

Adolescents' Self-Esteem and Perception of Social Support

H. Deepthika Shree^{1*}, Dr. R. Ramasamy²

ABSTRACT

Objective: The goal of this study was to understand the relationship between adolescent self-esteem, appraisal support, belonging support, and tangible support. Besides that, it was hypothesized that gender, place of residence, and family type would all have a significant impact on self-esteem, appraisal support, belonging support, and tangible support levels. **Tools:** The Rosenberg self-esteem scale (RSE), the Interpersonal support evaluation list (ISEL), and a personal information form were used. **Sample:** The study was conducted on 114 adolescents among them 32 males and 82 females. **Method:** Survey method was used to collect the data. **Analysis:** Karl Pearson's product moment correlation, independent sample t test and one way ANOVA were applied to analyze the data. **Results:** The findings revealed that there is a significant positive relationship between self-esteem and perceived social support, as well as a significant demographic difference. According to the study, male adolescents have higher appraisal support than female adolescents. Furthermore, adolescents from rural areas have higher appraisal support than those from urban areas.

Keywords: Adolescence, Self-esteem, Social Support

Self-esteem is a term used to describe an individual's sense of self-worth, which influences performance. Self-esteem according to Rosenberg (1965) [8] is a totality of individual thoughts and feelings with reference to him as an object, is a stable sense of self-worth [5]. Self-esteem is made up of two parts: self-awareness and self-knowledge. It encompassed an individual's perceptions of their own strengths and weaknesses, abilities, attitudes, and values.

Adolescence is a development period of physical, cognitive and psychological process that occurs between puberty and legal adulthood. Understanding adolescent well-being and the factors that contribute to it will help them in preparing for adulthood.

The supportive social relationships help them in terms of health, morale, and coping [7]. Family and friends support is associated with adolescent self-esteem and well-being [3]. Adolescents who receive more social support are more likely to have higher self-esteem and better psychological well-being [6].

¹UG student, Department of Psychology, Vivekanandha college of arts & sciences for women (A), Namakkal, India

²Head, Department of Psychology, Vivekanandha college of arts & sciences for women (A), Namakkal, India

*Corresponding Author

Received: March 12, 2022; Revision Received: August 18, 2022; Accepted: September 08, 2022

Adolescents' Self-Esteem and Perception of Social Support

When an individual believes that their real and ideal selves are incompatible, they attempt to narrow the gap between them because "the search for self-worth is one of the strongest motivation forces in adolescent and adult human behavior", the realization of which is associated with significant individual differences [4].

Family, peers, and friends are the primary sources of social support. But, most importantly, parental care is critical for a child's self-concept levels. The family has a large influence on the social situation on which the adolescent's mental development is dependent. Parents and older family members must understand the nuances of adolescence and work to assist the child in overcoming difficulties, while treating the future full citizen with love, respect, and trust [1]. Social support is required to build confidence in order to face any type of problem. It also has a direct impact on psychological well-being, which manifests itself in their behavior and emotions [2].

REVIEW OF LITERATURE

The past studies related to self-esteem and social support revealed that social support helps to reduce the deleterious effects of stress on emotional disorder primarily by boosting the self-esteem of older adults and only indirectly affects psychological well-being through self-esteem (Neal Krause, 1987). According to Gayda (1998), social support was generally dissatisfied with their current life situations and had made significant life adjustments; and social support was an important variable in social adjustment after head injury. The conflict in their parent- child relationships were generally predictive of global self-worth. Children who thought they were much more socially skilled were less lonely and had higher self-esteem than children who thought they were less skilled (Smith, 1994). According to Cynthia Connelly (1998), pregnancy status was not related to hopefulness, self-esteem, or perceived social support. Taina Maarit Huurre et al. (1999) discovered that the self-esteem of sighted and visually impaired adolescents was not different, and that friendships significantly contributed to the enhancement of the visually impaired adolescents' self-esteem. Focusing on self-esteem is a critical component of mental health promotion and a fruitful foundation for a broad-spectrum approach (Michelle Mann et al. 2004). Low self-esteem is linked to a number of modifiable risk factors, including obesity, TV time, team sports participation, school performance, and parenting style, all of which should be discussed with teens and parents during health supervision visits (Auden C. McClure et al. 2010). A lower level of perceived social support prior to the intervention predicted an increase in horse mastery skills during the intervention (Hilde Hauge et al. 2013). Self-esteem and parental support moderated the relationship between depression and suicidal ideation, whereas peer support moderated the relationship between disordered eating and suicidal ideation (Amy M. Brausch and Kristina M. Decker, 2013). Adolescent self-esteem is critical for them to face the world confidently, and it has been observed that parental attitudes toward them beginning in childhood determine their perceptions of social support, which directly affects their self-esteem level.

Objectives

- To examine the relationship between adolescent self-esteem and perception of social support.
- To examine gender differences in self-esteem and perception of social support among adolescents.
- To assess the role of family type in adolescent self-esteem and perception of social support.

Adolescents' Self-Esteem and Perception of Social Support

- To assess the role of adolescent living environments on self-esteem and perception of social support.

METHODOLOGY

Sample:

The data was collected from 114 adolescents among them were 32 males and 82 females.

Tools:

- Personal data were collected, which includes gender, academic status, mode of living, and family type.
- **Rosenberg Self-Esteem (RSE):** The 10-item self-esteem scale was used to assess the overall self-worth by assessing both positive and negative feelings toward oneself. All of the items are graded on a 4-point Likert scale, with answers ranging from strongly agree to strongly disagree. The internal consistency of the self-esteem scale ranges from 0.77 to 0.88. The scale's test-retest reliability ranges from 0.82 to 0.85.
- **The Interpersonal Support Evaluation List (ISEL):** Perception of social support is a condensed version of the original ISEL. This questionnaire contains three distinct subscales designed to assess three aspects of perceived social support: Appraisal Support, Belonging Support, and Tangible Support are the dimensions. Each dimension is assessed using four items on a four-point scale ranging from "Definitely True" to "Definitely False." ISEL-12 Internal consistency reliability of undergraduate student samples ranges from 0.77 to 0.86, and reliability of the general population ranges from 0.88 to 0.90.

Analysis: The data were subjected to Karl Pearson's product correlation, independent sample t-test, and one way ANOVA to find the significant differences among the confounded variables.

Table 1 The relationship between self-esteem, appraisal support, belonging support, and tangible support

	Appraisal Support	Belonging Support	Tangible Support
Self-esteem	.173	.221*	.464**
Appraisal Support	1	.354**	.399**
Belonging Support		1	.451**

Note: * Correlation is significant at the 0.05 level (2- tailed), ** Correlation is significant at the 0.01 level (2- tailed)

Table 1 depicts the interdependence of self-esteem, appraisal support, belonging support, and tangible support. This correlation matrix demonstrates unequivocally that self-esteem is not significantly correlated with appraisal support ($r=.173$, $p<0.01$). Self-esteem, on the other hand, is positively and significantly correlated with belonging support ($r=.221$, $p<0.05$) and tangible support ($r=.464$, $p<0.01$). Furthermore, appraisal support is positively and significantly related to belonging support ($r=.354$, $p<0.01$) and tangible support ($r=.399$, $p<0.01$). Again, belonging support is positively and significantly related to tangible support ($r=.451$, $p<0.01$). The presence of significant asterixis in the correlation coefficient indicates that the sample size is sufficient to establish the correlation. As a result, these direction variables are discovered to have a positive relationship. It has also been established the reliability of construing these components for the understanding of self-esteem.

Adolescents' Self-Esteem and Perception of Social Support

Many previous studies support the findings. According to Laura et al. (2007) higher global, academic, and social self-esteem predicted lower depression and higher academic and social adjustment. The adolescents should be provided with ample opportunities and encouragement to participate in sports, which can protect against depression and suicidal ideation by increasing self-esteem and social support (Lindsay et al. 2009). Birndorf et al. (2005) concluded that positive communication through supportive and caring relationships can help adolescents develop self-esteem.

Table 2 Self-esteem, appraisal support, belonging support, and tangible support behaviors based on demographic data

Personal variables		Mean (SD)	t- Value
Self- Esteem	Gender	Male	22.563 (4.563)
		Female	22.951 (4.0396)
	Place of living	Rural	23.697 (4.4685)
		Urban	22.494 (4.0439)
Type of family	Nuclear Family	22.775 (4.3946)	
	Joint Family	23.080 (3.4147)	
Appraisal Support	Gender	Male	12.03 (2.706)
		Female	10.79 (2.827)
	Place of living	Rural	12.03 (2.325)
		Urban	10.78 (2.958)
Type of family	Nuclear Family	11.01 (2.814)	
	Joint Family	11.60 (2.930)	
Belonging Support	Gender	Male	10.81 (2.533)
		Female	11.11 (2.740)
	Place of living	Rural	11.09 (2.199)
		Urban	11.00 (2.859)
Type of family	Nuclear family	10.88 (2.824)	
	Joint Family	11.56 (2.022)	
Tangible Support	Gender	Male	11.22 (2.524)
		Female	11.55 (2.530)
	Place of living	Rural	11.61 (2.207)
		Urban	11.40 (2.649)
Type of family	Nuclear Family	11.31 (2.434)	
	Joint Family	11.96 (2.806)	

Note: Males= 32, Females= 82, Rural= 33, Urban= 81, Nuclear family= 89, Joint family= 25, * $p < 0.05$, NS=Not Significant.

Table 2 shows that there is no significant difference in self-esteem, belonging support and tangible support between male and female adolescents. It has been shown that gender has no effect on adolescent self-esteem, belonging support and tangible support levels. There is a significant difference in appraisal support between male and female adolescents. Male adolescents have been found to seek more appraisal support than female adolescents. This indicates that male adolescent's play their role through the emotional support provided by their significant others, which passively assists them to the self-evaluation stage and significantly performs their activities.

Furthermore, the table shows that there is no significant difference in self-esteem, belonging support and tangible support based on adolescents from rural and urban areas. This suggests that adolescent self-esteem, belonging support and tangible support is unaffected by their location. Adolescents from rural and urban areas have significantly different appraisal support. Adolescents in rural areas receive more appraisal support than adolescents in urban

Adolescents' Self-Esteem and Perception of Social Support

areas. This could be due to the fact that adolescents in rural areas receive more emotional support from their significant others than those in urban areas.

Adolescents from nuclear families and joint families have similar levels of self-esteem, appraisal support, belonging support and tangible support. This demonstrates that the type of family they come from has no bearing on their self-esteem, appraisal support, belonging support and tangible support.

CONCLUSION

The present study concluded that the perception of social support had much influence on self-esteem. Further, the male adolescents are higher in appraisal support than female adolescents. Adolescents from rural areas had higher appraisal support than the adolescents from urban areas.

Limitations

The study should be considered with these limitations in mind. It depends on self-reported measures with unequally divided sample size, which consists of a higher dominance of the female population. Further, the sample was randomly selected only focusing on a factor 'adolescent' and not on any other factors like from any particular place or school.

REFERENCES

- [1] Adler, A. (1996). *Individual psychology, Part I*. Sofia: Eurasia.
- [2] Garnefski, N., & Diekstra, R. F. W. (1996). Perceived social support from family, school and peers: relationship with emotional and behavioral problems among adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, 35, 1657–1664.
- [3] Greenberg, M. T., Siegel, J. M., & Leitch, C. J. (1983). The nature and importance of attachment relationships to parents and peers during adolescence. *Journal of youth and adolescence*, 12(5), 373-386.
- [4] Marsh, H. W. (1993). Relations between global and specific domains of self: The importance of individual importance, certainty and ideals. *Journal of Personality and Social Psychology*, 65(5), 975-992.
- [5] Minev, M., Petrova, B., Mineva, K., Petkova, M., & Strebkova, R. (2018). Self-esteem in adolescents. *Trakia Journal of Sciences*, 16(2), 114-118.
- [6] Poudel, A., Gurung, B., & Khanal, G. P. (2020). Perceived social support and psychological wellbeing among Nepalese adolescents: the mediating role of self-esteem. *BMC psychology*, 8(1), 1-8.
- [7] Reevyl, G. M. & Maslach, C. (2001). Use of social support: Gender and personality differences, *Sex Roles*, Vol. 44, Nos. 7/8, 437-459.
- [8] Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press, 2-34.

Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Deepthika, S. H. & Ramasamy, R. (2022). Adolescents' Self-Esteem and Perception of Social Support. *International Journal of Indian Psychology*, 10(3), 615-619. DIP:18.01.062.20221003, DOI:10.25215/1003.062