

Original Research Paper

Parents' and Siblings' Influence On One's Self Esteem

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ABSTRACT

Parents and siblings play a major role in influencing the self-esteem of an individual. The parents' relationship with the child, their responses to the child's academic performance which includes motivation as well as encouragement plays a huge role in building up a positive self-esteem which further helps them to develop a better personality; better career along with that self-esteem also helps one to solve their problems in life. In this research, data from 112 participants were collected through an online survey focusing on the relationship between parenting styles and self-esteem across a specific age range. Parenting styles were assessed using 20 question model(What questions, while self-esteem was evaluated using Rosenberg self-esteem scale. Through this research the effect of native place on one's self esteem was determined along with the effect of other factors such as relationship with siblings, academic performance on self-esteem was analysed.

Keywords: *Self-Esteem, Parenting Styles, Anxiety, Academic Performance.*

When we talk about the word self-esteem we talk about the fact that we believe in ourselves. Self-esteem helps in enriching all the aspects of life by helping people to imbibe positive feelings about themselves. When a person develops positive self-esteem, then that person will surely develop an increased personal output and very strong interpersonal relationships. Individuals who have a positive self- image will surely define themselves as a more capable and competent individual and will also have well-defined goals in their lives. They will also possess the ability to uniquely identify their strengths and weaknesses along with the ability to deal with disappointments, failures and other setbacks in life.

According to Geoffrey L. Cohen¹ and David K. Sherman, A person with a positive self-esteem will possess a very essential feature of taking responsibilities, and they will view their mistakes as challenges instead of setbacks (Geoffrey L. Cohen and David K. Sherman., 2014)

If a person is having a low self-esteem or what we can also call a negative self-image, then the person will have a negative belief about himself. They will develop a tendency to divert

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their attention more towards their weaknesses than exploiting their strengths. They will always perceive the negative aspects of everything and will always blame themselves or their fates for their failure. To a person with a very low self-esteem, failure will come as the most disastrous event. They will not be able to accept rejection or any obstacle in their paths which are inevitable. They will always try to move in a predetermined predictable path in order to avoid the hurdles and will love to abstain themselves from being exposed to the outer world. They mostly have stubborn personalities and are mostly resistant towards accepting any changes that may come in their way.

Overall, self-esteem encompasses the emotional and psychological responses to the beliefs regarding the capacity to feel worthy of happiness and the ability to successfully address life challenges. A large number of negative attributes can be attributed to low self-esteem which include social anxiety, depression, suicidal tendencies, disordered eating, substance abuse, initiation of early sexual activities (especially among girls) and other violent behaviours. Research also suggests that low self-esteem in adolescence may be instrumental in developing poor long-term outcomes, such as fewer years of education, greater likelihood of joblessness and financial difficulties, as well as poorer quality of health (both physical and mental) and higher chances of risky and criminal behavior (Lisa Keane, Maria Loades, 2016). Other possible negative outcomes include being troubled by failure and tending to exaggerate events as negative, interpreting non-critical comments as critical, pessimistic attitude towards people in a group and society in general, difficulty in social interaction because of their awkward behaviour and shyness (Auden C. McClure, Susanne E. Tanski, John Kingsbury, Meg Gerrard, and James D. Sargent, 2010) and (Ulrich Orth and Richard W. Robins., 2014).

LOW SELF-ESTEEM: CAUSES

- 1. Poor childhood experiences:** Childhood is the most crucial stage in one's psychological development. A child can experience low self-esteem due to poor academic performance and be ridiculed by his/her parents or teachers. Because of poor academic performance of the child, he may not have received much support from his parents. From the early period of his childhood, he must have been craving for love, and if he couldn't earn it in his adulthood then he would start thinking whether he is capable of being loved by others or not. There can be other important factors as well like child sexual abuse, bullying which can also be held responsible for the development of low self esteem in the child.

In general, the self-esteem during childhood is relatively high, and there is not much difference in self-esteem between a boy and a girl at this stage; that is, gender is immaterial in determination of self-esteem during childhood. But there are a few exceptional cases as well. Low self-esteem in children is mainly due to physical punishment and withholding of love and affection by parents, siblings, friends and other close family members. The pre-conceived notions about raising a child instills in them the belief that they are worthy of love and care only if they behave in a certain way. They tend to rely on coping strategies that are counterproductive such as bullying, cheating, avoiding etc. Although all children will display some of these behaviours at

times, low self-esteem is strongly indicative of the fact that these type of behaviours will be portrayed more frequently.

These children face difficulties to fit themselves in any given situation and love to be withdrawn as they are quite shy. Even if they somehow manage to make a circle of friends, they are most likely to give up to group pressure and are more vulnerable to being bullied. They avoid to learn new things because their minds are too much pre-occupied with the 'fear of failure' and they inculcate the habit of 'giving up early' very easily (Ulrich Orth and Richard W. Robins., 2014).

- 2. Unfruitful life events:** From early childhood till the end of one's life, it is the daily life events which motivates the individual and helps them in gaining experiences and lives a healthy life. But if they have unfruitful and unfortunate life events in their short life span, then they may tend to develop a very low self esteem. Difficult life situations may include the death of a person with whom the individual was deeply attached emotionally, or it can be a sudden accident where the person loses his important body parts like legs or the arms, or it can be due to long term sickness where the person is very much prone to develop negative ideas about themselves. All these can modify the healthy thought process of an individual in such a way that the person can only think in a negative way about themselves.
- 3. I am different:** In society, an individual may think that "I am different from the others". This feeling of being different will have two types of impact in the development of self-esteem. If it is a positive difference then the person will surely develop a positive self esteem. He will be confident enough to put forward his unique ways that will help him to differentiate and distinguish himself from the others. But the other class of individuals will tend to put forward the negativity that he possesses. "I can't do it", "I am not eligible for this", "I don't deserve this"; all these are the negative ideas and emotions that they are likely to propagate in order to escape from the societal pressure, or to escape the very existence of themselves. This kind of negative self esteem plays an important role in disturbing one's career by spoiling their personality.
- 4. Discrimination:** Gender bias has been our social characteristic since time immemorial. "You are a girl, you should stay inside your house, you should not talk with boys, you should wear long dresses, you should play indoor games, you should get married at 24" We are listening to all these for years and maybe for centuries. Girls are not allowed to go outside at night, girls are not allowed to play outdoor sports and they have to get married at 24 once she becomes adult. Why do these rules have been followed through ages? Nobody can answer these questions ever. It's just that the society thinks that girls are the weaker sex and they can be exploited physically, mentally and psychologically under any circumstances. These have led to the development of negative feelings in the mind of a girl from early childhood, sometimes as early as 6 years according to the latest research.
- 5. Mental health problems:** Anxiety and depression are the consequences as well as the outcomes of developing low self esteem in an individual.

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In these regard, we can say that low self-esteem are the outcomes of lack of encouragement and love, the environment where the uniqueness of an individual is not accepted, where criticism, sarcasm are abound, where love is on the basis of condition and encouragement and praising are false. Individuals possessing low self esteem will try to escape from school because of their fear of academic failure. Adults will try to escape from their work places in the fear of disappointments and challenges.

Studies have shown that individual with low self esteem is an extrovert and is more prone to fight back on the ground of their frustration. This kind of child becomes arrogant and boastful and will try to give a positive impression about himself/herself exteriorly, but in the inside he remains a person with a very low self esteem. This kind of individuals also suffers from "inferiority complex" at an extreme level.

Enhancement of self esteem by Parents

The idea of parenting that comes to our mind are changing diapers, feeding times, and chasing a screaming child running all across the house. But parenting has something to do than the basic survival needs of the child, and it determines the child's character as well as personality in the later life. Parenting determines the major aspects of the child's life like his self esteem, emotional development, and behavioural habits, and many other factors that help the child to stand in the society. For the overall development of children parents must be present enough to support them, as this support determines their confidence and growth. Sometimes, the physical presence of the child is not just enough, if they have no emotional presence in the situation it will result into more distressed and less playful children. In this society when we find our parents extremely busy in their day to day life, it's still their responsibility to spend quality time with their child who in turn would help to mould the self esteem and personality of the child.

Through researches it has been found that parents especially mothers who spend significant duration of their busy time with their child , this child end up having a very high self esteem that includes confidence in them, along with proper problem solving skills and their personality completes them. On the other hand children having mothers who show them limited affection end up having low self esteem. Hence we find the influence of mother is greater than the combined parent's behaviour.

Bums (1979) suggests that there are three family condition that could help the development of high self-esteem, these are warmth and acceptance by the parents, established and enforced limits on behaviour, and respect for the child's initiative shown within these limits.

Parents are the first individuals whom we meet soon after opening our eyes. From the first day of our life till the day the child starts going to school, family remains as the primary learning ground for the children. In the family, most importantly, the parents should play the major roles in influencing the self esteem of a child.

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Children go through several stages of development and in each stage of his development, the level of his self esteem changes on the basis of their needs being fulfilled and their extent of gaining success at each stage of the development. According to Coopersmith's research it has been found out that there are three basic conditions which are essential for the enhancement of the self esteem in the domestic environment.

- 1. Love and affection:** A child expects an unconditional love from their parents. They love to be recognized as a capable and competent individual by their parents. It is important to realize whether the child is being loved for what he is or for what he has done. Within a family, during any verbal or non verbal communication the child receives a message which helps them to know about the worth of their life. But often it has been seen that a child perceives that their parents are always correct and hence they go into a conflict with their ideal self and the self that has been idealized by their parents and results into a negative self image.
- 2. Rules and Regulations enforced properly:** Child growing in a family with no rules and regulations are equally harmful as the child growing in a family with stringent rules and regulations. The child should grow in an environment where parents would not lay particular rules and barricades the child from exploring their full potential. The child should learn from his experiences along with proper support and care from the parents.
- 3. Respect towards children:** The adults shall not develop ideologies which will disrespect a child and hinders a child from expressing views regarding an issue. His views shall be equally respected as the adults' by the family members. This will help them to identify themselves as capable individuals in the society.

Relationship between participants' academic performance, parent's satisfaction level and participants self esteem:

Self esteem is highly related to the academic achievement of an individual. It creates a social and learning attitude in the individual, the person with high self esteem do not get disappointed with the failures and keep on working towards his/her goals which ultimately lead to high academic performance. A difference in self esteem is observed among students of different courses. The students who study tough courses are found to have a high self esteem whereas students who study easy courses have a low self esteem. The relation between self esteem and academic achievement do not change for gifted and non gifted students both show increase in academic performance with increase in self esteem. Self esteem influences the academic performance of an individual even more than stress and body image.

Enhancement of self-esteem by siblings

In the world of nuclear families, the siblings along with the parents have been found to play a significant role in enhancing one's self esteem. But it has been often seen in US, the child grow up with at least one sibling which stays as the strongest relationship in the world. The sibling relationship is a multidimensional relationship which varies from time and place.

The relationship between age of siblings, relationship with siblings and self-esteem

Siblings have an undoubted influence on an individual but for a long time their role have not been taken into consideration for research. Though siblings have a good amount of influence in shaping the self esteem of an individual, the amount to which it will effect depends on the relationship that they share. The individuals who are very much involved with their siblings and spend a good amount of time with them will be very well affected by them. The influence that siblings have is so great and can be proved by the fact that they affect even when other factors are taken into consideration.

The sibling relationship is multidimensional and cannot be simply characterized as good, bad or moderate. There is a big range of factors that affect the relationship that siblings share; there relationship can be moulded by their attachment or the comparisons that take place between them or the socio cultural influences. Long term research is very difficult to find but papers suggest that some factors have more influence than others and can be explored for study of close relationships.

During the transition from childhood to adulthood individuals report of spending less time with their siblings as they start giving time to work, education and other relationships and as a result slowly siblings and family no more remains the central part of everyday life. Except for twins they are in different phases of life and a distance starts developing between their relationship, apart from this the variation in power and equality among siblings and one being more favoured than other creates further problem for the relationship. Maturity level of individual and the daily interaction among them determine the future of their relationship.

Well being of individuals without siblings depends on both social maturity and self esteem that is it increases as social maturity and self esteem strengthens but the well being of individuals with siblings is itself high and is independent of these factors. The current research shows that well being of individuals without siblings is maintained if they are socially mature and puts them in a better light by breaking the stereotype of only child being a problem.

Role of native place in self esteem

The native place of a person has a very negligible role to play in building or destroying the self esteem. When a place meets the individual's needs and builds his or her self esteem the person develops place dependence. The place with higher place dependence is the one where the person wants to stay. This is what happens in the case of native place, if person has high place dependence with the native place he/she would have slightly higher self esteem.

Relationship between self esteem of males and females

The difference in self esteem due to gender can be observed in different cultures across the world. Generally men have higher self-esteem than women, and among both genders self-esteem increases from late adolescence to middle adulthood. The trends observed throughout the globe suggest that the effect of gender in self-esteem is a universal mechanism.

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Magnitude and type of gender highly influence the development of self-esteem in an individual. Sex role may give men and women opportunity to explore different ways to develop abilities that can be used in building self-esteem.

The amount of influence that a people's gender will have on self-esteem depends upon how much importance they give to their masculinity or femininity. The person who gives more importance to their own sex role identity and less importance to opposite sex role identity will have higher self esteem. Children who have cross-typed identity are observed to have comparatively low self esteem. If the female is cross typed and is at peace with the fact then her self esteem will increase but if a male is cross type and accepts the fact he will observe a decline in self esteem, hence it is better for males to give less importance to their cross type behaviour.

Socialization of sex role can give people exposure to a way in which they can enhance their self-esteem. Females are more influenced by reflected appraisals and males are affected by social comparisons. Reflected appraisals affect self-esteem of both equally. The self esteem of both of them is also affected by self-perceived competence and social comparisons.

Men think of individuating achievements which help them build a higher self esteem. They focus on ways through which they can stand out in the crowd whereas women try to be friendly and satisfy everyone around them.

The self esteem difference that has always been observed between male and female is decreasing now a day as women are becoming more powerful and independent and are being given equal rights to men. Those days are gone when women used to be restricted to household chores and serving opposite sex and hence the self esteem differences are deceasing.

Need for the study

In order to have a clear view of the literature we stated above and researches which have carried out in the previous times, the need for studying the following areas are very essential.

We want to focus on the following objectives

1. To find out the self esteem of the participants using the Rosenberg's Self esteem scale.
2. To determine if there is any relationship between Parents expectation and participants' self esteem.
3. To determine if there is any relationship between participants' academic performance and participants' self esteem.
4. To find out the significant relationship between participants' relation with siblings and participants' self esteem.
5. To find out the significant relationship between age of siblings and participants' self esteem

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6. To find out whether the native place of the participant play any role in the self esteem of the child or not.
7. To find out whether gender plays any role on participants' self esteem or not.

METHODOLOGY

In this research we have first prepared a questionnaire which contains the Rosenberg self esteem scale along with a questionnaire which contained a personal profile based questions. Followed by the questionnaire preparation we carried out the survey amongst 113 participants belonging to different ages and different parts of the country by using Google document as a means of online survey. For the purpose of this study, random sampling technique was used to collect data .Among them, 70 were male students and 43 of them are female students. To have a detailed view on the personal profile of the participants, a questionnaire was prepared which contained the following questions:

- 1. Your age :** a) 15-20 b) 20-25 c) 25-30
- 2. Your gender:** a) Male b) Female
- 3. Your Native:** a) Village b) Town c) City d) Metropolitan city
- 4. How many siblings do you have ? :** a.1 b.2 c.3 d.4 e.0 f. None
- 5. What is the educational qualification of your siblings?:** a. School b. Under Graduate c. Post Graduate d. Not Applicable
- 6. What is the educational qualification of your father ? :** a. School level b. Under Graduate c. Post Graduate d. Others
- 7. What is the educational qualification of your mother?:** a. School b. Under Graduate c. Post Graduate d. Others
- 8. How was your childhood ? If you'd get a time machine will you fly back to that time of your life?:** a. It was good , No i want to go to my future, b. It was wonderful, Yes I want to go back, c. it was not good, No I don't want to get it back, d. It was horrible, yes I want to go back to reform it again.
- 9. With whom did you spend your childhood ?:** a. Parents (with Mother mostly), b. Parents (with Father mostly), c. Grandparents, d. Hostel
- 10. Age of your siblings:** a. 1-10 b. 10-20 c.20-25 d. 25-30
- 11. How do you feel when you are asked to share your favourite things with your siblings?** a. We always share our things, b. I feel good, c. I don't like it; but i have to share because of my parents conviction, d. i don't have any sibling
- 12. What is your relationship with your siblings?**a. Very good, b. I am jealous of my siblings; they enjoy more , c. I wish I was single, d. I don't have any sibling

Your Academic Performance

- 13. What is your present educational qualification?:** a. Secondary b. Higher secondary c. Under Graduate d. Post Graduate
- 14. 14) What is your class 10th result?:** a.30-50% b. 50-70% c. 70-80% d. 80-90% e.90-100%

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15. What was your parents' reaction after your results(10th/+2/ UG/PG) was declared? a. They were very happy and contented, b. It was beyond their expectation, c. They were sad and expected more from me, d. Others (Please explain)

16. Are you following your own goals ?

1. My goals are related to my parents; I'm doing what they want me to do and I am happy
2. My goals are mine and I don't allow anyone else to shape it for me
3. My goals are based on my parent's standards; I wanted something else
4. I never had any goal in my life

17. Are your parents happy with your current situation? a. Yes b. No c. I don't know

18. How will you rate your relationship with your parents?(In a scale of 1-10)

19. Do you think your parents have influenced you to build a high self esteem?: a. Yes, always, b. I get motivated from my peers and my relatives, c. I have never been that intimate with my parents, d. I don't think they have any contribution in building my self esteem

20. What do you want to call yourself?(you can select more than one option): Strong mentality, flexible, sociable, sensitive, emotional, weak, easily hurt, short tempered , loving and friendly, team spirited, generous, doubtful, easy to hang with, handle pressure well, good communication skills and good interpersonal skills, high self confidence, low self confidence, high self esteem, low self esteem.

Rosenberg Self Esteem scale: Rosenberg self esteem scale is a 10 item scale which helps in measuring the self esteem which can be both positive as well as negative. The scale is generally one dimensional and the questions are answered in 4 point scale also called Likert format that ranges from strongly agree to strongly disagree. The scale ranges from 0-30. Scores between 15 and 25 are within normal range, scores below 15 suggest low self esteem.

Statistical Techniques Used

The survey was carried out for 7 days and then the analysis was carried out by using the IBM SPSS Statistics software (Version 23.0) and the following results were noted down. The tests that were carried out are as follows:

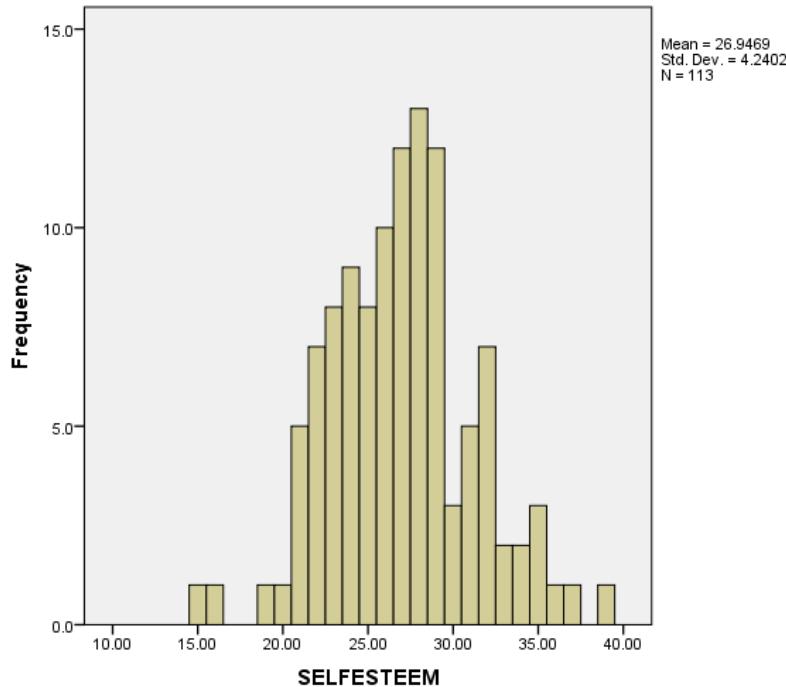
1. Histogram Analysis
2. Chi- square test
3. Bi-variate correlation analysis
4. Independent sample t-test

RESULTS

1. To find out the self esteem of the participants using the Rosenberg's Self esteem scale

By using the Rosenberg's self esteem scale we have found that the self esteem of the participants ranges between moderate to high. According this standardised scale the self esteem greater than 25 is considered to be high self esteem. The histogram analysis shows that the mean of participant's self esteem is 26.9649 and the range lies between 15 to 39.

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2. ***To determine if there is any relationship between Parents expectation and participants' self esteem.***

We have performed a Chi-Square analysis to check whether the parent's reaction to academic performance affects the participants' self esteem or not. We hypothesized

1. Null Hypothesis : The parent's reaction to academic performance does not affect the participants' self esteem.
2. Alternate Hypothesis : The parent's reaction to academic performance affects the participants' self esteem

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	79.743 ^a	63	.076
Likelihood Ratio	68.668	63	.291
N of Valid Cases	113		

a. 81 cells (92.0%) have expected count less than 5. The minimum expected count is .01.

The significant value obtained in the Chi-square test is 0.076 which is greater than 0.05 and hence we reject Null hypothesis and accept the alternate hypothesis.

3. ***To determine if there is any relationship between participants' academic performance and participants' self esteem.***

In the survey we have asked people to mention their academic performance and using these results we have performed a Chi-Square analysis with two Hypotheses.

1. Null hypothesis: The academic performance has no significant role on influencing one's self esteem.

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2. Alternate hypothesis: The academic performance has a significant role on influencing one's self esteem.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	68.911 ^a	105	.997
Likelihood Ratio	61.016	105	1.000
N of Valid Cases	113		

a. 129 cells (97.7%) have expected count less than 5. The minimum expected count is .01.

The significant value obtained from the Chi-square test is 0.997 which is greater than 0.05 and hence we accept the alternate hypothesis and reject the null hypothesis.

- 4. To find out the significant relationship between participants' relation with siblings and participants' self esteem.**

To find out the effect of siblings' relationship with the participant on the self esteem of the participant we have performed a Chi-square test where we made two hypothesis:

1. Null hypothesis: Sibling's relationship with the participant does not play and significant role in influencing the self esteem of the participant.
2. Alternate Hypothesis: Sibling's relationship with the participant does play and significant role in influencing the self esteem of the participant.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	68.911 ^a	105	.997
Likelihood Ratio	61.016	105	1.000
N of Valid Cases	113		

a. 129 cells (97.7%) have expected count less than 5. The minimum expected count is .01.

The significant value obtained from the Chi-square test is 1 which is greater than 0.05 and hence we reject the Null hypothesis and accept the Alternate Hypothesis.

- 5. To find out the significant relationship between age of siblings and participants' self esteem**

We had performed a Chi-square test to find out the effect of the age of siblings on the self esteem of the participant and we made two hypotheses while performing the test.

1. Null Hypothesis : The age of siblings does not affect the self esteem of the participant
2. Alternate Hypothesis : The age of siblings does affect the self esteem of the participant

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Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	86.546 ^a	84	.403
Likelihood Ratio	74.226	84	.768
N of Valid Cases	113		

a. 107 cells (97.3%) have expected count less than 5. The minimum expected count is .06.

The significant value obtained in the Chi-square test is 0.403 which is greater than 0.05. Hence we reject the null hypothesis and accept the alternate hypothesis.

6. To find out whether the native place of the participant play any role in the self esteem of the child or not.

To find out the role of native place on one's self esteem we have hypothesized that the native have a very weak or no relationship on participant's self esteem. The Pearson Correlation coefficient has been found out to be 0.110 and hence we can conclude there exists a very weak relationship between the native place on one's self esteem.

Correlations

		SELFESTEEM	NATIVE
SELFESTEEM	Pearson Correlation	1	.110
	Sig. (2-tailed)		.248
	N	113	112
NATIVE	Pearson Correlation	.110	1
	Sig. (2-tailed)	.248	
	N	112	112

7. To find out whether gender plays any role on participants' self esteem or not

The gender always plays an important role in determining one's self esteem. To analyse the relationship between one's gender and his self esteem we carried out a independent sample t-test using the following hypotheses:

1. Null Hypothesis : Gender does not play any significant role in determining one's self esteem.
2. Alternate Hypothesis: Gender plays a significant value in determining one's self esteem.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
SELFESTEEM	Equal variances assumed Equal variances not assumed	.657 .	.419 -1.576 -1.529	110 80.583	.118 .130	-1.29525 -1.29525	.82183 .84707	-2.92391 -2.98078	.33342 .39029	

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The significant value obtained in the t-test is 0.415 which is greater than 0.05 and hence we reject the null hypothesis and accept the alternate hypothesis.

DISCUSSION

The data collected from the survey has been analysed by using the IBM SPSS (23.0) software and we have found the self esteem of the participants belonging to the age group 15-25 ranges from 15-39 and the mean has been found out to be approximately 27. The parents and siblings provided a fruitful environment for the child to develop a high self esteem and hence we found that most of the participants have a frequency of about 27. Researches show that the native place does not play any significant role on influencing one's personality development and we have found in our research that the native place has a very weak relationship with the self esteem of the participant. On the other hand the gender of the participant strongly influences the self esteem of the participant and the role of gender varies from place to place. Home is the place where one comes to know about their own self and starts developing their self image. The relationship of the participants with their siblings helps in influencing the self esteem of the child and also the age of the siblings affects one's self esteem. On the other hand academics are one of the most important factor that influences the self esteem of a person. When a person performs well in the examination, their confidence is elevated and hence they start thinking positively and tend to work hard for performing better in the next examination. Hence academic performance of an individual affects his self esteem. When a child is brought up he needs to be motivated all the time by his parents and therefore parents' reaction to their child's academic performance is important. In this research we have found that the parent's reaction plays a significant role in deciding the self esteem of the child.

CONCLUSION

Through this research we can conclude that there are several factors which play an important role in moulding the self esteem of an individual but the influence of the parents and the siblings are the strongest. A better family life and fruitful relationship with the parents can create a very suitable environment for the child to grow in a proper atmosphere. It is of utmost importance that the child must develop a very high self esteem in order to lead a better life in their future.

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