

Self-Esteem among SEC. School Students: Influence of Parental Involvement

Dr. Pramila Malik¹, Jyotika Devi²

Associate Professor, Department of Education, Baba Mastnath University, Asthal Bohar, Rohtak
Research Scholar, Department of Education, Baba Mastnath University, Asthal Bohar, Rohtak

ABSTRACT

The current investigation was undertaken to investigate the impact of parental involvement on self-esteem among sec. school students. In this study, parental involvement has been taken as independent variable while self-esteem have been taken as dependent variable. 500 sec. school students from Sonapat District were selected through random sampling technique. Self-esteem Scale by Roopa and Dasagad (2019) & Parental Involvement Scale by Chauhan & Arora (2009) were applied to gather the data & the collected data were analysed by Mean, S.D. & 't' test & coefficient of correlation. It was found that self-esteem among sec. school students differ significantly with respect to parental involvement. A significance difference was observed in the self-esteem of sec. school students of rural and urban areas. It was also found that there was a significance difference in the parental involvement of sec. school students of rural & urban areas. Further, the relationship (r) between self-esteem & parental involvement of sec. school students was found positive and significant.

Key words: “*Parental Involvement, Self-esteem, Sec. School Students*”

INTRODUCTION

When parents set aside time for their kids, support them, and engage in meaningful conversation and listening with them, they serve as good role models for their kids. Parental participation refers to the parents' involvement in the overall personality development of the kid. In different culture as well as in different perspective researchers have defined the concept of parental involvement in several ways. It is very difficult to describe the term parental involvement in the single conceptual framework. In this framework, parental involvement is defined within three domains such as behavioral, cognitive-intellectual, & personal. **1) Behavioral Domain:** “The behavioral domain refers to parent participation in activities at school (e.g., attending parent-teacher conferences and school activities) and at home (e.g., helping with homework, asking about school activities)”. **2) Cognitive-Intellectual Domain:** “Cognitive-intellectual involvement includes exposing the child to intellectually stimulating activities such as taking a trip to the library and discussing current events”. **3) Personal Domain:** “Personal involvement refers to knowing about and keeping aware of what is going on with the child in school. It includes parent-child interaction that creates a positive attitude toward child's education”.

Self-esteem may be described as a person's overall assessments of their capability with reference to their own value. We all have a sense of self-esteem. Our beliefs about ourselves make up our self-esteem, which affects practically everything we do. A strong sense of self-esteem is crucial because it empowers you to make wise decisions in daily life, gives you the confidence to be yourself, fosters great connections, and aids in navigating challenging circumstances. Human morale is raised by self-esteem because it fosters a good self-concept and outlook. Self-esteem can range from high to poor. People with high self-esteem enjoy participating in a variety of daily activities. They radiate energy and cheerfulness. They strive to solve their issues & approach obstacles in a good way. As a result, they don't have an inferiority complex and are open to change and accepting of who they are. People with high self-esteem see themselves as capable and active individuals who can bring about improvements via effort and set challenging objectives that lead to learning new things. It's interesting that several studies have shown that elevating students' self-esteem is the greatest approach to boost their academic performance (Rubie et al., 2004). Envy, lack of confidence, disbelief in oneself, and refusal to change are all traits of people with poor self-esteem. Boys and girls may perform differently in school depending on their self-esteem levels. It

has been revealed that girls outperform boys in terms of academic performance, grade point average, and ability to graduate from high school (Jacob, 2002). Academic success, confidence level, work performance, and relationship happiness are all predicted by self-esteem. A high self-esteem individual has a good self-concept, whereas a low self-esteem one has a negative one. Children with low self-esteem have less self-confidence and develop feelings of inferiority. A child who has been severely restricted, criticized, blamed and ignored will have poor self-esteem. As opposed to that, a child who has been given an opportunity to initiate action, who has been supported in his difficulties, who has been attended to and is considered worthy will develop high self-esteem. Self-esteem has a big influence on practically everything a student does, including how they engage in activities, handle difficulties, and connect with others. Therefore, it is crucial to foster a strong sense of self-esteem in sec. school kids since doing so will help them overcome obstacles and develop good self-concepts.

The phrase "self-esteem" means a person's perception of his/her own values. It is a fundamental human need since it contributes significantly to the life process and is necessary for survival. It is how one thinks of oneself, describes oneself & the collection of beliefs one has pertaining to one's abilities & worthiness. It is how one values them; how people perceive their value & how valuable they think they are to others. Their ability to trust people, their relationships, and their job all are impacted by their self-esteem. They have the fortitude and adaptability to take responsibility of their life and learn from their errors without worrying about being rejected when they have high self-esteem. Children with low self-esteem frequently experience feelings of helplessness, loneliness, resentment, defensiveness, & easily frustrated. These emotions may result in violent, cruel, or bullying conduct. Children that have a strong sense of self-esteem take responsibility of their own acts & are proud of their self.

Role of Parents in the Child's Self-Esteem

Parental involvement means "the amount of time the parents spent in activities with the child. Parents often assume the role of a motivator and facilitator in the life of their children". "Parental involvement refers to the degree to which parents are committed to their role in providing guidance, showing interest, motivating their wards and having a good communication skill geared towards promoting their children's active engagement learning activities in the school. It typically concerns the amount of effort that parents put into child-oriented education as well as other activities" (Nyarko, 2011). Apparently, "parental involvement refers to parent behaviours related to the child's school or schooling that can be observed as manifestations of their commitment to their child's educational affairs. This means that a parent who shows these behaviours in a larger extent, can be regarded as higher involved than a parent who shows these behaviours in a lesser degree" (Bakker & Denessen, 2007). At all costs, parents should steer clear of situations & people that might lead to their kids developing poor self-esteem because doing so frequently leads to lack of confidence & an expectation of failure. Due to their incapacity to be self-motivated and to persevere in the face of difficulties, children with low self-esteem might exhibit poor academic achievement, an incorrect perception of themselves and others, lazy attitudes, and pessimism. Weiten & Lloyed (2003) defined "self-esteem as one's overall assessment of one's worth as a person. It is the evaluative component of the self concept". Verbal abuse, neglect, humiliating the child, and unfair comparisons to others, even siblings, are all things that lower children's self-esteem. Parents should be encouraging and helpful to their children while also giving them direction, advice, and the chance to make errors. Positive reinforcement of excellent conduct is significantly more beneficial than using a great deal of time and effort punishing a child or yelling and screaming at them.

REVIEW OF THE RELATED LITERATURE

Ryan & Deci (2001) demonstrated that strong self-esteem was predicted with perceived parental support for autonomy. Low self-esteem has been seen among Russian teenagers who are thought to come from authoritarian homes. In US families, parents who supported autonomy in their teenagers were shown to have strong self-esteem. Adolescents from two different cultures and one school were the subjects of this study. Therefore, the findings could not be applied to all cultures.

Coppersmith (2002) discovered an association among poor self-esteem & indications that children's dominance, rejection & severe punishment had a negative impact on their self-esteem. In such circumstances, they encountered less affection and prosperity. They tended to become more distant and subservient. Additionally, it was discovered that parenting styles, levels of love in the home, and marital stability all had an impact on children's developing sense of self-esteem. Success in school was greatly influenced by one's sense of self.

Erol & Orth (2011) evaluated that "self-esteem increases moderately through adolescence and continues to increase in young adulthood at a slower rate. This may result to high sense of mastery, low risk taking and better overall health which predicted higher self-esteem in participants at each age level. An individual's sense of mastery proved to be an important moderator of self-esteem trajectory for all participants. In the case of ethnicity playing a role in self-esteem differences,

Hispanics had a lower rating of self-esteem in adolescence than Blacks and Whites but then increased to having a stronger, higher self-esteem than Whites by the age of 30”.

Roberts (2013) indicated that teenagers' demand for warmth & affection from their parents was a crucial physiological necessity. These kids, irrespective of their culture, gender, age, or colour, often described themselves as hostile, lacking in self-esteem & self-adequacy, & possessing a pessimistic outlook on the world. Teenagers and adults who felt rejected looked to be predisposed to behavioural issues & conduct disorders, as well as depression & difficulties with drugs & alcohol.

NEED OF THE STUDY

A person's life experiences are a key factor in how their self-esteem develops. A person's views toward themselves are shaped by their positive or bad life experiences. These attitudes can be supportive and lead to positive or unsupportive sentiments of self-esteem. In a child's formative years, parents have the greatest impact on their self-esteem & serve as the major source of both good & bad experiences. Parker & Benson (2004) observed that parental support is positively correlated with self-esteem among adolescents. Cobb (2010) asserted that “parents concerned about them it resulted to high self-esteem. Trzesniewski et. al. (2006) predicted that low self-esteem among adolescence is a reason of poorer physical & mental health, poorer economic well-being & higher levels of criminal activity”. Ansari & Qureshi (2008) revealed that “parental acceptance or rejection had significant role in self-esteem & functioning of adolescents. It was also found that parenting was considered one of the major risk factors for development of low self-esteem in adolescents”. “Receiving support & involvement from parents can create a higher self-esteem (Ruholt, & Dukes, 2015). Gith (2017) also analysed that parents who were always involved in their child’s education are likely to have higher self-esteem”. After reviewing the related literature it was found that various studies have been conducted related to the variables like self-esteem & parental involvement. But, while reviewing the related literature the investigator explored that a very few studies were found on self-esteem among students in relation to parental involvement specially in Indian context. In light of this, the researcher saw a need for more research on self-esteem in relation to parental involvement of sec. school students.

Variables of the Study

- **Independent Variable**
 - Parental Involvement
- **Dependent Variable**
 - Self-esteem

Objectives of the Study

1. “To compare the self-esteem of sec. school students having high & low parental involvement.
2. To compare the self -esteem of sec. school students of rural & urban area.
3. To compare the parental involvement of sec. school students of rural & urban area.
4. To study the relationship between self-esteem & parental involvement of sec. school students”.

Hypotheses of the Study

- H₀₁** “There exists no significance difference in self-esteem of sec. school students having high & low parental involvement.
- H₀₂** There exists no significant difference in the self-esteem of sec. school students of rural & urban area.
- H₀₃** There exists no significant difference in the parental involvement of sec. school students of rural & urban area.
- H₀₄** There exists no significant relationship between self-esteem & parental involvement of sec. school students”.

METHODOLOGY

For the current analysis, the **Descriptive Survey Method** was used since it’s viewed as one of the vital methods in education & it explain the present placement of the research work. This method is widely used method in the field of research. It analyzes the existing situation and makes generalization on every important aspect of the prevalent phenomenon. It involves classification, comparison, measurement, interpretation, evaluation & generalization.

Population and Sample

All sec. school students studying in 9th class in various schools of Sonapat District comprised the target population for the present study. The study was conducted in rural and urban area of Sonapat District. Multi-stage random sampling technique was employed to choose a sample of 500 sec. school students (255 Rural + 245 Urban) was chosen for the current investigation.

Tools Used

- ✚ **Self-esteem Scale by Roopa and Dasagad (2019)** was used to assess the self-esteem among students. The scale contains six dimensions i.e. 1) Personal, 2) Social, 3) Emotional, 4) Academic, 5) Intellectual & 6) Moral. Split half reliability of the scale was 0.91 and validity of the scale was 0.95.
- ✚ **Parental Involvement Scale by Chauhan & Arora (2009)**. This scale consists 25 items in three areas – connection, monitoring and psychological autonomy. It is standardized on the ages of thirteen to eighteen years old adolescents. Split-half reliability of this scale was 0.92. The validity was found 0.85 which is highly significant.

Statistical Techniques

Mean, SD & ‘t’ test were employed to study the significance of difference between the mean scores of self-esteem among sec. school students with respect to their parental involvement. Pearson coefficient of correlation (r) was used to study the association of parental involvement with self-esteem among sec. school students.

Data Analysis and Interpretation

OBJECTIVE 1: “TO COMPARE THE SELF-ESTEEM AMONG SEC. SCHOOL STUDENTS IN RELATION TO THEIR PARENTAL INVOLVEMENT”.

H₀₁ “There exists no significance difference in self-esteem among sec. school students in relation to their parental involvement”.

“To test the null hypothesis, Mean, Standard Deviation, t-value and level of significance of the scores obtained from self-esteem scale with respect to parental involvement were calculated”. The outcomes are offered in Table-1.

Table-1: Self-esteem among Sec. School Students in the Context of Parental Involvement

Dependent Variable	Groups	N	Mean	SD	‘t’	Level of Significance
Self-esteem	High Parental Involvement	165	109.32	12.12	4.16	Significant at 0.01
	Low Parental Involvement	177	114.98	13.01		

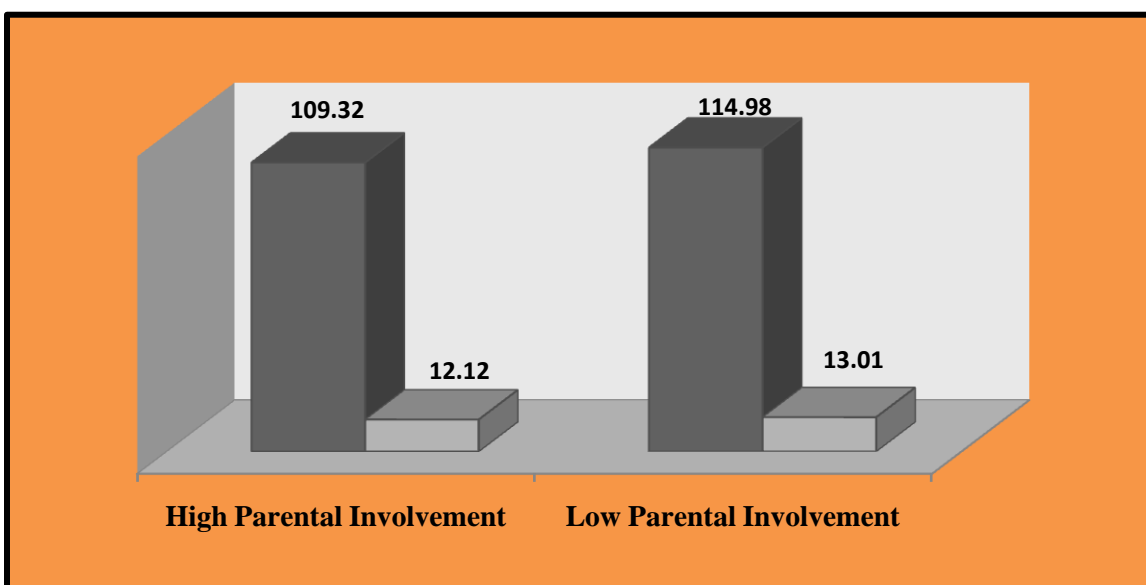


Fig. 1: Mean Self-esteem scores & SD of Sec. School Students with respect to Parental Involvement

It can be seen from table-1 & figure-1 that ‘t’-value of 4.16 was found significant at 0.01 levels with 340 degrees of freedom, which indicates that self-esteem among sec. school students with respect to parental involvement differ significantly. So, **H₀₁** i.e. “There exists no significance difference in self-esteem among sec. school students in relation to

their parental involvement.” stands rejected. While comparing mean scores it was indicated that students having lower parental involvement (114.98) possess more self-esteem as compared to those who have higher parental involvement (109.32).

OBJECTIVE 2: “TO COMPARE THE SELF-ESTEEM OF SEC. SCHOOL STUDENTS OF RURAL & URBAN AREA”.

H₀₂ “There exists no significant difference in the self esteem of sec. schools students of rural & urban area”.
 “To test the null hypothesis, Mean, Standard Deviation, t-value & level of significance of the scores obtained from self-esteem scale for rural & urban sec. school students were calculated”. The outcomes are offered in Table-2.

Table-2: Self-esteem of Sec. Schools Students of Rural & Urban Area

Dependent Variable	Groups	N	Mean	SD	‘t’ value	Level of Significance
Self-esteem	Rural	255	115.54	35.79	3.34	Significant at 0.01
	Urban	245	128.26	48.13		

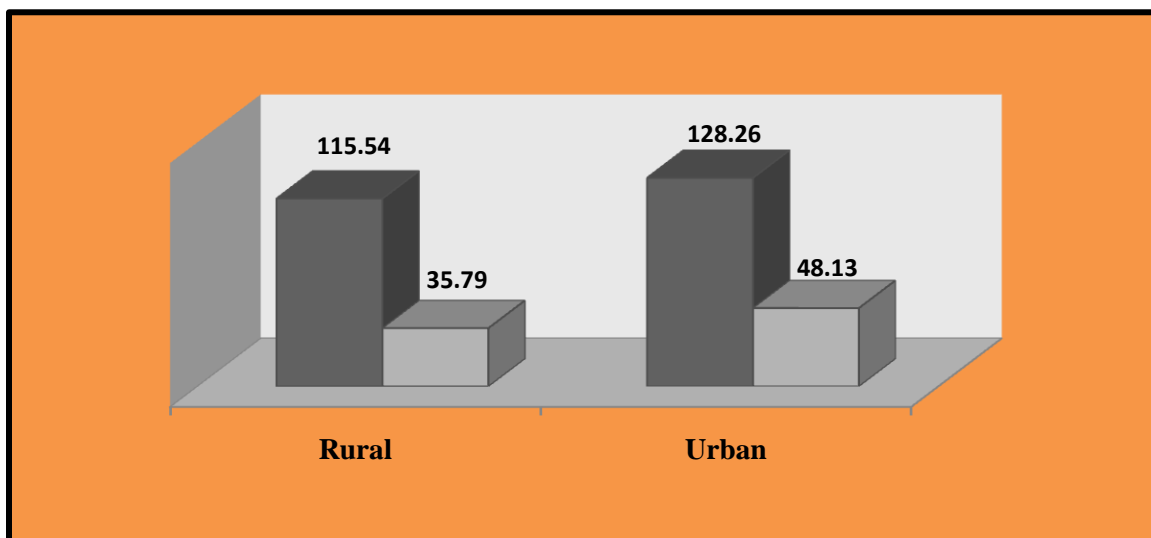


Fig. 2: Mean Self-esteem scores & SD of Sec. Schools Students of Rural and Urban Area

Table-2 & figure-2 indicated that ‘t’-value of 3.34 was found significant at 0.05 levels with 498 degrees of freedom, which indicates that a significance difference exists in self-esteem of sec. school students of rural and urban areas. Therefore, **H₀₂** i.e. “There exists no significant difference in the self esteem of sec. schools students of rural & urban area” stands rejected. In the context of means scores, it can be concluded that rural sec. school students possess lower self-esteem (115.24) than students belonging to urban areas (128.26). The finding is in consonance with the finding of Gretta, Kottari and D’Souza (2018) who also showed a significance difference in self-esteem among adolescents of Rural & Urban area.

OBJECTIVE 3: “TO COMPARE THE PARENTAL INVOLVEMENT OF SEC. SCHOOL STUDENTS OF RURAL & URBAN AREA”.

H₀₃ “There exists no significant difference in the parental Involvement of sec. school students of rural & urban area”.
 “To test the null hypothesis, Mean, Standard Deviation, t-value & level of significance of the scores obtained from parental Involvement scale for rural & urban sec. school students were calculated”. The outcomes are offered in Table-3.

Table-3: Parental Involvement of Sec. School Students of Rural & Urban Area

Dependent Variable	Groups	N	Mean	SD	't'	Level of Significance
Parental Involvement	Rural	255	61.87	22.03	3.19	Significant
	Urban	245	67.98	20.76		

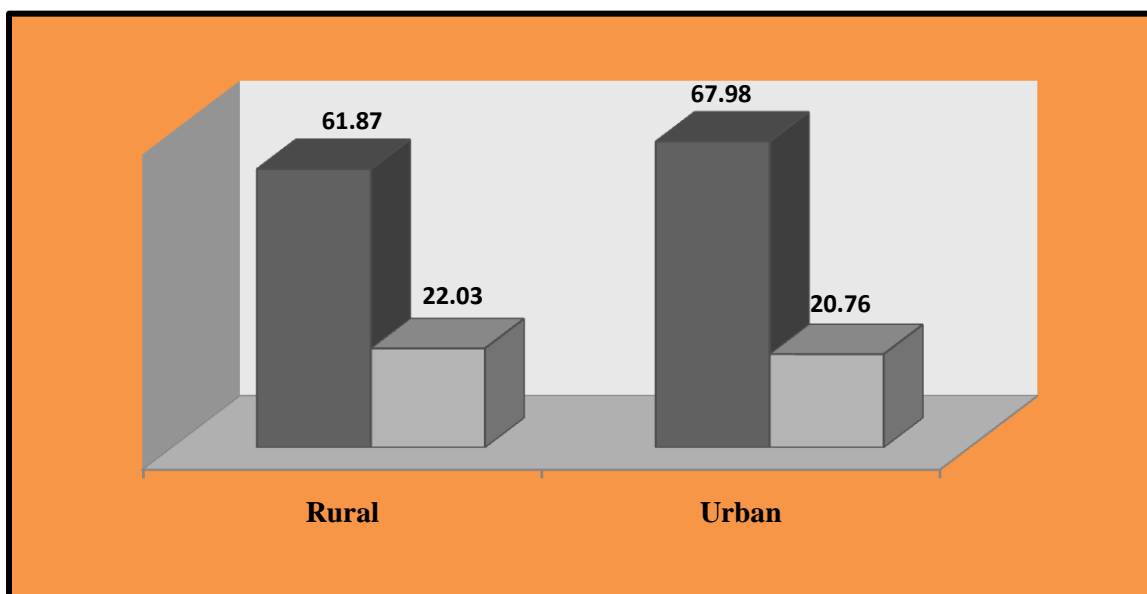


Fig.3: Mean Parental Involvement scores & SD of Sec. Schools Students of Rural & Urban Area

Table-3 & fig.3 indicated that 't'-value of 3.19 was found significant at 0.05 levels, which inferences that there was a significance difference in the parental involvement of sec. school students of rural and urban areas. Therefore, H_{03} i.e. "There exists no significant difference in the parental Involvement of sec. school students of rural and urban area" stands rejected. While comparing mean scores, it can be concluded that rural sec. school students hold less parental involvement (61.87) than students belonging to urban areas (67.98). The study is in contrast with the finding of Smriti and Rajeev (2018) who found no significance difference in parental involvement among rural and urban adolescents.

OBJECTIVE 4: "TO STUDY THE RELATIONSHIP BETWEEN SELF-ESTEEM & PARENTAL INVOLVEMENT OF SEC. SCHOOL STUDENTS".

H_{04} "There exists no significant relationship between self-esteem & parental involvement of sec. school students".

Table-4: Relationship between Self-esteem & Parental Involvement of Sec. School Students

Sr. No.	Variables	N	Coefficients of Correlation (r)
1.	Self-esteem	500	0.35**
2.	Parental Involvement	500	

"It is evident from Table-4 that coefficient of correlation (r) between self-esteem and parental involvement of sec. school students is 0.35 which is positive and significant at 0.01 level of significance". So, H_{04} i.e. "There exists no significant

relationship between self-esteem and parental involvement of sec. school students” stands rejected. The magnitude of ‘r’ indicates that parental involvement is positively and significantly correlated with self-esteem among students. Similarly, Singh and Bhatia (2012) showed that a significant and positive relationship self-esteem of school children & their family environment. Josephine, et.al. (2016) found that self-esteem among students is associated with parental involvement.

FINDINGS OF THE STUDY

1. “It was found that self-esteem among sec. school students with respect to parental involvement differ significantly.
2. It was found that there was a significance difference in the self-esteem of sec. school students of rural & urban areas.
3. It was found that there was a significance difference in the parental involvement of sec. school students of rural & urban areas.
4. A significant positive correlation was found between self-esteem & parental involvement of sec. school students”.

CONCLUSION

Parents who inspire their kids can help them develop higher self-esteem because Parental involvement & student self-esteem are connected to one another. A child's academic performance at school will increase if they have stronger self-esteem. Therefore, parents who don't participate in their children's education might cause their children to have poorer self-esteem. Parents may assist their children in maintaining a sense of self-esteem. Teachers may help children develop and increase their sense of self-esteem and help them understand that having supportive parents is one of the reasons they have high self-esteem. Parents who have consistently supported their child's education are probably more confident in themselves.

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