

Relation between Self-esteem, Parenting Style and Timidity among children

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Abstract:

The study is attempted to explore the relationship between self-esteem, parenting style and timidity among children. A sample of 100 students selected from different schools of Kerala State (Kannur District). Interpersonal Sensitivity Scale, Perceived Parenting Style Scale and Rosenberg's Self Esteem Scales along with socio demographic sheet were used for data collection. The results states that timidity has negative relation with self-esteem. Further, it states that low self-esteem can be a good predictor of timidity among children and authoritative parenting style may tend to develop timidity and low self esteem among children.

Keywords: Self-esteem, Parenting Styles, Timidity.

I. INTRODUCTION

Emotional and behavioural problems are among the most important causes of functional disability in children. Children's emotional and behavioural problems are a common concern of parents and teachers because these problems often have serious negative consequences for their academic achievement and personality development. The type of problems often differ by the age of the child and include a wide variety of issues such as conduct problems, aggression, anti-social behaviour, anxiety, depression and substance abuse.

Self-esteem is how we assess ourselves; it is how we identify and observe our value to the world and how precious we think we are to others. Self-esteem affects our trust in others, our relationships, and our work – nearly every part of our lives. Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection (Rosenberg, 1965).

Parenting or child nurture is the course of action to promoting, supporting, encouraging and cheering the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child apart from the biological affiliation. The most widespread contributor in parenting is the biological parent of the child in question, although others may be an older sibling, a grandparent, a legal guardian, aunt, uncle or other family member or a family friend (Lytton, & Romney, 1991).

Anytime the person face what seems to be a serious threat to person's well being, the person may react with the state of immediate alarm known as timidity. Timidity is one of the psychological trait that prepare the person for action-for "fight or flight" when danger threatens. They may lead the person to cautiously in a storm, keep the person with our reading assignments, treat our dates more sensitively and work harder at our jobs (Leary & Kowalski, 1995).

A number of studies reported that there is significant negative relation between self-esteem and timidity which means that if

once has high self-esteem then he has low level of timidity character (Leary & Kowalski, 1995). Further studies showed that parenting style is significant related with timidity as well as self-esteem. Parenting style is a significant predictor of self-esteem (Moutier & Stein, 1999). Research indicate that emotional and behavioural problems in early childhood tend to continue into middle childhood and adolescents and may predict later social and academic problems or other difficulties such as substance abuse, high-risk sexual activity and suicide.

II. OBJECTIVES OF THE STUDY

1. To study the relation between Self-Esteem, parenting style and timidity of children.
2. To study the difference in mean scores of timidity character of children with regard to gender.

III. HYPOTHESIS

- There would be significant relationship between timidity, self-esteem and, parenting style.
- There exists no significant difference in the mean scores of timidity of children in regard to gender.

IV. AIM

To study the relation between self -esteem, parenting style and timidity among children.

V. METHOD

Sample

The sample of the study consisted of 100 children, 50 boys and 50 girls from different schools of Kerala state (Kannur District). The age of the participants ranged from 10-12 years,

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Tools for Data Collection

The participants were contacted and interviewed on following valid and reliable scales:

The Interpersonal Sensitivity Measure (IPSM) to measure timidity; the Interpersonal Sensitivity scale (ISM) was developed by Boyce and Parker (1989) consisting of 36 items self report questionnaire with five point Likert type scale.

Rosenberg Self-Esteem Scale to measure self-esteem: The Rosenberg self-esteem scale (RSES), developed by sociologist Dr. Morris Rosenberg, is a self-esteem measure widely used in social science research. This scale consists of 20 items with a five point Likert type scale. Higher scores on this scale indicate of high in self esteem. For the present study used the standardized version of scale which was developed by Thomas and Sam Sanada Raj (1985).

Perceived Parenting Scale was developed by Jayan and Nisha (2010), University of Calicut, was used to measure quality of parenting on the child’s perspective. It consist of 46 items with five point Likert type scale.

Procedure

Sample of the study was taken from diverse schools of Kerala State(Kannur District) both Govt. and Private schools. Three scales along with socio demographic data sheet are used to get information from sample. The character and intention of the study was shared with sample. After collection of the data the sample was express thanks for their corporation.

Statistical Analysis

After the data collection, the data were entered in Statistical Package of Social Sciences (SPSS) version 16 for analysis. Pearson’s Product Moment correlation was applied to find out the relationship. t-ratio has calculated to know the difference between the mean scores of timidity with regard to gender of children.

VI. RESULT AND DISCUSSION

The data was analyzed and the results are shown below in tables

Table 1 shows the correlation analysis between timidity and parenting style and self - esteem

Scales	TDY	SE	AUT	AUTH	PER
TDY	1				
SE	-.745**	1			
AUT	0.861**	0.760**	1		
AUTH	0.347**	0.469**	0.653**	1	
PER	0.336**	0.403**	0.684**	0.746**	1

** .Correlation is significant at the 0.01 level (2-tailed).

TDY= Timidity, SE= Self Esteem, AUT=Authoritarian, AUTH=Authoritative, PER= Permissive

Table 2 shows the mean scores of timidity of children according to gender.

Gender	N	MEAN	SD	t-value
Male	50	27.22	5.23	0.13
Female	50	28.33	4.64	

The current study describes the relation between timidity, self-esteem and parenting style among children. It was hypothesized that there is significant relation between timidity, self-esteem and parenting among children. Studies have shown that two parenting styles such as authoritarian and permission are more likely to have a low impact on child’s emotional and cognitive development.

The major conclusion elicited that low self-esteem is an interpreter of timidity with high positive significant correlation. Self esteem, the general self-evaluation one makes of oneself, can vary during life predominantly throughout major life changes. It is no speculate then that during the changes and challenges of adolescence there can be significant changes in a teenager’s assessment of their personal self-image or self-worth. Researches illustrate that that self esteem acted as a mediator between introversion ,reserve and anxiety. It is stated that up to a half of adolescents will resist with low self esteem, many of these occurrences during the early teen years .

Researches show that the increased rates of lower self esteem is the transition from one stage of development to the next. The most remarkable transition period is from 8 years to 18 years. The development of self esteem may change the status of the child or adolescent and may occur the comfort level. Table 1 shows that the self esteem shows negative high significant correlation with timidity, which states that the if the child is having high self esteem then the child will show low level of timidity character. In other sense if the child shows high level of timidity character then the child may have the low self esteem.

Table 1 shows that the parenting styles such as authoritarian , authoritative and permissive were positively correlated with timidity and self esteem. The result describes that if the child has any kind of difficulty with wide range of events and activities, the home environment has to be revealed more over the parenting style. In the present study authoritarian parenting style shows high significant relationship with timidity. The parenting style would be strict and harsh, discipline, constant criticism or correction at the hands of parents, intra-parental conflicts etc often leads to timidity and fear towards socio-cultural views.

Table 2 shows the mean scores of timidity character of children with regard to gender. The mean score of children with respect to male and female are 27.22 & 28.33 respectively. SD of male and female children are 5.23 & 4.64 respectively. The t- ratio is 0.13 which shows that there is no significant difference in the mean score of timidity character of children with respect gender. Hence hypothesis 3 stating “There exists no significant difference in the mean scores of timidity character of children with regard to gender” stands accepted.

VII. CONCLUSION

Any deviant behaviour of the child, which is not in conformity with the expectations of the society to which he belongs and detrimental to the welfare of himself as well as others is termed as behaviour problem. When the behaviour of a child becomes a problem to the home, the school and the community, he becomes a problem child. Factors like parental attitude, over protection, rejection, imbalanced parental relationship, lack of parental love, authoritarian attitudes of parents and teachers etc are responsible for the timidity or any deviant behaviour of children. The best way to deal with timidity and hostility is by reducing the child's feeling of insecurity, inadequacy and guilt. Positive reinforcement is very important in improving the child's self-esteem and changing his self-perception. Rectify the school education and school environment by making it healthy and congenial. Provide personal guidance to children to assertive to make proper social and emotional adjustment. Provide personal guidance and group work shop for the parents to get the awareness of child timidity character and its influencing factors.

VIII. REFERENCE

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