Self-Esteem Level Studying In Boys And Girls With Different Types Of Separation From Parents.

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ABSTRACT

The article presents the results of an empirical study, the purpose of which was to identify the relationship of the leading type of separation with the level of self-esteem, self-criticism in adolescence. The authors give their own classification of types of separation (successful, controversial, crisis, conflict), and further research is based on this typology. The results of the study indicate the presence of a relationship of a successful type of separation with an optimally high level of self-esteem and balanced moderate self-criticism. It was revealed that among respondents with controversial and crisis types of separation, a decrease in the level of self-esteem was observed, while among young men/women with a contradictory type of separation, self-criticality was significantly increased. For respondents with a conflict type of separation, the level of self-esteem and self-criticism is more balanced compared to respondents from other groups who have problematic types of separation. As a result of the study, a significant effect of the level of self-assessment on the success or failure of separation was identified, which determines the possibility of forming self-assessment as a necessary resource of the psychology department as part of the training work.

Keywords: parents, crisis, conflict, self-esteem, self-criticism, student age.

INTRODUCTION

The problem of psychological separation today affects many areas of human life and activity and is considered, first of all, in the context of parent-child relationships as a necessary attribute of growing up, the development of personal autonomy. In the psychological literature, under separation (from the Latin. "Separates" is "separate") separation is implied, and in the aspect of interpersonal relations, separation from the person with whom trust is established. In particular, it is the separation of an adult child from the parent family, its formation as a separate independent and independent person [5].

And in this regard, youth is the most important stage of psychological separation, when the tasks of professional, personal self-determination, achievement of social and personal maturity and all further development of the personality are determined by successful separation, independence, and autonomy. Theoretical and empirical analysis of the characteristics of the separation processes in adolescence allowed us to identify four leading types of separation: successful, crisis, controversial, conflict [2].

A successful type of separation implies a phased, timely separation from parents during periods of psychological readiness for separation.

with mutual parent-child consent to changes in relationships:

in the degree of closeness, the level of autonomy, independence [2]. Successful separation is manifested in the independence of judgments, attitudes, values; this opportunity to have an opinion based on personal experience. One of the manifestations of separation is the ability to get rid of the unnecessary need for parental approval. Successful separation from parents also implies independence and freedom in accepting and implementing your own actions. At the same time, the young man shows respect for his parents' feelings, opinions, and views. The development of subjectivity and autonomy is accompanied by the construction of flexible boundaries in relations with parents.

The contradictory type of separation is determined by the fact that, on the one hand, the young man/girl has hidden expectations of love and support from the parent, the children's position of obedience, the fear of breaking the prohibition, established order, on the other hand, the young man/girl feels dissatisfaction with the existing state of affairs Steps to separation. Difficulties of separation are associated with the continuing idealization of the parental figures, therefore the manifestation of children's humility, uncertainty, anxiety is possible. The young man cannot always differentiate his own feelings, thoughts, desires, needs, while still under the parental influence.

The crisis type of separation determines the absence of separation as such. The young man continues to remain in the force field of the parental family, cannot and does not want to differentiate his thoughts, feelings from the parents, and in the process of powerful identification mechanisms, identity takes the baggage of values, behavioral stereotypes, which he learned from his parents without critical thinking. This type presumes the existence of significant difficulties of separation and requires a special understanding of the existing problem, without which further personal and professional development and self-determination are impossible. As a rule, the preservation of the strongest idealization of parental figures will lead to merging with them, strengthening co-dependent relations, when the future "second half" must be part of the parent's system.

In the case of a conflict type of separation, there is the presence of external conflicts and contradictions in the process of separation from parents, a pronounced protest position in defending one's own independence and independence [2]. This separation involves conflict opposition, opposition with distancing and alienation from parents, which is determined by the mechanisms of de-idealization (resentment, negative feelings, experiences).

One of the factors for successful separation is formed positive self-esteem as a complete and unconditional self-acceptance with an objective awareness of their strengths and weaknesses, negative and positive qualities. McClanahan and Holmbeck, in their research, point to the influence of psychological separation from parents in adolescence on personality self-esteem. In the work of Kins, E., Beyers, W., Soenens B. a link was established between the types of impaired separation-individuation and such indicators of

personal characteristics as increased self-criticism. Research data suggests that positive self-esteem can contribute to successful separation, determining the development of autonomy and independence in solving important issues of self-determination and self-development.

The relationship of self-esteem and self-determination of personality writes V.F. Safin, noting that self-esteem "is an important mechanism, a way to solve a life problem: how much a subject can become who he wants, who he is for others and for himself" [6]. At the same time, we find in research of scientists data on the significant effect of age crises on the formation of self-esteem in a young man / girl [1], based on this, it can be assumed that during a separation crisis, self-esteem of a person can decrease significantly.

Self-esteem is a deep, whole-body sense of self-worth (Winehold, Winehold, 2005; Clemes and Bean, 1981; Coopersmith, 1967). S. Coopersmith [3] identified four components necessary for the formation of positive self-esteem in children and having a direct bearing on the processes of successful separation. The first is the adoption of a child by parents, and later by other adults, teachers, important authorities, which helps strengthen ties, corresponds to the type of reliable attachment and creates favorable conditions for the development of a sense of self-worth. The second component is clearly defined and regulated restrictions. They should be as small as possible, it helps to establish a balance between experimentation and the desire for safety, assertive and passive or aggressive behavior of the child. The third component is the respect of adults for the child as a person, a serious attitude to his wishes and needs. In this case, the child has the opportunity to acquire autonomy and autonomy, to cope with the tasks of separation from significant adults, to gain psychological space for growing up. The fourth component is an example, a role model, which can be parents and other significant adults with high self-esteem. Such an adult is more able to accept the child, define the restrictions and comply with them, while at the same time respecting the child's personality.

Many other scientists also note that high self-esteem is primarily formed as a result of a positive attitude towards the child, an important condition of which is a friendly warm atmosphere in the family, mutually respectful confidential relations between parents and children (Burns, Smith). Having formed in childhood, self-esteem is stable, and it can be extremely difficult to change it later (I. Yu. Kulagina, V. N. Kolyutsky V. I. Garbuzov, A. I. Zakharov).

T. Shibutani expands the definition of influencing factors on the formation of self-esteem, emphasizing that feelings toward oneself are formed and reinforced by the orderly reactions of other people. The constant respectful attitude of others gives rise to self-esteem, high self-esteem, while neglect and ridicule contribute to the emergence of a sense of self-deprecation, the formation of low self-esteem.

In terms of personal autonomy, we are interested in the following criteria for positive self-esteem, as the optimal level of self-esteem [7]. This is a person's skill:

- be guided by their own standards, at the same time, do not hurt the feelings of other people;
- not to be disappointed when other people disagree with him;
- in a situation of failure not to engage in self-flagellation or self-justification;
- regardless of status with everyone to keep on equal terms
- do not assume, do not expect that others can automatically reject it;

Do not reject the praise he clearly deserves.

In other words, we can assume that a person with an optimal positive level of self-esteem harmoniously builds boundaries in relations with parents and other people around him, demonstrates independence, social responsibility, maturity, self-sufficiency - both in a situation of interaction with significant relatives and in a social context. In another case, if self-esteem is too high or too low, certain difficulties arise when interacting with relatives, which in turn makes psychological separation difficult, as well as interaction in society.

MATERIALS AND METHODS

The aim of our study was identifying the relationship of the leading type of separation with the level of self-esteem, self-criticality of students. As a hypothesis of the study, we considered the assumption that

students with a successful type of separation are distinguished by positive self-esteem, moderate self-criticism. Students with problematic types of separation (controversial, conflict, crisis) will be distinguished by low self-esteem and, at the same time, high self-criticality.

The study was attended by undergraduate students of the Kuban State University named after I. T. Trubilin at the age of 18-21 years (only 300 people: 174 girls and 126 boys). To determine the type of separation from parents (successful, conflicting, controversial, crisis) author's technique. The level of self-esteem and self-criticism was studied using the method of S. A. Budassi (the variant "My ideal and anti-ideal" as interpreted by T. I. Pashukova, A. I. Dopira [4]).

RESULTS AND DISCUSSION

As a result of studying the relationship between the level of self-esteem, self-criticality of students and the leading type of separation from parents, the following results were obtained (Table 1).

Table 1: Average values of self-esteem and self-criticality of students in groups with different types of separation

Question naire indicators	Separation type			
	Successful	Conflict	Contradictory	Crisis
Selfesteem	6,4	5,2	4,5	3,1
Self-criticism	3,5	4	5,3	4

	Note:
	Indicators above average
	Indicators below average

The average values of students' self-esteem (S. A. Budassi's method) with different types of separation are successful type - 6.4, conflict type - 5.2, contradictory type of separation - 4.5, crisis type - 3.1. In students with a successful type of separation, the predominance of stable self-esteem is higher than the average values, in students with a crisis type of separation, self-esteem is reduced, there are statistically significant differences (p <0.05) compared with the group of the successful type (Table 2).

Table 2: Comparative analysis of the level of self-esteem and self-criticism among students with different types of separation

Questionnaire indicators	Separation type				
	Successful	Conflict	Contradictory	Crisis	t-indicator(p)
Selfesteem	6,4	5,2	4,5	3,1	p<0,05
Self-criticism	3,5	4	5,3	4	p<0,02
The right column identifies the significant significance of differences in self-assessment and self-criticality indicators in groups of students with successful and unsuccessful types of separation (controversial, crisis)					

Average values for the indicator "self-criticism" are also uneven in different groups of students. The lowest values were obtained in the group of students with a successful type of separation (3.5), the highest in the group of students with an inconsistent type of separation (5.3), statistically, significant differences are (p <0.02).

Based on the results obtained, conclusions can be drawn: it is in the group of students with a successful type of separation that the optimally positive self-esteem is expressed, which is combined with a balanced, moderate ability to self-criticism. In groups with contradictory and crisis types of separation, there is a decrease in self-esteem and, in turn, an increase in self-criticism.

The results of the correlation analysis are presented in Table 3. Significant correlations are observed between the successful type of separation and self-esteem (r = 0.341, p ≤ 0.01). It can be assumed that a high level of self-esteem contributes to the successful solution of separation problems and helps to cope with separation difficulties.

**Table 3: Significant correlations of separation leading types with self-esteem level**

| Selfassessment	Separationtype			
	Successful(N=66)	Conflict(N=37)	Contradictory(N=36)	Crisis(N=64)
Self-esteemlevel	0,341***	−0,417**	0,443***	
Note: * - the correlation coefficient is significant at p <0.1; ** - correlation coefficient is significant at p <0.05; *** - the correlation coefficient is significant at p ≤ 0.01.				

An inverse statistically significant relationship between the conflicting type of separation and the self-assessment scale was revealed (r = −0.417, p ≤ 0.05). Reduced self-esteem contributes to the manifestation of anxiety, vulnerability, susceptibility, which provokes an increase in protective mechanisms, conflict.

There are pronounced statistically significant relationships between the contradictory type of separation from parents and the level of self-esteem (r = 0.443, p ≤ 0.01). The higher the self-esteem rate, the more pronounced the contradictory trends in relations with parents, the young man/girl appears to be dissatisfied with the situation and a keen desire to change it, to defend the right to independence.

Figures 1 and 2 illustrate the indicators of the level of self-esteem and self-criticism among students with different types of separation.
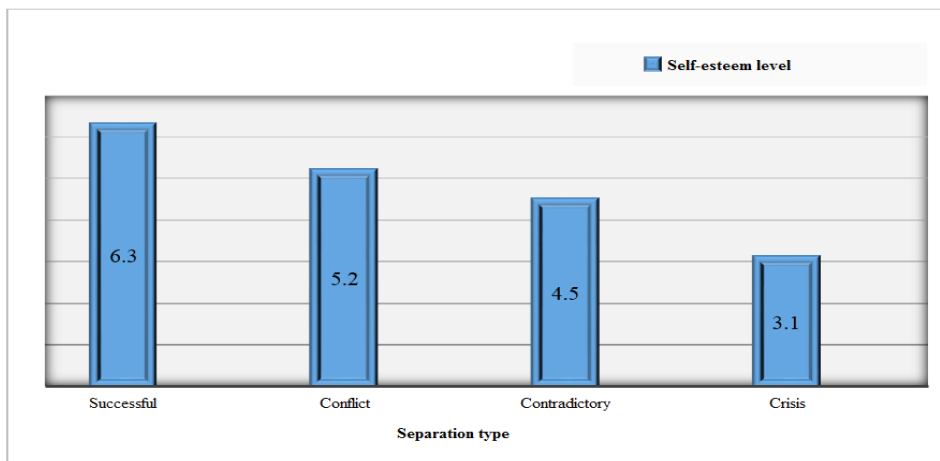
Figure 1: Self-Assessment Indicators for Students with Different Types of Separation
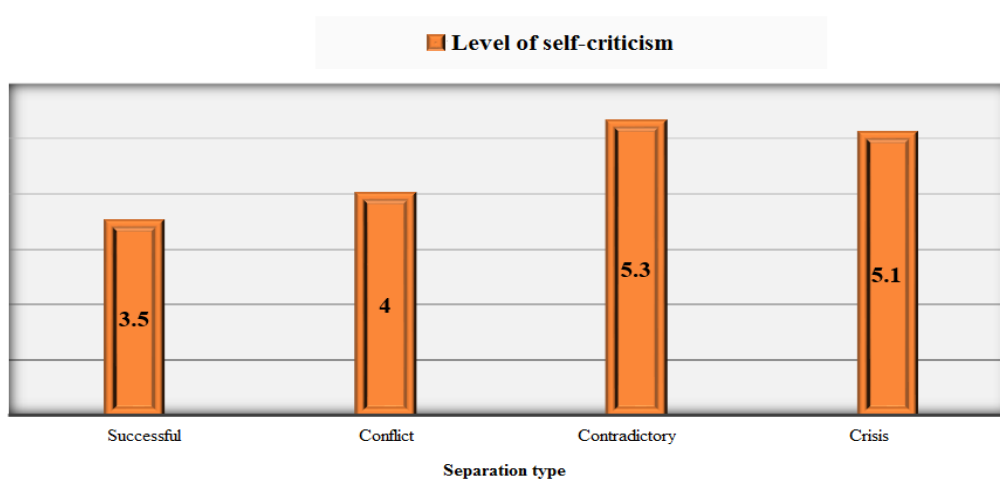
Figure 2: Indicators of the level the self-criticism among students with different types of separation

CONCLUSION

Based on the results obtained, conclusions can be drawn: it is in the group of students with a successful type of separation that the optimally positive self-esteem is expressed, which is combined with a balanced, moderate ability to self-criticism. In a group of students with a contradictory type of separation, instability of self-esteem, self-doubt, and increased self-criticism are observed. The lowest self-esteem rate is found in the group of students with a crisis type of separation, which can manifest itself in the dependence of one's own self-esteem on how the personality is evaluated by other, significant relatives. Students with a conflict separation type have a moderate level of both self-esteem and self-criticism; no statistically significant differences were found with the group of a successful separation type. This feature may be related to the fact that "conflict", the desire to rigidly, principally defend their position in relations with parents can manifest itself in the case when an individual feels a certain confidence in his abilities, has the ability to appreciate himself.

The results of the study should be taken into account in correctional work with adolescence when solving separation problems. Training work should be aimed at developing self-acceptance, self-worth, self-understanding of the individual. In the aspect of solving separation problems, all these personal qualities are extremely important and demanded, since it is a confident person with healthy, reasonable self-criticism that is able to harmoniously build his psychological space, without prejudice to himself and his loved ones.

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