

# A Correlational Study on Parental Involvement, Emotional Abuse, and Self-Esteem Among Adolescents of Dehradun

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## Abstract

The purpose of the current study was to assess the relationship between parental involvement and emotional abuse (in terms of rejection, terrorizing, isolation, ignoring, and corruption) and self-esteem experienced by male and female adolescents. The study was conducted on a sample of 300 adolescents (150 males and 150 females) from Dehradun, aged between 15 and 18 years, who were selected by random sampling from various private schools. The questionnaire on parental involvement, emotional abuse, and the self-esteem scale was used. The frequency distribution and correlation coefficient were used to examine the relationship and level of significance, respectively. The result indicates that parental involvement (PI) had a significantly weak negative correlation with emotional abuse (EA), and a near-zero positive correlation with self-esteem (SE) that was not statistically significant. A significant weak negative correlation exists between emotional abuse (EA) and self-esteem (SE), indicating that higher emotional abuse may correlate with lower self-esteem. For both genders, the Pearson correlation was used. For males, there was a significant weak positive relationship ( $r = .219, p = .007$ ) between PI and SE. And a significant weak-to-moderate negative relationship ( $r = -.367, p = .000$ ) between PI and EA, and a significant moderate negative relationship ( $r = -.552, p = .000$ ) between EA and SE. For females, there was a significant weak positive relationship ( $r = 0.313, p = .000$ ) between PI and SE. And a significant weak negative relationship ( $r = -0.291, p = .000$ ) between PI and EA and a significant weak negative relationship ( $r = -0.292, p = .000$ ) between EA and SE. Overall, parental involvement appears negatively related to emotional abuse, positively associated with self-esteem, and emotional abuse is negatively associated with self-esteem, with noted gender differences in these associations.

**Keywords:** *parental involvement, emotional abuse, self-esteem, Dehradun, adolescents.*

## Introduction

Adolescence is a crucial developmental stage that lasts from 12 to 18 years and is a time of change and moral, social, and emotional development, marked by pressures, environmental factors, and mental health difficulties. It is a period of identity exploration, role shifts, and biological, moral, emotional, and social development (Hoskins, 2014). It is a period of stress, strain, storm, and conflict characterised by disputes with parents, negative emotions, and unsafe behaviour, during which the body's psychological and physiological powers are

at their peak (Arnett, 1999; Hall, 1904). Conflicts and disappointments can generate anxiety during this important developmental phase (Washington, 2009).

During this developmental stage parental involvement and support enhance emotional development, self-esteem, academic success, cognitive abilities and social skills making the child-parent interaction essential for personality development (Arnold et al., 2008; Banerjee, 2011) through deliberate activities, positive attitudes, and expectations towards the child's education, teacher, and school (Berth Elsen and Walker, 2008; Clinton and Hattie, 2013; Hill et al., 2004).

Parenting styles significantly impact adolescent outcomes (Hoskins, 2014), with positive influences being found in peaceful, supportive families, participation in extracurricular activities, and a caring school environment. Also, parent attitudes can have a varied impact on conflicts. The two key components of parenting that are encompassed by parenting style are the responsiveness and demandingness of parents. Combining the levels of responsiveness and demandingness results in the three parenting styles: authoritarian, authoritative, and permissive (Baumrind, 2005). Each of these parenting styles is complex and uniquely characterizes the associated parenting behaviors (Baumrind, 1966, 1971, 2005). Research has shown that a child's well-being in areas such as social competence, academic achievement, psychosocial development, and problem behavior is influenced by the style of parenting (Bao et al., 2007). This could have an impact on the adolescent's daily activities and even their overall level of life satisfaction (Diener, E. 2009), which is characterized as having more happy emotions and fewer negative ones as well as judging one's life based on a set of standards (Pavot & Diener, 1993).

Parent-adolescent interactions that foster distinctiveness and acceptance have been associated with beneficial outcomes, including healthy identity, ego development, and self-esteem (Adams, 1985; Cripps, 2009; Kaniušonytė & Žukauskienė, 2018). Also, a child's mental development is greatly impacted by their home environment, which is determined by their socioeconomic status, sociocultural environment, and sociopsychological environment (Jersild, 1975 Pandi, 1989). Adolescent development can be adversely affected by broken families and poor family situations, which can result in long-term lifestyle changes, including stress, depression, and suicidal ideation (Kaur, 2021; Lai and McBride-change, 2001; Olsson et al., 1999; Repetti, 2002; Sun, 2001). Most parents and caregivers are unaware of emotional abuse and its adverse effects. As a result, emotional abuse has been given less consideration compared to other forms of abuse (Gilbert et al., 2009; Sofuoğlu et al, 2016). In addition to competing with risk factors, positive relationship experiences, helpful, flexible schools, and relationships with capable and supportive people may also be protective factors (Meinck et al., 2015, Meinck et al., 2017).

Emotional abuse is a type of interpersonal violence that includes various forms of non-physical assault and pain generated by nonverbal and verbal behaviors (Nesheen & Alam 2015). Emotional maltreatment or abuse is a problem that affects people of all races, religions, socio-economic groups, sexes, and ages (Lueders et al., 2002). The core of all types of child maltreatment and neglect is emotional abuse, which also coexists with it

(Spertus et al., 2003). It may also occur in isolation, but it frequently occurs in combination with other forms of abuse. (Carney et al., 2012).

According to the World Health Organization (2014), 36.3% of children have experienced emotional abuse, which is a risk factor for maladaptive behaviour (Chen & Qin, 2020). Child maltreatment, including physical, psychological, sexual, and neglect, is a global public health, human rights, legal, and social issue (Butchart et al., 2006). Meta-analyses show that 18% of the population is physically abused, 36% are emotionally abused, and 18% of girls and 8% of boys experience sexual abuse (Stoltenborgh et al., 2011, 2012, 2013). Childhood physical neglect has been documented in 16.3% of the population, and emotional neglect in 18.4% (Stoltenborgh et al., 2013). However, these numbers are based on research studies on sexual assault, most of which are from established high-income nations (Stoltenborgh et al., 2015). Child abuse may be far more widespread in nations with low to middle incomes, such as India (Kacker et al., 2007).

Prof. Iwaniec 1995 defined emotional abuse as hostile behavior that destroys a child's self-esteem, success, belonging, growth, and well-being. It can be classified into commission types (verbal abuse, spurning, terrorizing, isolating) and omission types (ignoring, unresponsive behavior) (Wright et al., 2009). Children who have experienced trauma, abuse, or neglect are more likely to exhibit internalizing and externalizing behaviors (Moylan et al., 2010; Silva et al., 2014). Adolescent substance use is linked to home environment (Naughton & Krohn, 1988). Most parents and caregivers are unaware of emotional abuse and its adverse effects. As a result, emotional abuse has been given less consideration compared to other forms of abuse (Gilbert et al., 2009; Sofuoğlu et al., 2016).

A 2007 survey by the Ministry of Women and Child Development and the United Nations Children's Fund (UNICEF) found that 48.37% of children in India experienced emotional abuse (Kacker et al., 2007). The survey indicated that 69% of children and adolescents faced physical abuse, with 48.47% by family members and 34% by outsiders. 42% Sexual abuse was reported. Sexual abuse, predominantly by family members, friends or relatives. Parents were the most common perpetrators of emotional abuse. Physical abuse (42.6%) was the most prevalent form of maltreatment, followed by emotional neglect (40.1%) and emotional abuse (37.9%), although 70.57% of girls reported neglect (Daral et al., 2016). Street children in North-Western India were found to be particularly vulnerable to abuse and neglect (Mathur et al., 2009), indicating increased risks for those from socioeconomically disadvantaged backgrounds (Walsh et al., 2019).

When caregivers engage in harmful conversations without making physical contact (Glaser, 2002), it can lead to victims feeling fearful, furious, powerless, and worthless (Stosny, S., 2013). Adolescent pregnancies, criminal behavior, learning impairments, low academic performance, substance addiction, and mental health conditions, including sadness and anxiety, are all associated with emotional abuse (Brown et al., 2004; Kaufman et al., 1999; Romano et al., 2015; Gilbert et al., 2009; Brown et al., 1999; Harkness & Lumley, 2008). Parental emotional abuse has long-term impacts that include increased exposure to trauma, anxiety, depression, PTSD, and somatic symptoms (Spertus et al., 2003; Wright et al., 2009) and are mediated by schemas of self-sacrifice, shame, and vulnerability to damage (Wright et al., 2009).

Adolescents can be compared emotionally to a volcano ready to erupt at the first hint of crisis or, on rare occasions, to a calm sea that absorbs everything in its path. Crow & Crow (1956) pointed out that adolescents may find it difficult to appreciate themselves or acknowledge their accomplishments, and they are more likely to experience and display negative behavior, with this tendency increasing over time (Colder et al., 2013; Elam et al., 2017; Petersen & Hamburg, 1986; Savell et al., 2022; Weeks et al., 2016). These changes have a substantial influence on self-esteem, shifting responsibilities, and complicated relationships (Erickson, Steinberg et al., 2001; Block J, Richard RW; 1993). Self-esteem fluctuates throughout life, starting in childhood, decreasing during adolescence, increasing in adulthood, and declining sharply in old age. Despite this, stability is weaker during childhood and old age (Robins et al., 2005). High self-esteem leads to better academic performance and an internal locus of control (Alkhateeb et al., 2014; Daniel et al., 1995; Okafor et al., 2018; Smith et al., 1998; Thomas-Brantley, 1988). Individuals with strong self-esteem are more likely to succeed because of their drive, effort, and enthusiasm. They have diverse skills and are well-prepared to face problems (Rosenberg, 1965). A high level of self-esteem is associated with high self-confidence, acceptance, increase performance, self-improvement, inner peace and caring (Coudeville et al., 2011; Cameron et al., 2010; Anthony et al., 2007; Kuman, 2017; Zawadzka et al., 2014; RUBILAR, 2022), readiness to help others and least likely to ask for help, frustration tolerance, assertiveness, risk-taking, and self-motivation (Nadler et al., 1985; Findler et al., 2005; Liu et al., 2023; Sarkova et al., 2013; Shanmugam 2017; Baumeister et al., 1993; Meškauskienė., 2013). Gender-specific disparities exist in average self-esteem ratings, with boys experiencing higher baseline scores and continuous linear development, while girls experience a more varied trajectory and may experience an increase or decline (Bleidorn et al., 2016; Kling et al., 1999).

The difficulties and challenges of adolescence have always been of interest to researchers since it is a crucial time in life, and they encounter so many difficulties that it may lead to mental health issues. So, this paper aims to study the connection between adolescents' self-esteem, parental involvement and emotional abuse, as well as how gender functions in this relationship.

## Methodology

### Objectives

- To assess the level of parental involvement, emotional abuse, and self-esteem among adolescents.
- To study the relationship between parental involvement, emotional abuse, and self-esteem in female and male adolescents

### Hypothesis

- There would be no significant relationship between parental involvement and emotional abuse among adolescents.

- There would be no significant relationship between parental involvement and self-esteem among adolescents.
- There would be no significant relationship between emotional abuse and self-esteem among adolescents.
- There would be no significant relationship between parental involvement, emotional abuse, and self-esteem among females.
- There would be no significant relationship between parental involvement, emotional abuse, and self-esteem among males.

### Sample

The sample consists of 300 adolescents aged 15 to 18 years, selected by random sampling from Dehradun. One hundred fifty male and one hundred fifty female adolescents were chosen who voluntarily provided their informed consent to participate in the study, and are open to sharing details about their encounters with parental involvement, emotional abuse and self-esteem.

### Variables Description

1. **Parental Involvement** - Parental involvement involves parents actively participating in their children's education, ensuring they receive support and communication. It goes beyond simply asking about academic progress and fosters a positive relationship for mentoring, leading, and inspiring.
2. **Emotional Abuse**- A pattern of behavior that includes using verbal, nonverbal, or psychological techniques to dominate, control, or threaten the emotional health of another individual is referred to as emotional abuse.
3. **Self-Esteem**-Self-esteem is a person's subjective evaluation of their worth, competence, and relevance, encompassing acceptance, respect, positive and negative opinions on their abilities

### Tools For Data Collection

1. **Parental Involvement Scale (PIS-CA)**: This scale was developed by Dr Vijay Laxmi Chouhan and Gunjan Ganotra Arora (2009). The scale is administered to students of 13-18 years. It was used to measure the level of parental involvement, which involved three sub-levels (low, average, and high). This scale consists of twenty-five questions (14 statements were positive and 11 statements were negative), the response was provided on a five-point scale, that is, always, often, sometimes, rarely, and never. Each positive statement should be scored 5 for always, 4 for often, 3 for sometimes, 2 for rarely, and 1 for never. Likewise, for each negative statement, 1 for always, 2 for often, 3 for sometimes, 4 for rarely, 5 for never
2. **Emotional Abuse Scale** -Dr Shah Alam and Falak Nesheen (2015) developed this scale to assess emotional abuse in Indian adolescents aged 13 to 19. This scale has 42 things organised into

five dimensions: rejection, terrorizing, isolation, ignoring, and corruption. The response was provided on a five-point scale, with scores of 5, 4, 3, 2, and 1 assigned to 'strongly agree', 'agree', 'neutral', 'disagree', and 'strongly disagree'.

3. **Self-Esteem Scale:** The scale was developed by Dr Upinder Dhar and Dr Santosh Dhar. This scale was administered to school teachers, faculty of professional institutes, students, executives, and lab assistants. There are 23 items, each to be evaluated on a five-point scale, with scores of 1, 2, 3, 4, and 5 associated to 'strongly disagree', 'disagree', 'not sure', 'agree', and 'strongly agree'.

### Procedure

In the first phase, the Parental Involvement Scale, Emotional Abuse Scale, and Self-Esteem Scale were administered to collect data. Schools were selected for this study, and permission was obtained from each school. To collect the data, rapport was built with adolescents first. Then, the questionnaire was distributed in groups, and instructions were given to the students before they filled it out.

### Result and Discussion

Table 1.1 represents data on three psychological variables (parental involvement, self-esteem, and emotional abuse) categorised into different levels. For each variable, the table provides frequency (number), percentage, and gender (male, female). A sample of 300 adolescents was recruited, comprising 150 males (50%) and 150 females (50%).

**Table 1.1: Frequency (F) and percentage (%) of parental involvement (PI), self-esteem (SE), and emotional abuse (EA).**

Level	PI (F)	PI (%)	SE (F)	SE (%)	EA (F)	EA (%)
<b>Very low</b>	47 (22F,25M)	15.7%	-----	----	151 (11F,40M)	50.3%
<b>Low</b>	72 (44F,28M)	24%	97 (46F,51M)	32.3%	9 (2F,7M)	3%
<b>Average</b>	42 (25F,17M)	14%	131 (82F,49M)	43.7%	23 (8F,15M)	7.7%
<b>High</b>	86 (33F,53M)	28.6%	72 (22F,50M)	24%	44 (15F,29M)	14.7%
<b>Very high</b>	53 (26F,27M)	17.7%	-----	-----	73 (14F,59M)	24.3%
<b>Total Number</b>	300	100	300	100	300	100

In case of Parental involvement, Table 1.1 represents 15.7% (47=22F, 25M) reported a very low level, 24% (72=44F, 28M) reported a low involvement, and 14% (42=25F, 17M) represents the average category. Parental involvement was reported to be high in a big sample of 28.6% (86=33F, 53M) and extremely high in 17.7% (53=26F, 27M). For self-esteem, Table 1.1 shows that 32.3% of adolescent (97= 46F, 51M) reported a low level of self-esteem, whereas 43.7% (131= 82F, 49M) reported an average level, and 24% (72= 22F, 50M) reported a high level of self-esteem. Now for emotional abuse, Table 1.1 shows that 50.3% of adolescents (151=11F, 40M) reported very low levels of emotional abuse, while only 3% (9=2F, 7M) reported low levels, 7.7% (23=8F, 15M) fell into the average category, 14.7% (44=15F, 29M) experienced high levels, and 24.3% (73=14F, 59M) experienced very high emotional abuse.

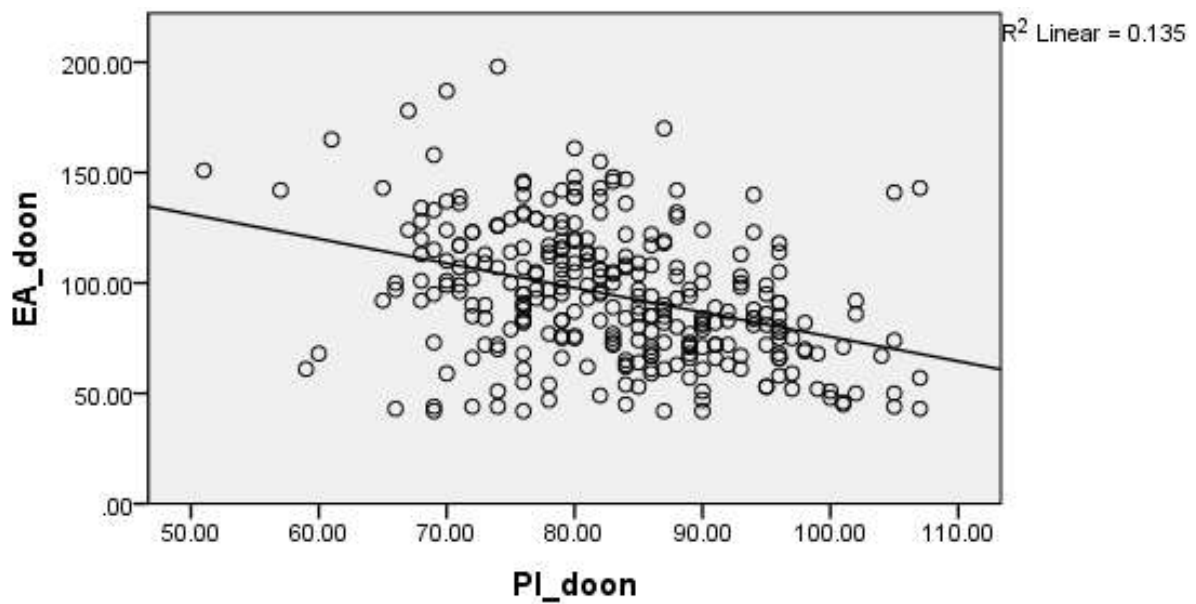
**Hypothesis 1: There would be no significant relationship between parental involvement and emotional abuse among adolescents.**

**Table 1.2: Correlation between parental involvement (PI) and emotional abuse (EA)**

		PI	EA
PI	Pearson Correlation	1	-.250**
	Sig. (2-tailed)		.000
	N	300	300
EA	Pearson Correlation	-.250**	1
	Sig. (2-tailed)	.000	
	N	300	300

Table 1.2 represents the Pearson correlation coefficient between two psychological variables: parental involvement and emotional abuse among adolescents (N=300). A highly significant and weak negative correlation was found between parental involvement and emotional abuse ( $r = -.250, p < .01$ ), which indicates that as parental involvement increases, emotional abuse tends to decrease. Therefore, the null hypothesis 1 was rejected, suggesting that adolescents are less likely to encounter emotional abuse when their parents are more involved and encouraging.

**Graph 1: A scatter plot shows the relationship between parental involvement (PI) on the X-axis and emotional abuse (EA) on the Y-axis.**



According to the scatter plot, there is a little downward trend in the relationship between adolescent emotional abuse (EA) and parental involvement (PI), which suggests that when parental involvement increases, emotional abuse decreases, and other factors may also affect the variation. A Pearson correlation value between -0.2 and -0.3 indicates a weak to moderately negative link between parental involvement and emotional abuse. Although there is a broad trend, the data is not entirely linear, suggesting some variation and the potential for outliers.

**Hypothesis 2: There would be no significant relationship between parental involvement and self-esteem among adolescents.**

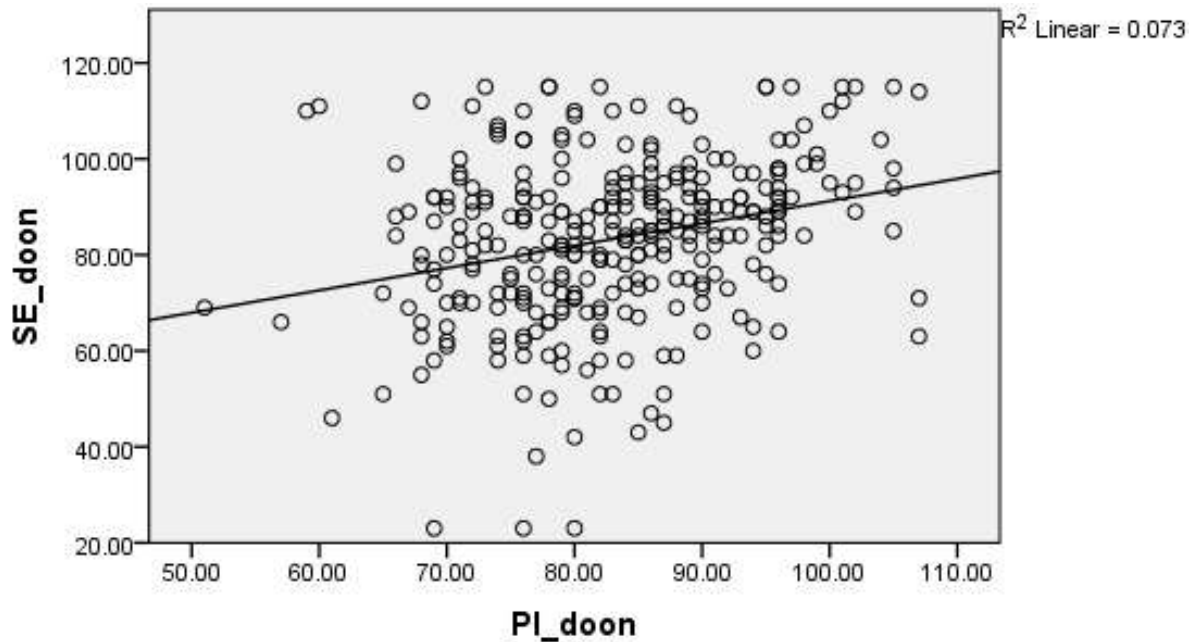
**Table 1.3: Correlation between parental involvement (PI) and self-esteem (SE)**

	PI	SE
<b>Pearson Correlation</b>	<b>1</b>	<b>.046</b>
<b>PI Sig. (2-tailed)</b>		<b>.431</b>
<b>N</b>	<b>300</b>	<b>300</b>
<b>Pearson Correlation</b>	<b>.046</b>	<b>1</b>
<b>SE Sig. (2-tailed)</b>	<b>.431</b>	
<b>N</b>	<b>300</b>	<b>300</b>

Table 1.3 represents the Pearson correlation coefficient between two psychological variables: parental involvement and self-esteem among adolescents (N=300). The correlation between parental involvement and self-esteem was near zero and not statistically significant ( $r = .046, p = .431; p > 0.01$ ), indicating no measurable

or direct relationship between the two in this sample. Therefore, the null hypothesis 2 was accepted, and the result suggests that parental involvement is not associated with self-esteem.

**Graph 2: A scatter plot shows the relationship between parental involvement (PI) on the X-axis and self-esteem (SE) on the Y-axis**



The scatter plot indicates that there is slightly upward trend in the association, which suggests outliers exist; some people have very low self-esteem but high parental involvement, and vice versa. The data's random distribution confirms a very weak and statistically insignificant correlation between self-esteem and parental involvement.

**Hypothesis 3: There would be no significant relationship between emotional abuse and self-esteem among adolescents.**

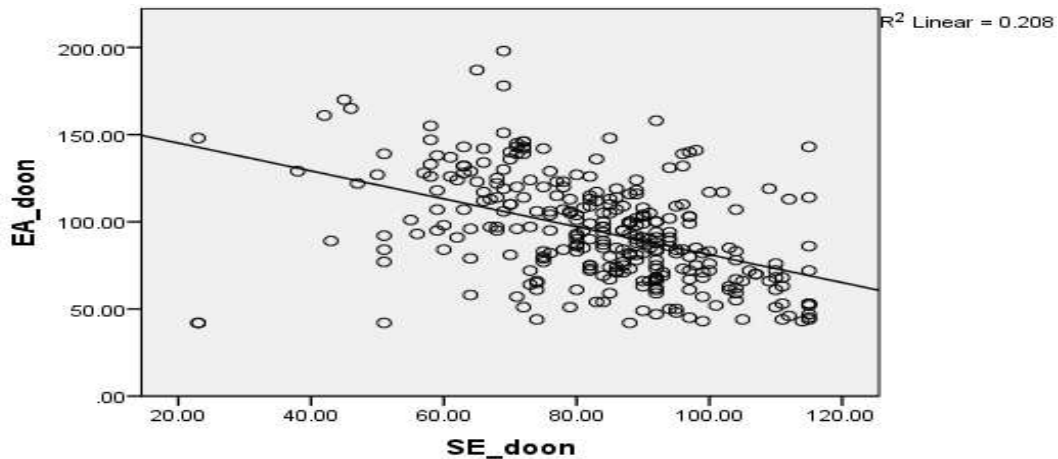
**Table 1.4: Correlation between emotional abuse (EA) and self-esteem (SE)**

	EA	SE
<b>EA</b>		
Pearson Correlation	1	-.286**
Sig. (2-tailed)		.000
N	300	300
<b>SE</b>		
Pearson Correlation	-.286**	1
Sig. (2-tailed)	.000	
N	300	300

Table 1.4 represents the Pearson correlation coefficient between two psychological variables: emotional abuse and self-esteem among adolescents (N=300). There is a statistically significant weak negative correlation

between emotional abuse and self-esteem ( $r = -.286, p < .01$ ), indicating that higher emotional abuse is associated with lower self-esteem and vice versa. Therefore, the null hypothesis 3 was rejected, and the result suggests that those individuals who experienced higher emotional abuse tend to have lower self-esteem.

**Graph 3: A scatter plot shows the relationship between self-esteem (SE) on the X-axis and emotional abuse (EA) on the Y-axis**



According to the scatter plot, there is a downward trend, which indicates a negative relationship between self-esteem and emotional abuse, suggesting that individuals who report higher levels of emotional abuse tend to have lower self-esteem and vice versa. There are outliers at both high and low emotional abuse and self-esteem values, which indicates that high emotional abuse is not strong predictor of low self-esteem

**Hypothesis 4: There would be no significant relationship between parental involvement, emotional abuse, and self-esteem among females.**

**Table 1.5: Correlation between parental involvement (PI), emotional abuse (EA) and self-esteem (SE) among females.**

	PI	EA	SE
PI	Pearson Correlation	1	-.291**
	Sig. (2-tailed)		.000
	N	150	150
EA	Pearson Correlation	-.291**	1
	Sig. (2-tailed)	.000	
	N	150	150
SE	Pearson Correlation	.313**	-.292**
	Sig. (2-tailed)	.000	.000
	N	150	150

In Table 1.5, the Pearson correlation coefficient reveals a significant relationship between three variables: parental involvement, emotional abuse, and self-esteem among female adolescents (N=150). A significant weak negative correlation was found between parental involvement and emotional abuse ( $r=-0.291, p<0.01$ ), which indicates that as parental involvement increases, emotional abuse tends to decrease and vice versa. In the case of parental involvement and self-esteem, there was a significant weak positive correlation ( $r=0.313, p<0.01$ ), indicating that adolescents with higher parental involvement tend to have higher self-esteem. A significant weak negative correlation was found between emotional abuse and self-esteem ( $r=-0.292, p<0.01$ ), indicating that higher emotional abuse was associated with lower self-esteem and vice versa. Therefore, the null hypothesis 4 was rejected because the p-value (0.00) is less than the 0.05 level of confidence. According to these findings, there was a weak correlation between parental involvement, emotional abuse, and self-esteem, which indicates that other factors may also be responsible.

**Hypothesis 5: There would be no significant relationship between parental involvement, emotional abuse, and self-esteem among males.**

**Table 1.6: Correlation between parental involvement (PI), emotional abuse (EA), and self-esteem (SE) among males.**

	PI	SE	EA
<b>PI</b>	<b>Pearson Correlation</b>	1	<b>.219**</b>
	<b>Sig. (2-tailed)</b>		<b>.007</b>
	<b>N</b>	<b>150</b>	<b>150</b>
<b>SE</b>	<b>Pearson Correlation</b>	<b>.219**</b>	1
	<b>Sig. (2-tailed)</b>	<b>.007</b>	<b>.000</b>
	<b>N</b>	<b>150</b>	<b>150</b>
<b>EA</b>	<b>Pearson Correlation</b>	<b>-.367**</b>	<b>-.552**</b>
	<b>Sig. (2-tailed)</b>	<b>.000</b>	<b>.000</b>
	<b>N</b>	<b>150</b>	<b>150</b>

In Table 1.6, the Pearson correlation coefficient reveals a significant relationship between three variables: parental involvement, emotional abuse, and self-esteem among male adolescents (N=150). First, a weak but statistically significant positive correlation was found between parental involvement and self-esteem ( $r = .219, p = .007; p<0.01$ ), indicating that an increase in parental involvement may be associated with an increase in self-esteem. Conversely, a significant weak to moderate negative correlation was found between parental involvement and emotional abuse ( $r = -.367, p <.001$ ), suggesting that those individuals who experience higher parental involvement have less emotional abuse. In case of self-esteem and emotional abuse, there is a significant moderate negative correlation ( $r = -.552, p<.001$ ), indicating that individuals with higher self-

esteem are more likely to experience low emotional abuse, or individuals who experience high emotional abuse tend to have low self-esteem. Therefore, the null hypothesis 5 was rejected because the p-value (0.00) is less than the 0.05 level of confidence. Since all correlations are statistically significant between parental involvement, emotional abuse, and self-esteem among male adolescents.

## Discussion and Conclusion

The present study was conducted to explore the relationship between parental involvement, self-esteem, and emotional abuse. In females, there was a weak positive association between parental involvement and self-esteem and a weak negative association between parental involvement and emotional abuse. This suggests that higher self-esteem and less emotional abuse may be linked to parental involvement. Doi et al. (2020) study also explores the role of parental involvement in promoting self-esteem among adolescents and found that parental involvement is positively associated with self-esteem. According to the findings, children who experienced greater parental participation also had better self-esteem. Both parental interaction and parental care were associated with higher self-esteem. Additionally, there was a negative association between emotional abuse and self-esteem, indicating that emotional abuse tends to reduce female self-esteem. In the case of males, there was a weak but positive association between parental involvement and self-esteem, a weak to moderate negative association between parental and emotional abuse, and a moderate negative correlation between emotional abuse and self-esteem. According to Karakuş's (2012) research, emotional abuse is a powerful predictor of self-esteem. Also, Lim & Lee (2017) found that abuse and neglect had a direct impact on adolescents' self-esteem.

Results indicate that a notable gender difference exists. Male adolescents showed a greater link between parental involvement and emotional abuse than female adolescents, indicating that parental involvement protects male participants against emotional abuse more effectively. In males, the correlation between parental involvement and self-esteem was less than in females, but it was still significant. Also, Soffer et al. (2008) found that negative parent-child interactions, like emotional neglect, contribute to inflexible self-beliefs, while positive interactions, such as emotional nurturance, encourage positive self-beliefs and enhance psychological resilience. Also in males, the correlation between emotional abuse and self-esteem was more than in females. Malik and Kaiser's (2016) study also found gender differences and a significant negative association between emotional abuse and self-esteem.

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