



# AMERICAN JOURNAL OF PHARMTECH RESEARCH

Journal home page: <http://www.ajptr.com/>

## A Study To Assess The Parental Attachment and Self Esteem Among Adolescent Girls In Selected Pre University College, Kolar, with View to Develop An Information Booklet.

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### ABSTRACT

Adolescence is a crucial developmental period characterized by significant physical, psychological, and emotional changes. Parental attachment and self-esteem are critical factors influencing adolescents' mental well-being. To assess parental attachment and self-esteem levels among adolescent girls and to examine their interrelationship. A descriptive correlational study was conducted among 100 adolescent girls aged 16 to 18 years at SFS PU College, Tamaka, Kolar. Data were collected using the Kenny's Parental Attachment Questionnaire and the Rosenberg Self-Esteem Scale. Statistical analyses included descriptive statistics, Pearson's correlation, and Chi-square tests to identify associations with demographic variables. The majority (80%) of participants exhibited moderate parental attachment, while 55% had high self-esteem. A positive correlation ( $r = 0.195$ ,  $p < 0.05$ ) was observed between parental attachment and self-esteem. Significant associations were found between self-esteem and demographic variables such as age and stream ( $p < 0.05$ ). Strengthening parental bonds may positively impact adolescents' self-esteem and overall psychological well-being. Further intervention studies are recommended to explore effective strategies for fostering parental attachment.

**Keywords:** Parental attachment, self-esteem, adolescence, psychological well-being.

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Received 06 July 2025, Accepted 01 August 2025

Please cite this article as: Ramya M *et al.*, A Study To Assess The Parental Attachment and Self Esteem Among Adolescent Girls In Selected Pre University College, Kolar, with View to Develop An Information Booklet. American Journal of PharmTech Research 2025.

## INTRODUCTION

The term attachment parenting was coined by American pediatrician Willam Sears. The mother and youngster form an emotional bond from the moment of birth, and Those ties later on influences the child's behavior. Aggression is one of the behaviors that can be linked to mother-child connection. Self-esteem is another factor that may be used to evaluate the emergence of aggressive behavior in teenagers. Every parent wants to feel an intense emotional bond with their kids. Each parent tests many methods with contradictory beliefs in order to determine which is ultimately best for the parent and children.<sup>1-7</sup>

Adolescent-On the cognitive, social, and emotional aspects of functioning, parental attachment is important impact. A secure attachment is linked to fewer instances of high-risk behavior, less mental health issues, and improved social and coping abilities. Self-esteem is an overall assessment of one's worth that manifests as a positive or negative disposition toward oneself. Its growth begins at birth and is influenced by experience as it changes over time. Self-esteem has a particularly significant function in the adolescent experience. It is connected to both academic victory and mental wellness throughout this time.<sup>16</sup>

Because of the numerous biological, cognitive, social, and the resulting emotional shifts during this time, adolescence is one of the most exciting phases of life. Many people also view today as a time of stress and storm. The Latin word "adolescere"—which means "to develop into maturity"—is the source of the English word "adolescence." Every stage of life is influenced by adolescence, making it crucial for future growth. The passage from childhood to maturity takes place throughout this time.

**World Health Organization (1986)** defined adolescence as “the period in human development and growth that happens during childhood but before to adulthood, from the age group 10 to 19”. This period is characterized by rapid intellectual growth and adolescents often feel that he/she knows more than his/her parents. Based on psychosocial development, Einstein (2002) categorized early adolescence as 10 to 13 years, middle adolescence as 14 to 17 years and late adolescence as 17 to 21 years. There is considerable overlap of these stages among different individuals. The psychosocial changes of early adolescence are marked by rapid physical changes at the onset of puberty. These changes lead to self-absorption and initiate the adolescents „drive for independence. A shift from dependence on parents to independence is the characteristic behavior of this period. Identify development is another crucial advancement during this period. Peer group influence start dominating the Middle adolescence. Peer influence is visible through an increased intensity of feelings and by the rise of importance of peer group values. Their identity

development is continuing with the ability to engage in abstract thinking and to reason which leads to the creation of a new sense of individuality. The last phase of the adolescent's struggle for identity and independence is the late adolescence. If everything happened well in the. Early and middle adolescence, then the adolescent will be able to manage the challenges and responsibilities of the adulthood. They have the characteristics of time identity, better ability to think and express ideas in works, more stable interest and greater ability to make independent decisions and to compromise. The identity development is also characterized by the creation of a rational and realistic conscience, development of partial vocational goals and further refinement of moral, religious and sexual values.

Health has a multidimensional perspective with physical, functioning on a physical, psychological, social and well-being. Psychological well-being has received utmost importance in the present scenario. Family has a significant part in influencing the well-being of an adolescent. Self-esteem is an individual factor with equal importance. Adolescence is a sensitive period, where the interplay of these variables has an impact on their life. Consequently, the current study made an attempt to assess the influence of parental bonding and self-esteem on psychological wellbeing of adolescence. The study also intended to identify self-esteem as mediating factor between parental bonding and psychological wellbeing of the adolescences.<sup>15</sup>

The dynamics involved in the growth of self-esteem have been the subject of numerous thinkers' writings. In psychologist Abraham Maslow's Hierarchy of Needs, which portrays esteem being among the fundamental human motives, the idea of self-esteem plays a significant part. Maslow argued that in order to develop self-respect, humans must experience both external and internal praise. To develop as a person and achieve self-actualization, both of these requirements must be met. Note that self-efficacy, which is concerned with how well you believe you'll handle future actions, performance, or talents, is distinct from self-esteem<sup>29</sup>

Young People gain knowledge via dealing with their parents how to begin and continue satisfying and warm friendships. Attachment with parents thereby plays a significant part in adolescents' social and emotional adjustment<sup>1</sup>

Most of the studies have shown that how much important the parental attachment is for developing self-esteem among the adolescent girls. Therefore, much more research is needed for acknowledging the parents and also the adolescents about the risky growth without efficient parental ties and their long-lasting effects psychologically physiologically in the adolescents, here adolescent girls are taken as the Study subjects and as we are also girls, and very recently we have

passed through the later adolescent phase. So as a researcher we were interested to proceed with this problem statement.

## MATERIALS AND METHOD

### Research Approach:

Research Approach indicates the procedure for conducting the study. In the present study a quantitative approach was adopted.

### Research Design:

In the present study non-experimental descriptive survey design is used to assess the parental attachment and self-esteem among adolescent girls.

### Variables:

#### Key variables:

In the present study parental attachment, self-esteem, adolescent girls and information booklet were the key variables.

**Extraneous variables:** extraneous variables are the factors that are not the part of the study but may affect the measurement of the study variables. <sup>(22)</sup> in this study extraneous variables refers to the selected socio-demographic variables such as age, religion, language, stream, class, residence etc.

#### Setting of the study:

Setting is the location where the study is conducted <sup>(22)</sup>. For the present study setting is SFS PU College, Tamaka. The study was conducted in II<sup>nd</sup> PU class room.

### Population:

In this present study the population consist of adolescent girls in S.F.S pu college Tamaka, Kolar (1<sup>st</sup> and 2<sup>nd</sup> puc science students).

#### Sample and sample size:

In the present study the study sample consists of 100 students of 1<sup>st</sup> and 2<sup>nd</sup> year PUC science students and 100 students have been selected for the current study.

### Sampling Technique:

Convenient sampling Technique was used for selection of the study participants.

### Criteria for selection of sample:

#### Inclusion criteria:

1. Age group of 16 to 18 years.
2. Girls able to read and write Kannada and English language.

**Exclusion criteria:**

1. Adolescent girls not willing to participate.
2. Girls who were not present at the time of conducting survey.

**Data collection tool:**

**Tool 1:** Socio Demographic data.

**Tool 2:** Rosenberg Self-Esteem scale.

**Tool 3:** Kenny's Parental Attachment Questionnaire

**Description of tool:**

1. Socio Demographic Data.
2. Rosenberg Self-Esteem Scale.
3. Kenny's Parental Attachment Questionnaire

**Socio-Demographic Data:**

The tool was constructed by investigators to collect the background data of the study.

It consists of 6 items which are Age, Religion, stream, class, residence, language.

**Kenny's Parental Attachment Questionnaire:**

This questionnaire was constructed by Maureen Kenny in 1987. It was developed to identify the relationship with parents, one's experiences and feelings. It is a 5-point Likert type scale. It consists of 54 statements. To the right of each statement individuals had to write down the number which best described the feelings ranging from "1" (Not at All) and on to the left "5" (Very Much). In the present study

High parental attachment = 217-270 Moderate parental attachment = 163-216 Mild parental attachment = 109-162 Low parental attachment = 55-108 Minimum parental attachment = 0-54

**Rosenberg Self-Esteem Scale:**

Rosenberg Self-Esteem Scale (RSS; Rosenberg, 1965) RSS is 6-item self-report scale (e.g., "In general, I am happy with myself") developed by Rosenberg to measure adolescents' global feelings of self-worth and self-regard. RSS items are answered on a 6- point scale from "Strongly agree" to "Strongly disagree".

In the present study High self-esteem = 31-40 moderate self-esteem = 21-30, Mild self-esteem = 11-20 low self-esteem = 0-10

**The standard category of cut off scores is:****Reliability and validity:**

The Kenny's parental attachment questionnaire was discovered on 1987s to measure the parental attachment. It consists of 54 statements described the feelings ranging from "1" (Not at All) and on

to the left “5” (Very Much). The Parental Attachment Questionnaire (PAQ) was designed to assess perceived parental availability, understanding, acceptance, respect for autonomy, interest in interaction with parents and affect toward parents during visits, student help-seeking behaviour in situations of stress, and satisfaction with help obtained from parents. The PAQ was chosen for the current study because the PAQ measures only the extent of parental attachment rather than both parental and peer attachment. In selecting the PAQ, the researcher focused on parental attachment without altering the instrument. The PAQ measured students’ perceptions of how their parents’ foster autonomy and provide emotional support. Students were asked to consider their parents or other caregivers as a single unit when responding. Rosenberg self-esteem scale was discovered in 1965 to measure the self-esteem. The scale has good predictive validity, as well as internal consistency and test–retest reliability.

#### **Methods of data collection:**

Data was planned to be collected in the following steps;

1. The ethical clearance will be obtained from institutional ethics committee.
2. The formal permission will be obtained from authorities of selected pre-University college at Kolar.
3. The sample will be selected by using non- probability convenience sampling Technique based on inclusive criteria.
4. Written informed consent will be obtained from later adolescent girl’s (14 to 18 years).
5. Standardized parental attachment questionnaire and self-esteem among the adolescent girls.

#### **Phases of data collection:**

##### **Phase I:**

1. A formal permission was taken from the principal
2. Screening of subjects were done based on sampling criteria

##### **Phase II:**

1. The investigators introduced themselves to the participants and explained the purpose of the study and requested the participants for their cooperation and ensured the confidentiality of their responses.
2. An informed consent was obtained from participants before the study.
3. Administration of tool was done and requested them to put tick marks against the respective questions or circle the number beside statement they have picked. After completion of tool, the subjects were provided with information booklet which was written

in both English and Kannada. The investigator did not find any difficulty in collecting data from the participants and they were co-operative. The data was thus collected and complied for data collection.

**Method of data analysis:**

Data analysis will be done by using both descriptive and inferential statistics.

**Descriptive statistics:**

Parental attachment and self-esteem levels will be analysed by using percentage, mean, median, mode and standard deviation.

**Interferential statistics: non-parametric test -chi-square (X<sub>2</sub>) test** will be used to find out the association between parental attachment and self-esteem with selected demographic variables. The correlation between parental attachment and self-esteem among adolescent girls was assessed by Kalpearson's correlation coefficient test.

**IMPLEMENTATION:**

Data collected was tabulated and analysed by using descriptive and inferential statistics.

**Plan for data analysis:**

- Socio demographic data was analyzed by using descriptive statistics like frequency and percentage.
- Parental attachment and self esteem amongst adolescent girls of a selected PU College, Tamaka was analyzed by descriptive statistics like mean, median, standard deviation.
- The correlation between parental attachment and self esteem among adolescent girls in SFS PU college, Tamaka was assessed by Karl Pearson's correlation coefficient test.

The association of parental attachment and self esteem with selected demographic variables (age, sex, education, religion, place of residence, class of studying, language and stream were analysed by Chi-square test

**RESULTS AND DISCUSSION**

Section 1: Socio-demographic variables of parental attachment and self-esteem among adolescence girls

**Table 1: Frequency and percentage distribution of parental attachment and self-esteem among adolescence girls**

SL. NO	Particulars	Frequency	Percentage (%)
1	Age		
	1.14-16	15	15
	2.17-18	85	85
2	Religion		
	1.Hindu	89	89
	2.Others	11	11
3	Residence		
	1.Urban	59	59
	2.Rural	41	41
4	Class of studying		
	1.1 <sup>st</sup> PUC	14	14
	2.2 <sup>nd</sup> PUC	86	86
5	Language		
	1.Kannada	80	80
	2.Others	20	20
6	Stream		
	1.Science	81	81
	2.Others	19	19

**Sociodemographic variables:**

- **Age:**

More than half of the study participants (85%) were in between 17-18 years, (15%) were in the group of 14-16 years.

- **Religion:**

Majority of study participants (89%) were Hindu, less than half of the participants (11%) are belongs to other religion.

- **Place of residence:**

More than half study participants (59%) lives in a rural area, and less than half of study participants (41%) lives in urban area.

- **Class of studying:**

Three fourth of the study participants (86%) are studying in 2<sup>nd</sup> PUC and less than half of the study participants (14%) are studying in 1<sup>st</sup> PUC.

- **Language:**

Three fourth of the study participants (80%) were speak in Kannada, less than half of the study participants (20%) speaks other language.

- **Stream:**

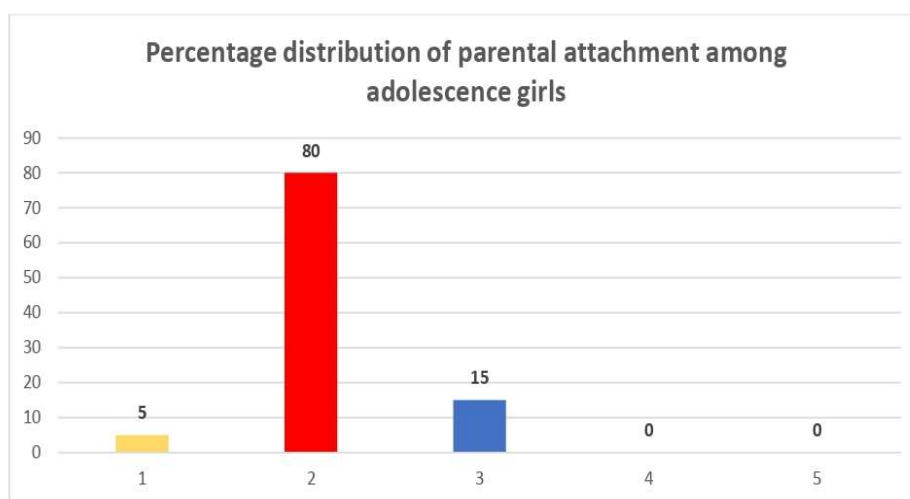


Three fourth of the study participants (81%) were in science and, less than half of the study participants (19%) were in other stream.

Section 2: Description of parental-attachment among adolescence girls.

**Table 2: Description of parental-attachment score among adolescence girls.**

Sl. No	Category	Frequency	Percentage (%)
1.	High parental-attachment	5	5
2.	Moderate parental-attachment	80	80
3.	Mild parental-attachment	15	15
4.	Low parental-attachment	0	0
5.	Minimal parental-attachment	0	0



**Figure 1: Column diagram showing the distribution of parental attachment among adolescence girls**

Table 2 & Figure 1 showed that, 5% of study participants had high parental attachment, 80% had moderate parental attachment, and 15% had mild parental at Section 3: Description of self-esteem among adolescent girls

**Table 3: Description of self-esteem score among adolescent girls**

Sl. No	Category	Frequency	Percentage (%)
1.	High self-esteem	55	55
2.	Moderate self-esteem	44	44
3.	Mild self-esteem	1	1
4.	Low self-esteem	0	0

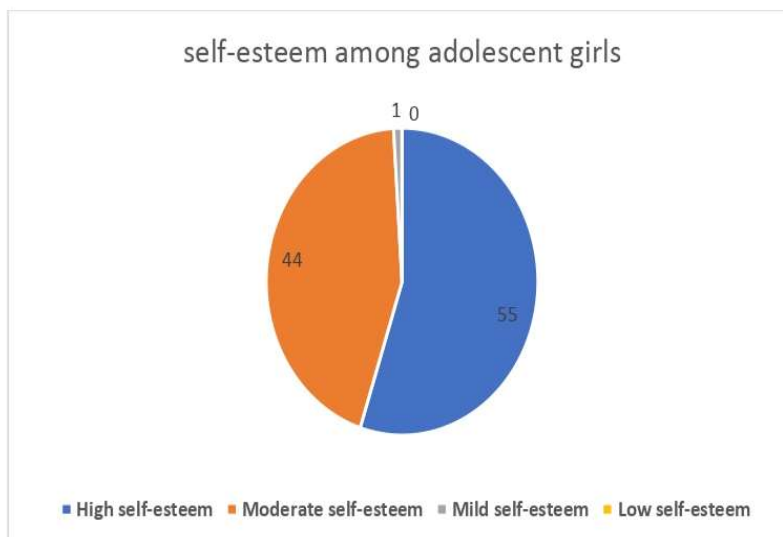
**Figure 2: Pie diagram showing distribution of self-esteem among adolescent girls.**

Table 3 & Figure 2 showed 55% of study participants of adolescence girls had high self-esteem, 44% of study participants of adolescence girls had moderate self-esteem, 1% of study participants of adolescence girls had mild self-esteem

Section 4: relation between parental attachment and self-esteem among adolescence girls

**Table 4: Correlation between parental attachment and self-esteem among adolescence girls**

Sl. No	Variables	Mean $\pm$ SD	Correlation	Significance
1.	Parental attachment	186.59 $\pm$ 20.334	0.98046263	P < 0.195
2.	Self-esteem	29.51 $\pm$ 3.142		

$r_{(99)} = 0.195$ ,  $P < 0.05$ . Data in table 4 showed that, there was a positive correlation between parental attachment and self-esteem scores ( $r = 0.195$ ,  $P < 0.05$ ), i.e., as the parental attachment increases, there was an increase in the self-esteem among adolescence girls.

**Chi-square value showing association between parental demographic variables:**

Sl. no	Demographic variables	Parental attachment amongst adolescent girls		$\chi^2$	Df	Inference
		Below Median (<189.5)	Above Median (>189.5)			
1	<b>Age</b>					
	14-16	7	8		1	P>0.2959 S
	17-18	43	42	0.078		
2	<b>Religion</b>					
	Hindu	40	49	8.274	1	P<0.0020
	Others	10	01			NS
3	<b>Residence</b>					
	Urban	30	29	0.041	1	P>0.4194 S
	Rural	20	21			
4	<b>Class of studying</b>					
	1 <sup>st</sup> PUC	08	06	0.332	1	P>0.2822 S
	2 <sup>nd</sup> PUC	42	44			
5	<b>Language</b>					
	Kannada	40	40	0.000	1	P>0.5000 S
	Others	10	10			
6	<b>Stream</b>					
	Science	37	44	4.830	1	P<0.0140
	Others	14	05			NS

S=Significant

NS=Not significant

Table 5 showed that, there was a significant association between parental attachment among adolescence girls with demographic variables like age, residence, class of studying, language, except stream and religion

**Chi-square value showing association between self-esteem and demographic variables:**

Sl.no	Demographic variables	Self-esteem amongst adolescent girls		$\chi^2$	Df	Inference
		Below Median (<30)	Above Median (>30)			
1	Age					
	14-16	7	8	1.110	1	P>0.1461 S
	17-18	52	33			
2	Religion					
	Hindu	38	51	1.734	1	P>0.0939 S
	Others	07	04			
3	Residence					
	Urban	25	34	0.401	1	P>0.2632 S
	Rural	20	21			
4	Class of studying					
	1 <sup>st</sup> PUC	04	10	1.573	1	P>0.1049 S
	2 <sup>nd</sup> PUC	40	46			
5	Language					
	Kannada	38	42	1.989	1	P>0.0792 S
	Others	06	14			
6	Stream					
	Science	37	44	1.248	1	P>0.1319 S
	Others	06	13			

S = Significant

NS = Not significant

Table 6 showed that there was a significant association between self-esteem among adolescence girls with demographic variables like age, religion, residence, class of studying, language, and stream.

The study result revealed that there was a highly positive correlation between parental attachment and self-esteem among adolescent girls ( $r=0.195$ ,  $P< 0.05$ ), which supported the findings of the study to assess the parental attachment and self esteem among adolescent girls. Kenny's parental attachment scale and Rosenberg self-esteem scale was used to assess the samples. The result showed that 5 (5%) of study participants had high parental attachment, 80 (80%) had moderate parental attachment, and 15% had mild parental attachment and 55 (55%) of study participants of adolescence girls had high self-esteem, 44 (44%) of study participants of adolescence girls had moderate self-esteem, 1 (1%) of study participants of adolescence girls had mild self-esteem. There was a significant relationship between parental attachment and self-esteem among adolescent girls.

**CONCLUSION**

The evidence presented here is that adolescent at-attachment relationships with parents and peers are not in competition but play additive and complimentary roles in psychological well- being during adolescence. The primary effect of both parental and peer attachments would appear to be

on adolescent self-esteem rather than directly on the expression of psychological symptoms. These suggest that the quality of relationships in this developmental period plays an important role in the construction and evaluation of the “self-identity.” It is the evaluation of the self rather than the quality of attachment relationships that then influences the levels of psychological symptoms reported by adolescents.

**Conflict of Interest:** None declared.

**Funding:** Funded by RGUHS with RS.15000

**Acknowledgement:**

A Heartfelt thanks to Rajiv Gandhi University of Health sciences for Providing UG Short Term Grants.

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