IMPACT OF PARENTING STYLES ON EMOTIONAL MATURITY AND SELF ESTEEM OF COLLEGE STUDENTS

Mr. Kartikeya Chauhan, Student, Amity Institute of Behavioral & Allied Sciences, Amity University Lucknow Campus

Ms. Reetika Pal, Assistant Professor, Amity Institute of Behavioral & Allied Sciences, Amity University Lucknow Campus

Abstract:
The future of humanity rest in the hands of youth, in which college student are an integral part. The youth or later adolescent age is an age with new opportunity and also according to famous psychologist Eric Erickson results in the phase of Identity V/s Identity Confusion. The support of parents are a much required pre-requisite to help the adolescent in maturing and attaining the future prospects successfully. The Later adolescent phase also marks the beginning of emotional maturity which play an integral part in their decision making activities. This paper focuses to study impact of parenting styles emotional maturity and self esteem of college students. The sample consists of 30 students each from single parenting and normal parenting. Tools used in this study were Emotional maturity scale by Dr Yashvir Singh and Dr. Mahesh bhargava and Rosenberg self esteem scale. T test was computed as statistical treatment on the given data which concluded that results showed significant difference for the study.

Keywords: Emotional Maturity, Self Esteem, Parenting, College Students

INTRODUCTION

Self-esteem refers to a person's beliefs about their own worth and value. It also has to do with the feelings people experience that follow from their sense of worthiness or unworthiness. Self-esteem is important because it heavily influences people's choices and decisions. In other words, self-esteem serves a motivational function by making it more or less likely that people will take care of themselves and explore their full potential. People with high self-esteem are also people who are motivated to take care of themselves and to persistently strive towards the fulfilment of personal goals and aspirations. People with lower self-esteem don't tend to
regard themselves as worthy of happy outcomes or capable of achieving them and so tend to let important things slide and to be less persistent and resilient in terms of overcoming adversity. They may have the same kinds of goals as people with higher self-esteem, but they are generally less motivated to pursue them to their conclusion.

Self-esteem is a somewhat abstract concept; it's hard for someone who doesn't already have it to know what it would be like to have it. One way for people who have lower self-esteem to begin to appreciate what it would be like to have higher self-esteem is to consider how they may feel about things in their lives that they value. In contrast, there are other people whose high self-esteem seems excessive and out of proportion to their actual accomplishments and actions. These people think well of themselves but cannot point to any substantive past accomplishments, actions or choices they have made which would justify that high self-opinion to a fair minded observer. Their higher self-esteem is based more on a sense of entitlement than on any accomplishment. This entitled version of high self-esteem is considered to be less psychologically healthy than the more proportional variety of self-esteem, mostly because of the selfish and self-centered behavior that tends to accompany the sense of entitlement. This variety of high self-esteem is sometimes described as "overly-inflated", indicating that it is excessive and out of proportion to actual accomplishments and actions. In adults, this type of self-esteem can be linked to Narcissism.

A person reflects the people thinking towards him/her, every human with normal or high self-esteem takes him/her self wanted and valuable. In contrast, a person with low self-esteem feels rejected, incapable and worthless. Self-esteem can be defined in numerous ways. Most commonly, self-esteem is defined on the basis of two psychological processes: evaluation and affect (Mruk, 2006). Schwalbe and Staples (1991), properly defined self-esteem as the feelings an individual has about him/herself that affect the way he/she views himself/herself. These views include self-observations, perceived feelings. Laboratory studies have generally failed to find that self-esteem causes good task performance, with the important exception that high self-esteem facilitates persistence after failure. People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem, but objective measures disconfirm most of these beliefs, (Baumeister, R., Campbell, J., Krueger, J., & Vohs, K. 2003).

The concept of maturity has not received a great deal of explicit attention in the literature. Delineation of libidinal development has been yielded the important formulation of the
"Genital level" and "object-interest (Freud, 1924)". Recent emphasis on the conflict between the regressive, dependents, versus the progressive, productive forces in the personality has directed interest toward the more detailed nature of maturity. L.S. Hollingworth (1928) mentions some characteristics of emotionally mature person in the following points that are, (1). He is capable of responding in gradation or degree of emotional responses. He does not respond in all or none fashion, but keeps within bounds. If his hat blow off, he does not below up.(2). He is also able to delay his responses as controlled with the impulsiveness of young child (3). Handling of self pity, instead of showing unrestrained self pity, he tries to feel for him. Childhood emotional stresses influence the infant's congenital heredity plus physical and emotional forces acting upon sperm and egg, (prior to conception and until birth) endowment and developmental forces, the child being most formative upto the age of about six.

Naik, D. P. K., & Saimons, S. K. (2014), there is extensive research linking healthy social and emotional development to effective parenting. Adolescents thrive when parents provide not only affection, but also respectful communication and listening, consistent rules and expectations, and safe opportunities that promote independence. Successful parenting fosters psychological adjustment, helps adolescents succeed in school, encourages curiosity about the world, and motivates children to achieve. The emotional aspect of maturity is the most important factor in the development of the comprehensive mature personality, especially for the gifted. This is the global factor of emotional maturity which is the strength to actualize individual abilities within the frame of social demands.

Walter D. Smitson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra physically and intra-personally. Kaplan and Baron elaborate the characteristics of an emotionally mature person, say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long-term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.
Rationale of the study

Self-esteem refers to a person's beliefs about their own worth and value. It also has to do with the feelings people experience that follow from their sense of worthiness or unworthiness. Self-esteem is important because it heavily influences people's choices and decisions.

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So. The study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. Available tests are crude and measure chiefly the degree of dependence. But this test measures the different aspects of emotional maturity. As self acceptance is an important aspect of maturity says Wenkart, and it must be preceded by acceptance from others.

Actually, emotional maturity is not only the effective determinant of personality pattern but it also helps to control the growth of adolescent's development. The concept Mature” emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish.

Methodology

Objective- A study on impact of parenting styles on emotional maturity and self esteem of college students .

Dependent variable – Emotional maturity and Self-esteem.

Independent variable – Single parenting and Normal parenting.

Manipulation Variable: Parenting Styles

Tools Used:-

Rosenberg Self-Esteem Scale (RSES) (1965)

The scale is widely used to measure the self-esteem. The scale consists of total 10 items with 4-point Likert type scale; 1 is strongly disagree, 2 is disagree, 3 is agree, 4 is strongly agree. 50% of the items are reversely scored that indicates that lower the scores, higher the self-
esteem. Greater than 20 scores depict the positive self-esteem. Normally, participants take 5-10 minutes to complete the questionnaire. The scale has high Reliability and Validity. “The internal consistency range from 0.75-0.92 and test- retest reliability is 0.85-0.88 concurrent validity of Rosenberg self-esteem scale is 0.60-0.72” (Rosenberg, M. (1965).

Emotional Maturity Scale (EMS; Singh and Bhargava, 1991)

This scale measures a list of five broad factors of Emotional Immaturity-Emotional Unstability, Emotional regression, social maladjustment, personality disintegration, lack of independence. It is a self reporting five point scale. Items of the scale are in question form demanding information for each in either of the 5 options: Always, Mostly, Uncertain, Usually, Never. The items were scored as 5,4,3,2,1 respectively. Therefore, the higher the score on the scale, greater the degree of the emotional immaturity and vice versa. The scale has total 48 items. There are 10 items per factor except the fifth factor which has 8 items. The highest possible score for the first 4 areas are 50 and the lowest is 10 while for the fifth factor the highest score is 40 and lowest is 8. (For all the first 4 factors the extremely unstable range from 10-20( for 5th factor-8-16),moderately unstable from 21-30 (17-24), unstable from 31-40(25-32), stable from 41-50(33-40)). Reliability of the scale was determined by test retest reliability which was 0.75 and internal consistency for various factors ranged from .42-.86. The scale was validated against external criteria, i.e. the (d) area of the adjustment inventory for college students by Sinha and Singh (1995). The inventory has 'd' area measuring emotional adjustment of college students. The no of items of this area is twenty one. Product moment correlation obtained between total scores on all twenty one(d) items and total scores on EMS was .64 (N=46). Scoring was done as per the manual. The five factors: Emotional instability represents syndrome of lack of capacity to dispose off problems, irritability, needs constant help for ones day to day work, vulnerability, stubbornness and temper tantrums. Emotional regression, represent such syndromes as feelings of inferiority, restlessness, hostility, aggressiveness and self adaptability. Personality disintegration where person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction and has distorted sense of reality. Lack of independence shows persons parasitic dependence on others, lack of objective interests in people and think of him as an unreliable person.

Result

Table 1- showing the result after t-test done on the collected data.

<table>
<thead>
<tr>
<th></th>
<th>Significance Level</th>
<th>N</th>
<th>df</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single parenting</td>
<td>0.01</td>
<td>15</td>
<td>14</td>
<td>18.77</td>
<td>&lt;.00001</td>
</tr>
<tr>
<td>Normal parenting</td>
<td>0.05</td>
<td>15</td>
<td>14</td>
<td>18.77</td>
<td>&lt;.00001</td>
</tr>
<tr>
<td>Self-esteem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single parenting</td>
<td>0.01</td>
<td>15</td>
<td>14</td>
<td>-4.79</td>
<td>.000049</td>
</tr>
<tr>
<td>Normal parenting</td>
<td>0.05</td>
<td>15</td>
<td>14</td>
<td>-4.79</td>
<td>.000049</td>
</tr>
</tbody>
</table>

Inference:-

The results conclude that there is a significant difference between the emotional maturity and self-esteem of college going students with single parents and normal parents.

Discussion

In today’s generation, mental health of college student is so very important as they are the torch bearers of humanity and it is very much important keep their mental health or general health good. And for that it is very much needed to the study the factors and build these students and their personalities. So emotional maturity and self esteem play major role in that. And as in psychology we talked about nature and nurture this study comprises the same nature being self esteem and emotional maturity wild nature Bing type of parenting.

The objective the objective was study on the emotional maturity and self esteem of college students with single parent in normal parents. The paper is empirical in nature. The sample chosen was from Amity University Lucknow. Small interviews were taken of the subjects before they filled the questionnaires. Fifteen samples from students with single parent and fifteen samples from students with normal parent were taken.

After collection of data the correlation between the two variables that is emotional maturity and self esteem was found, which came out little weak and then t-test was done. In which t-value for emotional maturity of students with single parent was 18.77 and p-value was <.00001. And t-value for emotional maturity of students with normal parenting was 18.77 and
p-value was <.00001. While t-value for self-esteem of students with single was -4.79 and p-value was .000049. And t-value for self esteem of students with normal parent was -4.79 and p-value was .000049.

After analysis result show that there was a significant difference between the variables that is students with single parents are more emotionally mature and with low self esteem then the students with normal parents. It might be because students who have single parent always have this constant void of a missing parent which affects their beliefs, self image mostly in turn affecting their self esteem while their emotional maturity can be greatly affected by the fact that the one parent they have reclusive is to reclusive about his/her emotions with the child or can dump all the emotions on the child and in both ways the child is experiencing emotions in a negative way. While in normal parenting either of the parent at one or the other time is available for the child to support and help in experiencing all kinds of emotions.

**Limitations of the study**

The few limitations in this study can be as follows -:

- The studies on the chosen topic and context were a bit less.
- More factors and variables have been taken in both context such as other components of nature and nurture like parenting styles, environment of the student, quality of life, happiness etc.
- The sample size can be more elaborate and can more spread over any age limit is more lower such as school going students the study would be more useful.

**Suggestions for further research**

Few suggestions or scope of further studies can be -:

- If the study could have incorporated more factors or variables, more studies would be found.
- More components of the students that is their nature nurture could be included for more in-depth.
- The sample size could be more and age limit could have been more lower.
Implications of the study

The study can be very useful to help or deal with college student issues in many aspects if needed such as education social adjustment at etc. It gives a view point on how parenting styles can have an impact on the emotional development of the child and also provide a difference in their self concept and self esteem issues.

References


