FACTORS AFFECTING THE STATE OF MATERNAL CHILD-REARING PRACTICES TOWARD ENHANCING SELF-ESTEEM OF SCHOOL CHILDREN

WICHAKORN LANGKAFHA

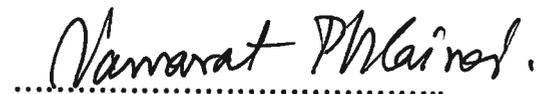A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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        This research was a survey study using cross-sectional design, having the
objectives for studying and identifying the demographic, social and psychological
factors affecting the state of maternal child-rearing practices toward enhancing self-
esteem of school children. Multiple regression and path analysis techniques are used to
test this effect. A total of 160 interviewed respondents were analyzed by using the
SPSS program.

        The research found that the state of maternal child-rearing practices toward
enhancing self-esteem of school children was affected by the following factors
arranged in order of importance were: 1) acceptance 2) positive expectation on her
children 3) positive communication to her children 4) correcting inappropriate
behavior 5) responsibilities 6) cooperation 7) turning failure into success and 8)
security respectively.

        The factors which directly affect the state of maternal child-rearing practices
toward enhancing self-esteem of school children were: the order of children and the
maternal self-esteem. The factor which directly and indirectly affect the state of
maternal child-rearing practices toward enhancing self-esteem of school children was
the family income. Other factors which were not directly and indirectly affected to the
state of maternal child-rearing practices toward enhancing self-esteem of school
children were the sex of children, number of children, maternal employment, maternal
age, maternal education level, social support, gender role attitude and marital
satisfaction.

        When considering 3 factors both directly and indirectly affected to the state
of maternal child-rearing practices toward enhancing self-esteem of school children,
finding that the family income was the most important influence, the subordinate was
the maternal self-esteem and the order of children respectively by having 22 % for
joint explanation of 3 factors for the state of maternal child-rearing practices toward
enhancing self-esteem of school children. Overall, this research findings suggest
partial support for the established hypotheses.

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วิชากร ลังกาฟ้า : ปัจจัยที่ส่งผลต่อการอบรมเลี้ยงดูบุตรของมารดาที่ส่งเสริมให้เกิดการยอมรับนับถือตนเองในเด็กวัยเรียน (FACTORS AFFECTING THE STATE OF MATERNAL CHILD-REARING PRACTICES TOWARD ENHANCING SELF-ESTEEM OF SCHOOL CHILDREN). คณะกรรมการควบคุมวิทยานิพนธ์ : ชัยวัฒน์ ปัญจพงษ์, Ph.D., โสภา ชปีลมันน์, Ph.D., ศิรวิทย์ กุลโรจนภัทร, Ph.D., ดุษฎี โยเหลา, Ph.D., 259 หน้า. ISBN 974-664-471-8

การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจภาคตัดขวาง โดยมีวัตถุประสงค์เพื่อศึกษาปัจจัยทางประชากร ปัจจัยทางสังคม และปัจจัยทางจิตวิทยา ที่มีผลต่อการอบรมเลี้ยงดูบุตรของมารดาที่ส่งเสริมให้เกิดการยอมรับนับถือตนเองในเด็กวัยเรียนประถมศึกษา ใช้กลุ่มตัวอย่างมารดาของเด็ก อายุระหว่าง 25-54 ปี จำนวน 160 คน โดยสุ่มตัวอย่างแบบง่าย(simple random sampling)เก็บข้อมูลโดยการสัมภาษณ์ ใช้ Multiple regression และ Path analysis ของโปรแกรม SPSSในการวิเคราะห์ข้อมูล

ผลการวิจัยพบว่าการอบรมเลี้ยงดูบุตรของมารดาที่ส่งเสริมให้เกิดการยอมรับนับถือตนเองในเด็กวัยเรียนประถมศึกษานั้น เรียงลำดับจากมากไปหาน้อยดังนี้ 1)การยอมรับในตัวลูก 2)ความคาดหวังในทางบวก 3)การปรับความล้มเหลวให้ประสบความสำเร็จ 4) การให้ความปลอดภัย 5) การว่ากล่าวตักเตือนพฤติกรรมที่ไม่เหมาะสม 6)การให้มีส่วนร่วม 7) การให้มีความรับผิดชอบ และ 8)การสื่อสารในทางบวก

ปัจจัยที่มีผลโดยตรงต่อการอบรมเลี้ยงดูบุตรของมารดาที่ส่งเสริมให้เกิดการยอมรับนับถือตนเองในเด็กวัยเรียนประถมศึกษาคือ ลำดับการเกิดของบุตร และการยอมรับนับถือตนเองของมารดา ส่วนปัจจัยที่มีผลโดยตรงและโดยอ้อมต่อการอบรมเลี้ยงดูบุตรของมารดาที่ส่งเสริมให้เกิดการยอมรับนับถือตนเองในเด็กวัยเรียนประถมศึกษาคือรายได้ของครอบครัว นอกนั้น ไม่มีปัจจัยใดมีผลโดยตรงและโดยอ้อมคือ เพศของบุตร จำนวนของบุตร สภาพการมีงานทำของมารดา อายุของมารดา ระดับการศึกษาของมารดา การสนับสนุนทางสังคม ทัศนคติต่อบทบาททางเพศและความพึงพอใจในชีวิตสมรส

เมื่อพิจารณาปัจจัยทั้ง 3 ปัจจัยคือลำดับการเกิดของบุตร รายได้ของครอบครัว และการยอมรับนับถือตนเองของมารดา ที่ส่งผลโดยตรงและโดยอ้อมต่อการอบรมเลี้ยงดูบุตรของมารดาที่ส่งเสริมให้เกิดการยอมรับนับถือตนเองในเด็กวัยเรียนประถมศึกษาพบว่า รายได้ของครอบครัวมีอิทธิพลสูงสุด รองลงมาคือการยอมรับนับถือตนเองของมารดาและลำดับการเกิดของบุตร ตามลำดับ โดยปัจจัยทั้ง 3 ปัจจัยร่วมกันอธิบายการอบรมเลี้ยงดูบุตรของมารดาที่ส่งเสริมให้เกิดการยอมรับนับถือตนเองเด็กวัยเรียนประถมศึกษาได้ร้อยละ 22 ซึ่งผลการศึกษาครั้งนี้เป็นไปตามสมมุติฐานที่ตั้งไว้บางส่วน

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INTRODUCTION

1.1 GENERAL BACKGROUND

The past experiences in national development have pointed out that "sustainable development" was not that of emphasizing on economics or any specific field of development. The sustainable development was supposed to be 'integrated' development that focus on "human–beings" in the eighth national economic and social development plan(1997 – 2001), "human–beings" has play an important part as the center and main target or the plan. While the eighth national's educational plan defines its objectives, policy and master plan emphasizing managerial process focused on human development to keep balance of physical, intellectuality, spirits and social mostly desired by Thai society. Such human development should start with child and youth as an essential factor of national development's human resource in the near future. The success of development derives from studies of child and youth's mental health especially in school. Most people pay more attention on physical health than mental health though they are comparable important. Besides, physical and mental health are related indivisibly. Each one would effect on the other(Bhanthumnavin & Sucaromana, 1985: 228) the person with good mental health reflects the capability in adjustment and control his social and physical environment. Bad mental health in childhood is directly correlated with the capabilities in learning. A research indicated bad mental health in childhood could influence on success and ethics, both most importantly in the way of one's life.

Mental health is an important matter and interrelate with the respect or self –

esteem. The person with low respect in himself often evaluates his negative manners

and inferior to his social status. This makes him worry and anxiety. He could not

stand criticisms and refusal. He would imagine uncapabilities, lacking of expectation

in life, keeping away from people, refusal and his by himself, blaming the others, his

manners optimistic and conducting the society. (Rice, 1993 : 243 ; Robertson &

Simons, 1989 : 125–138 ; Taft, 1985 :77– 84). While self–esteeming person would

realize that he has been recognized by the others, having the abilities, dignity and be

beneficial to society. In addition, it has been accepted that the capability in learning of

the person who has high self –esteem tends to be higher than that of low self –esteem.

In terms of an individual's well-being and development, the positive consequences of

high self-esteem have been well documented. For example, high self-esteem in

children and adolescents has been found to be related to better mental health (Weiner,

1970), higher educational success (O'malley and Bachman, 1979), greater polotical

efficacy (Carmines, 1978), more positive peer relations (Coopersmith, 1967), and a

lower likelihood of delinquency (Gold and Mann, 1972). This kind of feeling, as we

can say, has play important role in the ways of our life and the effectiveness in

learning.

Everyone should have his self–esteem that what Rice (1993: 22) called "the

survival of the soul" it derives from interrelation one feels important for the others.

The person who considers himself weak or low self-esteem would develop the state of

mental illness (Koeing, 1988)and anxiety might happen. Low self–esteem is one of the

factors causing drug addiction (Readon & Griffing, 1983; Dusadee Yolao and others,

1997:summary)and unconventional pregnancy in teenagers(Blinn, 1987 ; Horn &
Rudolph, 1987)

Low self-esteem in any person have interrelated with sadness, self-injury, suicide, crime and drug consuming(Zimmerman, et al.: 1997:117-141)by 1994, Thailand reached 835.74 and 33.76 per 100,000 people of Anxious and Depressive pateint accordingly of 10% of population. Suicide or trying to suicide in 1994 has its rate of 40.02 per 100,000 people discovered considerably in teenager up to 39 year of working people that involved in National Development(Director Committee of Health Development Plan, 1996)especially teenagers that is developing from child to adult. Consequently teenagers should be implant charectors as desired by the society. The study of levels of Human needs by Maslows's theory descrice that esteem need of teenager is much higher than those of other ages. And psychological development research confirms that teenagers are improving their own identity. They are checking and evaluating their physical, social and mental values by obserbving the one they get in touch with and the whole society. The study of this charactors in the groups of school children and adolescence would be harmonious and appropriate(Hurlock, 1973:11; Burns, 1979:173).

As mentioned above, it is important to support child and teenager to have his self-esteem. The one who has good feeling about oneself would do better in school, have a good relation with superintendants and be a part of special activities' s curriculum in school. Generally a child would feel that he/she has got abilities and can rely on the situations more than a child who has low self-esteem. Every one always knows that the way he/she treat their children could be a driving force in changing

their children's life. And parents are the vital part in training their children the way he would cope with his life. There was studies generally accepted that good nurturing could reflect good outcome in the future for developing children's capabilities would result in adult period(Antonucci & Mikus,1988). The direct connection between parents and children has been acknowledged (Bell, 1968). Onecan notice from the study that children who get enough nurturing from their parents would feel his self – esteem and be a good member of family. This makes them pride and high confidence. On the other hand, if children do not get enough nurturing, they would feel no value in their life causing low level of pride and finally lose their confidence (Somphit Chaikit, 1993:19–20). Possible selves studies reveal the relations of thinking and behaviors as children are crossing steps of ages and it is very important in changing the way of understanding the self–concept that emerges in the changing point of human life. For new explanation and the relation are the essential part to complete new image of children, above of all, children's positive view can reflect the relation between parents and children that could be seen by giving love, confidence and consistency, (Essa, Eva, 1996) Parents and members of family are play vital role at the beginning of self - esteem's development and have to do it most of opportunities (Darling & Steinberg, 1993 ; Rrothbaum & Weisz, 1994) the children whose members of family pay attention with tend to develop high level of self-esteem. And who nurtures and pay strictly attention by controlling children's behavior would bring about good sensation too. Patterns of nurturing environment can help them realize his success and increase the experiences of success that results in their development and process of learning. By the other hand, children in these families would also realize in failures and would

develop their behavior trying to change it into effectiveness and satisfaction later.

High self -esteem seem to connect with motivation, activities, and the power in family

as well, the members of family especially mother would be such a model highly

influenced in communication and summarization of different suggestions that would

develop the completeness of learning and confidence.

A discovery concerning children development has shown that a responsiveness

of parents can predict positive self–concept and the happiness of sensation in child and

teenager. The conclusion is that youth who have appropriate experiences of child-

rearing would get low level of worriness(Holmbeck, Paikoff & Brooks–Gunn, 1995 ;

Siverberg, Tennenbrum & Jacob, 1992; Steinberg, 1990). Coopersmith(1967, quoted

in Bandura, 1997: 12)discovered that the children with high level of self-esteem would

have their parents back up them. They would response and support their children to

have ability to help them self. Child-rearing is the way of parent especially mother in

training the child comprehensively to conduct their characters (Bell, 1968; Harper,

1975) results of self-esteem appear apparently when he/she is teenager and facing

success or failure in activities (Mcneil, 1975, quoted in Mali Udomparp, 1995: 2). This

is the evidence that parents are important part to build self-esteem in child's characters.

It suggested that patterns of charactors may influence methods of child-rearing. As the

mother, she can dominate her children from the beginning of life.

Being the mother was important to the children's lives. This study was

focussed on the study of the variables affected to the maternal child-rearing practices

by studying the variable structure which it was affected to the mother's behavior. It

was the continuous effect to the self-esteem because the mother was the person whom

the children needed and was very important to the children's development. If the children were born without maternal child-rearing practices, they would grow up incompletely in the emotional, social factors including the communicative relation with others. From the research of Cambell (1961) reasonably indicated that the experiences of the primary rearing practices could be affected to the structure of the children's personalities and continuous to the adult level.

In the past research of the children's psychology and the family's sociology, there were interests in the demographic variables, such as; the parents' age, the parents educational level, the parents personalities, habits and emotions including the contents of the social system in the small level. For example; the marital quality, the job satisfaction, the status and the social support and so on (e.g. Belsky, 1984; McFarlane, Bellissimo & Norman, 1995). The result of the study was got the knowledge about the children's behaviors and personalities which they were influenced on the child-rearing practices, showing that it was the alternation to the body of knowledge about the children and more rearing-practices. Nevertheless, there were many kinds of child-rearing practices, each of them was affected to the different behaviors and mental characteristics of the children. Somsri Kitchanapanich, et al., (1997:35) and Hoffman (quoted in Det Wiyo, 1979) believed that the family influences on the children was mostly passed by method of rearing practices which the children got.

However, for this research, the researcher has realize the important of circumstance such as population, psychological and social factor that affect to the maternal child-rearing practices, especially on self-esteem of elementary school children. This will bring us to the explanation how to nurture and support self-esteem

in children and youth and it can explain the population phenomenon that needed fields of knowledge. By knowing and understanding any problems, one should consider all channels of relation to solve the problem and improve it.

Thus, the studies of relations in all factors influence to child-rearing practices that has been supported high self-esteem could be beneficial to the quality of population in the future. The researcher has selected the area of Lamphun province as the target of the study. For it composes of different level of economic and social development. So that the target' mothers in Lumphun were diversity. Many researchers indicated that the different economic status would be affected to the maternal child-rearing practices (e.g. Morrow, 1989, Ratanasangwan, 1977). It has some highly development areas close to Chiangmai province, the second largest after Bangkok. It also has industrial area, medium range of development consists of house hold industry and progressive agricultural industries such as Muang district, Pa–sang and Banhong. Finally, Lamphun has undeveloped rural areas as Lee, Toonghua-chang and Maeta district.

1.2 PURPOSE OF THE RESEARCH

To identify relationships among demographic factor, social factor, psychological factor, and the state of maternal child-rearing practices toward enhancing self-esteem of school children.

1.3 RESEARCH HYPOTHESES

1. Sex of children is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

2. Number of children is predicted to have a directly and indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

3. Order of children is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children

4. Maternal employment is predicted to have a directly and indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

5. Age of mother is predicted to have a directly and indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

6. Socioeconomic status(mother's education) is predicted to have a directly and indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children

7. Socioeconomic status(family income) is predicted to have a directly and indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children

8. Social support is predicted to have a directly and indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of

school children.

9. Marital satisfaction is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children

10. Gender role attitude is predicted to have a directly affect to thestate of maternal child-rearing practices toward enhancing self-esteem of school children.

11. Maternal self-esteem is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

12. Social support and socioeconomic status (mother's education) are positively correlated in the state of maternal child-rearing practices toward enhancing self-esteem of school children.

13. Maternal self-esteem and gender role attitude are positively correlated in the state of maternal child-rearing practices toward enhancing self-esteem of school children.

14. Maternal self-esteem and marital satisfaction are positively correlated in the state of maternal child-rearing practices toward enhancing self-esteem of school children.
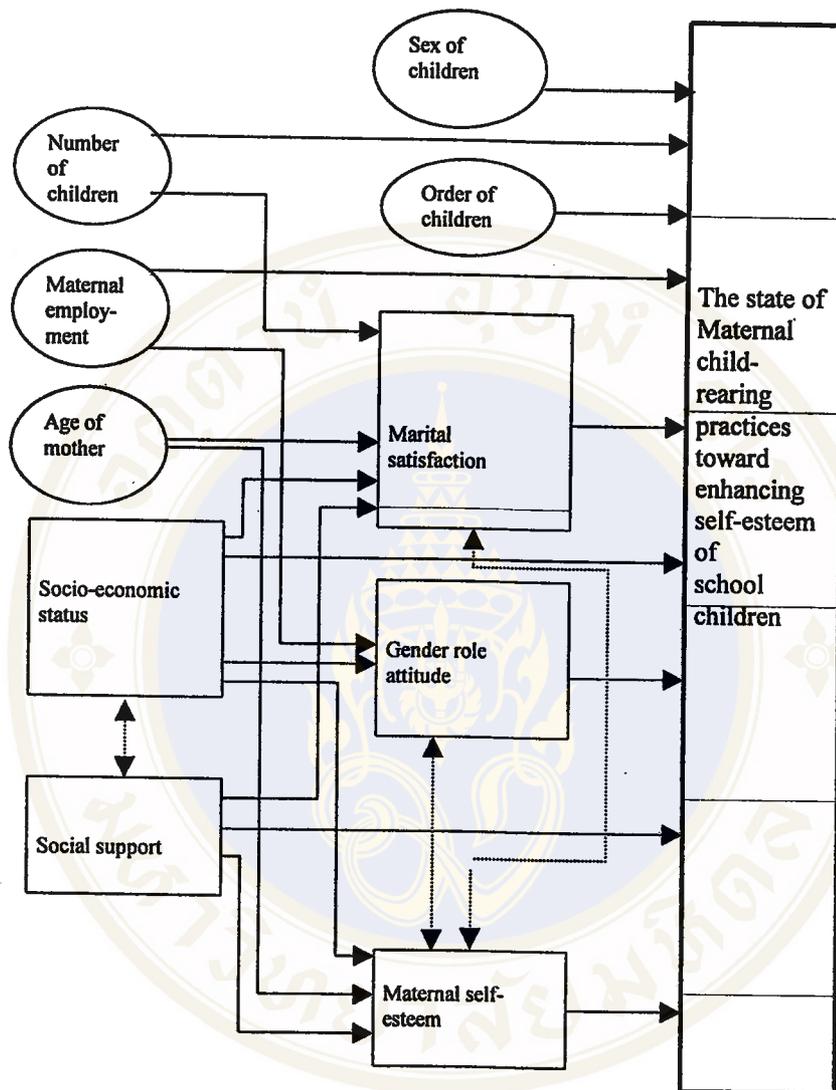
Figure 1 Hypothesis Model

1.4 DEFINITION OF TERMS

School children means the children aged 10-12 years who live with their parents and studying in prathom 6 (grade 6) in schools under the jurisdiction of the Office of the provincial primary education of Lumphun in academic year 1999.

State of maternal child-rearing practices toward enhancing self-esteem of school children means the score about maternal child-rearing practices which emphasizes to encourage children in acceptance, expectation, communication, correcting, avoid inappropriate behaviors, responsibility, cooperation, turning failure into success and security.

Demographic factor means sex of children, number of children, order of children, age of mother and maternal employment.

Social factor means the score about socioeconomic status and social support,

Psychological factor means the score about level of maternal self-esteem, marital satisfaction and gender role attitude.

Socioeconomic status means the mother's education and the family income which mothers of elementary school children respond to the researcher's interview

Mother's education:means education of women respondents. The levels of respondents are as follows:

No eduaction means illiterate

Grade 1-3   means Completed Pratomsuksa 1-3(P)

Grade 4   means Completed Pratomsuksa 4(P)

Grade 5-6(7) means Completed Pratomsuksa 5-6(7)

Grade 7-9   means Completed Mathayom 1-3(M.S.1-3)

Grade 8-10 means Completed Mathayomsuksa 1-3(M.1-3)

Grade 10-12 means Completed Mathayom 4-6(M4-6)

Grade 11-12 means Completed Mathayomsuksa 4-5(M.S.4-5)

Grade 13+…means Completed education(Undergraduate-

Postgraduate)

Information education is not included as part of measure

Family Income means The income groups are as follows

0   -   9,999 Baht

10,000   - 99,999 Baht

100,000   - 999,999 Baht

Social support means the score about information support, instrument support, and emotion support that mother of elementary school respond to the researcher's interview.

Maternal self-esteem means the levels of self-esteem which mothers of elementary school children respond to the researcher's interview by Rosenberg self-esteem scale

Marital satisfaction means the score about expected improvement in life marriage ended, frequency of disagreement with spouse, report happiness of marriage, expect marriage will eventually end and marriage in trouble in past year which mothers of elementary school children respond to the researcher's interview.

Gender role attitude means the score about positive attitudes toward women working, positive attitudes toward if partners work, should share housework equally, positive attitudes toward nontraditional family behaviors, disagreement with "better to

marry than go through life being single", husband's positive attitudes toward women working, husband's positive attitudes toward if partners work, should share housework equally, husband's positive attitudes toward nontraditional family behaviors, husband's disagreement with "better to marry than go through life being single" which mothers of elementary school children respond to the researcher's interview.

1.5 ASSUMPTION

Child behavior is depended on maternal child-rearing practices. The state of maternal child-rearing practices toward enhancing self-esteem of school children instrument in this research had appropriate content and construct validity.

1.6 SIGNIFICANCE OF THE RESEARCH

Theoretically, this research added to the body of knowledge the general subject of maternal child-rearing practices. There fore, it was assumed that this research would be of interest to instructors, and persons who work directly with school and parents. Because this the results may; (1) provide insights into the perceptions and factors that influenced on maternal child-rearing practices toward enhancing self-esteem of children; (2) provide information on maternal child- rearing practices for mothers of elementary school children to improve their child-rearing practices; (3) assist health care providers in enhancing self-esteem of school children; and (4) prove beneficial to constructing curriculum and course toward child-rearing practices for student in elementary school and middle school.

1.7 DELIMITATION

This study delimited only the 160 mothers of elementary school children and studying in elementary education classes in school under the jurisdiction of the Office of the provincial primary education of Lumphun in academic year 1999.

1.8 LIMITATIONS

There are a number of limitations to present study: the school children self-esteem is not used in this research. Because the children aged 10-12 years may gained self-esteem from peer and the others. Baumeister(1996) argured that self-esteem is a subjective construct and that many times it creates damage when there is a discrepancy between self-esteem and objective measures. He suggests boosting anothers "self" variable, namely "self-control" instead. Self-control can help students control their actions and plan better for the future.

CHAPTER II

LITERATURE REVIEW

A review of related literature was conduct to provide a general framework of background information relevant to the study of factors affecting the state of maternal child-rearing practices toward enhancing self-esteem of school children.

Section 1 Mother and child-rearing practices
Section 2 Self-concept and self-esteem
Section 3 child-rearing practices and the children's self-esteem
Section 4 The state of maternal child-rearing practices toward enhancing self-esteem of school children
Section 5 Theories related factors affecting the state of maternal child-rearing practices
Section 6 Factors affecting the state of maternal child-rearing practices research
Section 7 Summary of the researches
Section 8 Conceptual framework

2.1 MOTHER AND CHILD-REARING PRACTICES

Although fathers are now seen to be taking a greater interest in their children than they did in previous decades, their involvement is to be found only in a limited number of areas. The majority of fathers who live with their children do not take responsibility for childcare nor are they involved with their children as much as mothers are(Backett, 1982: Boulton, 1983; Brannen and Moss, 1988; Lewis and O'Brien, 1987; Phonix, 1991).

Evidence about the experience of fatherhood is experienced in different ways from motherhood. Being a parent is a less all-embracing definition of a man than a women. To know that a man is a father is generally less informative about how he spends his time and energies than to know that a women is a mother. It is still possible for men to be seen and

to see themselves as 'good fathers' without being closely involved in child-rearing or spending much time with their children. Men are more able to opt in or to remain removed from child-rearing and to justify it on the grounds that good fathers need only provide material resources. Although concern is expressed about the development of those children whose fathers frequently go away on business or, as Hardyment argues, whose jobs keep them out of their home during most of their children's waking hours. (Hardyment, 1990:8)

This discussion does not mean to suggest that fathers, when available, are not important and should not be studied. The researcher recognize that a minority of fathers do genuinely share or have major responsibility for child-rearing and have most responsibility for children, any examination of parenting has to take seriously this gender differentiation and the ways in which it is underpinned by power relations. The focus on maternal child-rearing in this thesis attempts to do this.

Psychological constructions of motherhood are based on a limited constituency of mothers and allow for only a limited range of acceptable maternal behaviors. Yet women come to motherhood from a variety of backgrounds and bring with them a variety of like experiences. Thus mothers can be of different ethnicities, from a range of social class and income brackets. They can be lesbian or heterosexual and a range of ages (from teenage to middle age). having a first or subsequent child, single married or divorced. They can engage in full-time mothering or combine full-time or part-time employment (at home and else where)with motherhood. The route by which women become mothers also varies. In vitro fertilization, artificial insemination by donor, adoption and step-parenting as a result

of remarriate all provide alternative routes to motherhood from the more usual sexual reproduction and birth. The types of relationships mothers have with their children, the numbers of children they have, the sex of those children, how they feel about motherhood and the social support available to them as mothers also differ.

Although the social constructions of motherhood used in psychology are often very restricted and do not reflect the reality of most mother's lives, some psychological research has examined differences between mothers. For example, some psychologists have attempted to find out how mothers' personalities or their psychological state(with depression being the usual focus) affect their style of mothering.

Issues such as women's social positions, employment situations and financial circumstances are, of course, are likely to influence the ways in which they mother and how they interpret and understand what they are doing as mothers. For example, a mother who has space at home are has child-free time in which to do housework at her leisure is likely to find it easier to comply with childcare advice which emphasizes the benefits of water play or painting or suggests that children should be encourage to feed themselves from an early age. Cleaning up the resulting mess is less likely to be an extra, exhausting task for them. Women who live in bed and breakfast accommodation are likely to find such advice impossible to follow, and hence may feel less confident of themselves as mothers. Thus, structural factors like social class are relevant not only to how mothers are socially constructed, but also to their experiences of motherhood.

This review of research on the development of self-concept and self-esteem in middle childhood defines and differentiates the various dimensions of self-esteem; notes

problems associated with measuring self-esteem; comments on the relationship between cognitive development and self-esteem, and discusses external factors related to self-esteem development.

2.2 SELF-CONCEPT AND SELF-ESTEEM

2.2.1 Self-Concept

One can think of the self-concept as a theory that links a person's understanding of the nature of the world, the nature of the self, and the meaning of interactions between the self and the environment (Epstein, 1973, 1991; Epstein et al., 1993 quoted in Newman & Newman, 1995:325). In general, the orientation of the self-theory is to make transactions between the self and the world turn out as positively and beneficially for the person as possible. One's theory about oneself draws on such inner phenomena as dreams, emotions, thoughs, fantasies, and feelings of pleasure or pain. It is also based on the complexity and logic of the self-theory depend on the maturation of cognitive functions. Further, since the self-theory is based on personal experiences and observations, one would expect it to be modified over the life course by changing physical and socio-emotional competencies as well as by participation in new roles.

Pruitt & Stein (1994:49) defined that the self-concept is a person's view of himself or herself through an assessment of strengths and weakness.

Markus & Wurf (1987),Deci & Ryan (1991), Dweck (1991), defined that the self-concept is typically used to embrace how a person think about the external world and how he thinks about his ability to deal with it. It grows out of his attempts to sense of his behavior. It represents the past, present, and the future. It determines such diverse things

as how he processes information, the feelings he experiences, the dreams he has, his motivation to act, his reactions to feedback, how he reflect on such things as success and failure.

Self theorists use the self-concept as an integrator, a filter, and a mediator for much of behavior. That is, they believe that people tend to behave in ways that are consistent with their understanding of self. With their self-concept in mind, audits may review their life history, at times of crisis or at the death of loved one, and try to make sense of who they are, as circumstances change(Craig, 1996:63-64).

The self-concept is about how people see themselves. It is the core of a person's individual identity. For instance, someone may view himself as assertive, able to listen to others, good at mathematics and a weak swimmer, along with many other things that make up the person he considers himself to be. The way a person see hisself is dependent on factors which include gender, race, age, abilities, physical and personal characteristics and even our name, together with influences such as social class, culture and religion (Roffy, et al., 1994:20-21).

An important part of developing a sense of self is identifying with the groups to which a person feel a person belong. Children at a very early age are aware of gender, for example, choosing, for example, same-sex playmates, and children at the ages of 3 and 4 can often identify members of their own racial group, distinguishing them from other racial groups (Milner, 1984). Children are also developing an awareness of attitudes towards different groups and how different groups in society are treated. This may be a positive experience, serving to reinforce their sense of identity and self-esteem, or it may

have negative and potentially damaging consequences. These are important equal opportunity issues which significantly affect self-identity and opportunities for friendship.

The self-concept is powerfully shaped by how others see us(and indeed how a person think others see us). This also begins right from the earliest stages of development. A child who overhears comments on his musical ability such as 'he's really taken to playing the guitar', and is told by others, 'you've got a talented there', is more likely to think of himself as musical, even if he is not particularly talented in that direction. The chances are, of course, that he will become interested and able musically. The girl who constantly hears comments such as 'You've broken it- you're so clumsy' and is discouraged from attempting to do things independently will eventually think of herself as helpless.

Early self-definition, having achieved and initial self-awareness, the preschool child begins to define "who I am" by learning about her own qualities and her social roles. The 2-year-old not only knows her own name, but can probably tell you if she is a girl or a boy and whether she is big or little. By about age 5 to 7 , a child can give you quite a full description of himself on a whole range of dimensions.

Beginning in second year, children also seem to become aware of themselves as players in social game. By age 2, The toddler has already learned a variety of social "scripts"-routines of play or interaction with others in her world. Over the preschool years, the toddler learns more about her own roles in these scripts. So she begins to think of herself as a "helper" in some situations or as "the boss" when she is telling some other child what to do. You have already seen one aspect of this in the emergence of roles in

children's sociodramatic play. The preschool child also gradually understands her place in the network of family roles. She has sisters, brothers, father, mother, and so on(Bee, 1997:281).

These are major advances in the child's understanding. Yet this is still a concrete categorical self. For one thing, each facet of a preschool child's self-concept seems to be quite separate, rather like a list: "I'm good at running"; "I don't like to play with dolls"; "I'm a big girl." These separate aspects of the "self-scheme" or internal working model of the self have not yet coalesced into a global sense of self-worth (Harter, 1987;1990; Harter & Pike, 1984). Children this age do not say things like "I am a terrible person," or "I really like myself." Their perceptions of themselves are more tied to specific settings and specific tasks.

The self-perceptions of a preschool-age child are also concrete in the sense that they are tied to visible characteristics, such as what he looks like, what or whom he plays with, where he lives, or what he is good or bad at doing, rather than more enduring, inner qualities, such as personality traits or basic abilities. This pattern obviously parallels what a person see in cognitive development at the same ages, since it is in these same years that children's attention tends to be captured by the external appearance of object rather than by their enduring properties.

A person is unique individuals with his own thoughts and feelings. The experiences he has and how he interprets them, however, about himself and the world shape his perceptions. His self-concept is acquired, not inherited. It helps to understand

others if he can get and insight into how they perceive themselves in the world, and what sort of persons they think they are.

It appears that one of the most significant results of nurturance during the preschool period is the building of a healthy self-concept in young children(Hamner & Turner, 1990:49). Self-concept is believed to be intimately related to the individual's interactions with significant others in his social world. Based on significant research, The researcher can make three assumptions concerning the development of the self-concept: first, the self-concept is learned; second, the self-concept is learned early within the socialization process of the family; and, third, the self-concept is a powerful determinant of behavior.

The current literature suggests that the first step in self-awareness during the period of infancy is both affective and cognitive. The infant has experiences that help her to learn that she is separate and distinct from the objects in her environment. As people and more objects are introduced, she develops an awareness of others and sense of basic trust that has been discussed in an earlier section. As an active, curious, striving individual, she develops a sense of competence about her ability to effect changes in the environment and in the behavior of others. These views of the infant support the notion that self-concept begins to be learned in the period of infancy within the context of the family. The preschool period, then, seems to be a critical time for validation of these early impressions that the child has in regard to her self.

Sears (1970) suggested that warmth in both early and middle childhood was a significant correlate of good self-concept at the latter time. Coopersmith (1967) found that

parental acceptance and respect for the child, coupled with a limit-setting democratic parenting style, resulted in children with high self-esteem , while lack of affection, regard, and the use of serve punishment resulted in lower self-esteem. Further, he concluded that parents of children with high self-esteem are concerned with and attentive to their children, that they structure the world of their children along the lines they believe to be appropriate, and that they permit relatively great freedom within the structure they have established. Others studies have supported Coopersmith's findings.

Traditionally the two aspects of the child's self-concept that have been emphasized are a sense of belonging and a feeling of worth. While these are no doubt critical to the child's overall feeling of self-esteem, the more recent examination of the child's perceived behavioral competencies is consistent with the view of the child as an active participant in her overall development. It appears that the young child's ability to interact successfully with her environment is a vital aspect of her development of a positive sense of self-worth.

A relationship has been established between parenting practices and the young child's competence . Baumrind (1967) compared three groups of nursery school children and their families. A group that was self-reliant, assertive (Pattern I) was compared with a withdrawn, discontented, and distrustful group(Pattern II) and also with a group considered lacking in self-control, lacking in self-reliance, and tending to retreat from novel situations (Pattern III).

Her results indicated that parents of the first group were consistent, loving, conscientious, and secure in the handing of their children. These parents balanced high

nurturance with high control and high demands with demands with clear communication about what was required of the child. Parents of pattern II children were less nurturant and involved with their children; they exerted firm control and used power freely but offered little support or affection. Parents of pattern III children were significantly less controlling and more ineffective in managing their households. They were relatively warm toward their children but noncontrolling.

Baumrind concluded that the parents of the most competent and mature boys and girls notably were firm, punitive, and unaffectionate. Mothers of dependent, immature children lacked control and were moderately loving; fathers of these children were ambivalent and lax. Further examination of the same data revealed that parental acceptance and warmth were not enough to promote prosocial and competent behavior in children. Rather, there appeared to be an interaction between parental warmth and control.

It has been stated that a widely prevalent belief is that the development of the concept of the mother and the concept of self(child) are based on early social relations between mother and child(Davids, 1973). This research employed several projective and objective techniques to assess the child had of the mother. For both black and white preschool children, there was significant positive association between young children's concepts of themselves and of their mothers. Consistent with other researchers, Davids concluded that the most significant influences on one's self-esteem are found within the family and the home setting.

There is abundant evidence that a child's self-concept is a powerful determinant of his behavior. For example, there seems to be a positive relationship between high self-

concept and achievement in school, even in kindergarten(McCandless, 1967; Ozehasky, 1967). Children with high self-esteem are more likely to be expressive, happy, and relatively free of anxiety. children and adults with poor self-concepts, are more anxious and less well adjusted, less popular, less well adjusted, less popular, less effective in groups, less honest about themselves, less curious, and more defensive(McCandless, 1967).

The resultant behavior of successful image-building shows up in child's ever increasing awareness of his own autonomy. He shows more self-direction in his behavior. He has a clearer of his goals and how to achieve them. If he does not succeed in reaching his goals, he more easily modifies them or the method by which he intended to reach them. (Hawkes, 1968:336)

2.2.2 Self-Esteem

Pruitt & Stein (1994:49) defined that the self-esteem is the quality of feeling good about one self ; how a person values himself or herself. Marion (1995: 146) defined that the self-esteem is the evaluative part of person's self-system. Andrea (quoted in Lazarus, 1991)has suggested that self-esteem can be defended as pride in oneself in which one becomes aware and accepting of one's imperfections while cherishing one's inherent strengths and positive qualities. Gurney(1988:13) defined self-esteem as the relative degree of worthiness which people perceive their concept to possess, which is influenced both by 'significant others' and one's ideal self.

The term self-esteem refers to our global evaluation of our worth as a person (Hamachek, 1978). As mentioned earlier, this is a very important element of our self-

concept. For each of us, our early self-concept developed from esteem arising from four primary kinds of experiences. As children, each of us had essentially positive or negative experiences with events, people, and situations of four basic kinds. So it should be no surprise that as adults a person seeks gratification and seek to avoid being hurt in individualistic ways. The four sources of self-esteem are these:

1. Visible achievement and accomplishment of goals, objectives, and expectations. Initially these expectations were imposed by others; later, he began to has goals and expectations of our own.

2. Evidence of increasing personal power and influence over events and people important to us as individuals. This might begin with a baby's cry for food or warmth, which brings a mother's attention, and is, clearly, evidence of personal influence. In the adult this may become the seeking of significant political or corporate positions, to name only two examples.

3. A clear sense of being accepted, valued, and cared about as a worthwhile person by people important and significant to us -valued for what he is, not what he has. Many people try, unsuccessfully, to substitute status or evidence of material success for this personal caring.

4. Development of and permission to use behaviors which are consistent with important personal values. By values I mean to indicate belief systems, ethical ideals, and /or religious conceptions. (Bradshaw, 1981:9-10)

Pelham & Sawann (1989)suggest that self-esteem is based on three essential sources:

1. messages of love, support, and approval from others;

2. specific attributes and competencies; and

3. the way one regards these specific aspects of the self, both in comparison with others and in relation to one's ideal self.

Self-esteem is a somewhat messy concept to investigate, for a couple of reasons. first, there is some doubt about the validity of many measure of self-esteem. A person tends to rely on verbal reports from subjects, which may obviously be biased. Second, in probing self-esteem it is often quite difficult to separate cause from effect. He has a fairly large volume of correlational data that tell us that certain behavioral characteristics are associated with positive or negative self-esteem. However, it is hard to tell whether these behavioral tendencies are the cause or the effect of a particular level of self-esteem. Unfortunately, a person is not sures whether this distortive tendency leads to high self-esteem or whether high self-esteem leads to this distorite tendency. This problem in pinpointing causation should be kept in mind as a person looks at the determinants and effects of self-esteem.

2.2.3 Self Esteem As An Aspect Of Self–Concept

Getting their own self –concept, people could evaluate it as self –esteem that is the process of judging the values by checking in terms of outcome, capability and personal characters comparing with norms and favors and finally making decision for their own values. Considering oneself may be in case of awareness or unawareness but it would result in their looks or showing off the external behavior, self -esteem derived from the experience of success and achieving the goals. They would get a praise from parents or

the others and accumulate the personal enjoyment until in turned into confidence they could reach their setting values. If succeeded, it would develop self-esteem and self-worth last(Calhoun & Morse, 1977: 318-322; Coopersmith, 1981:236).

Franken (1994:439) suggests that self-concept is related to self-esteem in that"people who have good self-esteem have a clearly differentiated self-concept.... When people know themselves they can maximize outcomes because they know what they can and cannot do." It would seem, then, that one way to impact self-esteem is to obey the somewhat outworn cliche of "Know theyself."

Self-esteem can be defined as the sum of an individual's feeling of self-competence and a sense of personal worth. These self feelings or feelings of self-evaluation have been characterized as crucial to his behavior as they provide a yardstick by which he can judge himself. Moreover, the nature of one's self-evaluation has profound influence on his thinking, emotions, values and aims. Put differently, self-esteem can be defends in terms of evaluative attitudes toward the self-- a judgmental process whereby the individual examine his performance, or self capacities, and others attributes that lead to an assessment of his worthiness.

In essence, there are two expressions of self -- subjective and behavioral. It is widely held that self-esteem is significantly associated with personal satisfaction and effective functioning. Studies reviewed in Wylie's(1976) work on self-concept, as well as those of Rogers and others, indicate that persons whose performance does not match their own aspirations judge themselves as inferior, no matter how high their attainments.

Discussions of self-esteem have been closely associated with discussions of self-concept. As far back as William James, self-esteem has been one of the major considerations in the study of self -concept. The self, according to James, consists of the *I* and the *me*. The *I* is the self "self-as knower," the aspects of that continually organize and interpret experience in purely subjective manner. The *me* is the self as known, or the self as object for knowing. As arch, the me has a number of elements that James believed to be distinguishable both in theory as well as for the sake of empirical measurement.

James believed that such feelings could be analyzed in two ways. First, like the constituents themselves, they could be described qualitatively: "Each (felling) has its own peculiar physiognomic expression. In self-satisfaction the exterior muscles are innervated, and a peculiar smile plays upon the lips... "(James, 1890 quoted in Damom, 1983:226) the sum total of feelings about the self, James believed, could also be assessed quantitatively as well. To accomplish this, James proposed a particular formula designed to calculate the extent of an individual's self-esteem. James's self-esteem formula establishes a relation between the actualities and potentialities of an individual., so that the equation look like this:

$$\text{self-esteem} = \frac{\text{Success}}{\text{Pretensions}}$$

"Such a fraction," wrote James, "may be increased as well by diminishing the denominator as by increasing the numerator". He then suggested various ways by which one could increase, or rethinking one's expectations for oneself.

He also note three possible influence upon self-esteem:

1. Human aspirations and values play a cardinal role in positive self-evaluation;

2. Achievements are measured against our aspiration for any given area of behavior; and

3. Approximation of aspirations in a valued area results in high self-esteem while negative self-evaluations result from a wide divergence between   aspirations and achievement.

Researchers have found that children with high self-esteem come from homes in which parents exercise control in a nonpermissive but democratic manner, communicate clearly with the child, and encourage the child to display affection and other emotions. In addition to these familial correlates, self-esteem in children is also linked to their actual experiences with success or failure(Rosenberg, 1979). Children with low self-esteem are often those who really have had trouble in school, are unpopular, or act in embarrassing ways(like wetting their beds). In this sense, self-esteem reflects children's successful(or unsuccessful)adoption.

As noted earlier, psychological research has found self-esteem to be connected to mental health throughout life. In children, a particular correlate of self-esteem is assertiveness(Coopersmith, 1967). This is because positive self-esteem enables children to have confidence in their own judgments and actions, in social as well as intellectual endeavors. The author of one large-scale study writes that children with high self-esteem are creative in school and both independent and vigorous in peer relations.

They have confidence in their perceptions and judgments and believe that they can bring their efforts to a favorable resolution. Their favorable self-attitudes lead them to accept their own opinions and place credence and trust in their reactions and conclusions. This permits them to follow their own judgments when there reactions and conclusions. This permits them to follow their own judgments when there is a difference of opinion and also permits them to consider novel ideas... they are more likely to be participants than listeners in group discussions, they report less difficulty in forming friendships, and they will express opinions even when they know these opinions may meet with a hostile reception(1967:70-71).

Mead (1934 quoted in Bracken, 1996) presented ideas similar to those of James on self-esteem. Individuals, in order to become compatible and integrated members of group, internalize the ideas and attitude expressed by significant others and, indeed, derive self-esteem from the evaluation others and, indeed, derive self-esteem from the evaluation others have of them. Therefore, the significant others become the "reflecting mirror" through which the individual gains the idea of self-worth or self-rejection.

This evaluative component of self has been put to a more extended analysis by Neo-Freudian psychologists H.S. Sullivan who, with mead, underlines the significance of the role of interpersonal process in the development of self and the development of self and the continuous endeavor on the part of the individual to maintain a high self-esteem. Significant others can accord a sense of worth to the individual and by the same token strip one of feelings of worth, thus producing feelings of distress and anxiety.

Similarly, Adler (1972) notes three sources of self-esteem; first, what he terms "organ inferiorities" in which actual impairments such as blindness or bodily weaknesses may prove to be a source of low-esteem; second. the impact of the acceptance, support and encouragement of the parents and other key figures of the individual; and, finally, the destructive effects of overindulgence shown by parents towards their children.

According to Cooley, the notion of self-esteem is also present as is evidenced in his charecterization of the idea of looking glass self. It is through others that an individual comes to the realization of self. The evaluation of others can produce feelings of worth or shame.

Rosenberg's (1972) investigation of self-esteem. He found social class to be only weakly related to self-esteem. Broader social contact does not play an important role. However, paternal attention and concern were found to be significantly related to self-esteem. Jewish children, because of the attention and interest receives from their parents, were found to be high in self-esteem, However, this is only true of male children.

In his book on the antecedents of self-esteem. Coopersmith (1967) notes four major contributory factors to the development of self-esteem. They are:

1. the amount of respectful, accepting, and concerned treatment received by an individual from significant others in his life;

2. history of success in his life as related to the status of an individual and as indicated by the social approval he receives;

3. the endeavor made by the individual to live up the aspirations he regards as valuable and personally significant; and

4. the extent and degree to which and individual is able to respond to devaluation and minimize its effects upon his person, which in turn leads to a   reduction in anxiety as well as helps maintain personal equilibrium(1967:37).

Coopersmith's findings concerning the antecedents of self-esteem are particularly interesting. Extensive data collected on the parents of high-and -low self-esteem children indicate that parents play a primary role in determining whether a child experiences positive or negative self-esteem. Parents of children who experience high self-esteem are characterized by their total acceptance of and respect for the child, by their tendency to set clearly understandable limits on what the child is permitted and not permitted to do , and by their tendency to allow the child great latitude to explore and test within those limits. Coopersmith argues that parents of high-self-esteem children create a climate that frees the child from anxiety and doubt. Within such an environment the child can freely explore the environment and in doing so gain competence indealing with it. Coopersmith notes that parents of high-self-esteem children not only encourage the children to become responsible and competent but to accept the independence and diversity of expression that often accompany the emergence of such behavior. In other words, the child is formed by the parent (a significant giver of acceptance and love) that he or she is an important individual who can expect to continue being accepted not only by the parents but by society at large even if he or she occasionally fails or if his or her behavior deviates somewhat from the norm. The child reacts to that signal, Coopersmith finds, by continuing to set high goals and to work hard to attain them.

Coopersmith's work indicates that self-esteem may mediate, in part, the tendency to achieve. His work suggests that individual differences in self-esteem are acquired early in life. As he noted earlier, one of the reasons it is difficult to change achievement behavior is that to change achievement it is necessary to change a person's perception of one's ability (competence), then it becomes necessary to alter self-esteem as well. At this point he run into the chicken-and egg problem of what to focus on first. The work on changing achievement motivation suggests that he need to focus on both self-esteem and perception of ability so that they can influence each other.

The vast amount of literature available on self-esteem is clear evidence of the popularity of this concept and the fascination it holds among social scientices. It would not be far from the truth to say that this concept has been explored from every conceivable angle involving a multitude of psychological, social, and socialpsychological variables. For my purposes here, it is felt that the short statements made in the foregoing pages should suffice for defining the concept and showing its significance vis-a-vis human personality.

The relationships among the self-concept, self-esteem, and the four sources of self-esteem are shown by the hydraulic-type model represented in figure 2.
The relationships among the self-concept, self-esteem, and the four sources of self-esteem are shown by the hydraulic-type model represented in figure 1.
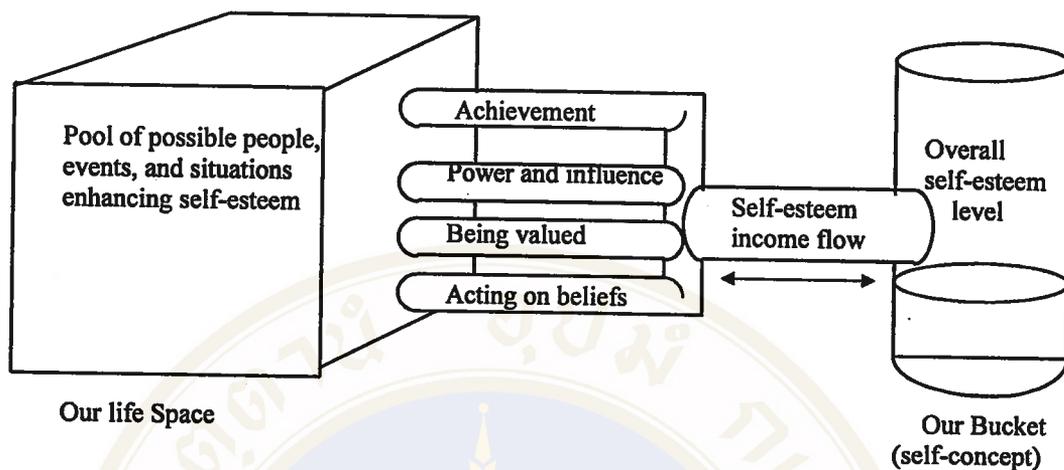
Figure1 Model of self-esteem

Source: Bradshaw, P. (1981) The management of self-esteem. New
Jersey:Prentice-Hall, Inc., Englewood Cliffs.

For most of people, the world they inhabit is rich in possibilities for gaining

greater self-esteem. There are numerous opportunities for new and caring relationships,

for influence and achievement, and for expressing them most cherished values and beliefs.

To extent that these potentials are realized, self-esteem is positive. As a consequence,

their total feelings about their personal self-worth and value are enhanced and their self-

concept is made more positive. But sometimes bad experiences with one or more of the

major factors in our personal life cause the flow to be negative, to drain their self-esteem.

Then they feel depressed, hurt, or angry, for they don't see themselves as effective, cared-

for, or worthwhile people(Bradshaw, 1981:7)

2.2.4 Importance of self-esteem

The importance of developing a positive attitude toward oneself can hardly be

overestimated. A host of unfortunate behavioral tendencies are associated with poor self-

esteem. Although it is difficult aspect of one's personality. To illustrate the enormous

importance of self-esteem, I will review some of the behavioral characteristics that often accompany low self-esteem.

1. People with unfavorable self-concepts tend to develop more emotional problems than people with good self-esteem(Resenberg, 1965). Among other things, they are more likely to report that they are troubles by anxiety, nervousness, insomnia, unhappiness, and psychosomatic symptons.

2. There is also a relation between low self-esteem and relatively poor achievement. For instance, there is a correlation between low self-esteem and low grades in school (O'Malley & Bachman, 1979). This relatively poor achievement is probably due to the fact that people with low self-esteem set low goals for themselves. They lack confidence and assume that they would not succeed even if they tried.

3. In social interactions, people with low self-esteem are often awkward, self-conscious, and especially vulnerable to rejection (Rosenberg, 1965). They have a particularly great need for acceptance from others, but they end up becoming socially "invisible." They rarely join formal groups and do not participate very actively in social encounters.

4. Because of their great need to be liked, people with unfavorable self-concepts tend to be quite susceptible to social influence (Wells & Marwell, 1976). They tend to be conforming, agreeable, and highly persuasible. They are often afraid to behave independently or assertively because they feel it might endanger their acceptance by others.

5. People who have a negative self-concept are also less likely than most to authentically like other people(Wylie, 1976). They tend to look for flaws in others and "tear them down." They do this because it allows them to feel a little better about themselves when they make their inevitable social comparisons. However, this also gives them a bias toward disliking others. They therefore tend to relate to others in negative ways, thereby courting rejection and compounding their problems.

2.3 CHILD-REARING PRACTICES AND THE CHILDREN'S SELF-ESTEEM

A number of factors contribute to development of a positive self-concept and high self-esteem (Openshaw, Thomas & Rollins, 1984). A favorable self-esteem is essential to personal happiness and effective functioning, both in a child and in adult. Persons who seek psychological and psychiatric help frequently acknowledge that they suffer from feelings of inadequacy and unworthiness (Mussen et al, 1990). The quality of parent-adolescent relationships is clearly an important factor in adolescent self-esteem. They tend to perceive themselves as helpless and inferior, have difficulty in either giving or receiving love, and tend to feel isolated and alone. They are likely to feel guilty, ashamed, or depressed, and to derogate their own potential and accomplishments. Not surprisingly, a high anxiety level and a negative conception of the self tend to be correlated. Furthermore, the anxious child's tendency to derogate himself tends to generalize and affect his image of his bodily integrity and adequacy as well. A negative self-esteem appears to promote defensiveness in child's reactions to himself and others. Finally, a negative self-esteem appears to impair initial school adjustment and subsequent academic progress.

While, as a person has already seen, the child's self-esteem is affected by the way in which his peers and teachers respond to him, it appears likely that for most children the way in which they are treated by parents is of overriding importance in determining their perception themselves. Parents who care and show interest are more likely to have preadolescents who have high self-esteem (Rice, 1993:228). Furthermore, high self-esteem children have parents who are democratic but also less permissive than those of low self-esteem children. Low self-esteem adolescents have parents who are often inconsistent in expectations and discipline. Sometimes the parents are too restrictive or critical and rejective of their children. In Conclusion, the preadolescent 's self-esteem related to the patterns of child-rearing behaviors.

Coopersmith (1967) studied a large number of boys attending the public schools of central Connecticut and found marked differences in the experiential worlds and social behaviors of children differing in self-esteem. Children high in their estimation of themselves approached tasks and persons with the expectation that they would be well received and successful. Ingeneral, Boys with high self-esteem tended to have parents who were also high self-esteem. These parents, in contrast to parents of boys low in self-esteem, also tended to be more emotionally stable and more self-reliant, resilient, and effective in their attitudes and actions regarding child-rearing. Interaction between the parents of high self-esteem children tended to mark by greater compatibility and ease, with clearer definitions of each parent's areas of authority and responsibility. While these parents tended to have high expectations of their children, they also provided sound models for them and gave their children consistent encouragement and support. In an

effort to support the work of Coopersmith (1967) and Sears (1970) assessed the behaviors of mothers from perspective of the children themselves. The children ranged in age from 7-15 years. Those children who perceived their mothers as using psychological pressure techniques to discipline them ("If I loved her, I'd do what she wants me to do") had low self-esteem. Children who perceived their mothers as accepting and nurturing ("She gives me a lot of care and attention") had high self-esteem. Further, the latter group of children did not report drastic forms of punishment.

Mothers of boys high in self-esteem were more accepting of their children and, even more importantly, tended to express their acceptance through specific, everyday manifestations of concern, affection, and close rapport. These mothers were likely to express agreement with such statements as "Children would be happier and better behaved if parents would show an interest in their affairs" and "When you do things together, children feel close to you and talk easier"; and disagree with such statements as "Children should not annoy their parents with the unimportant problems" and "The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested." In contrast, mothers of children low in self-esteem were "more likely to withdraw from their children, and by their inattentive and neglectful treatment to produce a milieu that is physically, emotionally, and intellectually impoverished ". Low self-esteem mothers were likely to depreciate their children and to treat them as a burden. Their emotional responses to their children tended to range from hostility to indifference.

Interestingly, mothers of high self-esteem children were more likely to enforce established rules carefully and consistently. They used reward as the preferred mode of

affecting behavior, but used straightforward and appropriate punishment rather than harsh treatment or loss of love when some sort of punishment was required (Cressey & Ward, 1969). Late adolescent girls who feel close to their mothers tend to see themselves as confident, wise, reasonable, and self-controlled. Those who feel distant from their mothers tend to perceive themselves in negative terms: as rebellious, impulsive, touchy, and tactless. These findings indicate that degree of maternal identification influence self-esteem. Both males and females who identify closely with a parental model strive to be like the model in such a way that blending of self with the qualities of the model brings about a real likeness but not an identity. Erikson (1968) felt that over-identification with parents' cuts off a "budding identity" by stifling the ego. However, children with inadequate parental identification will also have poor ego identity. Research indicates that ego identity of girls is weak with poor maternal identification and weak again with over-identification that borders on the pathological. A moderate degree of identification seems to be the healthiest.

The mothers with whom adolescent girls identify vary greatly. Mothers who believe in sex role equality, whose concepts of ideal daughters are those who are independent, self-sufficient, and free of external control, are likely to have daughters who develop positive self-images by believing in the same principles (Rice, 1993:226). These are the girls who grow to be politically and socially gregarious and who value personal autonomy and humanitarianism.

In contrast, lack of parental guidance and relatively harsh and disrespectful treatment of children were characteristic of the parents of boys low in self-esteem.

Apparently these parents either did not know or did not care to establish and enforce guidelines for their children.

There are many cross-sectional studies that show a positive relationship between supportive parental behavior and the self-esteem of children (e.g. Openshaw, Thomas, and Rollins, 1984). Coopersmith (1967), for example, found that children with high self-esteem tended to have more loving and closer relationships with their mothers than did children with low-self-esteem. More recently, studies by Hoelter and Harper (1987) found that adolescents who report a high level of family support had higher global self-esteem.

Both parents and teachers are among the significant others who effect children's self -esteem because young children believe that adults possess a superior wisdom and children tend to rely on adult judgments (Harter, 1983; Rosenberg, 1979). Peer opinion becomes increasingly important as children move into middle childhood. Beyond the period of infancy, findings also reveal that parental support is highly related to self-esteem. Nikkari and Harter (1994), in a study with young children, aged 4 to 7, revealed that perceived parental support was highly predictive of behavioral indexes of self-esteem, more so than was perceived peer support. The correlation between peer support, in the form of classmate approval, and global self-esteem increases with development, such that by early adolescence it equals the impact of parent support (Harter, 1990), However, the correlations between parental approval and self-esteem do *not* decline with development.

Adults affect a child's self-esteem through two main processes. One is adult's level of support and acceptance of the child. Adults also affect the level of a child's self-esteem by using specific practices as they interact with the child (Hales, 1979a).

Parents help socialize a child by affecting the development of self-concept. The way they treat the child and the way they perceive that child contribute to the way the child thinks about herself or himself. If parents over protect a child, for example, the child often may feel in need of protection although he or she actually need no outside assistance. For example, an overprotected child may by unprepared to negotiate difficulties with peers or to take responsibility for his or her own academic performance. Similarly, a little girl who is treated as if she were fragile, cute, and incompetent may come to see herself in those terms.
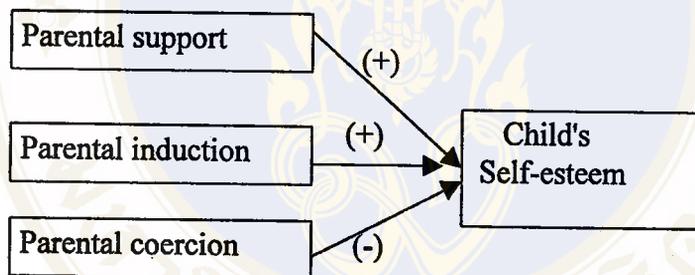
Figure 3 Illustrares the symbolic interaction model and its influence on child's self-esteem

Source: Openshaw, et al. In Rice, F.P. Rice (Ed.) The adolescent Development, Relationships, and Culture (6th ed., pp.229). Boston:Allyn & Bacon.

Symbolic interaction emphasizes that a child's self-esteem is a function of parents' reflected apprasal of child's worth. Parents who are supportive, warm, and nurturing. and who show approval and other positive sentiments confirm in the adolescent's mind that his or her parents accept him or her as a competent, effective, and worthwhile individual. Thus parental support is related positively to adolescent's self-esteem.

Parents attribute qualities to their children and treat them as though they possessed those qualities. Sometimes they even label the child("You're stupid"; "You're daring"; "You're clown"). The children accept those labels and build them into their self-concept. Then they behave as if the parents' attributions were correct(Hoffman, et al., 1988:216).

The woman's ego strength, self-confidence, and nurturant qualities have been observed to be basic determines of her capacity as a mother (Shershefsky et al., 1973). Medinnus & Curtis (1963)confirmed a significant positive relation between maternal self-acceptance and child-acceptance. Further, the mother's self-concept seems to be interjected by her child. Tocco and Bridges (1973) found that the mother's self-concept was related to her kindergarten and first grade child's self-concept. Ralph (1977) found that mothers who rated themselves as highly impulsive also had infants who were rated as fussy and having negative moods.

Children need our acceptance and support if they are going to evaluate themselves as competent (Coopersmith, 1967; Hales, 1979b; Harter, 1983:). Gecas (1972) found that children think of themselves as competent, worthy, happy, good, active, friendly, honest, and confident when adults important to them were supportive.

Rogers(1951 quoted in Marion 1995:151) believed that children need a special type of adult support that he called unconditional positive regard, support that is given freely and "without strings" or conditions. When you give unconditional positive regard to a child you do not require the child to earn your interest, time, or concern. Giving unconditional positive regard does not mean you are being permissive, and you do not have accept everything a child does. It is important that we help children develop a clear

set of values, among them that some behaviors, such as hurting others, putting oneself in danger, and destroying property, are wrong, For example, you would accept a child unconditionally when you accept all his feelings, including anger, but you would stop him from expressing or venting the anger irresponsibly.

Adult use specific practices that affect a child's self-esteem, Authoritative, supportive adults use strategies that enhance, or help to improve, children's development of positive self-esteem. Nonsupportive adult use strategies that demean children and contribute to the development of negative self-esteem.

Conclusion, Self-esteem is the relative degree of worthness, or acceptability, which people perceive their self-concept to possess. Two general reference sources of information for this relative judgement are crucial. They are the opinions of important, or 'significant' others and the ideal self. One of the most significant results of child-rearing practices during the middle children period is the building of a healthy self-concept in children and adolescents.

2.4 THE STATE OF MATERNAL CHILD-REARING PRACTICES TOWARD ENHANCING SELF-ESTEEM OF SCHOOL CHILDREN

Coopersmith(1967 quoted in Bandura, 1997:12)found that children who exhibited high self-esteem had parents who were accepting, who provided their children with considerable support and latitude to acquire competencies that could serve them well in their pursuits.

Coopersmith (quoted in Newman & Newman, 1979:202-203) suggested some family characteristics that he believes are important for the development of a sense of self-esteem. Family characteristics of the high -self-esteem child include:

1. Maternal certainty about child-rearing practices.

2. Minimal daily conflict within the family.

3. Close relationships with siblings.

4. Close relationships with peers.

5. Expressions of parental acceptance and warmth.

6. Firm and consistent discipline which sets clear limits for the child's behavior.

7. Involvement of the child in family decisions.

Family characteristics of the low-self-esteem child include.

1. Social impoverishment including:

    a. Minimal attention and concern from parents.

    b. Poor relations with siblings and peers.

    c. Continuous moving.

2. Harsh treatment by parents including:

    a. Much punishment and little reward.

    b. Inconsistency of treatment.

    c. Lack of limit setting

3. Little involvement of the child in family decision making and planning.

Coopersmith (1967) devoted primary attention to the child's treatment by significant others. He investigated in depth the child-rearing practices employed by his subject's parents. Information was obtained through questionnaires filled out by the mothers(the PARI scales), in-depth interviews in which the mothers were asked how they dealt with their sons were asked how their parents raised them. Some clear relationships

between the child-rearing patterns employed by the parents and the self-esteem of their sons were evident. Parents of children with high self-esteem more often had the following characteristics:

1. Accepting, affectionate, involved. They frequently showed affection to their children. They took an interest in the children's affairs and were acquainted with their children's friends. They indicated that they believed parents should concern themselves with their children's problems-even unimportant ones- and they believed in the meaningfulness of these problems.

2. Strict. They believed that it was more important for children to meet high standards than just to enjoy themselves and that children are happier under strict training. They enforced rules carefully and consistently, exercised a fairly high level of control (establishing many rules for a wide range of behaviors), and were firm and decisive in telling the child what he might or might not do.

3. Favored noncoercive kinds of discipline. They used relatively little physical punishment and relatively little withdrawal of love. They punished their children by using denial of privileges and isolation. They tended to discuss with the children the reasons why certain actions are good or bad.

4. Democratic. They allowed the children to set their own bedtime. They indicated that they believed in their children's right to express their own opinions, to "have their own way" some of the time, and to participate in making family plans. They indicated that they would not discourage their children from questioning the parents' point of view. (Maccoby, 1980:278-279)

Hamner and Turnur (1990) explicated parenting behaviors that promote positive self-concept in preschool children in the following manner:

1.Demonstrates warmth, acceptance, and respect for child

2.Demonstrates concern and attentiveness to child

3.Structures child's environment according to beliefs about appropriateness for child

4.Permits child freedom within established structure

5.Provides environment for successful interaction

6.Demonstrates consistently love, conscientiousness, and security in handing child

7.Balance high nurturance with high control and high demands

8.Shows clarity of expectations of the child

9.Exhibits firmness in making demands and demonstrates understanding

10.Possesses own positive self-concept.

Feency, et al. (1996:253-254) described the ways to enhance self-concept and self-esteem in school children in the following:

1.Help children feel likable and appreciated

1.1 Make positive contact with every child often each day.

1.2 Give each child smiles, hugs, a hand on a shoulder, or a pat on the back, Infants and toddlers need to snuggle and have close physical contact.

1.3 Be sensitive to feelings and aware of cultural values relating to touching and eye contact.

1.4 Avoid giving excessive attention to some children and limited attention to others.

1.5 Give genuine encouragement and acknowledge children's strengths. Avoid insincere or manipulative

1.6 Consciously and obviously appreciate differences.

2. Help children feel competent and capable

2.1 Allow children to do things them selves.

2.2 Be promptly responsive to infants and toddler's needs, requests, and communication-they feel competent if they have an effect.

2.3 Provide appropriate challenges and many guaranteed successes. Appreciate attempts and near misses as well as successes. Show that you noticed!

2.4 store materials so children can help themselves whenever possible.

2.5 Recognize children's accomplishments.

2.6 Identify positive behavior (catch them being good).

2.7 Avoid criticism. Talk about mistakes as learning opportunities.

2.8 Tell children what they can do rather than saying "no" or what they can't do.

2.9 Admit it when you make a mistake.

2.10 Emphasize a range of skills (social, creative, physical, verbal, intellectual).

2.11 Teach strategies for success (e.g., turn the puzzle piece so it's easier to see).

2.12 Resist the urge to label children's work (good, bad, etc.). Allow children to evaluate themselves.

3. Demonstrate respect for child and family

3.1 Have positive relationships with family members. Greet them by name.

3.2 Express a sense of trust in children verbally and through your actions

3.3 Acknowledge children's needs, fears, and concerns as legitimate.

3.4 Provide choices for children.

3.5 Ask for children's thoughts, ideas, and opinions and listen to them attentively.

3.6 Crouch or sit at children's level when you talk with them.

3.7 Notice and accept the way a child looks, feel, responds, and thinks by saying things like, "Max likes to play his way."

3.8 Follow the guidelines and rules you expect children to follow.

3.9 Be flexible and willing to try alternatives.

3.10 Accept security items such as blankets and stuffed animals in the classroom.

3.11 Provide quiet space in the classroom where a child can be alone.

3.12 Allow children to pass or observe an activity if they prefer.

Marion's strategies that enhance self-esteem

1. Use positive discipline

Positive discipline is related to higher levels of compliance(obedience), helpfulness, and cooperation, and to lower levels of aggression. As you might suspect, the type of discipline used by adults also affects a child's self-esteem. Positive discipline has a significant and positive influence on a child's self-esteem(Coopersmith, 1967; Hales, 1979a, 1979b).

2.Develop reasonable, fair limits, state them well, and enforce them firmly (and with kindness)

Good limits are an essential part of positive discipline and are an expression of an adult's support. Limits are a form of adult control of the child, and the child gradually internalizes limits and develops self-control. In the process he will also come to see himself as worthy of the adult's time. Competence and worth are both dimensions of positive self-esteem(Coopersmith, 1967).

3.Encourage autonomy and self-responsibility

Girls tend to have more positive self-esteem when parents require them to assume responsibilities at home (Hales, 1979a, 1979b). Wallinga and Sweaney(1986) have written a short but helpful article on how parents can teach children how to participate in household tasks. Perhaps children who are responsible for certain tasks think that they are an important part of their family system.

4.Encourage credit-taking

Feedback from adults about how well or how poorly a child has performed a task is an important source of information about the child's competence (Bandura, 1977,

1981). When adults focus on what a child has done well they help a child recognize his competence, and competence is one dimension of positive self-esteem.

5.Acknowledge pleasant and unpleasant feelings

The real test of support of a child worthy of attention comes when a child is sick, hurt, unhappy, angry, jealous, fearful, or anxious.

6.Express genuine interest in children and their activities

Engage in joint activities willingly, Adult who show an interest in children believe that a child's activities-whether it is playing with measuring cups, finger-painting, playing computer games, building a campsite, or playing in sand-are valid and interesting for the child (Kuykendall, 1991). An adult communicates his belief that the child is a person worthy of the adult's attention by demonstrating concern about a child's welfare, activities, and friends.

Coopersmith (1967) found that parents of both high and low self-esteem children spent the same amount of time with their children. He explained this puzzling finding by saying that the mothers of high self-esteem children spent time willingly with their child and seemed to enjoy the interaction. Mothers of low self-esteem children, on the other hand, appeared to spend time with their child grudgingly.

7.Avoid sexism and judging physical attributes

8.Respect all family groups and cultures

It is important that children observe teachers who demonstrate respect for various family groups and for different cultures (Beane, 1991; Marion, 1995:152-154)

10 Ways to make a child feel special

Paying special attention to a child helps boost their self-esteem and creates memories you'll both cherish forever. Child-care consultant patricia gallagher from the Parent Connection in Billings, MT offers these easy ideas for making a little one feel truely loved.

1. Create a mini museum. When the refrigerator door is full, hang your child's artwork or test papers in the garage or basement. Change "exhibits" often.

2. Top secret: Give your child an unusual item (a coin or rock will do) and agree to use it to convey special "I love you" messages to each other.

3. Strike a pose--make a video together. Tell jokes, funny stories, sing songs, recite poems, or just be silly. If you don't own a video camera, record an audio casssette tape or take pictures to keep in a special photo album just for them.

4. Sealed with a kiss. Mail a homemade card to your child. Make a collage of their favorite things on the front and inside write a message or poem to let them know how terrific they are.

5. Make lasting memories. Let your child create a special scrapbook of their own. Get them started by printing their name on the cover. On the first page, write a little not recalling a funny story or a moment when you felt especially proud to be their parent. Paste in a photograph of the two or you having fun together.

6. Speak up. Compliment your child in public and make sure they hear you.

7. Have a surprise "unbirthday" party. Make a fancy cake and write "Happy Un-birthday" on it. Celebrate with games, party favor and other treats.

8. Ask your child to make a list of everything they would like to do or see--visit the zoo, watch a movie, etc. As a family, try to tackle one or two a month.

9. Fan Mail. Leave a letter with a silly riddle under their pillow or in their lunch box--anywhere they'll find it. Sign, "From your biggest fan".

10. Each month devote one day to your child. Enjoy all of their favorite things--go to the park, eat the foods they like. Let them choose.

Summary, the theorist and period that he or she described the ways to enhance self-esteem in school children

Table 1 Concepts and ways to enhance children' self-esteem

Theorist/Reseacher	period	Concept/Ways to enhance children' self-esteem
Coopersmith	1967	Accepting
		Provided children with considerable support
		Strict
		Favored noncoercive kinds of discipline
		Democratic/Cooperation
		Use positive discipline
		Correcting inappropriate behavior
		Responbilitity
Coopersmith	1979	Certainly about child-rearing practices
		Acceptance and warmth
		Firm and consistent discipline which set clear
Hales	1979	Use positive discipline
Newman & Newman	1979	Communication
		Responsibility
Leiman & Strasburger	1985	Communication
Wallinga & Sweaney	1986	Responsibility
Hammmer & Turnur	1990	Responsibility
		Security
		Correcting inappropriate behavior

Table 1 Continued

Theorist/Reseacher	period	Concept/Ways to enhance children' self-esteem
Marion	1995	Responsibility
		Cooperation
Freecy et al	1996	Acceptance
		Expectation
		Communication
		Correcting inappropriate behavior
Bandura	1997	Acceptance
Brenda	1998	Communication
		Correcting inappropriate behavior
		Responsibility

From summary in the table above, the three categories and the eight documents below contain suggestion that can supplement the mothers' efforts as building positive self-esteem

1. **Love**, Mother show her love by:

    1.1 Acceptance

    1.2 Communication

2. **Care**, Mother provide her care by:

    2.1 Correcting inappropriate behavior

    2.2 Cooperation

    2.3 Security

3. **Understanding**, Mother build good feeling in her child by:

    3.1 Expectations

    3.2 Responsibility

    3.3 Turning failure into success

1. **Acceptance**(Coopersmith, 1967; Maccoby, 1980; Hamner and Turnur, 1990; Freecy et al., 1996; Bandura, 1997)

People are inherently worthy by virtue of having been born into the human race. Each of us has talents and abilities. And these talents and abilities are no better, no worse, no greater and no smaller; they are merely different from the talents and abilities of everyone else.

Acceptance means accepting others at "face-value." When people feel accepted they do not have to try to be anything different than what they are to please others.

Value the uniqueness of each person. No two people look or think exactly alike. People have different preferences. People grow and develop at different rates.

Help others focus on their own strengths - everyone does something well. Have them make a list of their strengths. You make a list of their strengths. Then share these lists with each other.

Remember to appreciate the strengths of others.

Treat people with respect. Let them know that you love (like) and accept them while rejecting inappropriate behavior.

Accept others' feelings as valid for them. Help others understand that it's OK to have feelings, and that there are appropriate ways of expressing feelings. At appropriate times explore with others acceptable ways of expressing feelings.

2. **Communication**(Leiman and Strasburger, 1985; Coopersmith, 1967; Newman and Newman, 1979; Freecy et al., 1996; Brenda, 1998)

Communication is essential in the development of self-esteem. When

communication is congruent it is harmonious and authentic. The words fit the feelings.

Real communication involves sending and receiving messages. Communication concerned with receiving messages involves a willingness to understand another person's point of view or way of looking at the world, or perhaps even unspoken desires and goals.

Avoid the use of "double-binding" messages

Be aware of hidden messages in some verbal communications.

Be aware of the hidden meanings that tone of voice and other nonverbal cues can communicate.

Giving responsible tasks only to those who are "responsible."

Avoid the use of "put downs" or other belittling expressions

Express your beliefs, values and opinions as your point of view - not as the "truth." Encourage others to do the same.

Accept the beliefs, values and opinions of others as their point of view; encourage others to do the same. Accepting that others have a point of view does not mean to agree or disagree with that point of view. It means to understand that they have a different point of view.

Avoid labeling yourself and others. Label behavior, not people

3. Correcting inappropriate behavior (Coopersmith, 1967; Hamner and Turnur, 1990; Freecy et al., 1996; Brenda, 1998)

Correcting inappropriate behavior should be done in such a manner that self-esteem is enhanced rather than damaged.

Determine behaviors that you want from others. Correct inappropriate behavior before it escalates.

Provide consequences every time established limits are disregarded.

Establish logical consequences for inappropriate behavior. Relate the consequences to the behavior. Avoid using moral judgment. Be concerned only with what is happening now instead of punishing for past transgressions. Avoid the use of a critical or punitive tone of voice.

Give yourself and others choices.

Model acceptable behavior. "Do as I say, not as I do" may not be effective.

Criticize the behavior, not the person.

Be specific about the behavior you want changed.

Avoid engaging in power struggles (win or lose situations). Encourage others to evaluate their behavior. Evaluate your own behavior.

Be aware that you may be contributing to the problem.

Appreciate the progress that is made in correcting undesirable behavior.   Catch others being good! Recognize their efforts. Acknowledge any improvements toward the overall goal. Appreciate your own efforts and successes in correcting undesirable behavior in a manner that enhances positive self-esteem.

4. Cooperation(Coopersmith, 1967; Marion, 1995; Brenda, 1998)

People nurtured on cooperation, acceptance and success have a much greater

chance of developing a strong self-concept. Through cooperative ventures people learn to share, empathize with others, be concerned with feelings of others, and get along better. In competition there are winners and losers. Cooperation lets everyone be winners.

Emphasize the cooperative aspects of competition. In preparing for contests, have participants study together for the contest. Be supportive of fellow team members. Be supportive of your team without denigrating opposing team members.

Focus on participation, enjoyment, contribution and satisfaction in competitive games and activities.

Emphasize skill and strategy development. In games such as softball and kickball, have the runner run all the bases and the fielders throw to all bases regardless of whether an out is made. In academic areas, keep records of individual growth in skills. Discourage the comparison of growth records and report cards.

Recognize that your worth as a person is independent of winning or losing in a game or contest.

Provide games and activities that promote inclusion rather than elimination/exclusion. Plan activities that include all family members.

Make use of cooperative assignments. Work as a team on specific projects. Take on assignments that can only be accomplished by group effort. Divide research assignments into small segments and have committees research individual segments. Divide the total group into subgroups and let individuals within each subgroup respond to each others' work, according to established criteria. Organize chores so family members can work together.

De-emphasize the use of contests as a means of motivation. Remember, the value of the process of an activity is as important as the product.

Participate in games and activities which stress contribution, enjoyment and satisfaction.

Explore ways to convert traditionally competitive games and activities into cooperative ones.

5. Security (Hammer and Turner, 1990; Feency, et al., 1996)

Providing a sense of belonging

Setting clear rules and limits appropriate for your child's age

Being consistent, Keeping your promises

Allowing your child to experience the consequences of his actions.

6. Expectations(Hamner and Turnur, 1990; Freecy et al., 1996; Brenda, 1998)

The scope of expectations is wide. To have expectations may mean that you have a fundamental belief in the worth, potential and abilities of individuals. On the other hand, it may mean that you demand that others conform to your unrealistic standards of behavior or level of achievement.

Research supports the concept that expectations of success or failure tend to become self-fulfilling prophecies.

Examine the self-fulfilling prophecies that are expressed by your expectations.

Show faith and confidence in yourself and others. Value yourself and others. Believe that everyone has the resources to meet all of life's challenges. Express this belief both verbally and nonverbally.

Expectations for others: Let them know what those expectations are. Be aware that unrealistic demands can cause resentment, hurt, disappointment or anger.

7. Responsibility(Coopersmith, 1967; Hales, 1979a, 1979b; Newman and Newman, 1979; Wallinga and Sweaney, 1986; Hamner and Turnur, 1990; Marion, 1995; Freecy et al., 1996; Brenda, 1998)

Building a sense of personal power and responsibility provides an important foundation for the development of self-esteem. This foundation permits a person to feel capable and confident. Having personal power does not mean having control over others, being manipulative or domineering. What it does mean is that people have control over themselves and are aware that their own actions contribute to what happens in their lives, and that what they do makes a difference.

Develop effective decision-making skills and help others to do the same. Let others make decisions when appropriate. Provide regular opportunities for making choices. Give your reasons for your own beliefs and values and invite others to do the same. Follow through on your decisions and encourage others to do the same.

Set tasks and let others complete them in their own way, whenever possible.

Understand that everyone is responsible for their own feelings. People see and respond to similar situations from their own point of view. People can choose how they will feel and how they will respond to any situation in their lives.

Determine those things for which you are responsible.

8. Turning failure into success(Hamner and Turnur, 1990; Freecy et al., 1996; Brenda, 1998).

Repeated failures contribute to feelings of negative self-worth. Even the fear of failure serves to immobilize people to such an extent that they are reluctant to try. To overcome the fear of failure and its paralyzing effects, you must recognize and accept that a failure to achieve does not make you a "failure."

Highlight successes rather than "failures." Direct attention to the number of correct responses or the part of a task that was done well. Recognize and appreciate creativity and clarity of thought in a composition, rather than drawing attention only to poor spelling, poor grammar, incorrect punctuation, etc.

Celebrate when errors are discovered! Trial and error is a valid way of learning. Everyone makes mistakes. No one purposely makes mistakes. Use mistakes as an opportunity to teach, rather than to blame, label or embarrass. Admit your own mistakes. Look for mistakes that make sense.

Plan activities so that the chance of experiencing success is increased. Instead of one big goal, have several small ones. Divide activities so that one stage can be completed at a time.

2.5 THEORIES RELATED FACTORS AFFECTING THE STATE OF MATERNAL CHILD-REARING PRACTICES

2.5.1 Social Comparison theory

Social comparison theory suggests that people tend to compare themselves with someone similar to themselves with someone divergent in opinion and ability. Because the gender-based role pattern in marital relation-ships was dominant until recently in Asian society, individuals probably compared their marital inputs and outcomes mainly

with those of same-sex others in some reference group, since same-sex others were considered to be more similar than the spouse with regard to roles, duties, needs, and preferences. Such comparisons will be called here referential comparisons(Buunk and Van Yperen, 1989). Festinger(1954, quoted in VanYperin and Buunk, 1991:169) assumed that if no objective standard is available, the only one source of information for evaluating one's opinions, abilities, or emotions lies in comparison with others. In a similar vein, the fairness of one's marital relationship can be evaluated as suggested by equity theorists(Walster, Waster, and Berscheid, 1978), by comparing one's own input/outcome ratio with the input/outcome ratio of comparison others(Austin, McGuinn, and Susmich, 1980).

From a social comparison perspective, over the past decades, In egalitarian relationships, the role of men and of women are supposed to be more symmetrical. Men in egalitarian families are more involved in the family than men in traditional families, and women in such families are more involved in the workplace. This increasing similarity between the spouses implies that social comparison within the relationship has become more and more relevant. This type of comparison will be referred to as relational comparison. One can argue that by considering their spouse as a relevant comparison other, and by stressing the value of their husband's outcomes, such as the pursuit of a career, an income of one's own, and an interesting life, women in traditional marriages frequently concluded that they received an unfair deal in their relationship (Buunk and Van Yperen, 1989). Accordingly, many women may have become dissatisfied with their relationship, even though they still may consider themselves better off than other women.

Since the 1970s a considerable amount of social psychological research has been conducted on relational comparisons, particularly from the perspective of equity theory (Walster, Waster, and Berscheid, 1978). In general, it has been found that more women than men feel under benefited in their marital relationship, whereas more men than women feel over benefited (Rachlin, 1987, Snell and Belk, 1985, Van Yperen and Buunk, 1990). According to equality theory, these perceptions of inequity will result in a degree of satisfaction with the relationship which is less than the perceptions of equally. Underbenifited individuals will be least satisfied. Because of the existence of an interdependent relationship with the partner, in which the outcomes are closely related and overlapping(Kelley, 1979), the perception of being overbenefited also is supposed to be less satisfying than being treated equitably, although more satisfying than being underbenefited. Overbenefited individuals will feel guilty and will worry about losing their spouse. This proposed relationship between the perception of equity/inequity has been established frequently (Hatfield et al, 1985). Although it seems quite plausible that perceived inequity produces dissatisfaction with the relationship, one also could argue that dissatisfaction influences one's sense of equaty (Huston and Burgress, 1979). A longitudinal study by Van Yperen perception of inequity leads to relationship dissatisfaction instead of vice versa. Moreover. it is some what difficult to explain why a feeling of dissatisfaction should produce a feeling of being overbenefited (Utene et al. 1984).

In this study, I theorize that wives comparison with the husband will be related particularly to the satisfaction among individuals with egalitarian gender role beliefs

Egalitarians (i.e., individuals with egalitarian gender role attitudes) believe that there are no essential differences between men and women. Moreover, it is assumed that social comparisons will play a greater role among egalitarian women than among egalitarian men. Although men have increased their involvement in household activities, they still identify primarily with breadwinner role. Eva today, women take on moodier burden of household and child care responsibilities(Sekaran, 1986; Steil and Turesky,1987).

2.5.2 Identity Theory

Identity theory is grounded in the symbolic interactions assumption that the *self* is a product of social interaction: people become objects to themselves through observing how others treat them as objects in interaction(Mead, 1934 quoted in Roberts and Bengtson, 1993). Among sociological social psychologists, identity theory has come to be widely used to make sense of self and society relationships (e.g., Burke 1981; Stryker, 1980). According to this view, the self-concept is shaped by symbolically communicated information received from significant others (such as family members, teachers, friends, and peers). The developing personas this information in reflexively constructing both definitional and evaluative orientations toward himself or herself. Serpe (1987:44-45) commitment to an identity depends on two things: the number of relationships a person has that are premised on the identity, and the strength of the good feelings that are derived from the activities and relationships the identity affords. Commitment thus is a consequence of the extensiveness and emotional intensiveness of the social relationships that are premised on playing a particular role and adopting their associated identity. Identity theory the holds that the more strongly committed a person is to an identity, the

more salient the identity will become in that person's hierarchy of identities. This means that the identity is more likely to be invoked in more situations; it becomes more central to and more defining of who and what a person is. In this way the structure of the self is viewed as deriving from a person's location in a larger societal pattern of role relationships.

In this view. commitment to an identity is seen as growing out of an individual's experience of its value for generating positive self-evaluative information in a variety of contexts. People will be committed, in other words, to those identities which they have used successfully, and can continue to use, to generate positive self-evaluative information from the sources that are most important to them. Commitment to an identity therefore will depend not only on the extensiveness or intensiveness of network involvement's, but also on whether or not those involvement's facilitate the generation of self-esteem from especially valued sources.

2.5.3 Symbolic Interaction

The interactionist model is based on the assumption that society is created and maintained through the interaction of its members and how its members define reality. In these sense, reality is what members agree to be reality. This process of negotiation is expressed in William I. Thomas's(1931/1966)classic statement, which is now referred to as the Thomas Theorem: A situation defined as real is real in its consequences. As developed by Grorge-Herbert Mead(1934), symbolic interaction is interested in those meanings people attach to their own behavior as well as the the behavior of others.

Interaction occurs in a patterned, structured way because the people can agree on the meaning of shared symbols, such as words, written language, signs, and gestures.

A variation of symbolic interaction theory, known as dramaturgical analysis, is especially meaningful when considering gender roles. The active role which individuals take in guiding their behavior is maximized if interaction is seen to occur on a kind of social stage. Associated with the writings of Erving Goffman(1963; 1971), dramaturgy maintains that when people attempt to create a certain impression, they actually assume various roles in performance which others will evaluate. Each encounter with another person allows for a myriad of roles to be performed.

A more sophisticated model of gender-related behaviors which combines concepts from symbolic interaction and broader social psychology is offered by Deaux and Major (1987) who purpose that actions are influenced by the expectations of perceivers, self-esteem of the target, and situational cues. This interaction-based approach allows for the prediction of both stable and variable gender differences in the explanation, the setting in which the behavior occurs. Gender thus becomes a "component of ongoing interactions in which perceivers emit expectancies, targets(selves) negotiate their own identities," and in which the context of the interaction shapes the resultant behavior (Deaux and Major, 1987:369) Their model points to the complexity of gender-linked expectations and provides a useful framework for analyzing data from a variety of situations.

2.5.4 Functionalism Theory

Functionalists seek to identify the basic elements or parts of society, determine the functions these part play, and then consider how the entire society operates or functions.

As Hess et al. (1988:15)state, the basic question of functional analysis is "how does any specific" element of social structure contribute to stability of the whole; that is, what is the social function of that structural element?. Functionalism, then, attempts to discover the consequences of any given pattern.

In term of gender roles, Parsons and Bales(1955)argue that there is less disruption and competition, thus more harmony and stability, when spouses assume complementary and specialized roles. When the husband-father takes on the instrument role, he helps to maintain the basic social and physical integrity of the family, by providing food and shelter and linking the family to the world outside the home. When the wife-mother take on the expressive role, she helps cement relationships, provides the emotional support and nurturing qualities which sustain the family unit, and ensures that the household runs smoothly. When deviation from these roles occurs or when they overlap to a great extent, the family system is propelled into a temporary state of disequilibrium. Functionalism maintains that the system will eventually return to a balanced state, but that disruption may have been avoided if traditional gender roles had been followed in first place. A functionalist would argue, for instance, that gender role ambiguity is a major element in divorce. In contemporary industrialized societies, large families are actually dysfunctional and the family it self is no longer a unit of economic production. Families may be maintained without the previous rigid division of labor, which means that specialization of tasks within families, especially by gender, are now more dysfunctional than functional. As will be demonstrated, research also consistently demonstrates that despite the tension associated with multiple roles in the home and workplace, women report high

levels of gratification, self-esteem, status security, and personally enriched lives.(Lindsey, 1994:4-7)

2.5.5 Resource Exchange Theory

A resource is defined as anything that can be transmitted from one person to another. Foa and Foa (Quoted in Retting & BuBolz, 1983:498-499) proposed a resource exchange theory that may be used to categorize and to structure a wide array of resources as well as to describe their pattern of exchanges (i.e., the functional relations).

According to Foa, resources are defined and categorized as follows: (a) "Love-an expression of effectionate regard, warmth, or comfort; (b) status-an evaluative judgment conveying high or low prestige, regard, or esteem; (c) information-any advice, opinions or instructions; (d) money-any coin or token that has some standard of exchange value; (e) goods-any products or objects; and (f) services-activities on the body or beginning to the individual."

To organize these six resource categories, two dimensions (facets) are hypothesized to underlie the six resource categories: particularism and concreteness. Particularism indicates "the extent to which the value of a given resource is influenced by the particular persons involved in the exchange"., and concreteness "suggests the form or type of expression characteristic of the various resources". The ordering of these resources may be found in figure 4.
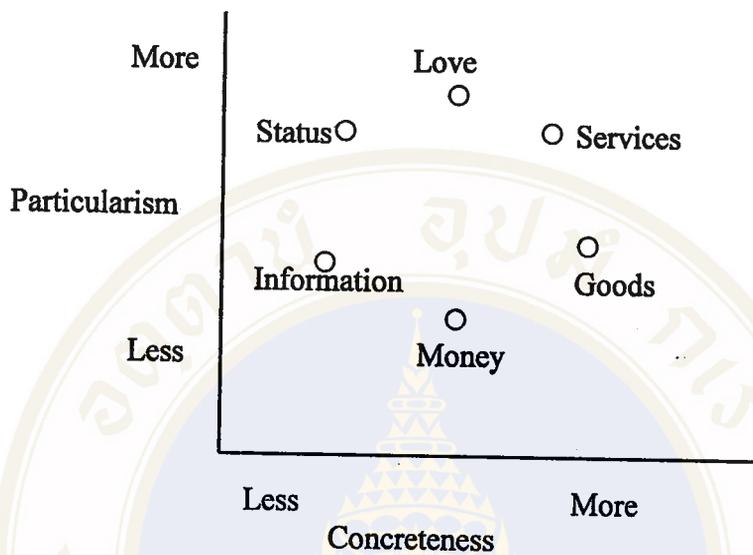
Figure 4 Hypothesized structure of resource categories.
Source: Retting & BuBolz, 1983:498

Based on this configuration, love is viewed as highly particularistic since "it

matter a great deal from whom we receive love as its reinforcing effectiveness is closely

tied to the person-stimulus". On the other hand, money is viewed as low on the

particularistic dimension (i.e., high universalistic), since it is generally exchanged across a

wide variety of people. Services and goods are conceptualized as concrete, since they

involve the exchange of something tangible (e.g., buying groceries, fixing someone's car).

Status and information are abstract resources and are typically exchanged by symbolic

behavior (e.g., giving someone respect).

Several implications of the structural and functional relationships among the

resource categories have received empirical testing and support. For intense, Foa, and Foa

tested the hypothesis that proximal resource categories would be perceived as similar. In

their experiment, subjects were given a particular resource category to use as a standard

and asked to judge which one of the five remaining categorized was most

similar/dissimilar to that standard. The data were basically consistent with the circular

structure of the resource categories. Thus, when love was the standard, money was viewed

as least similar and most dissimilar and least dissimilar. In addition, support for the

theoretical structure was obtained regardless of which resource category served as the

standard. The researchers also found that subjects were more likely to choose the same

resource in exchange for a given resource. For instance, when given a behavior in the

category of love, subjects were more likely to exchange love than any of the other

resources(Brinberg and Casteil, 1982:261). However, no attempt was made to more

directly identify the dimensions underlying the resource categories by some type of

scaling technique (e.g., factor analysis, multidimensional scaling). Foa & Foa concluded

that, if a spouse more resource exchange, they will possibility high level marital

satisfaction.

2.5.6 Role Theory

The role of wife-mother consists of a variety of subroles. These many vary

according to the social class, ethnic group and background, and other related factors

pertaining to an individual. The role has certain socially prescribed characteristics that

come from a variety of traditional sources.

Sociologists describe this role and that of the husband-father I sex-role related

terms (Parsons and Bales, 1955 quoted in Bigner, 1983:79). From traditional view, the

wife-mother role is seen as having expressive characteristics. This refers to role behaviors

that are labeled as affectionate, emotionally warm, and supportive of other family members. The functions of this role, from the traditional view point, are those of being the mediator, comforter, and consoler of the family members (Zelditch, 1955 quoted in Bigner, 1983:79).

The term wife is derived from an ancient AngloSaxon verb meaning "to weave." in the far past, a female who was intent on marriage; hence the word alludes to the status of women who are married rather than spinsters (Wagner, 1968). In more recent times, Evelyn Duvall (1977) analyzes and listed the developmental tasks of wives. These challenges fit the traditional idea of a full-time wife and mother and may not necessarily apply to all women every where who assume this role. These may well represent an idea-type construct of the "good" wife role.

The mothering part of the wife role is conspicuous in our society. It has been and continues to be a primary role to which girls are socialized, For years, motherhood stood as the proof of a women's femininity and the core of her adult life. Her identity as a person and the reason for her existence were equated with her role as a mother. The division of labor with in the family increasingly emphasized the woman's responsibilities in child-rearing over the years. No doubt has exited, until recently, that motherhood should be the primary occupation of women in society. With other changes in family functions, the importance and value of mothering as conceived of in the past have been reassessed. Influences from outside the family, such as television, the school, and other social agencies, have tended to underline the formerly important education functions of

mothering. Child-rearing is now viewed as only one of the many functions that women perform in the family.

2.5.7 Social Support Theory

Social support has been described as a "ubiquitous, yet indistinctly defined concept" (Barrera, 1981:70). This description refers to the fact that most research in this area has not been designed with consistent, clearly developed conceptions about the nature and function of social support (Heller, Swindle, & Dusenburg, 1986; Lieberman, 1986; Shumaker & Brownell, 1984; Tardy, 1985). To improve the quality of future research efforts, a number of researchers have stressed the importance of viewing social support as a multidimensional construct(Thoits, 1982).

Siddney Cobb (1976:300) begins his major review paper on social support by defining social support as:

...information belongings to one or more of the following three classes:

1. Information leading the subject to believe that he is cared for and loved;

2. Information leading the subject to believe that he is esteemed and valued;

3. Information leading the subject to believe that he is belongs to a network of communication and mutual obligation.

Here and in later paper Cobb (1979) refers to these three aspects of social support as; (1) "emotional support," (2) "esteem support,"(3) "network support." In his later paper, Cobb (1979:93-94) explicitly distinguishes social support from: (a) "instrumental" support or counseling, (b) "active" support or mothering, and (c) "material" support or goods and service. Although Cobb is correctly distinguishing among different types of support and

focusing attention on the most important, labeling only one type as social support is unduly restrictive.

Washington, D.C.: American Association for the Advancement of science. Kahn and Antonucci (1980) define social support as "interpersonal transactions that include one or more of the following key elements: Avect, affirmation, and aid." They go on to define affect as "expressions of liking, admiration, respect, or love", including under one heading what Cobb terms "emotional" support and "esteem" support. Affirmation refers to "expressions of agreement or acknowledgment of the appropriateness or rightness of some act or statement of another one person." Finally, aid refers to "transactions in which direct aid or assistance is given, including things, money, information, time and entitlements," which Cobb chooses to label as "material," "active," and/or "instrumental" support rather than as social support.

The nurture and specificity of each definition of social support depends on the study for which it was designed. Barrera (1981) created a measurement of support that included such specific categories as intimate interaction, material aid, and social participation. Caplan (1974). on the other hand, outlined three broader themes involved in support: helping the individual mobilize psychological resources and master emotional burdens, sharing the individual's tasks, and providing extra supplies (money, materials, skills, guidance) to improve handling of situation.

House's (1981) conceptualization of support, which served as the foundation of the current investigation, included: (a) emotional support-esteem, affection, trust, concern, listening; (b) appraisal support-affirmation, feedback, social comparison; (c)

informational support-advice, suggestion, directives, information; and (d) instrumental modification.

1)Sources of social support

Social support may be provided by different sources for adult. Belsky (1984) emphasized the importance of the marital relationship for adult mothers. These mothers, facing the stresses of the first years of parenthood, are often able to receive support from their husbands, who may be experience similar feelings. fears, and frustrations. This position is supported by Crnic, Greenberg, Rogozin, Robinson, and Basham (1983) who found that intimate spousal support was more beneficial than was support from community members or friends.

Although social support has sometimes been viewed as a unitary construct that represents a combination of support received from all available sources, many research suggests that some sources of support may be more important than others at critical transition points in development and thus provide more effective maternal support. In order to explore differences between groups and examine their impact on the role of social support in child mothers, carefully designed research needs to conceptualize support in multidimensional ways and compare the relative availability and effects of support from family, male partners, friends, community agencies, work and school on common dimensions in the lives of child mothers.

2)Types of social supports.

Social supports are the resources that are provided to one by other people. Various taxonomies have been proposed of the different typed and functions of social

support. Social support seem to include some mention of tangible or instrumental aid, emotional support, informational support and appraisal support (Berg and Piner, 1990:140). Types of social support component can be define in below.

Emotional support is included in one form or another in all schemes. When individuals think of people being "supportive" toward them, they think mainly of emotional support; this category subsumes the largest number of the specific acts of support reported by Gottlieb's (1978, quoted in House, 1981:24) respondents.

Instrumental support is the most clearly distinguished from emotional support, at least in theory, involving instrumental behaviors that directly help the person in need. Individuals give instrumental support when they help other people do their work, take care of them, or help them pay their bills. It is important to recognize, however, that a purely instrumental act also has psychological consequences. Thus, giving a person money can be s sigh of caring or source of information and appraisal.

Information support, means providing a person with information that the person can use in coping with personal and environmental problems. In contrast to instrumental support, such information is not in and of itself helpful, rather it helps people to help themselves. For example, informing an unemployed person of job opportunities or more generally teaching them how to find a job is informational support. Obviously, providing information may imply emotional support and may, at times, constitute instrumental support.

Appraisal support, like informational support, involves only transmissions of information, rather than the affect involved in emotional support or the aid involved in

instrumental support. However, the information involved in appraisal support is relevant to self-evaluation- what social psychologists have termed social comparison (Jones and Gerard, 1967). That is, other people are sources of information that individuals use in evaluating themselves. Such information can be implicitly or explicitly evaluative.

Each of the four types of support can be classified into more specific acts or types of support, but these four constitute a minimal set of potential types of social support that is more inclusive than any of the conceptions previously addressed.

A second major approach to studying social supports through investigation of persons' social network. The types of social support noted above are generally measured through assessing subjects' perceptions that they have received certain supports and/or their satisfaction with them. In a social-network approach, the emphasis has been on obtaining valid and reliable quantitative measures of the structure of relations within a group. The assumption is made that these structural attributes reflect the extent to which a person receives social support from members of that group. Specifically, network analysis is concerned with assessing the connections or ties between a group of individuals and how these ties influence an individual's well-being.

A second approach to looking as friendship is found in Weiss (1974) who distinguishes six needs/provisions that are important in social relationships. These six needs are:

1. the opportunity for being nurturant (feeling needed by others);

2. attachment (emotional closeness);

3. social integration (a sense of belonging to a group who share similar interests, concerns, and activities);

4. reassurance of worth (recognition of competence, skill, and value by others);

5. guidance (advice or information); and

6. reliable alliance (persons who can be counted on for tangible assistance).

2.5.8 Social Exchange Theory

Social exchange theory assumes that, analogous to patterns of economic exchange, individuals tend to maximize their benefits and minimize their costs in social interactions. Since social exchange resources can be material as well as immaterial it is important to note that this reflects a huge difference in economic exchanges. Costs and benefits of social exchange can be perceived differently by individuals. This gives rise to certain amount of uncertainty about at which point a given exchange is perceived to be 'Just' or 'equal'. The exchange of goods and services is also regulated by social norms. The most exchange is the norm of reciprocity. According to this universal norm, any individual who receives goods or services is supposed to reciprocate this action adequately (Goulder, 1960 quoted in Semin and Fiedler, 1996:394-395). Whether a given exchange corresponds to this norm is governed by social- and culture-specific rules of exchange (Befu, 1980 quoted in Semin and Fiedler, 1996:395). These rules refer to a variety of attributes which characterize the social exchange process.

Such considerations are in line with suggestions that both characteristics of the person and of the environment and the transaction of personal and environmental resources should be considered (Lawton, 1989 quoted in Semin and Fiedler, 1996:395).

Thus, the environmental context of social support exchanges need to be considered. In some instances, social support might not be adequate or might even have detrimental aspects, particularly in the case of overprotection, or when too much support is offered, or when support is provided that is not needed. The adequacy of support received might also depend on the degree to which people still feel 'in control' of such supportive transactions or the support relationship.

Table 2 Factors as aspect of maternal child-rearing practices

Thories	Factors
Social Comparison	1. Gender role attitude
	2. Relationship satisfaction
Identity	1. Self-esteem
	2. Self-evaluation
Symbolic Interaction	1. expectation of perceivers
	2. self-esteem of the target
	3. situational cues
Resource Exchange	1. marital satisfaction
	2. exchange satisfaction
Fuctionalism	1. self-esteem
	2. status security
	3. personal enriched live
Role	1. division of labour
	2. television
	3. the school
	4. social agencies
	5. social support
	6. community group
Social Support	1. Emotion support
	2. information support
	3. instrument support
Social Exchange	1. Marital satisfaction
	2. family resources

2.6 FACTORS AFFECTING THE STATE OF MATERNAL CHILD-REARING PRACTICES RESEARCH

2.6.1 Sex Of Children

Sex of children is another factor influencing nurturing behavior of parents (quoted to Marisa Rattapat, 1989), acknowledgement, attitude and parent' s expectation of the child. Mother tends to protect her daughter more than her son and not to motivate her for self –reliance as fast as her son furthermore, mother tends to support he son for self-reliance more freely than daughter.

Nucci and Smetana (1996) found in the ways mothers characterized boys' and girls' resistance's to parental authority and in the content of mother-child disputes. Elings (1988) showed that in preschoolers, authoritative parenting was associated with girls' self-esteem, but fathers' authoritative parenting was associated with low self-esteem in preschool boys. Haltiwanger (1995) found a significant interaction effect for conditionality and gender, indicating that daughters' presented self-esteem was higher when parents endorsed use of high levels of conditionality, while sons' presented self-esteem was lower when conditionality was high.

Conclusion, sex of children has influenced to the way mother would treat her children. Girls tend to get protection more than boys do but less motivation in self-confidence and this could effect her self-esteem.

2.6.2   Number Of Children

Lavee et al. (1996) indicated that, as expected, the number of children at home have direct impact on the parents' level of distress in their parental role and only an indirect effect (through parenting stress) on the marital relationship. Marini (1980)

suggest that the number of children in the family has no direct effect on marital satisfaction but has a direct negative effect on parental satisfaction. Abbott & Brody (1985) found that the number of children living at home was included as a marital satisfaction in their study. Although the number of children at home is sometimes conceptualized as a demographic characteristic of families, and controlled as such, this variable will define as a marital satisfaction for theoretical reasons. Previous research shows that marital satisfaction and the number of children at home very inversely (Abbott and Brody, 1985), which suggests the theoretical importance of children as a marital satisfaction. Furthermore, satisfaction in the parental role is expected to vary inversely with the number of children living at home because demands on parents for time and resources will increase as the number of children increases. Goldsteen and Ross (1989) found that concerning life cycle imply mothers of different ages will be differentially distressed by children. Perceived burden was affected by number of children. Morrow (1989) found that parents with one child responded more positively to their preschoolers' fears of the dark, but parents with three or more children responded more punitively in the same situation. Parents with one child responded more positively to their youngsters being well behaved in front of others. Interaction effects for gender, family size, and child behavior were also observed. In Thailand, the number of children per adult in the family is one of the most important factors determining women's role   (Navachinda, 1989).

Most Researcher found that number of children at home was included as a marital satisfaction and parents with one children responded more positively than parent with more children.

2.6.3   Order Of Children

Order of children is another factor influenced to nurturing behavior of mother which Adler (quoted in Nantiga, 1979)stated that different order of children would reflect different ways of parent' s child-rearing. After having second child, the first child is always neglected. The child would think that younger brother or sister has taken the parents' love. But Sucha and Surang(1977)said that the parents would not take care of second child as much as the first child so the first one could possibly stand faster and having good humor. Winit Ketkam (1972) has founded that teenagers (as Wednesday child) often feel that they have got less love than teenagers who are oldest or youngest have. Thaipawan kittiwiboon(1979)discovered that mother would nurture Wednesday child with less love than the others while youngest child, as Adler quoted, would get more and reasonable love than Wednesday child.

Barry & Barry (quoted in Kittikorn Meesarp) mentioned that youngest child always be youngest because parents would take care of and do everything for so he/she would often thin of him/herself and react to the society.

To summary, order of children has effected on child-rearing experience in case of mother's interest and role that reacts differently to his/her child.

2.6.4   Age Of Mother

The social acceptance of maternal role as an adult role that is inappropriate for the psychosocially immature teenager has been supported by several studies. Having an infant before the age of 20 has been linked with child abuse(Bolton, Laner, and Kane, 1980), but variables of lower levels of education and living conditions, unstable parental

background, and prematurity make it difficult to conclude that age is the causal factor

(Kinard and Klerman, 1980). Mercer (1980) observed that although the teenager

demonstrated considerable growth in the mothering role over one year, she was hampered

by her psychosocial maturity in cueing into her infant's needs and in responding

consistently to her infant. Zukerman et al (1979) established that adolescent mothers were

more insecure in their maternal role than older mothers and relied on their mothers rather

than on professionals for medical advice. Ninety-five percent of the adolescents were

living with extended family at three months postpartum, indicating that their

developmental need to move away from family was superceded by their need for family

support at that time. Goldsteen and Ross (1989) found that concerning life cycle imply

mothers of different ages will be differentially distressed by children. Perceived burden

was affected by mother's age. Kelley et al (1993) found that associations of maternal age

with mothers' use of physical punishment; mothers' age and concerns about child

victimization with mothers' use of social control.   Simmons, Rosenberg, and Rosenberg

(1972) have argued that self-esteem may be lower among young adolescent females than

among older girls because of confusion regarding sex-role expectations. Goodman (1987)

suggested that the following possible protective factors were identified in the mothers

older age relative to help in child care.   In Thailand, Kachonrongsilpa(1987:419)

found that the mothers age 20 and lower had lower knowledge level than the mother age

21 and upper. But Pornnipa Chaikosol (1993:58) suggested that the age of mothers had no

relationship with maternal child-rearing behavior.

From the researches above, found that older mother relative to help child care more than younger mother.

2.6.5 Maternal Employment

Employed women hold less traditional gender-role attitudes than women who do not work outside the home(e.g. Tallichet and Willits, 1986; Ransford and Miller, 1983). The rationship is reciprocal; gender role attitudes contribute to decision to work outside the home, and employment liberalizes gender role attitude (Thornton, Alwin, and Camburn, 1983a). These studies suggest that mothers' employment should result in less traditional gender role attitudes in their children. For similar reason, wife's employment status is related to both her husband's and her own gender role attitudes (Huber & Spitze, 1981; Ransford & Miller, 1983).Goldsteen and Ross (1989) found that concerning life cycle imply mothers of different ages will be differentially distressed by children. Perceived burden was affected mother's employment status and the social context. Zick and Allen (1996) indicated that mothers' education and employment influenced time allocation more than family structure. Kemp (1994) found that full-time employment is associated especially with the establishment of a stable relationship, with child-rearing and, to a lesser extent, time for personal development. Full-time maternal employment was associated with more time doing homework with preadolescent mothers and less time in general leisure; part-time employment, with more time doing sports with parents (Richards and Duckett,1994).

Vannoy and Philliber (1992) explored how wife's employment and gender-role attitudes of both spouses affect perceptions of marital quality of husbands and wives. Data

from 452 married couples suggest that gender-role attitudes are more important than

wife's employment characteristics in determining the perceived quality of

marriages. Gender-role variables interacted with wife's employment characteristics.

Booth and Amato (1994) examined whether nontraditional gender roles/attitudes among

parents were associated with later life outcomes of children. Found very

little evidence that mother's participation in labor force, father's participation in household

tasks, and parents' gender role attitudes had adverse or positive effects on offspring well-

being. Weinraub and Wolf (1983) studied mother-child interaction in 28 mother-child

pairs--14 single mothers and their preschool children and 14 matched married women and

children. Found that employment differentially predicted mother-child interactions in the

2 groups. Chittraporn Pattanasiri (1992) found that working mothers rated more highly in

social child-rearing practices than did non-working mothers.

Conclusion, mother's employment assosiated with gender role attitude and child-

rearing practics.

2.6.6 Socioconomic Status

Socioeconomic status in this study refers to two characteristics of an individual or

household: mothers' s education and family income. Similarly, Laosa (1984) used

parent's education and annual family income as measures of socioeconomic status. The

effects of these two variables were examined separately because previous research

suggests they are differentially related to children's cognitive abilities. Specifically,

parent's education is better predictor of children's literacy skills than family income. The

higher a person's education, the greater the probability that he or she has completed

college courses on child development, has attended parenting classes, and has read books

concerning effective parenting strategies. Also, inductive reasoning is more apt to be used

as a form of child control by more educated, highly verbal parents, and corporal

punishment by individuals of low education (Straus, Gelles, & Steinmetz, 1980). These

dissimilarities by level of education should translate into significant, albeit modest,

differences in parental behavior. Consonant with this hypothesis, prior research has found

a small association between parents' education and quality of parenting (Simons,

Whitbeck, Conger, & Melby, 1990; Simons, Beaman, Conger, & Choa, 1993). Mother's

educational attainment is thought to influence interaction style, directly through linguistic

responsiveness (Bock & Moore, 1984) and indirectly through parental occupations and

their associated socialization strategies (Kohn & Schooler, 1983; Luster). High maternal

education is associated with stimulating home environments that provide age-appropriate

experiences for children. Kelley et al (1993) found that associations of maternal

education with mothers' use of physical punishment and maternal education with

restrictive. Guldan et al (1993) concluded that associations between education and child

feeding practices are mechanisms through which maternal education may improve child

health and growth.

Research on child-rearing finds that actually reflection of differences in ways

mothers of different social classes interact with their children (Hollingshead & Redlich,

1958 quoted in White & Watts, 1981:197-198). Ratanasangwan (1977) found that Thai

mothers at high economic level used less physical punishment than the low economic

level mothers. That the working class mothers often used the technique of physical

punishment was confirmed in survey study of Thai mothers (Suvannathat, 1981). The methods included shouting, threatening, cursing, and smacking.

Morrow(1989)found that parents higher on the socioeconomic scale were more positive, while parents lower on the socioeconomic scale were more punitive in response to dependent child behaviors. Lower class parents were also more severe when children behaved aggressively. An expected increase in the amount of physical punishment used, especially in response to aggressive child behaviors, was observed with a decrease in socioeconomic standing. However, no consistent class differences were found in the use of nonphysical responses. Interaction effects for gender, social class, and child behavior were also found.

In addition to this direct effect, level of education is expected to exert an indirect influence on psychological well-being and quality of parenting First, education is likely to impact adjustment through its association with income. Persons of low education are apt to work at unskilled, low paying jobs. Second, an indirect effect is posited through availability of social support. Several studies have report that highly educated persons have more social skills, establish more social ties, and are more involved in voluntary organizations than individuals of less education (Fischer, 1982; Lin, Ensel, & Vaughn, 1981; Veroff, Douvan, &Kulka, 1981).

An important link between poverty and developmental status relates the quality of parent/child interaction to quality of the home environment. McLoyd (1989) developed a general model of this process, relating the environmental stress of poverty to maternal emphasis on obedience, reliance on corporal punishment withholding of affection, and

nonrespontiveness to children's socioemotional needs (McLoyd, 1990). All these

behaviors are likely to have negative consequences for the quality of the home

environment and children's developmental status.

Herrenkohl and Others (1995) assessed physically abused/neglected and

nonabused/nonneglected children (n=206) at preschool and elementary school

age to identify variables significantly affecting children's behavioral functioning.

Behavioral functioning was most strongly differentiated by the sociocultural and family

climate in which the child was raised, with physical and emotional maltreatment being

significant but less powerful influences.

Evans & Davies (1994) discussed the socialization within the family and school in

Jamaica and other Caribbean nations. Child-rearing practices, especially among the lower-

class, emphasize discipline, corporal punishment, and an authoritarian parent-child

relationship. Another factor affecting childhood socialization is the practice of having

children reside with relatives or other families if the mother is unable or willing to care for

the child due to occupational or other reasons. Children learn gender roles through the

observation of the traditional male-female roles assumed in Caribbean families. The

effects of the day care, preschool, and elementary school environments on childhood

socialization are also examined, as well as the effects of economic development and

modernization.

Roberts (1987) examined that demographic variables parents' education,

vocabulary, & socioeconomic status, as well as family size & income were examined for

associations with parenting & children's competence in preschool, using data on 30

families in Vancouver, British Columbia, collected via home observations, observer ratings, psychometric tests, & self-reports. Patterns of employment & socioeconomic status differed for mothers & fathers, apparently in response to the demands of childbearing & child-rearing. However, for both parents, socioeconomic status was related across methods to parental warmth.

Dodge, Pettit, & Bates (1994)examine processes in socialization that might account for an observed relation between early socioeconomic status and later child behavior problems. Socioeconomic status was significantly negatively correlated with the factors in the child's socialization and social context, including lack of maternal warmth, mother's lack of social support. These findings suggest that part of the effect of socioeconomic status on children's aggressive development may be mediated by status-related socializing experiences.

Planos, Zayas & Buschrossnagel (1995)studied the relationship between acculturation and maternal teaching behaviors by observing 101 low-income Puerto Rican and Dominican mothers in a teaching task with their preschool children and rating six teaching behaviors frequently used by parents. Significant correlation's for the total sample were found between acculturation and three teaching behaviors (inquiry, praise, and modeling). These correlation's were the function of group difference in acculturation and not socioeconomic status.

Sonuga, Edmund et al. (1995) found on a study of 36 mothers and children to determine the role played by preschool children's intellectual and behavioral characteristics on their parents' expectations for school performance. Finds that children

whose parents had lower expectations came from lower social classes and tended to be boys.

Martini (1995) examined middle-class child-rearing philosophies and practices and their effect on children's academic success. Suggests that middle-class parenting practices reflect a coherent set of cultural beliefs about the relation of the individual to the group and about the parents' role in bringing children into the group. Suggests that these beliefs prepare children well for middle-class schooling.

Flannagan & Hardee(1994) examined the influence of mother-child conversation about child's social relationship on the development of children's interpersonal competence. Found that children's relationships with others were an integral part of mother-children conversations. The types of relationships discussed and the elaborateness with which they were discussed varied as a function of interpersonal relations, gender, and socioeconomic status of the family.

Prior et al. (1989) examined in a comparison of ratings by mothers of low SES children and mothers of high SES children, the mothers from the low SES group reported themselves as being less bothered by difficult behaviors. Mothers of low SES children did not perceive their children as being more difficult on a global rating scale.

Wilson & Matheny (1983) assessment of the home environments of 116 families whose twins were participants in a longitudinal study of early mental development were conducted. Predictions of offspring intelligence scores increased from ages six months to six years old. Although home/family variables were related to mental development, so were parental education and socioeconomic-status.

Gunarsa et al. (1986) studied the effect of child-rearing practices on the cognitive development of children under 5 years of age in Jakarta. Comparing 100 mothers of high socioeconomic status to 100 of low socioeconomic status, the study found that children of high socioeconomic-status had better facilities, a more stimulating environment, and more varied life experiences. They also began to speak earlier than low socioeconomic-status children.

Kauffman (1993) found that maternal education was the best independent predictors of the mother-preschool children affective relationship.

The literature concerning family income and child-rearing regards the poverty/nonpoverty distinction as crucial. The assumption, rarely articulared without equivocation in literature, is simple: "children from poorer families have poorer intellectual and social outcomes"(Sameroff, 1986:193). Two pathways of influence can be conceptualized: one passing through quality of child-rearing and enhancing children self-esteem. Chittraporn Pattanasiri (1992) found that mothers whose family income was higher rated more highly in social cognitive, and overall development child-rearing practices than did mothers whose family income was lower, and mothers with more education rated more highly in overall development child-rearing practices than did those with less education. Nanta Nantanee (1991) indicated that mother's education was able to predict child-rearing practices.

To conclude, socioeconomic status, as measured by maternal education, may effect child-rearing behavior. High economic status enables the mothers to provide a favorable environment at home and having a high level of education themselves enables

mothers to provide opportunities and encouragement to share intellectual and social activities with their children.

2.6.7   Social Support

Social support is generally considered to have a number of dimensions, including instrumental assistance, information provision, and emotional empathy and understanding. Further, as Henderson has proposed, social support operates on a number of egological levels including intimate relationships, friendships, and less formal neighborhood or community contacts. Thoits (1985)suggested that social support generally refers to helpful functions performed for individual by significant others such as family members, friends, coworkers, and relatives. Social can take many forms: it can include socioemotional aid, such as sympathy and group belonging. This support framework theoretically provides information which leads an individual to believe that he or she is cared for and loved, valued, and a member of network of mutual obligation (Cobb, 1976). Support can also be given in form of instrumental aid. This type of support entails actions or materials that allow the fulfillment of obligations such as job duties and child-rearing (House, 1981). A third form of support is information aid, which can include advice and personal feedback that facilitates problem solving efforts. The various forms of support are relatively independent of each other and show discriminant validity with respect to outcome measures(Schwarzer & Leppin, 1992 quoted in Emmons and Colby, 1995:948). Emotional support conveys to a person that he or she is cared for valued and is typically more strongly associated with reduced psychological distress than is other forms of support(Cohen & McKay, 1983: House, 1981; Thoits, 1985).

Kelley et al.'s (1983)analysis of close relationships also adopted an organismic

approach in which couples are viewed as complex, emergent systems involving both

partners and the social and physical environments. They considered as integral parts of the

whole the preexisting qualities of partners, how they "dovetail" or fit together, and

qualities that emerge in the process of building a relationship. Their model addresses both

the dynamic flow of events and the circular, causal sequences by which relationships

grow, develop, and are maintained. The very concept of "interdependence" implies

treating the couple as a unit, although often researchers measure partner dependence

rather than couple-level interdependence. Another research domain with strong

organismic qualities is research on the embeddedness of close relationships in complex

kin and social networks(see, for example, Duck & Silver, 1990; Milardo & Wellman,

1992). Work on how networks provide social support emphasizes the dynamic

interdependence among individuals and their networks, and temporal qualities are integral

to these analyses. First, individuals and dyads are embedded in multiple networks. Each

partner is considered to be part of the other's network; each partner has his or her own

friend and kin networks; and the couple has joint networks of friends and family. Second,

support is an integral part of dynamic relationship processes. The nature of the

relationships is not fixed but varies as social social support is asked for and received;

effective provision of support may strengthen the relationship(and ineffective or delayed

support may weaken it). Third, social support is a dynamic, temporally complex process.

First, a sense of support takes a long time to develop (that is, the scale is long ; recurrent

or cyclical/spiraling patterns of effective help seeking and giving provide the

psychological sense of support (Cutrona, Suhr, & MacFarlane, 1990). Furthermore, the timing of support is an essential ingredient of its impact. The frequency and the timing of support is an essential ingredient of its impact. The frequency and amplitude of support given and received changes the relationship between interactants, and the timing or relevance of the particular support provided for the particular presenting circumstances plays a major role in its effectiveness and its contribution to the relationship (Eckenrode & Wethington, 1990).

Recent research on how both partner cope with daily stressors (daily hassles, work overload, usual and unusual family demands, financial problems, and so on) indicates considerable emphasis on efficient cause in order to understand how one aspect of the system influences others and is reciprocally influenced. For example, common questions about multiple role stress are whether stress in one domain is carried into and influences performance in other domains and whether one spouse's stress at work can be brought home and cause stress in the partner("crossover" from one partner to the other)(Werner & Baxter, 1994:341).

Whitman et al. (1987) have asserted that social support influenced parenting behavior directly, and influences child development indirectly through its effects upon the quality of parenting. Research will be reviewed to explore the plausibility of these potential relationships between parenting and social support. Mothers generally show less acceptance, less sensitivity, less positive affect, and fewer interactions with their infants compared to adults. Specifically, Field (1980) reported that adolescents engaged in fewer behaviors with their infants, gazed at their infants less expressive than their adult

counterparts. The research of Levine, Garcia-Coll, and Oh (1985) showed similar results in that adolescent mothers displayed less positive affect, socialized less frequently and demonstrated fewer tasks for their 8 month old children in comparison to adult mothers. Crnic et al. (1983) reported that emotional support from spouse was related to greater responsivity and increased rates of expression of positive affect among a group of adult mothers. Feiring et al. (1987) studied 89 Hispanic mother child dyads from the inner city. The quantity of different types of support(Goods, services, advice, or financial) provided by relatives, friends, and professionals was assessed. For this sample, more relatives than friends provided goods as the most frequent type of support. Future research is needed to explore the strength of the direct relationships among specific types and sources of social support and child-rearing.

Haines, Hurlbert & Beggs (1996) followed House (1981) and developed a model that specifies how characteristics of the providers, their personal networks, and the community contexts in which they live facilitate or impede their ability to provide support. Age, income, network density, and local economic conditions had significant effects on support provision in the preparation phase. After comparing the explanatory power of our model in the true phases, Lye conclude by investigating the implications of this test for understanding the determinants of support provision more generally.

Jennings and Others (1991) studied a total of 44 mothers of 4 year olds were interviewed about their social networks and observed in a play session with their

children. Mothers who were more satisfied with their networks, and mothers with larger or less cohesive networks, demonstrated optimal maternal behavior more often than did other mothers.

Trivette & Dunst(1992) examined that characteristics and mediational influences of role division and social support among 88 mothers of children with mental retardation, physical disabilities, or who were developmentally at risk. The findings showed that (a) neither role characteristics (accumulation and satisfaction) nor social support varied as a function of child age or developmental status; (b)social support differed as a function of marital status but not employment status; and (c) intrafamily and extrafamily support had mediation influences on parent and family functioning beyond that due to other explainer variables.

Sheppard (1994)studied that evidence on the relationship between maternal depression and social support. Findings indicate that although social support has beneficial effects in relation to maternal depression it is a highly differentiated concept whose constituent elements work in different ways.

Leadbeater & Bishop (1994) used that maternal reports on the Child Behavior Checklist/2-3 to evaluate child, maternal, and environmental predictors of behavior problems in 83 preschool children of disadvantaged adolescent mothers. Significant correlation were consistently found between ratings Child Behavior Checklist/2-3 social supports during the first year postpartum. In hierarchical regression analyses, maternal depressive symptoms, residence with the adolescent's mother, and perceived emotional support from friends contributed most to the explained variance.

Melson et al. (1993) examined for a sample of 69 mothers and their preschool-age children, mothers completed measures that assessed their social networks and perceived parenting difficulty, and children's peer acceptance and cognitive performance were assessed. Maternal network characteristics directly predicted children's cognitive performance and indirectly predicted children's peer acceptance through effects on maternal perceptions and attributions.

Cooper et al. (1990) examined effect of social support on parent-child interaction in 19 adolescent mothers who worked in preschool classroom with skilled caregivers modeling facilitative styles of interacting with young children. Results showed that girls aged 16 and older significantly increased frequency of using responsive, engaging, and elaborative styles of behaviors; younger mothers did not show significant changes in these behaviors.

Roberts (1986) suggested that correlation the developing social abilities of children 3 to 5.8 years of age may influence the composition of their mothers' social networks. Only a few aspects of parenting were consistently related to social network variables. Kin social support appeared to buffer the effects of stress; however, contrary findings emerged for support from friends, especially fathers' friends. Partial correlational analyses were consistent with the view that the effects of parental stress on child behavior are mediated by parent-child interactions, while social networks influence children directly, and strongly. References and data tables are appended.

Vargas (1992) found a positive relationship between maternal social support and the use of inquiry, praise, and a democratic style. Modeling and positive physical control

were associated with maternal perception of child's temperament. The mother's education was a significant predictor of a structuring teaching style. A democratic style was significantly predicted by parental modernity and social support.

Mark & McLanahan (1993) described differences by gender and family structure in social support (instrumental support and emotional support) relationships with parents, siblings, other relatives, and friends. Mothers overall, are more involved in giving and getting support, especially emotion support, than fathers.

Quittner et al (1990) contrasted the widely cited "buffer" model of social support with an alternative mediator model. Distinctions were drawn between the functions of social support under chronic vs. acute stress conditions, and between situation-specific stressors and major life events. Ongoing parenting stress was assessed in 96 mothers of deaf children and 118 matched controls. Tests of the competing models showed no moderating effects for social support. However, path analyses suggested that social support mediated the relationship between stressors and outcomes. Chronic parenting stress was associated with lowered perceptions of emotional support, and greater symptoms of depression and anxiety. Furthermore, parenting stress accounted for a substantial proportion of the variance in psychological distress scores in contrast to life event stress, which was only weakly related to psychological outcomes. The implications of mediational models for understanding adaptation to chronic stress are discussed.

Belsky (1984) examined to base on the assumption that a long-neglected topic of socialization, the determinants of individual differences in parental functioning, is illuminated by research on the etiology of child maltreatment. Three domains of

determinants are identified (personal psychological resources of parents, characteristics of the child, and contextual sources of stress and support), and a process model of competent parental functioning is offered on the basis of the analysis. The model presumes that parental functioning is multiply determined, that sources of contextual stress and support can directly affect parenting or indirectly affect parenting by first influencing individual psychological well-being, that personality influences contextual support/stress, which feeds back to shape parenting, and that, in order of importance, the personal psychological resources of the parent are more effective in buffering the parent-child relation from stress than are contextual sources of support, which are themselves more effective than characteristics of the child.

Weinraub & Wolf (1983) studied social networks coping abilities life stresses and mother-child interaction in 28 mother-child pairs 14 single mothers and their reschool children and 14 matched married women and children. Questionnaires were used to measure the mothers social network coping abilities and life stress a mother-child interaction situation was used to measure maternal control maternal maturity demands maternal nurturance mother-child communication and child compliance Single parents tended to be more socially isolated than married parents They worked longer hours and received less emotional and less parental support They tended to have less stable social networks and experience more potentially stressful life changes Only in the household area did single mothers report more difficulties coping than 2 parent mothers No significant differences were found in any of the 5 mother-child interaction variables Different variables predicted mother-child interaction in the 2 samples Predicting optimal

mother-child interaction in single parent families were fewer stressful life events reduced social contact increased parenting support and hours maternal employment Predicting optimal interaction in 2parent families were fewer stressful life events satisfaction with emotional support and the availability of household help Social contacts household help and employment differentially predicted mother-child interactions in the 2 groups Implications of these differences for descriptions of the effect of social networks and maternal adjustment on child development are considered as are implications for intervention.

Burchinal, Follmer, & Bryant (1996)found that social support networks and family structure were related to proximal and distal measures of the mother's parenting style and to the children's social and cognitive development. Women with larger support networks tended to be more responsive in interactions with their infants and to provide more stimulating home environments than mothers with smaller social networks. Activity level was the only infant outcome significantly related to social support. These results support a systems model of parenting behavior and child development by indicating that maternal caregiving may be positively influenced by supportive social network.

Conclusion, social support appears to be a meaningful ecological variable influencing parenting attitudes, maternal child-rearing practices and child development.

2.6.8　Marital Satisfaction

It is important that parents have a relationship with each other as well as with their children, Parents serve as sources of mutual emotional and physical support and comfort and support is especially important in their role as caretakers. Increased parent-child

involvement and sensitive, component, affectionate parent-child relationships have been found when spouses are mutually supportive (Cowan,Cowan, Haming, & Miller, 1991; Cox et al., 1989 Crnic, Greenberg, Ragozin, Robinson, & Basham, 1983). Dual participation in household chores and caretaking can free both parents for more playful and pleasurable interactions with their children and relieve some of burdens often experienced by parents, especially mothers with young children.

A home environment that is characterized by quarreling, nagging, and disagreement has deleterious effects on both parents and children (Dix, 1991). High conflict between parents is associated with negative feelings and behavior directed toward their children and in turn with disruptions in social and cognitive competence and increased antisocial behavior in children (Cowan et al., 1991; Hetherington & Clingempeel, 1992; Hetherington & Parke, 1993).

Flynn (1979) cited evidence for a modest relationship between parental self-concept and the child's self-concept. Fynn noted that previous available data did not reveal the interrelationship of the variables with the parent's attitude toward the use of authority. His study found that fathers of girls and mothers of girls advocated significantly more control than fathers of boys and mothers of boys. Father of girls rated their children significantly higher than fathers of boys. All intercorrelations of variables were higher for boys than for girls, especially between the child's self-concept and marital satisfaction, the parent's use of authority, the father's concept of the child, and the father's self-concept. The strongest relationship was between the boys self-concept and his mother's use of authority, especially her use punishment, which suggests that boys may benefit

from less freedom and more control. It appeared that both mothers and fathers who were satisfied with there marriage tended to advocate the use of more control with their sons. Fynn concluded that children may benefit from too much or too little. It also is evident that parenting styles have differential effects on boys' and girls' attitudes about them selves.

Belsky, Youngblade, Rovine, and Volling (1991) argued that the quality of the marital relationship influences parent-child relationships. They found that husbands who are less in love with their wives and less martially satisfied behave toward their children in a more negative and intrusive manner than did the happily married husbands. Mothers seem less affected in their relationships with their children by the level of marital distress. Relationship linkages are being systematically examined(Hinde & Stevenson-Hinde, 1988; Patterson, 1992)

As is true in considering the role and functioning of any family subsystem, we must view these marital relations in terms of total family system. At the same time as the relationship between the parents is affecting how they respond to their children, the presence and behavior of the child is influencing the marital relationship. Pregnancy and the birth of a first child, in particular, are associated with a shift toward a more traditional-type division of family roles (Cowan et al., 1991; Entwisle & Doering, 1981). This shift toward more stereotyped masculine and feminine role occurs whether or not the initial role division in the family before having children was traditional or egalitarian.)Inspite of the rhetoric concerning equality of roles for men and women, even in relatively untraditional homes, these seems to be an implicit assumption that the role of the mother

with young children is in the home and that of the father to provide. Although in rare

cases a father takes time from his work to be with his wife and newborn, that time rarely

exceeds two weeks, and then even in families where both parents have worked, it is the

wife who most likely to give up her occupation. It is thus not surprising to find that the

most marked immediate decline in marital satisfaction following the birth of the first child

is found in mothers(Belsky, Long, & Rovine, 1985; Cowan et al., 1991).

Some studies have shown a decline in marital satisfaction during the childbearing

and child-rearing stages but and increase in satisfaction during the postparental years

(Rollins & Feldman, 1970).Such findings have led to the widespread generalization that

marital satisfaction follows a U-shaped curve, dropping when the first child is born,

leveling out over the child-rearing years, then moving back up again when children have

life home. Sabatelli and Shehan (1993) propose that the notion of comparison level could

help us understand why young couples with children experience lower marital satisfaction

than couples in other stages of family life (e.g., Rollins & Feldman, 1970). Sabatelli and

Shehan (1993) point out that couples with young children are in a period of family life

that follows a stage (early marriage) marked by high satisfaction and thus constituting a

high comparison level. Demands and expectations associated with child-rearing take time

and energy away from fulfilling the high marital expectations in the way they were

satisfied prior to children. Hence, the comparison of present rewards with what one has

previously received is linked to greater dissatisfaction with marriage.

Some couples may feel that their marital satisfaction remain high or even increases

over the years, while other couples experience a decline and may feel that the descriptive

terms sometimes used for mid-marriage disappointment are on target. There are may be

disenhanment, and there may be disengagement(Blood, 1969:325-333). These are the

marriages that John Cuber and Peggy Harroff(1965)have categorized as "devitalized"

because of "the clear discrepancy between middle-ages reality and earlier years." In such

cases, the couples report that once they were closely identified with each other, shared

many interests, spent a great deal of time together, and thoroughly enjoyed their sex life.

Now things have changed, and they do things for and with each other out of duty more

than out of the sense of love and delight in one an other they once felt.

In attempting to understand the complexities suggested by the various studies on

changes in marital satisfaction over the years, perhaps we need to see even more

complexities rather than trying to boil it all down to a simple truism, such as, "Marital

satisfaction does(or doesn't) decline as time goes on." There are structural and situation

factors- and not merely personality considerations-to keep in mind. If marital satisfaction

is related to socioeconomic status, we need to consider changes in access to the economic-

opportunity structure over the family life cycle.

Another factor to keep in mind is the personal growth that one or both spouses

may experience over time. People change, but not always at the same rate or in the the

same direction. New experiences, new interests, new contacts, new goals, even adopting a

whole new philosophy of life may mean that one spouse ceases to be the person the other

spouse thought he or she knew and married. Bohannan(1970:36), an authority on divorce,

suggests that an inability to tolerate change in the spouse often lies at the root of the

growing estrangement associated with a marital breakup. As a person changes over the

years, the rewards he or she offers to the spouse are likely to change as well. This will require renegotiations if the couple is to reach new agreements of expectations so that each spouse experiences maximum joint profit.(Scanzoni & Scanzoni, 1988:533)

Few studies have focused on the quality of the parental relationship in intact families. Isabella and belsky (1985) investigated 64 children, beginning from the last trimester of pregnancy and ending when the child was 1 year of age. Mothers who experienced a marital decline were more likely to have insecurely attached infants. In a second study of 100 children from the last trimester of pregnancy to age 3, Belsky, Youngblade, Rovine, and Volling (1991) found that a decline in marital quality was manifested in the father being more intrusive and less supportive and the child behaving more negatively. For mothers, the analysis suggested a tendency to compensate for a decline in marital relationship by being more supportive of the child. Studies of children in middle childhood and adolescence(Amato, 1986; Peterson & Zill, 1986) have also found stronger associations between parental marital conflict and poorer relations with fathers than mothers.

There is evidence that the perceived equality of housework affects marital satisfaction. Suitor (1991) indicates that greater satisfaction with the division of household labor is associated with higher marital satisfaction, and suggests that less disproportionate burdens in household tasks for wives in pre-and postparental family stages may party account for the U-shaped pattern of marital satisfaction. There is also some evidence that postretirement adjustment and marital happiness are higher when there is greater equality and less gender-based division of labor, as couples emphasize joint decision making,

sharing, and expressive qualities of marital relationship (Dorfman, 1992; Szinovacz, 1989; Thurnher, 1976).

Cohn et al. (1992) examined previously documented linkages between adults' working models of childhood attachment relationships & the quality of parent-child relationships are explored in the case of adult-adult relationships, drawing on interview, scale, & observational data from 27 married couples & their preschool children. Though self reported marital satisfaction is unrelated to adult attachment classifications for both husbands & wives, statistically significant differences are evident between relationships involving secure & insecure husbands: relationships in which the husband is secure are more positive & less conflictual.

Shek (1996a) studied a total of 1,501 married adults respond to the Chinese Dyadic Adjustment Scale, the Chinese Kansas Marital Satisfaction Scale, and other measures assessing their parent-child relational quality, parent-child relational demand, and attitude regarding the value of children. The results showed that those who displayed more signs of marital adjustment or satisfaction perceived (a) the parent-child relational quality to be better, (b) the parent-child relational demand to be lower, and (c) the value of children to be higher. A more favorable attitude regarding the value of children was also found to be significantly related to a better parent-child relational quality and a lower parent-child relational demand. The present findings suggest that the quality of the marital relation is intimately related to the parent-child relationship and attitude regarding the value of children in Chinese culture.

Feeney (1996) tested the proposition that attachment and caregiving are central, interrelated components of adult love relationships. A sample of 229 married couples was used to assess the association between attachment and caregiving styles and the implications of these variables for marital satisfaction. There was evidence of partner matching in terms of dimensions of attachment (Comfort with closeness. Anxiety over relationships) and caregiving (Responsive care, Compulsive care). Secure attachment (high Comfort with closeness, low Anxiety over relationships) was associated with beneficial caregiving to the spouse (high Responsive care, low Compulsive care). These associations were modest in size, however, suggesting that attachment and caregiving are separate constructs: further, these constructs were related in different ways to retrospective reports of early parenting. Marital satisfaction was higher for securely attached spouses, and for those whose partners reported more beneficial caregiving. For husbands, however, the link between caregiving and satisfaction was restricted to short-term marriages, and to those high in Anxiety over relationships. Overall, the results support the role of attachment and caregiving in marriage, but suggest that variables such as gender have important moderating effects.

Shek (1996b) examined the impact of marital quality (marital adjustment and marital satisfaction) and parent-child relationship (parent-child relational quality and parent-child relational demands) on the well-being (psychiatric morbidity, midlife crisis symptoms, positive mental health, and perceived health status) of 1,501 Chinese parents. The results showed that while measures of marital quality and parent-child relationship were significantly associated with different indicators of well-being, they were more

predictive of the well-being of mothers than fathers. Relative to parent-child relational demands, marital quality and parent-child relational quality were found   to exert stronger impact on parental well-being.

Oppenheim (1993) found that higher levels of marital satisfaction and preschool child behavior problems were associated with higher levels of boys' narrative coherence and fewer aggressive themes in girls' narratives. Higher levels of parental assistance and child participation in parent-child dyads were associated with more coherent narratives in boys and fewer aggressive themes in girls.

Berglund et al. (1996) examined forty-five women with stress urinary incontinence (SUI) and their partners have been interviewed three months before and one year after surgical treatment to investigate the social consequences of their impairment. The majority of the couples could openly discuss sexual matters with their partners and were satisfied with their sexual life. More than half of the interviewed men reported an increase in sexual desire one year after their partners operation. Whereas about every third woman in both groups reported an increase in sexual desire. However, the frequency of intercourse did not change in any groups. In conclusion, this study underlines the importance of social factors in the assessment of the consequences of stress urinary incontinence and its treatment.

Kaplan (1993) examined the extent to which marital quality, the quality of mothers' and of fathers' parenting during dyadic sessions, and the differences between mothers' and fathers' parenting styles helped predict children's academic and social adjustment. Results demonstrated that although the quality of mothers' and fathers' marital

life and parenting was linked with some aspects of children's adjustment during

kindergarten, in many instances, information about the co-parenting system helped predict

children's adjustment over and above the contributions of marriage and parenting.

Roopnarine et al. (1990) examined the links between marital relations, parenting,

and children's higher and lower forms of play in the day care peer group. Reported (1)

discrepancies between parents' ideal and real modes of parenting; (2) a correlation

between mothers' assessments of marital stress and companionship and children's play;

and (3) no correlation between modes of parenting and children's play.

Goldberg (1990) examined ninety-six dual-career married couples with a

preschool child with regard to ties between marital quality and parental perceptions.

Findings showed that parents in more satisfying marriages viewed their children more

favorably and more often reached consensus about children's problem behavior. (SH)

Ball (1990) indicated that the presence of minor children at home was significantly

related to parents' marital happiness. However, the relationship was complex and involved

the ages and numbers of the children. Sex of parent was an important variable, with

mothers more negatively affected than fathers, by numbers and ages of children in the

home. Husbands were happiest with their marriages in families with preschool or teenage

children, while wives were happiest with few or no minor children, or with preschool

children. Additional variables such as income, age, education, spouse's education, number

of children born, and number of persons in the household were also investigated for their

relationship to marital happiness.

Devall, E.L. (1990) found that marital satisfaction of wives was significantly related to greater nurturance, greater husband involvement in child care, and greater satisfaction with own and husbands' parenting. Wives in happy marriages reported greater father involvement with children whereas wives in unhappy marriages reported greater mother involvement. The importance of examining satisfaction with own and spouse's parenting was strongly supported.

Levin (1990) indicated that positive recollections of parental relationships were correlated with marital attachment and marital satisfaction. Deal (1987) found that marital satisfaction was positively related to pleasure which was then positively related to parental effectiveness for mothers.

Baker et al.(1990) assessed forty-nine families of children with mental retardation before and after a parent training program, on a variety of parent, marital, and family measures. Family characteristics were also predictive of teaching at home one year following training. The families that reported doing the least productive teaching had entered training reporting greater child-related stress and lower satisfaction with the marriage and the family.

Pattern appear to differ for husbands and wives, however, There is little evidence that the division of household labor affects well-being or marital satisfaction for husbands, whereas these are related to household fairness for wives (Keith & Wacker, 1990; Robinson & Spitze, 1992, Thompson & Walker, 1991). Thompson and Walker conclude that perceived household equity is a source of discontent for women; although most are not unhappy doing the "lion's share," they are satisfaction when division of labor

is less lopsided. Husbands are more likely than wives to be "overbenefitted" and to feel satisfied with inequalities that favor them.

This literature suggests some guiding hypotheses about the implications of employment and household labor for marital satisfaction in child-rearing. Fairness, in turn, can be expected to be related to marital satisfaction, though this relation is likely to be more salient to women.

2.6.9   Gender Role Attitude

The cause of gender differences is a vary interesting issue-is it primarily biological or environmental ? Extensive research has provided answer to some, though not all. With regard to biological factors, we have discover the following: Women on the average are shorter, weigh less, and are two-thirds as strong as men; they have higher fat-to muscle ratio-the average female has 23 percent body fat compared to 15 percent for males(Lowe, 1983); they exhale 40 percent less carbon dioxide than men, differ in nitrogen metabolism, have lower metabolic rates, and expel less air after maximum inhalation (Sherman quoted in Lott, 1987:25); and women have longer life expectancies and lower mortality rates for all ages. However, for each of these differences, the variation within each sex is always greater than the average difference between the sexes. In actuality, sex (by itself)does not explain much of the variation that exists among human beings.

However, even if the biological differences between the sexes are minimized, some important inherent distinctions remain. From his extensive studies on sex differences, biologist John Money(quoted in Time, 1973:34) has been able to identify only four biological imperatives that differentiate women and men. Only females are able

to menstruate, give birth to infants, and breast-feed, while only males are able to impregnate females. These seem to be the bottom-line innate or genetically determined differences between females and males. Yet women and men may choose not to have sexual intercourse, thereby making gestation and lactation unnecessary for women and impregnation impossible for men. Furthermore, menstruation in women is affected by many factors including environmental conditions, exercise, stress, and muscle/fat ratio

At the center of the gender role debate is the dichotomy between "provider and housekeeper roles" (Slocum & Nye, 1976) which permeate not only public spheres but also private spheres, particularly the family. Gender roles seem to be constantly changing both at work and family. At work, changes in gender role are reflected in the increasing labor force participation by women, and more women can be found in previously male-dominanted occupations. At home, changes in gender roles may be seen in a some what more egalitarian division of household work and childcare (Coverman & Sheley, 1986; Gershny & Robinson, 1988). Along with this change in actual gender-role enactment, we have seen a rather drastic change in the attitude to ward gender roles (Cherlin & Walters, 1981; Thornton et al., 1983b). Both men and women support gender role equality much more than they did in the past.

The multifaceted nature of sex role development is now generally acknowledged by scientific investigators with differing theoretical orientations. a complete account of gender role development must include:(1)the developmental sequence for each aspect,(2) the relationships between the various aspects at different levels of development, and (3) the variables which influence developmental trends and the mechanisms involved. The

focus of this part is on concepts of masculinity and femininity, especially gender role concepts. These concepts reflect the individual's knowledge and understanding about the gender role standard which prevail in his/her particular society. It is our contention that these concepts involve more than just a memory bank consisting of information about gender role standard learned by a person in the course of growing up. Rather they are organized conceptual systems whose forms change as a function of functionalism and cognitive development.(Gross, et al., 1982:13)

Scanzoni (1975) indicates that husbands who hold more egalitarian gender -role norms are more favorable to wives' employment than are husbands who hold more traditional ideas about gender roles. On the other hand the more strongly husbands believe a married woman's most important task in life is caring for her husband and children, that her greatest satisfaction should be through her family, and that if a wife does work she should not try to achieve to the degree a man does nor expect to be paid as much as a man who must support his family, the less likely they are to favor wives working(Scanzoni & Scanzoni, 1988:297).

Pattern appear to differ for husbands and wives, however, There is little evidence that the division of household labor affects well-being or gender role attitude for husbands, whereas these are related to household fairness for wives (Keith & Wacker, 1990; Robinson & Spitze, 1992, Thompson & Walker, 1991). Thompson and Walker conclude that perceived household equity is a source of discontent for women; although most are not unhappy doing the "lion's share," they are satisfaction when division of labor

is less lopsided. Husbands are more likely than wives to be "overbenefitted" and to feel satisfied with inequalities that favor them.

Bliss (1988) used that questionnaire, interview, & scale data to assess the impact of parental attitudes toward feminism on their preschool kindergarten children (N = 24). While findings support the hypothesis that parental feminist attitudes affect children's sexrole stereotyping, sex role concepts, & self-esteem, this effect may be due, in part, to other factors such as the mother's satisfaction with her maternal role.

Marshall (1990)examined women's support for the Equal Rights Amendment (ERA) by analyzing attitudes about gender and racial equality, and socioeconomic status. Explains Black women's higher ERA approval as deriving from gender-role attitudes, but more important, from experience with, and sensitivity to, racial and economic inequities.

Vannoy & Philliber (1992) explored how wife's employment and gender-role attitudes of both spouses affect perceptions of marital quality of husbands and wives. Data from 452 married couples suggest that gender-role attitudes are more important than wife's employment characteristics in determining the perceived quality of marriages. Gender-role variables interacted with wife's employment characteristics.

Cassidy & Warren (1992) indicated that individuals in dual earner families, women, and people with employed mothers expressed greater support for nontraditional gender roles, while parents were less supportive of nontraditional roles. It appears that, even among a sample of college-educated individuals, variation in gender role attitudes exists, with attitudes most strongly influenced by family employment status. The gender attitudes of both women and men appear to be consistent with the personal choices they

make about work and family arrangements. The findings suggest an important link

between work experiences, lifestyle choices, and gender role attitudes for women and

men.

This literature suggests some guiding hypotheses about the implications of

employment and household labor for gender role attitude in child-rearing. Fairness, in

turn, can be expected to be related to positive gender role attitude, though this relation is

likely to be more salient to women.

2.6.10 Maternal Self-Esteem

In an extensive study of the antecedents of self-esteem in young boys conducted

by Stanley Coopersmith (1967 quoted in Wayne, 1986:219). He compared the child-

rearing styles of parents of high-and low-self-esteem boys and found that the former had

relatively high self-esteem themselves. Medinnus and Curtis (1963 quoted in Mercer,

1986:75)confirmed a significant positive relation between maternal self-acceptance and

child-acceptance. Further, the mother's self-concept seems to be interjected by her child.

Tocco and Bridges (1973) found that the mother self-concept was related to her

kindergarten and first-grade child's self-concept . Ralph (1977)found that mothers who

rated as fussy and having negative moods. More specifically, mothers with higher self-

esteem were more likely to provide their children with greater decision making freedom,

communicate, better, be less concerned about their children's behavior, view their

children as more independent, and have children who were more satisfied with the amount

of autonomy they were given(Small, 1988:1063).   Taylor (1996). found that mothers'

self-esteem was positively associated with mothers' acceptance and negatively related to firm control.

Schneider (1989) reported mothers' depression and low-esteem were related to Perceived problems in their child and their children's ability to delay Gratification.

Rimmerman et al. (1989) studied mothers of mentally retarded children and adults found that respite care acts as a differential service that can enhance coping resources and is of most benefit to high self-esteem mothers of young developmentally disabled children, especially as a home-based model.

Small (1988) indicated that there was a relationship between a parent's feelings of self-esteem and the behavior he or she employs when interacting with the child's independence and desire for greater autonomy. More specifically, mothers with higher self-esteem were more likely to provide their children with greater decision-making freedom, communicate better, be less concerned about their children's behavior, view their children as more independent, and have children who were more satisfied with the amount of autonomy they were given.

Chao (1996) compared 48 immigrant Chinese and 50 European American mothers of preschool-age children on their perspectives on the role of parenting in their children's school success. Findings revealed that Chinese immigrants had a high regard for education and a belief in a strong parental role, while European Americans regarded social skills and self-esteem of great importance and believe in a less aggressive parental role.

Hubbstait et al. (1994) evaluated that longitudinal investigation an additive model of the impact of adolescent mothers' parenting practices on their children. Infant-mother attachment predicted behavior problems among preschool children of adolescent mothers. Adolescent mothers' self-esteem could be used to predicted their preschool children's social competence. These findings call for interventions for adolescent mothers and their children that alleviate maternal depression and promote infant secure attachment and maternal self-esteem.

Hubbs et al. (1994) described longitudinal investigation evaluating additive model of impact of adolescent mothers' parenting practices on children. Suggests infant-mother attachment predicted behavior problems among preschool children of adolescent mothers and adolescent mothers' depression explained significant additional variance in those problems. States mothers' self-esteem predicted children's social competence.

Sholomskas & Axelrod (1983) investigated the relationship of women's role choices, role satisfaction, and self-esteem to their perceptions of their earlier relationship with their mothers and to their perceptions of their mothers' roles and role satisfaction, 67 women between the ages of 28 and 38, married and college educated with preschool children, participated in this study. Women's role choices and aspects of their current life were assessed via interview. In addition, the women completed a self-report packet containing the Coopersmith Self-Esteem Inventory, a retrospective questionnaire about the mother in her various roles, and the Children's Report of Parental Behavior Inventory. Results indicated that the women's primary role decision of career, work, or homemaking did not parallel those of their mothers, but was related to their mothers' messages to them.

Career women and women at home reported having more choice in their decisions than did working women. Further, the career women's choices were more often influenced by teachers, especially female teachers. Finally, women's self-esteem and role satisfaction were significantly enhanced when the relationship with the mother was perceived as loving and accepting, with low hostility and low psychological control. In contrast, women's self-esteem and role satisfaction were generally unrelated to the retrospective reports of the mothers' roles and role satisfaction.

McCord (1979) examined that childhood and coded prior to knowledge of adult behavior provided information about the childhood homes of 201 men. Thirty years later, information about criminal behavior was collected from court records. Multiple regression and discriminant function analyses indicate that six variables describing family atmosphere during childhood--mother's self-confidence, parental aggressiveness, maternal affection, parental conflict, and supervision--have an important impact on subsequent behavior.

Conclusion, mothers' self-esteem was positively associated with positive child-rearing and self-esteem of elementary school children.

2.7 SUMMARY OF THE RESEARCHES

In the study of the state of maternal child-rearing practices toward enhancing self-esteem of school children there were many factors directly affected or influenced child-rearing practices. In consideration of these factors with those other factors, the results were either positive and negative or not at all insignificant factors. The 12 selected

exogenous and endogenous variables for the study may caused an effect between each variables. Therefore the results was described as follows:

2.7.1 Relationships Among Number Of Children And Marital Satisfaction In Child-Rearing Practices

Lavee et al. (1996) indicated that, as expected, the number of children at home have direct impact on the parents' level of distress in their parental role and only an indirect effect (through parenting stress) on the marital relationship.

Abbott & Brody (1985) found that the number of children living at home was included as a marital satisfaction in their study. Although the number of children at home is sometimes conceptualized as a demographic characteristic of families, and controlled as such, this variable will define as a marital satisfaction for theoretical reasons. Previous research shows that marital satisfaction and the number of children at home very inversely (Abbott and Brody, 1985), which suggests the theoretical importance of children as a marital satisfaction. Furthermore, satisfaction in the parental role is expected to vary inversely with the number of children living at home because demands on parents for time and resources will increase as the number of children increases.

2.7.2 Relationships Among Mother's Employment And Gender-Role Attitudes In Child-Rearing Practices

Employed women hold less traditional than women who do not work outside the home(e.g. Tallichet and Willits, 1986; Ransford and Miller, 1983). The rationship is reciprocal; gender role attitudes contribute to decision to work outside the home, and employment liberalizes gender role attitude (Thornton, Alwin, and Camburn, 1983b).

These studies suggest that mothers' employment should result in less traditional gender role attitudes in their children.

2.7.3 Relationships Among Age Of Mother And Marital Satisfaction In Child-Rearing Practices

Some studies have shown a decline in marital satisfaction during the childbearing and child-rearing stages but and increase in satisfaction during the postparental years (Rollins & Feldman, 1970).Such findings have led to the widespread generalization that marital satisfaction follows a U-shaped curve, dropping when the first child is born, leveling out over the child-rearing years, then moving back up again when children have life home.

2.7.4 Relationships Among Age Of Mother And Self-Esteem In Child-Rearing Practices

Simmons, Rosenberg, and Rosenberg (1973) have argued that self-esteem may be lower among young adolescent females than among older girls because of confusion regarding sex-role expectations.

2.7.5 Relationships Among Socioeconomic And Social Support In Child-Rearing Practices

Voight, Hans, & Bernstein (1996) studied the relation between social support and lower-income African-American adolescent mothers' parenting experience, parenting behavior, and psychological symptoms was studied. Larger support networks were associated with better maternal adjustment unless individuals providing support were also providers of conflict. The young women's own mothers were their most prominent providers of support, and the number of different types of support the grandmother

provided was related positively to quality of the adolescent's parenting behavior, but negatively to her experience of parenting. Having more friends in the network was related to better parenting behavior, but having more siblings in the network was related to poorer parenting behavior as well as more psychological symptoms. Although most of the young women relied on male partners for support, no variables related to provision of support by male partners were correlated with maternal adjustment.

Haines, Hurlbert & Beggs (1996) followed House (1981) and developed a model that specifies how characteristics of the providers, their personal networks, and the community contexts in which they live facilitate or impede their ability to provide support. Age, income, network density, and local economic conditions had significant effects on support provision in the preparation phase. After comparing the explanatory power of our model in the true phases, Lye conclude by investigating the implications of this test for understanding the determinants of support provision more generally.

2.7.6 Relationships Among Socioeconomic And Gender Role Attitude In Child-Rearing Practices

Socioeconomic status variables have been examined for their relationships to gender role attitudes. Education has been consistently found to be related gender role attitudes (Huber & Spitze, 1981: Kiecolt & Acock, 1988; Ransford & Miller, 1983). This is probably due to greater job opportunities for those with more education and greater exposure to non-traditional ideas. Income is also found to be positively related to egalitarian gender role attitudes (Huber & Spitze, 1981). Substantial earning give individuals a resource and a status which makes them less willing to stay in subordinate positions. Molm, 1978; Smith-Lovin & Tickamyer, 1978 indicated that the causal order of

the particular relationship between wife's resource variables(employment status, earnings, and education) and gender role attitudes.

2.7.7 Relationship Among Socioeconomic Status And Self-Esteem In Child-Rearing Practices

Lee & Shehan (1988)found that the self-esteem of older persons was positively affected by education, income , health, and frequency of interaction with friends. According to Gervai, Turner & Hinde(1995) suggested that highly educated mothers reported themselves to be have higher self-esteem. And Sterbin & Rakow (1996) indicated that self-esteem is significantly related to socioeconomic status.

2.7.8 Relationship Among Social Support And Self-Esteem In Child-Rearing Practices

Hoffman et al. (1993) studied whether the impact of social support on self-esteem is moderated by the adolescent's orientation toward the source of aid, using 84 Israeli adolescents. The positive effect of social figures' support on self-esteem increased as a function of interest in receiving aid from the specific source.

2.7.9 Relationship Among Self-Esteem And Marital Satisfaction In Child-Rearing Practices

Blavier & Glenn (1995) suggested that shame is a different experience from low self-esteem and is influential in perceptions of marital dynamics. According to Lee & Shehan (1988) assessed that marital satisfaction had a positive effect on self-esteem. And Sabatelli et al. (1988) indicated that important relationship between self-esteem and marital commitment.

2.7.10 Relationship Among Self-Esteem And Gender Role Attitude In Child-Rearing Practices

Gervai, Turner & Hinde(1995) suggested that self-esteem was correlated with masculinity (selfassertiveness, instrumental traits) for both males & females in both samples. Simmons, Rosenberg, and Rosenberg (1973) have argued that self-esteem may be lower among young adolescent females than among older girls because of confusion regarding sex-role expectations.

2.7.11 Relationship Among Socioeconomic Status And Gender Role Attitude In Child-Rearing Practices

Education has been consistently found to be related to gender-role attitudes (Huber & Spitze, 1981; Kiecolt & Acock, 1988; Ransford & Miller, 1983). Gervai, Turner & Hinde(1995) suggested that education was negatively correlated with traditionality in genderrelated attitudes, & highly educated mothers reported themselves to be less feminine. Mother's education is consistently and positively associated with nontraditional gender role attitudes, whether or not the mother was employed outside the home (Powell and Steelman, 1982; Ranford and Miller, 1983; Tallichet and Willits, 1986; Thornton, Alwin, and Camburn, 1983b; Kiecolt and Acock, 1988).

Income is also found to be positively related to egalitarian gender role attitudes (Harber & Spitze, 1981). Substantial earnings give individuals a resource and a status which makes them less willing to stay in subordinate positions.

Kiecolt & Acock (1988) found that mothers' employment should result in less traditional gender role attitude in their children. Employed women hold less traditional gender-role attitudes than women who do not work outside the home(e.g. Tallichet and

Willits, 1986; Ransford and Miller, 1983). The relationship is reciprocal; gender role attitudes contribute to decision to work outside the home, and employment liberalizes gender role attitude (Thornton, Alwin, and Camburn, 1983a). These studies suggest that mothers' employment should result in less traditional gender role attitudes in their children.

2.7.12 Relationship among socioeconomic status and marital satisfaction in child-rearing practices

Berry and Williams (1987) indicated that, for the wives, a large measure of their marital satisfaction was obtained through satisfaction with income, and it reflected their dependency on the financial resources of their husbands.And Lee & Shehan (1988) assessed that marital satisfaction relationship with education, and family income.

2.7.13 Relationship among social support and marital satisfaction in child-rearing practices

Julien and Markman's (1991)studied of young to midlife couples. They found that wives' marital satisfaction was more influenced by social support from husbands than husband's marital satisfaction was influenced by social support from wives. Similarly, Acitelli & Antonucci (1994) analyzed the data separately for husbands and wives reveals that perceptions of social support in marriage are more strongly related to marital satisfaction and general well-being of wives than husbands.

2.8 CONCEPTUAL FRAMEWORK

Based on the previous research review the conceptual framework of the factors affecting the state of maternal child-rearing practices toward enhancing self-esteem of school children was developed. This section presents variables and source theories of variables and conceptual model.

2.8.1 Variables Used In Conceptual Framework

The researcher has taken the above-mentioned literature into consideration in developing a conceptual framework to be used in this research in order to determine variables and to test empirical data. From the study of factors affecting the state of maternal child-rearing practices theory and self-esteem with the reviewed literature of the previous researchs. Groups of variables for this research as shown in Table 3 .

Table 3 Variables used in conceptual framework.

Variables	Theories/Concept
Sex of children	Haltiwanger(1995), Marisa Rattapat(1989)
Number of children	Lavee et al.(1996), Navachinda(1989)
Order of children	Adler, Sucha & Surang(1977)
Age of mother	Kinard & Klerman(1980), Zukerman et al.(1979)
Maternal employment	Allen(1996), Weinraub & Wolf(1983)
Socioeconomic status	Laosa(1984), Fischer(1982), Lin, Ensel, & Vaughn, (1981), Veroff, Douvan, & Kulka(1981)
Social support	Social support theory, Role theory, Whitman et al. (1987), Sheppard(1994), Melson et al(1993), Vergas (1992), Belsky(1984), Burchinal, Follmer, & Bryant (1996)
Marital satisfaction	Belsky, Youngblade, Rovine, and Volling(1991) Social exchang theory, Resource Exchange Theory,
Gender role attitude	Social comparisan theory, Bliss(1988)
Maternal self-esteem	Identity theory, Symbolic interaction theory, Fuctionalism theory. Coopersmith(1967)

2.8.2 Conceptual Framework

The conceptual framework could be apply for the analysis of the study. It can be concluded that the demographic factors, and the social and psychological factors directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children. The result as shown on conceptual framework in Figure 4.
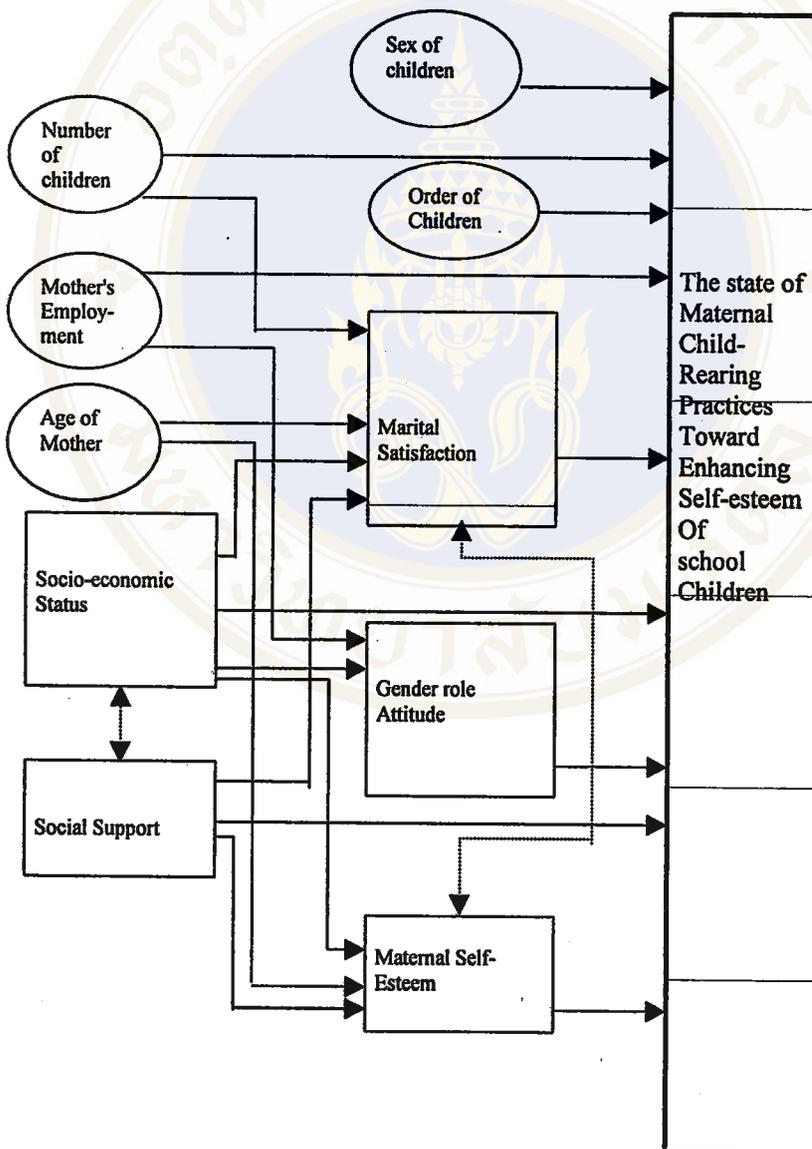
Figure 4 **Factors affecting the state of maternal child-rearing practices toward enhancing self-esteem of school children.**

CHATER III

MATERIALS AND METHODS

This Chapter provides an overview of the methodology that was used to achieve the research objective of this study. The objective of this study was to identify relationships among demographic factor, social factor, psychological factor, and the state of maternal child-rearing practices toward enhancing self-esteem of school children. This chapter describes the population and the sample, development of the instrument, procedures used in data collection, data coding, and data analysis.

3.1 POPULATION

The population of this research was composed of the 2,579 mothers of elementary school children (10-12 years old)who live with their parent and studying in Prathom 6 (Grade 6) in schools under the jurisdiction of the Office of provincial primary education of Lumphun in the academic year 1999.

3.2 SAMPLING

The researcher was divided the area of Lumphun into 8 districts as same as the governing area of Ministry of the Interior. Then the researcher took the simple random sampling choosing a school cluster under the jurisdiction of the Office of the provincial primary education of Lumphun in each district so there were 8 school clusters in the research. After that the researcher took the simple random sampling selecting 2 schools in each school clusters so there were 16 schools in the research. Later the researcher listed the students who lived with their parents and studied in primary education classes in 16 schools. And then the researcher took the simple random sampling selecting 10

elementary school children' mothers (mothers of 10-12 years old children) from the list,

mothers of 5 boys and 5 girls.

3.3 SAMPLE SELECTION

The 160 mothers of elementary school children were the sample of this research.

A summary of sample characteristics is in Table 4

Table 4 Characteristics of the sample used in the study

List of School	Clusters	Total School	Selected School
Muang Lumphun	01	10	Makhuachae, Hong-Kor Muong
Pasang	05	8	Raidong, Huay-Orr
Li	04	10	Banbuak, MuangSamPee
Ban Hong	05	7	HuayLa, WatWangLaung
Maeta	04	9	Mue-Khoa, Takad
Tunghuachang	03	5	Ban-Puang, Huayping
Ban Ti	01	10	Patan, Huay-Sye
Wiang Nong Long	02	6	WatBandong, WiangNongLong

3.4 CONSTRUCTION OF INTERVIEW QUESTIONNAIRE

The Interview questionnaire for mothers of elementary school children

information, content in the interview questions was divided into 6 sections as follows.

Section 1 Mother's background
       1.1 Sex of children
       1.2 Number of children
       1.3 Order of children
       1.4 Age of mother
       1.5 Maternal employment
       1.6 Mother's education
       1.7 Family income

Section 2 Information on social support

Section 3 Information on marital satisfaction(National Survey of Families and

Households(NSFH)quoted in Lye and Biblarz, 1993)

Section 4 Information on gender role attitude(Lye and Biblarz, 1993)

Section 5 Information on maternal self-esteem(Rosenberg, 1965)

Section 6 Information on maternal child-rearing practices on self-esteem of

elementary school children

3.5 ADDRESSING VALIBILITY AND RELIABILITY

In traditional empirical research the importance of the validity and reliablity

measures and procedures are utmost importance. The corresponding terms in naturalistic

inquiry are "audibility," and "finding" and "fittiingness" (Guba & Lincoln, 1981)

1. Validity

Content validity was established for items that were developed by the

researcher through the use of special feedback from five specialists were solicited to

correct items tied to three areas: construct, association, and clarity.

2. Reliability tests

Before moving on to data collection, the researcher needed to touch upon

the subject of reliability tests. Reliability ensures that our data collection tools would

produce results that could be duplicated over time. With out reliability, this research

would not give predictable results since others could not reproduce the same results if

they were to undertake the same research study.

Reliability refers to the consistency and stability of a score from a

measurement scale. For a valid scale, it must also be reliable. Reliability is differentiated

from validity in that the former relates to consistency whereas the latter relates to accuracy. This subject however, has already been discussed previously in this chapter.

The reliability test results are identified according to the criteria of coefficient of reliability. The value of reliability ranges from 0 to 1.0, whereupon 1.0 is absolutely reliable and 0 is absolutely unreliable. For this particular research, we expect to have a coefficient of reliability of 0.6 to 0.9 in order to assure that the research is indeed reliable for this research, interview questionnaire section 1-5 (appendix 1) was distributed to mothers of elementary school children. Thirty copies of questionnaires were interview from 3 schools. The names of schools and the number of questionnaires are shown below.

1. PaYang School (Muang Lumphun)		10 copies
2. Pasao School (Muang Lumphun)		10 copies
3. MaiTakien School (Tung Hua Chang)		10 copies
	Total	30 copies

Interview questionnaire section 2 with the number of 15 question items regarding social support, section 3 with the number of 10 question items regarding marital satisfaction, section 4 with the number of 20 question items regarding gender role attitude, section 5 with the number of 10 question items regarding maternal self-esteem, and section 6 with the number of 33 question items regarding maternal child-rearing practices.

Reliability estimates, determined by Cronbach's alpha coefficient, for each section were 0.79, 0.63, 0.74, 0.58, and 0.74, respectively.

3.6 DATA COLLECTION PROCEDURE

The data were gathered by following procedures:

3.6.1   Construction of the interview questionnaires: After the review of related theories and research and the determination of research conceptual framework, 6 interview questionnaires covering the matters mentioned in item 3.4 were construced for mothers of Grade 6 school children. Interview questionnaires were pre-tested at Muang Lumphun district, TongHuaChang District, Lumphun Province.

3.6.2   Data collection: The data were collected step as follows:

First, an official letter was prepared under the name of the Director of the Official of Lumphun primary education, to hand in to the district office heads who were in charge of areas where interviews would made.

Second, the researcher handed in the letter to the school head master and the village headmen prior to interview the mothers of school children in each village.

Third, after giving the research assistants orientation and explanation on the interview questionnaires, the researcher led 8 master'degree teachers to interview the mothers of school children.

The data collection at every districts and WiangNongLong subdistrict in Lumphun Province,was carried out during March-July, 1999.

3.7 DATA PROCESSING

All questionnaires collected were carefully checked for their completeness. After that a code entry manual was produced and given to the research assistants to enter the codes in code sheets. The data were then processed and analyzed through a computerized program.

3.8. DATA CODING

Data from the 160 useable interview questionnaire were coded into a SPSS for Windows data sheet. The SPSS data sheet has a fix column format. The first column was entered according to the interview questionnaire question number. Each question was labeled with a variable name. The variable labels are shown in Table 5.

Table 5 Variables and labels.

Variable	Lable	Value
Demographic characteristics		
Sex of children	SEX	0 to 1
Number of children	NCD	0 to 5
Order of children	ORC	1 to 9
Age of mother	AGE	1 to 7
Maternal employment	MEM	1 to 3
Social characteristics		
Socioeconomic status		
Mother's education	SES1	0 to 14
Family income	SES2	1 to 3
Social support	SSP	15 to 60

Table 5 Continued

Variable	Lable	Value
Psychological characteristics		
Marital satisfaction	MRS	2 to 46
Gender role attitude	GRA	20 to 100
Maternal self-esteem	SET	10 to 40
Maternal child-rearing practices **Toward enhancing self-esteem of** **School children**	CHRR	33 to 132

The data were checked for out-of-range responses using a frequency distribution test. The data were also checked with some computed variables for out-of-range. The out-of- range data were compared with the actual questionnaire and the errors were corrected.

3.9 DATA TRANFORMATION

Some of the variables were computed to create an index. The fifteen items of perception of social support were computed into one index(SSP). The twenty-three items of perception of marital satisfaction were computed into one index (MRS). The twenty items of perception of gender role attitude were computed into one index (GRA). The ten items of perception of maternal self-esteem were computed into one index (SET). The total number of the state of maternal child-rearing practices dependents (CHRR) was gained from the sum of the number of each category.

3.10 DATA ANALYSIS

Since this study was explanatory research, different statistical techniques for data analysis were employed. All analyses were conducted using SPSS for Windows as follow:

3.10.1. Descriptive analysis was conducted to describe the demographic(6 factors), social(2 factors)and psychological (3 factors) characteristics of respondents. The analysis of 10 variables resulted in a percentage.

3.10.2 Correlation and multiple regression analysis were used to explore the factors affecting the state of maternal child-rearing practices toward enhancing self-esteem of school children of the sample.

3.10.3 The regression equation was used to describe the state of maternal child-rearing practices toward enhancing self-esteem of school children (CHRR) changes by demographic, social, and psychological characteristics. Analysis of each variable, excluded other using Path-Analysis Model as following:

$$CHRR = f(SEX)..(i)$$
$$= f(NCD)..(ii)$$
$$\vdots$$
$$CHRR = f(SET)..(x)$$

After that all variables were considered in order to find the significant the state of maternal child rearing by using the Path Analysis Model as follows:

$$CHRR = f(SEX+NCD+ORC+MEM+AGE+SES1+SES2+SSP+MRS +GRA+SET)$$

CHAPTER IV

RESULTS

This research was an exploratory investigation and identification of the relationships among demographic factor, social factor, psychological factor, and the state of maternal child-rearing practices toward enhancing self-esteem of school children. In this chapter the sample was described, and responses were provided for issues in each of the fourteen research hypotheses. The SPSS package for Windows was used for all analyses. Appropriate data presentation of the results will also be include.

The result of the analysis from this chapter was divided into three sections:The first section was about the demographic, social and psychological characteristics of the sample. The second section was about the result of factors affecting the state of maternal child-rearing practices toward enhancing self-esteem of school children. And the third section was the conclusion of the result of the hypothesis test.

Variables Label

SEX	:	sex of children
NCD	:	number of children
ORC	:	order of children
MEM	:	maternal employment
AGE	:	age of mother
SES1	:	education level
SES2	:	family income
SSP	:	social support
MRS	:	marital satisfaction
GRA	:	gender role attitude
SET	:	maternal self-esteem
CHRR	:	the state of maternal child-rearing practices toward enhancing self-esteem of school children.

4.1 DEMOGRAPHIC, SOCIAL, AND PSYCHOLOGICAL CHARACTERISTICS

4.1.1 Demographic Characteristics Of The Sample

This section presents the demographic characteristics of the respondents. Demographic include sex of children, number of children, order of children, maternal employment, age of mothers. Table 6 shows these characteristics of the respondents.

The total of the respondents were mothers of Grade 6 (Prathom 6) school children. It can be seen two-thirds of the number of children of the respondents were only one children (60.6%)(not over 15 and not add the children that used for this research), two children (32.5%), no children (3.8%), and three children (1.9).

The order of children was found that 55 % for the most numbers of the eldest, 35.6 % for the subordinate of the second ones, the overview was the first order of the children.

The maternal employment, most of them worked outside home in part-time, the percentage was 61.9, and 21.9 % for working in full-time, 16.3 % for the fewest persons did their housework.

The age of mother between 30-34 years old, 29.4 % for the oldest between 35-39 years of age, 28.1 % and 25.0 % for the closed years of age between 25-29, most of them were between 30-39 years of age.

Table 6 Demographic characteristics of the respondents (N=160)

Demographic characteristics	Number	%
Sex of children		
Male	80	50.0
Female	80	50.0
Number of children		
0	6	3.8
1	97	60.6
2	52	32.5
3	3	1.9
4	1	0.6
5	1	0.6
Order of children		
1	88	55.0
2	57	35.6
3	8	5.0
4	3	1.9
5	1	0.6
6	2	1.3
9	1	0.6
Maternal employment		
Home duties	26	16.3
Part-time	99	61.9
Full-time	35	21.9
Age of mother		
25-29	40	25.0
30-34	47	29.4
35-39	45	28.1
40-44	18	11.3
45-49	8	5.0
50-54	2	1.3

4.1.2 Social Characteristics Of The Sample

Social factor include socioeconomic status (maternal education level and family income) and social support. Table 7 and Table 8 show these characteristics of the respondents.

1) Social Characteristics Of The Respondent

Table 7 Socioeconomic characteristics of the respondents (N=160)

Socioeconomic characteristics	Number	%
Mothers' education level		
No education	21	13.1
Prathom 1	1	0.6
Prathom 2	13	8.1
Prathom 3	6	3.8
Prathom 4	74	46.3
Prathom 5	3	1.9
Prathom 6	21	13.1
Prathom 7/ M 1	11	6.9
M.S. 1/M 2	3	1.9
M.S. 2/M 3	1	0.6
M.S. 3/M 4	2	1.3
M.S. 5/M 6	3	1.9
Graudate	1	0.6
Family income (Baht per year)		
<9,999	70	43.8
10,000-99,999	84	52.5
100,000-999,999	6	3.7

The mothers' education levels, 46.3 % for most of them finished in Grade four Prathom 4 (Grade four), the subordinate was Prathom 6 (Grade six), 13.1 % for the uneducationed mothers, and the overview of most of them finished in elementary school.

The family income, which was between 10,000-99,999 baht, 52.5% for the maximum, 43.8% for the subordinate, which was not, reached 10,000 baht per year. Only a few was over 100,000 per year.

2) Social Support Characteristics

Table 8 Percentage of mother classifed by social support

Statement	Low	Near low	Near high	High	Mean
Information Support					2.70
1. Knowledge about child-rearing practice	7.5	23.1	49.4	20.0	
2. Introducting in child care at home	7.5	23.8	47.5	21.3	
3. Telling from others to practices in child-rearing on the right way	6.3	25.6	53.8	14.4	
4. Assistance from others to solve the problems	16.9	26.9	46.3	10.0	
5. Assistance from others to live	11.9	28.8	45.6	13.8	
Instrument support					2.15
6. Assistance about finance from others	24.4	43.8	20.0	11.9	
7. Assistance about food, and something form others	25.6	36.3	27.5	10.6	
8. Assistance the materials for child-care	20.0	34.4	33.8	11.9	
9. Assistance the materials for household working	40.0	24.4	28.1	7.5	
10. Supporting the materials for child-learning from school	40.6	33.1	20.6	5.6	
Emotion Support					3.12
11. Confidenting others to talk	5.6	30.6	47.5	16.3	
12. Circumstance other not to be distress	13.8	18.1	41.9	26.3	
13. Warmness from husband ,sibling, and cousin	1.9	3.1	41.9	53.1	
14. Not lonely from husband, sibling and cousin	4.4	6.9	41.3	47.5	
15. Husband, sibling and cousin understanding about the mother's problems	2.5	11.3	42.5	43.8	

Three subjective scales of social support were measured: 1) information support 2) instrument support (financial, labor force and material supports) and 3) emotion support. Each subject had 5 items, the total was 15 items, It was found that the mothers got emotional support, most of the average was 3.12 from 5 marks, the subordinate was

information support for the everage 2.70 and 2.50 for instrument support. As regarded the the questionable items of information support, finding that most of the mothers thought of themselves about getting information support in rather high level, the suborinate was rather low. Most of them thought that they got the rather low level from others' help, the expenses of the children's learning problem and others' help during doing their housework while taking care of the children. For the emotional support the mothers thought that they got help in fairly high level, expeccially the people who closed them, this made them feel warm, confident and safe. The people who closed them never ignored or let them be alone.

4.1.3   Psychological Characteristics Of The Sample

Psychological factor include marital satisfaction, gender role attitude and maternal self-esteem.

1) Marital Satisfaction

Table 9 Percentage responses to perception of marital satisfaction level

Levels of marital satisfaction: perception of how respondents felt about their marital satisfaction utilizing the thirteen questions, the two yes-no questions, the two 4-point scale questions, and the one 5-point scale questions.

Statement	Responses	
whether or not the respondent answered "yes" to question:	**Yes**	**No**
1) Expected improvement in life marriage ended It is always difficult to predict what will happen in a marriage, but realistically, what do you think the chances are that you and your husband will eventually separate or divorce?"	3.1	96.9

Table 9 continued

Statement	Responses			
	Yes	**No**		
2) Frequency of disagreement with spouse During the past year have you ever thought that your marriage might be in trouble?	10.0	90.0		
	Very happy	**Happy**	**Little happy**	**Unhappy**
3) Report happiness of marriage	50.6	38.8	7.5	3.1
"Taking things all together all together, how would you describe your marriage?"				

4) Expect marriage will eventually end Even thought it may be very unlikely, think for a moment about how various areas of your life might be different if you separated. For each of the following areas, how do you think things would change	**Low**	**Rather-row**	**Neutral**	**Rather-high**	**High**
4.1 your standard of living?	43.8	33.1	18.8	3.8	0.6
4.2 your social life?	26.9	31.9	35.6	5.0	0.6
4.3 your career opportunities?	32.5	30.6	30.0	5.6	1.3
4.4 your overall happiness?	45.0	30.0	17.5	4.4	3.1
4.5 your sex life?"	35.0	26.9	35.6	0.6	1.9

5) Marriage in trouble in past year The following is a list of subjects on which couples often have disagreements about each of following:	**Non**	**Low**	**Neutral**	**High**
5.1 household tasks,	35.0	57.5	4.4	3.1
5.2 money,	29.4	55.6	11.9	3.1
5.3 spending time together,	44.4	42.5	6.3	6.9
5.4 sex,	35.0	53.1	6.3	5.6
5.5 each cousin in-laws.	48.1	43.1	8.1	0.6

Marital satisfaction was measured by five characteristics. It was found that the marital change of the mothers led to the separation or divorce only a little. There were some people refusing of the separartion at the percentage 90.9, 90% for no problems of the marital life during last year, 50.6% for joining to work with their husbands happily,

and 38.8% for a fairly happy life for only a few thought that they were happy only a little or they were not happy.

When considering the issue of the questions in the supposing characteristic, if she had to separate from her hasband in five cases, they were the standard of earning their liveing, the social life, the opportunity of working, the happiness and the sexual relation. It was found that theses might be made the standard of life be lower or rather low at the percentage 43.8, and 33.1% chronologically. The social life would be in the moderate level at the percentage 35.6, 32.5% and 30.6% for the lower or rather low, the opportunity of working would be lower at the percentage 32.5, rather low and modurate level at the percentage 35.6 and 35.0 respectively.

The opinion of the issue of the happy life would be lower at the percentage 45.0, 30.0 % for the rather low level, and the sexual relation of life was in the modurate level and the lower level was similar to the percentage 35.6 and 35.0% respectively. For the opinion that was not corresponded with the opinion of the husband during last year in five cases: they were; housework, the financial, spending the time to live together, the sexual relation and each both relatives. Finding that the opinion which was not corresponded with the housework at the lower percentage 57.5, 35.5% for none, the opinion of the financial at the lower percentage 55.6, 29.4% for none. The opinion that was not corresponded with spending the time to live together at the lower percentage 42.5, 44% for none. The opinion that was not corresponded with the sexual relation at the lower percentage 48.1, 43.1% for none, respectively.

2) Gender Role Attitude

Table 10 Percentage of mother classified by gender role attitude

Statement	Low	Rather low	Neural	Fairly high	High	Mean
Positive attitudes toward women working						2.92
1. "mothers who work full-time when their youngest child is under age six"	10.0	58.8	12.5	11.3	7.5	
2 "mothers who work part-time when their youngest child is under age six"	1.9	32.5	15.0	38.1	12.5	
3 "children under three years old being cared for all day in a daycare center"	12.5	43.8	8.8	25.0	10.0	
4 "School children are likely to suffer if their mother is employed";	13.1	51.3	11.9	18.8	5.0	
5 "it is much better for everyone if the man earns the main living and the women takes care of the home and family."	3.8	25.0	6.9	37.5	26.9	
Positive attitudes toward if partners work, should share housework equally						3.69
6 "if a husband and a wife both work full-time, they should share household tasks equally "	1.9	8.1	7.5	47.5	34.4	
Positive attitudes toward nontraditional family behaviors						2.07
7 "it is all right for an unmarried couple to live together as long as they have plans to marry"	34.4	38.8	6.3	14.4	6.3	
8 "it is all right for an unmarried couple to live together even if they have no interest in considering married"	34.4	43.1	6.9	11.9	3.8	
9 "women who have a child without getting married."	41.9	36.9	8.8	9.4	3.1	
Disagreement with "better to marry than go through life being single"						3.29
10. "it is better for a person to get married than to go through life being single."	3.1	15.0	20.0	38.1	23.8	

Table 10 Continued

Statement	Low	Rather low	Neural	Fairly high	High	Mean
Husband's Positive attitudes toward women working						2.82
11. "mothers who work full-time when their youngest child is under age six"	15.6	56.3	6.9	16.9	4.4	
12. "mothers who work part-time when their youngest child is under age six"	4.4	31.3	11.3	44.4	8.8	
13. "children under three years old being cared for all day in a daycare center"	10.6	53.8	7.5	20.0	8.1	
14. "School children are likely to suffer if their mother is employed";	10.6	59.4	9.4	17.5	3.1	
15. "it is much better for everyone if the man earns the main living and the women takes care of the home and family."	1.9	29.4	9.4	41.3	18.1	
Husband's Positive attitudes toward if partners work, should share housework equally.						3.69
16. "if a husband and a wife both work full-time, they should share household tasks equally "	8.1	9.4	8.1	53.8	20.6	
Husband's Positive attitudes toward nontraditional family behaviors						1.79
17. "it is all right for an unmarried couple to live together as long as they have plans to marry"	59.4	13.8	10.0	13.1	3.8	
18. "it is all right for an unmarried couple to live together even if they have no interest in considering married"	64.4	14.4	5.6	12.5	3.1	
19. "women who have a child without getting married"	68.8	10.6	3.8	3.1	3.8	
20. Husband's Disagreement with "better to marry than go through life being single"	10.6	5.0	17.5	43.1	23.8	2.36

The items for measuring gender role attitude were used the 8 questionable characteristics in order to let the mothers show off their opinion: 1) Positive attitudes toward women working 2) Positive attitudes toward if partners work, should share

housework equally 3) Positive attitudes toward nontraditional family behaviors 4) Disagreement with "better to marry than go through life being single" 5) Husband's Positive attitudes toward women working 6) Husband's Positive attitudes toward if partners work, should share housework equally.7) Husband's Positive attitudes toward nontraditional family behaviors 8) Husband's Disagreement with "better to marry than go through life being single". It was found that the maximum average was " Positive attitudes toward if partners work, should share housework equally" and "Husband's Positive attitudes toward if partners work, should share housework equally" from the five full marks, the average was equal to 3.69. The subordinate was the disagreement with "better to marry than go through life being single," the mean was 3.29. Others were the mean in the moderate level. The least average was the attitude of husband's positive attitudes toward nontraditional family behaviors by having the average of 1.79.

When considering each item, finding that there were the low attitudes to the approving items. There were: whether the husband agreed or not to the women who could have her own children without marriage, and whether the husband agreed or not to the right things if the woman and the man lived together without marriage in the mean of 68.8% and 64.4 % respectively. For the attitude of having fairly high approvingly items: whether it was agreed or not "if a husband and a wife both work full-time, they should share household tasks equally". And whether it was agreed or not "it is much better for everyone if the man earns the main living and the women takes care of the home and family".

3) Maternal Self-Esteem

Table 11 Percentage of mother classified by maternal self-esteem

Statement	High	Fairly high	Rather low	Low
1. On the whole I am satisfied with myself.	60.0	30.6	8.8	0.6
2. At times I think I am no good at all.	5.6	10.6	27.5	56.3
3. I feel that I have a number of good qualities.	36.3	48.1	14.4	1.3
4. I am able to do things as well as most other people.	52.5	36.3	9.4	1.9
5. I feel that I do not have much to be proud of.	9.4	8.8	28.8	53.1
6. I certainly feel useless at times.	2.5	6.3	11.3	80.0
7. I feel that I am a person of worth, at least on an equal plane with others	56.3	29.4	12.5	1.9
8. I wish I could have more respect for myself	51.9	23.8	16.9	7.5
9. All in all. I am inclined to feel that I am a failure	3.8	4.4	19.4	72.5
10. I take a positive attitude toward myself.	50.0	33.1	13.8	3.1

There were 10 items of maternal self-esteem, finding that there were 3 items of the most maternal approval: 60.0% for self-satisfaction in the high level and 30.6% for fairly high , 56.3% and 29.4% respectively for the feeling of being the person who had the worth at least on an equal plane with others and, 52.5 % and 36.3 % respectively for the able to do things as well as most other people. For the low attitude of the mother was: she has certainly feel useless at times the low and rather percentage of 80.0 and 11.3 respectively. The subordinate was: All in all, she was inclined to feel that a failure in the low and rather low percentage of 72.5 and 19.4 respectively. And she felt that she had no good things all the time in low and rather low percentage of 56.3 and 27.5 respectively.

In the overview, there was maternal self-esteem in the fairly high level. At present, there

is only issue for the negative feeling of the mother; she desires to have more self-esteem,

showing that there is not much enough self-esteem in the present time.

4.1.4   The State Of Maternal Child-Rearing Practices Toward Enhancing Self-Esteem Of School Children Characteristics

Table 12 Percentage of mother was classified in child-rearing practices on self-esteem of elementary school   children

Statement	High	Fairly high	Rather low	Low	Mean
Acceptance					3.34
1. You would see the good points of your children more than the bad points.	44.4	48.8	5.0	1.9	
2. You often gently and friendly talked to your children.	39.4	51.3	6.3	3.1	
3. You always understood the problems and the worries of your children.	43.1	43.8	12.5	0.6	
4. You always showed off to your children that your felf very proud of their actions.	45.6	45.0	9.4	0.0	
5. You always felt happy when going out or relaxing with your children.	58.1	30.0	8.8	3.1	
positive expectation					3.23
6. You always said "if they loved their mother, they would follow your needs".	50.6	34.4	10.6	4.4	
7. You always said "if they were interested in your feelings, they would not make their mother sad."	47.5	42.5	6.3	3.8	
8. You always said "you did everything for your children when your children did not follow your needs."	70.0	24.4	4.4	1.3	
9. You always said "your children would not get the word 'thank you' for your everything to your children."	24.4	28.1	32.5	15.0	
10. You belived that "your children would have the bright future."	40.0	45.6	13.1	1.3	
positive communication					2.68
11. You often used the word "have the mother do it for them" more than "the mother liked the methods which your children said."	14.4	27.5	39.4	18.8	
12. You were often sarcastic to your children for example, if they did not get grade 4, they could take grade 1 all of the subjects in the next time.	6.3	12.5	29.4	51.9	
13. You did not say the bad things to your children, such as: stupid, lazy, very bad, and so on.	14.4	19.4	33.8	32.5	
13. When you children did not follow your needs, you threatended them that you would tell others, such as: teachers or their friends.	20.6	33.1	37.5	8.8	

Table 12 Continued

Statement	High	Fairly high	Rather low	Low	Mean
Correcting inappropriate					2.99
15. You would explain the reasons of the punishment all the time.	48.1	38.8	13.1	0.0	
16. You permitted your children to do the things over and above your order they had enough reasons.	25.6	49.4	21.3	3.8	
17. You never apologized your children when you scolded them with misunderstanding.	20.0	40.6	22.5	16.9	
Responsibility					2.87
18. You let them make their own decision of their private things.	31.3	35.0	27.5	6.3	
19. You did not like them out-going with out any parents to control them.	3.8	23.8	34.4	38.1	
20. You did them keep everything by themselves.	42.5	46.9	9.4	1.3	
21. You believed that they could take care of themselves when they were out of your sight.	31.9	38.1	23.8	6.3	
22. You had them control how to spend their money in the suitable way.	34.4	34.4	26.9	4.4	
23. You agreed with them what they did in one day.	35.0	44.4	16.9	3.8	
Cooperation					2.93
24. You would want them to participate with almost activities.	38.1	38.8	17.5	5.6	
25. When having something that concerned with the members of the family, you had them perceive and join with their points of view.	14.4	31.3	36.9	17.5	
26. You had them join with the conversation to all members of the family closely.	65.6	26.9	7.5	0.0	
27. You and your children always enjoyed the activities with one another.	46.3	33.1	15.6	5.0	
28. You had them show off their opinions about the family's expenses.	10.0	35.0	34.4	20.6	
Turning failure into success					3.13
29. If your children did not finish their works in time, you would blame them.	12.5	50.6	27.5	9.4	
30. You advised them to do each work simply and successfully before doing more difficult work including more and more work.	35.6	49.4	13.8	1.3	
31. If your children did not finish the work or did not do very well, you would encourage them and tell them to do it again.	58.8	36.9	4.4	0.0	
Security					3.05
32. You often changed the regulations of the rule, which your children always followed them.	31.9	40.6	20.0	7.5	
33. Whether the regulations of the rule would be correct or not, they depended on your emotion and feeling only	42.5	35.6	14.4	7.5	

The state of maternal child-rearing practices toward enhancing self-esteem of school children was with the eight categories which the mother had her opinions in chronological order from many to less as followed:- 1) acceptance 2) positive expectation 3)positive communication 4) correcting inappropriate 5) responsibilities 6) cooperation 7) turning failure into success and 8) security respectively, the mean from the four full marks, finding that 3.34% for giving the maternal acceptance in the highest mean, the subordinate was 3.22% for the maternal expectation, 3.13% for the adaption of the failure to have a success. For the state of child-rearing practices toward enhancing of school children got the lowest mean: this was 2.67% for the positive communication.

When considering each item of the maternal point of view in the over high level of 50% which was in the chronological order from the most to the fewest: 1) 70% for the mother who did everything for her children when they did not follow her needs. 2) 65.6% for the mother who had them join with the conversation to all members closely 3) 58.8% for the children who did not finish the work and did not do very well, the mother would encourage and tell them to do it again. 4) 58.1% for the mother who felt happy during going out and relaxing with her children. 5) 50.6% for the mother who told her children if they loved her, they would follow her needs. These are the positive maternal opinions. But the negative opinions which were composed of the highest percentage: 20.6% for the children who did not follow her needs, she would threaten them that she would tell others, such as: teachers their friends and 20.0% for the mother who never apologized her children when she scolded them with misunderstanding.

4.2 THE ANALYSIS OF FACTORS AFFECTING THE STATE OF MATERNAL

CHILD-REARING PRACTICES TOWARD ENHANCING SELF-ESTEEM

OF SCHOOL CHILDREN

The analysis of factors affecting the state of maternal child-rearing practices

toward enhancing self-esteem of school children, it would lead to the answers of the

model test which the researcher determind it as the theory and the result of the research

concerned. That was: How much or less possibilities or correctings or importances of the

factors were affected to the state of maternal child-rearing practices toward enhancing

self-esteem of school children. There were correlation analysis, the influential analysis

and the conclusion of the analysis as follows:

4.2.1 Correlation Results

It was studied whether the independent and following variables were related or

not. If they were related, how they were related in the same direction or the opposite

direction, in which level they were related, whether they were accepted sufficiently or not.

Table 13 shows the correlation matrix among the variables. Among the sex of

children, number of children, order of children, maternal employment, age of mother,

maternal education level, family income, social support, marital satisfaction, gender role

attitude, maternal self-esteem and the state of child-rearing practices toward enhancing

self-esteem of school children were entered into correlation matrix.

Table13 The coefficient correlation between the independent and independent variables, and the independent and dependent variables

VAR	SEX	NCD	ORC	MEM	AGE	SES1	SES2	SSP	MRS	GRA	SET	CHRR
SEX	1.00	-0.10	-0.05	-0.05	0.05	0.11	0.07	-0.03	-0.16*	-0.01	-0.05	0.06
NCD		1.00	0.14*	-0.05	0.00	-0.19**	-0.24**	-0.05	0.12	0.08	-0.12	-0.08
ORC			1.00	0.30	0.55**	-.31**	-0.22**	-0.10	0.04	0.40	-0.06	-
MEM				1.00	-0.04	0.05	0.01	-0.05	-0.15*	0.09	0.01	0.21**
AGE					1.00	-.33**	-0.10	0.01	0.04	-0.07	0.04	-0.14*
SES1						1.00	0.21**	0.19**	-0.19**	0.07	0.03	0.01
SES2							1.00	0.06	0.00	-0.07	0.39**	0.08
SSP								1.00	0.07	0.21**	-0.04	0.39**
MRS									1.00	-0.23**	0.03	0.15*
GRA										1.00	-0.19**	0.10
SET											1.00	-0.02
CHRR												1.00

*Correlation is significant at the 0.05 level(one -tailed)

** Correlation is significant at the 0.01 level(one-tailed)

The state of maternal child-rearing practices toward enhancing self-esteem of school children (CHRR) showed significant positive relationships with order of children(ORC), socioeconomic status(family income-SES2), social support (SSP) and maternal self-esteem (SET). CHRR and maternal employment (MEM) had a negative correlation. From the relation between the variables in the model, finding that the independent variable consisted of 5 variables in the relation: This was by having the coefficient correlation qualized to 0.15, 0.39, 0.15, 0.36 and -0.14, at the significant level of 0.05, 0.01, 0.05, 0.01, and 0.05 respectively. That means that if a respondent (mother)had more order of children, family income, social support, and maternal self-esteem, her child-rearing practices toward enhancing self-esteem of school children tended to be higher. But those who were full-time employment tended to have less child-rearing practices toward enhancing self-esteem of school children(CHRR).

For the relation between the independent variables, finding that the children's sex was related to the maternal satisfaction (MRS) by having the coefficient correlation equalized to −0.16 at the significant level of 0.05. The number of children (not over 15 years old)(NCD) was related to the order of children(ORC) and the socioeconomic status(the educational level-SES1, the family income-SES2)by having the coefficient correlation equalized to −0.29, -0.19 and -0.24 respectively at the significant level 0.01. The order of children was related to the age of mother and the socioeconomic status (the educational level-SES1)by having coefficient correlation equalized to −0.52 and 0.19 at the significant level 0.01 and 0.05 respectively. The order of children was related to the maternal age by having the coefficient correlation equalized to 0.55 at the significant level of 0.01. The maternal employment was related to the marital satisfaction (MRS) by having the coefficient correlation equalized to −0.15 at the significant level of 0.05. The age of mother was related to the socioeconomic status (the educational level-SES1) by having the coefficient correlation equalized to −0.33 at the significant level of 0.01. The socioeconomic status (the educational level) was related to the social support (SSP) and the marital satisfaction(MRS) by having the coefficient correlation equalized to 0.19 and −0.19 at the significant level of 0.01. The socioeconomic status (the family income-SES2) was related to the maternal self-esteem (SET)by having the coefficient correlation equalized to 0.39 at the significant level of 0.01. The social support (SSP) was related to the gender role attitude (GRA)by having the coefficient correlation equalized to 0.21 at the significant level of 0.01. The marital satisfaction (MRS) was related to the maternal gender role attitude (GRA)by having the coefficient correlation equalized to 0.23 at the significant level of 0.01. And the maternal

gender role attitude (GRA) was related to the maternal self-esteem (SET)by having the coefficient correlation equalized to –0.19 at the significant level of 0.01.

That means that if a respondent had male children tended to have less levels of marital satisfaction, had more number of children tended to have more order of children, less educational level, and less family income, had more order of children tended to have less educational level and older. Those who were older tended to have more order of children, high educational level, had full-time employment tended to less marital satisfaction, had high educational level tended to have more levels of social support but less levels of marital satisfaction. Mother who had more family income tended to have more levels of self-esteem, had more social support tended to have more levels of gender role attitude. Those who had more levels of marital satisfaction tended to have more levels of gender role attitude and who had more levels of gender role attitude tended to have less self-esteem.

4.2.2 Structure Model Analysis

The measurement of the influential parameter value or the coefficient correlation from the model could be found by the Regression analysis of following the equation structure of the model from figure 5
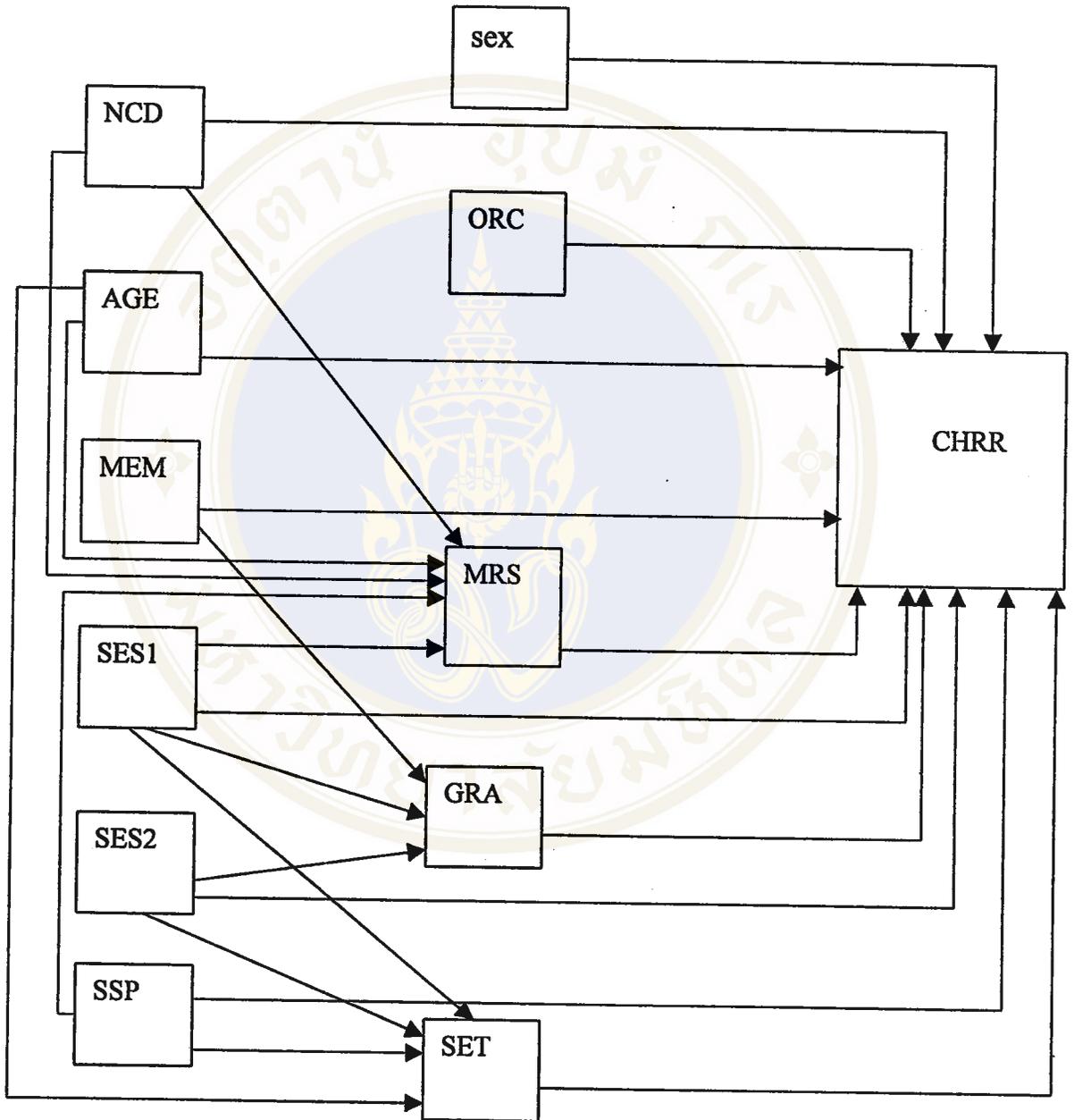
Figure 5 Casual model of factors affecting the state of maternal child-rearing practices toward enhancing self-esteem of school children

The analysis of the equation structure of the model from the above diagram would be composed of 4 equation structure as follows:

1. $Z_{MRS} = P_{MRS} Z_{NCD} + P_{MRS}Z_{AGE} + P_{MRS}Z_{SES1} + P_{MRS}Z_{SES2} + P_{MRS}Z_{SSP}$

2. $Z_{GRA} = P_{GRA}Z_{SES1} + P_{GRA}Z_{SES2} + P_{GRA}Z_{MEM}$

3. $Z_{SET} = P_{SET}Z_{AGE} + P_{SET}Z_{SES1} + P_{SET}Z_{SES2} + P_{SET}Z_{SSP}$

4. $Z_{CHRR} = P_{CHRR}Z_{SEX} + P_{CHRR}Z_{NCD} + P_{CHRR}Z_{ORC} + P_{CHRR}Z_{MEM} + P_{CHRR}Z_{AGE}$
   $+ P_{CHRR}Z_{SES1} + P_{CHRR}Z_{SES2} + P_{CHRR}Z_{SSP} + P_{CHRR}Z_{MRS} + P_{CHRR}Z_{GRA}$
   $+ P_{CHRR}Z_{SET}$

However, the analysis of the path cofficient of this study would be found by the beta value or the fourteenth table found call standardized regression coefficient, which beta value.

Table 14 Standardized regression coefficient of the equation structure
(significant = 0.05)

VAR	MRS	GRA	SET	CHRR
SEX				0.06
NCD	0.10			0.04
ORC				-0.23
MEM		0.09		-0.11
AGE	-0.03		0.07	0.14
SES1	-0.22*	0.08	-0.02	-0.01
SES2	0.06	-0.09	0.41*	0.25*
SSP	0.11		-0.07	0.13
MRS				0.09
GRA				0.07
SET				0.27*
R	0.248	0.137	0.408	0.544
R^2	0.062	0.019	0.166	0.296

*significant 0.05

From the fourteenth table, it was found that the way to find the value of the path coefficient of the method of the multiple regression analysis was only composed of 3 independent variables: The order of children, the socioeconomic status (the family income-SES2) and the maternal self-esteem (SET) which were directly affected to the state of maternal child-rearing practices toward enhancing self-esteem of school children (CHRR)at the significant level of 0.05. For other variables, such as; the children sex, the number of children (not over 15 years old), the maternal employment, the age of mother, the socioeconomic status (the educational level), the social support, the marital satisfaction and the gender role attitude which were not directly affected to this action because of insignificance.

Besides, when considering the influence of 3 independent variables: the order of children, the socioeconomic status (the family income-SES2) and the maternal self-esteem (SET) which were the factors of explaining the state of maternal child-rearing practices toward enhancing self-esteem of school children(CHRR)at the percentage of 22 (R^2 from the multiple regression analysis equalized to 0.220 at the significant level of 0.05)

Table 15 Path analysis statistical values

Structural Equation	Path coefficient	value		R^2 Equation	SEE of Equation	F of Equation	
		T	p			F	p
Z_{MRS}	$Z_{MRS}P_{NCD}$	1.22	0.22	0.06	5.50	2.02	0.08
	$Z_{MRS}P_{AGE}$	-0.31	0.76				
	$Z_{MRS}Z_{SES1}$	-2.52*	0.01				
	$Z_{MRS}P_{SES2}$	0.75	0.46				
	$Z_{MRS}P_{SSP}$	1.43	0.15				
Z_{GRA}	$Z_{GRA}P_{SES1}$	1.09	0.28	0.02	0.55	1.00	0.40
	$Z_{GRA}P_{SES2}$	0.97	0.33				
	$Z_{GRA}P_{MEM}$	-1.06	0.29				
Z_{SET}	$Z_{SET}P_{AGE}$	0.95	0.35	0.15	0.35	7.73**	0.00
	$Z_{SET}P_{SES1}$	-0.25	0.80				
	$Z_{SET}P_{SES2}$	5.45*	0.00				
	$Z_{SET}P_{SSP}$	-0.86	0.39				
Z_{CHRR}	$Z_{CHRR}P_{SEX}$	0.80	0.42	0.28	0.24	5.35	0.00
	$Z_{CHRR}P_{NCD}$	0.47	0.64				
	$Z_{CHRR}P_{ORC}$	-2.632	0.00				
	$Z_{CHRR}P_{MEM}$	-1.57	0.12				
	$Z_{CHRR}P_{AGE}$	1.63	0.11				
	$Z_{CHRR}P_{SES1}$	-0.06	0.95				
	$Z_{CHRR}P_{SES2}$	3.15	0.00				
	$Z_{CHRR}P_{SSP}$	1.67	0.10				
	$Z_{CHRR}P_{MRS}$	1.14	0.26				
	$Z_{CHRR}Z_{GRA}$	0.87	0.39				
	$Z_{CHRR}P_{SET}$	3.42	0.00				

Significance *$p < 0.05$ ** $p < 0.01$
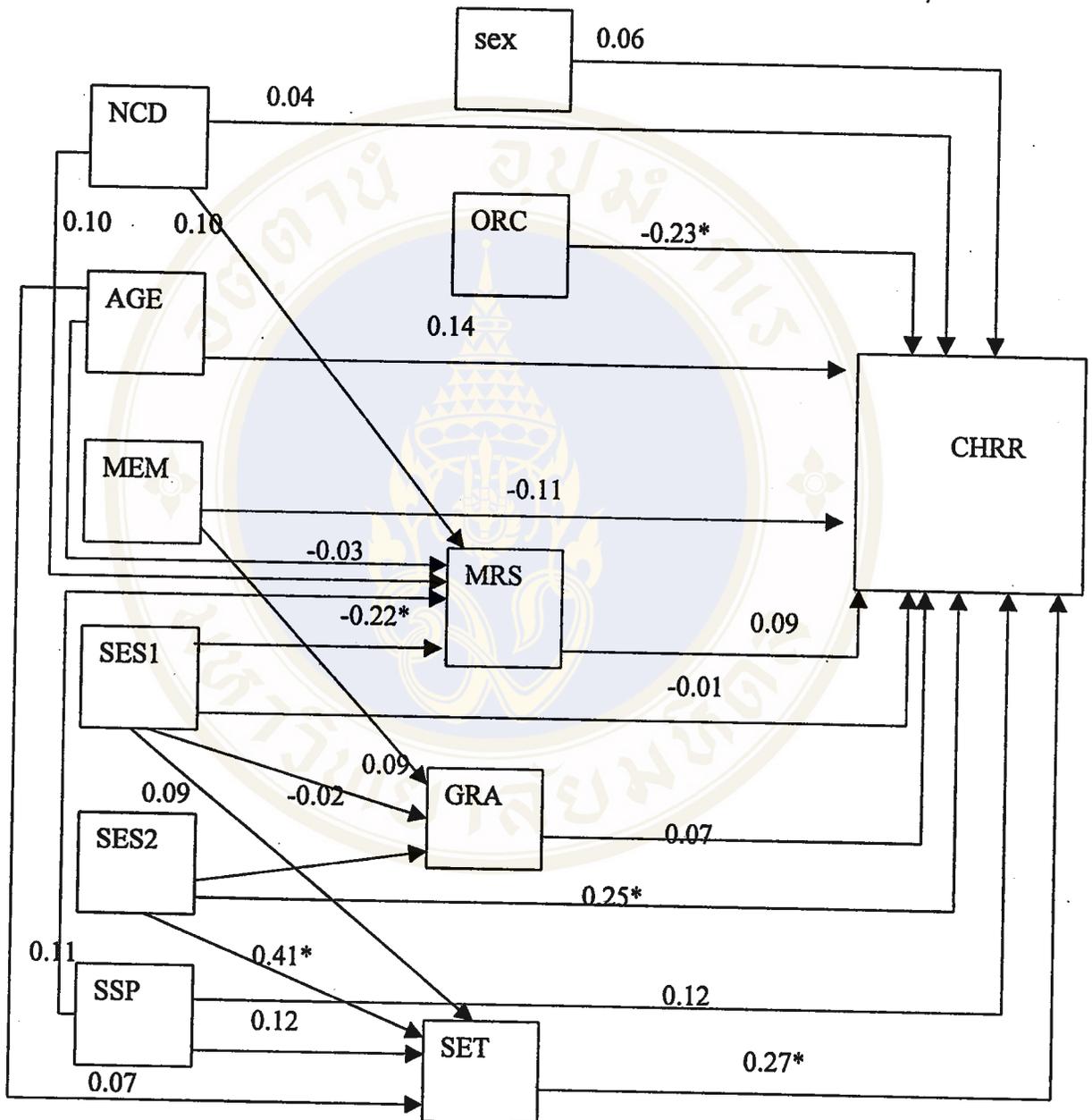
Figure 6 The causing model of the factors affecting the state of maternal child-rearing practices toward enhancing self-esteem of school children (CHRR)

Remark: * significant 0.05

From the sixth figure, finding that there were 3 factors, which were directly affected to the maternal child-rearing practice toward enhancing self-esteem of school children, there were; order of children (ORC), socioeconomic status (the family income-SES2) and maternal self-esteem (SET). For others factors, such as; sex of children, number of children(not over 15 years old-NCD), maternal employment(MEM), marital satisfaction and gender role attitude were not affected to the state of maternal child-rearing practices toward enhancing self-esteem of school children significantly. Age of mother (AGE), socioeconomic status(educational level)and social support(SSP)were indirectly affected to the state of maternal child-rearing practice toward enhancing self-esteem of school children (CHRR)which would be explained in the next opportunity.

Therefore, the factors were composed of the independent variables which were directly and indirectly on the dependent variable,: that was the state of maternal child-rearing practice toward enhancing self-esteem of school children. It was presented by identifying the value of the specific coefficient at the statistic significance (Suchat, 1994:285) into the improving model as shown by the seventh figure.
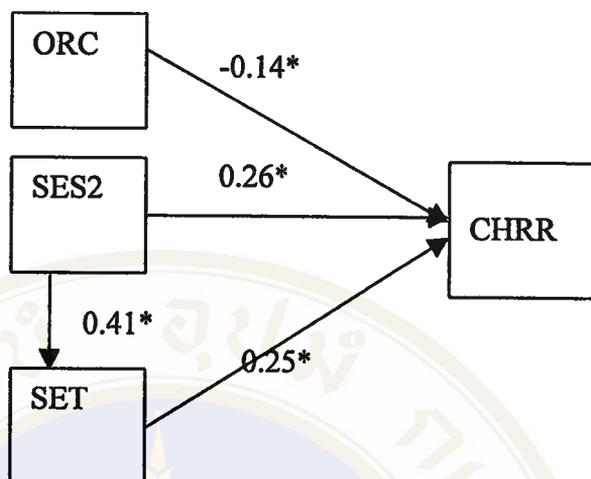
Figure 7 The Applied model of the path analysis of the factors, which were affected to the state of maternal child-rearing practice toward enhancing self-esteem of school children

The analysis of the equation structure of the model in the improving diagram

would be composed of 2 equation structures as followed:

1. $Z_{SET} = P_{SET}Z_{SES2}$
   $= 0.39Z_{SES2}$
2. $Z_{CHRR} = P_{CHRR}Z_{ORC}+P_{CHRR}Z_{SES2}+P_{CHRR}Z_{SET}$
   $= -0.14Z_{ORC}+0.26\ Z_{SES2}+0.25Z_{SET}$

Table 16 The path analysis (Modified model)

Structural Equation	Path coeff.	Value		R^2 Equation	SEE Equation	F off Equation	
		T	p			F	p
Z_{SET}	$P_{SET}Z_{SES2}$	5.39*	0.00	0.16	0.35	29.00*	0.00
Z_{CHRR}	$P_{CHRR}Z_{ORC}$	-1.98*	0.04	0.22	0.24	14.69*	0.00
	$P_{CHRR}Z_{SES2}$	3.29*	0.00				
	$P_{CHRR}Z_{SET}$	3.24*	0.00				

* Significant $p < 0.05$

Therefore, the model that the researcher got was worth being the value of the path

coefficient in the eighth figure as followed:
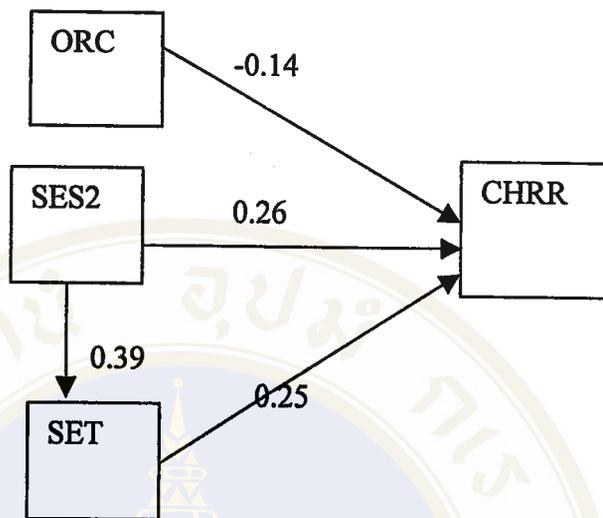
Figure 8 The model presented by the path coefficient for classifying the correlation among variables

From the eighth model figure, it was the causing and resulting model which was improved by the state of maternal child-rearing practices enhancing self-esteem of school children It was shown by the relation between the independent variable with the independent variable and the independent variable with dependent variable as followed.

The order of children: the eldest or the first order of children was affected to the state of maternal child-rearing practices toward enhancing self-esteem of school children The eldest got the child-rearing practices on self-esteem of elementary school children more than the second one only a little.

For the family income, if the family had higher income, the state of maternal child-rearing practices enhancing self-esteem of school children would be increased and higher quality. At the same time, the more family income, the higher maternal self-esteem. Finally, the higher levels of maternal self-esteem tended to have more levels of child-rearing practices enhancing self-esteem of school children.

4.2.3 The Analysis Of Finding The Value Of The Direct And Indirect Influence On CHRR

The researcher analyzed the model to find the value of the influence as shown by the table for finding the value of the direct, indirect and the total influence. It was used by explaining the causing relation among the variables whether they had much or less influence on the following variables, this was; the state of maternal child-rearing practices toward enhancing self-esteem of school children which was proceeded as followed:

ORC – CHRR	the direct influence	=	-0.14
	the indirect influence	=	0.00
	the total influence	=	-0.14
SES2 – CHRR	the direct influence	=	0.25
	the indirect influence through SET	=	(0.39)(0.26)
		=	0.1014
	the total influence	=	0.3614
SET – CHRR	the direct influence	=	0.25
	the indirect influence	=	0.00
	the total influence	=	0.25

The seventeenth table showed the analysis of the direct, indirect and total influence of the factors, which were the independent variables affected to the dependent variable.

Table 17 Values of the direct and indirect influence on the state of maternal child-rearing practices toward enhancing self-esteem of school children result

Causal variables	Direct influence	Indirect influence through SET	Total influence
ORC	-0.14	-	-0.14
SES2	0.25	0.1014	0.3614
SET	0.25	0.25	0.25

From the eighth figure and the seventeenth table, finding that the factors, which were affected to the state of maternal child-rearing practices toward self-esteem of school children depended on 3 factors. The most influence was the socioeconomic status(the family income) by having the total influence on 0.36. The subordinate was the maternal self-esteem by having the path coefficient equalized to 0.25 and the order of children by having the path coefficient equalized to −0.14. Beside, there was the indirect factor affected to the state of maternal child-rearing practices toward enhancing self-esteem of school children this was; the socioeconomic status (the family income) was indirectly influenced through the maternal self-esteem by having the path coefficient equalized to 0.1014.

From having three independent variables; the order of children, the socio-economic status (the family income) and the maternal self-esteem were made by having the total of all indirect and direct influences on the state of maternal child-rearing practices toward enhancing self-esteem of school children more and more. When finding the reason of the independent variables directly and indirectly affected to CHRR, could be explained how much or less the state of maternal child-rearing practices toward enhancing self-esteem of school children was, showing that the factors of all the independent variables in the model could be explained at the percentage of 22 (R^2).

4.3 THE CONCLUSION OF THE RESULT OF THE HYPOTHESIS TEST

The study of the factors affected to state of maternal child-rearing practices toward enhancing self-esteem of school children could be concluded by the result of the hypothesis test at the eighteenth table.

Table 18 Conclusion of the result of the hypothesis test for this research

Hypothesis	Statistics test	Path coefficient or correlation	result
1. Sex of children is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.	Multiple Regression	0.60	reject
2. Number of children is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.	Multiple Regression	0.04	reject
3. Order of children is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children	Multiple Regression	-0.14	accept
4. Maternal employment is predicted to have a directly or indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.	Multiple Regression	-0.11	reject
5. Age of mother is predicted to have a directly or indirecily affect to the state of maternal child-rearing practices toward enhancing self-esteem of schoolchildren.	Multiple Regression	0.14	reject

Table 18 Continued

Hypothesis	Statistics Test	Path coefficient or correlation	result
6. Socioeconomic status(mother's education) is predicted to have a directly or indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children	Multiple Regression	-0.01	reject
7. Socioeconomic status(family income) is predicted to have a directly or indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children	Multiple Regression	0.25	accept
8. Social support is predicted to have a directly or indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.	Multiple Regression	0.12	reject
9. Marital satisfaction is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children	Multiple Regression	0.09	reject
10.Gender role attitude is predicted to have a directly affect to thestate of maternal child-rearing practices toward enhancing self-esteem of school children.	Multiple Regression	0.07	reject
11. Maternal self-esteem is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.	Multiple Regression	0.25	accept
12.Social support and socioeconomic status (mother's education) are positively correlated in CHRR.	Correlation	0.19	accept
13.Maternal self-esteem and gender role attitude are positively correlated in CHRR..	Correlation	-0.19	accept
14.Maternal self-esteem and marital satisfaction are positively correlated in CHRR.	Correlation	0.03	reject

Summary of Result

This chapter presented the data collected to empirically test a relationship between demographic, social and psychology factors and the state of maternal child-rearing practices toward enhancing of school children. Demographic, social and psychological characteristics of the sample (N=160) were described. Regression results of factors affecting the state of maternal child-rearing practices toward enhancing of school children (CHRR) was presented. The relationship between social support and socioeconomic status was described. The relationship between gender role attitude and maternal self-esteem was described. The relation ship between marital satisfaction and maternal self-esteem was also described. The relationship between demographic, social and psychology factors and CHRR was described according to the regression results.

CHAPTER V

DISCUSSION

From this chapter, it would be proposed by two sections: the first section was about the conclusion of the research that was occurred, the second section was about research hypotheses discussion which in the following topics.

5.1 THE CONCLUSION OF THE RESEARCH

This research had the important objectives for studying which kind of demographic, social and psychological factors affect on the maternal child-rearing practices toward enhancing self-esteem of school children, and also the researcher want to test the CHRR model. The factors were affected to the state of maternal child-rearing practices toward enhancing self-esteem of school children whom the researcher made after surveying the theorical conception and the literatures concerned. These could bring to determine the twelve both the following variables and the independent variables. These were: the state of maternal child-rearing practices toward enhancing self-esteem of school children was the dependent variable and the independent variables which were composed of the sex of the children, the number of the children at the age not over 15, the order of the children, the age of the mother, the socioeconomic status (educational levels and family income), the maternal employment, the social support, the marital satisfaction, the gender role attitude and the maternal self-esteem.

The methodology of the research was the model of non-experimental design. The data researches were the sample of cross-sectional design by using the unit of the children's mother analysis, in the elementary sixth level at the school in academic year

2542(1999), the primary education office in Lumphun province at the age of 10-12, 160

persons.

The instruments, which were used by collecting the interviewing data, five

research assistants did them directly from the sample group. The set of the

interview was composed of general interviewing data, the interview of the social

support, the interview of the marital satisfaction, the interview of the gender role

attitude, the interview of the maternal self-esteem, and the interview of the state of

maternal child-rearing practices toward enhancing self-esteem of school children.

All of the interviews were important instrument of this research. They were from

the theorical conception and the literature concerned and five experts who examined and

modified them. These interviewing models were valid for measuring various variables of

the educational model. Then the researcher took these instruments to test to find out the

reliability in the children's mothers groups that being the students in any elementary

schools. Thirty persons were not the sample group but they were only similar to the

sample group in Lumphun, they brought them to analyze the values of alpha coefficient

from the program SPSS 9.0 for Windows. It was found that the instrument consisted of

the high reliability.

The analyzing data was composed of the basic analyzing data which was

shown in the forms of progressive analyzing data level which were used by the technical

of correlation analysis, the multiple regression analysis and the influence analysis or the

Path analysis by the processing program SPSS 9.0 for Windows.

5.1.1   The finding out from the demographic, social and psychological

characteristiss

The general characteristic of the sample groups were the children's mothers who

were studying in the Prathom 6(grade 6). Most of them consisted of the boys or girls at

the age not over 15, and rest one (didn't add the children in the target group). Most of the

referenced children for this education had the first order of children whose mothers

worked referred outside home in part time, they were the age of 35-39, elementary

educational level, the family income 10,000-99,999 baht per year.

For the social and psychological factors, most of the mothers got the most

emotional social support, especially the people around them made them warm, assured,

and safe. The people who were closed, never made them be ignored or let them be alone.

The money, the labor force, and the material supports, the mothers found that they got less

help from others when they had the problems of expenses about their children learning,

and doing housework while looking after their children.

About **the marital satisfaction**, almost mothers had not changed their minds to

separate or divorce from their husbands since their marriage. Last year(1998), they had no

problems, thinking that helping and doing things together were very happy.

Supposing that those couples had to separate with each other, most of the mothers thought

that the standard of earning their living, social lives, working, happiness, and sexual

relation would be lower. Their opinions were not corresponded with only a little whether

doing housework, living together, sexual relation, their relatives last year.

The gender role attitude, most of the mothers had the attitudes of sharing doing

their housework equally, the positive attitudes to their husbands by sharing doing their

house work, getting married was better than being single. The attitude that was lower than

others; was the attitude of any husbands in the families which were not like the original

custom. The agreement of the best topic was: those couples were going out to work in

full-time including sharing doing their housework equally, this would be the best of

everyday. If any husbands worked outside home to earn their living, and their wives took

care of homes and families. The result of Patsorn Limanon et al. (1995:43), found that

most of men and women agreed to the ideas that, husbands and wives should help doing

their housework with one another, and this formality was found in city and in the country

and finding more that, husbands liked their wives to take care of their children more than

going out to work.

　　　The maternal self-esteem, most of them thought that they felt satisfied with

themselves, although they had less value, they were equal to others, they could do

anything as best as others could, they never thought that they were worthless, useless, and

nothing in the good condition, at present the mothers have not enough the maternal self-

esteem, because they are thinking in the nagative position. The maternal child-rearing

practices on self-esteem, because they were thinking in the nagative position.

　　　The state of maternal child-rearing practices toward enhancing self-esteem

of school children

　　　The researcher arranged 8 categories of the maternal child-rearing practices on

self-esteem of school children for this research which the mother had her opinions in

chronological order from many to less as followed: 1) acceptance 2) positive expectation

3) positive communication 4) correcting inappropriate 5) responsibilities 6) cooperation 7) turning failure into success and 8) security respectively

When considering all questionable items in every category of the maternal child-rearing practices, the mother had her opinions in the high level as followed: 1) Mothers said that everything they had done for their children only, when the children didn't follow, as their mothers wanted them to do. 2) They wanted their children talked to everybody in the house closely. 3) If the children tried to do anything unsuccessfully or did something badly, their mothers would give them will-power and told them to do those again. 4) They were happy when they went out to rest with their children. 5) They often told their children if they loved them, they would as they wanted. These five items were positive opinions of the mother, showing that the mother created the democratic atmosphere inside her family, gave the encouragement and the opportunity to her children. Their negative opinion were: 1) whenever their children didn't do as they wanted, they threatened that they would tell other person, for example; the teachers or their friends, and 2) the mothers never apologized to their children.

The conclusion was that the maternal child-rearing practices on self-esteem of primary school children were fairly high level for this research.

5.1.2   The finding out from the factors affecting the state of maternal child-rearing toward enhancing self-esteem of school children

The result of the analyzing way or influencing on testing the CHRR model was the causes of the explanation and the result of the factors for the state of maternal child-rearing practices toward enhancing self-esteem of school children. The results of the

direct and indirect factors were only the family income through the maternal self-esteem at the significant level 0.05.

5.2 RESEARCH HYPOTHESES DISCUSSION

For the clarification and understanding, the researcher discussed the following hypothesis, they were:

5.2.1   The first hypothesis; Sex of children is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

The result of the education rejected the hypothesis which meant that whether the children sex was boys or girls could not affect to the maternal child-rearing practices. This result was corresponded with Walapa B(1983). It was found that the behaviors of the maternal of child-rearing practices had no the statistical significant relation in the sex of children. They were different from Berndt et al. (1993:156-164) who studied in China, Taiwan, and Hongkong, about the perception of the mothers' role for adult children, found that the mothers controlled their daughters more than their sons and gave the warmth to their daughters less than their sons. These were like Sears et al. (quoted in Marisa Ratapat, 1989) that the children sex had the influence on the perception of attitudes and the expectations of the mother to their children. It was found that the mothers would protect their daughters more than their sons, and never stimulated their daughters to stand on their feet as quickly as their sons did.

The sex of children was not influenced on the state of maternal child-rearing practices toward enhancing self-esteem of school children , this research was found that the mothers expected both the behaviors of boys and girls not be different.

Theses made the child-rearing practices resemble or because of Thai families liked to have few children and whether they had boys or girls, they took care of them well. The social condition and the culture were altered, men and women were much similar status and they expected their capabilities for earning their living in the families indifferently, so the children sex was not important on the maternal child-rearing practices.

5.2.2 The second hypothesis; the number of the children is predicted to have a directly or indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

The number of mother'children at the age not over 15, the result was not effected to the maternal child-rearing practices. It was corresponded with the result of the studying of Watjanee Saingam(1996), it was found that the amount of brothers and sisters were not related statistical significant to the maternal child-rearing practices model. It was different from Wilson, M.N. et al. (1995), finding that the amount of the children were influenced on the capabilities of the child-rearing practices behavior which was followed by the mothers' perception. Hore & Show (quoted in Kittikorn Meesup, 1981) found that the interest of the children was graduatly less than before while the families were being expanded. They similar to the study of Waraporn Rukwijai (1986), she was pointed that the amount of any children of any families, would be different on the child-rearing practices too. Any families with few children could be arranged activities and time for them more than the families with many children. And Wanpen Pisanpong (1983) indicated that any families with one or two children, the mothers had opportunities to be closed with them individually, could talk to and listen to the opinions and suggest them around. Belsky (1991:308-316) found that any mothers who had more than two children,

on the child-rearing practices by using egoism, but they understood the feeling and need of children more than the mothers who had only one child.

Although the result of this research was refused of the amount of the children in affected to the child-rearing practices, Noticing that 64.4 % of the amount of the children not more than two, 92.9 % for not more than three. The mother could take care of her children thoroughly which was corresponded with the own finding topic, saying that the amount of the children only had 1 or 2 persons whom mother could provide the better activities, the time, the materials, the perception of her children's point of view and suggestion. The conclusion was that the amount of the children were not effected to the maternal child-rearing practices because most of them had only a few of the children.

5.2.3 The third hypothesis; the order of children is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children

If any children were born in the first order, it would be affected to their mothers more and more, this was corresponded with the result of the researches of Tippawan Kittiwiboon (1979). It was found that the middle children were favoured less than the others obviously and gave only a fewer reasons than the youngest. Adler(1972) saying that if order of children were different, they would get the difference of taking care of or love from their mothers too. One who was only one in any families would get the most of taking care of and love from their parents, like Barry & Barrey (quoted in Kittikorn Meesup, 1981), it was found that the eldest would be the expectation and waiting eagerly for their parents. They were interested in them and gave more time to them, they ignored the middle children. It seemed that they were reared by using the least democracy

(Sarafino and Armstrong, 1980:303-313).

The order of the children in the Thai society was more important when they grew up by the mother's most expectation of the eldest who had a lot of responsibilities in the activities at home more than any other children. At the same time, if anyone were the only one child, he would get the most attention from the mother. He was the one who was egoist impatient and dependent on his parents all the time. This study was found that the first child would receive the maternal child-rearing practices on self-esteem higher than the next order of children.

5.2.4 The fourth hypothesis; Maternal employment is predicted to have a directly or indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children

The result was found that mother's employment was not directly affected to the state of maternal child-rearing practices toward enhancing self-esteem of school children which in correspondence with Suvannathat et al. (1995:54) who study the formality of changeable child-rearing practices of the family's less income in the city. It was found that there were the similarities of the mothers going out to work and staying at home.

The main topic of the maternal employment was that taking less time of child-rearing practices was affected to going out to work in full time. When she had less time, she had less quality in child-rearing practices. The study of Suvannathat et al. (1985:326) was found that the mother staying at home took less time of child-rearing practices in the positive reaction while the mother going out to work was trying intentionally of the child-rearing practices in the positive reaction. Mussen (1990) found that the value and the formality of the maternal child-rearing practices at home had the tendency to reflect to the

value and worthiness from the mother's work. The mother who works independently and has to make her own decision likes to motivate the children to be egoistic and could control better than the labor mother. It is similar to Belsky (1991) saying that the working mother depending on the orders and the obedience from the authorized person would tend to do like this at home too. While the mother was working with her own decision, it tends to motivate the children to be more creative and egoistic. Kemp (1994) found that the full time maternal employment had the important relation with the time of the incomplete child-rearing practices for developing the personality. Weinraub and Wolf (1983) found that the condition of the different maternal employment could be predicted to the high relation between the mother and the children. Jittraporn Pattanasiri (1992) compared with the maternal employment and maternal unemployment for the child-rearing practices, finding that the maternal employment had the child-rearing practices in social life more than the maternal unemployment.

The cause of this study was found that the maternal employment was not directly affected to the maternal child-rearing practices on self-esteem of the elementary school children. This was because most of the mother of 61.9% worked outside in some time (part time) and there were the similar characteristic of work. This was agricultural employment. So the maternal employment was not affected to the child-rearing practices.

5.2.5   The fifth hypothesis; the maternal age is predicted to have a directly or indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

It was found that the age of mother factor was not directly or indirectly affected to this action which is corresponded with the researching result of Sarit Chanhom (1993). He was found that the mother's age was not affected to the behavior of the maternal child-rearing practices the same as Pornnipa Chaikomol (1993:58) and Wallapa Pewthon (1984). Kinard & Klerman (1980), Philiber & Graham(1981) and Mercer(1986) confirmed that the maternal age was not the factor affected to the child-rearing practices. The result of the research was found that the more aged mother could be the better child-rearing practices. Goodman (1987) followed the possibility of the factor of the child protection by indicating that the more aged mother had the assistance in the child-rearing practices more than the younger like Suchinda Kajornrongsilpa (1987:419). He found that the mother who was 20 years old and lower had the knowledge in the child-rearing practices less than the mother who was 21 years old and higher did. Thippawan Kittvibul (1979) found that the mother who had the age more than 30 could do the child-rearing practices of the pre-school age in the cherished and reasonable way more than the younger. Herlock (1980) indicated that the younger mother had no experience in child-rearing practices from the books which most of them might try on this action. Broom (1984) said that the maternal different age had the different personality, qualification and social learning experience. The maternal middle age was secure in her life more than the younger.

Although the researching result was both supported and refused that the maternal

age was affected and not affected to the state of maternal child-rearing practices toward

enhancing self-esteem of the school children. It was because the mother who was 20 years

old or lower was not available in this research which most mothers who were 25-39 years

old had the knowledge of the sufficient experience and qualification in the child-rearing

practices in the similar way.

5.2.6   The sixth hypothesis; Socioeconomic status factors(mother's education) is predicted to have a directly or indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children

It was found that the educational level was not directly affected to this action. It

was like the study of Mercer (1986:9-32), finding that the eldest of any mothers never had

the relation between the educational level and the show of the mother's roles. And it was

different from many researchers who support of the educational level affected to child-

rearing practices. Bradley (1985) indicated that the mother's high educational level had

the relation to create the stimulation in the house giving the children's opportunity in

increasing the experiences. Kelly et al. (1993) found the relation among the mother's

education and the physical punishment and the strictness in the child-rearing practices.

Wilson, et al. (1995) found that the mother's education was influenced on the

capability of the behaviors of the child-rearing practices as the mother's perception, it was

corresponded with Kaseamsuk Chaleawsak(1978)finding that the mother's lower

education had the unreasonable belief in the child-rearing practices more than the

moderate educational mother and had the unreasonable belief in the child-rearing

practices more than the high educational mother. It was the same as Nomrudee

Chongpayuha (1975), finding that the high educational mother had the knowledge and

understanding in child-rearing practices more than the lower educational mother did. Chittaporn Pattanasiri (1992) found that the maternal high educational level had the child-rearing practices in everything in the positive way higher than the maternal low educational level. And corresponded with Nanta Tanthanee (1991), she indicated that the mother's education could predict on the child-rearing practices which the high educational mother could support her children to develop suitably more and more.

The cause of this research was not corresponded with the past researching result of many researchers. This was because it was available of 73.8 % for this mother's elementary level, 13.1 % for the uneducated mother and only few mother who had higher education. The reason was the parent in Lumphun in the past 20 years didn't like to send their girl children to study. So the child-rearing practices on the mother's similar education were resembled.

5.2.7   The seventh hypothesis; Socioeconomic status factors(family income) is predicted to have a directly or indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

The result was found that the family income was directly and indirectly affected to this action. This study was classified the income into 3 levels: 43.8 % for less than 9,999 Baht, 52.5 % for 10,000-99,999 Baht and 3.7 % for 100,000-999,999 Baht. The more family income, the more child-rearing practices. It was corresponded with Wilson, et al. (1995) found that the family income was influenced on the ability of the behavior of this action. Zahr (1991:279-286) found that the family income had the positive relation to the confidence of the action of the mother's role. DuongDeon Bhanthumnavin, & Penkae Prachonpatchaneek (1981) studied of Thai teenagers and found that the different child-

rearing practices were depended on the different economic levels of the family. They explained that the teenagers received child-rearing practices in the cherished, supportive, reasonable model and were mentally punished more than physically and less controllable more than the teenagers of the low-income level of the family do. It was similar to Ratanasangwan (1977) found that the mother's high economic level would use the physical punishment less than the mother's low economic level. Kasaemsuk Chaleawsak (1978) found that the mother's low economic level would have the unreasonable belief on the child-rearing practices more than the mother's moderate economic level. Chittraporn Pattanasiri (1992) found that the mother's high income would have social cognitive and child-rearing practices higher than the mother's low income. Similarly Penkae Prachopachaneek, she found that mothers whose family income was higher rated more highly in social cognitive, and overall development child-rearing practices than did mothers whose family income was lower. And Hoffman (quoted in Det Wiyo, 1979) said that family economic might influence on the selection of the child-rearing practices method of the parents.

The family income was affected to the mental and emotional seriousness which were influenced on the good or bad maternal child-rearing practices afterwards. The mother's high income had the belief in the cherished, supportive and reasonable way to her children more than the controllable way. It was corresponded with the children's acceptance, positive expectation, and positive communication and it made them have their responsibilities that would help them have self-esteem.

5.2.8   The eighth hypothesis; Social support is predicted to have a directly or indirectly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

The result found that the social support was not directly and indirectly affected to this action. It was different from Heller, et al. (1986) said that the perception of the social support was believed to master the happened to the change of life. Whitman et al. (1987) confirmed that the social support was directly influenced on the behaviors of this action and indirectly affected to the children development through the reflection from the child-rearing practices. Nirubol Rujiraprasert (1996) found that the social support had the positive relation to the show of the mother's role. When studying the profound details, finding that there was the most emotional support because the country society was closed-up and the relative system in the village in the high level as they were making the emotional or mental assistance easily including the emotional support from the husband. Mercer (1983) found that the husband was the important person who had the best emotional support during the perception of the mother's role. The information support on child-rearing practices would be high but it was the general child-rearing practices. It was not emphasized on encouraging the self-esteem. There were many reasons the change of Thai economy, the labor social support and the material social support were limited, taking care of children without any help doing housework and the educational fee without any help. So it was found that the social support was not directly and indirectly affected to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

5.2.9 The ninth hypothesis; Marital satisfaction is predicted to have a directly affect to the maternal child-rearing practices on self-esteem of elementary school children.

It was found that the marital satisfaction was not directly affected to this action which differed from Devell (1990) finding that the wife had the most significant relation to the child-rearing practices. Deal (1987) found that the marital satisfaction had the positive relation with the efficiency of the maternal child-rearing practices.

For the result of this research, finding that the marital satisfaction was not directly affected to the state of maternal child-rearing practices toward enhancing self-esteem of school children. Because the maternal sample group for this research was homogenous and gave the opinion of the marital satisfaction in fairly high level, for example; 96.9 % for the best marital improvement and only 10 % for frequency of the agreement with her husband. The most homogenous opinion mentioned was not enough significant for identifying the influence on the child-rearing practices.

5.2.10 The tenth hypothesis; Gender role attitude is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

The result was found that it was not directly affected to this action. According to Thai cultural custom, the husband has been the leader of agriculture, giving the security and repairing the materials up to now. But the wife has done the housework, taken care of her children and controls the finance in the family. The conclusion is that the wife often works everything but it is the second work. Generally, the mother (wife) has the secure role as the housewife and the mother of taking care of the house and controlling the children while the husband is going out to work. These are the division of the

responsibilities of the two sexes (Spielmann, 1996:2), she said both of them worked, and they would share the housework equally. It was in correspondence with Patsorn Limanon, et al. (1995:43) said that sharing the role of the members of the family and the participation in the housework of the husband and wife would be indicated by the male and female role. The result of analysis was found that both male and female agreed to both husband and wife who should have helped with each other in their housework.

This attitude was not directly affected to this action because whether the mother would have this attitude in positive way or not, the responsibility of being the female and the mother would be available indifferently and try to do her best in accordance with the Thai custom. The child-rearing practices are the deep treatment in the social procedure. Sumon Amonwiwat, et al. (1991:79) said that the parents would do child-rearing practices in the social system lived. Although Lumphun' society would be different from the economic growth.

5.2.11 The eleventh hypothesis; Maternal self-esteem is predicted to have a directly affect to the state of maternal child-rearing practices toward enhancing self-esteem of school children.

The result was found that the maternal self-esteem was directly affected to this action like Vajamai Sookkavanawat (1998) found that the mother's high self-worth would have the mother's role in the good standard. Coopersmith (1967 quoted in Wayne, 1986:219) compared with son-raring practices on low and high self-esteem, finding that the relation to the self-esteem of the parents would be come first. Taylor (1996) found that the mother's self-esteem had positive relation, the mother's self-acceptance in her children and had the negative relation to the controllable taking care of the children. It

was corresponded with Mercer and Ferketich (1994) explained in conclusion that the mother's self-perception had the reward worthiness when she behaved correspondingly with the husband's expectation and the cultural and social values. They would be motivated to have these behaviors continuously and have the development of common sense in order to seek for the information in perception the activity of being the mother by learning the correlation to her children directly. Stepphan (1988) found that the mother's high self-esteem liked suggesting the children's decision independently, having better communication, having less anxiously of the children's behaviors, giving the children's independence and making them satisfy to get self-concept. It was corresponded with Hamachek (1978:180), he said that the parent's high self-esteem would have the attitude to accept their children. The value of the child-rearing practice variable (dependent variable) was found that the mother agreed the most in the acceptance of her children.

So the mother's self-esteem was important to her personality, it makes her earn, her living confidently minded, which can get the pressure from the social environment. Maslow (1970:68-71,100) said that the self-pride was responded to the need of basic factors in the high level. It made the individual calmer, full inner life, stronger and real egoistic. So they would be the mental treatment in the primary level and make them relax, improve the individual structure, the quality of the individual and have the relations among them. The mother's self-esteem was directly affected to this action because of the more mother's self-esteem, the more child-rearing practices.

5.2.12 The twelfth hypothesis; Social support and socioeconomic status (mother's education) are positively correlated in the state of maternal child-rearing practices.

The result was found that the social support was correlated to the socioeconomic status (maternal education level). It could be explained that the more social support, the more maternal education level. Because of high education attainment, they were gained trusting from social community and opportunity relation with others. So that they had known and social support in child-rearing practices from others.

5.2.13 The thirteenth hypothesis; Maternal self-esteem and marital satisfaction are positively correlated in the state of maternal child-rearing practices.

The result was found that the maternal self-esteem was correlated to the marital satisfaction, which was similar to Lee and Shehan (1988). They thought that the marital satisfaction was positively reflected to the self-esteem. And Sabatelli, et al (1988) indicated that important relationship between self-esteem and marital commitment. It could explained that the man who had unsatisfied conceptual, he would trend to emotional problems more the man who had positive self-esteem (Fitts, 1972; Howard & Kubis, 1964; Rosenberg, 1965) which he showoff that he had own problems such as worry, anxiety, unhappy or may be mental disease. The mother, who has marital satisfaction, it shows positive self-esteem.

5.2.14 The fourteenth hypothesis; Maternal self-esteem and gender role attitude are positively correlated in the state of maternal child-rearing practices

The result of the study was found that the level of the maternal self-esteem was positively correlated to the maternal gender role attitude which was the traditional type, or

the maternal gender role attitude of the equalitarian (equal sexual relations) was related to the lower of the maternal self-esteem level. This was because the socialization has been made from the childhood. In the Northern region of Thailand, the girl children often receive the instruction of learning the housework of the housewife; they play the role instead of being their mother or imitate their mother or the family work. The mother often has her children help for themselves and take care of others. Muecke (1983:34-36) pointed that it was the frame of the Lanna (Northern of Thailand) society by allowing the women to treat more than the men, when they were housewives, the gender role was limited in the family place. That was being a housewife to take care of her husband including obedience of her husband too.

Although the society was changed the housewives role also changed. This was because this study was not found directly (Chiraluksana Chongsatitmund, 1992:101). Several studies were concluded that men's role could lead and decide to do the important things in the family. The housewife status was changed; it was the supplementary labor the take in the family was still being worked. As the cultural expectation was corresponded with thinking and adapting to the cultural lag concept of Orburn, who was aware of the culture which was not the material, could adapt more slowly than the culture of the material. This came from many causes, such as: the fearfulness of the change, the inability of daring to change their habits, the luck of education or getting the missing education, the fearfulness of the social pressure and the avoidance of contingent discomfort (Martindale, 1962 quoted in Sanit Samarkkan, 1995:45). It could be explained that the women's sex role as the traditional culture, was the manner of the social

expectation (the northern). This made them confident in the higher role; their self-esteem was increasing. If they had the attitude of the self-role of the equal sexual demand in the modern current society, they decrease their self-esteem.

CHAPTER VI

CONCLUSION

This conclusion was divided into 3 main topics which were explained by all

conclusions of the finding out in the research related closely by the observation and the

analysis in the fourth and fifth chapter. Besides, the sixth chapter would be said by the

research, which should be done in the future. There were three main topics, which were

composed of 1) Overall Research Finding 2) Recommendation from the study and policy

applications and 3) Recommendations for Future Research.

6.1 OVERALL RESEARCH FINDINGS

This study was the analysis of the factors affected to the state of maternal child-

rearing practices toward enhancing self-esteem of school children. It was provided by

having the sample group of being the mother of elementary school who were 10-12 years

old and studying at Prathom 6 (grade 6) which were subject to the office of primary

school in Lumphun in 1999, the total was 160 mothers. It was collected the data by

interviewing individually. The instrument of the research was the interview model of the

general information, such as; the sex of children, the number of children (not over 15

years old). And including the interview model of the specific characteristics, such as; the

social support, the marital satisfaction, the gender role attitude and the state of maternal

child-rearing practices toward enhancing self-esteem of school children

The basic data of the mothers was found that most of the sample groups were the

mothers who were 25-39 years old. And had 1-2 children, the number of children who

were not over 15 years old had no more 2 persons, went out to work in part time, had the

educational level of primary school and had the average of the family income among

10,000-99,999 baht per year.

The study of the relation among the factors of the hypothesis established, finding

that, there were only 2 pairs of the factors, which were related with one another. These

were the factor of the maternal self-esteem with the marital satisfaction, which were

positively related, and the factor of the maternal self-esteem with the gender role attitude,

which were negatively related.

The result of the study of the factors affected to the state of maternal child-rearing

practices toward enhancing self-esteem of school children which was found in this

research indicated by having 3 factors affected: the order of the children, the

socioeconomic status (the family income) and the maternal self-esteem in the tenth figure.
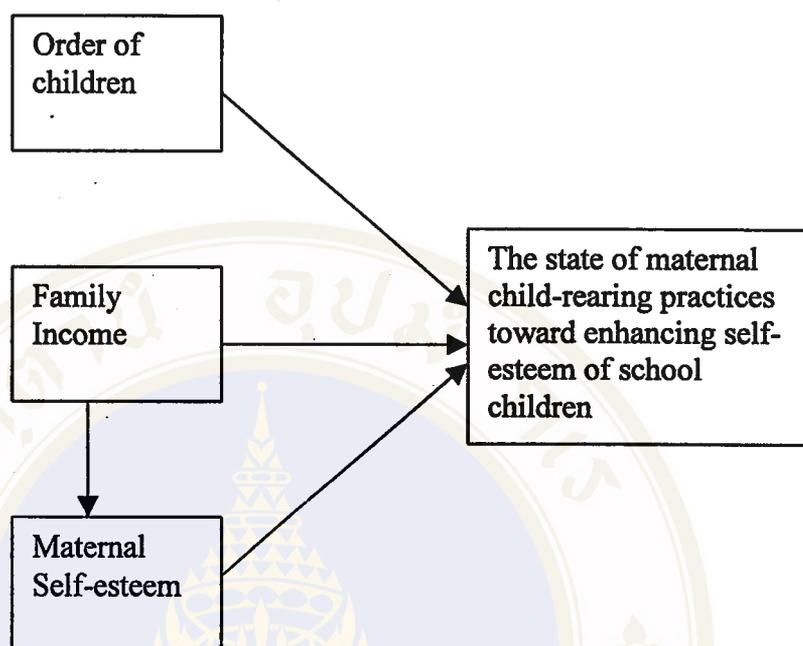
Figure 10 The result of the study of the factors affected to the state of maternal child-rearing practices toward enhancing self-esteem of school children

From the tenth figure, it made the important finding occur, some important factors were affected to the state of maternal child-rearing practices toward enhancing self-esteem of school children which would be explained in the items of 6.2.

6.2 RECOMMENDATION FROM THE STUDY AND POLICY APPLICATIONS

From the result of the research and the resulting discussion in the fourth and fifth chapter, the researcher had the suggestion of the result of the research as followed:

6.2.1   The result of all researches was presented by all eleven independent variables. There were 3 independent variables: the order of children, the family income and the maternal self-esteem were very important to the maternal child-rearing practices. Those were: the first order of the children whose mother might give the importance more

than the next order and get the different treatment whether the children were born in which order or not. The mother deserved to give the importance equally and it was led to be the children on self-esteem too. The order of children in the family be affected and given the importance to the children if the parents had the right attitude of each child-rearing practices by giving the love and justice, taking care of their children (Helms and Turner, 1981). Giving the knowledge to the mother about the equal treatment to every order of children was its main principle.

6.2.2   For the family income, it was the important factor in providing the facilities of the child-rearing practices, such as; the food, the clothes, the educational media and the materials. It was the factor, which was indirectly, affected through the maternal self-esteem by encouraging the self-esteem her own children. It was necessary to support the family in order to have enough income and self-sufficient economy. According to the Royal-initiated project of His Majesty the King Bhumibol who supports both the father and the mother to earn their livings in the domestic way. They should not struggle to work other different places, it will make them have the time to live closely with their children and can do the child-rearing practices.

6.2.3   The factor of the maternal self-esteem is the important factor because it was directly affected to the state of maternal child-rearing practices toward enhancing self-esteem of school children. The higher maternal self-esteem, the higher self-esteem of the children. Small (1988) indicated that there were the relations between the feeling of having self-value of the parents and the behavior of the reacting relation with the children's independence and the desire to have the autonomy. Especially; the mother who

had high self-esteem would do the child-rearing practices to make their own decision

independently, would have better communication, give the less worries about their

behaviors, have the attitude of the children to have freedom and satisfy to have their

autonomies. Baumrind (1971); Maccoby (1980) found that the mother who had high self-

esteem was perceived by controlling her children in the low level. She used the strategy of

the child-rearing practices in having her children decide by themselves. These practices

were found that there were high relations to the abilities, the independence, the children's

high responsibilities and their self-esteem. Although the maternal personality was altered

difficulty because it was the collection of her childhood, there was the way to alter it.

Sullivan (quoted in Nopamat Teeravakin, 1997:85) was the social psychologist that did

not believe the fixed personality from the childhood. The personality is changed all the

time because the human being could change and improve. Allport (quoted in Nopamat

Teeravakin, 1997:257) emphasized on saying that the behavior was made by present time

so it was not necessary to waste the time with finding out the cause in the past. He

indicated that the adult personality would be the extension of the self. The important thing

of this extension of the self was to plan the hope, have the abilities to make friends

closely, have the emotional security, self-acceptance, and self-understanding by having

the humor and profound understanding. Having the humor was meant by the ability to

have self-adaptation, adapt the mental health very well and the last one was the person

being the full growth should have had the philosophy of life. The best source of the

philosophy of life was religion. So the encouragement of the person who paid respect in

the religion meaningfully was important on self-esteem. Including the practices for the

children having self-esteem of the method, which was identified, by the state of maternal child-rearing practices toward enhancing self-esteem of the children (the details were found from the second chapter). It was emphasized on the acceptance of the children mainly.

6.2.4   The result of the research of the relation between the interesting and improving factor: The maternal self-esteem was negatively related to the gender role attitude, which was not the current of globalization of the sexual equality. This was because most of the women of the sample group got a firm hold of traditional value that was being the follower. From the study of Tharinee Mingwongse (1989:125-129) was used by the adaptable equipment from Limo & Ronald, studied the comparison of the mental health of the male teenagers. It was found that they had the suitable behaviors with the sex of different leading role of the parents in the family and the different mental health in the statistic significance. If there were the comparisons among the male teenagers who had the fathers being the leading role of the family would have the abnormal mental health more than the male teenagers who had the both parents being the leading role of the family. This finding should have altered the relation of both of the factors by having the positive direction of the self-esteem and the gender role attitude. If the mother had the role in the family and society equalized to the father, it would make the children show off their own roles properly.

6.2.5   For the solution of the important problems to the maternal child-rearing practice on self-esteem of primary school children, finding that most factors were not both indirectly and directly affected to the maternal child-rearing practices. This was not meant

that those factors were not important but this came from the limitation of the research including other unstudied factors.

At present, the Thai family gets the reflection from postmodern era. The value of the autonomy is the reflection from the study to emphasize on self-esteem or this era consists of the emphatic point of the adaptation, which is the special purpose of the study. Having the emphatic point on self-esteem occur the clarification of the competition and the accomplishment of each person higher than the social adaptation. The self-esteem is made by study because of the belief to crisis and every success, especially, in the study and the self-esteem, which were reflected by the family. The parents are the leaders of this belief. If the children have their self-esteem, they not only will succeed in academic studying but also in everything of their life. Besides, the self-esteem and the self-adaptation must be considered by the children's problems extensively including the participation with the parents and the school.

6.3 RECOMMENDATIONS FOR FUTURE RESEARCH

6.3.1 This research, the researcher used the cross sectional data, which was lacked of the continuance. If it should be made, it should have been used the data of the Time Series. It would enable to occur the clarification of the data analysis and reduce the deviation of the data.

6.3.2 For the studying sample group, it should have been studied of the mother's preschool children and teenagers or several ages in order to help the clearer comparison. In practice, it might been determined by rather high sample group. If it was studied in any ages, it would be chosen to study the maternal preschool rearing practices because other

persons and factors were influenced less than the mother on self-esteem of the children. And should have found the relation or influence on child-rearing practices and self-esteem too.

6.3.3 It should have been used for the qualitative research of each study. For example; the maternal self-esteem with the child-rearing practices on self-esteem or self-esteem of the children with the different methods of child-rearing practices by the researcher's participatory observation including the method of quantitative analysis, would have got the clearer view of rearing practices.

6.3.4 It should have been researched to find other variables affected to the state of maternal child-rearing practices toward enhancing self-esteem of the children and have the different unit of the analysis. It would have got the variations which could bring them to compare or could have had the awareness the change of the primary variables, such as; the family with out a father or divorced or having only a father with out a mother who lost her life and soon.

6.3.5 It should have been researched to find the model of the child-rearing practices on self-esteem, such as; the model of primary age of the child center, the model of the teacher's instruction of primary school level and soon.

6.3.6 It should have been researched to find relation of the methods of rearing practices, such as; the supportive, democratic and reasonable rearing practices with the rearing practices on self-esteem. Because of the most items and the methods of the rearing practices on self-esteem were similar to the different rearing practices from above.

6.3.7   Owning to the self-sufficient economy, it was the new paradigm. For this research, the family income was indirectly and directly affected to the state of maternal child-rearing practices toward enhancing self-esteem of primary school children. Therefore, the next research should have done for the family income on self–sufficient economy with the child-rearing practices or the self-esteem of school children, and so on.
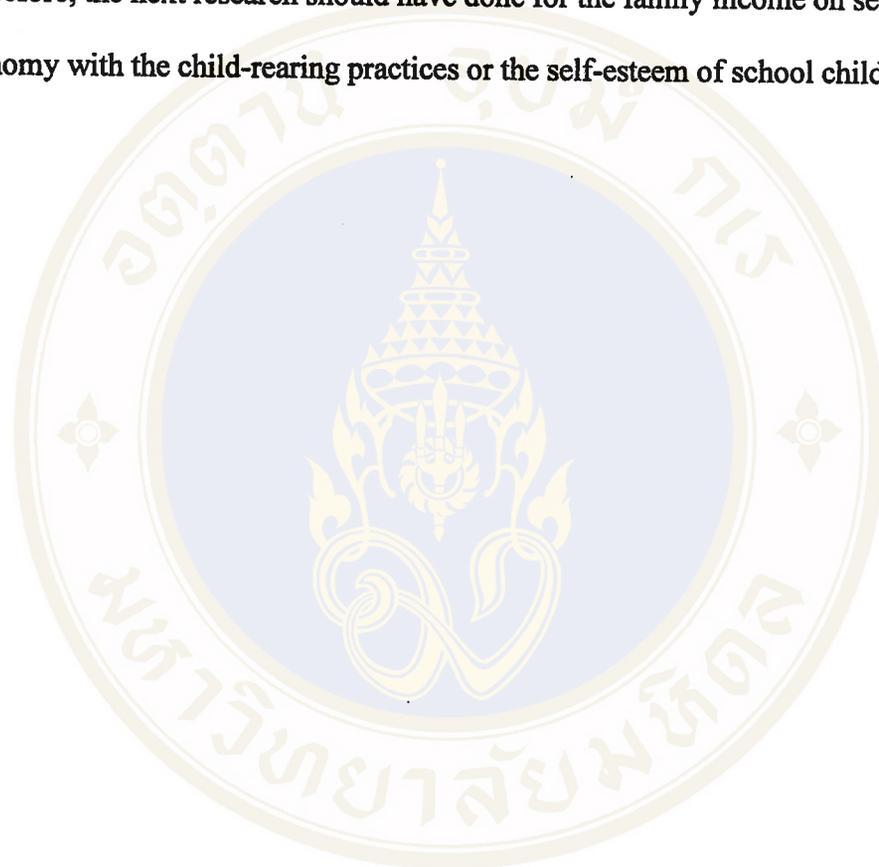
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APPENDIX A

INTERVIEW QUESTIONAIRE
แบบสัมภาษณ์

แบบสัมภาษณ์นี้ใช้สัมภาษณ์มารดาของเด็กที่กำลังเรียนอยู่ในระดับชั้นประถมศึกษาปีที่ 6 มี 6 ตอน ดังนี้

ตอนที่ 1 สัมภาษณ์เกี่ยวกับข้อมูลทั่วไปของมารดา

ชื่อ...............................นามสกุล...........................

1. อายุ...............ปี

2. ลูกที่เป็นกลุ่มเป้าหมายชื่อ ☐ ด.ช / ☐ ด.ญ............................
    นามสกุล.........................เป็นลูกคนที่..........

3. จำนวนลูกที่อายุไม่เกิน 15 ปี............คน ในจำนวนลูกทั้งหมด..........คน

4. สถานภาพการทำงาน

    ☐ ทำงานบ้าน

    ☐ ทำงานนอกบ้านบางเวลา

    ☐ ทำงานนอกบ้านเต็มเวลา

5. เรียนหนังสือจบชั้น.........................รวมเวลาที่เรียน.......ปี

6. รายได้ของครอบครัวในปีที่ผ่านมา

    ☐ ไม่เกิน 9,999 บาท

    ☐ 10,000 - 99,999 บาท

    ☐ 100,000 - 999,999 บาท

ตอนที่ 2 แบบสัมภาษณ์การสนับสนุนทางสังคม

ท่านได้รับการช่วยเหลือสนับสนุนตามข้อต่อไปนี้มากน้อยเพียงใด

ข้อความ	จริง มาก ที่สุด	จริง เป็น ส่วน ใหญ่	จริง เป็น ส่วน น้อย	ไม่ จริง
การสนับสนุนทางด้านข้อมูล				
1. ท่านได้รับความรู้เกี่ยวกับการอบรมเลี้ยงดูลูก				
2. ท่านได้รับคำแนะนำในการอบรมเลี้ยงดูลูกที่บ้าน				
3. มีคนเคยบอกกล่าวและเตือนให้ปฏิบัติในสิ่งที่ถูก ต้องเกี่ยวกับการอบรมเลี้ยงดูลูก				
4. เมื่อมีปัญหาเกี่ยวกับการอบรมเลี้ยงดูลูก ท่านจะได้ รับการช่วยเหลือในการแก้ปัญหานั้น				
5. มีคนให้คำแนะนำและเสนอแนะแนวทางที่เป็น ประโยชน์ต่อการดำเนินชีวิตของท่าน				
การสนับสนุนทางด้านการเงิน แรงงานและสิ่งของ				
6 เมื่อท่านมีปัญหาด้านการเงิน จะมีคนช่วยเหลือท่าน				
7. เมื่อท่านขาดแคลนของใช้ เสื้อผ้าหรืออาหารและสิ่ง อื่นๆในการเลี้ยงดูลูก มีคนคอยช่วยเหลือท่าน				
8. เมื่อท่านมีงานมากหรือไม่มีเวลา มีคนช่วยเหลือใน การเลี้ยงดูลูก				
9. มีคนช่วยเหลือทำงานบ้านให้ท่าน ในเวลาที่ท่าน ต้องเลี้ยงดูลูก				
10. เมื่อท่านมีปัญหาค่าใช้จ่ายเกี่ยวกับการเรียนของลูก จะมีคนช่วยเหลือท่าน				

ข้อความ	จริงมากที่สุด	จริงเป็นส่วนใหญ่	จริงเป็นส่วนน้อย	ไม่จริง
การสนับสนุนทางด้านอารมณ์ 11. ท่านมีคนที่แสดงความเห็นใจ ที่ท่านใช้เวลาส่วนใหญ่ในการเลี้ยงดูลูก 12. คนรอบตัวท่านไม่เคยแสดงที่ท่าที่ทำให้ท่านหมดกำลังใจ 13. คนใกล้ชิด ทำให้ท่านรู้สึกอบอุ่น มั่นใจ และปลอดภัย 14. คนใกล้ชิดไม่ทำให้ท่านต้องถูกทอดทิ้งหรืออยู่อย่างโดดเดี่ยว 15. คนใกล้ชิดทราบปัญหาและความต้องการของท่าน				

ตอนที่ 3 แบบสัมภาษณ์ความพึงพอใจชีวิตสมรส

ท่านมีความคิดเห็นต่อชีวิตสมรสของท่านอย่างไรในข้อต่อไปนี้

ข้อความ	ใช่	ไม่ใช่
1. ท่านคิดว่าชีวิตสมรสของท่านจะมีการเปลี่ยนแปลงไปสู่การแยกทางหรือหย่าร้างกันระหว่างท่านกับสามีใช่หรือไม่		
2. ในระหว่างปีที่ผ่านมา ท่านคิดว่าชีวิตสมรสของท่านมีปัญหาใช่หรือไม่		

3. เมื่อคุณกับสามีทำสิ่งต่างๆร่วมกัน คุณคิดอย่างไรกับชีวิตสมรสของคุณ

	4	มีความสุขมาก
	3	มีความสุขค่อนข้างมาก
	2	มีความสุขเล็กน้อย
	1	ไม่มีความสุข

คำถาม	0	1	2	3	4
4. ถ้าท่านแยกทางกัน สำหรับแต่ละเรื่องดังต่อไปนี้ที่ท่านคิดว่ามันจะเปลี่ยนแปลงไปอย่างไร	แย่ลงมาก	แย่ลงบ้างเล็กน้อย	เหมือนเดิม	ดีขึ้นเล็กน้อย	ดีขึ้นมาก
4.1 มาตรฐานการดำรงชีวิตของคุณ 4.2 ชีวิตสังคมของคุณ 4.3 โอกาสในการทำงานของคุณ 4.4 ความสุขทั้งหมดของคุณ 4.5 เพศสัมพันธ์ในชีวิตของคุณ					

คำถาม	0	1	2	3
5. ต่อไปนี้เป็นรายการที่คุณกับสามีไม่เห็นด้วยกันในรอบปีที่ผ่านมาคือ	ไม่เคยเลย	นานๆครั้ง	มีบ่อยครั้ง	มีเกือบทุกวัน
5.1 งานในบ้าน 5.2 การเงิน 5.3 การใช้เวลาอยู่ร่วมกัน 5.4 เพศสัมพันธ์ 5.5 ญาติของแต่ละฝ่าย				

ตอนที่ 4 แบบสัมภาษณ์ทัศนคติต่อบทบาททางเพศ

ท่านมีทัศนคติต่อบทบาททางเพศของสตรีมากน้อยเพียงใด

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วยมาก	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1. เห็นด้วยหรือไม่ ที่แม่ทำงานนอกบ้านเต็มเวลาเมื่อลูกคนสุดท้องอายุต่ำกว่าหกขวบ					
2. เห็นด้วยหรือไม่ ที่แม่ทำงานนอกบ้านบางเวลาเมื่อลูกคนสุดท้องอายุต่ำกว่าหกขวบ					
3. เห็นด้วยหรือไม่ ที่ลูกอายุต่ำกว่าสามขวบควรเลี้ยงในศูนย์รับเลี้ยงเด็กกลางวัน					
4. เห็นด้วยหรือไม่ ที่ลูกก่อนวัยเรียนมักจะถูกละเลยเมื่อแม่ต้องทำงานหาเงิน					
5. เห็นด้วยหรือไม่ ที่จะเป็นการดีสำหรับทุกคน ถ้าผู้ชายทำงานหาเงินเป็นหลัก และผู้หญิงดูแลบ้านและครอบครัว					
6. เห็นด้วยหรือไม่ ถ้าสามีและภรรยาทำงานนอกบ้านเต็มเวลาทั้งคู่ เขาควรจะแบ่งปันการทำงานในบ้านอย่างเท่าเทียมกัน					

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วยมาก	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
7. เห็นด้วยหรือไม่ว่า มันเป็นสิ่งที่ถูกต้อง ถ้าผู้หญิงผู้ชายอยู่ร่วมกันโดยไม่แต่งงานจนกว่าเขาจะวางแผนแต่งงานกัน 8. เห็นด้วยหรือไม่ว่า มันเป็นสิ่งที่ถูกต้อง ถ้าผู้หญิงผู้ชายอยู่ร่วมกันโดยไม่แต่งงาน แม้ว่าพวกเขาไม่สนใจในการแต่งงาน 9. เห็นด้วยหรือไม่ว่า ผู้หญิงมีลูกได้โดยไม่ต้องแต่งงาน					
10. เห็นด้วยหรือไม่ว่า คนเราควรจะแต่งงานดีกว่าอยู่เป็นโสด					
11. สามีเห็นด้วยหรือไม่ ที่ภรรยาทำงานนอกบ้านเต็มเวลาเมื่อลูกคนสุดท้องอายุต่ำกว่าหกขวบ 12. สามีเห็นด้วยหรือไม่ ที่ภรรยาทำงานนอกบ้านบางเวลาเมื่อลูกคนสุดท้องอายุต่ำกว่าหกขวบ 13. สามีเห็นด้วยหรือไม่ ที่ลูกอายุต่ำกว่าสามขวบควรเลี้ยงในศูนย์รับเลี้ยงเด็กตลอดวัน 14. สามีเห็นด้วยหรือไม่ ที่ลูกก่อนวัยเรียนมักจะถูกละเลยเมื่อแม่ต้องทำงานหาเงิน 15. สามีเห็นด้วยหรือไม่ ที่จะเป็นการดีสำหรับทุกคน ถ้าผู้ชายทำงานหาเงินเป็นหลัก และผู้หญิงดูแลบ้านและครอบครัว					

ข้อความ	เห็น ด้วย อย่าง ยิ่ง	เห็น ด้วย มาก	ไม่ แน่ใจ	เห็น ด้วย น้อย	ไม่ เห็น ด้วย
16. สามีเห็นด้วยหรือไม่ ถ้าสามีและภรรยาทำงานนอก บ้านเต็มเวลาทั้งคู่ เขาควรจะแบ่งปันการทำงานใน บ้านอย่างเท่าเทียมกัน					
17. สามีเห็นด้วยหรือไม่ว่า มันเป็นสิ่งที่ถูกต้อง ถ้าผู้หญิง ผู้ชายอยู่ร่วมกัน โดยไม่แต่งงานจนกว่าเขาจะวางแผน แต่งงานกัน					
18. สามีเห็นด้วยหรือไม่ว่า มันเป็นสิ่งที่ถูกต้อง ถ้าผู้ หญิงผู้ชายอยู่ร่วมกัน โดยไม่แต่งงาน แม้ว่าพวกเขา ไม่สนใจในการแต่งงาน					
19. สามีเห็นด้วยหรือไม่ว่า ผู้หญิงมีลูกได้โดยไม่ต้อง แต่งงาน					
20. สามีเห็นด้วยหรือไม่ว่า คนเราควรจะแต่งงานดีกว่า อยู่เป็นโสด					

ตอนที่ 5 แบบสัมภาษณ์การยอมรับนับถือตนเองของมารดา

คำชี้แจง ในแต่ละข้อคำถามมีเกณฑ์ดังนี้

4 หมายถึง ผู้ให้สัมภาษณ์มีความรู้สึกเช่นนี้เกิดขึ้นตลอดเวลา

3 หมายถึง ผู้ให้สัมภาษณ์มีความรู้สึกเช่นนี้เกิดขึ้นบ่อย

2 หมายถึง ผู้ให้สัมภาษณ์มีความรู้สึกเช่นนี้เกิดขึ้นนานๆครั้ง

1 หมายถึง ผู้ให้สัมภาษณ์ไม่เคยมีความรู้สึกเช่นนี้เกิดขึ้นเลย

ข้อความ	4	3	2	1
1. โดยรวมๆท่านพอใจในตัวของท่านเอง				
2. ตลอดเวลาท่านรู้สึกว่าตัวท่านไม่มีอะไรดีเลย				
3. ท่านรู้สึกว่าท่านมียังมีสิ่งที่ดีอยู่ในตัวหลายอย่าง				
4. ท่านมีความสามารถทำสิ่งต่างๆได้ดีเท่าเทียมกับคนอื่นๆ				
5. ท่านรู้สึกว่าไม่ค่อยมีอะไรในตัวท่านที่น่าภาคภูมิใจ				
6. ท่านแน่ใจว่าท่านเป็นคนไร้ค่าตลอดเวลา				
7. ท่านรู้สึกว่าท่านเป็นคนที่มีค่า อย่างน้อยก็มีค่าเท่ากับคนอื่นๆ				
8. ท่านปรารถนาที่จะยอมรับนับถือตนเองให้มากกว่านี้				
9. หลายครั้งที่ท่านรู้สึกว่าเป็นคนไร้ประโยชน์				
10. ท่านมีความคิดที่ดีเกี่ยวกับตนเอง				

ตอนที่ 6 แบบสัมภาษณ์การอบรมเลี้ยงดูลูกของมารดา

คำชี้แจง การรับรู้เกี่ยวกับการอบรมเลี้ยงดูลูกของมารดามีเกณฑ์ดังนี้

4 หมายถึงผู้ให้สัมภาษณ์แสดงพฤติกรรมนั้นต่อลูกมากที่สุด

3 หมายถึงผู้ให้สัมภาษณ์แสดงพฤติกรรมนั้นต่อลูกค่อนข้างมาก

2 หมายถึงผู้ให้สัมภาษณ์แสดงพฤติกรรมนั้นต่อลูกค่อนข้างน้อย

1 หมายถึงผู้ให้สัมภาษณ์ไม่แสดงพฤติกรรมนั้นต่อลูกหรือแสดงน้อยที่สุด

ข้อความ	4	3	2	1
1. ท่านจะมองลูกในข้อดีมากกว่าข้อเสีย				
2. ท่านมักจะพูดกับลูกด้วยน้ำเสียงอ่อนนุ่มและเป็นมิตรอยู่เสมอ				
3. ท่านเข้าใจปัญหาต่างๆและความกลุ้มใจของลูก				
4. ท่านมักจะแสดงให้ลูกรู้ว่า ท่านภาคภูมิใจสิ่งที่ลูกได้ทำไป				
5. ท่านรู้สึกมีความสุขใจเมื่อได้ไปเที่ยวหรือพักผ่อนนอกบ้านกับลูก				
6. ท่านบอกลูกว่าถ้ารักแม่ ให้ทำตามที่แม่ต้องการ				
7. ท่านบอกกับลูกว่า ถ้าลูกสนใจความรู้สึกของแม่ อย่าทำในสิ่งที่แม่ต้องเสียใจ				
8. ท่านบอกลูกว่าทุกสิ่งทุกอย่างที่ทำลงไป ทำเพื่อลูกทั้งนั้น				
9. เมื่อลูกไม่ทำตามที่ท่านต้องการ ท่านจะบอกว่า "ลูกจะไม่ได้รับคำขอบใจสำหรับสิ่งที่แม่ทำเพื่อลูกทั้งหมด"				
10. ท่านเชื่อว่าลูกคนนี้จะเป็นเด็กที่มีอนาคตไกล				
11. ท่านใช้คำว่า "ให้แม่ทำให้" มากกว่า "แม่ชอบวิธีที่ลูกบอกมา"				
12. ท่านมักจะพูดประชดประชันลูก เช่น ถ้าสอบไม่ได้ 4 คราวหน้าก็เอา 1 มาให้หมดก็แล้วกัน				
13. ท่านไม่พูดให้ร้ายลูก เช่น โง่ ขี้เกียจ แย่ เป็นต้น				
14. เวลาลูกไม่ทำตามที่ท่านต้องการ ท่านขู่ว่าจะบอกคนอื่น เช่นครู				

หรือเพื่อนของลูก				
15. ท่านจะอธิบายถึงเหตุผลในการลงโทษลูกทุกครั้ง				
16. ท่านอนุญาตให้ลูกทำในสิ่งที่นอกเหนือคำสั่ง ถ้าลูกมีเหตุผลเพียงพอ				
17. ท่านไม่เคยกล่าวขอโทษลูก เมื่อท่านดุว่าลูกโดยเข้าใจผิด				
18. ท่านปล่อยให้ลูกตัดสินใจเองในเรื่องส่วนตัวของลูก				
19. ท่านไม่ชอบให้ลูกออกจากบ้านโดยไม่มีผู้ใหญ่ควบคุมไปด้วย				
20. ท่านให้ลูกเก็บรักษาทำความสะอาดข้าวของเครื่องใช้ของตัวเอง				
21. ท่านเชื่อว่าลูกดูแลรักษาตัวเองได้ เมื่ออยู่ห่างไกลสายตาของท่าน				
22. ท่านให้ลูกควบคุมดูแลการใช้จ่ายเงินตามที่เห็นสมควร				
23. ท่านตกลงกับลูกว่าในแต่ละวันลูกมีหน้าที่ต้องทำอะไรบ้าง				
24. ท่านต้องการให้ลูกมีส่วนร่วมในกิจกรรมแทบทุกอย่าง				
25.เวลามีเรื่องที่เกี่ยวข้องกับทุกคนภายในบ้าน ท่านจะให้ลูกรับรู้และแสดงความคิดเห็นด้วย				
26. ท่านจะให้ลูกร่วมวงพูดคุยกับทุกคนภายในบ้านอย่างสนิทสนม				
27. ท่านกับลูกมักจะมีกิจกรรมสนุกสนานร่วมกันอยู่เสมอ				
28. ท่านให้ลูกแสดงความคิดเห็นเรื่องค่าใช้จ่ายภายในบ้าน				
29. ถ้าลูกพยายามทำสิ่งใดสิ่งหนึ่งไม่แล้วเสร็จ ท่านมักจะตำหนิลูก				
30. ท่านแนะนำให้ลูกทำงานอย่างง่ายทีละอย่างให้สำเร็จก่อนทำสิ่งที่ยากขึ้นหรือมากขึ้น				
31. ถ้าลูกพยายามทำสิ่งใดสิ่งหนึ่งไม่สำเร็จ หรือทำได้ไม่ดี ท่านจะให้ กำลังใจลูกและบอกให้ทำใหม่				
32. ท่านเปลี่ยนแปลงกฎระเบียบในการปกครองบ่อยๆ ซึ่งลูกจะต้องทำตามอยู่เสมอ				
33. แม้ว่ากฎระเบียบการปกครองลูกจะถูกต้องหรือไม่ก็ตาม ต้องขึ้นกับอารมณ์ความรู้สึกของท่านเท่านั้น				

APPENDIX B

INTERVIEW QUESTIONNAIRE

Section 1 General information of elementary school children's mother

1. Name..
2. Age......................................years old.
3. The name of your children who is studying in Prathom 6....................
4. Number of your children(not over 15 years old)....................total.............
5. Mother' employment

   ☐ Home duties
   ☐ Part time
   ☐ Full time

6. Educational attainment....................number of year (total)....................
7. Family income in Last Year (1998)

   ☐ Not over 9,999   baht
   ☐ 10,000-99,999   baht
   ☐ 100,000-999,999 baht

Section 2 Maternal Social Support Interview Questionaire

5   mean strongly agree
4   mean agree
3   mean neutral
2   mean disagree
1   mean strongly disagree

Item	5	4	3	2	1
Information support					
1. Knowledge about child-rearing practice from others					
2. Introduction in child care at home					
3. Telling from others to practices child-rearing on the right way					
4. Assistance from others to solving problems					
5. Assistance from others to living					
Instrument support					
6. Assistance about finance from others					
7. Assistance about food, and something from others					
8. Assistance the materials for child-care					
9. Assistance the materials for household working					
10. Supporting material for child-learning from school					
Emotion support					
11. Confidenting others to talk					
12. Circumstance other not to be distress					
13. Warmness from husband ,sibling, and cousin					
14. Not lonely from husband, sibling and cousin					
15. Husband, sibling and cousin understanding about the mother's problems					

Section 3 Marital Satisfaction Interview Questionnaire

whether or not the respondent answered "yes" to question:	yes	no
1. It is always difficult to predict what will happen in a marriage, but realistically, what do you think the chances are that you and your husband will eventually separate or divorce?"		
2. During the past year have you ever thought that your marriage might be in trouble?		

3. "Taking things all together all together, how would you describe your marriage?"

1	Unhappy
2	Neutral
3	Happy
4	very happy

Item	0	1	2	3	4
4. Even thought it may be very unlikely, think for a moment about how various areas of your life might be different if you separated. For each of the following areas, how do you think things would change:	much worse	worse	same	better	much better
4.1 your standard of living? 4.2 your social life? 4.3 your career opportunities? 4.4 your overall happiness? 4.5 your sex life?"					

Item	0	1	2	3
5. The following is a list of subjects on which couples often have disagreements about each of the following:	never	some time		almost every day
5.1 household tasks, 5.2 money, 5.3 spending time together, 5.4 sex, 5.5 in-laws.				

Section 4 Gender role attitude interview questionaire

<div align="center">

1 mean strongly disagree

2 mean disagree

3 mean neutral

4 mean agree

5 mean strongly agree

</div>

Item	1	2	3	4	5
Positive attitudes toward women working 1. "mothers who work full-time when their youngest child is under age six" 2 "mothers who work part-time when their youngest child is under age six" 3 "children under three years old being cared for all day in a daycare center" 4 "School children are likely to suffer if their mother is employed"; 5 "it is much better for everyone if the man earns the main living and the women takes care of the home and family."					

Positive attitudes toward if partners work, should share housework equally 6 "if a husband and a wife both work full-time, they should share household tasks equally "					
Positive attitudes toward nontraditional family behaviors 7 "it is all right for an unmarried couple to live together as long as they have plans to marry" 8 "it is all right for an unmarried couple to live together even if they have no interest in considering married" 9 "women who have a child without getting married."					
Disagreement with "better to marry than go through life being single" 10. "it is better for a person to get married than to go through life being single."					
Husband's Positive attitudes toward women working 11. "mothers who work full-time when their youngest child is under age six" 12. "mothers who work part-time when their youngest child is under age six" 13. "children under three years old being cared for all day in a daycare center" 14. "School children are likely to suffer if their mother is employed"; 15. "it is much better for everyone if the man earns the main living and the women takes care of the home and family."					

Husband's Positive attitudes toward if partners work, should share housework equally. 16. "if a husband and a wife both work full-time, they should share household tasks equally "					
Husband's Positive attitudes toward nontraditional family behaviors 17. "it is all right for an unmarried couple to live together as long as they have plans to marry" 18. "it is all right for an unmarried couple to live together even if they have no interest in considering married" 19. "women who have a child without getting married"					
20. Husband's Disagreement with "better to marry than go through life being single"					

Section 5 Maternal Self-Esteem Interview Questionaire

4   mean   Strongly

3   mean   Agree

2   mean   Disagree

1   mean   Strongly disagree

Item	4	3	2	1
1. On the whole I am satisfied with myself.				
2. At times I think I am no good at all.				
3. I feel that I have a number of good qualities.				
4. I am able to do things as well as most other people.				
5. I feel that I do not have much to be proud of.				
6. I certainly feel useless at times.				
7. I feel that I am a person of worth, at least on an equal plane with others				
8. I wish I could have more respect for myself				
9. All in all. I am inclined to feel that I am a failure.				
10. I take a positive attitude toward myself.				

Section 6 The State of maternal child-rearing practices toward enhancing self-esteem of elementary school children Interview Questionnaire

1	mean	Strongly Disagree
2	mean	disagree
3	mean	agree
4	mean	strongly agree

Item	1	2	3	4
Acceptance				
1. You would see the good points of your children more than the bad points.				
2. You often gently and friendly talked to your children.				
3. You always understood the problems and the worries of your children.				
4. You always showed off to your children that your felf very proud of their actions.				
5. You always felt happy when going out or relaxing with your children.				
positive expectation				
6. You always said "if they loved their mother, they would follow your needs".				
7. You always said "if they were interested in your feelings, they would not make their mother sad."				
8. You always said "you did everything for your children when your children did not follow your needs."				
9. You always said "your children would not get the word 'thank you' for your everything to your children."				
10. You belived that "your children would have the bright future."				
positive communication				
11. You often used the word "have the mother do it for them" more than "the mother liked the methods which your children said."				
12. You were often sarcastic to your children for example, if they did not get grade 4, they could take grade 1 all of the subjects in the next time.				
13. You did not say the bad things to your children, such as: stupid, lazy, very bad, and so on.				
14. When you children did not follow your needs, you threatended them that you would tell others, such as: teachers or their friends.				
Correcting inappropriate				
15. You would explain the reasons of the punishment all the time.				
16. You permitted your children to do the things over and above your your order they had enough reasons.				
17. You never apologized your children when you scolded them with misunderstanding.				
Responsibility				
18. You let them make their own decision of their private things.				
19. You did not like them out-going with out any parents to control them.				
20. You did them keep everything by themselves.				
21. You believed that they could take care of themselves when they were out of your sight.				
22. You had them control how to spend their money in the suitable way. You agreed with them what they did in one day.				

Item	1	2	3	4
Cooperation				
23. You would wanted them to participate with almost activities.				
24. When having something that concerned with the members of the family, you had them perceive and join with their points of view.				
25. You had them join with the conversatiion to all members of the family closely.				
26. You and your children always enjoyed the activities with one another.				
27. You had them show off their opinions about the family's expenses.				
Turning failure into success				
28. If your children did not finish their works in time, you would blame them.				
29. You advised them to do each work simply and succesfully before doing more difficult work including more and more work.				
30. If your children did not finish the work or did not do very well, you would encourage them and tell them to do it again.				
Securlity				
31. You often changed the regulations of the rule which your children always followed them.				
33. Whether the regulations of the rule would be correct or not, they depened on your emotion and feeling only				

APPENDIX C

SPECIALIST

Assoc.Prof. Dr. Aree Phetpud   Special Professor, Faculty of Social Science
Kasetsart University

Assoc.Prof. Dr.Supanee Suthirat   Faculty of Social Science,
Kasetsart University

Assoc.Prof. Dr Nongluck Dhepsawat   Faculty of Social Welfare Studies
Thammasart University

Assoc.Prof. Dr. Jariyawat Kompayak   Faculty of Nursing
Mahidol University

Dr. Montien Chomdokmai.   Special Project Office,
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BIOGRAPHY

NAME	Mr. Wichakorn Langkafha
DATE OF BIRTH	9 December 1956
PLACE OF BIRTH	Lumphun, Thailand
INSTITUTION ATTENDED	ChiangMai University, 1979-1980
	Bachelor of Art(Education)
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	Master of Eduaction(Educational
	Supervision & Curriculum Development)
	Mahidol University, 1994-1999
	Doctor of Education(Population Education)
POSITION & OFFICE	Muang Lumphun District Primary Education Office,
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