

Research Paper

Impact of Parental Involvement and Gender on Self-esteem and Emotional Abuse among Adolescents

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ABSTRACT

The purpose of the current study was to compare and examine the impact of the level of parental involvement and gender on self-esteem and emotional abuse among adolescents. The study was conducted on a sample of 600 adolescents (300 males and 300 females) aged between 15 to 18 years, selected by using random sampling from various private schools. The questionnaire on parental involvement, self-esteem, and emotional abuse was used. With the help of a two-way ANOVA, in case of self-esteem, parental involvement has significant effects ($F=5.750$, $p=.000$) whereas gender has no significant effect ($F=0.723$, $p=.395$). The interaction between parental involvement and gender was not significant ($F=1.333$, $p=.256$), suggesting that parental involvement had no impact on self-esteem. Now, when it comes to emotional abuse, there was significant effect of parental involvement ($F=9.370$, $p=.000$) and gender ($F=15.958$, $p=.000$). The interaction between parental involvement and gender was not significant ($F=1.804$, $p=.126$). Adolescents with very high parental involvement showed the lowest emotional abuse (females = 83.7647; males = 85.5217) and higher self-esteem (females = 89.5588; males = 94.1739), whereas those with very low parental involvement showed the highest emotional abuse (females = 99.5938; males = 114.8750) and low self-esteem (females = 82.4125). This suggests that higher parental involvement is linked to lower Emotional abuse and higher Self-esteem. The study contributes to understanding the protective effects of parental involvement on adolescent emotional well-being, suggesting that supportive parenting can reduce emotional abuse and promote self-esteem, which helps to increase confidence and emotional resilience, decision-making and overall well-being of adolescents.

Keywords: Parental Involvement, Emotional Abuse, Self-Esteem, Well-Being, Adolescents

Adolescents exist in an intermediate condition, neither fully children nor fully adults, with this period as a link between childhood and adulthood. It is a critical developmental period that encompasses emotional, social, and moral growth Macleod (2003). It is the transitional stage and a period of stress, strain, storm, and conflict characterised by disputes with parents, negative emotions, and dangerous conduct, during which the body's psychological and physiological powers are at their peak (Arnett, 2001; Hall, 1905). Identity discovery, role changes, and biological, moral, emotional, and social

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growth are all important aspects of adolescence. These changes have a substantial influence on self-esteem, shifting responsibilities, and complicated relationships (Steinberg et al., 2001; Block et al., 1993). Self-esteem varies throughout life; it rises in childhood, falls in adolescence, rises in adulthood, and then significantly declines in old age. Despite this, stability reduces in childhood and old age (Robins et al., 2005).

Adolescent outcomes are greatly impacted by parenting methods (Hoskins, 2014). Positive influences include involvement in extracurricular activities, a caring school environment, supportive families and improved academic performance which are also associated with high self-esteem (Daniel et al 1995). Parental involvement and support enhance emotional development, self-esteem, academic success, cognitive abilities and social skills making the child-parent interaction essential for personality development through deliberate activities, positive attitudes, and expectations towards the child's education, teacher, and school (Aunola, 2000; Abdullah, 2011; Banerjee, 2011)

Some parenting styles often leave adolescents financially, emotionally, and socially reliant on their parents until they are parents themselves. Because it forces adolescent to make choices and deal with the fallout on their own, this approach is not progressive. Every parent wants to keep their child safe, but being overly protective can make them feel insecure. In today's world, prompt decision-making is essential and can only be developed early in life. Thinking in later life is influenced by the lessons learnt during formative years. Therefore, parents should focus on helping their children become self-sufficient (Duncan et al., 2009).

The conviction that one's personality and self-perception should be respected and valued is known as self-esteem. The effective completion of life's events depends on it. It can be either negative, which could result in depression, or positive (high), which encourages happiness, higher self-serving attributions, and less emotional pain (Brown et al., 2009)

High self-esteem increases a person's chances of success due to their motivation, commitment, and excitement. They are equipped to deal with challenges and possess a variety of ability (Rosenberg, 1965). It is linked to high self-confidence, acceptance, increased performance, self-improvement, inner peace, and caring (Coudeville et al., 2011; Cameron et al., 2010; Anthony et al., 2007), and least likely to ask for help, frustration tolerance, assertiveness, risk-taking, Sarkova et al., 2013; Baumeister et al., 1993; Meškauskienė., 2013).

When caregivers engage in damaging conversations without making physical contact (Glaser, 2002), it can lead to child feeling fearful, furious, powerless, and worthless (Stosny, 2013). Emotional abuse is a category of interpersonal violence that encompasses a variety of non-physical assaults and suffering caused by both verbal and nonverbal acts (Nesheen & Alam 2015). People of various ethnicities, faiths, socioeconomic backgrounds, sexes, and ages are affected by emotional abuse or maltreatment (Lueders et al., 2002). Most parents and other caregivers are ignorant of the negative consequences of emotional abuse. Because of this, emotional abuse has received less attention than other types of abuse (Gilbert et al., 2009). In addition to competing with risk factors, positive relationship experiences, helpful, flexible schools, and relationships with capable and supportive people may also be protective factors (Meinck et al., 2015, Meinck et al., 2017).

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According to a 2007 study conducted by UNICEF and the Ministry of Women and Child Development, 48.37% of Indian children were victims of emotional abuse (Kacker et al., 2007). Parents were the most common perpetrators of emotional abuse (Daral et al., 2016). Emotional abuse is linked to adolescent pregnancies, criminal activity, learning disabilities, poor academic performance, substance abuse, and mental health issues like depression and anxiety (Brown et al., 2004; Kaufman et al., 1999; Gilbert et al., 2009; Harkness & Lumley, 2008). Schemas of self-sacrifice, shame, and susceptibility to harm regulate the long-term effects of parental emotional abuse, which include increased exposure to trauma, anxiety, depression, PTSD, and somatic symptoms (Spertus et al., 2003; Wright et al., 2009).

The difficulties and challenges of adolescence have always been of interest to researchers since it is a crucial time in life, and they encounter so many difficulties that it may lead to mental health issues. The goal of the current study was to investigate the connection between adolescents' self-esteem, parental involvement and emotional abuse, as well as how gender functions in this relationship.

RESEARCH METHODOLOGY

Objectives

1. To compare the level of parental involvement and gender on self-esteem and emotional abuse.
2. To explore gender difference in the relationships between these variables.
3. To examine the interaction effect in self-esteem, emotional abuse across gender and level of parental involvement.

Hypothesis

1. There is no significant difference in self-esteem across gender and level of parental involvement.
2. There is no significant difference in emotional abuse across gender and level of parental involvement.

Sampling

For this study, the 'Random Sampling' method will be followed. A total of 600 adolescents, 300 male and 300 female, between the ages of 15 and 18, who voluntarily provided their informed consent to participate in the study.

Variables Description

1. **Parental Involvement** - Parental involvement is parents taking an active role in the education of their children and making sure they feel supported and apprised. It develops an effective connection for mentoring, leading, and motivating rather than just inquiring about academic achievement.
2. **Self-esteem** - A person's subjective evaluation of their worth, competence, and relevance, encompassing acceptance, respect, positive and negative opinions on their abilities
3. **Emotional Abuse**- Emotional abuse is a pattern of behavior that involves controlling, dominating, or threatening another person's emotional well-being through verbal, nonverbal, or psychological ways.

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Tools For Data Collection

1. **Parental Involvement Scale (PIS-CA):** Dr. Vijay Laxmi Chouhan and Gunjan Ganotra Arora created this scale (2009). Students between the ages of 13 and 18 are given the scale. Three sub-levels (low, average, and high) were utilized to measure the degree of parental involvement. There are twenty-five parent-related questions on this scale. Of the twenty-five assertions, eleven were negative and fourteen were positive.
2. **Self-Esteem Scale:** Drs. Upinder and Santosh Dhar created the scale. This scale was administered to school teachers, faculty of professional institutes, students, executives, and lab assistants. There are 23 items, each to be evaluated on a five-point scale.
3. **Emotional Abuse Scale:** Dr. Shah Alam and Falak Nesheen (2015) created this scale, which aims to assess the degree of self-esteem among Indian adolescents (13–19 years). The 42 items on this scale are broken down into five categories: rejection, terrorizing, isolation, ignoring, and corruption.

Scoring

In parental involvement, the response will be provided on a five-point scale, that is, always, often, sometimes, rarely, and never. Each positive statement should be scored 5 for always, 4 for often, 3 for sometimes, 2 for rarely, and 1 for never. Likewise, for each negative statement, 1 for always, 2 for often, 3 for sometimes, 4 for rarely, 5 for never. For emotional abuse, response will be provided on a five-point scale, with scores of 5, 4, 3, 2, and 1 assigned to 'strongly agree', 'agree', 'neutral', 'disagree', and 'strongly disagree', respectively. Subsequently, scores received by the respondent are added together to get a final score. And self-esteem, response will be provided on a five-point scale, with scores of 1, 2, 3, 4, and 5 associated to 'strongly disagree', 'disagree', 'not sure', 'agree', and 'strongly agree'.

Procedure

A sample of 600 adolescents was recruited, comprising 300 males (50%) and 300 females (50%). In the first phase, the Parental Involvement Scale, Emotional Abuse Scale, and self-esteem Scale will be administered to collect data. Schools will be selected for this study, and permission will be obtained from each school. To collect the data, rapport will be built with adolescents first. Then, the questionnaire will be distributed in groups, and instructions will be given to the students before they fill out the questionnaire.

RESULT

Hypothesis 1-There is no significant difference in self-esteem across gender and level of parental involvement.

Table No 1: Analysis Of Variance for Self-Esteem.

Sources of variances	Sum of squares	Df	Mean squares	F	Sig.
Between groups (gender)	199.820	1	199.820	.723	.395
Among group (Parental involvement)	6356.492	4	1589.123	5.750	.000
Interaction	1473.389	4	368.347	1.333	.256
Within group	163048.333	590	276.353		
Total	4463645.000	600			

R Squared = .053 (Adjusted R Squared = .039)

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Effect of gender

It is cleared from the table 1 that the F-value for the difference between gender on self-esteem was .723 showed insignificant, which means male and female adolescents would not differ on self-esteem.

Effect of parental involvement

Table 1 showed that F-value among parental involvement for self-esteem was 5.750 which showed significant difference at 0.01 level on self-esteem. It meant that significant difference exists among the adolescents of five groups i.e very low, low, average, high and very high.

Table No 2 - Mean Value for Self-Esteem with Reference to Gender and Parental Involvement.

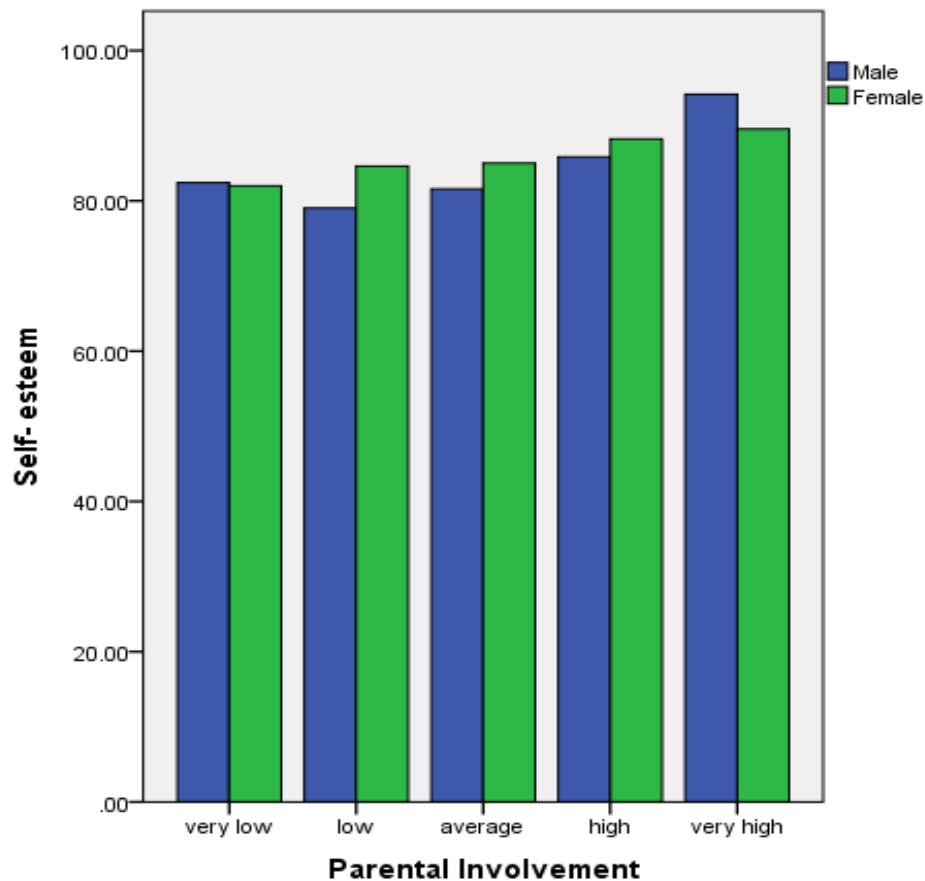
	Female	Male
Very low parental involvement	82	82.4125
Low parental involvement	84.6377	79.0370
Average parental involvement	85.0196	81.5758
High parental involvement	88.2375	85.8393
Very high parental involvement	89.5588	94.1739
Total	86.4967	82.6467

Obtained mean score represented in Table (2) for very low, low, average, high, very high parental involvement in female were 82, 84.6377, 85.0196, 88.2375, 89.5588 respectively whereas mean score for very low, low, average, high, very high parental involvement in male were 82.4125, 79.0370, 81.5758, 85.8393, 94.1739. In case of very low parental involvement female and male had mean score of 82 and 82.4125 respectively i.e male were found to have higher self-esteem than female participants. In case of very high parental involvement female and male had mean score of 89.5588 and 94.1739 respectively i.e male were found to have higher self-esteem than female participants.

Adolescents with very low parental involvement exhibited low self-esteem while those with very high parental involvement showed higher self-esteem, indicating that increased parental involvement is associated with higher self-esteem.

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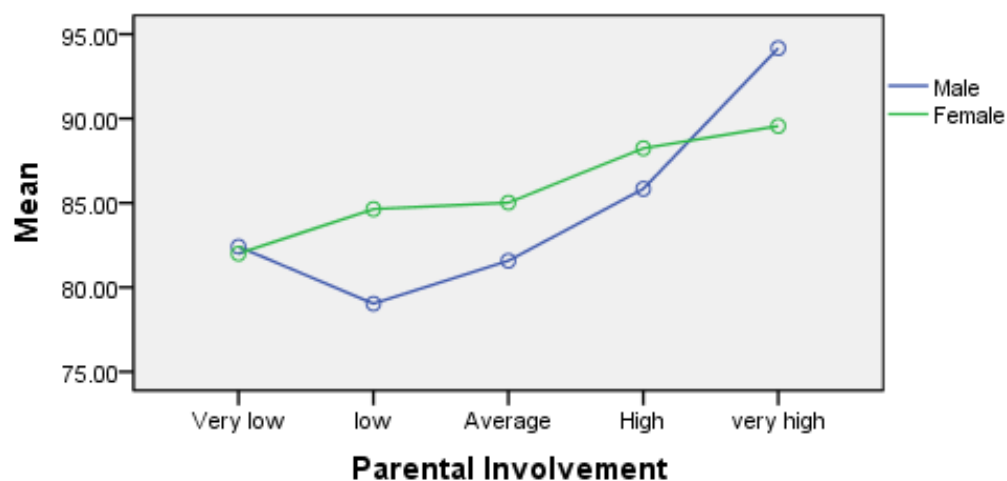
Graph 1: Mean Value for Self-Esteem with Reference to Gender and Parental Involvement.



Interaction effect

In addition to main effects of independent variables, the interaction effect was computed.

Graph 2: Interaction Effect of Parental Involvement and Gender on Self-Esteem



An examination of Table 1 indicated that the F value for the interaction effect of parental involvement and gender on self-esteem was 1.333 which showed insignificant interaction.

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effect at 0.01 level between two independent variables. The crossing pattern represented graphically in graph 2 was not statistically significant. It could be a random sampling variation but not a real difference in the population and the effect of parental involvement is the same for male and female adolescents. It meant independent variables i.e. parental involvement and gender together does not affected self-esteem of the adolescents.

Thus, 2-way ANOVA indicates an insignificant difference between gender, a significant difference in level of parental involvement on self-esteem, and insignificant interaction effect. Therefore, the null hypothesis 1 “*There is no significant difference in self-esteem across gender and level of parental involvement.*” was partially rejected.

Hypothesis 2: There is no significant difference in emotional abuse across gender and level of parental involvement.

Table No 3: Analysis of Variance for Emotional Abuse.

Sources of variances	Sum of squares	Df	Mean squares	F	Sig.
Between groups (gender)	11,923.850	1	11,923.850	15.958	.000
Among group (Parental involvement)	28,005.633	4	7001.408	9.370	.000
Interaction	5391.741	4	1.804	1.804	.126
Within group	440856.466	590	747.214		
Total	6415989	600			

R Squared = .137 (Adjusted R Squared = .124)

Effect of gender

It is cleared from the Table 3 that the F-value for the difference between gender on emotional abuse was 15.958 showed significant difference 0.01 level on emotional abuse, which means male and female adolescents would differ on emotional abuse.

Effect of parental involvement

Table 3 showed that F-value among parental involvement for emotional abuse was 9.370 which revealed significant difference at 0.01 level on emotional abuse. It meant that significant difference exists among the adolescents of five groups i.e. very low, low, average, high and very high.

Table 4: Mean Value for Emotional Abuse with Reference to Gender and Parental Involvement.

	Female	Male
Very low parental involvement	99.5938	114.8750
Low parental involvement	94.4928	112.9259
Average parental involvement	92.9608	101.7879
High parental involvement	90.9750	96.2321
Very high parental involvement	83.7647	85.5217
Total	91.4067	107.0033

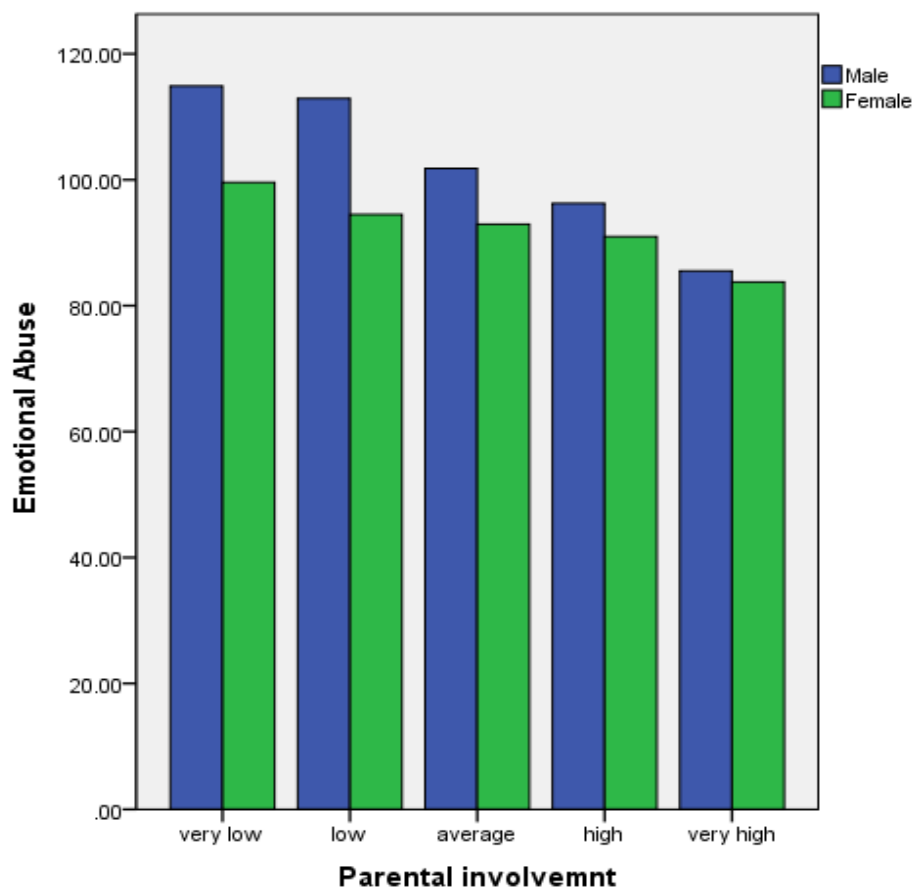
Obtained mean score represented (Table 4) for very low, low, average, high, very high parental involvement in female were 99.5938, 94.4928, 92.9608, 90.9750, 83.7647 respectively whereas mean score for very low, low, average, high, very high parental

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involvement in male were 114.8750, 112.9259, 101.7879, 96.2321, 85.5217. In case of very low parental involvement female and male had mean score of 99.5938 and 114.8750 respectively i.e. male were found to have higher emotional abuse than female participants. In case of very high parental involvement female and male had mean score of 83.7647 and 85.5217 respectively i.e. male were found to have higher emotional abuse than female participants.

Adolescents with very low parental involvement exhibited the highest emotional abuse esteem while those with very high parental involvement showed the lowest emotional abuse, indicating that increased parental involvement is associated with reduced emotional abuse.

Graph 3: Mean value for emotional abuse with reference to gender and parental involvement.

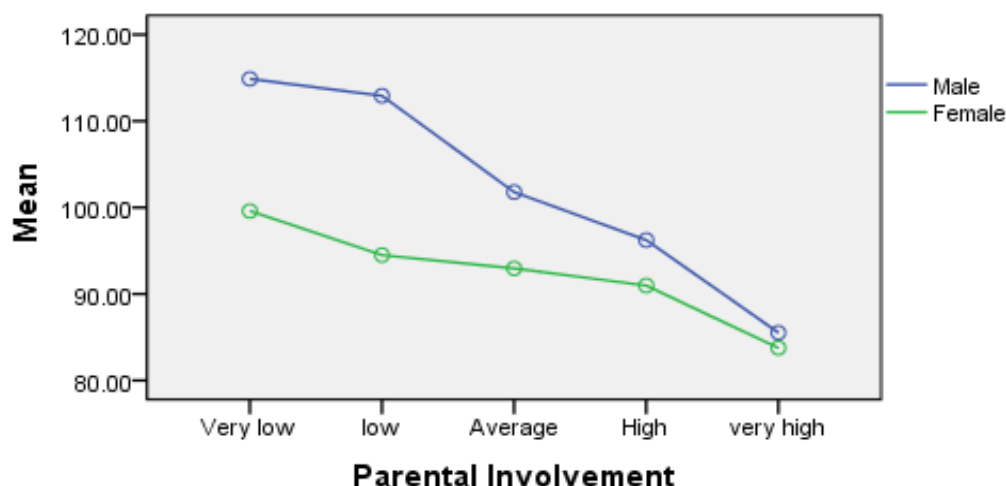


Interaction effect

In addition to main effects of independent variables, the interaction effect was computed.

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Graph 4: Interaction Effect of Parental Involvement and Gender on Emotional Abuse



An examination of Table 3 indicated that the F value for the interaction effect of parental involvement and gender on self-esteem was 1.804 which showed insignificant interaction effect at 0.01 level between two independent variables. The parallel lines represented graphically in graph 2 was not statistically significant. It meant independent variables i.e parental involvement and gender together does not affected emotional abuse of the adolescents.

Thus, 2-way ANOVA indicates an insignificant difference between gender, a significant difference in level of parental involvement on emotional abuse, and insignificant interaction effect. Therefore, the null hypothesis 1 “*There is no significant difference in emotional abuse across gender and level of parental involvement.*” was partially rejected.

DISCUSSION & CONCLUSION

The present study was conducted to compare the level of parental involvement on self-esteem and emotional abuse among male and female adolescents. The study revealed that the level of parental involvement significantly affects self-esteem and emotional abuse among adolescents, with higher parental involvement linked to lower emotional abuse and higher self-esteem. While with increase in the level of parental involvement self-esteem also increased with same pattern for both male and female, but male report low self-esteem in low involvement and the highest in very high involvement, whereas female show stable score from low to high parental involvement. This suggest that male suffer the most when involvement is low and benefit the most when involvement is high. The findings also revealed that, as the parental involvement increases, emotional abuse decreases and when parental involvement decreases emotional abuse increases. The finding also showed a significant gender difference in emotional abuse, which indicates that there is a difference in the scores of male and female adolescents. When parents are less involved male showed higher emotional abuse as compared to females, but at high parental involvement both male and female report similar level of emotional abuse. This might be because involved parents are conscious of their child's needs, emotions and fears. They support to develop stable attachment, improved communication, coping mechanisms, emotion labelling, stress management, and interpersonal interactions. But when parents are not involved child feel

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neglected, rejected, isolated and emotionally instable. Soffer et al. (2008) also concluded that lack of parental interaction and neglect results in emotional abuse. According to Salgoda et al. (2021) parental involvement impacts adolescent life satisfaction. Also, Mendo-Lazaro et al. (2019) found that there is a strong link between emotional instability and parental criticism and rejection.

Overall, male adolescents experience more emotional abuse at each level of parental involvement as compared to female adolescents. Females showed higher self-esteem and lower emotional abuse at each level of parental involvement. The gender difference may be due to social expectations, gender differences, parenting style and self-esteem. Joshi & Srivastava (2009) there is a significant difference in self-esteem between genders. According to Wood et al. (2010) mother had low expectation from their sons and perceived them as less competent than their daughters. This stereotype favouring girls over boys also responsible for low self-esteem in males. Also, Rudolph & Zimmer-Gembeck (2014) demonstrated that unfavourable parenting methods can result in emotional maladjustment in adolescents.

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Conflict of Interest

The author(s) declared no conflict of interest.

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