

Self esteem, anxiety and family climate for school going boys and girls in Haryana state

Tanu Kukreja and Jyotsana

Deptt. of Applied Psychology, GJUS&T, Hisar, India.

*Corresponding author: Tanukukreja1986@gmail.com

Abstract

Many researches are being conducted in the area of parenting, self esteem, Anxiety and the impacts of Family Climate. For people of all ages, the development of full human potential is enhanced through self esteem. Self Esteem is the perception of one's own intrinsic worth, based on thoughts, beliefs, and life experiences. Anxiety whereas can be defined as overwhelming sense of apprehension or fearfulness- Marked by physiological signs, sometimes referred to as autonomic signs. The present study "A study of Self Esteem, Anxiety and Family Climate for School Going Boys and Girls in Haryana State" tries to find out comparison between boys and girls for three variables i.e. Self Esteem, Anxiety and Family Climate. The Sample of 150 students of grades six to ten was chosen because the children grow up in the way their parents brought them up. The results of the study show that Boys and Girls significantly differ for Anxiety and Expectation (A subscale of Family Climate Scale). All the other variables of the study have shown insignificant results.

Keywords: Self Esteem, anxiety, family climate

Self Esteem could be defined like a sum of beliefs or feelings that a person has for himself/herself, it is a person's evaluation of himself or herself, and his or her affective reactions to that evaluation. The way a person experiences and values for his or herself also influences hers/his behaviour. It's important to point out that the self-esteem change through life under the influences of acquired experiences.

Self esteem basically is the perception of one's own intrinsic worth, based on thoughts, beliefs, and life experiences. People with healthy self-esteem feel good about themselves, value their skills and talents, respect their own intelligence and act on their beliefs and feelings. People with low self-esteem - unable to accurately assess their strengths and weaknesses – often judge themselves harshly and negatively. While healthy self-esteem brings a sense of confidence and accomplishment, low self-esteem can greatly

impact the quality of an individual's relationships, work or studies. Low self-esteem can keep you from enjoying life, doing the things you want to do, and working toward personal goals.

Low Self-esteem is linked to different problems in school age children because they have the tendency to underestimate themselves and attribute their failures to own incompetence. On the other side children with high self-esteem are sure with their capabilities and they cope with their problems easier. So, self-esteem has a protecting function in development of different problems of child adjustment even in serious disorder like depression and anxiety (Macuka, 2004).

Recurrent positive information from the environment that a person receives commonly increases her/his self-esteem, and negative information decreases it. Especially important are information's that are received from so called important other persons- parents, friends, teacher's etc.

At other times, it may be a *consequence* of some other issue such as a traumatic event, difficult life circumstances, an illness, or from high anxiety. Self-esteem is not the same as self-confidence which develops as you learn what you can do well and what you may find more challenging. Even if you have high self-confidence about doing something, you can still have low self-esteem (Kessler *et. al*, 1979).

What causes Low Self-Esteem in students?

The causes of low self-esteem are many and varied. It can result from depression, guilt, self-doubt, prolonged misfortune and ongoing failures, or trying to live up to unrealistic standards. Self-esteem can also be related to that which others think of us; we tend to believe the perceptions of others, right or wrong.

What are the effects of Low Self-Esteem?

If someone constantly questions or doubts himself, he may be creating conditions for one or more of the following effects of low self-esteem:

- Social anxiety
- Depression
- Lack of confidence
- Lack of motivation or goals
- Procrastination
- Negative, unrealistic view of self and others
- Limiting beliefs
- Trouble forming healthy relationships

- Overly dependent on others
- Anger management issues

Family Climate

Amongst different variables that refer to the family functioning and relations, the most common are influences of parenthood basic dimensions. Maccoby and Martin (1983) point out two important dimensions of parenthood:

- Emotionality (sensitivity, parental warmth) and
- Control (demanding).
- Emotionally refers to the amount of support, love and encouragement that parent often give to a child. Emotionality is opposite to rejection, hostility and neglect. Control refers to the level of discipline and supervision of a child, and it also has another extreme- total lack of control or indifference to child behaviour. (Macuka *et al.* 2004)

Defining the basic aspects of parental behaviour has brought up the question of influences and consequences that different parental behaviour could have on child development. The results are:

- Children and adolescent of authoritative parents generally are the most curious, self-confident and independent. This parenting style clearly has the most positive effects on early social and emotional development.
- Children of authoritarian parents often are easily upset, displaying moodiness, aggression and conduct problems.
- Children of indifferent parents tend to be demanding and disobedient because their parents provide little in the way of interest, emotional support and does not foster healthy social and emotional development.
- Children of permissive parents are often impulsive immature and out of control. Their parents are loving and emotionally sensitive but set few limits on children's behaviour. (Macuka *et al.* 2004)

Close parent/adolescent relationships, good parenting skills, shared family activities and positive parent role modelling all have well-documented effects on adolescent health and development (Hair *et. al.*, 2005, Parker *et. al.*, 2004, Resnick *et. al.*, 2004). These are also areas where parents can make choices to make positive changes for their children, and where social policy can help support parents in taking such steps.

The family climate can be a substantial source of support for growing adolescents, granting close relationships, firm parenting skills, great communication, and modelling positive behaviours. It can

also be a problematic climate when those supports are lacking, or when negative adult behaviours like smoking or excessive drinking are there. Where adolescent physical wellbeing is concerned, clearly the family and parents matter.

Anxiety

At times when man could not comprehend the meaning of his surroundings, he felt lost, scared and insecure. The vagaries of his fortune brought swings in his moods. Sometimes he felt euphoric, while at others he was depressed and dejected. Anxiety, as a fear without object, is translated into the subject's life through unequal, out of scale reactions to events, inadequacy and elements of stress.

Anxiety is a normal reaction to stress. It helps us in dealing with a tense situation, studying hard for an exam, or keep focused on an important speech. Generally, it helps us in coping.

The person tries to avoid social gathering or feels them as considerable distress and anxiety, even though one is aware, that this fear is excessive and irrational and hence leading to a significant reduction in quality of life (Bracik *et. al.*, 2012).

The family background sounds to have a substantial influence on the boosting of Seasonal Affective Disorder, although the data from the literature are sometimes contrary or inconsistent (Merikangas *et al.* 2003).

Review of Literature

A study by Macuka *et al.* 2004 tells that all the variables that represent family relations are significantly correlated with the overall general adolescent's self-esteem. The results of their study show a considerable contribution of different aspects of family functioning to the development of a positive self-image in the period of early adolescence. However, it is important to state that different relations within a family have different effects to boys and girls.

Contemporary researches show that self-esteem is developing through life, and family has an important role in that process, especially in early adolescence. It is also evident the greater disharmony between the needs of a child and the support he is getting from the environment, the poorer adjustment and general self-esteem. During the early childhood, self-esteem is relatively high, while on transition to early adolescence status changes and the positive self-esteem decreases and does not stabilize until high school age (Vasta *et. al.*, 1992).

The family has an important role in that time, according to Brajsa-Zganec *et al.*, 2000 shows that children without enough support from their parents and friends have a higher risk to develop self-esteem.

Findings from different studies conducted by Harter and her colleagues (Harter *et al.*, 1997) reveal that adolescents highest in false self-behavior reported the lowest level of global self-esteem and were most likely to report depressive affect. Moreover, parenting practices that constitute lack of attunement to the child's needs, empathic failure, lack of validation, threats of harm, coercion and enforced compliance,

all cause the self-esteem to go underground.

The research by Macuka *et. al.* (2004) implies that positive relationships between parents and children and positive emotional atmosphere among the members of a family have a significant influence on the image that adolescent creates of himself or herself. On the other hand, parents control is statistically negative correlated with self-esteem, which indicates that a parental control has a negative effect on adolescent's self evaluation.

It is important to underline that, in this research, the control as dimension of parenthood is described in terms of using negative remarks, such as threats and commands, exaggerated criticism, involvement in child's life, comparison with other children, using the method of blackmail if the child doesn't stick to the prearranged rules of behaviour etc. Such behaviours in fact refer to the negative aspect of parent's attempts of controlling child's behaviour, which is more like the negative psychological control and results in a negative image child creates of himself/herself.

Elaborating more Macuka *et. al.* (2004) study show that significant predictors of high self-esteem for girl's sample are father's emotionality and satisfaction with family. It is obvious that girls give great importance to emotional relationship with their fathers, global atmosphere in the family and satisfaction with the way their families function. These variables make significant impact on the level of their self-esteem and they reflect emotional world that determines girl's self-concept.

On the other side, results for boys are something different. Predictor variables that make significant impact on the male positive self-image are grades, i.e. school success, father's control and family cohesion. It means that male self-concept is more determined by school success, low control from fathers and family cohesion which relates with the level of emotional closeness of family members.

Additionally, Delugach and colleagues (1992) in a study of Grades 5 and 6 found self-esteem to be related with positive interpersonal relationships. McWhirter *et. al.* (2002), in a older sample, found low self-esteem as a predictor of high levels of loneliness. Therefore, self-esteem seems to have important implications in multiple domains.

A study about the Peers and self-esteem shows that attention towards peers and the need for social acceptance reach their peak during the adolescent years (Eccles *et. al.*, 1991). Leary (1995) suggested in sociometer hypothesis that fluctuations in social acceptance by peers during these years have important implications for the self-esteem (Bullock, 1992; Dayan *et. al.*, 2001). In addition, the child's temperament (Crozier, 1995; Lazarus, 1982) and parent child relationships (Reiss *et. al.*, 2000; Roberts *et al.*, 2000) may have a significant influence upon adolescent self-esteem.

Parents who show positive problem-solving behaviors with their shy and socially anxious children may help in increasing greater self-esteem (Reiss *et. al.*, 2000; Henderson *et.al.*, 2000). Henderson and colleagues in their studies found that socially anxious children aged 8 to 11, though they did'nt report any decrease in anxiety, but were able to learn prosocial skills through interaction with competent adults (Henderson *et al.*, 2000).

Positive involvement of parents also seems to enhance self-esteem in youth samples (Dekovic *et. al.*, 1997; Deihl *et. al.*, 1997; Roberts *et al.*, 2000). In a sample of preadolescent, Roberts *et. al.* (2000)

found positive parental connection to be positively correlated with self-esteem, specially youth whose peers were supportive.

Deihl *et al.* (1997) found positive family and peer relationships to be persistently related to both consistently high and enhanced levels of self-esteem in students from 6 to 10 grade. Mother's acceptance has been correlated with both positive peer relations and high self-esteem in a sample of 12 to 18 years (Dekovic *et. al*, 1997).

As per Holly (1987), culture has an impact on self-esteem, child bringing up practices, achievement related characteristics and interactions with parents and teachers. Another study by Donahue *et. al.* (1995) revealed that self esteem has also been identified as a forecaster of social problems in the researches of psychological and social development.

A Study by Nagar *et. al* (2008) shows that about 33% of adolescent girls were having low self-esteem. A Positive correlation was found between self-esteem and family type and education of girls, which means that girls living in nuclear families have a higher self-esteem. The study further states that A clear cut highly significant relationship was found between self-esteem and the family type of girls; whether the family is nuclear or joint, it does affect the self-evaluation of the individual. The results are supported by a study of James (2004) where he found that perceived family support by parents and self esteem were significantly positively correlated.

In a joint family because of access work load and other duties of the members at home, they might not give proper attribution to the children, which may affect their confidence level. Great family support gives adolescent with a feeling of security as well as stability. Which is important during a time that can be very rough for few individuals. This sense of stability and security allows them to have a positive self-perception.

Elaborating more the study of Coopersmith (1967), the attention an individual receives from other people and the degree of acceptance and respect s/he feels have a role in self esteem development.

Healthy self-esteem has been associated with happiness, success, and high achievement, whereas low self-esteem has been associated with depression, anxiety, and underachievement (Addeo 1994).

Objectives

1. To study the difference between boys and girls of 12-15 years age for Self Esteem.
2. To study the difference between boys and girls of 12-15 years age for Anxiety.
3. To study the difference between boys and girls of 12-15 years age for Family Climate.

Hypotheses

1. There should be difference between boys and girls for the Self Esteem variable.
2. There should be difference between boys and girls for the Anxiety variable.

3. There should be difference between boys and girls for the Family Climate variable.

Methodology

Sample: The present study was done on 150 students of Haryana State, India. The sample was comprised of 75 boys and 75 girls who were randomly chosen from two different schools. The age group of the subjects was 12-15 years.

Tools used:

- **Family Climate Scale:** Family Climate Scale is given by Dr. Beena Singh. It consists of 90 items. The scale measures 10 dimensions for school going students. The 10 dimensions are : Freedom vs Restrictiveness, Attention vs Negligence, Dominance vs. Submission, Acceptance vs. Rejection, Trust vs. Distrust, Indulgence vs. Avoidance, Warmth vs. Coldness, Expectation vs. Hopelessness, Partiality vs. Fairness and last Open communication vs. Controlled communication. The test is reliable and valid for secondary and high schools of rural and urban areas.
- **Rosenberg Self Esteem Scale:** Rosenberg Self Esteem Scale is developed by a Sociologist Dr. Morris Rosenberg in 1965. The scale is a ten item Likert scale with items answered on a four point scale - from strongly agree to strongly disagree. The original sample for which the scale was developed was on high school juniors and seniors but although the scale has a efficiency of Global use. The internal consistency of the Scale is ranges from .77 to .88 and the test-retest value ranges from .82 to .85. The criterion validity of the test is .55.
- **Indian adaptation of Saranson's general anxiety scale for school children:** Indian adaptation of Saranson's general anxiety scale for school children was given by Dr. Anil Kumar. The Scale has 45 items that is to be answered in 'yes' or 'no' response. The Scale can be used for the subject of less than 17 or 18 years. The Split half reliability scores of the test is 0.79 whereas the reliability with the K-R formula method is .81. Validity value for the test is .736.

Procedure

The participants were taken from different schools of Hisar District, Haryana, India. Before administering the test rapport was established. Instructions were made clear to all the subjects. Questionnaires were administered individually as well as in groups as per the convenience of participants.

Results and Discussion

Table 1. Showing *t* value for the variables

		M	SD	t(148)	Significance
Self Esteem	M	19.84	2.91	.782	.436
	F	19.44	3.33		
Anxiety	M	24.22	7.81	-8.255	.001
	F	34.02	6.68		
Freedom	M	9.17	1.97	1.285	.201
	F	8.76	1.96		
Restrictiveness	M	4.00	.00	.725	.469
	F	3.88	1.43		
Indulgence	M	5.25	1.71	-.419	.676
	F	5.62	1.38		
Avoidance	M	6.42	1.82	.56	.525
	F	6.25	1.95		
Fairness	M	8.04	1.83	.76	.444
	F	7.81	1.78		
Partiality	M	4.65	1.24	.060	.952
	F	4.64	1.45		
Attention	M	4.25	1.38	.00	1.00
	F	4.25	1.17		
Negligence	M	7.46	2.48	-1.897	.060
	F	8.25	2.59		
Acceptance	M	3.40	.82	-1.478	.142
	F	3.57	.59		
Rejection	M	10.12	2.83	.823	.412
	F	9.74	2.72		
Warmth	M	6.18	1.51	-.162	.872
	F	6.22	1.51		
Coldness	M	6.64	2.10	.079	.937
	F	6.61	2.04		
Trust	M	4.96	1.44	1.327	.187
	F	4.68	1.11		
Distrust	M	6.40	1.55	-0.99	.921
	F	6.42	1.73		

Dominance	M	5.36	1.45	.782	.435
	F	5.18	1.24		
Submission	M	5.25	1.84	.441	.660
	F	5.13	1.46		
Expectation	M	7.01	1.37	-3.343	.001
	F	7.61	.73		
Hopelessness	M	4.49	1.52	-.397	.693
	F	4.58	1.35		
Open communication	M	5.86	1.82	.587	.558
	F	5.69	1.79		
Controlled communication	M	5.18	1.90	.405	.686
	F	5.06	1.79		

Table 1 representing the t values for all the variables shows that the Mean value of Boys and Girls for Self Esteem variable is 19.84 and 19.44 respectively and SD values respectively are 2.91 and 2.33. And $t(148)$ is .436 which represents the insignificance of the variable. That means Boys and Girls do not vary in their values for Self Esteem.

The results of various investigations show differences in the evaluation of self-esteem of girls and boys, with boys showing higher level of general self-confidence than girls do. Results in this research show no such differences between boys and girls in self-esteem, neither in their school achievements (Macuka *et. al*, 2004).

Finding show that $M=24.22$ for boys while SD value is 7.81, Similarly for girls $M=34.02$ and SD value is 6.68 and $t(148)$ is 8.25 which is highly significant and illustrates that girls have high anxiety levels as compared to boys. The findings are supported by the study of (Campbell and Rapee, 1994; Costello, Egger and Angold, 2003; Poulton, Milne, Craske and Menzies, 2001; Weiss and Last, 2001) Adolescent girls report a greater number of worries, more separation anxiety, and higher levels of generalized anxiety.

The results in above table indicate that the values of other variables like Freedom, Restrictiveness, Indulgence, Avoidance, Fairness, Partiality, Attention, Negligence, Acceptance, Rejection, Warmth, Coldness, Trust, Distrust, Dominance, Submission, hopelessness, Open Communication and Controlled communication which all are subparts of Family Climate Scale show insignificant difference between boys and girls.

Except for the variable of Expectation the mean value for boys and girls is 7.01 and 7.61 respectively and SD is 1.37 and .73 respectively. The $t(148)$ is -3.343 which is highly significant at .001 level. That means there is a significant difference in the thought of boys and girls for what they expect from their parents or the family climate. The results report that girls score high on expectancy.

Elaborating more Macuka *et al.*'s (2004) study show that significant predictors of high self-esteem for girl's sample are father's emotionality and satisfaction with family. It is obvious that girls give great importance to emotional relationship with their fathers, global atmosphere in the family and satisfaction with the way their families function. These variables make significant impact on the level of their self-esteem and they reflect emotional world that determines girl's self-concept.

Amongst all family variables, the best predictors of high self-esteem are family satisfaction and positive emotional relationship with their fathers in girls sample, and school success, family cohesiveness and a low level of father control in boys sample (Macuka *et al.* 2004).

Although the present study is not able to explain the reasons but yes there is high level of expectancy from family and peers.

Conclusion

The results report that Boys and Girls significantly differ at Anxiety and Expectation (A subscale of Family climate scale) levels whereas no significant difference was found between the two for Self-Esteem and Family Climate.

References

- Addeo, Russell and Greene, Anthony (1994). Construct validity of the Robson self-esteem questionnaire in a college sample. *Educational and Psychological Measurement*, **54**(2).
- Bracik J., Krysta K. and Zaczek A. (2012), Impact Of Family And School Environment On The Development Of Social Anxiety Disorder: A Questionnaire Study *Psychiatria Danubina*, **24**(1): 125–127.
- Brajša-Žganec, A., Raboteg-Šarić, Z., and Glavak, R. (2002). Gender differences in the relationship between some family characteristics and adolescent substance abuse. *Društvena istraživanja*, **11**: 335-351.
- Bullock, J. R. (1992). Children without friends: Who are they and how can teachers help? *Childhood Education*, **69**: 92-96.
- Campbell, M. A. and Rapee, R. M. (1994). The nature of feared outcome representations in children. *Journal of Abnormal Child Psychology*, **22**(1): 99-111.
- Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco: W. H. Freeman and Company.
- Costello, E. J., Egger, H. L. and Angold, A. (2003). Developmental epidemiology of anxiety disorders. In T. H. Ollendick and J. S. March (Eds.), *Phobic anxiety disorders in children and adolescents: A clinician's guide to effective psychosocial and pharmacological interventions* (pp. 61-91). Oxford, UK: Oxford University Press.
- Crozier, W. R. (1995). Shyness and self-esteem in middle childhood. *British Journal of Educational Psychology*, **65**: 85-95.
- Dayan, J., Doyle, A., and Markiewicz, D. (2001). Social support networks and self-esteem of idiocentric and allocentric children and adolescents. *Journal of Social and Personal Relationships*, **18**: 767-784.
- Deihl, L. M., Vicary, J. R., and Deike, R. C. (1997). Longitudinal trajectories of self-esteem from early to middle adolescence and related psychosocial variables among rural adolescents. *Journal of Research on Adolescence*, **7**: 393-411.
- Dekovic, M, and Meeus, W. (1997). Peer relations in adolescence: Effects of parenting and adolescent self-concept. *Journal of Adolescence*, **20**: 163-176.

- Delugach, R. R., Bracken, B. A., Bracken, M. J., and Schicke, M. C. (1992). Self-concept: Multidimensional construct exploration. *Psychology in the Schools*, **29**: 213-223.
- Donahue, M.J., and Benson, P.L. (1995). Religion and the Well-Being of Adolescents. *Journal of Social Issues*, **51**: 145-160.
- Eccles, J. S., Lord, S., and Midgley C. (1991). What are we doing to early adolescents? The impact of educational contexts on early adolescents. *American Journal of Education*, **99**: 521-542.
- Gosselin P, Laberge B: Etiological factors of generalized anxiety disorder. *Encephale* 2003; **29**: 351-61.
- Hair, E., Moore, K., Garrett, S., Kinukawa, A., Lippman, L. and Michelson, E. (2005). The parentadolescent relationship scale. In K. Moore and L. Lippman (Eds.) *What do children need to flourish* (pp.183-202). New York: Springer Science.
- Harter. S., Bresnick, S., Bouchev, H.A. and Whitesell, N.R, (1997). The development of multiple –role related selves during adolescence. *Development and Psychopathology*, **9**: 835-854.
- Henderson, L., Banerjee, R., Smith, C. and Stephanie Buell (2000). Social anxiety, negative emotion, and social cognition in children: Results of social skills groups. Retrieved January 28, 2002, from Stanford University's Shyness Institute Web site:
- Holly, W.: Self Esteem: Does it Contribute to Student's Academic Success? Oregon. School of Study Council, University of Oregon, Eugene, OR (1987). Donahue, M.J. and Benson, P.L.: Religion and the well being of adolescents. *Journal of Social Issues*, **51**: 145-160 (1995).
- <http://www.shyness.com/documents/2000/social-cognition-children.pdf>.
- James, R.L.: Correlation between adolescent self esteem, religiosity and perceived family of support. Retrieved on February 24, 2004, from [http://www. Clearinghouse. mwsc.edu/manuscripts/247](http://www.Clearinghouse.mwsc.edu/manuscripts/247).
- Kessler, Mary S.;Milligan, Lloyd W. (1979), Effect of age-of-disability-onset on self-esteem and anxiety in wheelchair-bound individuals. *Rehabilitation Psychology*, **26**(3): 105-112.
- Lazarus, P. J. (1982). Correlation of shyness and self-esteem for elementary school children. *Perceptual and Motor Skills*, **55**: 8-10.
- Leary, M. R. (1995). *Self-presentation: Impression management and interpersonal behavior*. Boulder, CO: Westview Press.
- Maccoby E.E. and Martin J.A. (1983) Socialization in the context of the family: parent-child interaction, in Mussen P. (series ed.) and Hetherington E.M. 8ed) *Handbook in Child Psychology: Socialization, personality and social development* (pp 1-101), New York: Wiley.
- Macuka, I. , Vulic-Prtoric A., Soric I. (5-8 July 2004), Positive effect of family interaction on self-esteem in early adolescence, 2nd European Conference on Positive Psychology, Verbania Pallanza, Italy.
- McWhirter, B. T., Besett-Alesch, T. M., Horibata, J., and Gat, I. (2002). Loneliness in high risk adolescents: The role of coping self-esteem, and empathy. *Journal of Youth Studies*, **5**: 69-84.
- Merikangas KR, Lieb R, Wittchen HU and Avenevoli S (2003) :Family and high-risk studies of social anxiety disorder. *Acta Psychiatr Scand Suppl*; **417**: 28-37.
- Nagar S., Sharma S., and Chopra G., (2008) Self esteem among rural adolescent girls in kangra district of Himachal Pradesh, *Anthropologist*, Kamla-Raj, **10**(2): 151-154.
- Parker, J., and Benson, M. (2004). Parent-adolescent relations and adolescent functioning: Self-esteem, substance abuse, and delinquency. *Adolescence*, **39**(155): 519-530.
- Poulton, R., Milne, B. J., Craske, M. G. and Menzies, R. G. (2001). A longitudinal study of the etiology of separation anxiety. *Behaviour Research and Therapy*, **39**(12): 1395-1410.
- Reiss, D., and Neiderhiser, J. M. (2000). The interplay of genetic influences and social processes in developmental theory: Specific mechanisms are coming into view. *Development and Psychopathology*, **12**: 357-374.

- Resnick, M., Ireland, M. and Borowsky, I. (2004). Youth violence perpetration: What protects? What predicts? Findings from the National Longitudinal Study of Adolescent Health. *Journal of Adolescent Health*, **35**(5): 424e1-424e10.
- Roberts *et al.* (2000). Perceived family and peer transactions and self-esteem among urban early adolescents. *Journal of Early Adolescence*, **20**: 68-92.
- Vasta, R.; Haith, M.M.; Miller, S.A. (1992). *Child Psychology: The Modern Science*, New York: John Wiley and Sons, Inc.
- Weiss, D. D. and Last, C. G. (Eds.). (2001). Developmental variations in the prevalence and manifestations of anxiety disorders. *The developmental psychopathology of anxiety* (pp. 27-42). Oxford: Oxford University Press.