

Parent's education: A big factor for enhancing self-esteem among adolescence

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ABSTRACT

Self-esteem can be defined as an individual's attitude about him or herself, involving self-evaluation along a positive- negative dimension. Most generally self-esteem refers to an individual's over all positive evaluation to the self. The study was conducted in Hisar district of Haryana state. All the adolescents studying in 9th and 10th standard falling in the age group 15 – 16 years were included in the sample for the study. Self-esteem was taken as dependent variable. Self-Esteem was assessed by Rosenberg's Self-Esteem Scale (RSES) by Rosenberg (1989). Parent's education was taken as independent variable. Scheduled was developed to assess the parent's education. Results revealed that non-significant differences were found in the self-esteem of adolescents across maternal education (0.84) and paternal education (1.06). Mean scores comparison further reflected that adolescents whose parents were better educated reported slightly higher self-esteem.

INTRODUCTION

Self-esteem can be defined as an individual's attitude about him or herself, involving self-evaluation along a positive- negative dimension (Baron and Byrne, 1991). Most generally self-esteem refers to an individual's over all positive evaluation to the self (Rosenberg *et al.*, 1995 and Rosenberg. 1990). Reasoner (2005) has defined self-esteem as the experience of capable of meeting life challenge and being worthy of happiness.

Self esteem continues to be one of the most commonly research concept in social psychology (Baumeister, 1993; Wells and Marwell, 1976 and Wylie,

1979). Teachers, administrators and parents are commonly concerned about student's self-esteem. Its significance is often exaggerated to the extent that low self-esteem is viewed as the cause of all evil and high self-esteem as the cause of all good (Manning *et al.*, 2006). Self-esteem is associated with depression, anxiety, motivation and general satisfaction with one's life (Rosenberg, 1986 and Harter, 1986). During the last three decades, the general trend in the research literature suggests that certain types of socio-cultural environment s are generally associated with lower level of aspiration, language deficiencies and minimal occupational and social adjustment. The relationship of socio-cultural environments of student s and academic achievement has

been explored by many researchers. Joshi (1988) found that rural and urban students do not differ in academic achievement whereas Grewal and Singh (1987) found rural students significantly higher on the level of academic performance. In Singh's (1970) study, significantly larger percentage of low achievers came from rural area.

In today's world self-esteem has been viewed as an important tool to face the competitive life. Modern living has brought with it, not only innumerable means of comfort but also a plethora of demands that tax human body and mind. Now-a-day's everyone talks about stress. It is cutting across all socio-economic groups of population and becomes the great leveler and continuous stress over a period of time takes the form of depression.

Parent's education plays a very important role in determining high self-esteem of students. The security of the attachment relationship provides the basis for the child's development of independence in conflicts and depression (Allen and Hauser, 1996). Adolescence is understood as a time of increased autonomy and experimentation; a time when peer relationships become increasingly important, and when the risk of engagement in potentially harmful behaviours becomes a salient area of concern (Laible *et al.*, 2004).

Throughout this period of development, parent-child relationships change in many important ways. From the outside, it can be seen as though adolescents and their parents become less close during this time. However, from the perspective of attachment theory, relationships with attachment figures remain one of the most influential factors in nearly every aspect of a person's life into adolescence and beyond.

During adolescence, the primary task of separation-individuation occurs, mirroring the differentiation of the individual self-concept during the first year of life, and the success of which heavily depends upon the security of the attachment relationship up until the adolescent years. This process has implications for the adolescent's self-esteem (Laible *et al.*, 2004).

Self-esteem is intertwined and contributes to negative effects. There are theoretical reasons to believe that self-esteem might be particularly strongly linked during adolescence and young adulthood. Thus the present study was carried out with the following objectives.

Objectives:

- To assess the extent of self – esteem among

adolescents.

- To study the influence of parent's education on self-esteem.

MATERIAL AND METHODS

The study was planned to investigate levels of Self-Esteem among adolescents living in rural and urban areas. To understand the features of adolescents, comparative rural and urban area study is an essential tool. As per objectives, the study was conducted in Hisar district of Haryana state purposively selected due to easy accessibility. To draw the rural sample, list of villages having Government schools with 9th and 10th classes was obtained from the Education Department, Hisar. Out of the list, three villages namely Neoli Kala, Behbalpur and Mangali were randomly selected and Government Senior Secondary Schools of these villages were taken to draw the rural sample. Whereas, to draw urban sample Government Girls Senior Secondary School, Hisar and Government Senior Secondary School, Hisar (Patel Nagar) were randomly selected. All the adolescents studying in 9th and 10th standard falling in the age group 15 – 16 years were included in the sample for the study.

Variable is a set of value that forms a classification. A value is anything which can be predicted. For the present study, the variables have been grouped into two types the dependent and independent variables. A dependent variable is a variable presumed to be affected by one or more independent variables. Self-esteem was taken as dependent variable. Self-Esteem was assessed by Rosenberg's Self-Esteem Scale (RSES) by Rosenberg's (1989). An independent variable is a variable presumed to affect or influence other variables. Parent's education was taken as independent variable.

OBSERVATIONS AND ANALYSIS

The results obtained from the present investigation as well as relevant discussion have been summarized under following heads :

Comparison of self-esteem across parental education:

Results related to the comparison of adolescents' self-esteem on the basis of parental education. Statistically non-significant differences were found in the self-esteem of adolescents across maternal education (0.84) and paternal education (1.06) $p < 0.05$, respectively.

Mean scores comparison further reflected that

Table 1 : Comparison of self-esteem across parental education				
Sr. No.	Parental variables			
	Illiterate Mean \pm S.D.	Middle Mean \pm S.D.	Matric and above Mean \pm S.D.	
1.	Maternal education			
	18.44 ^a \pm 4.57	17.73 ^a \pm 4.46	18.08 ^a \pm 3.41	
2.	Paternal education			
	Illiterate Mean \pm S.D.	Middle Mean \pm S.D.	Matric Mean \pm S.D.	Sen. sec. and above Mean \pm S.D.
	17.87 ^a \pm 4.27	18.45 ^a \pm 4.64	17.28 ^a \pm 4.51	18.72 ^a \pm 3.51
				1.06

Note: Means in the same row that do not share superscripts differ at $p < 0.05$ using Duncan multiple difference comparison

adolescents whose parents were better educated reported slightly higher self-esteem.

Results revealed that non-significant differences were found in the self-esteem of adolescents across maternal education (0.84) and paternal education (1.06). Mean scores comparison further reflected that adolescents whose parents were better educated reported slightly higher self-esteem.

The present study however revealed the contrast results as girls possessed superior self-esteem against boys and the differences were statistically significant. The findings are in line with the study of Rhodes *et al.* (2004). Further the reason for urban adolescents having superior self-esteem against rural children can be attributed to the facts that in the present study urban adolescents had better communication with parents and peers which lead to superior self-esteem. The correlational results further indicated that gender, academic achievement, parent-peer attachment were protective factors for self-esteem as these were positively and significantly, correlated to self-esteem. Gender alone was the highest significant contributor to self-esteem (39%). The role of gender and academic achievement in self-esteem get strength from the results reported by Uba *et al.* (2010) who found a strong positive relationship of these with self-esteem.

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