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## SELF-ESTEEM OF ADOLESCENTS IN THE SYSTEM OF PSYCHOCORRECTIVE WORK: THEORETICAL AND EMPIRICAL ASPECTS

**Анотація.** Мета роботи. Дослідження взаємозв'язку між самооцінкою, рівнем тривожності та особливостями стосунків між дитиною та батьками у підлітковому віці. Методологія. Методологічною основою дослідження стали положення гуманістичного, особистісно-орієнтованого, системного та діяльнісного підходів до розвитку особистості. Теоретичною основою стали концепції розвитку самооцінки, емоційної сфери та сімейної взаємодії. У дослідженні використовувався комплекс взаємодоповнюючих методів: теоретичні — аналіз, синтез, узагальнення та систематизація наукових джерел для вивчення сутності самооцінки, її структури, функцій та факторів формування; емпіричні — включали організацію та проведення психодіагностичного дослідження з використанням стандартизованих опитувальників: методика діагностики самооцінки особистості С. А. Будассі, опитувальник «Поведінка батьків та ставлення підлітків до них» Е. Шафера, шкала тривожності К. Д. Спілбергера — Ю. Л. Ханіна (State-Trait Anxiety Inventory — STAI); статистично-математичний — статистичний аналіз вибірки, кореляційний аналіз із використанням критерію Пірсона. Наукова новизна. Вперше було всебічно досліджено взаємозв'язок між самооцінкою, особистісною та ситуативною тривожністю та особливостями взаємовідносин між дитиною та батьками в контексті психокорекції проблем особистості підлітків; визначено стилі сімейного виховання, які можуть виступати як ресурсами, так і факторами ризику розвитку проблем особистості; Обґрунтовано доцільність застосування комплексних психокорекційних програм, спрямованих на формування адекватної самооцінки, емоційної саморегуляції та конструктивної взаємодії між батьками та підлітками як засобу профілактики поведінкових розладів. Висновки. Результати дослідження підтвердили наявність значущого взаємозв'язку між характеристиками стилів сімейного виховання, емоційним станом підлітків та їх самооцінкою. Отримані емпіричні дані не тільки дають змогу глибше зрозуміти механізми формування самосприйняття, але й можуть бути використані для розробки психокорекційних програм, спрямованих на формування здорової самооцінки, зниження тривожності та поліпшення якості сімейної взаємодії. Крім того, на основі аналізу результатів надано практичні рекомендації щодо підвищення самооцінки. Зокрема, це стосується формування навичок емоційної саморегуляції, розвитку усвідомлення власних сильних сторін, корекції нереалістичних уявлень про себе та поліпшення спілкування з батьками та однолітками. Особлива увага приділяється важливості створення позитивного соціально-психологічного клімату в сім'ї, що сприяє формуванню впевненості в собі, психологічної стабільності та самооцінки. Запропоновані рекомендації можуть бути використані психологами, вчителями та батьками у роботі з підлітками для підтримки їхнього емоційного благополуччя та особистісного розвитку.

**Ключові слова:** стосунки «дитина–батьки», підліток, самооцінка, тривога.

**Abstract. Purpose of the work.** Study of the relationship between self-esteem, level of anxiety and features of child-parent relationships in adolescence. **Methodology.** The methodological basis of the study was the provisions of the humanistic, personality-oriented, systemic and activity approaches to personality development. The theoretical basis was the concepts of the development of self-esteem, emotional sphere and family interaction. The study used a set of complementary methods: theoretical - analysis, synthesis, generalization and systematization of scientific sources to study the essence of self-esteem, its structure, functions and factors of formation; empirical - included the organization and conduct of a psychodiagnostic study using standardized questionnaires: the methodology for diagnosing personality self-esteem by S.A. Budassi, the questionnaire "Behavior of Parents and Attitudes of Adolescents to Them" by E. Shafer, the anxiety scale of C. D. Spielberger - Y. L. Khanin (State-Trait Anxiety Inventory - STAI); statistical and mathematical - statistical analysis of the sample, correlation analysis using the Pearson criterion. **Scientific novelty.** For the first time, the relationship between self-esteem, personal and

situational anxiety and the characteristics of child-parent relationships in the context of psychocorrection of adolescent personality problems has been comprehensively investigated; family upbringing styles have been identified, which can act as both resources and risk factors for the development of personality problems; The feasibility of using comprehensive psychocorrectional programs aimed at developing adequate self-esteem, emotional self-regulation, and constructive interaction between parents and adolescents as a means of preventing behavioral disorders is substantiated. **Conclusions.** The results of the study confirmed the presence of a significant relationship between the characteristics of family upbringing styles, the emotional state of adolescents, and their self-esteem. The empirical data obtained not only allow a deeper understanding of the mechanisms of self-perception formation, but can also be used to develop psychocorrectional programs aimed at developing healthy self-esteem, reducing anxiety, and improving the quality of family interaction. In addition, based on the analysis of the results, practical recommendations were provided for increasing self-esteem. In particular, this concerns the formation of emotional self-regulation skills, the development of awareness of one's own strengths, the correction of unrealistic attitudes about oneself, and the improvement of communication with parents and peers. Particular attention is paid to the importance of creating a positive socio-psychological climate in the family, which contributes to the formation of self-confidence, psychological stability and self-esteem. The proposed recommendations can be used by psychologists, teachers and parents in working with young people to support their emotional well-being and personal development.

**Keywords:** child-parent relationships, teenager, self-esteem, anxiety.

**Introduction. General statement of the problem and highlighting its connection with important scientific or practical tasks.** Adolescence is a critical stage of personality development, during which the formation of the self-concept, self-esteem, emotional sphere and models of social behavior takes place. It is during this period that personal difficulties are most intensely manifested, which may be accompanied by increased anxiety, self-doubt, emotional instability, conflict behavior, and impaired interaction with the immediate social environment.

One of the leading factors in the development of a teenager's personality is the system of child-parent relationships, which determines the features of the formation of self-esteem, emotional stability and behavioral patterns. Negative styles of family upbringing, excessive directiveness, inconsistency or emotional alienation can be predictors of the emergence of personal problems that require timely psychocorrection.

In modern conditions of social instability, martial law, constant psycho-emotional stress, the problem of developing effective psycho-correction programs aimed at increasing self-esteem, reducing anxiety and developing constructive interaction in the family becomes particularly relevant. This necessitates the scientific substantiation of psycho-correction mechanisms of influence on the personal development of adolescents.

**Analysis of research and publications that initiated the solution of this problem and on which the author relies.** Both foreign and domestic scientists were actively engaged in the issue of self-esteem. In particular, fundamental approaches to the study of self-esteem were laid down in the works of such researchers as R. Burns, W. James, A. Maslow, K. Rogers, M. Rosenberg. In their studies, they considered self-esteem as a central component of the "Self-concept", which affects the behavior of the individual, its adaptation to the social environment and success in various spheres of life.

In domestic psychology, the problem of self-esteem was studied by such Ukrainian scientists as G. S. Kostyuk, S. D. Maksymenko, V. O. Romanets and T. M. Tytarenko. Scientists emphasized that self-esteem is formed in the process of social interaction and activity of the individual, being the result of assessments of significant others and one's own analysis of one's achievements. In particular, they focused on the importance of the individual's awareness of his own life scenarios and their impact on self-esteem, emphasizing the need for constructive self-perception for the harmonious development of the personality.

**Highlighting previously unresolved parts of the general problem.** Despite the significant number of studies devoted to self-esteem, anxiety and family upbringing styles, the issues of a comprehensive analysis of their relationship in the context of psychocorrection of adolescent personality problems remain insufficiently covered. Most scientific works are aimed at describing the psychological features of development or individual factors of influence, while psychocorrection approaches that would simultaneously take into account self-esteem, the level of anxiety and the characteristics of child-parent relationships as interrelated factors in the formation of behavioral manifestations remain insufficiently substantiated.

**Formulation of the purpose of the article.** Research on the relationship between self-esteem, the level of anxiety and the characteristics of child-parent relationships in adolescence.

**Main part. Theoretical foundations of the study.** Self-esteem is one of the most important aspects of human psychology, which affects behavior, decision-making and life achievements. The formation of self-esteem is also influenced by personal characteristics. Emotional stability, temperament, character, features of emotional response, level of anxiety, all this is important for the formation of self-esteem [2, p.157].

Having studied temperament in more detail, we can conclude that emotionally stable individuals are less prone to experiencing failures and the opinions of others. In contrast, people with a more sensitive psyche, for example, melancholics, can experience even minor remarks for a long time. Phlegmatics, as a rule, do not pay special attention to this. Introverts are less dependent on the assessments of their environment than extroverts, although the latter often have an inflated self-esteem. On the other hand, introverts often rate themselves higher than others [3, p.54].

Foreign scientists pay considerable attention to this topic. For example, K. Jung, a Swiss psychiatrist and psychologist, developed a personality typology that includes the concepts of introversion and extraversion. He noted that introverts are oriented towards the inner world and are less dependent on the opinions of others, while extroverts are oriented towards the outer world and take into account the assessments of others more. Anxiety is an important factor in the formation of self-esteem, as it reflects the level of internal confidence of the individual. According to the research of C. Spielberger, anxiety can be a situational or stable character trait that affects the perception of one's own competence. G. Eysenck noted that people with a high level of neuroticism often have low self-esteem due to a tendency to constantly experience threat. K. Horney emphasized that negative social experience in childhood forms chronic anxiety, which undermines self-confidence [5]. Thus, anxiety can become a barrier to personal development, causing insecurity and fear of mistakes.

Anxiety can also be a signal of unsuccessful aspects of personal development that directly harm self-esteem. It can indicate the risk of developing neuroses, as well as arise as a result of traumatic events that destroy self-confidence. Anxiety is often exacerbated by serious illnesses and mental disorders, which further reduces self-esteem. People prone to anxiety see the world as a potential threat to their safety and self-esteem, which leads to its formation at a low level. They constantly feel anxiety, even when there is no real danger, and these experiences often have no objective grounds, which reflects their internal insecure attitude towards themselves [9].

Note that the formation of self-esteem plays an important role in the formation of a personality, especially in adolescence. Ukrainian researchers consider adolescence as a stage of intensive development of complex emotional structures, in particular moral and aesthetic feelings, which are key components of the worldview, motivation and value system of the individual [7, p. 71; 8, p.268].

Self-esteem plays an important role in the harmonious existence of a person in society and in achieving various life goals, such as success, self-realization, family well-being, spiritual and material well-being. It is closely related to the basic emotions, in particular fear, joy, sadness, etc. According to the views of K. Horney, self-esteem is a complex psychological phenomenon that affects the main features of the personality. It is formed on the basis of how a person perceives the feedback of others and evaluates his own activities, which helps him to realize his actions and personal qualities. A person's attitude towards himself is a component of his worldview, and therefore self-esteem occupies an important place in the structure of personality [4].

Self-esteem and emotional intelligence are two interconnected areas that constantly influence each other. A person with high self-esteem, as a rule, better understands his own and other people's emotions, knows how to manage them, which indicates developed emotional intelligence. On the contrary, with low self-esteem, it is often accompanied by difficulties in the emotional sphere: negative experiences, difficulty in managing emotions and misunderstanding of others. Developed emotional intelligence, in turn, strengthens self-esteem, helping to effectively manage emotions. The impact of self-esteem and emotional intelligence on a person's life is significant: high self-esteem contributes to success in education, work and personal life, while low self-esteem can lead to problems with mental health and relationships. High emotional intelligence helps to be an effective leader, establish communication and resolve conflicts, while low emotional intelligence makes it difficult to work in a team and manage stress. Understanding this relationship is important for improving mental health and quality of life, although it should be remembered that it is influenced by various personal factors [1].

Personality traits also have a significant impact on the formation of self-esteem, as they determine how a person perceives himself, reacts to life situations and interacts with others. This issue was studied by such famous psychologists as W. James, A. Maslow, K. Rogers, M. Rosenberg.

Self-confidence and determination contribute to high self-esteem, because people who are able to make decisions and take responsibility for their actions feel more stable and self-sufficient. On the other hand, shyness and anxiety can reduce the level of self-esteem, because a person often doubts their abilities and is afraid of criticism.

Optimism and positive thinking help to perceive themselves and their achievements in a better light, which helps to strengthen self-confidence. At the same time, excessive criticality and self-criticism can lead to low self-esteem, because a person constantly compares himself with others and focuses on his own shortcomings [4, p.172].

Empathy also plays an important role: people who are highly sensitive to the opinions of others may be overly dependent on others' evaluations, which makes their self-esteem unstable. Purposefulness and ambition, on the contrary, contribute to self-confidence, especially when a person achieves their goals and experiences personal development. Thus, character traits can both strengthen self-esteem and reduce it, influencing a person's perception of themselves and their place in the world [6, p. 201].

Thus, psychological factors determine the level of self-esteem and its resistance to external influences. The development of awareness, positive internal dialogue and emotional stability helps to form a healthy attitude towards oneself.

**Experimental part.** In the empirical study to identify the relationship between self-esteem, anxiety and the characteristics of child-parent relationships, a comprehensive psychodiagnostic toolkit was used, which includes the method of diagnosing personality self-esteem by S. A. Budassi, the questionnaire «Behavior of parents and the attitude of adolescents towards them» by E. Shafer, the anxiety scale of C. D. Spielberger - Y. L. Khanin (State-Trait Anxiety Inventory – STAI). The research base is the Vinnytsia Lyceum №11, Vinnytsia Lyceum № 15 and Vinnytsia Lyceum № 19, where 70 respondents participated, including 28 boys (40%) and 42 girls (60%) (Fig. 1) aged 14 to 16 years (Fig. 2). Respondents were selected by random sampling from among students who expressed a desire to participate in the study. The survey was conducted online using a Google form, which ensured the convenience of participation and accessibility for different categories of students. All participants provided oral informed consent to participate in the study, guaranteeing compliance with ethical standards, anonymity of responses, and use of results exclusively for scientific purposes.

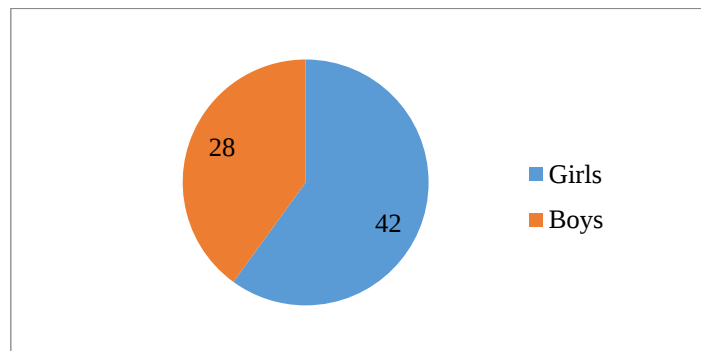


Fig. 1. Number of respondents by gender, persons

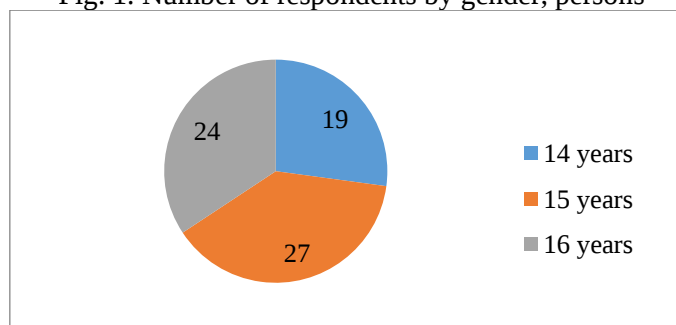


Fig. 2. Number of respondents by age, persons

In order to identify the relationship between the self-esteem of the individual, the level of anxiety and the characteristics of child-parent relationships, three psychodiagnostic methods were used: the method of determining self-esteem according to S. A. Budassi, the Spielberger-Khanin anxiety scale, as well as the questionnaire "Behavior of parents and the attitude of adolescents towards them" according to the method of E. Shafer.

In the process of analysis, levels of self-esteem were determined, levels of situational and personal anxiety were established, and five key parameters of parental influence were characterized: positive interest, directiveness, hostility, autonomy and inconsistency.

The distribution of respondents by level of self-esteem determined according to the method of S. A. Budassi can be seen in (Fig. 3).

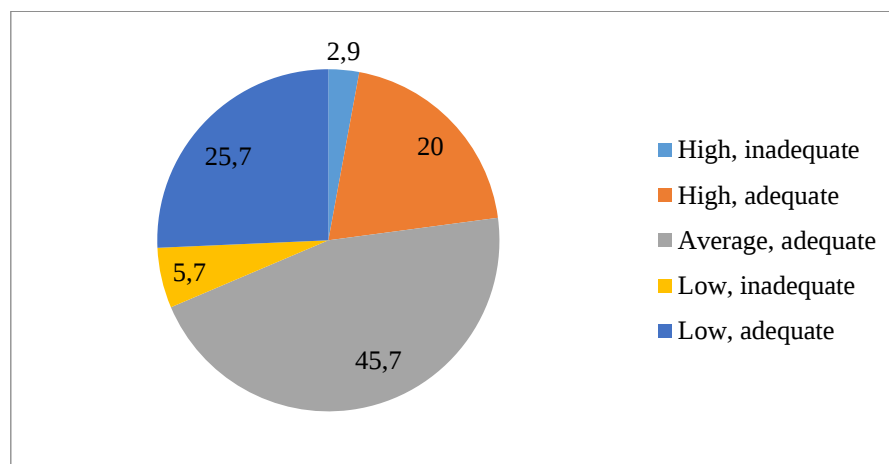


Fig. 3. Distribution of respondents by level of self-esteem according to the method of S. A. Budassi, %

As can be seen from Fig. 3, the largest proportion of study participants has an average, adequate level of self-esteem 45.7% (32 people). This means a sufficient level of confidence in their own abilities in the majority of adolescents involved in the sample.

In second place is low, adequate self-esteem 25.7% (18 people). This indicates that these participants realistically assess themselves, but their level of self-esteem is generally underestimated, which can be a potential factor in the development of anxiety or insecurity.

High, adequate self-esteem was demonstrated by 20% of respondents (14 people), which indicates a positive attitude towards themselves and confidence in their own abilities without signs of overestimation.

In contrast, inadequate levels of self-esteem were observed much less often: 5.7% (4 people) have low, inadequate, and only 2.9% (2 people) have high, inadequate self-esteem. This indicates that a small part of the respondents perceive themselves unrealistically – either too self-critically, or with signs of overestimation, which does not correspond to real possibilities.

As we already know, there is a general tendency towards the predominance of adequate self-esteem, which is observed both among girls and among boys. Let us pay attention to Table. 1, which demonstrates a detailed distribution of self-esteem levels by gender.

**Table 1. Distribution of self-esteem levels by gender, person**

| Indicator       | girls | boys |
|-----------------|-------|------|
| High inadequate | 2     | 0    |
| High adequate   | 8     | 6    |
| Medium adequate | 20    | 12   |
| Low adequate    | 12    | 6    |
| Low inadequate  | 0     | 4    |

In particular, the average, adequate level is most often found in girls (20 people) and somewhat less often in boys (12 people). A low, but adequate level is observed in 12 girls and 6 boys, respectively, which is also consistent with the general picture. High, adequate self-esteem was demonstrated by 8 girls and 6 boys.

It is worth noting that there are cases of inadequate self-esteem: two girls had high, inadequate self-esteem, and four boys - low, inadequate. This indicates a certain gender difference in the tendency to underestimate or overestimate self-esteem, which may be important in further analyzing the relationship with other psycho-emotional indicators.

In order to study the emotional state of the studied sample, the "Anxiety Scale" technique developed by Ch. Spielberger and adapted by Yu. Khanin was also used. This technique allows for a differentiated assessment of two components of anxiety: personal (as a stable individual characteristic) and situational (as a reaction to specific conditions or stressors). Let us first analyze the level of personal anxiety of the participants.

The distribution of respondents by level of personal anxiety can be seen in (Fig. 4).

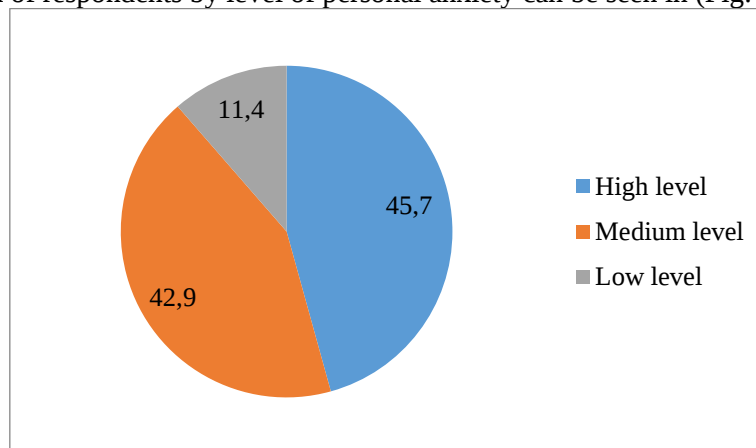


Fig. 4. Results of personal anxiety according to the method of C. D. Spielberger, %

As can be seen from Fig. 4, a high level of personal anxiety is demonstrated by 45.7% of respondents (32 people), which may indicate a stable tendency to experience anxiety regardless of the situation in which the individual is.

An average level of anxiety was found in 42.9% of respondents (30 people). This indicates a balanced emotional background with the possible manifestation of anxiety tendencies in certain contexts, but without signs of pathological fixation.

But a low level of anxiety turned out to be the least common - only 11.4% (8 people), which may indicate emotional stability or low sensitivity to threats, including social ones.

In addition to personal, the study also included an analysis of situational anxiety, which reflects the current emotional state of the individual in a specific situation and is more variable compared to personal. The distribution of levels of situational anxiety is shown in (Fig. 5).

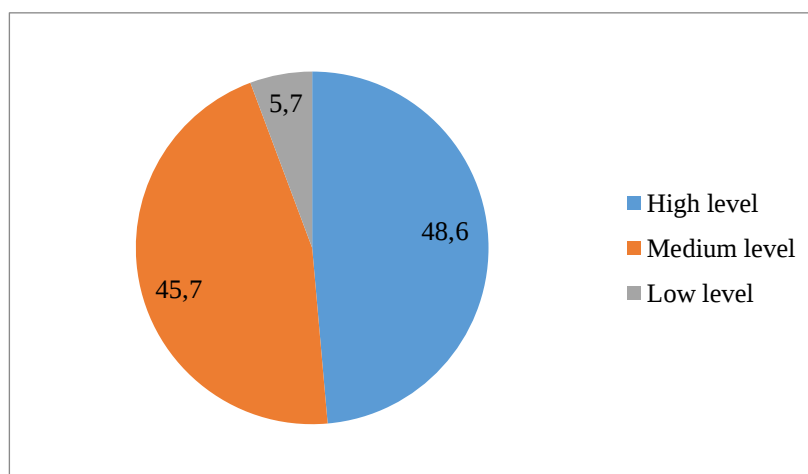


Fig. 5. Results of situational anxiety according to the method of C. D. Spielberger, %

As can be seen from Fig. 5, the largest proportion is made up of respondents with a high level of situational anxiety 48.6% (34 people). This indicates that almost half of the study participants at the time of the survey were in a state of psycho-emotional tension, with signs of increased anxiety or nervousness due to situational factors.

The average level of anxiety was recorded in 45.7% of respondents (32 people). This indicator indicates the ability of most young people to maintain relative emotional balance, regardless of the effects of stimuli or external stress.

In contrast, a low level of situational anxiety was found in only 5.7% of the sample (4 people). This may indicate both a high level of emotional self-regulation and reduced sensitivity to stressful influences, but in some cases - emotional inhibition.

Analysis of the quantitative distribution of levels of personal and situational anxiety according to the method of C. D. Spielberger indicates the dominance of medium and high levels of anxiety among respondents: in the case of personal anxiety, these levels cover a total of 88.6% of the sample, while situational anxiety within the specified limits is manifested in 94.3% of the studied subjects.

If we consider the distribution of anxiety levels by gender, given in (Table 2), we can see some differences between women and men.

**Table 2. Distribution of anxiety levels by gender, person**

| Type / indicator           | girls | boys |
|----------------------------|-------|------|
| <b>Personal anxiety</b>    |       |      |
| High level                 | 16    | 16   |
| Medium level               | 22    | 8    |
| Low level                  | 4     | 4    |
| <b>Situational anxiety</b> |       |      |
| High level                 | 18    | 16   |
| Medium level               | 22    | 10   |
| Low level                  | 2     | 2    |

In particular, a high level of personal anxiety was found equally in 16 girls and 16 boys, while an average level was more common among girls (22 people versus 8 boys). A low level according to this indicator was observed in 4 representatives of each sex.

Regarding situational anxiety, a high level was recorded in 18 girls and 16 boys, and an average level in 22 girls and 10 boys. A low level of situational anxiety was found in only 2 girls and 2 boys.

These results may indicate a greater emotional sensitivity of girls compared to boys, given the greater proportion of average and high levels of anxiety among them, but overall anxiety remains relevant for both sexes to almost the same extent.

Also, within the framework of the study, an assessment of child-parent relationships was carried out using the E. Shafer questionnaire (Table 3), which allows studying various aspects of interaction in the "parent-child" system. The assessment was carried out using five key scales: POZ (Positive Interest), DIR (Directiveness), HOS (Hostility), AUT (Autonomy) and NED (Inconsistency).

**Table 3. Distribution of levels of severity of indicators according to the E. Shafer questionnaire method among the studied respondents**

|     | Weakly expressed    | Normal              | Clearly expressed   |
|-----|---------------------|---------------------|---------------------|
| POZ | 20,0 % (14 persons) | 45,7 % (32 persons) | 34,3 % (24 persons) |
| DIR | 8,6 % (6 persons)   | 31,4 % (22 persons) | 60,0 % (42 persons) |
| HOS | 54,3 % (38 persons) | 34,3 % (24 persons) | 11,4 % (8 persons)  |
| AUT | 17,1 % (12 persons) | 40,0 % (28 persons) | 42,9 % (30 persons) |
| NED | 22,9 % (16 persons) | 31,4 % (22 persons) | 45,7 % (32 persons) |

As can be seen from Table 3, on the POZ scale, 45.7% of respondents demonstrated a level corresponding to the normative (average), 34.3% - a clearly expressed positive attitude towards the child, and only 20.0% - weakly expressed. This indicates a general tendency towards emotional acceptance of the child by the majority of respondents. In the context of the formation of self-esteem of respondents, a positive attitude from parents is a factor in the development of high and adequate self-esteem, since emotional support is basic for internal self-acceptance.

On the DIR scale, 60.0% of respondents showed clearly expressed directiveness, which indicates a significant proportion of participants who were subjected to a stricter style of upbringing with an emphasis on control and submission. Such an approach, depending on the balance with emotional support, can both contribute to the formation of structured self-esteem and create conditions for low or inadequate self-esteem, especially in the absence of recognition and support.

The HOS scale showed that 54.3% of respondents assessed difficulties in communicating with parents as weakly expressed, 34.3% - within the normal range, and only 11.4% - as clearly expressed. This indicates a generally favorable communicative background in the families of most participants. High-quality communication with parents contributes to the development of self-confidence, the formation of a positive image of the "I", therefore, is an important factor in the formation of healthy self-esteem.

Within the AUT scale (autonomy), 42.9% of participants demonstrated a high level of autonomy, 40.0% - medium, and 17.1% - low. Autonomy in this context reflects the ability of a child or young person to act independently, make decisions without excessive dependence on parental opinion, as well as a sense of personal responsibility. A high level of autonomy is usually associated with trusting, supportive relationships in the family, where the child has space to develop his own initiative. In contrast, a low level of autonomy may indicate excessive care, hypercontrol, or insufficient support for independence on the part of parents, which can potentially affect the formation of low self-esteem and increased anxiety.

The NED scale (inconsistency) revealed that 45.7% of respondents had a high level of uncertainty, 31.4% had an average level, and 22.9% had a low level. Uncertainty in parental behavior (inconsistency, contradictory demands) often creates a feeling of instability and uncertainty in children, which in turn negatively affects the formation of self-esteem.

Let us pay attention to Table 4, which shows in detail the results of the levels of expression by gender.

**Table 4. Distribution of levels of scales of E. Shafer's methodology by gender, person**

| <b>Scale / expression</b> | <b>girl</b> | <b>boy</b> |
|---------------------------|-------------|------------|
| <b>POZ</b>                |             |            |
| Clearly                   | 18          | 6          |
| Normal                    | 18          | 14         |
| Weak                      | 6           | 8          |
| <b>DIR</b>                |             |            |
| Clearly                   | 22          | 20         |
| Normal                    | 16          | 6          |
| Weak                      | 4           | 2          |
| <b>HOS</b>                |             |            |
| Clearly                   | 2           | 6          |
| Normal                    | 14          | 10         |
| Weak                      | 26          | 12         |
| <b>AUT</b>                |             |            |
| Clearly                   | 22          | 8          |
| Normal                    | 16          | 12         |
| Weak                      | 4           | 8          |
| <b>NED</b>                |             |            |
| Clearly                   | 18          | 14         |
| Normal                    | 18          | 4          |
| Weak                      | 6           | 10         |

It can be concluded that girls more often than boys demonstrate a clearly expressed positivity of relationships (POZ), which may indicate their higher emotional involvement in interaction with their parents. At the same time, boys are dominated by a weakly expressed positivity, which may indicate a less pronounced emotional component in their perception of relationships with their parents.

On the directiveness scale (DIR), a clearly expressed level is observed approximately equally in both groups (girls - 22, boys - 20), which may indicate a general tendency to perceive parents as authoritarian.

In the hostility indicator (HOS), a significant proportion of girls demonstrate a weakly expressed level (26 people), which may indicate a tendency to avoid conflicting or tense memories of their parents, while in boys this indicator is more evenly distributed, with a slightly higher level of clearly expressed hostility (6 people).

The autonomy scale (AUT) indicates that girls more often demonstrate a clearly expressed desire for independence in relationships with their parents (22 people versus 8 boys), while boys somewhat more often demonstrate a low level of autonomy.

Regarding emotional distance (NED), girls tend to have a more pronounced distancing (18 people), but a normal level is also common among them. Boys, on the other hand, more often have a weak expression of this indicator, which may indicate a somewhat lower desire for emotional distancing from their parents.

In general, the results obtained indicate certain gender differences in the perception of child-parent relationships, in particular in emotional involvement, autonomy, and perception of directiveness.

Analysis of the study results using the POZ, DIR, HOS, AUT, and NED scales indicates a predominantly positive emotional perception of the child by parents, generally favorable communication in the family, and a sufficient level of autonomy, which is the basis for the formation of healthy self-esteem. At the same time, the presence of a high level of directiveness and inconsistency in upbringing indicates potential risks for the emotional development and internal stability of respondents, which requires further attention and support.

During the study, a correlation analysis was carried out to identify the relationship between self-esteem indicators, levels of anxiety (personal and situational) and parameters of child-parent relationships obtained using the E. Shafer questionnaire. The Pearson correlation coefficient was used for the analysis, which allows assessing the strength and direction of the linear relationship between quantitative variables.

The results indicate a statistically significant negative correlation between the level of self-esteem and situational anxiety ( $r = -0.55$ ), as well as between self-esteem and personal anxiety ( $r = -0.44$ ). This means that with an increase in self-esteem, the level of anxiety, both situational and stable personal, decreases. This relationship confirms the position of classical concepts of anxiety, in particular the approach of C. Spielberger, according to which high anxiety is often a consequence of low self-confidence, doubts about the value of one's own "I". In addition, a positive correlation was found between self-esteem and the level of autonomy in the style of parenting ( $r = 0.46$ ). This relationship may indicate that under conditions of support for independence, trust and recognition of personal boundaries in the family environment, more positive self-images, higher self-confidence and the ability to make independent decisions are formed.

Along with this, the positive correlation between self-esteem and positive parental interest ( $r = 0.42$ ) confirms the important role of parental support and acceptance in the formation of a confident and stable self-image. This result is consistent with the humanistic concept of K. Rogers, according to which the basic acceptance of a child by adults contributes to the development of adequate self-esteem and a high level of psychological well-being.

At the same time, the negative correlations between self-esteem and directiveness ( $r = -0.39$ ), as well as between self-esteem and hostility towards parents ( $r = -0.38$ ) indicate that excessive rigidity in upbringing, as well as emotional distance from parents, negatively affect the development of positive self-esteem. Given the concept of parenting styles by E. Schafer, directiveness in combination with emotional coldness most often leads to the formation of unstable or low self-esteem in adolescents.

The correlation between self-esteem and the indicator of inconsistency in interaction with parents turned out to be weak ( $r = -0.17$ ), which suggests its indirect or mediated influence on the structure of self-esteem. The results of the study can be seen in (Table 5).

**Table 5. Results of the correlation analysis**

| Indicator                         | Value |
|-----------------------------------|-------|
| Self-esteem – personal anxiety    | -0,44 |
| Self-esteem – situational anxiety | -0,55 |
| Self-esteem – POZ                 | 0,42  |
| Self-esteem – DIR                 | -0,39 |
| Self-esteem – HOS                 | -0,38 |
| Self-esteem – AUT                 | 0,46  |
| Self-esteem – NED                 | -0,17 |

**Results and their discussion.** Thus, from the obtained results, we can draw conclusions about the close relationship between self-esteem, anxiety and parenting style. Adequate self-esteem is formed in conditions of a positive emotional atmosphere, support and constructive interaction with parents. At the same time, strict control, directiveness or emotional distance from parents can be factors in the formation of inadequate, low or unstable self-esteem, which, in turn, increases the level of individual anxiety. The use

of correlation analysis made it possible to empirically confirm the relationship between these mental phenomena and outline directions for further in-depth study of the mechanisms of their interaction.

The obtained results of the experimental study also indicate the need to develop and implement comprehensive psychocorrectional programs aimed at increasing the self-esteem of adolescents by reducing the level of personal and situational anxiety, as well as harmonizing child-parent relationships. It is the comprehensive approach that combines the development of a positive self-image, the formation of emotional self-regulation skills, the development of constructive ways to overcome anxiety and psychological support for parents that creates the conditions for positive personal changes in adolescence. Psychocorrectional work should be aimed not only at overcoming individual behavioral manifestations, but also at eliminating the psychological factors that underlie them. Harmonization of family interaction will contribute to the formation of a safe emotional environment that ensures the development of adequate self-esteem, reducing anxiety, increasing confidence in one's own abilities and the formation of constructive models of adolescent behavior. Such an approach meets the modern tasks of personality psychocorrection and can become the basis for creating effective programs of psychological support for adolescent children.

**Final part. Conclusions.** The empirical study analyzed the relationship between the level of self-esteem, anxiety and the characteristics of family upbringing. For this purpose, standardized psychodiagnostic methods were used: the self-esteem assessment scale of S. A. Budassi, the Spielberger-Khanin anxiety level determination method, and the questionnaire "Parental Behavior and Adolescents' Attitudes to Them" by E. Shafer. The results obtained allowed us to identify the characteristic features of the formation of adolescents' self-esteem. In particular, it was found that the majority of respondents have an average (adequate) level of self-esteem, which is associated with moderate indicators of personal and situational anxiety. This indicates relative emotional stability and the presence of psychological resources for successful functioning in society. At the same time, respondents with low or high self-esteem demonstrated an increased level of anxiety, which may be an indicator of internal conflicts, emotional tension, and instability of self-perception. Analysis of data obtained using E. Shafer's method showed that the most unfavorable for the formation of adequate self-esteem are the authoritarian style of upbringing, excessive directiveness, hostility and restriction of the child's autonomy. In contrast, emotional warmth, acceptance and clear structuring of family roles contribute to the development of a positive self-image, self-confidence and reduction of emotional tension. Thus, it can be concluded that self-esteem is formed in close connection with social relationships, especially in the system of child-parent relationships, and its level largely depends on the psychological climate in the family and individual-personal characteristics.

**Prospects for further research.** They consist in the development, testing and experimental verification of the effectiveness of a comprehensive program of psychocorrection of personality problems and behavior of adolescents, aimed at increasing self-esteem, developing emotional self-regulation, reducing anxiety and optimizing child-parent relationships. It is also advisable to study the possibilities of using modern art therapeutic technologies, cognitive-behavioral methods, trainings for the development of emotional intelligence and family counseling as effective means of psychocorrection of the personal development of adolescents. Further research can be aimed at a comparative analysis of the effectiveness of various psychocorrection approaches depending on age, gender, level of anxiety and characteristics of the family environment.

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