

Parental Nurturance and Its Relationship with Adolescent Social Self-Esteem and Emotional Self-Efficacy

Sibyl Fernandes^{1*}, Anthea Mendonsa², Socorrina Rodrigues³

ABSTRACT

The present study was conducted to examine how Parental Nurturance contributed to Social Self-Esteem and Emotional Self-Efficacy of adolescents. A sample of 180 adolescents (90 males and 90 females) ranging from 11-19 years were selected using the method of convenient sampling representing North and South Goa. The Parental Nurturance Scale developed by John R Buri (1988), the Social Self-Esteem Scale (SSES) by Repišti & Kerla (2011, 2013), and the Emotional Self-Efficacy Scale for Adolescents (Youth ESES) by Qualter, Pamela, Pool, L. D., Gardner, K. J., Ashley-Kot, S., Wise, A. and Wols, A. (2015) were utilized to obtain quantitative data on the variables of the study. Data was statistically analysed using multiple correlation. Findings of the study revealed a weak positive relationship between Parental Nurturance and adolescent's Social Self-Esteem and Emotional Self-Efficacy respectively. Implications of the study and suggestions for further research have been discussed.

Keywords: Parental Nurturance, Social Self-Esteem, Emotional Self-Efficacy, Adolescence.

Parents play an important role in the development of their children. The love and the warmth received from their parents at a younger age play a vital role in determining the bond they share as well as in the development of socio-emotional competences. Adolescents find their parents very interfering due to which they like to be alone and maintain their personal space. Many parents and adolescents report a decrease in closeness during this time because a lot of misunderstandings crop up in their relationship. During adolescence, there is transition from childhood to adulthood, wherein an individual experiences many physical, psychological, emotional, sexual, attitudinal and behavioural changes, because of these changes the adolescents face a number of crisis and dilemmas (Hurlock, 2001).

The parent-child relationship is the first social relationship in which a child is involved and it acts as the foundation and the basis for the development of all other relationships. As children

¹Postgraduate Student of Psychology, Carmel College of Arts, Science and Commerce, Goa, India

²Assistant Professor, PG Department of Psychology, Carmel College of Arts, Science and Commerce, Goa, India

³Assistant Professor, PG Department of Psychology, Carmel College of Arts, Science and Commerce, Goa, India

[*Responding Author](#)

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grow up the warmth, affection and love received from their parents does make a huge difference in the later years of life. Bowlby's attachment theory speaks about the importance of this initial parent-child relationship. Research has shown that parents play a vital role in the development of their children's self-esteem and happiness (Furnham & Cheng, 2000). Parental authority and parental nurturance are associated with children's subsequent levels of psychological distress (Locke & Prinz, 2002). Parental nurturance has been demonstrated to be a protective factor against risky behaviours for adolescents and was found to be related to adaptive coping strategies (Schwartz, et.al, 2009).

Self-esteem begins its development in infancy and evolves throughout our lifetimes as we construct images of ourselves through our specific experiences with people and activities and perceptions about those experiences (Jacobson, 2006). Abraham Maslow, the renowned humanistic psychologist, in his hierarchy of human needs, proposes self-esteem at the fourth stage and suggests that it includes the need for personal worth along with feelings of accomplishment. He also suggests that one cannot accomplish the highest level of self-actualization unless one first attains positive self-esteem. Self-esteem according to him comprises of esteem towards oneself and also being respected in the eyes of others. This in turn ensures that he has competences, values and capabilities.

Self-efficacy is a belief about what a person can do rather than personal judgments about one's physical or personality attributes. (Zimmerman and Cleary 2006). People with a well-built sense of self-efficacy, view difficult and challenging problems as tasks to be conquered. They develop extensive interest in the activities in which they participate, form a stronger sense of adherence to their interests and activities, and recover quickly from setbacks and disappointments; while individuals with a poorly developed self-efficacy avoid difficult and challenging tasks, believe that demanding tasks and situations are beyond their capabilities, focus on personal failings and negative outcomes, and quickly lose confidence in personal abilities (Ramachaudran, 1998).

Objectives

1. To study how Parental Nurturance influences adolescents Social Self-Esteem.
2. To study how Parental Nurturance influences adolescents Emotional Self-Efficacy.

Hypotheses

H_a 1 Parental Nurturance will influence adolescents' Social Self-Esteem.

H_a 2 Parental Nurturance will influence adolescents' Emotional Self-Efficacy.

METHODOLOGY

Participants

The sample in the study comprised of 180 adolescents (90 females and 90 males) ranging from 11-19 years from various schools, higher secondary's and colleges representing North and South Goa.

Tools of Measurement

1. Parental Nurturance Scale

Parental nurturance scale is a 24-item Likert scale developed by John R Buri (1989) which is used to, measure parental nurturance from the point of view of an individual evaluating the nurturance he/she received or receives from his/her parents. The test-retest reliabilities (n =85) and Cronbach (1951) coefficient alpha values (n = 156) for

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these scales were, respectively: .92 and .95 for the Mother's Nurturance Scale, and .94 and .93 for the Father's Nurturance Scale. Individual scores from each item are summed and reverse scoring (eg. 1=5, 2=4 etc) was used for the following items: 1, 3, 7, 8, 11, 13, 14, 16, 18, 19, 21, and 24.

2. Social Self-Esteem Scale

SSES was developed from Social Self-Esteem Inventory (SSEI, Lawson et al., 1979), that consisted of 30 items. The social self-esteem scale (SSES) was developed by Repišti & Kerla, 2011, in Kerla & Repišti, 2013. The scale consists of 9 items. The social self-esteem scale has a good internal consistency ($\alpha = .837$) and a Guttman split-half coefficient equal to .853. The overall score is calculated by summing up scores on all nine items, because all items are given in a positive direction, without reversely coded ones.

3. Emotional Self-Efficacy Scale

Emotional Self-Efficacy Scale for Adolescents (Youth ESES) was developed by Qualter, Pamela, Pool, L. D., Gardner, K. J., Ashley-Kot, S., Wise, A. and Wols, A. (2015) which is an adaptation The Emotional Self Efficacy Scale, developed by Kirk, B.A., Schutte, N.S., & Hine, D.W. (2008). The ESES showed good internal consistency ($\alpha = .96$); two week test-retest reliability was also good, $r(26) = .85$, $p < .0001$. The scale consists of four subscales, using and managing emotions, identifying and understanding your own emotions, dealing with emotions in others, perceiving Emotions through facial expressions and body language. A total score is obtained by summing all the items of the scale.

Data Collection and Processing

A total of 180 adolescents from the age group of 11-19 were selected from different schools and colleges from North and South Goa through the method of convenient sampling. Various details about the student like age, gender, type of family, living with single or dual parents, father's and mother's occupation and birth order of the child were asked in the Personal Data Sheet which was provided along with the questionnaires. Each participant was asked to complete three questionnaires and was instructed to answer as honestly as possible. The students were administered the Parental Nurturance Scale, The Social Self-Esteem scale and the Emotional Self-Efficacy Scale. After the questionnaires were collected, each questionnaire was scrutinized in detail. Questionnaires that were not completed in full were discarded. The completed questionnaires were then scored and data was entered in Microsoft excel sheet for further analysis.

Method of Analysis

Multiple correlation was utilized to identify how parental nurturance will influence adolescents social self-esteem and emotional self-efficacy.

RESULTS AND DISCUSSION

H_a 1 Parental Nurturance will influence adolescent's Social Self-Esteem.

The present hypothesis aimed to study the influence of Parental Nurturance on adolescents' Social Self-Esteem. To measure Parental Nurturance the participants had to answer the Parental Nurturance scale which consisted of 24 items. The participants answered the same questionnaire twice, one indicating their relationship with their mother and the other indicating their relationship with their father. The mean of mother's nurturance was 94.02

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and that of father's nurturance was 97.07. Adolescent's Social Self-Esteem was measured using the Social Self-Esteem Scale which consisted of 9 items which were positively scored. The mean value obtained was 41.65.

The data was statistically analyzed using multiple correlation. After analysis, a r value of 0.31 was obtained which indicated a weak positive relationship between Parental Nurturance and adolescent's Social Self-Esteem. The above finding was supported by a recent study conducted by Lim, You and Ha (2015) which found that both maternal and paternal support had a positive influence on adolescent's self-esteem. Another study conducted by Buri, Murphy, Richtsmeier, and Komar (1992) found that Parental Nurturance was strongly related to Social Self-Esteem not only during the early junior, high school and college years but it also affected Social Self-Esteem in the latter years.

H_a 2 Parental Nurturance will influence adolescent's Emotional Self-Efficacy.

The present hypothesis aimed to study the influence of Parental Nurturance on adolescents' Emotional Self-Efficacy. The highest score obtained by the participants on father nurturance was 120 and the lowest score was 35. The mean of mother's nurturance was 94.02 and the mean of father's nurturance was 97.07. Adolescents Emotional Self-Efficacy was measured using the Emotional Self-Efficacy Scale which consisted of 27 items which were positively scored. The highest score obtained by the participants was 131 and the lowest was 49. A mean of 93.69 was obtained.

The data was statistically analyzed using multiple correlation. After analysis a value r of 0.24 was obtained which indicated a weak positive relationship between Parental Nurturance and adolescents Emotional Self-Efficacy.

CONCLUSIONS, LIMITATIONS AND SCOPE

The present research attempted to examine how Parental Nurturance contributed to Social Self-Esteem and Emotional Self-Efficacy of adolescents. Findings of the study revealed a weak positive relationship between parental nurturance and adolescent's social-esteem and emotional self-efficacy respectively. Language was a barrier in this research and could be considered as one of the limitations, as adolescents found it difficult to understand certain terms such as "seldom", "removed", "cold", "reserved" etc. This was especially true of the adolescents who fell in the early age group.

Further research could be conducted taking into account demographic characteristics such as adolescents from rural areas, socio-economic status, birth order, and qualification of parents to name a few and also parent's perspective on their nurturance of their children could also be studied further.

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Conflict of Interest

The author declared no conflict of interests.

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