adjusted  $R^2$  indicated that all together the model explained 26.3% of the variance towards self-esteem. Happiness contributed 19.1%, behavioral adjustment 4.5%, freedom from anxiety 2.8%. Table No 4 shows the result.

Table No 4: **Regression Analysis of predictor variables for self esteem**

Predictator Variable	Dependent variable	B	Std Error	Beta	t	Adjusted R <sup>2</sup>
Happiness	Self Esteem	2.742	1.25	.239	2.675**	.191
Behavioral adjustment		1.253	.419	.223	2.989**	.235
Freedom from anxiety		.879	.340	.223	2.581**	.263

**H<sub>4</sub> : There will be a gender difference in perceiving the parental rearing style**

Perception of parental styles of rearing by 84 males and 67 females were compared using t test. Mean score of both the groups were calculated on 4 variables consisting of responsive mother, demanding mother, responsive father. The t values did not show any significant mean differences. Thus the hypothesis 5 is not accepted. However the females had the tendency to perceive their mothers more responsive when compared to their fathers, whereas males have perceived their fathers more responsive than the females. Table No. 5 shows the result.

Table 5: Mean, SD and t values of males and females on perceiving parental rearing styles

Variables	Females N=67		Males N=83		t	DF	Sig
	Mean	SD	Mean	SD			
Rs Mo	7.54	1.58	7.13	1.60	1.56	149	.121
Dm Mo	6.76	1.91	6.63	1.71	.44	149	.660
Rs Fa	6.55	1.68	6.86	1.59	1.14	149	.256
Dm Fa	6.82	1.68	6.84	1.67	.08	149	.930

\*Significant P< 0.05 level \*\*. Significant P< 0.01 level

**H<sub>5</sub> :Gender will contribute towards the difference in self esteem scores**

Sample was divided into two group one consisting of 67 females (Gp 1) and another consisting of 84 males (Gp2). Mean score of both the groups were calculated on self - esteem. Results obtained by Gp 1 were compared with Gp 2. Hypothesis 5 is accepted, there is a significant mean differences between males and females. The difference being significant at  $p < 0.01$ . The females scored high on self-esteem when compared to the males. Table No 6 shows the result.

Table 6:Mean, SD and t values of males and females on self esteem

Variables	Females		Males		t	DF	Sig
	N=66	SD	N=84	SD			
Self-Esteem	Mean 73.26	10.20	Mean 69.85	9.72	2.089	148	.038

\*Significant  $P < 0.05$  level \*\* . Significant  $P < 0.01$  level

**H<sub>6</sub> :Self Esteem of adolescents is determined by the Mother’s responsive style of rearing**

Responsive mothers were divided into two group’s low responsive and high responsive mothers. Mean score of both the groups were calculated on self - esteem. The study did not find significant mean differences between the two. Thus the hypothesis 6 is not accepted. Table No 7 shows the result.

Table 7: Mean, SD and t values of self-esteem of adolescents of Low and high responsive mothers

Variables	High Res Mo N=106 Mean	SD	Low Res Mo N=44 Mean	SD	t	DF	Sig
Self-Esteem	72.63	9.87	70.09	10.15	1.55	148	.123

\*Significant  $P < 0.05$  level \*\* . Significant  $P < 0.01$  level

**H<sub>7</sub>:Self Esteem of adolescents is determined by mothers' demanding style of rearing**

Rearing style of mothers was divided into two group's low and high demanding mothers. Mean score of both the groups were calculated on self – esteem and compared between two stlyes of high and low demanding. Hypothesis is accepted. There is a significant mean difference in self- esteem scores of adolescents between low and highly demanding mothers. The difference being significant at  $p < 0.05$ . Thus the hypothesis 7 is accepted. Refer Table No. 8 for the results.

Table 8: Mean, SD and t values of self-esteem of adolescents of low demanding and high demanding mothers

Variables	High DM N=76 Mean	SD	Low DM N=74 Mean	SD	t	DF	Sig
Self-Esteem	73.0	10.11	69.58	9.75	2.105	148	.03

\*Significant  $P < 0.05$  level \*\* . Significant  $P < 0.01$  level

**H<sub>8</sub> :Self Esteem of adolescents is determined by the Fathers' responsive style of rearing**

Rearing style of responsive father was divided into two group's low and high responsive fathers. Mean score of both the groups were calculated on self – esteem and compared. The study did not find any significant mean differences. Thus the hypothesis 8 is not accepted. Table No 9 shows the result.

Table 9 Mean, SD and t values on self-esteem of adolescents of low and high responsive fathers

Var	High Res Fa N=85 Mean	SD	Low Res Fa N=65 Mean	SD	t	DF	Sig
Self-Esteem	71.78	10.35	70.86	9.71	.551	148	.583

\*Significant  $P < 0.05$  level \*\* . Significant  $P < 0.01$  leve

**H<sub>9</sub>: Self Esteem of adolescents is determined by Fathers' demanding style of rearing**

Rearing style of demanding father was divided into two group's low demanding and high demanding fathers. Mean score of both the groups were calculated on self - esteem. Hypothesis is not accepted; there is no significant mean difference in self-esteem scores of adolescents having low demanding and high demanding fathers. Thus the hypothesis 9 is not accepted. Table No 10 shows the result

Table 10 : Mean, SD and t values of adolescents on self-esteem of low demanding and high demanding mothers

Variables	High Dem Fa N=82 Mean	Sd	Low Dem Fa N=68 Mean	Sd	.t	DF	Sig
Self-Esteem	72.45	10.67	70.08	9.17	1.44	148	.153

\*Significant P< 0.05 level \*\*. Significant P< 0.01 level

## CHAPTER 6

### DISCUSSION

The objective of this study was to assess the perceived parental style of rearing and the self-concept in relation to the self-esteem of adolescents. It was hypothesized that there will be no relationship between the perceived parental style of rearing and self-concept. The results of the study accepted the hypothesis as it failed to find a significant relationship between different attributes of self-concept and parental rearing styles. Correlational values found were very low or marginal. Self-concept and parental encouragement are two different aspects of personality. Development of self-concept is not limited to the parental style of rearing of one (Baumeister, 1999) but various sources like individual's belief about himself or herself, including the person's attributes and his own self, contribute towards the development of self-concept. Low or marginal correlation proved this fact that self-concept develops from many aspects and many feedbacks.

Lewis (1990) suggests that the development of a concept of self has two aspects; the existential self and categorical self. Existential Self is the sense of being separate and distinct from others and the Categorical Self which means he or she is also an object in the world. When it came to the relationship of parental rearing styles and self-esteem significant relationship was found. The results revealed that Mother's style of rearing whether 'Responsive style' or 'Dominating style' both have a positive correlation with self-esteem. 'Responsive style' having correlation of  $r = .19^*$ ,  $p < .05$  and similarly demanding style of rearing by the mother has positive correlation with self-esteem,  $r = .22^*$ ,  $p < .01$  but perceived father's rearing style of

rearing did not show any significant correlation with self-esteem. Impact of rearing style of mother and fathers were also seen on self-esteem. Adolescents having demanding mothers had better self-esteem when compared to adolescents having low demanding mothers. Finding are in the line of research and faith of each culture mother and children have strong relationship impacting each other.

Similarly, all the attributes of self-concept except physical appearance have a positive correlation with self-esteem, significant at  $p < 0.01$  level except popularity attribute that is significant at  $p < 0.05$ . Self-concept boosts the ego of self-esteem. There is a need to understand the differences between self-concept and self-esteem as these are interchangeable terms. Self-concept is about the self-such as name, race, likes and dislikes, beliefs, values whereas self-esteem is the emotional response that people experience when evaluating them.

Three attributes of self-concept where individuals reveal themselves to be high on happiness, behavioral adjustment and freedom from anxiety they feel high on self-esteem. All together these three in the model contributes 26.3% towards self-esteem. Happiness contributes 19.1%, behavioral adjustment 4.5%, freedom from anxiety 2.8% (refer to table No.4).

Though gender does contribute towards the differences in perception of parental rearing styles as reported in the literature but the present study did not find any differences between boys and girls in their perception of parental rearing styles. The t values did not show any significant differences in means. However, the females had the tendency to perceive their mothers more responsive when compared to their fathers, whereas males have perceived their fathers more responsive than females. Effect of gender was seen on self-esteem. Significant mean differences were seen

between males and females on self-esteem. The females scored high on self-esteem when compared to the males.

## **6.1 CONCLUSION**

Rearing style of parents does not show significant correlation with self-concept whereas mothers rearing style of both types whether she adapts responsive style or demanding style it has a relationship with self - esteem of adolescents. But rearing style of fathers does seem to contribute towards the development of self-esteem in adolescents. Positive disclosure of different attributes of self-concept also related to self-esteem.

## **6.2 IMPLICATIONS**

Findings of the study will help in handling the adolescents, who have low self-esteem, and counseling the parents regarding their rearing style of their children and bring the change required for better development of the children.

## **6.3LIMITATIONS**

The study researched how the children perceived their parental rearing styles. Parents opinion could also have been sorted. Large data along with other few more parameters that help in developing the self-esteem could be studied.

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**APPENDIX A**

**"THE WAY I FEEL ABOUT MYSELF"**

Name \_\_\_\_\_ Age \_\_\_\_\_ Education \_\_\_\_\_

Date of testing \_\_\_\_\_

**Directions:** Here are a set of statements that tell how some people feel about themselves. Read each statement and decide whether or not it describes the way you feel about yourself. If it is true or mostly true for you, circle the word "yes" next to the statement.

1	My classmates make fun of me.	Y	N
2	I am a happy person.	Y	N
3	It is hard for me to make friends.	Y	N
4	I am often sad.	Y	N
5	I am smart.	Y	N
6	I am shy.	Y	N
7	I get nervous when the teacher calls on me.	Y	N
8	My looks bother me.	Y	N
9	I am a leader in games and sports.	Y	N
10	I get worried when we have tests in social.	Y	N
11	I am unpopular.	Y	N
12	I am well behaved in school.	Y	N
13	It is usually my fault when something goes wrong.	Y	N
14	I cause trouble to my family.	Y	N
15	I am strong.	Y	N
16	I am an Important member of my family.	Y	N
17	I give up easily.	Y	N
18	I am good in my schoolwork.	Y	N
19	I do many bad things.	Y	N
20	I behave badly at home.	Y	N
21	I am slow in finishing schoolwork.	Y	N

22	I am an important member of my class.	Y	N
23	I am nervous.	Y	N
24	I can give a good report in front of the class.	Y	N
25	In school I am a dreamer.	Y	N
26	My friends like my ideas.	Y	N
27	I often get into trouble.	Y	N
28	I am lucky.	Y	N
29	I worry a lot.	Y	N
30	My parents expects too much of me.	Y	N
31	I like being the way I am.	Y	N
32	I feel left out of things.	Y	N
33	I have nice hair.	Y	N
34	I often volunteer in school.	Y	N
35	I wish I were different.	Y	N
36	I hate school.	Y	N
37	I am the last to be chosen for the games & sports.	Y	N
38	I am often mean to other people.	Y	N
39	My classmates in school think i have good ideas.	Y	N
40	I am unhappy.	Y	N
41	I have many friends.	Y	N
42	I am cheerful.	Y	N
43	I am dumb about most things.	Y	N
44	I am good-looking.	Y	N
45	I get into a lot of fights.	Y	N
46	I am popular with boys.	Y	N
47	People pick on me.	Y	N
48	My family is disappointed in me.	Y	N
49	I have a pleasant face.	Y	N
50	When I grow up, I will be an important person.	Y	N

51	In games and sports, I watch instead of play.	Y	N
52	I forget what I learn.	Y	N
53	I am easy to get along with.	Y	N
54	I am popular with girls.	Y	N
55	I am a good reader.	Y	N
56	I am often afraid.	Y	N
57	I am different from other people.	Y	N
58	I think bad thoughts.	Y	N
59	I cry easily.	Y	N
60	I am a good person.	Y	N

### Child's Perception of Father

Name \_\_\_\_\_ Age \_\_\_\_\_ Class \_\_\_\_\_

Date \_\_\_\_\_

Tick Yes / No whatever is true when you think of your father

1	He keeps reminding me of things I am not supposed to do	Yes	No
2	He always says how I am supposed to behave	Yes	No
3	He wants to know exactly where I am and what I am doing when I am not home	Yes	No
4	He is tough on me	Yes	No
5	Believes that my bad behavior should be punished somehow	Yes	No
6	Spends a lot of time with me /	Yes	No
7	Does not easily forget what I do wrong	Yes	No
8	I feel better after I talk to him about my problems	Yes	No
9	Believes I am supposed to obey all his orders	Yes	No
10	Seeks to cheer me up when I am sad.	Yes	No
11	It is easy to talk to him	Yes	No
12	Likes to talk me about what he reads	Yes	No
13	He is very interested in what I learn at school	Yes	No
14	Does not want to be bothered and make sure that his rules are obeyed	Yes	No
15	Tells me when he likes me	Yes	No
16	Allows me to have my friends in our home	Yes	No
17	Acknowledges my opinions even when they differ from his own	Yes	No
18	Does not seem to notice much whether I behave at home or if I do well at school	Yes	No
19	Punishes me when I do not obey	Yes	No
20	Gets happy when he sees me when I get back from school or a trip	Yes	No

## APPENDIX C

### Child's Perception of Mother

Name \_\_\_\_\_ Age \_\_\_\_\_ Class \_\_\_\_\_  
 Date \_\_\_\_\_

Tick Yes / No whatever is true when you think of your Mother

1	Becomes happy when she sees me coming back from school or a trip	Yes	No
2	Spends a lot of time with me	Yes	No
3	She keeps reminding me of things I am not supposed to do	Yes	No
4	Tries to be my "friend" rather than a "boss"	Yes	No
5	She would like for me to stay home more where she can take care of me	Yes	No
6	She wants to know exactly where I am and what I am doing when I am not home	Yes	No
7	Reassures me when I am afraid	Yes	No
8	Wants to know what I really think about certain events	Yes	No
9	Punishes me severely	Yes	No
10	Believes she has to punish me to correct me and make me improve	Yes	No
11	Does not seem to notice much whether I behave well at home or do well at school.	Yes	No
12	Likes to talk to me about what she reads	Yes	No
13	Seeks to cheer me up when I am sad	Yes	No
14	It is easy to talk to her	Yes	No
15	Punishes me when I do not obey	Yes	No
16	She is always saying how I am supposed to behave	Yes	No
17	If I break a promise she will not trust me for a while	Yes	No
18	Likes to discuss things and talk to me	Yes	No
19	Believes all my bad behavior should be punished somehow	Yes	No
20	She is very interested in what I learn at school	Yes	No

**STATE SELF-ESTEEM  
SCALE**

**APPENDIX D**

Name \_\_\_\_\_ Roll No \_\_\_\_\_ Age \_\_\_\_\_

Date \_\_\_\_\_ Male/Female \_\_\_\_\_

This is a questionnaire designed to measure what you are thinking at this moment. There is of course, no right answer for any statement. The best answers is what you feel is true of yourself at the moment. Be sure to answer all the items, even if you are not certain of the best answers. Again, answer these questions as they are true for you right now.

S. No	Statements	Not at all	A little bit	Somewhat	Very much	Extremely
		1	2	3	4	5
1	I feel confident about my abilities					
2	I am worried about whether I am regarded as a success or failure.					
3	I feel satisfied with the way my body looks right now.					
4	I feel frustrated or rattled about my performance.					
5	I feel that I am having trouble understanding things that I read.					
6	I feel that others respect and admire me					
7	I am dissatisfied with my weight.					
8	I feel self-conscious					
9	I feel as smart as others					
10	I feel displeased with myself					
11	I feel good about myself					
12	I am pleased with my appearance right now					
13	I am worried about what others think about me					
14	I feel confident that I understand things					
15	I feel inferior to others at this point					
16	I feel unattractive					
17	I feel concerned about the impression I am making					
18	I feel that I have less scholastic ability right now than others					
19	I feel like I'm not doing well					
20	I am worried about looking foolish					