

To Study the Effect of Parental Involvement on Self Esteem in Indian Youth Players

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ABSTRACT

The purpose of the current study is to examine the effect of parental involvement on self esteem of Indian youth players and extending the researches that found strong relation between these two construct. The study was conducted on 100 subjects (N=100; 50 males and 50 females) with an age range of 14 to 18 years. Parental involvement scale by Vijaya Laxmi Chauhan and Gunjan Ganotra Arora (2009) and self esteem scale by R.N Singh and Ankita Shrivastava (2004) were administered to collect the data. Comparison of means, t-test and correlation were used for data analysis. Results revealed that there was a significant gender difference on parental involvement. The female players reported higher mean value than males on parental involvement scale whereas the mean score on self esteem scale showed non significant gender difference. The correlation analysis revealed that parental involvement and self esteem both functioned independently. Thus, findings indicated that parental involvement was more in case of female players than male players but no significant relation was found with self esteem in both genders.

Keywords: Parental involvement, Self esteem, Youth players.

According to definition by Fagen and Cowen (1996) parental involvement as “the amount of time the parents spent in activities with the child, and participation in relevant term of the child’s life.” Parents often assume the role of motivator, facilitator, even coach in the life of the young athletes. In this role parents can provide financial, emotional and physical support. They can also apply pressure to the young athlete in the interest of excellence and success. Parents are often the primary socializing agents for getting children involved, often teaching the teaching the first stems referring to sports skills, and many young elite athletes emphasize the supportive influence of their parents during their career. Initially parents act as child’s first coach, and are highly committed to their children’s career. They invest money, time and emotional support in helping them to climb the ladder of success. Even when it comes to a season-ending injury, or

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even career termination, parents again are a major source of support and are externally helpful in the coping process. While it may seem that the effect of parental involvement in a child's sporting career depend primarily upon the degree of attention paid to it by parents, it should be emphasized that it is also the quality of parent-child interaction that is important. There is evidence to suggest that high-pressure youth sports such as tennis pose a serious threat to the psychological well being. Parental involvement can either temper or exacerbate the negative impact of inevitable losses and training setbacks. A strong parent child relationship can spur success in achievement oriented activities through the reduction of disruptive behavior, low aggression levels, respect for authority, self-control and an environment free from harmful situations (Du Bois and Eitel, 1994, Fagen and Cowen, 1996). Many parents believe that as children approach the teen years, their influence drops significantly. While it is true parental influence does diminish, parents who continue to stay engaged in the lives of their children are still seen as an important resource and influence in the life of the child. There is evidence of children's perceptions of their parent's involvement, but there is no such research on the perceptions of the parents on their own involvement in their children's sports. Comparison between what the child perceives to be true and what the parent perceives to be true could be nothing short of fascinating. Many possibilities exist when thinking about this research. Children may believe that their parents are overbearing and putting too much pressure on them to succeed in sport, while their parents believe that they are doing everything right. Perhaps a child feels that everything is fine, while the parents feel guilty and uninvolved. It is necessary for parents to be involved to some extent in their child's choices and participation in sport. After all, children are dependent upon their parents for wisdom and guidance, for transportation, for money and supplies. Given this dependence, it is acceptable for parents to have some say in which sports their children choose to play. But, at some point, children have to be allowed the freedom to explore and to make decisions for him/her. Without this freedom, children begin to feel pressured and trapped in their sport; frustration increase and enjoyment decrease.

Self esteem is an aspect of self-concept. It influences behavior in many ways. According to Gerring & Zimbardo, it may define as a collection of beliefs about one's basic nature, unique qualities and typical behavior. According to Mischel (1981), self-esteem refers to the individual's personal judgment of his or own worth. Weiten and Lloyed (2003) defined self-esteem as one's overall assessment of one's worth as a person. It is the evaluative component of the self concept. Self-esteem is the regard you hold for yourself. All you have a concept of your person (self-esteem). If you like your self-concept (who you think you are), then you have self-esteem. Self-confidence is different. Self-confidence is the belief in your ability to perform a task – it is not a judgment. You can have a self-esteem and vice-versa. Optimally, you want both high self confidence in your abilities and self esteem. Self esteem should be based on who you are as a person instead of how well you can perform in your sport or how high you go in a sporting career. Many athletes and performers work with often wrongly determine their self-worth by how successful they feel about their sport. When an athlete performs well and feels successful they feel successful, he or she can feel good about him or herself. However, the opposite is also

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true; despair and how self esteem results when this person doesn't perform well or view him or herself as a failure. According to Baumeister, 1991 studies generally show self-esteem to be quite stable over time. In other words, if one has high self esteem today, he is likely to have high self esteem 6 months or 2 years from now. While it is true that baseline self esteem is stable, it's also true that the ups and downs of daily life can produce short term fluctuations in self esteem. People seem to vary in the degree of which self-esteem is experienced as stable and those whose self esteem fluctuates in response to daily experience are highly responsive to feedback from others they are moved by praise and are more sensitive to criticism (Kernis and Waschull, 1995). People with high self esteem are active, assertive, successful, less childhood destructive, low anxiety and confident. People with low self-esteem are discouraged, self-depressed, unlovable, and fearful of angering others, isolated from others, shrink away from being noticed.

AIMS AND OBJECTIVES:

1. To find out the degree of parental involvement in participation of youth players.
2. To find the effect of parental involvement and self-esteem.

HYPOTHESIS:

H₁ parental involvement is positively associated with players self-esteem.

H₂ self-esteem is more in males than females.

METHOD

Sample:

The study was carried out on 100 subjects (50 males and 50 females) between age group of 14-18 years were randomly selected from five school of district Amritsar , Punjab (INDIA The informed consent has been taken of each subject for their participation in the research after being thoroughly informed about the purpose, requirements and procedure of the study. The data collection was undertaken in the month of November- December 2013. Permission was taken from the school authorities covering the different schools of Amritsar.

Tools for evaluation:

1. Parental involvement scale:- (Vijaya Laxmi Chauhan and Gunjan Ganotra Arora 2009) . this scale consist of 25 items (14 positive and 11 negative) this scale is assessing the effect of parental involvement using likert's point scale which ranged from always to never. With a view to obtained responses on various items of scale, five response categories were determined which ranged in the following order- always, often, sometimes, rarely, never.
2. Self-esteem Scale :- (R.N Singh and Ankita Shrivastava 2004). This scale consist of 20 items (9 positive and 11 negative). This scale assessing the self-esteem using the five alternative response categories which ranged from very much to low. With a view to

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obtained responses on various items of the scale. Five response categories were determined which ranged in the following order- very much, much, average, low, very low.

Procedure:

The subjects were seated comfortably and instructions were given to them the subjects asked to complete both questionnaire. After that the scoring has been done according to the scoring manual.

RESULTS

TABLE :1, The Percentile Norms For The Interpretation Of Score

Percentiles score	The parental involvement scale	Score awarded	No. of males	No. of females
Below 25	Very low	69-82	11	2
25	Low	83-88	15	11
50	Average	89-95	15	14
75	High	96-100	6	16
Above 75	Very high	101-104	3	7

According to results 16 females are found to score high on parental involvement scale as there Percentile score is 75 and males tend to score average results on this scale as their percentile

Score ranges from 25 to 50. Only 2 females scored below 25 percentile on parental involvement Scale whereas there are 11 males in this category. In contrast, out of 50 females, 7 scored very high and there are only 3 males scoring very high, that is above 75 percentile on parental involvement scale.

TABLE 2, Mean And T- Value Of Males And Females On Parental Involvement And Self- Esteem Scale (N=100, males=50, females=50)

variables	Males		Females		t-value	p-value
	Mean	S.D	MEAN	S.D		
P.I.S	87.64	8.485	93.38	6.712	-3.752	.235
S.E	69.22	6.613	69.78	5.538	-.459	.594

In order to find gender difference, it was necessary to compare the male and female subjects on all the measured variables. The mean value of parental involvement in females is more than that of males while standard deviation is more in males than females.

TABLE.3, Correlation of Males and Females on Parental Involvement and Self Esteem

	Males		Females	
	P.I.S	S.E	P.I.S	S.E
P.I.S	1	.010	1	.244
Sig:		.944		.088
S.E	.010	1	.244	1
Sig:	.944		.088	

P.I.S : Parental Involvement Scale | **S.E** : Self Esteem Scale

CORRELATION ANALYSIS

The raw score of 100 subjects, 50 males and 50 females on all the tested variables were further analyzed separately. Results indicate that parental involvement males and females have no significant relation with self-esteem. This results rejected my hypothesis.

DISCUSSION

Results indicates that females have more parental involvement in their life but this involvement of parents does not lower their self esteem, self confidence and will power. On the other hand males have low parental involvement in their life than females and self-esteem also not affected much, and stands almost equal with mild statistical difference. So there is no direct relationship between involvements of parents and self-esteem. So if the parental involvement low or high it is not effecting the self-esteem of youth players either they are males or females, the self-esteem of youth players either they are males or females, self-esteem remain same in both gender.

The results of present study was supported by **Barber, Brian K.; Chadwick, Bruce A.; Oerter, Rolf (Feb 1992)** study of relative strength of the relationship between parental socialization behaviors and adolescent self-esteem in US and German families with 14-19 yr. old. The samples included 705 households in Munich (127 adolescents) and 787 households in Seattle and Salt Lake City (104 adolescents). Results of mail questionnaires completed by adolescents show that parents were perceived to engage in similar level of support and control behavior in each culture. Consistent with previous research, parenting behaviors were significantly related to self esteem in US adolescents. The same parenting behaviors were not related to self esteem in German adolescents. A more general measure of the quality of the parent-adolescent relationship, however, was strongly related to self esteem in the German sample, suggesting that the specific behavioral measures meaningful to US adolescents did not capture the effect of the parent-adolescent in German families. Implication for sensitivity to cultural variations in socialization research is discussed.

CONCLUSION

Results indicates that females have more parental involvement in their life but this involvement of parents does not lower their self esteem, self confidence and will power. On the other hand males have low involvement of parents than females but self esteem of males is also not low, it is of same value as in female. So there is not direct relationship between involvements of parents and self esteem.

It is the current behavior of the parents that positively perceived by adolescents that is not decreasing their self esteem either of boys and girls. The behavior of parents are positively associated with their self esteem.

In present parents also encourage girls to participate in sports activity to enhance their self confidence and self esteem. Now in today's world females are participating in every sport and doing well in it.

SUGGESTION AND FUTURE IMPLEMENTATION

1. Similar study can be taken with large sample size.
2. It guides parents to support their children positively in case to increase their self esteem.
3. It will explore the present status of parent's involvement in participation of youth players.

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