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PARENTING STYLES AND SELF-RESPECT OF ADOLESCENTS

Abstract: The paper is an attempt at explicating a part of relationships between parents and their child significant for forming child's personality. Accent is put on the relationship: parent – child, i.e. the aspect of parental role, emphasizing the significance of upbringing actions of parents in forming certain personality features of the child. The starting point of the research on the correlation between upbringing actions of parents and the level to which their child has developed self-respect was the standpoint according to which dominant exposure to certain upbringing styles creates different conditions for personality development. The research considered various styles parents apply in their child upbringing (relying on the perception of a child), identifying which upbringing climate would be most or least favourable for the development of self-respect of future adults.

Research aim was to try and offer answers to the following question: which are upbringing styles that develop positive self-image of children and what is the role of parents in this process. The paper also outlines theoretical standpoints on upbringing function of a family on the one hand and the empirical research on the relation between various form of behaviour of parents and the personality features of their children, on the other. The research sample consisted of 160 of second, third and fourth grade students attending the general high school "Jan Kolar" in Backi Petrovac; the type of sample was convenience sample.

Pedagogical implications of research findings refer to giving help to parents to choose, as adequately as possible and at the same time as true to themselves as possible, the actions and procedures forming their upbringing style in order to raise healthy, happy and satisfied children.

1. Introduction

As bio-psychosocial unit, family has the most important role in raising a child. Its influence is essential for formation of child's personality, having in mind that within family there are numerous factors which guide child's development in more or less desirable direction. Family should be the most natural and most favourable setting where child's growth and development takes place. However, contemporary insights into the dynamics of family life have pointed out that this is not always the case. Bad relationships within the family can result in child's personality being developed in unfavourable and difficult circumstances. Styles of parental behaviour, permeated by the image of one's own child, value system, upbringing attitudes and actions, parental expectations, etc are deeply rooted into child's self-image being the grounds of his/her identity to be finally formed in adolescence.

Consequences of unfavourable family setting and its influence on children is what we have unfortunately been facing on daily basis: increasing aggression and violence rate in children and adolescents, various types of addition, under-age delinquency and numerous other forms and modalities of socially unadjusted behaviour of young people.

Frequency of occurrence of a variety of problems in adolescents, followed by the inclination of society to blame parents for all children's failures, even though parents are actually most interested in their child being developed into a healthy and successful personality, in spite of the fact that their own success in these efforts has been decreasing due to being over-burdened by existential problems and too many obligations, has brought the focus of scientific interests on family upbringing; in other words, *parental upbringing styles and self-respect of adolescents have become the field of interest* in family upbringing, as well as the subject of interdisciplinary research approaches.

2. Notional Disambiguation

“Upbringing style refers to parental assessment of the upbringing actions and procedures leading to their upbringing aims in the best manner, not disturbing, before all, emotional attitude towards the child; i.e. action is a result of basic feeling of acceptance and love, or rejection and conditioned love.” (Pjorkovska – Petrovic, 1990). In spite of the fact that the period of adolescence is characterised by dominant influence of peers, when attitudes and behaviour of adolescents are in question, importance of parental influences, especially of those relations parent – child created in earliest childhood do not decline in this period.

Depending on theoretical orientation, self-awareness is variously defined; on the other hand, majority of authors agree that this is a subjective phenomenon, a result of, before all, social interaction, significantly influencing opinions, feelings and behaviour of an individual. Self-awareness can be defined as a complex of senses, thoughts, feelings, assessments and anticipations of a person, as both experiential object and participant in interaction with physical and social environment (Havelka, 1992). Self-concept, self-perception, self-image, self-awareness are all the notions implying psychological construct which could be defined as “phenomenological organization of experience of an individual and ideals on one's own self in all aspects of person's life” (Coombs, 1981, as cited in Lackovic-Grgin, 1994).

As a pioneer of research in the field, William James viewed self-respect as a result of relations between our intentions and the number of our successes. Our sense of self-value and self-respect arises from our perceptions of one's own personality in regard to others and in regard to each component of self (spiritual, material, social and body or physical self). What is significant for William James is that he was the first one to emphasize the importance of self-evaluation, i.e. certain determinants of self-respect. He considered that an individual “invests” his/her own self-respect into a limited number of efforts and that he/she evaluates him/herself according to high standards of competency only in chosen fields. These fields have central meaning for one's own self-respect. As a consequence, to be best at something does not automatically result in high self-respect; it is rather important to be good at certain fields. These standpoints of the stated author

had significant influence on development and formulation of numerous other theories of self-respect, such as, Coppersmith's or Rosenberg's theory (as cited in Lackovic-Grgin, 1994).

Scientific interests in self-concept spread in the beginning of the 20th century to the fields of other social sciences, i.e. sociology and pedagogy. The fact that a man does not live isolated on a deserted island, but in a society in interaction with other people, has brought to the development of theories according to which relationships an individual has with others in his/her social environment are crucial for the establishment of self-image. The idea permeated James' viewpoints, due to the fact that when determining "social self" he explicitly positioned it within the field of relations with others.

The theory of symbolic interactionism, emphasizing that behaviour of a man depends on the meaning he/she attributes to his/her environment, points out that meanings are products of social interactions. One of the theoreticians of symbolic interactionism, C. H. Cooley (Cooley, 1912), emphasizes that a person builds one's own self depending on how other people see him/her. He introduces the notion of "social mirror", enabling us learn reactions according to anticipations how other people will react to our behaviour. According to the stated author, what is most important for the self-concept is how a person imagines others judge him/her, having in mind that person's self-respect depends on judgements of others.

Importance of other persons for building one's self-respect was also highlighted by another theoretician of symbolic interactionism – G. H. Mead (Mead, 1934). Like Cooley, he holds that self can be developed only in a group. What was also emphasized by Mead is the fact that not all the persons an individual has variety of interactions and relations with are equally important for self-concept; namely, only certain persons, the so called "significant others" are important.

Numerous others studies and theories have proven the significance of interactions with others for development of self-respect. One of them is Sullivan's interpersonal theory (Sullivan, 1953). The author highlights those "significant others" who in the period of childhood have influence on establishment and development of the self. At the same time, he gives special place to motherhood. Emotional acceptance or rejection of a child by his/her mother will have significant influence on development of important components of his/her self-system. Sullivan especially emphasises emotional component in self-respect development. According to him, the structure of self-concept implies what is created through connection and interaction of its more or less general elements or components.

When talking about the structure of self-concept, certain authors differentiate between descriptive, evaluative and the component of readiness to react (Burns, 1979, as cited by Janjetovic, 1996); at the same time descriptive component implies self-image and evaluative-motivation component refers to self-respect. These elements are also referred to as dimensions. Their differentiation is of predominantly theoretical nature, since value judgments are inevitable associated with each element of self-concept. Thus elements or components of self-awareness can refer to contents involving both descriptive and

evaluative-motivational dimension. These contents refer to beliefs on having various individual features, the fact that we belong to small or large social groups, as well as to the positions and roles a person has in these groups. In view of the structure understood in such a way, a dilemma appears regarding differentiation or unity of self-concept resolved by many authors through the acceptance of the idea of its hierarchical organization. Shavelson et al (as cited by Janjetovic, 1996) offered theoretical and empirical evidence for such a hierarchical model of self-concept in adolescents. What is on the top of the model is rather stable general self-concept. It is created through integration of the so called academic and non-academic self-concept, representing lower stratum in the hierarchy. Academic domain is made of evaluation of one's competency in view of individual school subjects, while "non-academic" domain involves social, emotional and physical self-concept. Each of the mentioned domains is created through integration of specific elements, which are lower in the hierarchy and increasingly less stable and more situation-dependent. At the very bottom of the model there are evaluations of behaviour in all specific situations.

According to Maslov, self-respect is at the fourth level of hierarchically organized needs (motives) of an individual and it consists of two components: inclination to competency and wish for prestige. In such a way Maslov's standpoint has made Bezinovic empirically verify what are relations between the perception of personal (in)competence (by the author considered to be a significant dimension of self-image) and self-respect. At the same time he has chosen Rosenberg's view of self-respect as global value orientation towards oneself. In order to undertake the research, he has examined Rosenberg's self-respect scale at several categories of subjects. They were students of psychology and pedagogy, as well as those attending foreign language learning centre. According to undertaken factor analysis, the author Bezinovic has expressed the opinion that the assumption on one-dimensionality of constructs can be accepted. In order to conceptually illuminate the correlation between perception of personal (in)competence and self-respect, Bezinovic has carried out factor analysis of students results according to Rosenberg's self-respect scale and his personal scale of personal (in)competence scale. His idea was to establish common factors of all the statements from both scales. A conclusion was reached that the first factor of self-respect scale is completely related to one-dimensional construct of personal (in)competence perception. In other words, perception of personal (in)competence explains almost the complete variance of self-respect measured by the Rosenberg's scale, meaning that it is significant dimension of self-respect. Such a finding is in favour of Maslov's viewpoint. Bezinovic emphasizes that it was not easy for him to agree with the statement that personal (in)competence perception is the only dimension of self-respect; he also wonders how is it possible for some people to consider themselves incompetent, while they still have their self-respect. It seems that they can build it according to completely different pieces of information on themselves (e.g. high origin, wealth, being physically attractive, etc).

3. Review of important research

First attempts to determine the complex nature of the relations and mutual influences of parents and children according to identification of the main types of parental attitudes towards children date back from 1930s. In one of these first attempts four types of

parents' attitudes were identified: acceptance and love, public rejection, excessive demands and exaggerated care (Kanner, 1935, as cited in Rembowski, 1970). Other classifications of behaviour with children can also be found in the literature of 1930s, dominated by the following attitudes: acceptance and domination on one, and rejection and obedience, on the other hand.

In 1950s more comprehensive studies were carried out. Interest was increasingly more oriented towards the relationship parent – child, with the emphasis on the parent. First attempts were made to systematize upbringing actions into broader categories – upbringing attitudes (social-psychological approach) and afterwards changes of personality caused by the application of various upbringing styles were also taken into account (developmental-psychological approach).

According to empirical studies of parental behaviour carried out during 1940s and 1950s, the following five attitudes were identified: child-orientation, democratic guidance, indulgence, harmony of parent – child relation, lack of readiness to accept suggestions (Rof, 1949, as cited by Piorkovska-Petrovic, 1990). According to another classification there were new five types of attitudes of mothers towards preschool children: strictness, general relationships in the family, warm relations between mother and child, upbringing responsibility of parents towards children, attitudes towards aggressiveness and punishment.

The collaborators of American Psychological laboratory of the national institute for mental health have given greatest contribution to development of the model of parental attitudes. According to Shaffer, research on parental behaviour has given proofs on the existence of three independent dimensions:

- parental acceptance – rejection (dimension of warmth);
- possessiveness – negligence (protection dimension);
- democracy – authoritarianism.

Masen identified two main dimensions of family relations – rejection and control – autonomy. As a dimension of parents' behaviour, acceptance is determined by the following characteristics: acceptance, emotional warmth, approval, understanding, interest in a child, frequent use of explanations when discipline is required, physical punishment being rarely used. Rejection is determined according to opposite characteristics. The dimension of control is determined in the following way: efforts of parents made in order to make a child respect the rules of proper behaviour; according to their own actions parents blindly control children's behaviour thus preventing the development of child's individuality and autonomy.

In 1965 Medinus tried to give an answer to the question is self-acceptance of adolescents in direct correlation with the perception of being accepted by parents (as cited by Lackovic-Grgin, 1994). For the purpose of the mentioned research the author used a questionnaire on the perception of parental guidance, consisting of ten sub-scales investigating parental love, acceptance, protection, rejection, demands, punishment, etc. The subjects were asked to use the scales to assess relations with their mother and father separately. According to research results significant correlation was found between self-acceptance and parental love, protection, acceptance and rejection. Adolescents with

high self-acceptance perceive their parents as those who give them more love and intimidate, reject and punish them less. At the same time, all significant coefficients of correlation were higher between self-acceptance and the relation with mother. On the other hand, Lecroy has found that closeness with one's father significantly correlates with developed self-respect of adolescents, rather than close relationships with their mothers. Offer et al, on the other hand, have found that the congruence mother-adolescent is in significantly higher correlation with self-image of young people than the congruence father-adolescent. Wade and his collaborators have tried to verify these inconsistent findings according to their longitudinal research. Their results have shown that the contribution of the relationship with one's mother or with one's father to adolescent's self-respect depends on the sex of adolescent; at the same time the correlation also varies depending on the age of subjects.

Baumrind has studied parental styles starting from interrelations of functional and emotional aspects of the interaction parent – child. She considered emotional relation more important and determined it as warm (acceptance) or cold (rejection). Functional aspect refers to the way parents control and punish and she determined it as strong and weak control. Even though she determined it as an aspect of interaction, it is significantly determined by value system, i.e. by social relations and cultural norms in broader community. Starting from these premises, Baumrind defined three basic parenting styles: authoritarian (strong control – cold emotional relation), authoritarian-democratic (strong control – warm emotional relation), permissive (weak control – warm emotional relationship). It is interesting that she rejected the fourth possible combination (weak control – warm emotional relationship), i.e. she did not name it, probably considering that in such a case parental upbringing influence is completely absent. In spite of the fact that she has shown the possible way of identifying parenting styles more clearly than other authors, she has been criticised for not stepping beyond the frame of interaction relations, thus giving a static image of parenting upbringing styles, not pointing to their developmental feature.

Significant step forward and enrichment of the research on parenting styles was achieved according to investigating fathers and mothers separately. Makarovic (Makarovic, as cited in Piorkovska-Petrovic, 1990) pointed out to four types of attitudes mothers have towards their children:

1. monarchy style, with all the power in mother's hands, and she exercises it with a lot of love and inclination towards a child, with the child thus naturally accepting mother's leading role;
2. democratic style of a mother, maximally stimulating independence of a child, considering him/her rather important. Such a mother allows the child complete freedom in his/her endeavors, offering help if necessary;
3. tyrannical type is characteristic for a mother who owns all the power, inhibiting the child so that he/she serves the mother to achieve her own narcissistic aims. The child acts solely according to mother's wishes and moral norms.
4. anarchistic type is a type of mother allowing her child independence, but not expressing interest in the child, avoiding conversation and contact with the child, thus allowing herself significant freedom.

According to Lackovic-Grgin (1982), authors have operationalized the variables of parental behaviour in various ways. Some of them expressed more interest in dimensions like, i.e.: acceptance – rejection of a child, dominance – submissiveness, autonomy – control, love – hostility. On the other hands, some others were interested in the behaviour of parents characterized by features like: democracy, authoritativeness and permissiveness. The stated author points out that the most studied dimensions are acceptance and rejection, as an indicator of emotional attitude of parents towards the child, as well as the continuum autonomy – control, as an indicator of disciplined behaviour.

Contemporary literature (according to Teodorovic, 2004) most frequently mentions three main types of parent – child relationship and this are: *democratic*, *authoritarian*, *permissive*, and some authors also talk about the fourth, *inconsequential* upbringing style. Democratic parenting style is characterised by high control, but adjusted to the age of the child, and often supported by frequent verbal communication (Baumrind, 1968, 1971, 1990; Barber & Rollins, 1990; Makobi & Martin, 1983, as cited by Jones, 2000). Authoritarian parenting style is characterised by excessive control, often unadjusted to the age of the child and the lack of warmth towards children. Verbal messages are in the form of discouragement of communication and initiative. The focus is on discipline and demands for immediate obedience. The methods of persuasion and rewarding are less used. Permissive upbringing style is characterised by the low level of control and demands, along with general acceptance and warmth in relationships. Such an approach is followed by inconsistent discipline, acceptance of child's impulses, actions and desires, and, as compared to other parents, less degree of monitoring of child's behaviour. Authoritarian parents give explanations and reasons when imposing demands on their children. The set high standards in the behaviour of their children, they express high control and emotional attachment for children. What is typical for Inconsistency in upbringing is the lack of firm principles of behaviour, creating confusion and lack of self-confidence of children.

Interestedness in scientific research on human intrinsic experience of oneself and the world around in the fields of pedagogy and psychology has somehow developed in parallel with the introduction and development of phenomenological method. Namely, previously ruling behavioural orientation in psychology determined the inner, subjective world of an individual as unreachable "black box" so that all scientific research ended in extrinsic, visible and objectively measurable behaviour. Only in the 1950s and 1960s more significance was attributed to the necessity to respect phenomenological data in order to understand and anticipate human behaviour.

In parallel with the development and application of phenomenological method in psychology and pedagogy, new concepts have been examined increasingly more successfully, life-content, anxiety, loneliness, etc. Within personality psychology interestedness has increased in regard to how a person experiences and evaluates him/herself; thus, the term of self-concept, i.e. self-respect, has become the centre of attention of numerous researchers. Scientific interest in self-concept spread in the beginning of the 20th century to the fields of other social sciences, i.e. sociology and psychology. The fact that a man does not live isolated on a deserted island, but in a society in interaction with other people, has brought to the development of theories

according to which relationships an individual has with others in his/her social environment are crucial for the establishment of self-image. The idea that a personality builds self-image according to what others think about him/her has been theoretically shaped by James; the most important ones among sociologists are Cooley and Mead (as cited by Lackovic-Grgin, 1988). Even though they differ in some of their theoretical assumptions, the two mentioned sociologists, Cooley and Mean, share the standpoint according to which significant others greatly influence the formation of individual's self-image. Such theoretical viewpoint has incited a whole range of theoretical research, like, for example, the one carried out by Burns in 1975, when he found that what a person thinks about him/herself is rather similar to what other people think of this person. Not all the people an individual gets in touch with are equally significant for his/her self-image. The authors Levinger and Snoek consider that the significance others have for our self-image depends on the level of involvement between the partners in a relationship (as cited by Forgas, 1985). According to the model of the mentioned authors, the interaction between the partners can be asymmetric or symmetric, depending on the difference or equality of participants, their status and power. Asymmetric interaction is commonly established between the persons whose status and power are rather discrepant (e.g. parent – child interaction). As long as the child admits that parents are different in status and power, he or she will take a complementary position, i.e. he or she will experience his/her parents as significant source of influence; consequently, in his relations with the parent, the child will adjust his behaviour and self-evaluation accordingly.

Numerous other studies and theories have also proven the importance of interactions with others for development of self-respect. One of them is Sullivan's interpersonal theory (Sullivan, 1953). The author emphasises the "significant others" who have influence on the establishment and development of the self in childhood. At the same time, he gives special place to motherhood. Emotional acceptance or rejection of a child by his/her mother will have influence on the development of significant component of his/her self-system. Sullivan put special emphasis on emotional component in development of self-respect.

Having in mind that the discrepancy between status and power of adults and a child decreases with the child's age, which has been indicated by the finding that around the year of twelve the unconditional acceptance of parental authority declines (Youniss & Smollar, 1985), it could be expected that at adolescent age the importance of parents for self-evaluation of young people will also gradually decrease. However, research findings have shown that at adolescent age intimacy with parents increases, especially closeness one child's mother (Hunter & Youniss, 1982, as cited in Lackovic-Grgin, 1986). The results of the stated research could lead to a conclusion that the influence of parents on child's self-image does not decrease; it is rather the case that the mechanisms through which this influence is realized actually change.

The change of mechanisms according to which influence of others on self-respect of adolescence occurs, has partly been caused by the growth of child's cognitive capacity and, on the other hand, it is due to the increased differentiation of child's social roles. Many of these social roles initiate new asymmetrical interactions, but symmetrical interaction become even more important. Symmetrical interactions are created between

the person of equal status and power, e.g. between and among peers and friends. Due to the increased intimacy between adolescents there is growth of the importance peer evaluation for self-evaluation of adolescents. Relevant literature also offers data according to which the evaluation of significant others is differently reflected on self-respect of adolescents of different sexes. This made Hoelter try and validate the thesis according to which self-evaluation of girls depends more on the judgement of significant others, as compared to the self-evaluation of young boys. Hoelter has found that self-evaluation of girls is more correlated with evaluation of their girlfriends, while the self-assessment of boys is correlated with evaluation of their parents (as cited in Lackovic-Grgin, 1988).

Apart from those focusing on the significant others in formation of self-image, there were many studies undertaken with the tendency to bring in child's self-respect in connection with various aspects of family relations. Such a research was conducted by Sears in 1957, involving six aspects of family relations: permissiveness, adjustment to family, responsibility orientation, dominance in father-mother relations, parental warmth and acceptance. It turned out that the children with higher self-respect came from smaller families, they were born earlier than other children in the family and relations with parents were warmer than in those families of children with low self-esteem. In the case of boys, lower dominance of the father in his relationship with child's mother in control and punishment of children was correlated with more favourable self-perception (according to Opacic, 1995).

In 1965 Rosenberg carried out a research on a large sample of 5000 adolescents. He investigated numerous social and family factors through this ambitious project: ranging from religion, class, race, to the size of the family, birth order, sex, completeness and incompleteness of the family, parents interestedness in the child. Results of the research are in favour of the standpoint that high self-respect and stable self-image is connected with close relations of adolescents with their fathers. Indifferent behaviour of parents had the worst influence on self-respect. The highest self-respect was shown by those subjects whose parents supported their efforts related to achievement (as cited by Teodorovic, 2004). In 1995 K. Piorkovska – Petrovic examined the relation between upbringing actions of parents and pro-social orientation of young people, aggressiveness and self-respect. She reached a conclusion that the more love and protection mothers and fathers offer to their children, they are more willing to cooperate, they are more emphatic and they express more self-respect and less aggression. Parental love followed by protection contributes to self-respect and pro-social behaviour of a child to greatest extent (as cited by Piorkowska-Petrovic, 1995).

4. Theoretical approaches to family as grounds for the analysis of its upbringing influence

4.1. Emancipatory pedagogy

At this point several accents will be outlined arising out of the relevant pedagogic and other theories that may serve as theoretical context for the research project, as well as for understanding and interpretation of findings. Emancipatory pedagogy expresses most comprehensive positive sides of individual pedagogy, advocating for "natural"

development of each individual and, according to the representatives of individual pedagogy, this has to be the basic starting point of each pedagogy and practical upbringing work. It is necessary to start from an individual, his/her natural powers, abilities and differences and provide everybody with opportunities for appropriate individual development.

General aspirations for human emancipation are expressed in a variety of domains; thus, they are also expressed in upbringing of children ranging from their earliest age to their development in the period of adolescence. It is considered that a family often has authoritarian structure dominated by father and the children are in every way dependent. They have to unquestioningly obey their parents and adjust their behaviour to social norms transferred by their parents until maturity, when they will build “super-self”, i.e. consciousness, due to which they will be able to live in an adjusted way without their parents’ control. However, for a child to develop freely, he/she should be emancipated from dependence, pressures and taboos or bans he/she is exposed in such a family. It is also pointed to the need for a child to have his/her own space, where he/she will be able to build positive self-image. Due to his/her independence in behaviour, to be ensured for him, the child will be able to more easily develop self-control and find solutions for conflicts, not relying on adults. Therefore it is necessary to leave a child to him/herself and his peers and intervene as little as possible.

The above stated standpoint has consequently been implemented into “non-repressive” children institution, but the expected results have not been reached. It has turned out that children, in order to satisfy their developmental needs, require certain shared forms, transferred by adults and older friends. The lack of such shared forms creates tensions, and free expression of aggression interferes with the work in an institution. Being let to themselves and passive attitude of adults are not experienced by children as liberation and emancipation, but rather as negligence and rejection, expressed in the question: “Do we have to do what we want to today, again...?” These children have a lot of problems when they enter school, since they have learnt to resolve conflicts only with their peers, not with adults, who used to always deliberately withdraw. On the other hand, they express strong desire to rely on the teacher, they seek for his advice, support and being around, since they have missed such contacts in former periods of their lives. The stated experience shows that these children are not emancipated and that it is illusory to expect that a child, who was from the very beginning deprived from instruction and orientation, free from the need to adjust, develop into an autonomous personality. Emancipation is a gradual process and, under certain circumstances, parents have significant role to play in the process of emancipation – no successful development of a child can be imagined without the presence of adults. Understanding of the above outlined emancipation was criticized in socialistic countries. The so called “Robinson” pedagogy, non-repressive for privileged children sees its aim solely in individual emancipation, opposition to society, leading to elitism and deepening conflicts between social groups, and often resulting in decadency.

Emancipation in the interpretation according to which the notions of individual and social are not opposed has a completely different sense. In it, social model of development, supposed by upbringing, becomes the means for emancipation of personality and free development of each member of social community – a precondition of its general

progress. Emancipation means nurturing of all the potentials of an individual with an aim to help him/her in self-realization of his/her abilities and reaching of autonomy in social context. The opposite term is manipulation, according to which, mechanisms are build in a personality to produce adequate reactions in order to conform to the existing state, represented as the best possible state, whose ultimate results is person's alienation. In emancipatory upbringing, understood in the described way, personality is an agent of authentic values (individual and social), aim of upbringing, rather than its means according to which (in the name of something or someone) the aims alienated from the personality itself are realized. This can be described in relations of democratic towards authoritarian upbringing, the nurture of creative as opposed to rigid behaviour, respect for child's personality, as opposed to its suppression; emphasis on natural advancement, rather than repression and exclusive aspiration to results; expression of authentic needs as opposed to passive adjustment to somebody else's criteria; as well as freedom in reception, critical procession and application of information as an opposition to adoption in its final form in order to simply reproduce it.

Emancipation of young people is important because of all the faster changes taking place in our lives, production and thinking, bringing into question the competence of older generations to make the best possible decisions about everything; in other words, such a situation leads to their experience and in such a way their authority rapidly become out-of-date. Upbringing and education limited to transfer and acquisition of established forms of behaviour, values and contents do not take into consideration that children who attend schools nowadays will spend the most active parts of their lives in the 21st century, which is today as difficult to anticipate as today's world was impossible to be foreseen by the people from the beginning of our century. Therefore the nurturing of abilities necessary for future lives of young people should be in the first place, inevitable for changing the existing in the direction of more reasonable, more humane and more beautiful life in front of them. In emancipatory process as a whole, the self-image a young person builds will, depending on the way he/she experiences him/herself and his/her own potentials, result in his/her qualitative contribution to nature and society around him/her. This actually is the most significant task of emancipatory pedagogy (Grandic, 2006).

4.2. Interactive – symbolical approach

This approach is oriented towards teaching of inner relations and dynamics of a family as a small unit. Framework of this theoretical orientation is the theory of primary groups, which are educators of human nature, having in mind that it is within them that immediate interaction takes place and due to the fact that group members acquire their primary experience in the group. Communication in these small immediate groups is a precondition for creation of human nature. One of the original sources of the theory is the work of George Mead on symbolic interaction of individuals in a primary group, which appears as a basis for formation of "social self" and "individual self". Burgess defines family as a unity of interactive personalities". Hill understands it as an "arena of personalities who are in interaction", where constantly conflicts of aims, needs and aspirations occur. Kirkpatrick points out that a family is a drama with a whole range of active, constantly changing roles. Namely, family is seen as a system of dynamic interpersonal relations, as a place where interaction of all its parts takes place, as well as

a process constantly leading to change of situations where interaction develops. Hill calls one variant of this theory “developmental theory”, having in mind that it is oriented towards the research on the development and growth of individuals and life cycles of a family, in the context of family as a social system where all parts are interconnected (Grandic, 2006).

4.3. Systematic approach

Family has for a long time been considered in literature as a sum of individual members, where relations between the members develop according to a linear principle cause – consequence. With the introduction of systematic approach in the study on phenomena, new grounds have been established in considering a family as a live system. As a consequence, a revolutionary shift has happened in theoretical and practical research on family. The main sense of systematic approach is consideration of the context, system in which each individual phenomenon is involved, as well as of those features of an individual dictated by one’s position within the system. In other words, family, as a unit, and its members as parts of this unit, can be properly observed and explained only according to the notions of relations that exist between the members, since family functions according to pre-established forms of behaviour, determining who can have relations, how, when and who with. The task of these behaviour patterns is to strengthen the family system.

For a family to function well it is equally important for the boundaries between subsystems to be well-defined, i.e. for the rules to be precisely known in regard to who and in what a way participates and acts within the family system. For example, the boundaries of parental sub-system are clearly determined when a mother tells her older child: “You are not a parent to your younger brother. If he rides a bicycle on the street, tell me and I will prevent him.” Or, when a father tells his children: “Until I am back, your older sister will take care of you”. This means that the older child is in such a way included in the subsystem of parents.

It should be born in mind that the boundaries between the subsystems have to be established in such a way that enable all the members to independently carry out their functions without greater hindrances, but to also provide contact within-the-family and out-of-the-family structures. It is also important to perceive the need for occasional alteration of these boundaries, depending on the circumstances in which a family functions and its developmental stage. Boundaries established once never to change are not good boundaries (Grandic, 2006).

4.4. Psychological theoretical approach

Majority of psychological theories on family have arisen out of the psycho-analytical theories. They consider the dynamics of family life according to linear model of causality through internalized object within the subconscious. Various theories have dealt with the importance and dynamics of family relations; they have been gradually established, supplementing and developing one another; as a consequence there are many similarities, as well as significant conceptual differences between them.

Modern theoreticians of psychoanalysis have paid great attention to the notion of self so that it is not a rare case that the approach to the issue within psychoanalysis is the very approach various theoretical approaches are grounded on. These are theories of great, complex and very significant explanatory reaches and the present paper will only outline some of their significant moments.

Donald Winnicott's theory of object relations seems to be rather important angle for the grounds of present research. He positioned the notion of self as a separated and creative centre of one's own experience in the centre of his studies. The framework of Winnicott's view on self does not refer to the processes within the child, but in the field of relations between the child and those taking care of them (Winnicott, 1965). According to this theory, self is an autonomous aspect of personality, developing and giving sense to actions in living. Self is made of parts developing during maturation process, facilitated by human, i.e. parental style supporting and nurturing it. Self essentially recognizes itself in the eyes and facial expression of one's mother in the mirror of mother's face. Relation between the child and his/her intrinsic psychological organization, according to Winnicott's standpoint, becomes modified according to expectations expressed, first of all by child's father and mother, as well as those who have become significant in child's life. According to the opinion of his contemporaries, as an important theoretician of object relations, Winnicott offered certain number of poignant and original insights into early developmental processes, elaborating the notion of self and environmental conditions for its optimal development. Mother is "good enough" when she provides the environment supporting and facilitating development, i.e. a setting adaptable to the needs of child's self which is being created while going through a number of developmental phases (as cited by Vukosavljevic-Gvozden, 2002).

Margaret Mahler has offered the specification and personification of "averagely expected environment" which has become "commonly dedicated mother", as well as the specification of adaptive capacities of the child itself. She has paid special attention to developmental movement from symbiotic matrix of child-mother to the achievement of autonomous and integrated experience of the self and object. The process was called separation – individuation, or, a bit later, psychological birth. Her insights were obtained according to carefully designed observations of couples consisting of a mother and her child, rather than through reconstructions of therapy experiences, making them unique and rather peculiar in the field of psychoanalysis. According to Mahler's opinion, during the process of separation – individual, enabled through adequate parental care, the child gradually separates the image of one's own self from the image of objects and acquires the so called libidinal constancy of the object, as well as the experience of one's own coherency.

4.5. Ronald Rohner's theory of parental acceptance and rejection

American author Rohner (Rohner, 1984) supports the standpoint according to which parental acceptance, i.e. rejection has essential meaning for development of child's personality and his/her subsequent actions in later, adult age. Rohner has even developed a theory of (Parental Acceptance and Rejection Theory – PART). This is basically a theory of socialization, attempting to explain and anticipate the consequences parental

behaviour has for dimensions of parental warmth: on the one pole there is acceptance of the child and the opposite pole refers to rejection of a child. Parents who accept their children are, according to the theory, determined as those who show their love and feelings to children, both physically and verbally. Physically love can be shown through kissing, hugging, cuddling and verbally through praise, compliment, uttering nice words to and about the child, etc. All these and similar ways of showing love together or individually make the child feels loved and accepted. On the other hand, there are parents who reject their children, characterized by the author of the theory as those who do not love, do not approve or resist children, blame them for many things and express bitterness. In majority of cases these parents see their own child as a burden and experience him/her as useless and incapable. Rejection is manifested in two basic ways: in the form of parental hostility and aggressiveness, on the one hand and negligence and indifference, on the other. There are many ways how parents develop the sense of being rejected in a child. Aggressive parents express their hostility physically, e.g. hitting the child, as well as verbally, addressing them with inappropriate words and phrases, e.g. swearing or insulting them. Negligent or indifferent parents do not pay attention to child's needs, they are completely distanced from the child, inaccessible and do care at all about child's needs or attention. Such parents often forget about promises they have given to their children or they are simply deaf and blind when the needs significant for happiness and development of their children are in question. Rohner holds that both forms of behaviour of parents (hostility-aggressiveness and indifference-negligence can be treated as open expressions of rejection, since they both involve absence of parental touch, closeness and incite children feel unloved and rejected (as cited by Kuburic, 2001). According to Rohner's Parental Acceptance-Rejection Theory, parental acceptance or rejection has powerful consequences for the behaviour and personality of children, as well as for functioning of personality of an adult who says for him/herself that he/she was a rejected child (Rohner, 1984, according to Kuburuc, 2001). According to one of his studies aiming at establishing those dispositions of personality which can be expected as consequences of parental aggressiveness or negligence, regardless of culture, it was found that children who were rejected or emotionally hurt by their parents are inclined, significantly more than accepted children, to be hostile and aggressive or to have problems with hostility and aggressiveness control; they have poor feeling of self-respect and self-adequacy; they are emotionally instable, indifferent or have negative world-view. According to a great number of conducted studies, like, e.g. the one carried out by Savedra (as cited by Kuburic, 2001), self-respect of adolescents is directly related to the established warmth of child's mother and father. The mentioned author confirmed, according to the sample of 208 adolescents from Puerto Rico, that common effects of high level of parental warmth in interaction with moderate control of parents (as opposed to extreme permissiveness or restrictive control) increase the level of self-respect in adolescents.

5. Parenting Styles

5.1. Two-dimensional model as a basis for parenting style determination

Among those models pretending to explain upbringing according to affective dimension and the dimension of control, represented as orthogonal axes of coordinate system, Shaffer's seem to be the most influential, as well as the model offered by Baumrind

(Lackovic-Grgin, 2006). Sharing the main standpoint that key dimensions of parental behaviour can be described in the terms of emotional coldness as opposed to emotional warmth, as well as restrictiveness (high level of control) as opposed to permissiveness (low level of control), these models offer exhaustive descriptions of upbringing actions related to extreme points of the mentioned dimensions. Talking about affective dimension, a cold, rejecting parent is shown as distanced in his relation to the child, with low degree of responsiveness when children's attempts to get closer to them are in question, they are open to the methods of punishment (including physical punishment), and rather rigid in communication with the child (he rarely speaks to the child and never explains his own actions). On the contrary, warm parent manifests accepting relation towards the child, maintains orientation to the child and inclination to realize upbringing aims according to the application of positive support. As for dimension of control, restrictive upbringing, as one of its extreme, is featured by inclination of parents to emphasize numerous rules and insist on them being consistently obeyed. Permissive upbringing, as a kind of antipode to high control level, is brought into relation with upbringing actions which support flexibility in application of rules, paying a lot of attention to child's personality and situational circumstances, as well as the tendency to gradually reduce restriction, in parallel with child's maturation, so that the child is encouraged to realize his/her own autonomy and emancipation.

Combination of these extreme points of these two dimensions makes four different upbringing styles: warm-permissive (in Baumrind's model known as permissive parenting style), cold-permissive (in revisited model of Baumrind marked by the term indifferent parenting style), warm-restrictive (in Baumrind's model known as authoritative parenting style) and cold-restrictive (in Baumrind's model known as authoritarian parenting style) (Baumrind, 1971; as cited by Lackovic-Grgin, 2006; Genc, 1988a; Genc, 1988b, Kodyopeljic et al, 2006). These different upbringing parenting styles are in relation to the domain of child's personality, i.e. the direction in which child's personality will develop is rather determined by the predominance of one of the four parenting attitudes.

Even though there are various theoretical and methodological procedures, as well as many factors which influence behaviour of parents towards their children, studies have shown significant stability of individual differences in parents' behaviour during time. Regardless of child's age and other research variables, the results undisputable show that there are two basic dimensions of behaviour of parents, and they are emotionality and control (according to Peterson, & Rollins, 1987).

Dimension of emotionality refers to emotions a parent experiences and shows in interaction with his/her child. This is a bipolar dimension. On one of its extreme there is emotional warmth on another – emotional coldness. A great number of authors state emotional warmth as an aspect of family environment with greatest influence on child's development (Becker, 1964; Franz, McClelland & Weinberger, 1991; Kandel, 1990; Sears, Maccoby & Levin, 1957; all as cited by Vander – Zanden, 1993). Emotionally warm parents accept their children, they offer them support, understanding, care and attention. The most used discipline techniques are: explanations, encouragements and praises. Emotionally cold parents neglect their child, they are hostile, reject the child, criticize or punish him/her frequently.

Dimension of control refers to those behaviours parents use in their interaction with children in order to influence the changes of child's behaviour and their inner states. This dimension is also bipolar. On one of its poles there are actions ensuring firm control of child's behaviour and on the other there are actions of low control. Parents, who apply firm control, control their child's behaviour strictly and pay a lot of attention whether the child sticks to the imposed rules. Parents who exercise weak control impose small number of rules and monitor child's behaviour less, i.e. give him/her a lot of freedom. Studies have shown that parenting styles form the both poles of the dimension of control can be a risk factor when child's development is in question. Namely, too strict control of child's behaviour can lead to dependence, submissive behaviour, decrease of motivation for achievement, as well as to suppressed hostility. On the other hand, too mild control can for its consequence have aggressive and inconsistent behaviour (Becker, 1964, according to Vander – Zanden, 1993).

Starting from the fact that research results pointed to opposite effects of dimension of parents' control on child's behaviour, certain authors have made an attempt to define sub-dimensions of control, as well. Recent research has shown that there are two separate dimensions of parental control: psychological control and behavioural control (Barber, Olsen & Shagle, 1994; Steinberg, Lamborn, Dornbusch & Darling, 1992; Darling & Steinberg, 1993, all according to Vizler: *Interconnectedness between the perception of parental behaviour and shyness and assertiveness of school children*, graduation paper, University in Zagreb, Psychology Department, 2004). The basic difference between these various types within dimension of control is in the aims parents want to reach according to their application. Namely, through psychological control, parents try to control child's psychological world, while through the implementation of behavioural control they make efforts to control child's behaviour, especially undesirable forms of behaviour.

Child's development requires certain level of psychological autonomy so that the child could, through various social interaction, develop independence. Excessive psychological control disables the process of individualization and brings to the development of psychological dependence, doubt in one's own identity and ideas; as a consequence, a fear of loss of being connected to one's parents appears. Nevertheless, regular development of a child needs certain level of behaviour regulation, so that the child could learn that social interaction involves certain rules of behaviour and that it has particular structure which should be respected in order to be able to get successfully engaged and participate in social life. In other words, on the one hand, too strict psychological control of the child is a factor of risk in child's development, on the other hand, the absence of behavioural control can also have negative influence on child's development. These two dimensions have different influence on child's behaviour. Studies have shown that strict psychological control of children correlates with numerous internalized problems in adolescence, while excessive behaviour control may lead to externalized problems (Barber, Olsen & Shagle, 1994, according to Vizler, 2004).

In her book *Coordinates of Parental Upbringing*, Adila Pasalic – Kreso tries to outline and understand parenting styles according to the logics of coordinates and coordinate system. Following the logics of coordinate system, the authoress has made a conclusion that two basic elements dominate in creating family upbringing climate: parental warmth

and parents' control. According to the explanations of the authoress, parental warmth (as opposed to coldness) refers to the degree of responsiveness and the level of love, affections that parents show to their children. Parents who are warm and responsive laugh a lot, they appreciate and encourage their children, show a lot of feelings, but they can at the same time be rather critical if the child behaves badly. On the other hand, cold parents, reserved and unresponsive, are too often ready to criticize, disrespect, punish or ignore their child; they rarely talk with their children, but they can otherwise appreciate and love them very much. Control of parents – (control as opposed to the lack of control) – refers to the degree of regulation and supervision of children by parents. Parents who are inclined to control, limit their children's freedom, impose many demands, actively supervise their children's behaviour and constantly monitor whether they respect the imposed rules and regulations. Parents who are not inclined to control are generally called permissive parents; in other words, these are parents who are less restrictive, less demanding and who give their children great freedom in making decisions about their own activities.

These two dimensions – control and warmth in child's upbringing are rather separate in coordinate system, as they are seen by the mentioned author, and they make four different types of parenthood: warm and controlling; warm and uncontrolling; cold and controlling; disinterested and uncontrolling. The mentioned upbringing styles illustrate extreme and theoretically pure types, although as such they can be rarely found in real world. Majority of parents belong to one of the four types of guidance, but in such a way that their style actually is a dominant form of their behaviour, but certainly not the exclusive and only one. In some families it is possible for a father to have completely different style from child's mother, which can make the relations parent-child/children rather complicated. What is also a specific feature of parenting styles is a fact that they are subject to changes. Namely, there are not many families in which parenting styles does not change and adjust to the changes in the family itself or its developmental cycles. As a rule, as a child grows, parents become less controlling and more supervising (according to Pasalic – Kreso, 2004).

In the present research parenting styles are operationalized according to the EMBU questionnaire for evaluation of upbringing style. Namely, parenting styles will be considered according to the assessment of parents by children. The questionnaire for evaluation of upbringing style has turned out to be appropriate for studies in culturally versatile settings and as such it involves the following factors: acceptance, rejection, over-protective attitude and inconsistency in upbringing.

5.2. Classification of parenting styles

Styles of parents' behaviour are some kind of combination of the described dimensions. Due to the limited space, only certain acknowledged classifications will be mentioned here. Two most famous classifications of parental behaviour were given by Maccoby and Martin (1983) and Diana Baumrind (1970). Diana Baumrind (1970) states three different parenting styles: authoritative, authoritarian and permissive (Baumrind, 1970).

In the textbook *Family Pedagogy* professor R. Grandić emphasizes the need, i.e. the necessity for workers in education to be familiar with various types of parents in order to

establish as good and fruitful cooperation with parents as possible. In the mentioned context, the author refers to the following types of parents: over-protective parents, strict parents, ambitious parents, excessively busy parents and democratic type of parents. Relevant literature also offers classification of parenting styles determined according to two criteria: the first is **distribution of power and decision making** and the second refers to **love – warmth**. The subject of numerous studies was the question why parents behave towards their children in the way they do, i.e. what is it that determines upbringing style of parents. According to Belsky (Belsky, 1984), the main groups of factors of parental behaviour are: **individual features of parents; relations between parents, personal traits of a child; contextual factors**.

5.3. Personality traits of children as a consequence of parenting style

Family should be the source of welfare for its members. However, contemporary insights into the dynamics of family life have pointed out this is not always the case. Bad relationships within the family can result in child's personality being developed in unfavourable and difficult circumstances. The aim of empirical and theoretical studies was actually to determine the nature of correlation between behaviour of parents and developed personality features of their children. Generally, the way parents behave towards their children reflects their readiness and ability to recognize and need basic children's psycho-social needs. A great number of psycho-social needs of children has been stated in the relevant literature, but many authors emphasize four as those most important, whose addressing influences other, also significant needs (Ziemska, according to Piorkowska-Petrovic, 1990).

Emotional satisfaction of a child is a catalyst of comprehensive psycho-social development. Children learn to identify emotions at early age, but it takes time to integrate pieces of information coming from different sources. Basic child's need is the one for love, affection and warmth. Affection of parents and other close persons makes the child feel safe and secure. In this way child's need for security is addressed. A child loses the sense of security once the emotional relationship with a close person is interrupted or violated (Brajsa-Zganec, 2003). What children also need is the presence of parents in their lives, as well as their sincere interest in what the child is doing, i.e. in everything that is going on in child's life. This need is often called the need for social relationship. When sincere and active cooperation between a parent and a child is established, it is of equal importance for intellectual, emotional and social life of a child. Apart from those already stated, Piorkowska-Petrovic classifies within the group of basic needs the need for self-realization, as well as the need for respect of human dignity. Addressing the need for self-realization contributes to development of child's independence and often of his/her creativity, as well. On the other hand, a child develops self-confidence and ability to objectively estimate his/her own personality, relying on the opinion of his/her parents, other adults and peers. A child who is often underestimated and criticized develops the sense of inferiority.

What permeates the story of basic needs of a child is actually the fact that the failure to recognize and meet child's needs, before all by parents in the beginning, while the child is still very young, causes frustration and reflects directly on child's behaviour. In time, as

the child grows up and matures, the failure to satisfy basic needs of a child is manifested in child's personality features and is often expressed in the form of socially unacceptable forms of behaviour.

Starting from the basic dimensions of behaviour of parents, Shaffer (according to Pasalic-Kreso, 2004) puts emphasis on the importance of parental warmth and affection and gives short description of children who are growing up with warm and responsive parents. According to him these children are curious, with developed ability to solve problems; they try to be good students, gradually advance at school and can increase their average score on intelligence tests; they are altruistic, mostly obedient; they are young people who do not make problems and get along with parents and peers to reasonable extent. Children whose parents are warm and responsive have high self-confidence, self-respect and sense for taking responsible roles; these children are inclined to adopt norms, rather than be punished for complaining about moral rules. On the other hand, parental coldness and indolence develops anxiety in children, as well as emotional frustrations; these children often have serious health problems, worse marks at school; they are less popular among peers and, as a rule, have more problems in childhood and adolescence. Numerous studies have shown that persons, who had come from such families, where they were unloved, rejected and unaccepted, suffered from clinical depression in adult age (McDonald, as cited by Pasalic-Kreso, 2004). According to some studies, low self-respect in the period of adolescence can be the consequence of over-protective attitude towards children and exaggerating in providing optimal conditions in their environment. This can lead to the appearance of conformism in young people, the lack of ambition and insecurity. Over-protected children are not dependent in view of care for themselves; they are rather insecure and ambivalent in regard to maturation and becoming independent. Over-protection of children has significant influence on development of chronic anxiety and insecurity. Parenting styles whose common denominator is interplay of high control and affective coldness have often initiated research attempts at determining their various consequences. One of the most well-known studies dealing with the problem certainly is the one conducted by Adorno and his associates, which has proclaimed the mentioned combination of upbringing influences to be a determinant of development of authoritarian personality (Adorno et al. 1950; according to: Sutherland & Tanenbaum 1980). According to this study, insisting on complete subordination to severe parental authority results in formation of hostile attitude of children, which is, due to impossibility to be openly manifested, suppressed to be subsequently projected on the members of groups with lower social status, while authoritarian parent is a role-model of identification. Fear of one's own hostile impulses leads to rigid organization of personality which represents constellation of nine characteristics: conventionalism, authoritarian submissiveness, aggressiveness, anti-intracativity, positive attitude towards power, destructivity, inclination to use mechanisms of projection, rigidity of thinking (Adorno, as cited by Kodzopeljic, Pekic and Genc, 2008).

As it has already been pointed out, parenting style and the way parents behave towards their children depends on their attitudes. In other words, attitudes influence on behaviour of parents and this has further influence on child's behaviour. Their attitudes can be positive with positive influence on personality development, or negative with

negative influence on the development of personality as a whole. Since there are differences in positive styles, negative styles also vary and they are different in the case of each person, each family.

In her book *Small Child – Great Riddle*, Dr Hadzi-Antonovic offers the classification of attitudes with negative influence on development of child's personality. They are as follows:

1. inconsistent attitude of parents – causes insecure behaviour of a child;
2. over-permissive attitude – forms a spoilt child, who is essentially rather insecure;
3. excessively strict attitude – the child also becomes insecure, fears of various things, development of his initiative and independence is restrained;
4. over-protective attitude – intimidated, insecure and revolted child;
5. cold and disinterested attitude – reflects in the lack of love by parents, and the child is aggressive and feels destructive need;
6. attitude of parents who are too busy – generally very similar to the above stated.

6. Self-respect and adolescence

Even though the model of William James which has already been mentioned several times placed within the above illustrated models of self-respect, his definition of the notion cannot be omitted. It is based on common sense thinking which can be transformed into an equation indicating that self-respect is a function of relations between pretensions and aspiration of an individual and his/her current achievement; i.e. a function of their agreement or disagreement. The process of comparison takes place in any situation of evaluation of any activity, feature, characteristic. All these experiences and estimations are integrated into the general system of self-respect. The equation certainly cannot unambiguously and clearly describe the dynamic processes permeating the appearance of self-respect. The words of M. Rosenberg describe the dynamic process better: "Self-respect is surely not discrepancy in itself, it is rather a feeling an individual associates with this discrepancy (Wells and Marvel, according to Opacic, 1995). The importance of the definition lies in the fact that all subsequent models and determinations of self-respect in some of their aspects are actually based on this definition. Almost identical understanding of such a relation between self-respect and person's success is advocated by Erich From (according to Maricevic, 2001), emphasizing that not only advancement in practical view, but also preservation of self-esteem depends on person's success.

The model of self-respect offered by B. Janakov is characterised, before all, by simplicity and economic feature and is an introduction into the issue of self-respect. The component of the system of self-concept can generally be classified within two groups: descriptive – representative and emotional – value; these two groups of self-concept manifestation are in constant interaction. Significant emotional-value phenomena are the following: self-evaluations, self-respect, self-appreciation, self-relation, self-acceptance and self-esteem. Further analysis indicates that self-respect is a feature, i.e. a product of certain processes within self-concept. These are products of self-evaluation and emotional experiences, as well as integrations of these experiences and self-estimations.

In such a way it can be seen that self-respect is relatively stable product of certain dynamic processes of self-concept, which certainly does not mean that it is finite and unchangeable.

Self-respect is a product of evaluative-affective process of self-conceptualization. Theoretical considerations treat the processes leading to self-respect as a stable personality feature differently. Certain authors emphasize the importance of evaluative and others of affective processes. Prevailing opinion is that there is no justification for such separation, neither theoretical nor empirical. The very process of evaluation, as well as its products, involve both emotional and cognitive component, as well as connotative, this being another reason for them not to be separated or certain components to be stressed. Self-respect is a complex hierarchically organized system of judgements a person has about him/herself. Higher levels (judgements of broader scope and at higher levels of hierarchy) are created through the integration of specific and independent narrower judgements of lower level of hierarchy according principles of immediate psychological significance of features and characteristics which were the subject of evaluation. Such a determination leaves space for a conclusion that this is also a relatively stable system, since psychological importance of evaluated features and made judgments in the complete psychological field of an individual is in time changing (Janakov, 1987).

The model offered by G. Opacic shows self-respect as self-evaluative system functioning in a way all natural system function; i.e. it is based on biological laws (Opacic, 1995). As self-evaluative system, self-respect has evaluative component of self-understanding, i.e. self-concept, which is directly connected with the fact that any judgement we make about ourselves has a feature of a value (Bandura, as cited by Maricevic, 2001). Self-evaluative system serves for “processing” of information a man receives all his/her life. According to these pieces of information self-respect, i.e. self-image is formed. These pieces of information are not “used” by a man in their “raw” form, but he processes them according to his cognitive system. The final result of this data processing is a construction of classification schema used for structuring of future information. The basic principles of functioning of self-respect as self-evaluative system, according to this model, are the following: **extrinsic harmony** – harmonization with the outer world is incited by the information on success or failure in different activities. A person will be better adjusted if his/her self-image is more adjusted to reality; **intrinsic harmony** based on the processes of assimilation, accommodation. The established model of functioning of self-evaluative system explains empirical findings well and essentially it is a process, rather than content model, so that it is not opposed to other models dealing with elements of self-evaluative system. The assumptions on functioning of the model are deduced through the principles according to which all natural systems work; in other words, the model is based on biological laws.

7. Development of self-respect

Contemporary view on development of self-respect puts emphasis on the fact that it is not inborn, but, on the contrary, that it is acquired and developed through life. Cognitive and affective processes are significant for its development, like, e.g. important real or imagined interactions with significant others. Apart from this, modern authors emphasize that in any subsequent stadium of its development, self-respect is qualitatively different

from the previous, i.e. lower stadium. It is also pointed out that learning mechanisms of S-R type do not enable explanation of acquisition and development of self-respect, but that the mechanisms of identification and social learning are those that should be used to more successfully shed light on self-respect development, i.e. learning as a complex process of differentiation and assimilation, as understood by Piaget (Lackovic-Grgin, 1994).

According to some authors, self-respect development takes place with child's growth according to general principles of development. One of them is the principle of differentiation and integration. These two directions of self-respect development are not conflicting, they are rather dynamically unique in the sense that in the beginning there is differentiation of the self-concept facets in parallel with the process of their integration into the higher level of global self-evaluation.

The increase of differentiation of self-concept facets is in the function of aging, while the decrease of connectedness between them which is related to learning of social roles which also become richer are more differentiated with growth. The standpoint is supported by the fact that adolescents, for example, know better than younger school children to explain what are they like as sons and daughters in the sense of students, friends, sportsmen, etc. Due to the growth of cognitive abilities, young people become all the more successful, among other things, in integrating characteristics of behaviour into abstractions about themselves, separated from concrete roles, as it has been pointed out by Rosenberg (Rosenberg, 1979).

Development of self-respect, as well as development of thinking in general, proceeds according on the principle from concrete towards abstract. There is a whole range of papers confirming that with age, self-concept changes. Self-descriptions of younger research subjects contain concrete (physical attributes), while at later ages, abstract (psychological) attributes appear. One of such studies undertaken by Livesley and Bromely (as cited by Lackovic-Grgin, 1994) has shown that in verbal self-descriptions of children the tendency of children increases to describe themselves in psychological terms. Seven-year olds describe themselves in terms of concrete, objective, perceivable information, like, for example, age, gender, physical appearance and strength. Their belongings (things and animals) can also be parts of these descriptions. At the year of 9 such descriptions involve descriptions of activities (in the sense "I am what I do"). According to Rosenberg, even at older age, i.e. at the age of 9 and 10, these self-descriptions are still saturated by the terms denoting extrinsic, public characteristics of behaviour. After than such behaviouristic descriptions start to disappear, while the terms of beliefs, motives, interpersonal characteristics are appearing. In adolescence, more emphasized "self-insight", so that self-concept becomes increasingly more abstract (Rosenberg, 1979).

According to all the above said, it can be concluded that self-respect development goes in two directions, from concrete to abstract and in the direction of all the more increased differentiation of certain domains; in parallel, there is the process of greater integration of elements of self-concept. Elements contributing to these processes are as follows: anatomic and physiological maturation, body sensations, memory supported by verbal notions, frustrations during evaluation of environment and many others. Apart from

those mentioned, the main influences are of those people from the environment – generalized others. These are people significant for the child, people the child learns from, whose assessments the child applies on him/herself, to later internalize them. People around the child are in a way his/her “social mirror” (Opacic, 1995).

At this point it would be important to turn to the characteristics of the period of adolescence, as well, but due to the limited space, they will be mentioned only from the angle of identity formation, having in mind the view of Erick Erickson, according to whom the development of cognitive abilities in the adolescent period enables the adolescent to become aware of his/her features, desires and aims. The very task to integrate all these aspects into a coherent whole results in identity crisis, reinforced by a variety of demands imposed on young people by society, like, for example, the demand to finish school, get employed, find a life partner, etc. Such demands, generally socially accepted, are often not in accordance with what a young man in a given period finds as priorities in his/her life, so that he/she is often in a situation to reconsider and redefine his/her own identity.

Sovernigo has pointed out that self-images can be rather versatile: very negative, mostly negative with positive and negative balancing within the self-image, mostly positive and finally, very positive self-image (Sovernigo, 1982). Having the main characteristics in mind, three types of images can be determined, sometimes unambiguously expressed, and sometimes mixed in concrete persons. These are: negative self-image, hyper-valorised self-image and real self-image (Kalebic-Maglica, 2007). According to this, the following pedagogic task can be established: to help adolescents “cure themselves” from both negative and unreal self-perceptions, having in mind that in order to reveal one’s true identity, and this search is typical for the age of adolescence, one has to acquire real self-image.

8. Research methodology

Having the significance of self-respect for the whole life of a child in mind, we could say that one of the key aims of upbringing is the very encouragement and development of child’s self-respect. In other words, research subjects refers to and dives into fundamental aims of family upbringing, raising of healthy and happy children, content with themselves and their lives; more direct aim refers to consideration of the influence of parenting style on the developed level of self-respect of adolescents. Parenting styles will be considered through perception of their children – adolescents.

To what an extent is the role of parenting style important for the formation of child’s self-image? Can a parenting style of upbringing be identified which is in high correlation with positive self-image, i.e. high level of child’s self-respect? Is and to what an extent harmony of parents’ upbringing actions significant for raising a child who believes in him/herself and his/her abilities? These are the questions we will try to find answers through the present research. More concretely, the subject of the research is: Does and to what an extent parenting style influence the developed level of self-respect of adolescents?

Main research aim is to find out whether there is significant correlation between parenting styles and the developed level of self-respect of their children. Research aim formulated in such a way requires consideration and establishment of the nature of

relations and correlations between the independent variable (parenting style) and dependent variable (developed self-respect of adolescence). According to the obtained results, we will make an attempt to answer the question regarding the nature of interconnectedness between the stated independent and dependent variable, as well as whether certain parenting style is a significant predictor of self-respect of adolescents.

Starting from the above, the research tasks would be the following:

1. to establish whether there is a correlation between emotional warmth and accepting parenting style and the developed level of self-respect in adolescents;
2. to establish whether there is a correlation and what is its nature of connection between cold and rejecting parenting style and the developed level of self-respect in adolescents;
3. to establish if there is a correlation, and if there is what is the nature of correlation between over-protective parenting style and the developed level of self-respect in adolescents;
4. to establish whether there is statistically significant correlation between a favoured child in a family and the developed level of self-respect in adolescents;
5. to establish if certain of the examined parenting styles is a significant predictor of self-respect in adolescents.

Dependant variable refers to the developed level of self-respect of adolescents and **independent variable** refers the upbringing styles of parents, viewed through the perception of their children – adolescents.

General research hypothesis is: There is a correlation between the characteristics of parenting styles and the developed level of self-respect of adolescents. The following **individual, i.e. particular hypotheses** were derived according to the general hypothesis:

- H1 supposes that there is a correlation between emotional warmth and accepting parenting style and the developed level of self-respect in adolescents;
- H2 supposes that there is a correlation between cold and rejecting parenting style and the developed level of self-respect in adolescents;
- H3 supposes that there is statistically significant correlation between over-protective parenting style and the developed level of self-respect in adolescents;
- H4 assumes that there is statistically significant correlation between a parents favouring a child in regard to his/her siblings in a family and the developed level of self-respect in adolescents;
- H5 assumes that certain parenting styles are significant predictors of self-respect in adolescents.

The research has started from the assumption that the picture of parenting styles will be much more objective and real, and thus more relevant, if it is obtained according to children's perception. This is the reason why the sample consisted of the students of general high school "Jan Kolar" from Backi Petrovac. The choice of secondary instead of primary school was made due to the nature of instruments used in the research. Namely, having consulted the adequate literature in the research field, it has been found out that the application of Rosenberg's self-respect scale at the samples of younger population had resulted in lower reliability coefficients. Apart from this, EMBU questionnaire was

also used in the research in order to assess parenting style, consisting of 72 items, i.e. statements subjects were supposed to respond to, using the Likert scale. It was estimated that it is more realistic to expect older adolescents to be able to fulfil such a task.

The research was conducted in the period February – June 2009. The survey was carried out in groups of about 30 students, organized in classes with the presence of the school pedagogue during one school lesson. The survey organized in such a way provided us with a possibility to ask the subject further more detailed questions and offer additional information how to fill in the questionnaire. The sample included 180 second, third and fourth grade students enrolled at the general high school “Jan Kolar” from Backi Petrovac, but due to dropouts and inadequately or incompletely filled questionnaires, the final sample boiled down to 160. It was a **convenience sample**.

The method applied in the paper is descriptive and its function in a pedagogic research is to, apart from the description of pedagogic phenomena, encompass its interpretation, evaluation and conclusions. Two questionnaires were used: Rosenberg’s self-respect questionnaire and EMBU questionnaire for parenting style evaluation, compiled by the Swedish researcher, Peris. The choice of Rosenberg’s self-respect scale was chosen due to, before all, its brevity and good internal consistence, making the scale appropriate for both practical and scientific purposes. EMBU scale was used as an instrument to assess parental behaviour by their children. The scale was construed by Perris. It consists of 15 sub-scales: insult, deprivation, punishment, embarrassment, rejection, over-protection, interference, emotional warmth, tolerance and guidance, causing the sense of guilt, encouragement, favouring of a subject, negligence of a subject.

In accordance with the research problem and aims, the items of the scale were subjected to main components analysis. According to Kaiser-Guttman criterion, 17 significant main components were identified, while Cattell’s scree criterion suggested that the optimal factor solution is with 3 – 4 main components. Along with the Promax oblique rotation, applied because of the assumption that there is correlation between latent dimensions, solutions with 3 – 4 main components were tested. The solution with 3 main components was chosen as the most interpretable, together explaining around 43% of variance of the system of variables, when parenting style of fathers is in question. The first promax factor clusters the items referring to harsh, cold and aggressive upbringing style of fathers; as a consequence, the factor was called cold and aggressive parenting style of fathers in the research. The second promax factor has clustered the items referring to warm, nurturing style of fathers, which is how it is actually called in the research. The third promax factor involves the items describing fathers who are inclined to set high and unrealistic demands, who are authoritarian and whose decisions and decisive in raising of their children. This factor is called authoritarian parenting style of fathers.

The items of the scale referring to parenting styles of mothers have also been subjected to main components analysis. According to Kaiser-Guttman criterion, 22 significant main components were identified, while Cattell’s scree criterion suggested that the optimal factor solution is with 3 – 5 main components. The solution with 4 main components was chosen as the most interpretable, with components together explaining around 38% of variance of the system of variables, when parenting style of fathers is in question. The

first promax factor involves the items referring to warm and nurturing style of mothers. These mothers clearly show their children that they love them, respect their opinion and that they will always be there for their problems, giving them support and comfort; as a consequence, the factor was called warm and nurturing style of mothers in the research. The second promax factor has clustered the items describing a mother who imposes too high demands on her child, especially when school success is in question, inclined to compare her child with others, not showing affection and attention. This factor is called cold and ambitions mother. The third promax factor involves the items describing mothers who do not treat all their children equally. The factor is called a mother who does not treat her children equally. The fourth factor is defined by the items referring to over-protecting style of mothers, and thus it is called an over-protective mother.

The data collected according to the research have been processed by the statistical package SPSS. The following statistical procedures were carried out during data processing: descriptive statistic indicators of variables (frequencies and percentages); arithmetic means and standard deviations of subjects' responses to the items in the scale of self-respect and parenting styles; two main components analyses were undertaken, reducing the initial groups of variables and examining the latent structure of the space of measuring of the scale or parenting styles, for mothers and fathers individually. Factors scores were calculated at the extracted Promax dimensions; Pearson's correlation coefficient of total scores was applied at the scale of self-respect and the extracted factor scores at sub-dimensions of parenting styles of fathers and mothers. The relations between the level of self-respect of children and upbringing styles of their parents were established according to multiple regression analysis. Criterion variable was self-respect while the group of predictors was made of factor scores at sub-dimensions of parenting styles.

9. Research results

9.1. Average scores at self-respect scale

The average scores of the subjects were verified according to arithmetic means at sum scores for each statement, as well as for total score. It can be seen according to the obtained data that the subjects have on the average reached the greatest agreement in regard to the following statements: *I am able to work and carry out tasks, I feel I am as able as other people, I think I am at least as worth and valuable as other people*; on the other hand, they reach the least agreement in the case of the statement: *In time I become more aware that I worth very little*. Out of possible 50 points, which is the maximal self-respect, the subjects have on the average about 33 points, which means that the have average level of self-respect.

Table 1 Minimal, maximal and average scores of the subjects in regard to questionnaire items and the sum score

	Min	Max	Arithmetic means	Standard deviation
Generally speaking, I am satisfied with myself	1,00	5,00	3,7453	,77685
I would like to have higher self-esteem.	1,00	5,00	3,2438	1,02022
I feel I do not have a lot of features I could be proud of.	1,00	5,00	2,4750	1,06369

Sometimes I feel completely useless.	1,00	5,00	2,8509	1,17373
I am able to work and carry out tasks.	1,00	5,00	4,0932	,83517
From time to time I have a feeling that I am not worth anything.	1,00	5,00	2,4410	1,17710
I feel I am as able as other people.	1,00	5,00	4,0497	,85001
I feel I have a lot of valuable features.	1,00	5,00	3,8625	,90065
In time I become aware I worth very little.	1,00	5,00	1,9438	,87772
I think I worth at least as much as other people.	1,00	5,00	4,1615	,80546
Sum	13,00	44,00	32,8481	5,59820

Average scores at the scale of evaluation of parenting style of fathers

Table 2 Minimal, maximal and average scores of the subjects in regard to questionnaire items and the sum score

	Min	Max	Arithmetic means	Standard deviation
1a. It was hard to me to please my parents: my mother expected from me one things and father expected something completely different.	1,00	4,00	1,6176	,81092
2a. My parents had disputes about what I am allowed to do and what I am not allowed to do.	1,00	4,00	1,6620	,75486
3a. My mother's decisions regarding what I can and cannot do and how I should behave were decisive.	1,00	4,00	2,2647	,99419
3b. My father's decisions regarding what I can and cannot do and how I should behave were decisive.	1,00	4,00	2,3400	,98167
4a. It has happened that my parents failed to fulfil the promise they had made to me.	1,00	4,00	2,0294	,77210
5a. I had a feeling that my parents did not actually know what they wanted from me.	1,00	4,00	1,6154	,89604
6a. It could happen that I did not know how my parents would react to what I had done.	1,00	4,00	2,5455	,84456
7a. It happened that because of their own problems my parents were angry with me and showed impatience.	1,00	4,00	2,1618	,89126
8a. When they were in a good mood, my parents allowed me do what I otherwise was not allowed to do.	1,00	4,00	1,7826	,87228
1. I felt my parents had interfered with everything I was doing.	1,00	4,00	2,1000	,83666
2. My parents have been showing they love me through their words and actions.	1,00	4,00	3,3768	,80625
3. My parents spoil me more than my siblings.	1,00	4,00	1,4118	,93418
4. My parents refused to talk with me for a long time when I had done something foolish.	1,00	4,00	1,3239	,62734
5. My parents could punish me, even for petty things.	1,00	4,00	1,6232	,76891
6. My parents tried to influence me and make me become somebody acknowledged and important.	1,00	4,00	2,3662	1,14940
7. I think that at least one of my parents wanted me to be different.	1,00	4,00	1,7463	,89347
8. My parents provided me with opportunities which	1,00	3,00	1,3881	,62656

were not available to my siblings.				
9. When I did something foolish, I could always fix it if I asked my parents for forgiveness.	1,00	4,00	2,3857	,92145
10. My parents wanted to decide what I should wear and how I should look.	1,00	4,00	1,4058	,71371
11. I felt that my parents loved my siblings more.	1,00	4,00	1,4030	,73977
12. My parents' behaviour towards me was not as just as it was towards my siblings.	1,00	4,00	1,4030	,69761
13. It could happen that my parents forbid me something that was allowed to other children, out of fear that something bad could happen to me.	1,00	4,00	2,3913	,84396
14. It was not a rare case that they beat, physically punish or criticize me in front of others.	1,00	3,00	1,3889	,57053
15. My parents cared about what I was doing in the evening.	1,00	4,00	2,8235	,96105
16. When times were bad for me, I felt my parents tried to calm and encourage me.	1,00	4,00	3,1690	,91004
17. My parents physically punished me more than I deserved.	1,00	4,00	1,2394	,59677
18. My parents were angry with me when I would not help in the household as I had been told.	1,00	4,00	2,3662	,83220
19. My parents would be sad or they would in some other way show that I had behaved badly, so that I had a sense of guilt in these occasions.	1,00	4,00	2,1408	,76150
20. I felt it difficult to get closer to my parents.	1,00	4,00	1,5775	,87279
21. It could happen that my parents talk to others about what I had done or said, so that I felt embarrassed.	1,00	4,00	1,7971	,86738
22. I felt that my parents love me more than my siblings.	1,00	3,00	1,3134	,55620
23. My parents showed their desire for me to have good marks.	1,00	4,00	3,4583	,76798
24. I felt my parents' support when I faced difficulties.	1,00	4,00	3,2778	,89162
25. I was a black sheep or a scapegoat in my family.	1,00	4,00	1,2794	,61923
26. It could happen that my parents wished I was like somebody else.	1,00	4,00	1,5286	,81154
27. My parents criticized my friends I used to meet frequently.	1,00	4,00	1,5352	,69346
28. I felt my parents thought I was guilty for their misfortune.	1,00	4,00	1,3333	,71207
29. My parents tried to "pump" me be better.	1,00	4,00	1,5286	,82920
30. My parents showed they loved me.	1,00	4,00	3,4932	,83539
31. I think my parents have respected my opinion.	1,00	4,00	3,1408	,86678
32. I felt my parents gladly spent time with me.	1,00	4,00	3,2192	,88579
33. I think my parents were evil and cold towards me.	1,00	3,00	1,1972	,49626
34. My parents used to say "You will be sorry if you do this or that."	1,00	4,00	1,7465	,80566
35. When I got back home, I had to say where I had been and what I had done.	1,00	4,00	2,2254	,95912
36. I think my parents made a lot of efforts so that I could live interesting life and learn as much as possible.	1,00	4,00	3,0278	,94901

37. My parents praised me.	1,00	4,00	3,0714	,83962
38. It could happen that I felt guilty since I had not behaved like my parents wanted me to.	1,00	4,00	2,3143	,77165
39. I think my parents imposed high demands on me in regard to school marks or sport achievements.	1,00	4,00	2,2319	1,08662
40. I could ask for my parents comfort and support when I was sad.	1,00	4,00	3,0857	,98897
41. It could happen that my parents punished me in spite of the fact that I had not done anything wrong.	1,00	4,00	1,4366	,71179
42. My parents allowed me do what other children, i.e. my friends were allowed to do.	1,00	4,00	2,8194	,84464
43. My parents used to tell me that they did not approve the way I behaved at home.	1,00	4,00	1,7887	,86049
44. My parents used to criticise me in front of my friends and they knew to say how lazy or useless I was.	1,00	4,00	1,4714	,73665
45. When something bad happened, I was always the one who was blamed, rather than my siblings.	1,00	4,00	1,5373	,74525
46. My parents were harsh to me.	1,00	4,00	1,4167	,68690
47. My parents punished me severely, even for trifles.	1,00	3,00	1,1549	,46745
48. It could happen that my parents beat me without reason.	1,00	3,00	1,0833	,32501
49. Sometimes I wanted my parents care less about what I was doing.	1,00	4,00	2,2143	,84943
50. My parents used to get involved in my interests and hobbies.	1,00	4,00	2,4930	,95429
51. My parents used to beat me.	1,00	3,00	1,5352	,55629
52. I was allowed to go where I wanted and my parents did not worry too much about that.	1,00	4,00	1,9028	,85843
53. My parents set clear boundaries in regard to what I was and was not allowed to do and they consistently stick to their standpoint.	1,00	4,00	2,6286	,98056
54. My parents treated me in such a way that I felt embarrassed.	1,00	4,00	1,4444	,80297
55. My parents allowed my siblings to do things I was forbidden to do.	1,00	4,00	1,3529	,64100
56. I think that my parents' concern that something bad could happen to me was excessive.	1,00	4,00	2,4167	,96049
57. I think that my relation with my parents was warm and tender.	1,00	4,00	3,0411	,90429
58. My parents respected when my opinion was different from theirs.	1,00	4,00	2,7465	,93684
59. It happened that my parents were unpleasant grouchy with me, not telling me why.	1,00	4,00	1,7887	,82662
60. It could happen that my parents sent me to bed without having supper.	1,00	3,00	1,1233	,43923
61. I felt my parents were proud of my success.	1,00	4,00	3,0423	,88538
62. I was my parents' favourite child.	1,00	4,00	2,1972	1,06395
63. My parents defended me while blaming my siblings, even though I was the one to blame.	1,00	4,00	1,2353	,60143
64. My parents hugged and cuddled with me.	1,00	4,00	2,9861	,98572

Average scores at the scale of evaluation of parenting style of mothers

Table 3 Minimal, maximal and average scores of the subjects in regard to questionnaire items and the sum score

	Min	Max	Arithmetic means	Standard deviation
1a. It was hard to me to please my parents: my mother expected from me one things and father expected something completely different.	1,00	4,00	1,5562	,74181
2a. My parents had disputes about what I am allowed to do and what I am not allowed to do.	1,00	4,00	1,7170	,81234
3a. My mother's decisions regarding what I can and cannot do and how I should behave were decisive.	1,00	4,00	2,2375	1,01242
3b. My father's decisions regarding what I can and cannot do and how I should behave were decisive.	1,00	4,00	2,2676	1,05128
4a. It has happened that my parents failed to fulfil the promise they had made to me.	1,00	4,00	1,9250	,75694
5a. I had a feeling that my parents did not actually know what they wanted from me.	1,00	4,00	1,5849	,88805
6a. It could happen that I did not know how my parents would react to what I had done.	1,00	4,00	2,4437	,79104
7a. It happened that because of their own problems my parents were angry with me and showed impatience.	1,00	4,00	2,2625	,92136
8a. When they were in a good mood, my parents allowed me do what I otherwise was not allowed to do.	1,00	4,00	1,8813	,89282
1. I felt my parents had interfered with everything I do.	1,00	4,00	2,0875	,84219
2. My parents have been showing they love me through their words and actions.	1,00	4,00	3,4717	,72750
3. My parents spoil me more than my siblings.	1,00	4,00	1,4706	,90364
4. My parents refused to talk with me for a long time when I had done something foolish.	1,00	3,00	1,2453	,49958
5. My parents could punish me, even for petty things.	1,00	4,00	1,4430	,67242
6. My parents tried to influence me and make me become somebody acknowledged and important.	1,00	4,00	2,3544	1,11775
7. I think that at least one of my parents wanted me to be different.	1,00	4,00	1,7911	,93109
8. My parents provided me with opportunities which were not available to my siblings.	1,00	4,00	1,4013	,69301
9. When I did something foolish, I could always fix it if I asked my parents for forgiveness.	1,00	4,00	2,4051	,93780
10. My parents wanted to decide what I should wear and how I should look.	1,00	4,00	1,4938	,76064
11. I felt that my parents loved my siblings more.	1,00	4,00	1,3816	,69942
12. My parents' behaviour towards me was not as just as it was towards my siblings.	1,00	4,00	1,3624	,64948
13. It could happen that my parents forbid me something that was allowed to other children, out of fear that something bad could happen to me.	1,00	4,00	2,3291	,89188
14. It was not a rare case that they beat, physically punish or criticize me in front of others.	1,00	4,00	1,3875	,61417

15. My parents care about what I was doing in the evening.	1,00	4,00	2,7484	,94110
16. When times were bad for me, I felt my parents tried to calm and encourage me.	1,00	4,00	3,1132	,92764
17. My parents physically punished me more than I deserved.	1,00	4,00	1,1937	,56632
18. My parents were angry with me when I would not help in the household as I had been told.	1,00	4,00	2,4340	,90378
19. My parents would be sad or they would in some other way show that I had behaved badly, so that I had a sense of guilt in these occasions.	1,00	4,00	2,2264	,75410
20. I felt it difficult to get closer to my parents.	1,00	4,00	1,4403	,80812
21. It could happen that my parents talk to others about what I had done or said, so that I felt embarrassed.	1,00	4,00	1,8868	,90694
22. I felt that my parents love me more than my siblings.	1,00	4,00	1,2848	,55830
23. My parents showed their desire for me to have good marks.	1,00	4,00	3,4375	,74974
24. I felt my parents' support when I faced difficulties.	1,00	4,00	3,3437	,89756
25. I was a black sheep or a scapegoat in my family.	1,00	4,00	1,3376	,71211
26. It could happen that my parents wished I was like somebody else.	1,00	4,00	1,4969	,84848
27. My parents criticized my friends I used to meet frequently.	1,00	4,00	1,5660	,75915
28. I felt my parents thought I was guilty for their misfortune.	1,00	4,00	1,2625	,65864
29. My parents tried to "pump" me be better.	1,00	4,00	1,5570	,86322
30. My parents showed they loved me.	1,00	4,00	3,5776	,74699
31. I think my parents have respected my opinion.	1,00	4,00	3,1761	,79980
32. I felt my parents gladly spent time with me.	1,00	4,00	3,3000	,83025
33. I think my parents were evil and cold towards me.	1,00	4,00	1,1875	,46497
34. My parents used to say "You will be sorry if you do this or that."	1,00	4,00	1,7125	,77206
35. When I got back home, I had to say where I had been and what I had done.	1,00	4,00	2,2438	,90246
36. I think my parents made a lot of efforts so that I could live interesting life and learn as much as possible.	1,00	4,00	2,9874	,96119
37. My parents praised me.	1,00	4,00	3,0190	,80975
38. It could happen that I felt guilty since I had not behaved like my parents wanted me to.	1,00	4,00	2,3567	,81660
39. I think my parents imposed high demands on me in regard to school marks or sport achievements.	1,00	4,00	2,0437	1,03612
40. I could ask for my parents comfort and support when I was sad.	1,00	4,00	2,9875	1,08151
41. It could happen that my parents punished me in spite of the fact that I had not done anything wrong.	1,00	4,00	1,3861	,66510
42. My parents allowed me do what other children, i.e. my friends were allowed to do.	1,00	4,00	2,7975	,86518
43. My parents used to tell me that they did not approve the way I behaved at home.	1,00	4,00	1,6478	,77246

44. My parents used to criticise me in front of my friends and they knew to say how lazy or useless I was.	1,00	4,00	1,4710	,82422
45. When something bad happened, I was always the one who was blamed, rather than my siblings.	1,00	4,00	1,5526	,77022
46. My parents were harsh to me.	1,00	4,00	1,3899	,59440
47. My parents punished me severely, even for trifles.	1,00	4,00	1,1572	,45749
48. It could happen that my parents beat me without reason.	1,00	3,00	1,0687	,29930
49. Sometimes I wanted my parents care less about what I was doing.	1,00	4,00	2,3625	,88657
50. My parents used to get involved in my interests and hobbies.	1,00	4,00	2,3000	,96348
51. My parents used to beat me.	1,00	4,00	1,4688	,62366
52. I was allowed to go where I wanted and my parents did not worry too much about that.	1,00	4,00	2,0566	,93623
53. My parents set clear boundaries in regard to what I was and was not allowed to do and they consistently stick to their standpoint.	1,00	4,00	2,4177	,95913
54. My parents treated me in such a way that I felt embarrassed.	1,00	4,00	1,3585	,68698
55. My parents allowed my siblings to do things I was forbidden to do.	1,00	3,00	1,3224	,60464
56. I think that my parents' concern that something bad could happen to me was excessive.	1,00	4,00	2,2625	,97444
57. I think that my relation with my parents was warm and tender.	1,00	4,00	3,1062	,90141
58. My parents respected when my opinion was different from theirs.	1,00	4,00	2,8050	,85298
59. It happened that my parents were unpleasant and grouchy with me, not telling me why.	1,00	4,00	1,6625	,78418
60. It could happen that my parents sent me to bed without having supper.	1,00	3,00	1,0949	,35311
61. I felt my parents were proud of my success.	1,00	4,00	3,1950	,83801
62. I was my parents' favourite child.	1,00	4,00	2,2323	1,13858
63. My parents defended me while blaming my siblings, even though I was the one to blame.	1,00	4,00	1,2303	,56931
64. My parents hugged and cuddled with me.	1,00	4,00	2,9565	,93105

9.2. Analysis of the latent space of the scale of parenting styles of fathers

In accordance with the research problem and aims, the items of the scale were subjected to main components analysis. According to Kaiser-Guttman criterion, 17 significant main components were identified, while Cattell's scree criterion suggested that the optimal factor solution is with 3 – 4 main components. Along with the Promax oblique rotation, applied because of the assumption that there is correlation between latent dimensions, solutions with 3 – 4 main components were tested. The solution with 3 main components was chosen as the most interpretable, together explaining around 43% of variance of the system of variables, when parenting style of fathers is in question.

Table 4 Characteristic roots and the percentage of the explained variance

Factors	Pre-rotations			Rotated solution
	Characteristic root	Variance percentage	Cumulative percentage	Characteristic root
1	15,077	20,653	20,653	13,191
2	9,755	13,363	34,015	11,047
3	6,599	9,040	43,056	8,837

Graph 1 Scree diagram

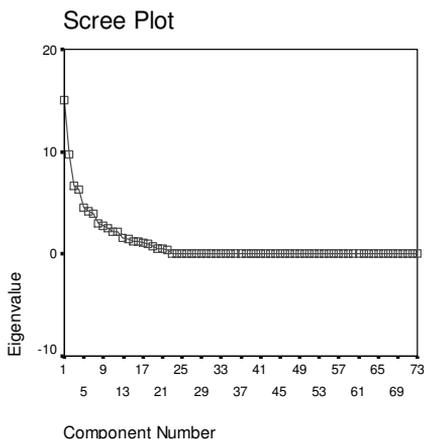


Table 5 An extract from the matrix of first factor structure

	1
17. My parents physically punished me more than I deserved.	,781
25. I was a black sheep or a scapegoat in my family.	,783
26. It could happen that my parents wished I was like somebody else.	,713
27. My parents criticized my friends I used to meet frequently.	,735
28. I felt my parents thought I was guilty for their misfortune.	,762
33. I think my parents were evil and cold towards me.	,797
34. My parents used to say "You will be sorry if you do this or that."	,689
37. My parents praised me.	-,542
40. I could ask for my parents comfort and support when I was sad.	-,420
41. It could happen that my parents punished me in spite of the fact that I had not done anything wrong.	,554
44. My parents used to criticise me in front of my friends and they knew to say how lazy or useless I was.	,483
46. My parents were harsh to me.	,741
47. My parents punished me severely, even for trifles.	,839
49. Sometimes I wanted my parents care less about what I was doing.	,722
54. My parents treated me in such a way that I felt embarrassed.	,823
57. I think that my relation with my parents was warm and tender.	-,398
61. I felt my parents were proud of my success.	-,369

The first promax factor clusters around the items referring to harsh, cold and aggressive parenting styles of fathers these fathers are inclined to verbal and physical punishment of their children. The factor is characterized by the following items: My parents treated me in such a way that I felt embarrassed. My parents punished me severely, even for trifles. My parents punished me physically more than I deserved. My parents were harsh to me, etc. The factor is called **cold and aggressive parenting style of fathers**.

Table 6 An extract from the matrix of the second factor structure

	2
1a. It was hard to me to please my parents: my mother expected from me one things and father expected something completely different.	-,353
2a. My parents had disputes about what I am allowed to do and what I am not allowed to do.	-,504
4a. It has happened that my parents failed to fulfil the promise they had made to me.	-,332
5a. I had a feeling that my parents did not actually know what they wanted from me.	-,728
2. My parents have been showing they love me through their words and actions.	,865
4. My parents refused to talk with me for a long time when I had done something foolish.	-,452
9. When I did something foolish, I could always fix it if I asked my parents for forgiveness.	,532
13. It could happen that my parents forbid me something that was allowed to other children, out of fear that something bad could happen to me.	,233
16. When times were bad for me, I felt my parents tried to calm and encourage me.	,815
20. I felt it difficult to get closer to my parents.	-,595
23. My parents showed their desire for me to have good marks.	,689
24. I felt my parents' support when I faced difficulties.	,807
30. My parents showed they loved me.	,780
31. I think my parents have respected my opinion.	,827
32. I felt my parents gladly spent time with me.	,692
36. I think my parents made a lot of efforts so that I could live interesting life and learn as much as possible.	,674
40. I could ask for my parents comfort and support when I was sad.	,787
52. I was allowed to go where I wanted and my parents did not worry too much about that.	-,543
53. My parents set clear boundaries in regard to what I was and was not allowed to do and they consistently stick to their standpoint.	,445
57. I think that my relation with my parents was warm and tender.	,713
58. My parents respected when my opinion was different from theirs.	,651
61. I felt my parents were proud of my success.	,653
64. My parents hugged and cuddled with me.	,584

The second promax factor includes all the items illustrating a warm, nurturing parental style of fathers. These are the fathers whose parents know they are loved and supported. The factor is characterized by the statements like, e.g. My parents have shown they love me through their words and actions. I felt supported by my parents when I faced difficulties. I think that my parents respected my opinion. I could ask my parents for comfort and support when I was sad. I think that my relation with my parents was warm and tender, etc. The factor was called **a warm, nurturing parental style of fathers**.

Table 7 An extract from the matrix of the third factor structure

	3
3b. My father's decisions regarding what I can and cannot do and how I should behave were decisive.	,600
4a. It has happened that my parents failed to fulfil the promise they had made to me.	,479
5a. I had a feeling that my parents did not actually know what they wanted from me.	,349
6a. It could happen that I did not know how my parents would react to what I had done.	,457
7a. It happened that because of their own problems my parents were angry with me and showed impatience.	,566
1. I felt my parents interfere with everything I was doing.	,439
4. My parents refused to talk with me for a long time when I had done something foolish.	,378
5. My parents could punish me, even for petty things.	,769
13. It could happen that my parents forbid me something that was allowed to other children, out of fear that something bad could happen to me.	,542
32. I felt my parents spent time with me gladly.	-,437
39. I think my parents imposed high demands on me in regard to school marks or sport achievements.	,696
41. It could happen that my parents punished me in spite of the fact that I had not done anything wrong.	,631
43. My parents used to tell me that they did not approve the way I behaved at home.	,545
44. My parents used to criticise me in front of my friends and they knew to say how lazy or useless I was.	,542
59. It happened that my parents were unpleasant and grouchy with me, not telling me why.	,765

The third promax factor clusters around the items referring to fathers who are inclined to set high and unrealistic demands for their children, who are authoritarian and whose decisions are decisive and final in their children upbringing. These fathers do not explain their actions to children and do not give them clear instructions how to behave; they sanction negative behaviour instead, without proper explanation. They are ready to ignore their children. The factor is called **authoritarian parental style of fathers**.

9.3. Analysis of the latent space of the scale of parenting styles of mothers

These items of the scale were also subjected to main components analysis. According to Kaiser-Guttman criterion, 22 significant main components were identified, while Cattell's scree criterion suggested that the optimal factor solution is with 3 – 5 main components. The solution with 4 main components was chosen as the most interpretable, together explaining around 38% of variance of the system of variables, when parenting style of fathers is in question.

Table 8 Characteristic roots and the percentage of the explained variance

Factor	Pre-rotations			Rotated solution
	Characteristic root	Variance percentage	Cumulative percentage	Characteristic root
1	14,955	20,486	20,486	12,605
2	5,881	8,056	28,542	9,334
3	3,557	4,873	33,415	8,196
4	3,114	4,266	37,681	5,975

Graph 2 Scree diagram

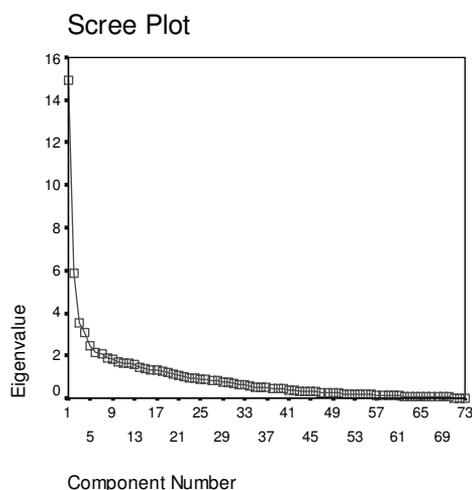


Table 9 Extract from the first factor matrix structure

	1
4a. It has happened that my parents failed to fulfil the promise they had made to me.	-,388
5a. I had a feeling that my parents did not actually know what they wanted from me.	-,455
7a. It happened that because of their own problems my parents were angry with me and showed impatience.	-,435
1. I felt my parents had interfered with everything I do.	-,376
2. My parents have been showing they love me through their words and actions.	,715
7. I think that at least one of my parents wanted me to be different.	-,399
11. I felt that my parents loved my siblings more.	-,420
12. My parents' behaviour towards me was not as just as it was towards my siblings.	-,409
16. When times were bad for me, I felt my parents tried to calm and encourage me.	,813
20. I felt it difficult to get closer to my parents.	-,560
24. I felt my parents' support when I faced certain difficulties.	,837
24. I felt my parents' support when I faced difficulties.	-,673
25. I was a black sheep or a scapegoat in my family.	-,489
26. It could happen that my parents wished I was like somebody else.	-,423
27. My parents criticized my friends I used to meet frequently.	-,557
28. I felt my parents thought I was guilty for their misfortune.	,709
31. I think my parents have respected my opinion.	,732
32. I felt my parents gladly spent time with me.	,668
36. I think my parents made a lot of efforts so that I could live interesting life and learn as much as possible.	,597
37. My parents praised me.	,641
40. I could ask for my parents comfort and support when I was sad.	,771
41. It could happen that my parents punished me in spite of the fact that I had not done anything wrong.	-,322
44. My parents used to criticise me in front of my friends and they knew to say how lazy or useless I was.	-,554
57. I think that my relation with my parents was warm and tender.	,774

58. My parents respected when my opinion was different from theirs.	,594
61. I felt my parents were proud of my success.	,664
64. My parents hugged and cuddled with me.	,639

The first Promax factor involves the items illustrating warm and nurturing parenting style of mothers. These mothers clearly show their children that they love them, that they respect their opinion, that they will always be there for them and their problems, offering support and comfort. The factor is characterised by the statements like, e.g.: When things were bad for me I felt my parents were trying to calm and encourage me. I think that my relation with my parents was warm and tender. I could always ask my parents for help and comfort when I was feeling sad. My parents showed their loved me through what they said and did, etc. The factor is called **warm, nurturing parenting style of mothers**.

Table 10 Extract from the second factor matrix structure

	2
1a. It was hard to me to please my parents: my mother expected from me one things and father expected something completely different.	,527
2a. My parents had disputes about what I am allowed to do and what I am not allowed to do.	,535
6a. It could happen that I did not know how my parents would react to what I had done.	,463
8a. When they were in a good mood, my parents allowed me do what I otherwise was not allowed to do.	,509
7. I think that at least one of my parents wanted me to be different.	,593
14. It was not a rare case that they beat, physically punish or criticize me in front of others.	,429
19. My parents would be sad or they would in some other way show that I had behaved badly, so that I had a sense of guilt in these occasions.	,435
20. I felt it difficult to get closer to my parents.	,558
21. It could happen that my parents talk to others about what I had done or said, so that I felt embarrassed.	,528
22. I felt that my parents love me more than my siblings.	,473
26. It could happen that my parents wished I was like somebody else.	,644
28. I felt my parents thought I was guilty for their misfortune.	,510
29. My parents tried to “pump” me be better.	,646
30. My parents showed they loved me.	-,408
31. I think my parents have respected my opinion.	-,399
33. I think my parents were evil and cold towards me.	,411
39. I think my parents imposed high demands on me in regard to school marks or sport achievements.	,633
40. I could ask for my parents comfort and support when I was sad.	-,390
44. My parents used to criticise me in front of my friends and they knew to say how lazy or useless I was.	,484
54. My parents treated me in such a way that I felt embarrassed.	,668
57. I think that my relation with my parents was warm and tender.	-,402
59. It happened that my parents were unpleasant and grouchy with me, not telling me why.	,413

The second promax factor clusters around items referring to an ambitious mother, who sets high demands upon her child, especially when school success is in question, who is inclined to compare her child to other children, who is cold and does not show devotion

and attention. The factor is characterized by the statements like, for example: My parents tried to “pump” me be the best. It happened that my parents wished I was like somebody else. My parents treated me in such a way that I felt embarrassed. I think that my parents imposed high demands on me in regard to school marks and sport achievements, etc. The factor was called **cold, ambitious mother**.

Table 11 Extract from the third factor matrix structure

	3
8. My parents provided me with opportunities which were not available to my siblings.	-,434
9. When I did something foolish, I could always fix it if I asked my parents for forgiveness.	-,326
11. I felt that my parents loved my siblings more.	,665
12. My parents' behaviour towards me was not as just as it was towards my siblings.	,649
16. When times were bad for me, I felt my parents tried to calm and encourage me.	-,428
17. My parents physically punished me more than I deserved.	,693
25. I was a black sheep or a scapegoat in my family.	,490
41. It could happen that my parents punished me in spite of the fact that I had not done anything wrong.	,665
45. When something bad happened, I was always the one who was blamed, rather than my siblings.	,694
46. My parents were harsh to me.	,519
47. My parents punished me severely, even for trifles.	,551
48. It could happen that my parents beat me without reason.	,611
55. My parents allowed my siblings to do things I was forbidden to do.	,745
60. It could happen that my parents sent me to bad without having supper.	,519

The third Promax factor includes the items illustrating a mother who does not treat all her children equally, or at least her children see her as such. Her child feels like a “black sheep” in a family or a “scapegoat” who should be punished even if he or she does not deserve punishment, i.e. when others are to blame. It is characterized by the following statements: I felt my parents loved my siblings more. More parents treated me unequally as compared to my signings. My parents punished me more than I deserved. When something bad happened, I was always the one who was blamed, rather than my siblings. The factor was called **a mother who makes differences between her children**.

Table 12 Extract from the third factor matrix structure

	4
1. I felt my parents had interfered with everything I was doing.	,495
5. My parents could punish me, even for petty things.	,497
10. My parents wanted to decide what I should wear and how I should look like.	,380
13. It could happen that my parents forbid me something that was allowed to other children, out of fear that something bad could happen to me.	,565
15. My parents cared about what I was doing in the evening.	1,00
23. My parents showed their desire for me to have good marks.	,414
35. When I got back home, I had to say where I had been and what I had done.	,582

49. Sometimes I wanted my parents care less about what I was doing.	,574
50. My parents used to get involved in my interests and hobbies.	,437
51. My parents used to beat me.	,373
52. I was allowed to go where I wanted and my parents did not worry too much about that.	-,462
53. My parents set clear boundaries in regard to what I was and was not allowed to do and they consistently stick to their standpoint.	,556
56. I think that my parents' concern that something bad could happen to me was excessive.	,609

Fourth factor is defined by the items related to over-protective parenting style of a mother. These mothers interfere with all aspects of their children's lives; they have a need to over-control their life and movements mostly out of fear that something bad could happen to them. She experiences the fear as excessive and burdening. The factor is characterised by the items, like, for example: My parents cared about what I was doing in the evening. There were occasions when I wished my parents cared less about what I was doing. It seemed to me that my parents interfered with everything I do. I think that the care of my parents is excessive, etc. The factor is called **over-protective mother**.

9.4. Correlation between self-respect and parenting styles

The correlation between self-respect and parenting styles was verified according to Pearson's coefficient of linear correlation of total score at the scale of self-respect and the extracted scores of the factors of parenting styles of mothers and fathers. Multiple regression analysis was also carried out in which criterion variable was self-respect, while the group of predictors were the factors of parenting styles.

Table 13 Pearson's correlation coefficient

		SUM SCORE AT SELF-RESPECT SCALE
Cold and aggressive parenting style of fathers	Pearson's correlation coefficient	-,032
	Level of significance	,884
Warm and nurturing parenting style of fathers	Pearson's correlation coefficient	,648(**)
	Significance level	,001
Authoritarian parenting style of fathers	Pearson's correlation coefficient	-,182
	Significance level	,406
Warm, nurturing parenting style of a mother	Pearson's correlation coefficient	,461(**)
	Significance level	,000
Cold, ambitious mother	Pearson's correlation coefficient	-,453(**)
	Significance level	,000
A mother who makes a difference	Pearson's correlation	-,064

between her children	coefficient	
	Significance level	,512
Over-protective mother	Pearson's correlation coefficient	,018
	Significance level	,856

** Correlations significant at the level of 0.01

* Correlations significant at the level of 0.05

The obtained results show that self-respect of children is significantly statistically correlated with warm, nurturing parenting styles of mothers and fathers. The correlation is positive. Nurturing style of fathers shows slightly greater intensity of correlation than the nurturing style of mothers. Statistically significant correlation, but negative one, was found between self-respect and cold, ambitious parenting style of child's mother. The correlation is of moderate intensity. Such a finding indicates that the warmer and more nurturing parenting style fathers express, the self-respect of children will be higher; furthermore, the colder and more ambitious parenting style mothers express, the lower self-respect children have.

Multiple regression analysis

Criterion variable is a sum score at the self-respect scale.

Table 14 Multiple correlation coefficient

Model	R	R ²	Corrected R ²	Std. deviation
1	,918(a)	,842	,742	3,47383

Table 15 Evaluation of regression model relevance

Model		Sum of quadrates	number of freedom degrees	Average quadrate	F	P-level of significance
1	Regression	709,784	7	101,398	8,403	,001(a)
	Residual	132,742	11	12,067		
	Total	842,526	18			

Regression model is statistically relevant at the level of $p=0,001$. Coefficient of multiple correlation is $P=0,918$, while the group of predictors explains around 84% of the variability of the system of variables. According to such results, it could be said that there is rather high level of correlation between the criteria and the predictor set of variables.

9.5. Partial contributions of predictors

	Beta	T	p-level of significance
Constant		10,429	,000
cold and aggressive parenting style of fathers	-1,306	-1,919	,081
warm, nurturing parenting style of fathers	1,417	2,430	,033
authoritarian parenting style of fathers	-1,143	-3,351	,006
warm, nurturing parenting style of mothers.	,668	1,008	,335
cold, ambitious mothers	-971	-2,371	,037
mothers who make difference between their children	-1,104	-3,963	,002
over-protective mothers	,489	1,307	,218

Only warm, nurturing parenting style of fathers has a significant positive beta coefficient, while authoritarian parenting style of fathers, cold and ambitious style of mothers, as well as mothers who make differences between their children (unjust) have statistically significant negative coefficient. Such a result means that the warmer, more nurturing, as well as the less authoritarian fathers are towards their children, they are inclined to have more developed self-esteem; in the case of mothers it is decisive for them to have less expressed ambition and to be as just as possible towards all their children and to treat them equally.

10. Concluding considerations and pedagogical implications

It is beyond dispute that family is a primary and most important social group where children are born and raised, where they acquire their habits and develop their personal potentials. Parents, as agents of primary socialization, through their attitudes, ways of thinking, and before all, according to their behaviour, build their own parenting style. Upbringing style of parents, as a complex dimension explicated in the theoretical part of the paper, is rather significant form the formation of child's self-image, as well as for the formation of child's personality as a whole. The stand of theory is that the conditions encouraging development and acceptance by parents can enable children develop positive self-image and self-attitude (Oljaca, 2001).

The research was conducted in order to get a clearer picture on how parenting styles influence self-respect of children.

The findings are in favour of the standpoint that self-respect of adolescents is statistically significantly correlated with warm, nurturing parenting styles of both parents. Warm, accepting parenting style defined in the reserch in factor extracting as a warm, nurturing style refers to those parents whose children know and feel that they are loved and that they can rely on their parents and expect their support. These are the parents who show their children through their words and actions their own unconditioned, unselfish love. This parenting style implies such a behaviour, where parents repsect their children's opinion to great extent where relations between children and parents are warm and tender.

In regard to fathers who apply this parenting style, their children perceive that they can rely on their fathers in any moment, asking for comfort and support when needed. The statements defining warm, nurturing parenting style of fathers are as follows: My parents have shown they love me through their words and actions. I felt supported by my parents when I faced difficulties. My parents have always shown that they loved me. I think that my parents respected my opinion. I could ask my parents for comfort and support when I was sad. I think that my relation with my parents was warm and tender.

As for mothers, the claims identified by the research as those most relevant in defining a warm and nurturing parenting style are the following: My parents showed they loved me through what they said and did. When things were bad for me I felt my parents were trying to calm and encourage me. I felt my parents' support. My parents showed they loved me. They respected my opinion. I felt that they spend time with me gladly. I could

always ask my parents for help and comfort when I was feeling sad. I think that my relation with my parents was warm and tender. My parents respected the fact that I sometimes have an opinion different from theirs. I could feel that my parents are proud of my success. My parents hugged me and cuddled with me.

Research findings are in favour of the standpoint that self-respect of adolescents is statistically significantly correlated with warm, nurturing parenting styles of both parents; as a consequence, the first research hypothesis has been confirmed.

Research findings have also shown that warm, nurturing parenting style of fathers has higher intensity of correlation with self-respect of adolescents than the same parenting style of mothers. These results are in accordance with findings of other studies. For example, such is the study of Lecroy who has found that closeness with one's father significantly correlates with developed self-respect of adolescents, rather than close relationships with their mothers. Similar is Rosenberg's research conducted in 1965, showing that self-respect and stable self-image is correlated with close relations of adolescents with their fathers.

As for the studies carried out in our region, affective dimension of parenting style of fathers has turned out to be a significant predictor of self-respect of adolescents in the study conducted in 2008 by Grubor, Mitic, Zotovic and Petrovic. According to the research undertaken by Matijevic in 2004, the sense of higher incompetence and lower self-respect was expressed by the adolescents who at affective dimension perceived their fathers as cold.

On the other hand, there are also former research findings implying dominant effects of emotional warmth and acceptance in child's relations with his/her mother (Todorovic, 2004). The same is with the research conducted by Medinus in 1965. It is in favour of the standpoint that there is a significant correlation between self-acceptance and parental love, protection and acceptance. According to the stated research, the adolescents with high level of self-acceptance perceive their parents as those who give them more love and intimidate, punish or reject them less. Furthermore, all significant coefficients of correlation were higher between self-acceptance of adolescents and their relation with their mothers.

It seems that in our research outlined in the present paper the fact that the results have identified warm and nurturing parenting style of fathers as the one which is most important can be a consequence of all the more emphasized participation of fathers in upbringing and raising of children. Namely, the changed role of a woman in modern society, initiated and supported by their emancipation, has actually in a way influenced and led to more intensive involvement of fathers in upbringing of their children. The data of numerous studies have shown the regularity that greater physical presence and emotional involvement of fathers is significantly interrelated with functionality of family, as well as with development of children (Mitic, 2005; Mitic et al, 2006; Zotovic et al, 2007). Starting from the above stated, pedagogical implications can refer to, before all, increase of the competence of parents. Special attention of pedagogues should be paid to sensibilisation and involvement of fathers in variety of seminars, workshops, lectures,

schools of parenthood and similar forms of cooperation with kindergartens and schools. Contents of these meetings with parents should be designed in such a way to increase competencies of parents and emphasize the importance of their role in their children's upbringing.

Second research hypothesis was the assumption that there is correlation between rejecting parenting style and the developed level of self-respect of their children. The category of rejecting parenting styles involves:

1. Cold and aggressive parenting style
2. Authoritarian parenting style.

Cold and aggressive parenting style of fathers is characterized by the following items: My parents physically punished me more than I deserved. I was a black sheep or a scapegoat in my family. It could happen that my parents wished I was like somebody else. My parents criticized my friends I used to meet frequently. I felt my parents thought I was guilty for their misfortune. I think my parents were evil and cold towards me. My parents were harsh to me. My parents punished me severely, even for trifles. Sometimes I wanted my parents care less about what I was doing. My parents treated me in such a way that I felt embarrassed. My parents used to beat me. It could happen that my parents punished me in spite of the fact that I had not done anything wrong. My parents used to criticise me in front of my friends and they knew to say how lazy or useless I was. The stated items illustrate a harsh, cold and aggressive parenting style of fathers. Fathers perceived by adolescents in such a way are inclined to verbal and physical punishment of their children.

Authoritarian parenting style of fathers is characterised by the following items. My father's decisions regarding what I can and cannot do and how I should behave were decisive. My parents could punish me, even for petty things. I think my parents imposed high demands on me in regard to school marks or sport achievements. It could happen that my parents punished me in spite of the fact that I had not done anything wrong. It happened that my parents were unpleasant and grouchy with me, not telling me why. The stated items feature fathers who are inclined to impose high and unrealistic demands on their children. These fathers are authoritarian and their decisions are decisive in their children's upbringing. However, in the case of fathers expressing authoritarian parenting style, there is not explanation of their decisions and actions towards children; children are deprived from clear instruction and guidance who and in what way they should behave. What is also characteristic for such fathers is that they only sanction undesirable forms of behaviour, without clearly explaining why, so that children remain confused and insecure in regard to their proper behaviour.

The two described parenting styles identified in the case of fathers are rather similar in regard to emotionality dimension. Namely, both styles are characterized by coldness; as a consequence, they are classified under rejecting parenting style in the research. As for the dimension of control, the two types are alike in that they imply firm control of child's behaviour. On the other hand, the differences between the two stated parenting styles are different in regard to punishment, having in mind that the fathers characterized by

cold and aggressive parenting style are inclined to physical punishment, experienced by their children as harsh and unfair in comparison to manifested forms of their behaviour. What was identified as a rejecting parenting style of mothers in the research is called cold and ambitious mother. Items characterising such a style are the following: I happened that my parents wished I was like somebody else. My parents tried to “pump” me be the best. It happened that my parents wished I was like somebody else. My parents treated me in such a way that I felt embarrassed. I think that my parents imposed high demands on me in regard to school marks and sport achievements. A conclusion can be made according to these items that children experience such mothers as cold and ambitious inclined to set high demands, based primarily on their own ambition, rather than realistic abilities and potentials of their child. Such mothers usually compare their children with others, not respecting authenticity of their personalities. As for emotional dimension, these mothers are cold and do not express affection and attention.

The research has also found statistically significant negative correlation between all the described rejecting parenting styles of fathers and mothers and the level of self-respect of their children. Furthermore, the correlation is most highly expressed between the cold and ambitious style of mothers and self-respect of their children. In other word, the more expressed cold and ambitious upbringing style mothers have, the lower self-esteem their children express.

Such a research finding is in accordance with the assumptions of the theory of object relations, whose review was given in the theoretical part of the paper. Namely, according to Winnicott, the relation between the child and his/her intrinsic psychological organization, according to Winnicott’s standpoint, becomes modified according to expectations expressed, first of all by child’s father and mother, as well as those who have become significant in child’s life during his/her maturation. In addition, if we have in mind the basic principles permeating emancipatory pedagogy and pedagogy in general, research findings are not in the least surprising. Namely, in emancipatory upbringing, a personality as an agent of authentic values is the aim of upbringing, rather than its means used to reach predetermined aims, alienated from personality itself. The principle is actually reflected in the relations between democratic as opposed to authoritarian upbringing, nurturing of creativity as opposed to rigid behaviour, respect for child’s personality as opposed to its suppression. In child’s upbringing and formation of one’s own parenting style accent should be put on natural child’s advancement, rather than passive adjustment to somebody else’s criteria.

Third research hypothesis referred to the assumption that there is a correlation between over-protective parenting style and the level of developed self-respect of children. According to factor analysis in the part of the paper dealing with statistics, over-protective parenting style was identified only in the case of mothers. This parenting style is characterised by the items: My parents cared about what I was doing in the evening. There were occasions when I wished my parents cared less about what I was doing. It seemed to me that my parents interfered with everything I do. I think that the care of my parents is excessive. In other words, mothers who have over-protective parenting style often interfere in all aspects of their child’s life. The have over-emphasized need to absolutely control lives and movements of their children, mostly out of fear that

something negative might happen to them. However, warm and tender attitude in their relation with children is also characteristic for them. Even though the child experiences mother's care and fear as excessive and burdening, from emotional point of view, the child feels mother's inclination, affection and love.

The mentioned emotional aspect of the overprotective parenting style of mothers might be the very reason why the third hypothesis has not been confirmed in the research. Namely, the research has not found statistically significant correlation between overprotective parenting style and self-respect of children. Nevertheless, according to our standpoint, if this upbringing style was brought into correlation with some other aspects, i.e. components of child's personality development, like, for example, independence or ability of children to resolve conflict or some other life situations on their own, it might be that the results would be different.

Fourth research hypothesis referred to the assumption that there is a correlation between parents favouring one child and developed self-respect. Factor analysis of the parenting style in question identified it only in the case of mothers. Statements characteristic for this parenting style are the following: I felt my parents loved my siblings more. My parents treated me unequally as compared to my siblings. My parents punished me physically more than I deserved. When something bad happened, I was always the one who was blamed, rather than my siblings. My parents used to allow my siblings do things I was not allowed to do.

As it can be seen according to the above, such mothers do treat their children equally, or at least their children see them as such. Her child feels like a "black sheep" in a family or a "scapegoat" who should be punished even if he or she does not deserve punishment, i.e. when others are to blame.

Significant negative beta coefficient was found for the relation between self-respect of adolescents and the parenting style of mothers who make differences between their children. The finding has confirmed the fourth research hypothesis. Accordingly, a conclusion can be made that adolescents who experience their mothers as those who do not treat children equally have lower level of self-esteem.

Consequences of this parenting style of mothers can be versatile. Children who experience their mothers as unjust or unfair can have poorly expressed sense of attachment, as well as diminished ability to create community and to ask for help when needed. Children who have such a relationship with their mothers have lower self-respect, which might result in them being subjected to influences beyond the family, most frequently harmful and negative ones, especially in the period of adolescence, when the influence of parents decreases in favour of the influence of peers and friends. Systematic approach in pedagogy views such families as dysfunctional.

Statistic processing of partial contribution of parenting styles as predictors has confirmed the fifth hypothesis of the research, according to which certain parenting styles are significant predictors of self-respect in adolescents.

Only warm and nurturing style of fathers has a significant beta coefficient, while authoritarian parenting style of fathers, cold and ambitious style of mothers, as well as unjust mothers all have statistically significant, but negative beta coefficient.

High self-respect is an important condition and indicator of successful functioning of an individual, unlike low self-respect related to various social and emotional problems. Self-image of young people influences their school achievement, educational aspirations, social relations and acceptance of different social roles. Self-image can also be a factor of risk, influencing social functioning, as well as behavioural problems in the period of adolescence, contributing to the appearance of various mental problems (Marsh, Parada and Ayotte, 2004, as cited by Joksimovic and Janjetovic, 2008); on the other hand, it can also be protecting factor, preventing the appearance of psychological problems and contributing to general well-being of an individual (McCullough, Huebner and Laughlin, 2000, as cited by Joksimovic and Janjetovic, 2008).

Findings of numerous studies have shown that a positive self-image is very important for mental health and appropriate development in the period of adolescence, having in mind that it is, before all, a protective factor when the appearance of potential behavioural problems is in question (Ybrandt, 2008, according to Joksimovic and Janjetovic, 2008).

Nowadays, when we have witnessed more emphasized presence of unacceptable forms of behaviour of adolescents, as well as increased aggressiveness of young people, preventive pedagogic action can be essential. Preventive pedagogical influence could be directed to both parents and children, especially preschool children who are at this age most receptive for guided upbringing influence.

Apart from family, as the first setting where a child develops his/her self-esteem, preschool institution also has a significant role to play, having in mind that it is the first form of institutionalized upbringing where a child acquires all his/her early social experiences and develops a variety of skills. Starting from this observation, we consider that the role of kindergarten teacher is also rather important in provision of support to a preschool child to grow up as a happy and self-aware being. It is possible to reach this aim according to application of a variety of contents in kindergarten, like, for example the project *Encouragement of self-respect through cooperative communication* – introduced by Iboja Gera and Ljubica Dotlic, the project *Healthy Growing up* – group of authors or the project *Fair conduct* – professional associates in preschool institution *Radosno detinjstvo*, etc. We consider that application of these and similar programs can have for its aim development of positive feeling about one's own value in the form of high self-esteem of children. Having in mind that families differ in view of beliefs, priorities and the ways they arrange family life, it is necessary to understand different parenting styles for communication between kindergarten and family to be as efficient as possible.

Educational seminars, trainings, workshops and lectures organized in order to increase competencies of parents seem to be rather important for modern parents, overburdened by existential problems and increased absence from home. Professional associates and pedagogues have significant roles to play in these efforts.

Having the research findings in mind, special attention of pedagogues should be paid to sensibilisation and involvement of fathers in various forms of cooperation, whose aim would be, among other things, to emphasize the importance of their roles in their children upbringing.

Finally, since the research has found that parenting styles are important predictor in formation of self-respect of children, we think it is rather important to organize education for future parents. When young people plan family and prepare themselves for such an important role, i.e. the role of parents, insights pedagogic science has come to can be of great importance for them. Research findings, transformed into contents, supported by examples from practice, formed in workshops requiring active involvement of participants can have both practical and preventive significance. Namely, it is possible to educate young people in such a way and offer them explanations of possible consequences of their behaviour and inform them, before all, about most adequate actions and ways of upbringing so that they could reach their ultimate goal – to raise a healthy and happy child.

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