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## EXPLORING THE RELATIONSHIP BETWEEN PATERNAL ATTACHMENT AND ADOLESCENT SELF-ESTEEM ON 1ST-YEAR FEMALE PSYCHOLOGY STUDENTS

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### Abstract

Daughters and fathers have a unique and special bond. It is important to understand how a daughter's relationship with her father can impact her upbringing, particularly her self-esteem. This study aims to explore the relationship between paternal attachment and the self-esteem of 1st-year female Psychology students at Our Lady of Fatima University, Quezon City. The research examines the significance of self-awareness to determine whether a daughter's relationship with her father can enhance her self-esteem by providing a support system or a positive father figure. To examine the relationship between these two variables, the researchers utilized the Parental Attachment Questionnaire (PAQ) and Rosenberg's Self-Esteem Survey (RSES). The collected data revealed that the 122 respondents displayed high paternal attachment and relatively fair self-esteem. In conclusion, the study's final findings suggest a weak positive correlation, yet they still support the null hypothesis. This information can serve as a tool for self-awareness and for fostering a strong bond between fathers and daughters.

**Keywords:** Paternal Attachment, Self-Esteem, Females, Upbringing

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## CHAPTER 1: The Problem and Its Setting

### 1.0. Rationale

There has been a lot of research on parental attachment. However, the influence of fathers on adolescent development is understudied. This research investigates paternal attachment and its impact on adolescent self-esteem, specifically on female psychology students. Paternal attachment highlights the positive interaction of fathers within families (Bowlby, 1982). This research aims to correlate paternal attachment and self-esteem of adolescents in 1st-year Female Psychology students.

According to the adult attachment theory, this theory states that a parent's attachment style shapes their parenting behaviors (Hevers, 2015). This theory highlights the importance of a secure bond between a parent and a child for healthy development (Bowlby, 1982). Since a lot of research has focused on parental attachment, the researchers decided to highlight the importance of paternal attachment on self-esteem. This research gives awareness on how fathers should contribute to fostering secure attachment in adolescents, understanding paternal attachment can help address the gap of insufficient data for backing up the specific influence of paternal attachment. By examining paternal attachment, it can be explored how paternal attachment influences the interactions by fathers with their children.

The data correlating parental attachment and positive development in adolescents has been demonstrated through research (Hawkins & Biller, 1993). To further investigate this understanding, the study "Exploring the Relationship Between Paternal Attachment and Adolescent Self-Esteem on 1st-year Female Psychology Students" looks into how the maternal and paternal affectional systems interact to support healthy attachment styles in adolescents. A greater understanding of the development of secure

attachment may be obtained by acknowledging the specific contributions made by fathers.

This research aligns with the mission of Our Lady of Fatima University (OLFU) which is dedicated to the improvement of man as man through the holistic formation of individuals imbued with knowledge, skills, and virtues. This research promotes the goal of OLFU by investigating the role that fathers have in the development of young college students. The importance of the cultural background and the effect of parental connection are important throughout adolescence (Delvecchio et al., 2020). Future studies may examine the potential impact of Philippine cultural norms and values on the correlation between the paternal attachment system and teenage self-esteem.

### 1.1. Statement of the Problem

This study will analyze the relationship between parental attachment and self-esteem of female 1st-year Psychology students from OLFU-QC.

Specifically, the researchers sought to answer these questions:

1. What is the level of the respondents' paternal attachment?
2. What is the level of the respondents' self-esteem?
3. Is there a significant relationship between paternal attachment and self-esteem?
4. How does paternal attachment impact a female's self-esteem?

### 1.2. Significance of the Study

The purpose of the study is to offer significant knowledge and depth of understanding about the relationship between paternal attachment and female adolescent self-esteem in the Philippines, specifically in OLFU-QC. Thus, the findings and implications of this study will be unsound to the benefit of the beneficiaries. The vital results of this study could be highly significant and beneficial, especially to the following:

#### 1.2.1. Daughters

The daughters will benefit from the research as the study will help them to understand the important role of paternal attachment in shaping adolescent self-esteem, potentially empowering daughters to recognize and understand the impact of their relationship with their fathers on their self-perception and confidence. Furthermore, understanding this relationship can help daughters recognize the importance of their relationship with their fathers in shaping their self-perception and emotional well-being.

#### 1.2.2. Fathers

The findings of this study provide the fathers with a deeper understanding of the importance of their involvement and emotional connection in their daughters' lives during adolescence. Understanding the correlation between paternal attachment and adolescent self-esteem can encourage fathers to actively engage in supportive and nurturing parenting practices, contributing positively to their daughters' emotional well-being and overall development.

#### 1.2.3. Mental Health Professionals

Mental health professionals can utilize the findings of this research to enhance their understanding of the psychological dynamics between paternal attachment and adolescent self-esteem. This knowledge can guide professionals in developing more effective

interventions and therapeutic approaches for adolescent females struggling with self-esteem issues related to paternal relationships.

#### 1.2.4. Future Researchers

The study will help the researchers obtain information and guidance for seeking data for their future studies related to the research. This study will become their additional reference if they conduct a related one. Moreover, future researchers can build upon this study by investigating additional factors that may moderate or mediate this relationship, such as maternal attachment, family dynamics, or cultural influences.

#### 1.3. Scope and Delimitation

This study focuses on the relationship between paternal attachment and female adolescent self-esteem. The research is limited to the 1st-year Female Psychology students in OLFU-QC. Furthermore, the study will be done through the utilization of Digital/Soft Copy Survey Questionnaire and will be conducted with at least 154 1st-year Female Psychology students in OLFU-QC.

This study will not cover the other problems that are not necessarily connected to the analysis of the relationship between paternal attachment and female adolescent self-esteem. The other students who do not fall as part of 1st-year Female Psychology students are not within the scope of this research. The respondents should be enrolled this school year 2023-2024 as 1st-year students with Psychology courses in OLFU-QC.

#### 1.4. Hypothesis

There has been a lot of research on parental attachment, or maternal and paternal attachment. However, the influence of fathers on the self-esteem of young college women is understudied. This research aims to explore whether and how paternal attachment styles are associated with self-esteem in 1st-year female college students. The researchers predicted that:

1st-year female college students at OLFU - Quezon City who report stronger paternal attachment will exhibit higher scores on Rosenberg's Self-Esteem Scale (RSES) compared to students with weaker paternal attachment.

#### 1.5. Definition of Terms

**Attachment Style** – is a pattern that appears in our earliest emotional relationships with our caregivers. Cherry, K (2023).

**Paternal Attachment** – is among the most significant factors in a young person's life. One of the earliest and strongest bonds a child form influences how they see and experience the world and how they develop in the future. Yassin, F (2023).

**Self-esteem** – is your evaluation of your value or worth. It has an impact on your mental health, motivation, and the general quality of your life. Cherry, K (2023).

**OLFU-QC** – Our Lady of Fatima University, Quezon City. Our Lady of Fatima University (1996).

**Rosenberg's Self-Esteem Scale** – is a self-report that consists of 10 items measuring global self-esteem. The 10 items are about common sentiments of self-worth or self-acceptance. Rosenberg M. (1965).

**Parenting Practices** – is a term that talks about the totality of attitudes, values, beliefs, and behaviors that they apply to the situations where they interact with their child or children. Alwin, D. F. (2004).

**Quantitative Approach** – This is an approach where they gather a huge number of respondents that provides the potential to summarize the traits between groups or relationships. Rhodes J. (2022).

**Correlational Research Design** – This is a type of research design that examines the relationship between two or more variables. It is none experimental which would mean that there are no variables manipulated. Cherry K. (2023).

**Purposive Sampling** – This is a non-randomized method that chooses sampling units that are based on a certain criterion. It is a non-probability sampling that involves the researcher choosing a sample depending on their assessment that will meet the objectives of the study. Dr. Bisht R. (2024).

**Slovin's Formula** – A formula where it is used to determine the minimum number of samples needed to predict a statistic based on the acceptable margin of error. Bobbit, Z (2023).

**Parental Attachment Questionnaire (PAQ)** – is a self-report questionnaire to measure an individual's view of their relationship with their parents during adolescence. Kenny M. E. (1987).

**Pearson's Correlation Coefficient** – reflects the theoretical correlation coefficient that would be obtained if the entire population was assessed on two variables.

## Chapter 2: Review of Related Literature

### 2.0. Introduction

This chapter aims to review and analyze existing literature and research related to the influence of paternal attachment on the development of self-esteem in adolescents. By examining the theoretical frameworks, empirical studies, and psychological perspectives on paternal attachment and its impact on adolescent self-esteem, this review seeks to provide a comprehensive understanding of how the quality of the father-child relationship influences the self-esteem levels of adolescents.

#### 2.1.0. Foreign Literature

##### 2.1.1. Attachment and Self-Esteem Issues in the Lives of Female College Students.

The following study investigated the relationship between how well college women felt about themselves, their self-esteem, as well as how close they felt to their parents and peers, attachment. To assess the cognitive or affective dimensions of students' relationship with their parents and peers, the researchers utilized The Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987). To measure judgments of competence in twelve separate dimensions, the research utilized The Self-Perception Profile for College Students (Neemann & Harter, 1986)

The study looked at 139 African American and White women. The study found that feeling close to parents and friends is correlational with feeling good about oneself. There were some racial differences based on the statistical results. According to Evans K. (1997), black women felt closer to both parents than White women, but both groups felt closer to their moms than dads. The study showed that Black women tended to focus more on social acceptance, intelligence, and looks, while White women placed more importance on close friendships and doing well in school.

##### 2.1.2. Adolescent Females' Security with Parents Predicts the Quality of Peer Interaction.

This study mainly focuses on the relationship between adolescent females' security with parents and the quality of interactions. The researchers recruited thirty-six girls and their best friends ranging from the ages of 15 to 18 years old. Black and McCartney (2006) claimed that each adolescent had experienced in her life the following; security with parents and peers, self-esteem, and locus of control. Findings are discussed concerning attachment theory.

The study had three main findings which showed that females who have a high sense of security concerning their parents tend to have higher interaction scores, self-esteem, and internality scores in the data-gathering procedure. Pairs in which one girl was high in security while the other girl was low in security tend to show results that have lower total positive interaction scores than those pairs in which two girls were high in security. Black and McCartney (2006) stated that best friends were significantly consistent concerning security with parents and peers as well as their positive interaction scores during their task and their friend's task.

### **2.1.3. Early Evidence of Parental Attachment Among Polish Adolescents**

This study explored parental attachment styles among Polish adolescents with 303 participants. This study investigated the levels of parental attachment, gender differences, preferred attachment figure, association with self-esteem, and cultural differences. The study compared the Polish findings to adolescents from collectivistic China and individualistic Italy cultures.

This study found that Polish adolescents, regardless of gender, showed similar attachment levels to both parents. According to Delvecchio E. et. al (2020), mothers were the preferred attachment figure. This research revealed a positive correlation between parental attachment and self-esteem in this group. This study identified cultural differences in attachment styles when compared to collectivistic and individualistic cultures.

### **2.1.4. Girls' relationship authenticity and self-esteem across adolescence.**

This study claimed that female researchers believe being genuine in relationships is important for the self-esteem of girls and their overall well-being as the girls grow up. The researchers investigated a group of 183 girls for 5 years, collecting data at 3 points in time. The researchers used statistical analysis to see if there was a connection between how genuine the girls were in their relationships and their self-esteem over those 5 years. Furthermore, they were guided by the feminist developmental framework.

This study found that there was a steady increase in genuine relationships and self-esteem in a linear fashion from the 8th to the 12th grade. This study also found that teenage girls who started high school having high genuineness levels in communicating with both friends and family members were observed to develop increased self-worth before completing high school. Impett E. et. al. (2008) claimed that this is a support of the feminist theory of development which claims that girls can gain high self-esteem in their teen years by simply being sincere in their relationships.

### **2.1.5. The Influence of Paternal Spirituality and Attachment on Boys' and Girls' Characters in Junior High School.**

According to Septariana, & Hastuti (2019), the Adolescents' Character Development is influenced by the goodness of Paternal Spirituality and Attachment which can be seen in proper parenting. This study focuses on exploring the influence of paternal

spirituality and attachment on adolescents' character. The researchers decided to use a cross-sectional study that involved 84 respondents, 47 girls and 37 boys from one of the public schools in Bogor City which were chosen by cluster random sampling method.

The study's data were examined descriptively, independent T-test, Pearson correlation, and multiple linear regression which was gathered by self-report questionnaires. According to the outcomes of the study, they found that in comparison, the paternal. The research found that the girls had a better score in the context of paternal spirituality and attachment than the boys. Furthermore, the research found that the politeness and perseverance of the boys are worse than that of the girls. Furthermore, the research proved that paternal spirituality and attachment, and the character of the adolescents are positively correlational.

### **2.1.6. Daughter-to-Father Attachment Style and Emerging Adult Daughter's Psychological Well-Being: Mediating Role of Interpersonal Communication Motives.**

This study examined the impact of the emerging adult daughter's insecure attachment to their fathers on the daughter's psychological well-being, having interpersonal communication motives as a mediating variable. The researchers decided to use a cross-sectional study from Islamabad and Rawalpindi with a sample of (N =243) daughters aged 18-25 years old collected using the purposive sampling technique.

The results of the study revealed that there is a negative correlation between the young adult daughter's psychological well-being and their anxiety and avoidance attachment style as hypothesized. Furthermore, this correlation is partly mediated by interpersonal communication motives. According to Jilani S. et. al. (2022), among the communication motives, the Affection motive had the highest correlation with the well-being scores ( $\beta = .31, p < .01$ ). Other motives such as pleasure, relaxation, inclusion, escape, and control didn't show any important outcomes in mediation.

### **2.1.7. Paternal Attachment in the First Five Years: The Role of Self-compassion, Negative Emotional Symptoms, Parenting Stress, and Parent Self-efficacy**

This study by Mancini, V. et. al. (2022) examined factors that can be used as predictors of paternal attachment, the relationship between self-compassion, negative emotional symptoms, parenting stress, and parent self-efficacy. The researchers conducted an online survey with 175 fathers of young children.

This study used statistical analysis, a regression-based approach, to show that self-compassion, negative emotional symptoms, parenting stress, and parent self-efficacy all show how attached fathers feel to their children. These factors showed that almost half or 57% of the variation in the quality of these attachments. This study shows that fathers who are kind to themselves experience fewer negative emotions and less parenting stress which allows them to feel more confident in their bond with their children.

### **2.1.8. Perceived Paternal Acceptance, Paternal Involvement, and Youths' Psychological Adjustment in a Rural, Biracial Southern Community**

This study investigated the relationship between paternal involvement and the emotional well-being of teenagers, and whether the relationship between fathers' involvement and youths'

psychological adjustment is mediated by children's perceptions of fathers' acceptance-rejection. This study also aims to investigate the differences in ethnicity and class in paternal involvement, the perceived paternal acceptance-rejection, and the psychological adjustment of teenagers. The research had a sample size of 63 teenagers, with 21 Black fathers and 37 White fathers participating.

The results of multiple regression analyses showed that for both Black and White teenagers, only the perception of their father's acceptance mattered in their emotional well-being. Veneziano, R. A., & Rohner, R. P. (1998) claimed that the amount of paternal involvement was found to not be directly linked to the teenagers' well-being. Social class did not have a significant impact on either parenting practices or the emotional adjustment of teenagers.

#### **2.1.9. Paternal Attachment, Parenting Beliefs, and Children's Attachment**

This study investigated the relationship between parenting beliefs, fathers' romantic attachment style, and father-child attachment security. The researchers represented the paternal romantic attachment by using Hazan And Shaver's Three-Category measure of attachment. This study also used Waters Attachment Q-Sort, when fathers reported about their children's attachment security.

The study revealed that fathers who felt secure in their romantic relationships were likely to have a lower risk of child abuse, lower parenting stress, higher parenting competence, and more insight into child development. Howard, K. S. (2010) stated that it also showed that a father's romantic attachment style could influence parenting views and practices.

#### **2.1.10. The Relationship between Fathers' Attachment Style, Parenting Style, Feelings of Parenting Competency, and Psychological Well-Being**

The researchers claimed that the attachment style the parents have with their children is influenced by the attachment style of a parent. This study examined the correlation between the fathers' adult attachment styles, attachment anxiety, attachment avoidance, and authoritative style. The researchers examined whether the parental self-efficacy and satisfaction was predicted by their parenting and attachment style. 212 Fathers participated (ranging from 21-70 years  $M=38$ ,  $SD=7.47$ ) with their biological children ranging from 2-12 years old ( $M= 4.60$ ,  $SD = 3.22$ ).

This study revealed that fathers who stated that they were firmly attached showed an authoritative parenting style with their children. Hevers, E.M. (2016) found that fathers who exhibited higher levels of secure attachment and authoritative parenting were more likely to increase competency in their role as parents. The outcomes of this study highlighted the significance of secure attachment in fathers and their parenting approach, sense of parenting competence, and psychological health.

#### **2.1.11. Burnout, Resilience and Self-Esteem in School Teaching University Students**

The objective of this study is to find the relationship between burnout in university students with teaching degrees and variables that are connected to it such as self-esteem, resilience, or age. The study featured 1547 graduate students enrolled in the teaching department of Educational Sciences at the University of Granada, Spain. 1195 (77.3%) women, 337 (21.8%) men, and 14 (0.9%) who identified as other genders participated in the study, and 1 (0%) did not respond having the 20.52 mean age of the participants.

The outcomes of the study showed that the variables that best predict the increase in burnout among the students of teaching are low levels of self-esteem and resilience. Fernández-Castillo, A. & Fernández-Prados M. J. (2022) stated that the intervention Initiatives decided to focus on fostering personal traits such as resilience or self-esteem which can help the students to cope with stress caused by the demanding situation which will lessen the presence of burnout.

#### **2.1.12. The Relationship Between Suicidal Ideation and Parental Attachment Among Adolescents: The Mediator of Anhedonia and Peer Attachment**

The purpose of this study is to explore the relationships between suicidal ideation in adolescents and peer attachment, parental attachment, and anhedonia. The participants were students enrolled in middle schools located in Hefei, Anhui, China. Using paper surveys, all participants answered the questions regarding their socio-demographic characteristics and conventional assessment on parent attachment, peer attachment, anhedonia, and suicidal ideation. Using the structural equation model (SPSS AMOS 23.0).

According to Guo, Y. et. al. (2021), suicidal ideation could directly be influenced by parental attachment and indirectly through peer attachment and anhedonia. The outcomes of this research highlighted the significance of attachment in infancy and verified the viability of the intervention on anhedonia and peer attachment to prevent suicidal ideation.

#### **2.1.13. Self-Esteem in Adolescent Females**

This study aims to examine the mean and the personal changes in self-esteem along with the self-esteem's relationship between race and body mass. Girls range from 9-10 years old followed by the age of 22 years. The global self-worth scale results were examined using the Harter Self-Perception Profile which was administered every other year, by age or developmental stages: 9–12 (I), 13–16 (II), and 17–22 (III). The main effects and relationships between body mass index (BMI), race, and age/phase were included in regression models.

The results of the study showed that black women had higher self-worth than white women, with lower BMI in both races. For white women, self-worth was statistically shown as generally lower in Phase II (middle adolescence) Self-esteem tracked significantly (correlation 0.22,  $p < .001$ ). Biro F., Ruth H. Striegel-Moore, Franko D., Padgett J. Bean J. (2006) claimed that self-esteem can be significantly determined by race and BMI. Throughout the stages of adolescence, Self-esteem remained consistent and like other personality traits.

#### **2.1.14. The Relationship Between Parental Attachment and Career Aspirations in Indian Female Undergraduate Students**

This study focuses on examining the Indian female undergraduate students' career goals by utilizing a theoretical framework that integrates Social Cognitive Career Theory and Attachment Theory (SCCT). To investigate the contribution of self-reported maternal and paternal attachment security in determining career aspirations. The researchers collected the data from 157 female Indian undergraduates at the liberal studies institution in India.

The findings of this study showed that secure attachment to mothers but not fathers were linked to higher self-esteem and greater career decision self-efficacy. Bhatia, A., Rana, S., & Gregor, M. (2023) stated that these two factors predicted stronger career aspirations in young women. This research contributes to the

understanding of what motivates career goals in young Indian women. This research also supports the idea that attachment theory and Social Cognitive Career Theory can be combined to explain career aspirations.

#### **2.1.15. Sex Differences, Parental Attachment, and Juvenile Delinquency**

This study investigated the relationship between the attachment styles of teenagers to their parents and their involvement in juvenile delinquency of the teenagers. The researchers surveyed 133 teenagers who completed a self-report survey. The researchers used multivariate analysis of variance to analyze the relationships between gender, the level of delinquency, and attachment scores.

This study found that there is a significant relationship between delinquency level and parental attachment. Nelson, S.M. & Rubin, S. (1997) claimed that teenagers with stronger parental attachments were less likely to engage in delinquent activities. Gender did not significantly affect attachment styles or delinquency. Females reported less criminal activity but more overall delinquent behavior compared to males.

#### **2.2.0. Local Literature**

##### **2.2.1. Association between parental authority prototype and perceived self-esteem of adolescent nursing students at UERMMMCI**

This study by Basinang, K. E. et. al. (2018) explored the connection between the parental authority prototype and the perceived self-esteem of adolescent nursing students. The researchers used two surveys, the Parenting Authority Questionnaire and the Rosenberg Self-Esteem Scale. The researchers used chi-square to analyze the connection between the type of parenting the students experienced and their current self-esteem.

This study found a significant association ( $\chi^2 = 19.19, p < 0.05$ ) between the self-esteem of the students and the perception of the authority of the father. However, there was no connection found between the self-esteem and the perception of the students to the authority style of the mother. This study claims that the perception of the students of the parenting style of the father has a stronger influence on self-esteem compared to the parenting style of the mothers.

##### **2.2.2. Parental Bonding and Its Effect on Students' Emotional Intelligence, Self-Determination and Self-Esteem**

This study investigated the impact of parental bonding on senior high school students. This study claimed that strong bonds with parents are vital for the overall development of teenagers, including personality, behavior, emotional regulation, and general outlook. The researchers recruited 283 students and assessed them using four different measures, parental bonding, emotional intelligence, self-determination, and self-esteem. The researchers used Pearson correlation and regression analysis.

This study found that involved fathers had a positive influence on the emotional intelligence and self-esteem of the students. Rebalde, E. (2022) claimed that good paternal care was found to be related to better adaptability, emotional intelligence, higher performance, and appearance self-esteem (all statistically significant,  $p < .05$ ). The research also revealed the downsides of overprotective parenting. Overprotectiveness from both fathers and mothers was associated with lower scores in those areas (all statistically significant,  $p < .001$ ).

##### **2.2.3. Bullying Among High School Students as Influenced by Parent-Child Attachment and Parenting Styles**

This study investigated the bullying of high school students in Baguio City. The researchers determined the relationship between parent-child attachment, parenting styles, and bullying via a quantitative survey ( $n = 876$ ) and focus group discussions ( $n = 16$ ). This research aimed to understand the relationships between bullying, how students feel connected to their parents, and the way their parents raise them.

This study found that verbal bullying was the most common type of bullying. There were more males reported to be involved in bullying compared to females. This research also showed a clear connection between bullying and parent-child attachment. Students having no secure attachments with their parents were more likely to be bullies, victims, or both. According to Maximo, S. I. (2014), the students with secure attachments had a lower risk of bullying involvement. The research found that the combination of a permissive mother and an authoritarian father seemed to be a predictor for bullying behavior. Having an authoritarian father was linked to students being victims of bullying.

##### **2.2.4. Self-Esteem and Its Relationship to the College Students' Perceived Loneliness Amidst the COVID-19 Pandemic**

This study investigated the loneliness and self-esteem of college students during online learning. This study can help gain a better understanding of the experiences with loneliness of college students and how it is also linked to self-esteem. This study used a descriptive-correlational design. This allowed the researchers to describe the characteristics of self-esteem and loneliness of the participants.

The study found a significant correlation between the self-esteem and the loneliness of the students during online learning on which social interaction is limited. According to Lopez, E. , Villegas, M. , Suliao, A. & Tus, J. (2022), this lack of social interaction hinders their coping abilities which can further impact their self-esteem. Some students prefer online learning even if many struggle due to many factors.

##### **2.2.5. The Relationship Between Self-Esteem and Burnout Among College Students Amidst the Online Learning Modality**

This study investigated the correlation between self-esteem and burnout among college students. This study employed a descriptive-correlational research design to analyze and collect numerical data from the answers. This study used two instruments to assess self-esteem and burnout in college students. Rosenberg Self-Esteem Scale and Maslach Burnout Inventory - Student Survey.

This study found a significant relationship between self-esteem and burnout. According to Gallardo, P. , Ongkit, M. , Santillan, R. & Tus, J. (2022), this means that as burnout increases, it can have either a positive or negative impact on self-esteem.

##### **2.2.6. The Meanings and Ways of Parental Involvement Among Low-Income Filipinos**

This study by Garcia A., & De Guzman M. (2020) investigated parental involvement among low-income Filipinos. The researchers used an unusual research method, "pakikipagkwentuhan". The researchers used this method since they believe that it allows for honest conversations.

This study had a participant of 31 low-income Filipino parents and caregivers. The discussions showed the problems associated with extreme poverty and the impact of Filipino cultural values. The research analysis revealed that Filipino parents believe that helping their children with schoolwork, motivating them, and providing structure at home help their children succeed in school, consistent with the extant literature.

### **2.2.7. Parental Attachment, Teacher Attachment, and Attachment to God of Adolescents with Broken Families**

This research stated that various research about the attachment of adolescents with broken families contradict each other. While research on attachment styles is comprehensive, applying attachment theory to understand adolescents from broken families is less common. This study aims to address this gap by using a sequential mixed-method design. This mixed-method design allows researchers to assess the attachment styles of adolescents from broken families using quantitative measures. This study can then explore the experiences through qualitative methods to understand the parental attachment, as well as attachment to their teachers and God.

This study found that there is a relationship between all three attachment styles using Pearson correlation. The average scores indicated that participants had a moderate level of attachment with all three. The average scores in the quantitative data were linked by the researchers to the individual differences and variety of experiences among the participants. The qualitative findings supported the quantitative results. Unto, C. , Sotto, P. , Quintos, L. , Sangalang, J. & David, E. (2023) stated that these in-depth explorations revealed that participants generally reported feeling closer to their teachers than their parents.

### **2.2.8. Attachment Styles and Coping Responses of the Adolescents with Separated Parents: Basis for Counseling Program**

This study investigated the most common attachment styles and coping mechanisms used by students from separated families. The researchers used questionnaires that were specifically designed for this study to gather data from 60 selected participants. The researchers used ANOVA to analyze the findings.

This study found that most students from separated families preferred a secure attachment style. This means that they generally feel comfortable trusting and relying on others. Their attachment was strong, meaning they showed their attachment behaviors. The coping mechanisms most commonly used by those with secure attachment were positive reappraisal and problem-solving

### **2.2.9. Emotional Intelligence, Attachment Style and Lived Experiences of Fathers with Children with Special Needs: A Descriptive Study**

This study by Paniza, R. D. (2018) investigated the variables of emotional intelligence, attachment styles, and lived experiences of fathers raising children with special needs. One of the objectives of this research is to analyze emotional intelligence as well as attachment styles. This research aims to gain knowledge about the fathers' daily lives and the challenges of raising children with special needs.

The researchers interviewed five Filipino fathers and then gave them psychological tests. The participants all had at least one child with a special need. The tests measured the emotional intelligence of the fathers and the attachment styles. This study found that most

fathers scored low on the emotional intelligence test and showed signs of having a vulnerable attachment style, meaning they might struggle with trust and closeness.

### **2.2.10. Amidst the COVID-19 Pandemic: The Relationship Between Self-Esteem and Depression Among Senior High School Students**

This study by Walet M., & Falcatan J. & Tus J. (2022) investigated the self-esteem and depression of senior high school students during the COVID-19 pandemic. This research aims to understand how the pandemic impacted self-esteem and the experiences of depression in senior high school students

This study used the Rosenberg Self-esteem Scale by Rosenberg and The Depression, Anxiety, and Stress Scale (DASS-21). The responses of 150 students were analyzed and provided as the framework for the findings on self-esteem and depression. The analysis showed a relationship between self-esteem and depression ( $r=.014$ ).

### **2.2.11. Parental Socialization, Peer Influence, Self Control, and Financial Literacy as Determinants of Saving Behavior of the Workforce of a State College in Davao De Oro**

This study investigated by Leal, E. (2023) the factors of parental socialization, peer influence, self-control, and financial literacy. The research used a descriptive-correlational design, a survey questionnaire adapted for this study, Pearson correlation, and regression analysis. The researchers recruited a total of 205 faculty members and non-teaching staff from four campuses within the college.

This study showed results that the participants demonstrated good parental socialization, financial literacy, and self-control. On the other hand, Peer influence had a weaker positive effect. The results also showed positive saving behaviors among the faculty and staff. The research found an influence of all four factors on saving behavior. These factors explained 41% of the variation observed in saving habits among the participants.

### **2.2.12. Parental Involvement and Children's Academic Performance in School**

This study aims to investigate the correlation between the parental involvement and the academic performance of the children. The researchers used the descriptive correlational design and a questionnaire specifically designed for this study. The questionnaire was validated by three experts in the field. The researchers tested the reliability of the questionnaire designed for this study which showed .84 of Cronbach's alpha.

This study took 30 fourth-grade students at Cabantian Elementary School. The researchers examined the correlation between parental involvement and the academic performance of the students during the second grading period. The results showed that the parents participated a lot in PTA meetings. The research was not able to find a statistically significant relationship between parental involvement and the students' academic performance in the second grading period.

### **2.2.13. Involvement of Parents in School Programs: A Phenomenological Study**

This study investigates the critical role parents play in schools. This study focuses on the parents of the students from Binongan Elementary School. The researchers interviewed ten parents with different levels of involvement and across grade levels. The study

employed a phenomenological approach, which was to understand lived experiences.

This study found that parents have a lot of perspectives on school programs. This research identified challenges to parental participation in school programs. De Jesus, J. , Sabandal, R. & Castro, D. (2014) claimed that the need for schools to consider various factors that might make it difficult for parents to be involved. The study highlights the importance of addressing these challenges and fostering a collaborative partnership between parents and schools.

#### **2.2.14. Students' Response to Self-Assessment Practice Test and its Relation to Physics Achievement**

This study by Sangga, C. P. (2008) investigated a self-assessment practice test and how it could improve a student's performance in physics. The researchers first hypothesized that students who took a practice test would score higher on a major physics exam than those who did not take a practice test. This study took 146 physics students at the Technological Institute of the Philippines, Quezon City.

This study found that most students found the self-assessment practice test harder than expected. The students recognized the value of the self-assessment practice test as a study tool. The results showed that the practice test scores and the actual exam scores were not that different from each other. The results showed a weak positive correlation between the self-assessment practice test and the actual exam score.

#### **2.2.15. Association Between Permissive Parenting Style and High-Risk Behaviors Among Undergraduate College Students: An Analytical Cross-Sectional Study**

This study by Publico, A. et. al. (2021) investigated the relationship between young Filipino adults' actions and the permissive methods of parenting. This study used a cross-sectional design. Undergraduate students were selected using convenience sampling. The researchers used two surveys which are the Parental Authority Questionnaire and the Youth Risk Behavior Survey.

This study stated that the children raised by mothers and fathers who adopted a permissive parenting style were more likely than children raised by parents who adopted a different parenting style to engage in certain health risk behaviors. Children of permissive mothers showed a stronger positive association with HRBs in Alcohol and drug use (PRR = 3.44; 95% CI 0.66, 18.03), Sexual behavior (PRR = 1.27; 95% CI 0.46, 3.50), and Diet/food intake (PRR = 1.37; 95% CI 0.81, 2.33). Children of permissive fathers showed a stronger positive association with HRBs in Alcohol and Drug use (PRR = 3.65; 95% CI 0.70, 19.11), and Diet/ food intake (PRR = 1.18; 95% CI 0.70, 2.01). None of these associations met statistical significance ( $p$ -value > 0.05).

## **CHAPTER 3: Research Methodology**

### **3.0. Research Design**

The researchers used a quantitative approach to determine the relationship between paternal attachment and female adolescent self-esteem. The quantitative approach to gathering information focuses on describing a phenomenon across a larger number of participants thereby providing the possibility of summarizing characteristics across groups or relationships. This approach surveys a large number of individuals and applies statistical techniques to recognize overall patterns in the relations of

processes. Importantly, the use of surveys can be done across groups (Rhodes, 2022).

Specifically, a correlational research design was employed by researchers. A correlational study is a type of research design that looks at the relationships between two or more variables (Cherry, 2023). Furthermore, it is a non-experimental research design where two (2) variables are measured. In the study's case, paternal attachment and self-esteem are being tested.

### **3.1. Respondents and Sampling Technique**

The researchers used a purposive sampling method to determine the target respondents for the questionnaire. Purposive research sampling is a type of non-probability approach in which the researcher chooses a sample (person, cases, or events) based on their assessment that it would fit the study's objectives (Bisht, 2024). The respondents of the study were the 1st-year Female Psychology students of OLFU-QC. This supports the study written by Maheswari R. & Maheswari K. (2016) on Self-Esteem that says college is the time when most students are developing their sense of identity, and for many, it is the first time away from home, and some students are the first member of the family to ever attend college. Students are finding things out about themselves and figuring out what college life is all about. Prioritizing and responsibility are brought to a new level as students are in charge of their new world. It can be very overwhelming. In addition to all of this, students are trying to make friends and be "Accepted" by Peers. This is the time when self-esteem is very much needed. Self-esteem is important to everyone and all need positive self-esteem to feel good about themselves. Additionally, according to Septariana & Hastuti (2019), the research found that girls had a better score in the context of paternal spirituality and attachment than boys. Furthermore, the research found that the politeness and perseverance of the boys are worse than that of the girls.

To ensure the reliability of the data gathered, the researchers used Slovin's formula to calculate the sample size necessary to achieve a certain confidence interval when sampling a population (Contentsquare, n.d.). According to Research Assignments (n.d.), slovin's formula is used to calculate the sample size ( $n$ ) given the population size ( $N$ ) and a margin of error ( $e$ ). -It is computed as  $n = N / (1 + Ne^2)$ . Moreover, with a confidence level of 95 percent and a margin error of 0.05, the survey will be conducted with at least 122 respondents in the given population of 1st-year Female Psychology students in OLFU-QC.

The researchers used an online survey questionnaire through Google Forms with a 4-point Likert scale to measure how much the respondent agreed or disagreed with the given statement. This study employed an alpha level of 0.05. The researchers administered two (2) questionnaires in this study to assess both the paternal attachment and the self-esteem of female students, namely, the Parental Attachment Questionnaire (PAQ) and the Rosenberg Self-Esteem Scale (RSES). Only fifteen (15) questions were used from the PAQ in this study to determine a female's paternal attachment. The RSES contains ten (10) questions to assess a female's self-esteem.

### **3.2. Ethical Considerations**

For the ethical considerations of this research, before the researchers conduct the study. The participants will have brief data regarding the information and the purpose of the study to ensure that the respondents guarantee anonymity, and secrecy, and prevent harm, and the spread of personal information, all information will



## CHAPTER 4: RESULTS AND DISCUSSION

### 4.0. Data Collation

#### 4.0.1. Paternal Attachment

Question	WM	VI
1. My father is someone I can count on to listen to me when I feel upset.	2.43	Disagree (2)
2. My father supports my goals and interests.	3.21	Agree (3)
3. My father understands my problems and concerns.	2.62	Agree (3)
4. My father ignores what I have to say.	2.02	Disagree (2)
5. My father is disappointed in me.	1.83	Disagree (2)
6. I looked forward to seeing my father.	3.02	Agree (3)
7. I felt comfortable with my father.	2.91	Agree (3)
8. My father made me angry.	2.39	Disagree (2)
9. I wanted to be with my father all the time.	2.51	Agree (3)
10. My father made me feel guilty and anxious.	2.42	Disagree (2)
11. I felt feelings of love for my father.	3.03	Agree (3)
12. I tried to ignore my father.	2.39	Disagree (2)
13. I liked being with my father.	2.84	Agree (3)
14. Feeling let down and disappointed by my father.	2.40	Disagree (2)
15. I am disappointed with my father's response.	2.34	Disagree (2)

be kept confidential following RA 10173 which is also known as the Data Privacy Act. This act attempts to protect an individual and their data in information and communications systems, in both private and government sectors.

The researchers emailed the owners of the questionnaires used in this research to acquire permission from the respective owners. The researchers also cited the references properly using the APA Method. The researchers will temporarily store the raw data that was gathered and will be used only for research purposes and not for any malicious intent. The researchers will first analyze the raw data using a statistical procedure and then will permanently delete the collected raw data after approximately thirty days starting from the day of gathering data to finalizing the outcomes of the study

#### 3.3. Administration and Retrieval of Instruments

Individuals from the Psychology program, specifically those of 1st-year female college students in OLFU-QC were invited to participate in the researcher's survey questionnaires. The study aims to investigate the self-esteem and paternal attachment of these students. Those who agreed to participate received the survey questionnaires via Google Forms. The questionnaires contained a consent form and used validated measures: RSES to assess self-esteem and the instrument developed by Akhtar et al. (2023) to measure paternal attachment. Permission to use these questionnaires was obtained from the respective creators. Additionally, a letter requesting approval to conduct the study was submitted to the Head of the Psychology department at OLFU-QC.

#### 3.4. Statistical Treatment of Data

The succeeding statistical tools were utilized to present and analyze the data gathered. The researchers used and interpreted the level of agreement to test the relationship between a female student's parental attachment to their fathers and self-esteem. Pearson's correlation was employed to test how the two variables are related (Cutting, 2015). All given data from each person was added and divided based on the number of questions. However, some statements were in a negative tone. Therefore, the scoring will reverse in the given statements. The scale in RSES ranges from 1-4. If the scores are between 2 and 3.5, then self-esteem is within a normal range, while scores below 2 suggest low self-esteem. On the other hand, the scale in PAQ ranges from 1-4 as well. Scores between 2 and 3 are within a normal range, while scores below 2 indicate a weak paternal attachment.

Numerical Value	Interval	Verbal Interpretation
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

Overall Weighted Mean	2.56 (High))
Overall Weighted Mean	2.56 (High))

Note: The total sample size (N) is 122 1st year female psychology students. It uses a 4-point Likert scale: 4 — Strongly Agree (SA), 3 — Agree (A), 2 — Disagree (D), and 1 — Strongly Disagree (SD).

**a) Highest Ranking and Verbal Interpretation**

Seven out of fifteen questions resulted in a verbal interpretation of Agree (A). These included statements number 2,3,6,7,9,11, and 13 — which had the highest place in the ranking system. The overall weighted mean is 2.56, qualifying under “Agree.”

**b) Lowest Ranking and Verbal Interpretation**

Eight out of fifteen questions resulted in a verbal interpretation of Disagree (D). These included statements number 1,4,5,8,10,12,14, and 15 — which had the lowest place in the ranking system. The overall weighted mean is 2.56, qualifying under “Agree.”

Table 1 shows the results of the Paternal Attachment Questionnaire of 1st-Year Female Psychology Students in OLFU-QC. The Paternal Attachment Questionnaire created by Akhtar et al. (2023) has fifteen (15) statements in total, with seven (7) statements having reverse scoring. The majority of the respondents answered “Agree” on six out of seven positive statements, this includes the numbers 1,2,3,6,7,9,11, and 13. It indicates that the respondents who answered “Agree” on all six statements tend to show that they are more likely to be positively attached to their Paternal Figure. However, they answered “Disagree” on all negative statements, this includes the numbers 4,5,8,10,12,14, and 15.

This implies that female psychology students have a high level of score in Paternal Attachment which supports the foreign study that illustrates that girls tend to have a higher level of Paternal Spirituality, Attachment, Politeness, and Perseverance compared to males (Septariana, & Hastuti, 2019). On the other hand, the data disproves the study stating that there is no significant relationship between the daughters’ psychological well-being, anxiety, and their avoidant attachment style as the researchers hypothesized (S. Jilani, 2022).

**4.0.2. Self-Esteem**

Question	WM	VI
1. On the whole, I am satisfied with myself.	2.84	Agree (3)
2. At times, I think I am no good at all.	2.98	Agree (3)
3. I feel that I have a number of good qualities.	2.92	Agree (3)
4. I am able to do things as well as most other people.	2.90	Agree (3)

5. I feel I do not have much to be proud of.	2.58	Agree (3)
6. I certainly feel useless at times.	2.66	Agree (3)
7. I feel that I’m a person of worth, at least on an equal plane with others.	3.02	Agree (3)
8. I wish I could have more respect for myself.	3.07	Agree (3)
9. All in all, I am inclined to feel that I am a failure.	2.34	Disagree (2)
10. I take a positive attitude toward myself.	3.06	Agree (3)
Overall Weighted Mean	2.84 (Low)	
Overall Weighted Mean	2.84 (Low)	

Note: The total sample size (N) is 122 1st year female psychology students. It uses a 4-point Likert scale: 4 — Strongly Agree (SA), 3 — Agree (A), 2 — Disagree (D), and 1 — Strongly Disagree (SD).

**a. Highest Ranking and Verbal Interpretation**

Nine out of ten questions resulted in a verbal interpretation of Agree (A). These included statements 1,2,3,4,5,6,7,8, and 10 — which had the highest place in the ranking system. The overall weighted mean is 2.84, qualifying under “Agree.”

**b. Lowest Ranking and Verbal Interpretation**

One out of ten questions resulted in a verbal interpretation of Disagree (D). This is only found in statement number nine (9) — which had the lowest place in the ranking system. The overall weighted mean is 2.84, qualifying under “Agree.”

Table 2 reveals the Self-Esteem Questionnaire results of the 1st-Year Female Psychology Students in OLFU-QC. They mostly answered agree, however, RSES is a combination of five (5) positive statements and another five (5) negative statements. The majority of the students answered ‘Agree’ on all positive statements, this includes the numbers 1,3,4,7, and 10. This indicates a fair score for having high self-esteem. On the other hand, they also answered ‘Agree’ on four out of five negative statements which can be seen in numbers 2,5,6,8, and 9.

This implies that female students have a relatively low score on their self-esteem, given that the table revealed that they have a weighted mean of 2.84. This observation aligns with the study on Self-Esteem in Adolescent Females that says low self-esteem

scores may increase a person's vulnerability to engage in risky behaviors. These results underscore the importance of further exploration and intervention to support the development of robust self-esteem among female students, thereby promoting their overall well-being and resilience in their personal lives.

**4.1. Data Correlation**

Correlation Matrix		Paternal Attachment	Self-Esteem
Paternal Attachment	Pearson's r	—	—
	df	—	—
	p-value	—	—
Self-Esteem	Pearson's r	0.199	—
	df	121	—
	p-value	0.027	—

The p-value is 0.027, which is less than 0.05. Which shows the observed correlation is statistically significant. It's unlikely this pattern occurred by random chance. The correlation coefficient, Pearson's r is 0.199. Which shows a weak positive correlation between paternal attachment and self-esteem.

**CHAPTER 5: CONCLUSION**

**5.0. Recommendations**

**4.0.1. Daughters**

The researchers recommend that daughters prioritize themselves encompassing both physical and mental well-being through self-care practices. They need to cultivate resilience and emotional intelligence in navigating life's challenges.

**4.0.2. Fathers**

The researchers recommend that fathers should cultivate strong, supportive relationships with their daughters to equip them with the tools to navigate the complexities of adolescence. Building trust and open communication lays a solid foundation for their emotional growth and resilience.

**4.0.3. Mental Health Professionals**

The researchers recommend that they advocate for programs that emphasize the crucial role of paternal bonds in shaping adolescent self-esteem. Offer tailored services to help young individuals understand and address the influence of parental relationships on their mental health and self-worth.

**4.0.4. Future Researchers**

The researchers recommend that future researchers expand this research to include both parental figures, exploring the impacts on children's self-esteem. Consider diverse samples, including college students of various genders, to capture a broader understanding. Investigate the multifaceted effects of parental attachment on social dynamics, academic performance, relationships, and overall mental well-being. Utilize innovative sampling methods, such as snowball sampling, to capture a more diverse range of perspectives beyond traditional research settings.

**4.1. Conclusion**

This study investigated the relationship between paternal attachment and self-esteem in a sample of 122 female psychology students whereas the results of this study conclude that there is a significant correlation between these two variables. This study found a weak, but statistically significant, positive correlation ( $r = 0.199$ ,  $p = 0.027$ ) between paternal attachment and self-esteem among female psychology students. In measuring the linear relationship of the variables, Pearson's r is used in this study which was later revealed to be 0.199 which implies that the study has a weak positive correlation between paternal attachment and self-esteem which in other terms, Female Psychology Students with Stronger Paternal Relationships are often associated with slightly higher self-esteem on average, than those with weaker bonds. It is important to remember that the correlation coefficient shows a weak effect size, implying that the intensity of the link is rather moderate. With the degrees of Freedom having 121 with 122 Participants. The p-value of this study is 0.027, which is less than 0.05 which suggests that this data is statistically significant the pattern did not happen by chance. It is important to remember that this association only applies to this specific group, female psychology students and their fathers, and may not apply to other groups.

The results of the Paternal Attachment Questionnaire (PAQ) show that 1st-year Female Psychology Students have a high level of score in terms of paternal attachment, due to positive answers on negative statements. Meanwhile, the results of Rosenberg's Self-Esteem Scale (RSES) show that the said students have a relatively fair score on their self-esteem, due to the reverse scoring in the negative statements. Future research could go deeper into this association by examining more change for the better and a good diverse sample population. This study also proposes looking at potential mediating variables within families, such as communication styles, to gain a better understanding of the mechanisms underlying the relationship between paternal attachment and self-esteem.

**5.2. Appendices**

### 5.2.1. Appendix A: Validation Letter

May 10, 2024

Dear Dr. Ronan S. Estoque,

Greetings!

We, the researchers from Our Lady of Fatima University 1<sup>st</sup> Year-Psychology students are conducting a research study entitled “**Exploring the Relationship Between Paternal Attachment and Adolescent Self-Esteem on 1st Year Female Psychology Students**”. With your proficiency and expertise, we are humbly asking for your permission to thoroughly check and validate our research questionnaire for us to see if the given questionnaire is aligned with the study being conducted. All suggestions and revisions to be made will be taken into consideration.

We hope that our request will receive a favorable reaction from you.

Thank you and have a good day.

Respectfully yours,

Tiffany Porsche Bringas  
Researcher

Dea Jaztine Calora  
Researcher

Andrei Zion Domingo  
Researcher

Andrew Luis Delos Santos  
Researcher

Noted by:

Marck Danielle J. Alberto  
Research Adviser

Name of the Validator: Dr. Ronan S. Estoque

Position/Expertise: Head of Psychology Department

Date Validated:

### 5.2.2. Appendix B: Consent Form

Greetings! We are the 7th Group of Psychological Statistics from BS PSYCH 1-YB-4 and We are firmly asking you to partake in our survey.

We aim to explore the correlation between Paternal Attachment and Self-Esteem to cultivate a more profound understanding for both daughters and fathers. Your involvement in this research study is greatly appreciated. We humbly ask for your time and patience in answering this questionnaire. In addition to your answers, we will collect personal information such as your name and section. We securely store this data until the research period is over. We highly value the trust you place in us and are committed to safeguarding your privacy. Rest assured, we will not sell or disclose this data to any third parties. By completing this survey, you consent to processing your data under our privacy policy which we value under Republic Act No. 10173, also known as the Data Privacy Act of 2012. This act attempts to protect an individual and their data in information and communications systems, in both private and government sectors.

- I was given assurance that all the information that I would share would be kept confidential and that I could withdraw from participating at any time. I have read the foregoing statements and I consent to participate in this study.
- Are you a 1st-year female student enrolled in BS Psychology?

Name (optional):

Email:

Section:

### 5.2.3. Appendix C: Questionnaire Authorization Request



ANDREI ZION DEL ROSARIO DOMINGO <addomingo3393qc@student.fati... 7:53 PM (0 minutes ago)



to leslie.francis ▾

May 23, 2024

Dear Dr. Leslie J. Francis,

Greetings! With your proficiency, we, students from 1st Year-Psychology from Our Lady of Fatima University, Philippines are humbly asking for your permission to use your questionnaire on "Introducing a short-form Parental Attachment Questionnaire for Muslim Societies (PAQ-MS): a study among young adults in Pakistan" in our research. Specifically, Table 3. PAQ-MS: Affective Quality of Relationship with Father. We are currently conducting a research study entitled "Exploring the Relationship Between Paternal Attachment and Adolescent Self-Esteem on 1st Year Female Psychology Students".

We hope that our request will receive a favorable reaction from you. Thank you and have a good day.

## Introducing a short-form Parental Attachment Questionnaire for Muslim Societies (PAQ-MS): a study among young adults in Pakistan

Nafees Akhtar , Leslie J. Francis , Ursula McKenna & Syeda Salma Hasan

<https://doi.org/10.1080/13674676.2022.2162030>

PUBLISHED ONLINE:  
23 March 2023

Table 3 of 9

Table 3. PAQ-MS: Affective Quality of Relationship with Father.

	<i>r</i>	Very much %
My father is someone I can count on to listen to me when I feel upset	.47	32
My father supports my goals and interests	.57	62
My father understands my problems and concerns	.59	45
My father ignores what I have to say *	.51	9
My father is disappointed in me *	.52	10
I looked forward to seeing my father	.52	55
I felt comfortable with my father	.69	57
My father made me angry *	.54	9
I wanted to be with my father all the time	.55	48
My father made me feel guilty and anxious *	.50	10
I felt feelings of love for my father	.56	71
I tried to ignore my father *	.52	6
I liked being with my father	.61	56
Feeling let down and disappointed by my father *	.48	9
I am disappointed with my father's response *	.58	10

Note: \* these items are reverse coded.

5.2.4. Appendix D: Parental Attachment Questionnaire (PAQ)

5.2.5. Appendix E: Rosenberg's Self-Esteem Scale (RSES)

Please record the appropriate answer for each item, depending on whether you Strongly agree, agree, disagree, or strongly disagree with it.

1 = Strongly agree

2 = Agree

3 = Disagree

4 = Strongly disagree

- \_\_\_\_\_ 1. On the whole, I am satisfied with myself.
- \_\_\_\_\_ 2. At times I think I am no good at all.
- \_\_\_\_\_ 3. I feel that I have a number of good qualities.
- \_\_\_\_\_ 4. I am able to do things as well as most other people.
- \_\_\_\_\_ 5. I feel I do not have much to be proud of.
- \_\_\_\_\_ 6. I certainly feel useless at times.
- \_\_\_\_\_ 7. I feel that I'm a person of worth.
- \_\_\_\_\_ 8. I wish I could have more respect for myself.
- \_\_\_\_\_ 9. All in all, I am inclined to think that I am a failure.
- \_\_\_\_\_ 10. I take a positive attitude toward myself.



## Exploring the Relationship Between Paternal Attachment and Adolescent Self-Esteem on 1st-Year Female Psychology Students

Thanks for your interest in taking our survey questionnaire!

\* Indicates required question

Email \*

Record my email address with my response

*Greetings! We are the 7th Group of Psychological Statistics from BS PSYCH 1-YB-4 and We are firmly asking you to partake in our survey.*

*We aim to explore the correlation between **Paternal Attachment** and **Self-Esteem** to cultivate a more profound understanding for both daughters and fathers. Your involvement in this research study is greatly appreciated. We humbly ask for your time and patience in answering this questionnaire. In addition to your answers, we will collect personal information such as your name and section. We securely store this data until the research period is over. We highly value the trust you place in us and are committed to safeguarding your privacy. Rest assured, we will not sell or disclose this data to any third parties. By completing this survey, you consent to processing your data under our privacy policy which we value that under Republic Act No. 10173, also known as the Data Privacy Act of 2012. This act attempts to protect an individual and their data in information and communications systems, in both private and government sectors.*

I was given assurance that all the information that I will share will be kept confidential and that I could withdraw from participating at any time. I have read the foregoing statements and I consent to participate in this study. \*

- Yes
- No

Are you a first-year female student enrolled in BS Psychology? \*

- Yes

Name (Optional)

Your answer

Section: \*

Choose

### Paternal Attachment Questionnaire

Kindly check the column to rate your level of agreement with each statement: **Four (4) being the highest and one (1) being the lowest.**

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

### Paternal Attachment \*

	4	3	2	1
My father is someone I can count on to listen to me when I feel upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father supports my goals and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father understands my problems and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father ignores what I have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My father is disappointed in me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I looked forward to seeing my father.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt comfortable with my father.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father made me angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to be with my father all the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father made me feel guilty and anxious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt feelings of love for my father.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tried to ignore my father.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I liked being with my father.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling let down and disappointed by my father.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am disappointed with my father's response.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Self Esteem:** Kindly check the column to rate your level of agreement with each statement: **Four (4) being the highest and one (1) being the lowest.**

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

**Self-Esteem \***

	4	3	2	1
On the whole, I am satisfied with myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At times, I think I am no good at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have a number of good qualities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to do things as well as most other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I do not have much to be proud of.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I certainly feel useless at times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel that I'm a person of worth, at least on an equal plane with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I could have more respect for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I am inclined to feel that I am a failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take a positive attitude toward myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We are grateful for your Time and Attention.

We appreciate your effort in taking time for taking this survey and we assure you that your data will be saved and kept privately as we acknowledged the law under Republic Act No. 10173, also known as the Data Privacy Act of 2012. This act attempts to protect an individual and their data in information and communications systems, in both private and government sectors.

This study is approved and monitored by Our Lady of Fatima University. If you have questions or problems regarding this study you may send messages the researches through email.

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