

Self-esteem and impulsive behavior to children ages 16 - 18 years in the region of Podujevo

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Abstract

This research aims to highlight accelerator factors, which affect self-esteem and impulsive behavior, to measure the extent and impact of interpersonal relationships, as well the incidence and prevalence between genders in children in the region of Podujevo. In this paper have been considered 3 schools, involving 150 students ages 16-18 years, was selected through random way. It has been chosen this age group, as characterized by the essential psychological and physiological changes, crisis and confusion related to the identity and quality of the ego and superego. This period of transition from childhood to adulthood is compressed with variety activities and roles, such as highways, orientation and adaptation in society, where the self-esteem trends are taken primary importance. Data collection has been done through questionnaires - standardized assessment scales that measure self-esteem and impulsivity, subsequent predictors occurrence of serious disorders of GAD and depression. Results data have been analyzed by descriptive statistical methods and were interpreted as well as were presented graphically. After that it has been processed data and were issued results, they have been studied by focusing on the determining factors, in order to serve as a practice-based guidelines to influence the reduction of impulsive behavior and eventually to increase the self-esteem to certain age groups children from Llapi's area. Expected hypotheses of this research have been; 1. Self-esteem and impulsive behavior affect interpersonal relationships. 2. Impulsive behavior has a negative expressed correlation in relation to self-esteem, which have been certified. After has done the comparison of the foreign results with results of this paper, it has been confirmed that; ages who have been realized research, differ from the same age group in other countries, where findings of this study representation levels much higher degree of self-esteem and much lower degree of impulsivity.

Keywords: *Self-esteem, Impulsivity, Interpersonal relationships, Childhood, Adaptation.*

Introduction

The concept of self-definition dates from William James, in the late XIX century, who studied the separation between "global" ourselves within ourselves, and "cognitive self" (Miller, 1983, p. 1328). However, by the mid-twentieth century, the self-esteem took a central role in self-actualization and personal treatment of mental disorders (Branden, 2001, p. 354).

Self-esteem

In middle of 1960s, Morris Rosenberg and many social learning theorists defined self-esteem as a stable sense of personal value (James, 1983, p. 497).

According to Nathaniel Branden, 1969, self-respect is the amount of confidence (feeling of personal capacity) and self-esteem (feeling of personal value)– (Baumeister, Campbell, Krueger & Vohs, 2005, p. 374).

The concept of self is composed of beliefs and perceptions that a person has about himself, and how individuals express for themselves. Hamlyn (1983) expresses this as "Picture of himself".

Self-assessment relates directly to the "Success / The claims" (James, 1980, p. 613). Self-respect is an important component due to his close relationship with psychological well-being (Marsh 1989, American Heritage Dictionary, 2000, p. 163).

Impulsive behavior and Self-esteem

Contemporary authors such as Patton, Stanford, and Barratt, 1995 consider impulsivity that behavior as part of the personality or as a occurrence to fulfill the psychological needs of subconsciousness, is a conflict between the id and the ego (McCowan & Johnson, 1993, p. 39-56).

According to Barratt, busily behaviors that occur without adequate thought, immature reactions, the fast and uncontrolled and unplanned, characterize impulsive behavior (Johnson, 1993, p. 45).

These behaviors are characterized by the tendency of an individual to act without premeditation, without calculating the consequences of his actions impromptu acting (Eysenck and Eysenck) - (Schmidt, Fallon, Coccaro, 2004, p.104).

Many studies suggest that impulsive behavior and response models based on the intrinsic behavior of self-evaluation.

Connection between the impulsive behavior, self-esteem and frustration

Previous research supports the proposal based tendency can create frustrations that lead to aggressive impulsive behavior (Berkowitz, vol- 6, p. 1-62).

Impulsivity acts negatively which impacts interpersonal relationships and as a consequence of the individual reacts to emotional responses, anger/frustrated, whereupon this directly affects the self-esteem and decrease himself image and normal behavioral predispositions (McCowan, 1993, p. 42).

The tendency of the individual to act quickly, without thinking about the consequences of his actions is attribute of the deficient braking (Kagan, Rosman, Albert & Phillips 1964, p. 78).

The lack of persistence, low self-esteem, self-confidence and self-deficient, inability to predict the consequences, the tendency to act busily while the individual is in a negative mood, etc.. are related to consciousness and cause incongruence, which negatively affects the self-concept, thought, perception, self-esteem and individual self-actualization.

Literature survey

In considering of the literature, despite our laborious efforts, we found no documented studies that may eventually be on the territory of Albania and Kosovo. So that hypothesis opportune to comparative, we have had necessary to survey similar studies, which were conducted in the century. (XX - XXI) in: the former Yugoslavia, Europe, Asia, America and wider.

These findings emphasize the importance of determinant factors of the development of self-concept, self-attitude, self-attributes, the influence of others, understanding the role of cognitive processes and sensitivity, beliefs and personal values, self-perception, sexual and professional identity, the quality of the ego etc. Then origin, the motives, dimensions and the role of aggressive behavior, depression, delinquency, self-control, etc.. during adolescence.

Research that you'll find below, were conducted in similar populations with our research participants taking into account the changes under the influence of gender and age, always keeping in mind the importance of perceptions and differences arising from changes cultural composition and social background.

References by prominent authors of the field

Hurlock in 1949 held that in the family acceptance, adequate support and assistance in times of crisis, are positively oriented basis of realistic child's self-concept. Poor child's self-concept is affected by lack of love and security (Hurlock, 1949, p. 73).

Bong M. Skaalvik in 2003 stress that self-concept contains two elements, cognitive and emotional is less dependent on self-efficacy (Skaalvik, 2003, p. 1-40).

The results of a korean scientist Julie Lee, in 2008 showed that there was no linear increase of the self-esteem and misdemeanor offenses (Lee, 2008, p. 255-268).

Dana Weber in 2006 studied interrelationship between friends about self-esteem, spirituality, and the appearance of aggression in relationships between the 457 students of Arizona State University. Here it turned out that three variables were positively associated confidence with each other (Weber, 2006, p. 156-168).

Rob R. And Iris J. Meijer L. in 2011 point out that the behavior of people with low self-esteem (LSE) can lead to problems in close relationships (Meijer & Iris, 2011, p. 179-183).

David A. Cole in 2011 investigated the learning of hopeless behavior and cognition, which were assessed 95 preschool children. Results supported the speculation about the origin of the development of depressive symptoms or attributed styles (Cole, 2011, p. 1179-1197).

Vanessa Juth on 2008 demonstrated that self-esteem is a predictor for health and wellbeing in different areas.(Juth, Smythand & Santuzzi, 2008, p. 884-894).

Lora E. Park in 2005 studied the interactive effects of self-assessment, of surprises, self-ability and ego threat on support and sympathy. Low self-esteem and highly conditional targets show the opposite pattern (Park, 2005, p. 1587-1598).

Jennifer Crocker in an article published in 2005 said: We argue that the importance of self-observation is that people believe that they should be or do to have value as persons (Crocker, 2005, p. 200-203).

Ronald J. Pekala PhD, Nancy C. Elliott Carter in 2009, proved correlation between the self-esteem, peace, anger and impulsiveness in populations of depended alcoholics and addict groups that were dependent by AOD (Pekala & Carter, 2009, p. 94-112).

Kathleen D. Vohs says that the combination of the feature levels of partners self-control produces the best results in the relationship. Additionally, partners can have self-cotrol "Transference" with each other, so having a partner self-control enables more high transference to another partner (Vohs, kvohs@umn.edu, seen for the last time on 26.02.2012).

Methodology

CONSENT: With MED (DKA) konsent is made in writing form, which enabled me to do and unobstructed completed my research through high schools.

Planning the selection of subjects

In this study, the sample are children ages 16 - 18 years, exactly 150 of high school students, including classes to X - XIII from the city and rural areas of Podujevo.

Their selection is made by random way, through educational diary records.

Exceptional cases were students who remained as repeaters and those were outside the age criteria.

The assessment procedure

Subjects were informed for the purpose of study, and to guarantee the confidentiality rules and subsequently filed and presented to the application form for this purpose, where students were instructed on how to complete the questionnaire and procedures were introduced as submitted completed forms .

Making the data was conducted in three phases;

- 1). Massive;
- 2). Subjects wich were absent at the time of interview,
- 3) retesting.

Subjects except direct access - live to complete the questionnaire, had the alternative option via the Internet, where they were asked to write initials and valid e-mails of them.

Online forms in which the subject had the opportunity to access questionnaires were active PDF file format (read only), without the possibility of changing or manipulating in it.

Having researched the origins of the documents, fortunately almost all ritests match the first stage of assessment.

Measuring instruments – Raiting scales

The research used the original measuring instruments - standardized assessment scale after the pilot phase, and translate adaptation for Albania and Kosovo region is made of self-author.

For financial reasons and practical use questionnaire was printed in a font reduction only (letters) in order to be used more easily. We used two simple questionnaires to measure self-esteem (**Rosenberg Self-Esteem Raiting Scale**) and for measuring the degree of impulsiveness (**Barratt Impulsiveness Scale 11**), and within the range burdens have issued a sub-scale issues. Internal stability of which is determined through Cronbach's Alpha Scale, which has served us to measure the impact of self-assessment and impulsiveness in interpersonal relationships.

Note:

Statistical data processed and analyzed by the program:

V IBM SPSS Statistics. 20.

Therefore, with the variables in our research have been proportionally, to have a small margin of error as the evaluation of hypotheses and for finding the correlation amongst them, we used Pearson scale. While significances assessment data are processed and analyzed using analysis of variance (ANOVA) and **T. Test** (Chi Square).

Interviews Calendar

Interviewing respondents was planned and realized by the end of March - up in the first half of April 2012.

Phase I of during the period 20/03/2012 - / 30/2012;

Phase II (those who were absent) 01/04/2012 - 05/04/2012;

Phase III retesting via e-mail 06/04/2012 - 10/04/2012;

118 subjects were may apply in two days while the rest after four days.

Assessment of re-testing took the same time as took testing phase.

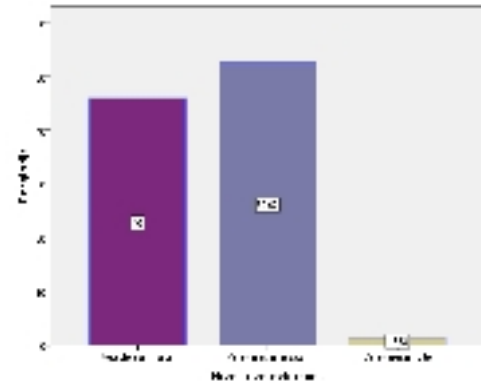
The hypothesis

1. Self-esteem and impulsive behavior affect interpersonal relationships.
2. Impulsive behavior has a expressed negative correlation in relation to the self-esteem.

Results

Fig. 1 The general categorization of subjects self-esteem.

According to the general classification assessment, it turns out that 46.0% of subjects have higher self-esteem, 52.7% were self-average, while 1.3% have low self-esteem.



Tab. 1 General categorization of subjects scale of impulsiveness.

| Impulsive behavior | | Frequency | % | Valid% | Comul.% |
|--------------------|----------------------|-----------|-------|--------|---------|
| Value | Medium Impulsivity | 8 | 5.3 | 5.3 | 5.3 |
| | Moderate Impulsivity | 87 | 58.0 | 58.0 | 63.3 |
| | Low Impulsivity | 55 | 36.7 | 36.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

According to the general classification of the degree of impulsiveness results show that 5.3% of subjects have medium impulsiveness scale, 58.0% moderate, and low degree of impulsiveness were 36.7% of respondents.

Tab. 2 General categorization of subjects interpersonal relationships.

| Interpersonal Relations | | Frequency | % | Valid % | Comul. % |
|-------------------------|--|-----------|-------|---------|----------|
| Value | Good interpersonal relationships | 122 | 81.3 | 81.3 | 81.3 |
| | Satisfying interpersonal relationships | 25 | 16.7 | 16.7 | 98.0 |
| | Not good interpersonal relationships | 3 | 2.0 | 2.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

According to the general classification of subjects interpersonal relations results show that 81.3% of them have good relations, satisfying relations 16.7 and 2.7% poor interpersonal relationships.

Hypothesis 1. Self-esteem and impulsive behavior affect the interpersonal relationships.

Tab. 3 Correlation. The impact of self-esteem in interpersonal relationships.

| Correlation | Values | Self-esteem scale | Interpersonal Relations |
|-----------------------------|-----------------------|-------------------|-------------------------|
| Self-esteem | Corr. acc. to Pearson | 1 | .334(**) |
| | Sig. (2-tailed) | | .000 |
| | N | 150 | 150 |
| Interpersonal Relationships | Corr. acc. to Pearson | .334(**) | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 150 | 150 |

According to Pearson scale, **self-esteem** has a positive correlation coefficient value of .334 in relation to **interpersonal relationships**, with Significance level .000.

Tab. 7 Correlation. The impact of impulsive behavior in interpersonal relationships.

| Correlation | | | |
|-------------------------|-----------------------|-------------|-------------------------|
| Values | | Impulsivity | Interpersonal Relations |
| Impulsive behavior | Corr. acc to Pearson | 1 | -.331** |
| | Sig. (2-tailed) | | .000 |
| | N | 150 | 150 |
| Interpersonal Relations | Corr. acc. to Pearson | -.331** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 150 | 150 |

According to Pearson scale, **impulsive behavior** has a negative correlation with coefficient with a value of -.331 in relation to the **interpersonal relationships**, with degree Significance .000.

Hypothesis 2. Impulsive behavior has a expressed negative correlation in relation to the self-esteem.

Tab. 9 The correlation of impulsive behavior in relation to the self-esteem.

| Correlation | Values | Self-esteem | Impulsivity |
|--------------------|-----------------------|-------------|-------------|
| Self-esteem | Corr. acc. to Pearson | 1 | -.404(**) |
| | Sig. (2-tailed) | | .000 |
| | N | 150 | 150 |
| Impulsive behavior | Corr. acc. to Pearson | -.404(**) | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 150 | 150 |

According to Pearson scale, **self-esteem** has a negative correlation coefficient with a value of -.404 in relation to **impulsive behavior**, the degree Significance .000.

Discussion

As we referred in the literature review chapter of the field and matter, our results are not significant changes in comparison with data results of similar studies.

According to demographic variables of our study are almost the same precipitant psychological and physiological factors with those of other researchers have noted, that influence identity formation, self-concept, self-image, attitudes, perceptions, beliefs, values that individuals of themselves, especially in self-assessment and impulsive behavior, as predictors of later different disorders.

Our results support the study of Hurlok * (ref. 13, p. 3), which emphasizes the role of support from others in the formation of self-concept, but in our study are also relevant psychological factors, in creating social and economic self-concept and self-construct of adolescents.

The findings of our research are in full compliance with that stresses Bong * (ref. 14, p. 3), where in according to his self-concept structure consists of two, cognitive and emotional components.

Our results support that its results brought Julie Lee * (ref. 15, p. 3), where the states that no linear increase between self-esteem and aggression. From our research it appears that there is no increase in delinquency in children with high self-esteem scale and medium, rather there is a growing tendency to maintain self-control.

From our results it appears that, self-esteem has a negative association with impulsiveness and aggressive behavior in general, which is not found in the findings of Dana Weber * (ref. 16, p. 3), which among other things means that self and aggression have positive correlation between them.

Conclusion of Rob R. And Iris J. Meijer L. * (ref. 17, p. 3), that the low self-esteem leads to deterioration of the close relationship between adolescents, confirmed the results of our paper.

According to David A. Cole * (ref. 18, p. 3), depressive symptoms were evident in children and helpless children who have not self-clearly concept. Even in our study confirmed it, children wick have lower self-esteem are less aspirational and exhibit more impulsive behavior, have more subsequent predictors processing of depression and generalized anxiety.

Our findings support the results of Vanessa Juth * (ref. 19, p. 3), which emphasizes the positive role of self in health and well-being of individuals in various fields. According to our results show that children who have higher self-esteem, are more acceptable than others and work better in different areas than those who have lower level of self-esteem.

According to Lora E. Park * (ref. 20, p. 3), high self-esteem of adolescent threatens ego. These children have many aspirations and vision for the future, than children with low self-esteem and those with high degree of impulsiveness. However, based on our results agree with the findings of Lora E. Park, which means that children with lower self-esteem, have more restricted objectives and are less visionary.

According to our study, children's self-esteem connect with values and beliefs that have for themselves, but also with their attributes that others wear them. This is consistent with the findings of Jennifer Crocker * (ref. 21, p. 4), who says that, the importance of self-confidence lies in the people who have connected with their individual values.

Our results support the findings of Ronald J. Pekala PhD, Nancy C. Elliott Carter * (ref. 22, p. 4), who in their different population study from what we have observed that as study subjects, has expressed a negative correlation between self-esteem, anger and impulsiveness.

Kathleen D. Vohs * (ref. 23, p. 4) states that a high level of self-control partners produces better relations between them. Its findings are in full agree with the results that we issued from the research, which show that, all children who had higher self-control, have better interpersonal relationships and are less impulsive, more careful, more aloof and realistically evaluate themselves.

Self-esteem, impulsive behaviour and interpersonal relationships by testing variables

After we did the comparison of our results with the foreign, we confirmed that; ages with which we applied research, differentiate from the same age of other countries, where the level of representation of our findings appears much higher degree of self-esteem and much lower degree of impulsiveness.

However, for reasons confidentiality to our results, we implemented a retest online, where the retest records, again gave us almost the same values with only a few small nonsignificant changes.

Conclusion

Through this research we aimed measuring the degree of self-esteem and impulsive behavior, to find correlations and the impact of impulsiveness and self-esteem in interpersonal relationships to teenage children in region of Podujevo.

Judging by the variables on the basis of which we conclude that is realize research; hypotheses raised in the beginning of our paper are fully certified.

However, when talking about the validity and reliability of these results, we should also consider some other limitations that may significantly influence in our own findings.

Perhaps to study these relevants and influents psychological phenomenon, such as self-esteem and impulsive behavior of teenagers anywhere in the world, would require a broader sample than 150 subjects were included in our study, so the data shall be give representative results.

Then the evaluation of subjects only through the self-report questionnaires form, could have been one of the limitations of our study.

Perhaps it will be necessary to repeat this study in the same generation in subsequent years in other urban and rural areas using the same evaluation scale and other observation methods.

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