

Relationship with parents, Perceived social support and Self-esteem among Young adults

Safwa K.^{1*}, Dr. Baby Shari²

ABSTRACT

The purpose of this study is to see how self-esteem of young adults is affected by their relationship with parents and perceived social support. Purposive sampling was used to select 134 young adults from India (29 men and 105 females) for the study. Data was collected using the Parent Adult-Child Relationship Questionnaire, Multidimensional Scale of Perceived Social Support, and Rosenberg Self-esteem Scale. Due to the Covid-19 pandemic, the participants completed the tools using google forms created by the researcher. The t-test, correlation, one-way ANOVA, post hoc test, and two-way ANOVA were all utilized in the study. The results demonstrate no correlation between self-esteem and relationship with parents, but a substantial link between perceived social support and self-esteem. The study also found that young adults' self-esteem differs depending on their employment level, but not based on their gender or marital status. There is no evidence of a significant interaction effect between relationship with parents and perceived social support on self-esteem.

Keywords: *Relationship with Parents, Perceived Social Support, Self-Esteem, Young Adults*

“Every adult is in need of help, of warmth, of protection, in many ways differing and yet in many ways similar to the needs of the child.” – Erich Fromm, *The Sane Society*, 1955

Relationship with parents has been an interesting area of studies in recent years. It is the one that nurtures the physical, emotional and social development of the child. This relationship lays the foundation for the child's personality, life choices and overall behaviour.

Young adulthood is a period of life when one's physical and sensory faculties are often believed to be at their peak. In Erikson's theory, the major issue of young adulthood is intimacy versus isolation. According to him, intimacy is possible only after achieving identity (Papalia, Olds & Feldman, 2009). It is a period of adjustments to new patterns of life circumstances. This would be the time that many of the adults enter adult roles such as marriage, parenthood and a full-time job. A lag in the lifespan can be seen between the attainment of legal adulthood at 18 and entering 'social adulthood' by way of commencing

¹MSc Applied Psychology, University of Calicut, Kerala, India

²Professor, University of Calicut, Kerala, India

*Corresponding Author

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parenting and entering the workforce. This lag results in a dilemma among young adults in which they may be unsure of their status as an adult. They feel adult in some roles while not in others (Arnett, 2000). Many emerging adults have not achieved fully financial independence from their parents. This feeling of dependence on parents has the capacity to counteract their feelings of adult maturity with a sense of continued adolescent dependence (Galambos, Turner & Tilton-Weaver, 2005).

Relationship with parents

A parent child relationship is made up of a variety of actions, feelings, and expectations that are specific to each parent and adult child. It encompasses an adult child's entire development. Parents are usually the primary care givers no matter how much the child has grown. Developmental theorists have stressed the importance of early maternal bonding and secure childhood adolescent attachments, and there are also grounds for concluding that parent-child relationships during early adolescence plays a significant role in promoting the acquisition of the personal attributes thought to foster the experience of social support in adulthood (Boyce, 1985). Hazan and Shaver (1987) showed that adults with a secure attachment style are comfortable depending on others and find easy to get close to others. Adults with an avoidant attachment style are uncomfortable with close proximity with others and find trust an issue while adults with an anxious attachment style sees others as reluctant to get close to them and are often viewed as overly dependent on others (Mickelson, Kessler, & Shaver, 1997). Studies shows that wellbeing of young adults is highly related to the quality of relationship with their parents (Roberts & Bengtson, 1993). Children who have more positive parent child affection tend to have more positive self evaluatory tendencies (Roberts & Bengsten, 1993). During young adulthood, many of them may leave their childhood home for various purposes like education, job, marriage etc. Therefore, a redefining should be done in the relationship they have with their parents as a relationship between adults. Parents must acknowledge this change, which otherwise can cause problems in the child's development (Aquilino, 2006). Family is an important supporting factor during young adulthood (Holdsworth & Morgan, 2005).

Perceived Social Support

Perceived Social Support can be defined as the extent to which an individual believes that the need for support is being fulfilled (Procidano & Heller, 1983). It has received much theoretical and empirical attention, because it appears to be more beneficial to individuals than received social support (Wethington & Kessler, 1986). It is the cognitive appraisal of being reliably connected to others during times of need (Barrera 1986). It can be from family, friends and significant others. It is a multidimensional concept which can contribute to physical and psychological well- being by promoting self-esteem. It can also be an observable manifestation of attachment style (Blain, Thompson & Whiffen, 1993). Perceived social support develops positive thoughts about self, therefore it has a direct and indirect impact on mental health by promoting self-esteem. The way young adults think about social ties and support may activate different self- evaluations (Ioannou, Kassianos and Symeou, 2019).

Self esteem

According to Rosenberg (1965), self-esteem is the totality of the individual's thoughts and feelings with reference to himself as an object. Self-esteem is confidence in our ability to think and to cope with the challenges of life (Branden, 1992). It is an individual's subjective evaluation of self or overall sense of personal worth. It is a significant socio- psychological construct that assesses attitudes and perceptions about one's self worth and the opinion one

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has about themselves. Rosenberg (1965) says that self-esteem is correlated to one's self-worth and can be described as specific or global. Positive self-esteem in young adulthood helps the individual in effective problem solving, decision making, try new things, take healthy risks, makes people more willing to speak up in groups and to criticize the group's approach, etc.

Need and Significance

Young adulthood is the stage of life in which the individual is stepping into adulthood from adolescence. The process of maturation in all aspects is not suddenly completed when a young person turns 18. Like childhood and adolescence, young adulthood is also a developmentally distinct period of the life, which can be viewed as a developmental period with a strong long-term effect. Young adulthood demands changes in social roles, responsibilities and obligations in which many young people consider it as challenging. During this stage, individuals are unsure of their status in society. Many transitions are occurring in young adulthood like leaving home, completing school, entering the workforce, forming a romantic partnership, and transitioning into or moving toward parenthood (Schulenberg and Schoon, 2012; Shanahan, 2000). Many of them would not have achieved financial independency from parents. Society demands them to be independent but most of them has not gained an employment and are still studying. This unnecessary societal demand affects them. Parents may consider them as adults and this may lead to a decrease in warmth and attention that the young adults deserve. In many families, this stage of dependency can cause to relationship issues among parents and adults which can cause serious mental and physical illness. If young adults feels that they are being cared and there is always a hand that provide support in need especially from parents, friends and significant others, it makes a difference in the way they perceive themselves.

REVIEW OF LITERATURE

The studies collected by the researcher in similar variables and samples as that of the current study were briefly described and classified below.

Relationship with parents

Roberts and Bengsten (1993) conducted a study on Relationships with Parents, Self-Esteem, and Psychological Well-Being in Young Adulthood. 293 parent-child dyads provided longitudinal data over a 14-year period on quality of relationship and filial well-being as the sons and daughters aged from their late teens to thirties. Self-esteem was operationalized at baseline by an eight-item subset of the Rosenberg Self-Esteem Scale. Self-satisfaction was measured by only one item from the self-esteem scale. Center for Epidemiological Studies Depression (CES-D) Scale was used to measure psychological distress. An eight-item adapted affectual solidarity scale was measured parent-child affection. Results showed that parent-child affection made a modest contribution to filial self-esteem in late adolescence and early adulthood. Long-term benefits of parent-child affection for a son's or daughter's psychological well-being in adulthood was also shown.

The Impact of Parent-Adult Relationship on Self-Esteem and Academic Achievement among University Students was studied by Farooq (2019). The study surveyed a sample of 200 university students about their relationship with parents and their general feelings about themselves. The researcher used Parent Adult-Child Relationship Questionnaire and Rosenberg's Self-Esteem Scale. The study showed that parent-adult relationship was significantly positively correlated with students' self-esteem.

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Chen, et al. (2017) conducted a study in among Chinese adolescents (10-20 years) which aims to examine whether the relationship between adolescent's paternal and maternal attachment and life satisfaction was mediated by perceived social support and self-esteem and identify which mediator had a stronger indirect effect. The participants completed The Inventory of Parent and Peer Attachment (IPPA), Multidimensional Scale of Perceived Social Support (MSPSS), Rosenberg Self Esteem Scale (RSES) and Satisfaction with Life Scale (SWLS). The results showed that perceived social support and self-esteem partially mediated the relationship between paternal and maternal attachment and life satisfaction. The indirect effect was stronger in case of perceived social support than that of self-esteem.

Gayman, Turner, Cislo, and Eliassen (2010) conducted a study young adults in Miami-Dade County, Florida (N = 1,267) involving longitudinal data spanning 8 years, the researchers evaluated the importance of early adolescent family experiences (socioeconomic status, family structure, family support, family pride, parent derogation) on perceived family and friend support in young adulthood. Results indicated that early family experiences, especially negative experiences, were associated with lower perceived family and friend support in young adulthood. These associations were independent of early childhood-adolescent behavioral disorders (attention deficit hyperactivity disorder, conduct), psychological disorders (major depression, anxiety), substance use disorders, and lifetime social adversity.

The relationships between family functioning, social support, academic performance and self-esteem among young adults was investigated Lian (2008). The participants were 378 students, aged between 18 to 26 years old. A single survey was carried out and respondents' academic performance was measured by their Cumulative Grade Point Average (CGPA). They also completed Family functioning scale, Self Esteem Rating Scale and Multidimensional Scale of Perceived Social Support. The results revealed that there was a significant relationship between family functioning and social support on students' self-esteem. But no correlation was found between family functioning and social support on the students' academic performance. Females outperformed their male counterparts in their academic performance, but showed no significant differences in their self-esteem.

Shek (2002) conducted a study on among 1519 secondary school students, ranging in the age from 11 to 18 years old to examine the family functioning and adolescent adjustment. The Chinese Family Assessment Instrument and Self-Esteem Scale were used to gather the necessary data. The findings of the current research indicated that family functioning was indeed associated with students' self-esteem.

Baharudin and Zulkefly (2009) investigated the quality of relationship between college students and their mothers and fathers, and its correlates with their self-esteem and academic achievement. The participants were 386 on campus students who were identified through cluster sampling. They completed Inventory for Parent and Peer Attachment (IPPA) and Rosenberg Self-esteem Scale. The academic achievement was evaluated based on the total score adolescents achieved on all subjects taken in their current and previous semesters. The results showed that the quality of parent-student relationship was positively and significantly related to self-esteem and academic achievement.

Kang, Jeon and Kwon (2015) conducted a study among 591 Korean middle and high school athletes to examine whether Parental attachment mediates the relationship between parental social support and self-esteem in them. The participants were given Korean Sports Parental

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Support Scale, Inventory of Parent and Peer Attachment–Revised (IPPA–R) and Korean Adolescent Self-esteem Scale for collecting necessary data. The findings of the study revealed that Parental social support and parental attachment had a significant positive effect on self-esteem. In this, parental attachment had a greater effect on self-esteem.

A study was conducted by Wang, Gao, Yang, Zhao and Wang (2019) among 2407 students from seven middle schools on China to examine the relationship between parental phubbing and adolescents' depressive symptoms and sought to determine whether self-esteem and perceived social support simultaneously moderated this relationship. The participants completed the Parental Phubbing Scale, The Center for Epidemiologic Studies Depression Scale, The Rosenberg Self-esteem Scale, Multidimensional Scale of Perceived Social Support and Current Economic Stress Scale. Results indicated that higher levels of parental phubbing significantly predicted increases in adolescents' depressive symptoms when their self-esteem and perceived social support were both low, or one was low. But this effect became nonsignificant when adolescents' self-esteem and perceived social support were both high.

Huff (2001) conducted a study on Parental attachment, reverse culture shock, perceived social support and college adjustment of Missionary children. Participants were 110 undergraduate students (71 female, 49 male) including 49 (completed data on 45) Missionary Kids (MKs) and 65 Non-MKs who completed Parental Attachment Questionnaire (PAQ), Social Support Questionnaire, Homecomer Culture Shock Scale Modified and The Student Adaptation to College Questionnaire (SACQ). Parental Attachment was found to have a direct causal effect on perceived social support and college adjustment for all subjects. Perceived social support was found to be significantly correlated with college adjustment.

A self-report study was conducted by Riggio and Valenzuela (2010) among 431 Undergraduate students from divorced and intact families to examine parental conflict, divorce, and social outcomes of Latino-American young adults. They completed Parental Attachment Questionnaire, Social Support Questionnaire and Parental Conflict Scale. Results showed that conflict was associated with poorer parent–adult child relationships, divorce was associated with poorer father–adult child relationships and higher quality mother–adult child relationships, and quality of relationships with parents was positively related to perceived social support.

Perceived Social Support and Self Esteem

McInerney, Dowson, Yeung and Nelson (1998) conducted a study among 1078 high school students who responded to survey items on their self-esteem and interest in school work, their personal expectancy of high school completion and their perceived social support from parents, teachers and peers for their expectancy. Results showed that that parent, teacher and peer support had significantly positive impacts on students' self-esteem, in which the teachers played the strongest influential role on the self-esteem.

With the aim to examine the relationship between self-esteem and perceived social support among the Malaysian adolescents, Tam, Lee, Hara and Pook conducted a study (2011). They also investigated gender differences of perceived social support and self-esteem among the respondents. Participants were 460 adolescents who completed The Self-esteem Rating Scale (SERS) and the Multidimensional Scale of Perceived Social Support (MSPSS). Findings from the study revealed that perceived social support and self-esteem are positively

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correlated. No gender differences were found in perceived social support and self-esteem and peer support was the highest form of perceived social support.

A recent study was conducted by Poudel, Gurung and Khanal (2020) to find out the relationship between Perceived Social Support and Psychological Well-Being among Nepalese adolescence based on mediating role of Self-esteem among 348 adolescents studying in grade 9 and 10 of government secondary level schools in Nepal. Participants completed Multidimensional Scale of Perceived Social Support (MSPSS), Rosenberg self-esteem scale (RSES) and General Health Questionnaire (GHQ-12). Results showed that adolescents who experience higher social support are likely to have higher self-esteem and are more likely to have better psychological well-being. No significant gender differences were found for perceived social support, self-esteem and psychological well-being.

A study was conducted by Ikiz and Cakar (2010) among 257 adolescents, by using Social Support Appraisals Scale for Children and Adolescents with Coopersmith Self-Esteem Inventory Short Form respectively. Results showed that according to gender, there is a statistically significant difference on the perceived peer and teacher support levels however there is no difference on self-esteem levels. Also, a statistically significant positive relation was found between perceived social support levels and self-esteem levels of adolescence.

Banstola, Ogino and Inoue (2020) recently conducted a study about Self-esteem, perceived social support, social capital, and risk-behavior among urban high school adolescents in Nepal in the year 2020. A total of 943 adolescents (grades 9–11) in 8 schools from 3 provinces in Nepal participated in the study. The Rosenberg Self-esteem Scale and Multidimensional Scale of Perceived Social Support. Family Social Capital was measured by 6 items on a 3-point scale (satisfaction, trust, and cohesion at the family level), which we developed after thorough review of available literature. Risk-behavior (substance-use, suicidal behavior, and sexual behavior) was measured with questions based on the CDC Youth Risk- Behavior Survey and a survey questionnaire for adolescents' risk- behavior in South Asia, including Nepalese adolescents. Result of the study show that adolescents with high self-esteem are at greater risk for inappropriate sexual behavior and should therefore be monitored. It also shows that family social capital and perceived social support from family were negatively associated with substance-use. Self- esteem, family and school social capital, and perceived social support from family and friends were protective against suicidal risk.

A study was conducted by Adamczyk & Segrin (2014) among 553 participants aged 20–30, which aims to examine whether young adults in non-marital romantic relationships experience better mental health and lower levels of mental health problems compared to single young adults. It also tested whether perceived social support mediates the association between relationship status (single vs. partnered) and mental health, and mental health problems among young adults. The study used Polish versions of General Health Questionnaire-28, Mental Health Continuum– Short Form, Social and Emotional Loneliness Scale for Adults–Short Form, and Multidimensional Scale of Perceived Social Support. Results indicated that single individuals reported lower emotional well-being than partnered individuals. No differences emerged between single and partnered individuals in regard to social and psychological well-being and perceived social support mediates the association between partner status and mental health problems.

Arsilan (2009) conducted a study among 499 adolescents between the age group of 16 and 18 to investigate associations between perceived social support, self-esteem, trait anger, and

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anger expression by using the Perceived Social Support scale - Revised, the Rosenberg Self Esteem Scale, and the translated and adapted version of Trait Anger and Anger Expression Scale. Results showed a significant negative relationship among anger expression and the social support and trait anger perceived from family and teachers, and between self-esteem and trait anger. No significant relationship was found between peer support and trait anger, anger-in, anger-out, and anger control. No significant relationship was found between self-esteem, anger-in, and anger-out. The researcher found a significant positive relationship between self-esteem and anger control, and between self-esteem and the social support received from family and teachers.

A study was conducted by Blain, Thompson and Whiffen (1993) that investigated the relationship between models of self and others and perceived social support. The participants were undergraduates (143 females and 73 males) who completed The Close Relationships Questionnaire (CRQ), Inventory of Parent and Peer Attachment (IPPA) and The Perceived Social Support-Friends and Family scale. Findings of the study revealed that individuals reporting positive models of both self and others (secure attachment) reported the highest levels of perceived social support from parents, friends and attachment to friends. Those having insecure attachment had a negative impact on perceived social support and attach meant to friends.

A cross-sectional study was conducted by Chan (2012) to examine how depressive mood was related to shyness, self-esteem and perceived social support in a sample of 326 early Chinese adolescents. Data were collected using self-report questionnaires. Participants completed the Children Depression Inventory (CDI), Children's Shyness Questionnaire (CSQ), Rosenberg's Self-esteem Scale and five items measuring perceived social support. Regressions analyses results showed that depressive mood was predicted by shyness in a positive direction. Self-esteem and perceived social support predicted depressive mood in a negative direction.

A longitudinal study conducted by Lee, Dickson, Conley and Holmbeck (2014) examined mediating and moderating roles of perceived social support and disengagement coping on the association between self-esteem and depressive symptomatology in a sample of 1,118 first-year college students. Participants rated their experience of depressive symptoms on depression subscale from the Depression Anxiety Stress Scale. The Rosenberg Self-Esteem Scale, The Social Support Appraisals Scale and The Brief COPE were also used. Results showed that the association between self-esteem and perceived social support appear to be bidirectional, in that level of self-esteem predicts perceived social support, and vice versa.

A study was conducted by Siyez (2008) among 1,734 high school students as an examination of family conflict and parent and peer support on adolescent self-esteem, depression, and problem behaviours in Turkey. This study also aimed to determine whether adolescent self-esteem, depression, and problem behaviors differed according to gender. Multiple Problem Behavior Index and Self-Esteem, Depression, Perceived Parent Social Support, Perceived Peer Social Support, and Family Conflict Subscales, which are included in the Adolescent Health and Development Questionnaire (AHDQ), were used in this study. The results showed that perceptions of high conflict in the family context are related to lower levels of self-esteem and higher levels of depression; and lower levels of self-esteem are related to higher levels of depression.

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The mediational role of self-esteem in accounting for the empirical link between perceived social support (parents, friends, and teachers) and school well-being was studied by Tina, Liu, Huang and Huebner (2012). Participants were 221 early adolescents from China who completed Social Support Scale, Adolescent's School Well-Being Scale (ASW-BS) and Chinese version of Rosenberg Self-esteem Scale. Results showed that among early adolescents, parent and teacher support, but not friend support, related significantly to positive school well-being. Among middle adolescents, friend and teacher support, but not parent support, significantly related to school well-being. For both early and middle adolescents, global self-esteem mediated relations between teacher support and school well-being. For early adolescents, global self-esteem mediated relations between parent support and school well-being; whereas for middle adolescents, global self-esteem mediated relations between friend support and school well-being.

Knowledge Gap

Many studies have been conducted in the association between Parent child relationship, Perceived social support and Self-esteem. Most of the existing studies were among adolescents but when coming to young adulthood, the number of studies is very limited. The association between relationship with parents, perceived social support and self-esteem are not well documented in Indian cultural context. There is a strong need to develop the literature in Indian culture. A lot of literatures are available on perceived social support and self-esteem, and linked it with academic achievement, depression, well-being etc. Studies showing the association between self-esteem and human relationship is very less.

Objectives

- To determine the nature and extend of relationship with parents, perceived social support and self-esteem in young adults.
- To determine the effect of relationship with parents and perceived social support on self-esteem in young adults.
- To find the relationship between relationship with parents and self-esteem.
- To find the relationship between perceived social support and self-esteem.
- To examine whether self-esteem differ on the basis of demographic variables like gender, working status and marital status in young adults.

Hypotheses

- There will be a significant relationship between relationship with parents and self-esteem.
- There will be a significant relationship between perceived social support and self-esteem.
- There will be a significant relationship between perceived family support and self-esteem.
- There will be a significant relationship between perceived friends support and self-esteem.
- There will be a significant relationship between perceived support from significant others and self-esteem.
- There will be a significant difference between self-esteem of males and females.
- There will be a significant difference in self-esteem on the basis of working status.
- Self-esteem differs significantly on the interaction of relationship with parents and perceived social support.
- There will be a significant main effect of relationship with parents on self-esteem.

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- There will be a significant main effect of perceived social support on self-esteem.

METHODOLOGY

Sample

The participants consisted of 134 young adults from India, purposive sampling technique was used to collect data. 29 males and 105 females served as participants. The researcher set the following inclusion criteria for participants.

- Age range of the participants were between 18-26 years.
- Both parents of the participants are alive.
- An Indian by nationality.

Instruments

The materials used in this study for data collection are:

1.The parent Adult-Child Relationship Questionnaire (PACQ): It was developed in 1999 by Peisah, Brodaty, Luscombe, Kruk, & Anstey. It is a 26-item questionnaire that measures the relationship between adults and their parents as perceived by the adult child. It assesses the relationship with mother (PACQM) and relationship with father (PACQF). Each subscale has 13 items. This questionnaire measures dimensions of regard and responsibility in relationship with mother and dimensions of regard, responsibility and control in relationship with father. The items are marked on a four-point likert scale (Very true, Moderately true, Somewhat true, Not true at all). Higher scores indicated higher levels of the construct assessed. This instrument is simple, efficient and applicable to both sexes.

Instructions

The participants were given the following instructions; “This form contains a number of statements about relationships between adults and their parents. Please read each statement carefully, and decide how well it describes your relationship with your mother and your father as it has been over the last year. Please circle the most appropriate response of the four possible responses. Tick ‘very true’ if you feel that the statement describes your relationship with your parent accurately. Tick ‘moderately true’ if you feel that the statement describes your relationship with your parent for the most part. Tick ‘somewhat true’ if you feel that the statement describes your relationship with your parent to a small extent. Tick ‘not at all true’ if you feel that the statement does not describe your relationship with your parent at all.”

Reliability and validity

Psychometric properties suggest that it is reliable and valid. Internal consistency as reflected by Cronbach’s alpha was high, and mean test scores for each factor were stable over time and test-retest correlation coefficients were high, supporting reliability (Cronbach’s alphas for the mother solution, 0.87 for the regard factor and 0.82 for the responsibility factor. The father solution yielded a Cronbach’s alpha of 0.86 for the regard factor, 0.74 for the responsibility factor and 0.87 for the control factor). The high correlations between factor scores returned on our measure and assessments of the dimensions by two independent raters support the concurrent validity of the measure.

Scoring

Scores are given to each response as 3, 2, 1, 0 for very true, moderately true, somewhat true and not true at all respectively. In PACQM, items 1, 4, 6, 9 and 12 measures the dimension of regard and all other items measures the dimension of responsibility. In PACQF, items 1, 4,

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7, 8 and 11 measures the dimension of control; items 3, 6, 10 and 13 measures the dimension of responsibility and remaining items measures regard.

2. Multidimensional Scale of Perceived Social Support (MSPSS): It was developed by Zimet, Dahlem, Zimet & Farley in 1988. It is used to measure perceived social support from 3 sources; family, friends, and significant others. The scale is a self-explanatory 12 item inventory, scored on a 7-point rating scale.

Instructions

The following instructions were given to the participants; “Read each statement carefully. Indicate how you feel about each statement. Circle the “1” if you Very Strongly Disagree. Circle the “2” if you Strongly Disagree. Circle the “3” if you Mildly Disagree. Circle the “4” if you are Neutral. Circle the “5” if you Mildly Agree. Circle the “6” if you Strongly Agree. Circle the “7” if you Very Strongly Agree.”

Reliability and validity

This tool showed adequate internal and test retest reliability. As a measure of internal reliability, Cronbach’s coefficient alpha was obtained for the whole scale as well as for each subscale. For Significant Other, Family and Friends subscales, the values were .91, .87 and .85 respectively. The reliability of the total scale was .88. These values indicate good internal consistency for the scale as a whole and for the three subscales. This tool has strong factorial validity and moderate construct validity.

Scoring

Scores are given as 1 (very strongly disagree) to 7 (very strongly agree), and resulted in a total PSS score of 12–84. To calculate mean scores:

Significant Other Subscale: Sum across items 1, 2, 5, & 10, then divide by 4.

Family Subscale: Sum across items 3, 4, 8, & 11, then divide by 4.

Friends Subscale: Sum across items 6, 7, 9, & 12, then divide by 4. Total Scale: Sum across all 12 items, then divide by 12.

3. Rosenberg Self Esteem Scale (RSES): It is a 10-item self-report measure of global self-esteem by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

Instructions

The participants were given the following instructions; “Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement”.

Reliability and validity

Internal consistency for the RSE range from 0.77 to 0.88. Test-retest reliability for the RSE range from 0.82 to 0.85. Criterion validity is 0.55. Construct validity is found to be correlated with anxiety (- 0.64), depression (-0.54), and anomie (- 0.43).

Scoring:

Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

4. Personal data sheet: Personal information like age, gender, education, working status, marital status of the participants was collected through the personal data sheet.

Procedure

For the present study, questionnaire method was used. Quantitatively-scored questionnaires were filled out by the participants as instruments of the research via google form prepared by the researcher due to Covid 19 pandemic. Participants were explained about the aim of the study and the procedure prior to collecting the data. They also had given a consent form, agreeing to participate in the study prior to filling out the research questionnaire. A Personal data sheet was also filled out by the participants.

Statistical Techniques

Statistical Package for the Social Sciences (SPSS) was used for carrying out the statistical analysis. Descriptive statistics was done and normality of the distribution was also checked. This was further followed by Correlation, t test, one way ANOVA, post-hoc test and two-way ANOVA.

RESULTS AND DISCUSSION

The results obtained are presented in separate tables and discussed in detail.

Table 1 Descriptive statistics of relationship with parents and its dimensions

| Statistics | Mean | Median | SD | Max | Min | Skewness | Kurtosis |
|---------------------------|-------|--------|-------|-----|-----|----------|----------|
| Relationship with parents | 46.64 | 47 | 10.36 | 77 | 21 | -0.021 | 0.166 |
| Relationship with mother | 26.99 | 27 | 6.289 | 39 | 8 | 0.166 | 0.156 |
| Mother-regard | 12.28 | 13 | 2.798 | 15 | 2 | -1.260 | 1.478 |
| Mother-responsibility | 14.71 | 15 | 4.30 | 24 | 5 | -0.276 | -0.378 |
| Relationship with father | 19.65 | 19 | 5.981 | 39 | 2 | 0.337 | 0.959 |
| Father-regard | 8.79 | 9 | 2.228 | 12 | 0 | -1.340 | 2.059 |
| Father-responsibility | 5.90 | 6 | 2.807 | 12 | 0 | -0.050 | -0.382 |
| Father-control | 4.96 | 4 | 4.007 | 15 | 0 | 0.707 | -0.345 |

Table 1 shows descriptive statistics of relationship with parents and its dimensions. The mean, Median and Std. deviation of relationship with parents were 46.64, 47 and 10.36 respectively. The maximum was found to be 77 and the obtained mean score comes in the range of above average. The maximum and minimum score that could be obtained from Parent-adult child relationship questionnaire was 78 and 0 respectively. Since the maximum score obtained by the participants was 77, and minimum score obtained was 21, it implies that participants have good relationship with parents. The skewness was found to be -0.021, which indicate that the distribution was negatively skewed. The value of kurtosis or level of peakness was found to be 0.166, which indicate that the distribution was mesokurtic. In the present population, the mean score for relationship with mother (26.99) was found to be higher than the mean score for relationship with father (19.66). In the case of relationship with mother, the mean value of the dimension responsibility (14.71) was found to be higher than regard (12.28). The regard factor includes the concept of attachment or care or

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reciprocity, while the responsibility factor corresponds to a feeling of compensating mother's past sufferings and protectiveness. In the case of relationship with father, the mean score was found to be higher for the dimension of regard (8.79).

Table 2 Descriptive statistics of Perceived social support and its subscales.

| Statistics | Mean | Median | SD | Max | Min | Skewness | Kurtosis |
|--------------------------|------|--------|------|-----|-----|----------|----------|
| Perceived social support | 5.25 | 5.66 | 1.49 | 7 | 1 | -1.062 | 0.272 |
| Family | 5.29 | 6 | 1.64 | 7 | 1 | -0.846 | -0.354 |
| Friends | 5.32 | 6 | 1.57 | 7 | 1 | -1.133 | 0.594 |
| Significant others | 5.14 | 5.87 | 1.96 | 7 | 1 | -0.866 | -0.571 |

Table 2 shows the descriptive statistics of Perceived social support and its subscales. The mean, Median and Std. deviation of Perceived social support were 5.25, 5.66 and 1.49 respectively. The maximum score of was found to be 7 and the obtained mean score comes in the range of above average. The maximum and minimum score that could be obtained from Multidimensional Scale of Perceived Social Support was 7 and 1 respectively. In the present study, the maximum and minimum scores obtained by the participants were also 7 and 1 respectively. The skewness was found to be -1.062, which indicate that the distribution was negatively skewed. The value of kurtosis was found to be 0.272, which indicate that the distribution was mesokurtic. The subscales of perceived social support are family, friends and Significant others, whose mean scores were found to be 5.25, 5.29 and 5.32 respectively. While analyzing the mean scores of these subscales, it was clear that the mean score for Friends was higher than the other two in the present population.

Table 3 Descriptive statistics of the variable self-esteem.

| Statistics | Mean | Median | SD | Max | Min | Skewness | Kurtosis |
|-------------|-------|--------|-------|-----|-----|----------|----------|
| Self-esteem | 27.19 | 27 | 4.479 | 38 | 13 | -0.329 | 0.514 |

Table 3 shows the descriptive statistics of the variable self-esteem. The mean, Median and Std. deviation of self-esteem were 27.19, 27 and 4.479 respectively. The maximum score esteem was found to be 38 and the obtained mean score comes in the range of above average. The skewness was found to be -0.329, which indicate that the distribution was negatively skewed. The distribution was mesokurtic as the value of kurtosis was found to be 0.514.

As the variables under study were approximately normally distributed, the investigator decided to proceed with parametric statistics to test the hypotheses formulated.

Correlation Analysis

In the present study, the investigator tried to understand the nature of relationship between the variables Parent-Adult child relation, its subscales like relationship with mother and father, perceived social support and its dimensions like family, friends and significant others and Self-esteem. Pearson correlation was done for the same and the details are described in table 4.

To test the hypothesis that whether there is any significant correlation between Parent-Adult child relation and Self-Esteem, correlation analysis was conducted and results are given in table 4.

Table 4 Correlation depicting Relationship between Parent-Adult child relationship, Perceived Social Support and Self-Esteem.

| Variables | Relationship with parents | Perceived Social Support |
|-------------|---------------------------|--------------------------|
| Self-Esteem | 0.113 | 0.221* |

* $p < 0.05$

Table 4 shows the Correlation depicting relationship between variables Relationship with parents, Perceived Social Support and Self-Esteem. It is evident from this table that there was no significant correlation between Relationship with parents and Self- Esteem ($r = 0.113$, $p < 0.05$). The results revealed that in young adults, their relationship with parents was not a determining factor for their self-esteem. This reject the hypothesis that and no significant relationship between parent-adult child relationship and self- esteem was found. This result was contrasting with that of the research done by Farooq (2019) among a sample of 200 university students. They found that parent-adult relationship was significantly positively correlated with students' self-esteem.

Table 4 shows a positive a correlation between Perceived Social Support and Self- Esteem ($r = 0.221$, $p < 0.05$). This means as perceived social support increases, self-esteem increases as well. Self-esteem is about how you feel about your abilities and limitations. Thus, the results indicate that when a person's perception about the support received from the society increases, it also increases their self-esteem. Young adults view social support as a reassurance of their self-worth, and it gives them the perception that they are accepted by others. It therefore contributes to increased sense of security and belonging, positively evaluating their sense of personal value which also improves mental health. When one relationship lacks social provisions, other partnerships become increasingly crucial provisional resources (Gaertner, Fite, & Colder, 2009).

Thus, the result was found to support the hypotheses that there is a significant relationship between the perceived social support and self-esteem. The present results are consistent with those of the study conducted by Tam, Lee, Hara and Pook (2011) among the Malaysian adolescents. Research conducted by Cooper, Holman and Braithwaite (1983) also supports this. They found that teenagers' self-esteem was positively related to perceived family support and that perceived social support and self-esteem are positively correlated. Study conducted by Ikiz and Cakar (2010) also revealed that when social support levels of adolescents increase, their self-esteem levels increase accordingly.

To test the hypothesis that whether there is any significant correlation between subscales of Perceived Social Support and Self-Esteem, correlation analysis was conducted and results are given in table 5.

Table 5 Correlation depicting relationship between subscales of Perceived Social Support and Self-Esteem

| Variables | Family | Friends | Significant others |
|-------------|---------|---------|--------------------|
| Self-esteem | 0.237** | 0.154 | 0.182* |

** $p < 0.01$, * $p < 0.05$

Since there is a significant positive correlation between perceived social support and self-esteem, the researcher investigated about the nature of correlation between the three dimensions in perceived social support and self-esteem. Table 5 shows the correlation depicting relationship between subscales of Perceived Social Support and Self-Esteem. By analyzing this table, the correlation coefficient for family, friends and significant others were

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0.237, 0.154 and 0.182 respectively with that of self-esteem. This indicates that perceived social support from family and significant others were found to have a significant correlation with self-esteem. No significant correlation was obtained for perceived social support from friends and self-esteem. However, perceived support from family was found to have more relation with self-esteem ($r = 0.237, p < 0.01$) while comparing with perceived support from significant others ($r = 0.182, p < 0.05$). If young adults perceive more social support from their family it can contribute to the individual's subjective evaluation of their own worth. As young adulthood is a transition from adolescence, social support is inevitable.

In the study conducted by Tam, Lee, Hara and Pook (2011), it was shown that perceived social support from Family, Friends and Significant others contribute to self-esteem of adolescents.

Influence of certain demographic variables on Self-esteem

The researcher also explored the influence of demographic variables like gender, marital status and working status on self-esteem. For this, t test and one ANOVA were used and the results were presented in the following tables.

Table 6 Mean, SD and t value of self-esteem in relation to gender.

| Variable | Gender | N | Mean | SD | t value | Sig. (2 tailed) |
|-------------|--------|-----|-------|------|---------|-----------------|
| Self-esteem | Male | 29 | 27.69 | 4.24 | 0.682 | 0.496 |
| | Female | 105 | 27.05 | 4.55 | | |

Gender: To test the hypothesis that whether there is any significant difference between males and females on the variable self-esteem, t-test was conducted and results are given in table 6.

Table 6 shows the mean, SD and t value of self-esteem in relation to gender. An independent sample t test was conducted to compare Self-esteem for male and female respondents. Mean and SD of males are 27.69 and 4.24 respectively. For females, mean and SD are 27.05 and 4.55 respectively. The t value was 0.682, which indicates that there was no significant difference in self-esteem based on gender of the individual. This suggests that one's overall subjective evaluation does not change on the basis of gender.

Thus, the result rejects the hypothesis that there is a significant difference between males and females on the variable self-esteem. This result was consistent with the study conducted by Poudel, Gurung and Khanal (2020). They also found no significant gender differences in adolescence's self-esteem. Similarly, Quatman & Watson (2001) also found that boys exhibited slightly higher global self-esteem than girls did.

Marital status: To test the hypothesis that whether there is any significant difference between married and unmarried young adults on the variable self-esteem, t-test was conducted and results are given in table 7.

Table 7 Mean, SD and t value of self-esteem in relation to marital status.

| Variable | Marital Status | N | Mean | SD | t value | sig. (2 tailed) |
|-------------|----------------|----|-------|------|---------|-----------------|
| Self-esteem | Married | 39 | 26.77 | 4.09 | 0.690 | 0.492 |
| | Unmarried | 95 | 27.36 | 4.63 | | |

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Table 7 shows the mean, SD and t value of self-esteem in relation to marital status. An independent sample t test was conducted to compare Self-esteem for married and unmarried respondents. There were 39 married young adults whose mean and SD are 26.77 and 4.09 respectively. The number of respondents who are single were 95. The mean and SD of unmarried respondents were 27.36 and 4.63 respectively. The t value was 0.690, which indicates that there was no significant difference in self-esteem based on marital status of the individual. This indicates that level of self-esteem of young adults does not change on the basis of whether the individual is married or not. One of the possible explanations for this might be the support they receive from others.

Thus, the result reject the hypothesis that there is a significant difference between the self-esteem of married and unmarried young adults. This finding is consistent with the research done by Hasnain, Ansari and Sethi (2011) that revealed non-significant difference between married and unmarried women on self-esteem.

Working status

To test the hypothesis that whether there is any significant difference in self- esteem among the participants on the basis of working status, one-way ANOVA was conducted. Working status has three categories; employed, unemployed and students. The results are given in table 8.

Table 8 Summary of one-Way ANOVA of self-esteem by working status

| Source of variance | Sum of square | df | Mean square | F | Sig. |
|--------------------|---------------|-----|-------------|--------|-------|
| Between Groups | 128.177 | 2 | 64.088 | | |
| Within groups | 2540.159 | 131 | 19.391 | 3.305* | 0.040 |

*p<0.05

Table 8 shows the result of one-way ANOVA of self-esteem by working status. The F value of self-esteem based on working status was found to be 3.305 (p<0.05). Since the sig. value was less than 0.05, there exist a significant difference in self-esteem based on working status. The first group in working status consist of employed young adults. The second and third groups consist of unemployed young adults and students respectively. Since the difference was found to be significant, young adults who were employed, unemployed and students had different self-esteem.

Thus, this result fully supports the hypothesis that there exists a significant difference in self-esteem among the participants on the basis of working status. So, this hypothesis was accepted. Study conducted by Warr and Jackson (1983) also revealed that young workers' negative self-esteem varies systematically with changes in their employment status.

Since one-way ANOVA established a significant difference in self-esteem based on working status, post-hoc test was conducted to know which pair of groups has difference on the basis of working status. The result of post hoc test is presented in the table 9.

Table 9 Post-hoc test results on self-esteem by working status

| Variable | Working status | | Mean difference | Sig. value |
|-------------|----------------|-------------|-----------------|------------|
| Self-esteem | Employed | Unemployed* | 3.796 | 0.043 |
| | | Student | 2.520 | 0.096 |
| | Unemployed | Employed* | -3.796 | 0.043 |
| | | Student | -1.276 | 0.579 |
| | Student | Employed | -2.520 | 0.096 |
| | | Unemployed | 1.276 | 0.579 |

* $p < 0.05$

Table 9 revealed that there was a significant difference between the self-esteem of employed and unemployed ($p < 0.05$). No significant difference was found between young adults who were employed and students. Also, no significant difference was found between young adults who were unemployed and students. The mean, SD, N of self-esteem by working status are presented in table 10 for more details.

Table 10 Mean, SD, N of self-esteem by working status

| Working status | Group 1 (Employed) | | Group 2 (Unemployed) | | Group 3 (Student) | |
|----------------|-----------------------|------|-------------------------|------|----------------------|------|
| | N = 17 | | N = 15 | | N = 102 | |
| | Mean | SD | Mean | SD | Mean | SD |
| Self-esteem | 29.53 | 4.24 | 25.73 | 4.23 | 27.01 | 4.45 |

By analyzing table 10, it is clear that in the case of self-esteem, the mean score of employed young adults ($M=29.53$, $SD=4.24$) was found to be greater than that of the other groups. Among the three groups, self-esteem of unemployed young adults was the lowest ($M=25.73$, $SD=4.23$). It suggests that employment was a significant factor in determining young adult's self-esteem. When an individual was able to perform well in career related aspects, it thereby increases their self-esteem too. Unemployment could lead to negative subjective evaluation. Study conducted by Álvaro, Garrido, Pereira, Torres and Barros (2018) revealed that unemployment is associated with lower self-esteem, that predicts higher depressive symptoms, but this relationship can only be observed in men, and not in women. But study conducted by Shamir (1986) in a sample of highly educated men and women with several years of work experience revealed that self-esteem is not related to employment status nor affected by changes in employment status.

Influence of Relationship with parents and perceived social support on self-esteem.

The researcher explored the main effects of relationship with parents and perceived social support, as well as their interaction effect on self-esteem. For this, two-way ANOVA was conducted. Prior to two-way ANOVA, the researcher categorized the total score obtained for relationship with parents into three; high, average and low. This means those having high (relationship with parents score more than Mean + 1SD), average (relationship with parents score from Mean - 1SD to Mean + 1SD) and low (relationship with parents score less than Mean - 1SD) relationship with parents. Similarly total score obtained for perceived social support was also divided into three; high (perceived social support score more than Mean + 1SD), average (perceived social support score from Mean - 1SD to Mean + 1SD) and low (perceived social support score less than Mean - 1SD) levels of perceived social support.

Table 11 Descriptive statistics of relationship with and perceived social support based on high, average and low score

| Variables | Categories | N | Mean | SD |
|---------------------------|------------|-----|------|------|
| Relationship with parents | High | 18 | 2.14 | 0.53 |
| | Average | 96 | 1.95 | 0.50 |
| | Low | 20 | 2.05 | 0.68 |
| Perceived social support | High | 14 | 1.89 | 0.67 |
| | Average | 100 | 1.99 | 0.47 |
| | Low | 20 | 1.85 | 0.48 |

Table 11 shows the descriptive statistics of relationship with parents and perceived social support based on high, average and low score. In the case of relationship with parents, the number of respondents, in high, average and low score are 14, 100 and 20 respectively. The mean scores for the participants in high, average and low categories of relationship with parents are 2.14, 1.95 and 2.05 respectively. Their corresponding SD are 0.53, 0.50 and 0.68. For the variable Perceived social support, the number of respondents in high, average and low score are 18, 96 and 20 and respectively. The mean scores for the participants in high, average and low categories of Perceived social support are 1.89, 1.99 and 1.85 respectively. The SD of these categories are 0.67, 0.47 and 0.48 respectively.

Table 12 Summary of two-way ANOVA of self-esteem by relationship with parents and perceived social support

| Source of variance | Type III Sum of squares | df | Mean square | F | Sig. |
|------------------------------------------------------|-------------------------|-----|-------------|-------|-------|
| Relationship with parents | 84.827 | 2 | 42.413 | 2.171 | 0.118 |
| Perceived social support | 66.819 | 2 | 33.409 | 1.710 | 0.185 |
| Relationship with parents * Perceived social support | 10.527 | 4 | 2.632 | 0.135 | 0.969 |
| Error | 2441.583 | 125 | 19.533 | | |
| Total | 101709.000 | 134 | | | |

Table 12 gives the summary of two-way ANOVA of self-esteem by Relationship with parents and Perceived social support. It is evident from this table that there was no significance main effect in relationship with parents on self-esteem. Similarly, no significant main effect was found in Perceived social support on self-esteem. Also, the interaction effect was not significant indicating that there was no combined effect for relationship with parents and perceived social support on self-esteem. This indicate that in young adults, relationship with parents and the social support they perceived do not contribute a significant main effect to their self-esteem in any way. This result was contrasting with the study conducted by Chen, et al. (2017), which revealed that paternal and maternal attachment, perceived social support, self-esteem, and life satisfaction were significantly positively related to each other. And perceived social support and self-esteem partially mediated the effects of paternal and maternal attachment on life satisfaction.

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Conflict of Interest

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