

Title	A Comparative Study of Self-Esteem, Self-Efficacy, Life – Satisfaction, Stress-Resistant Personality and Emotional Maladjustment between High School Students of Authoritarian Parents and those of Authoritative Parents
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**A Comparative Study of Self-Esteem, Self-Efficacy,
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Maladjustment between High School Students of
Authoritarian Parents and those of Authoritative Parents**

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Abstract

240 high school student's perceived parenting styles were indentified by using perceived Parenting Style Scale. In our culture, majority of student described that their parents practise authoritative parenting style. Authoritarian parenting style is second most practised in our culture, according to the results of this study. In comparison between a group of 44 students from authoritarian parenting home and group of 182 students from authoritative parenting home, the present study found that the former group was more cynical, lower in life- satisfaction, and hardiness than the latter group. Moreover, the authoritarian group shows emotional maladjustment more than the authoritative group.

Introduction

It is within the family that the child learns his first set of social roles, and in doing so. take a major step in the process of socialization. It is within the setting of the family, furthermore, that the child forms his self-concept. Recent studies have shown that parents significantly affect their children's outlook on such wide-ranging issues as drinking behavior (Barnes, 1986), gender- role identity (Cost. 1986), religion (Hoge. Petrillo, and Smith 1982) and marijuana use (Yamaguchi and Kandel. 1985).

Homes differ from each other in so many ways. Even in the same home the parent's behavior towards their children differ from one child to another and thus we have different personality. Of Course, the foundation of healthy development in children are laid in early - the physical care which the children receive, the love and acceptance he or she experience, the degree to which his or her environment stimulates learning, the discipline and guidance he or she is given and the recognition and reinforcement he or she receives for successful accomplishment. So parent –child relationship is important for child's health developments. In facts, a parent- child

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relationship is always two-way relationship. As with any continuing relationship, the behavior of each person affects the behavior of other. Some children are easier to love than others; some parents are more sensitive than others to infant's needs.

Parental rejection of the child is closely related to " masked deprivation " and may be shown in various ways – by physical neglect, denial of love and affection, lack of interest in child's activities and achievements, harsh or inconsistent punishment, failure of spend time with child's rights and feelings. In a minority of cases, it is also involves cruel and abusive treatment. Parental rejection may be partial or complete, passive active subtly or overtly cruel. More recent studies have supported and extended these earlier findings. Parental rejection is a key factor among children suffering from excessive fears. Stierlin (1973) found that parental rejection is a major reason why adolescents dedice to run away from home. In a study of a wide variety of psychological disorders among urban children, Langner (1974) found that coldness is a common factor.

Moreover, some parents place excessive pressures on their children to live up to unrealistically " high" standards. Typically, however, the child is never quite able to live up to parental expectations and demands. Parental demands are unrealistically low, and the parents do not care what happens as longs the child stays out of trouble. Cooper smith (1976) found that the children of such parent were significantly lower in both achievements and self – esteem than that were children whose parents had high realistic expectations for them. So, parenting styles parents partise are important for children's healthy development.

According to psychologist Diana Baumarind (1971) and recent developmentalist (Santrock, 1983) there are four major different types of parenting: Authoritarian, Authoritative, Permissive indulgent, and Permissive indifferent.

Authoritarian parenting is a restrictive, punitive style that exhorts the child to follow the parents' direction and to respect work and effort. The authoritarian parent places firm limits firm limits and controls on the child with little verbal exchange allowed. Authoritarian parenting is associated with children's social incompetence. Children of authoritarian parents are often anxious about social comparison, fail to

initiate activity, and have poor communication skills. And in one recent study, early harsh discipline was associated with child aggression (Weiss & others, 1992).

Authoritative parenting encourages children to be independent but still places limits and controls on their actions. Extensive verbal give- and - take is allowed, and parents are warm and nurturant toward the child. Authoritative parenting is children's social competence. Children whose parents are authoritative are socially competent, self-reliant and socially responsible.

Permissive - indifferent parenting is a style in which the parent is very uninvolved in the child's life. It is associated with children's social incompetence, especially a lack of self-control. Children have strong need from their parents to care about them. Children whose parents are permissive - indifferent are socially incompetent. They show poor self-control and do not handle independence well.

Permissive - indulgent parenting is a style of parenting in which parents are highly involved with their children but place few demands or controls on them. Permissive - indulgent parenting is associated with children's social incompetence, especially lack of self-control. Children whose parents are permissive - indulgent rarely learn respect for others and have difficulty controlling their behaviors. These evidences show that parenting styles effect the personality development.

In the United States today there is a growing controversy that hinges on racial differences in average IQ scores. It is documented that African American and other minorities in the United States score an average of 15 points lower on IQ tests than (whites). Since the major contribution of IQ tests is their ability to predict success in school, it seems logical to predict that because African Americans score lower than white on IQ tests, they will perform lower on measures of school success. John Ogbu (1988), himself an African - American psychologist, has studied the phenomenon extensively and has come up with some explanations.

When children from middle class families enter school, they enter ready - academically, socially and emotionally -to learn in the school environment. Their parents (white family) have read to them since they were infants, so books are familiar friends. They feel comfortable in the schoolroom because it looks a lot like their home, with chairs, and tables in which they expected to sit and blocks and other

familiar toys arranged neatly in their own places on shelves. In short, their parents from their white, middle- class culture have prepared them for their first school experience. Not so for many urban African - American children, who come from a different culture – the culture of street. Their parents are forced to prepare them to survive life on the streets of the city, rather than to read in the class classroom. Ogbu assumes that these children come to school overwhelmed by not only the kinds of materials they work with but also the expectations and demands places on them.

Based on the above studies, the present study intends to investigate what kinds of parenting style are common in Myanmar culture. Next, the present study intends to examine relationship between perceive parenting styles of high school students and their personality characteristics. More specifically, the present study is to compare self- efficacy, self-esteem, stress - resistant personality, and emotional maladjustment between high school students of authoritarian parents and those of authoritative parents.

Method

The research method used in this study was an ex post facto research or field study. The independent variable was the effect of perceived parenting styles and the dependent variables were self- efficacy, self - esteem, life satisfaction and stress-resistant personality, and emotional maladjustment.

Participants

A group of 240 high school students from 4 high schools in Taunggyi, were recruited as research participants.

Measures

Perceived parenting Style Scale

This scale was developed by Aye Thida in 2005. It is made up of 8 items. Each item includes four types of parenting. The scale is constructed in form of forced- choice technique. Of these four statements, a respondent has to choose the statement he or she agrees most. For example;

I perceive that

- (1) My father restricts my freedom more than enough. (Authoritarian)
- (2) My father always discusses my behavior style with me without anger. (Authoritative)
- (3) My father very seldom has a conversation with me because he is always busy himself in his business. (Permissive indifferent)
- (4) My father buys me everything I demand. (Permissive indulgent)

Similarly, the respondent has to assess what type of his or her mother is. Then, by combination of father type and mother type, the researcher identifies what type of parents perceived by the respondents.

Life satisfaction Scale

To assess the life satisfaction of high school students, the participants were given a eight-rung ladder marked at the top "best life for you" and at the bottom with "worst life for you". Each participant was asked to mark the rung the best present his or her current life.

Mandalay General Self-efficacy Scale

This scale was developed by Nan Shwe Zin Oo in 2006. It was an adaptation to Myanmar version of general Self-efficacy Scale originally developed by Jerusalem Schwarzer in 1992. The scale includes 10 items and is self-administered. Responses are made on 4-point scale. The test-retest reliability for the scale examined by Gaybral Pon in 2007 was .71.

Mandalay Self-esteem Scale

The Mandalay Self-esteem Scale was developed by Daw Ni Ni Lwin, Aye Nyaing Htay, Ei Ei Chaw and Nan Lin Lin Latt in 2004. This scale is self-administered and consists of 49 items. Yes or No response is made on each item. Test-retest reliability coefficient of the scale was .82.

Stress - Resistant Personality Inventory

This inventory is made up of three subscales; Cynicism Scale, Optimism Scale, and Hardiness Scale. The Cynicism Scale has a set of 10 items. The Scale Optimism consists of 10 items and the hardiness scale, 14 items. Responses are made on 5-point

scale. Test-retest reliability of the scale were .83 for the Cynicism Scale, .80 for the Optimism Scale and .78 for the Hardiness Scale. Validity coefficients of the inventory were .67, .71 and .66 for the Cynicism Scale, the Optimism Scale, and the Hardiness Scale respectively. This inventory was developed by Than Than Maw and San San Myint in 2001.

Emotional Maladjustment Scale

This scale has a check list of 14 psychological symptoms: loneliness, being confused, being anxious, frustration, depression, loss of sleep, feeling of inferiority in comparison with others, sadness, rejection, worrying about health, bad relationship with relatives, bad relationship in class room, lack of desire to speak to others, being irritable. The respondents were asked to list these problems whether they have and responses are made on 4-point scale.

Procedure

In order to collect data from students, the researcher went to No. 1, 2, 3, and 4 State High Schools in Taunggyi to get the permission of Head Master of schools. Then, students who are attending at these schools were approached by the help of their class teachers and asked to participate in a questionnaire study of "Testing Personality". Participants then received a 12-page questionnaire to complete. Firstly, participants' perceived parenting styles were identified by using Perceived Parenting Style Scale. And then, personality factors of students of authoritarian parents — self-efficacy, self-esteem, stress-resistant personality, and emotional adjustment — were compared with those of students from authoritative home.

Results and Discussion

According to the results, 240 participants could be identified as four different parenting styles: Authoritarian, Authoritative, Permissive indifference, and Permissive indulgent. Percentage of different parenting style was as follows:

Authoritarian parents	44 (18%)
Authoritative parents	182 (76%)
Permissive indifferent parents	4 (2%)
Permissive indulgent parents	10 (4%)

Majority of students (76%) perceived their parents as authoritative parents. 18 percent of students assessed their parents as authoritarian parents. Permissive indifferent Parents were found to be two percent and Permissive indulgent parent, four percent. After categorizing parenting style, students of authoritarian parents and those of authoritative parents were extracted and their personality characteristics — self-efficacy, self-esteem, life-satisfaction, stress-resistant personality and emotional maladjustment — were compared each other. The results can be seen in Table 1.

Table 1. t values and means of two student groups on life satisfaction, self-esteem, hardiness, cynicism, optimism, general self-efficacy and emotional maladjustment

Descriptions of Measure	Students of authoritative parents (M1, N =182)	Students of authoritarian parents (M2, N =44)	t value	Significant level
Life satisfaction	6.21	4.91	4.814	***
Self-esteem	31.08	28.82	1.649	Not significant
Emotional maladjustment	10.15	13.21	-3.00	***
Hardiness	52.83	49.50	3.398	***
Cynicism	34.34	38.30	-3.96	***
Optimism	30.7	31.23	-0.55	Not significant
General self-efficacy	26.86	27.43	-0.626	Not significant

*** = $P < .005$

The results show that general self-efficacy did not differ between students of authoritarian parents and those of authoritative parents. Next, according to the results of the present study, optimism and self-esteem did not differ between these groups, either.

However, life-satisfaction differed between students of authoritarian parents ($M = 4.91$) and those of authoritative parents ($M = 6.21$), $t(224) = 4.814$, $p < .005$. Next hardiness different between students of authoritarian ($M = 52.83$), $t(224) = 3.398$, $p < .005$, and besides, cynical attitude also differed between students of

authoritarian ($M = 38.30$) and students those of authoritative ($M = 34.34$), $t(224) = -3.96$, $p < .005$. Moreover, emotional maladjustment differed between students living in authoritarian home ($M = 13.21$) and those living in authoritative home ($M = 10.15$), $t(218) = -3.00$ $P < .005$.

The results indicate that students of authoritarian parents were less in life-satisfaction than those whom come from authoritative. This fact may be a consequence of their parents' restrictive and punitive style that exhorts them to follow the parents' direction and to respect work and effort.

Moreover, the result shows that students of authoritarian parents were not hardy as much as those of authoritative parents. Moreover, the present study says that students of authoritarian parents were more cynical than those from authoritative homes. In other words, students living in authoritarian homes have a basic mistrust of others. This finding is consistent with Weiss & others' finding that early harsh discipline was associated with child aggression.

Finally, in a comparison between the group of students from authoritarian homes and the group of students from authoritative homes, the present study showed that distinguishing features were emotional maladjustment of students of the authoritarian parents their loneliness, being confused, being anxious, frustration, depression, loss of sleep, feeling of inferiority in comparison with others, sadness, rejection, worrying about health, bad relationship with relatives, bad relationship in class room, lack of desire to speak to others, being irritable.

Summary and Conclusion

This paper is a report of an attempt of examine the relationship between two different perceived parenting styles (Authoritarian and Authoritative) and personality factors: self-efficacy, self-esteem, stress-resistant personality and emotional maladjustment. More specifically, these personality factors of authoritarian parents' children were compared with those of authoritative parent's children.

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their parents practise authoritative parenting style. Authoritarian parenting style is second most practised in our culture, according to the results of this study.

In comparison between a group of 44 students from authoritarian parenting home and a group of 182 students from authoritative parenting home, the present study found that the former groups were more cynical, lower in life-satisfaction and hardiness than the latter group. Moreover, the authoritarian group shows emotional maladjustment more than the authoritative.

In sum, this study tells us parent-child relationship is important for children's healthy personality development.

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