A STUDY TO ASSESS PARENTAL ATTACHMENT & SELF - ESTEEM AMONG ADOLESCENT GIRLS AT A SELECTED PU COLLEGE, TAMAKA KOLAR, WITH A VIEW TO DEVELOP AN INFORMATION BOOKLET ON TIPS TO IMPROVE PARENTAL ATTACHMENT AND SELF ESTEEM AMONG ADOLESCENT GIRLS.

BY

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Under the guidance of

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2022

DECLARATION BY THE CANDIDATES

We hereby declare that this project entitled **"A STUDY TO ASESS PARENTAL ATTACHMENT & SELF- ESTEEM AMONG ADOLESCENT GIRL IN SELECTED PU COLLEGE, TAMAKA KOLAR, WITH A VIEW TO DEVELOP AN INFORMATION BOOKLET"** is a bonafide and guidance work carried out by psychiatry Nursing group students under the guidance work carried out by psychiatry nursing research group students under the guidance of **Prof. Jairakini Aruna, H.O.D** Psychiatry nursing department, Sri Devaraj Urs College Of Nursing Tamaka, Kolar.

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ABSTRACT

BACKGROUND OF THE STUDY:

Attachment refers to a deep and lasting emotional connection established by an individual in the interaction with significant others, expressing the individual's tendency to seek closeness or contact with specific objects or persons. [1]

Adolescent-parental attachment has a significant impact on mental, emotional, and social performance. A secure attachment is linked to fewer instances of high-risk behavior, less mental health issues, and improved social and coping abilities. [1]

Self-esteems a nine-point scale that expresses the person's overall value in terms of his or her positive and negative self-perceptions. Its growth begins at birth and is influenced by experience as it changes over time.

Self-esteem has a particularly significant role in the course of adolescence. [1]

The purpose of this study is to assess the parental attachment and self esteem amongst adolescent girls in a selected PU college, Tamaka, Kolar.

STATEMENT OF PROBLEM:

"A STUDY TO ASESS PARENTAL ATTACHMENT &SELF- ESTEEM AMONG ADOLESCENT GIRL IN SELECTED PU COLLEGE, TAMAKA KOLAR, WITH A VIEW TO DEVELOP AN INFORMATION BOOKLET"

OBJECTIVES OF STUDY:

- ➢ To assess parental attachment among adolescent girls by using parental attachment questionnaire

- ➢ To assess the self-esteem among adolescent girls by using self-esteem inventory scale

- ➢ To find out the relationship between parental attachment and self-esteem among adolescent girls

- ➢ To find the associations between parental attachment & self- esteem among adolescent girls with selected socio-demographical variables

METHODOLOGY:

A **Quantitative Approach** with **Non-Experimental Descriptive Correlational Survey Design** was used in the present study. **Convenient Sampling Technique** was used to select the sample size of 100. The data was collected by using the **Kenny's Parental Attachment Questionnaire** and **Rosenberg Self-Esteem Scale** and analyzed by **Descriptive and Inferential Statistics.**

RESULTS:

Major findings of the study:

- ❖ More than three fourth of the study participants are (85%) were at the age range of 17 to 18 years.

- ❖ Three fourth of the study samples (89%) are Hindus.

- ❖ More than half of the study participants (59%) are from urban area.

- ❖ Three fourth of the study participants (86%) are studying in IInd PUC.

- ❖ Three fourth of the study participants (80%) talks in Kannada.

- ❖ Three fourth of the study participants (81%) are from science background.

Out of 100 study participants at SFS college, Tamaka 5% adolescent girls had high parental attachment, 80% had a minimal connection to parents and 15% had mild parental attachment.

Out of 100 study participants at SFS college, Tamaka 55% of study participants of adolescence girls had high self-esteem, 44% of study participants of adolescence girls had moderate self-esteem, 1% of study participants of adolescence girls had mild self-esteem.

The study's findings showed a significant correlation between parental attachment and adolescent girls' self-esteem (r=0.195, P 0.05).

Additionally, it was discovered that certain demographic factors, such as age, place of residence, language spoken, religion, and academic class, with the exception of stream were strongly connected with attachment to one's parents and self-esteem in teenage girls.

INTERPRETATION AND CONCLUSION:

The results revealed a solidly favorable association exists between parental attachment and adolescent girls' self-esteem, i.e., if parental attachment is growing, adolescent girls' self-esteem will grow as well

KEY WORDS:

Parental Attachment, Self Esteem, Adolescent Girls, Information Booklet

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To Our

Beloved

Guide

PROF. JAIRAKINI ARUNA

Not every teacher deserves
to be called one because
that title is reserved for
great ones like you.

Thank You

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CHAPTER ~ 1

INTRODUCTION

"Behind Every Child Who Believes In Himself Is A Parent Who Believed In Them First"

The term attachment parenting was coined by American pediatrician Willam Sears. The mother and youngster form an emotional bond from the moment of birth, and Those ties later on influences the child's behavior. Aggression is one of the behaviors that can be linked to mother-child connection. Self-esteem is another factor that may be used to evaluate the emergence of aggressive behavior in teenagers. Every parent wants to feel an intense emotional bond with their kids. Each parent tests many methods with contradictory beliefs in order to determine which is ultimately best for the parent and children. [7]

Adolescent-On the cognitive, social, and emotional aspects of functioning, parental attachment is important impact. A secure attachment is linked to fewer instances of high-risk behavior, less mental health issues, and improved social and coping abilities. Self-esteem is an overall assessment of one's worth that manifests as a positive or negative disposition toward oneself. Its growth begins at birth and is influenced by experience as it changes over time. Self-esteem has a particularly significant function in the adolescent experience. It is connected to both academic victory and mental wellness throughout this time. [16]

Because of the numerous biological, cognitive, social, and the resulting emotional shifts during this time, adolescence is one of the most exciting phases of life. Many people also view today as a time of stress and storm. The Latin word "adolescere"—which means "to develop into maturity"—is the source of the English word "adolescence." Every stage of life

is influenced by adolescence, making it crucial for future growth. The passage from childhood to maturity takes place throughout this time.

World Health Organization (1986) defined adolescence as "the period in human development and growth that happens during childhood but before to adulthood, from the age group 10 to 19". This period is characterized by rapid intellectual growth and adolescents often feel that he/she knows more than his/her parents. Based on psychosocial development, Einstein (2002) categorized early adolescence as 10 t0 13 years, middle adolescence as 14 to 17 years and late adolescence as 17 to 21 years. There is considerable overlap of these stages among different individuals. The psychosocial changes of early adolescence are marked by rapid physical changes at the onset of puberty. These changes lead to self-absorption and initiate the adolescents 'drive for independence. A shift from dependence on parents to independence is the characteristic behavior of this period. Identify development is another crucial advancement during this period. Peer group influence start dominating the Middle adolescence. Peer influence is visible through an increased intensity of feelings and by the rise of importance of peer group values. Their identity development is continuing with the ability to engage in abstract thinking and to reason which leads to the creation of a new sense of individuality. The last phase of the adolescent's struggle for identity and independence is the late adolescence. If everything happened well in the. Early and middle adolescence, then the adolescent will be able to manage the challenges and responsibilities of the adulthood. They have the characteristics of time identity, better ability to think and express ideas in works, more stable interest and greater ability to make independent decisions and to compromise. The identity development is also characterized by the creation of a rational and realistic conscience, development of partial vocational goals and further refinement of moral, religious and sexual values.

Health has a multidimensional perspective with physical, functioning on a physical, psychological, social and well-being. Psychological well-being has received utmost importance in the present scenario. Family has a significant part in influencing the well-being of an adolescent. Self-esteem is an individual factorwith equal importance. Adolescences is a sensitive period, where the interplay of this variables has an impact on their life. Consequently, the current study made an attempt to assess the influence of parental bonding and self-esteem on psychological wellbeing of adolescence. The study also intended to identify self-esteem as mediating factor between parental bonding and psychological wellbeing of the adolescences. [15]

NEED FOR THE STUDY

 According to **WHO**

Over 1.5 million adolescents and young adults 10 to 24 years old died in 2019 nearly 5000 every day

➕Young adolescents aged 10 to14 ages Having the lowest risk of mortality of allage groups.

➕Injuries (including road traffic injuries and drowning), violence, self- harm and maternal health issues are the leading factors that contribute to adolescent deaths young adults.

➕Half of all mental health disorders in adult hood start by age14, but most cases are un detected and untreated

➕Early onset of substance use is associated with higher risk of developing dependence and other problems during adult life, and people of younger ages are disproportionately affected by substance use compared withpeople of older ages.

➕Globally, there are 43 births per 1000 to girls aged 15-19 years per year.

Given the need to solve a variety of difficulties, significant changes that cause stress, adolescence is a crucial stage and is particularly susceptible to the emergence of symptoms of emotional discomfort and instability. In addition, it is a time of flexibility when the teenager is receptive to learning new things, from general knowledge to specific skills and competences, such the capacity to control one's own emotions. [21]

Adolescent well-being is widely acknowledged to include more than just absence of behavioral disorders like drug usage. In this regard, the necessity to research what, precisely, motivates adolescents to raise their wellbeing levels and what elements may favorably affect

these levels has emerged. In the current study, we will examine family and emotional factors to better understand how teenage well-being develops. [22]

Teenagers who feel uncomfortable about their relationship with their Parents are more prone to take on dangerous to engage in risky behavior, have behavioral issues, and struggle to control their emotions, which can lead to impulsivity. As opposed to that, teenagers who form a strong bonding connection with both of their parents report higher levels of happiness and positive affect, less stress, a better sense of self-worth, and more social skills. Additionally, emotional competence a stronger capacity to recognize, categorizes, express, and manage one's emotions is also linked to attachment security. The majority of earlier research only looked at maternal attachment or did not distinguish between it and paternal attachment, ignoring the fathers' crucial role. Since Both parents' devotion to their children is equal substantially correlated with adolescents' mental health, we looked at each independently in this study. [23]

According to certain studies, emotional maturity may serve as a mediating factor between parental connection and adult wellbeing. In this meditation argues that acquiring emotional skills may help to mitigate the harmful effects of preserving uneasy attachment connections. Furthermore, teenagers who are capable of forging trust-based and secure attachment ties conversation, feel more at ease discussing their emotions, and as a result comprehend them and be able to deal with them. hence, emotional Although further research is needed, talents may operate as a protective factor for wellbeing especially in the population of adolescents [24]

The influence of sociodemographic factors, such as age and sex, should also be taken into account when evaluating the connection between attachment, emotional competence, and wellbeing in adolescence. When compared to childhood, adolescence appears to be the age

when relationships with peers take precedence over those with parents. In addition, as was already noted, children's levels of wellbeing are declining. Girls and boys appear to understand, express, and manage their emotions differently than men do when it comes to sex. Although there is no universal agreement, research suggests the likelihood that girls will recognize and express their emotions appropriately while guys are better at developing coping mechanisms for their negative emotions. [25]

In psychology, the concept of self-esteem refers to a person's total subjective perception of their own value or worth. In other words, self-esteem may be summed up as how highly you regard and like yourself, no matter what the situation. Your confidence is defined by many factors including: Self- confidence, feeling of security, Identity, Sense of belonging, Feeling ofcompetence. Other terms that are often used interchangeably with self-esteem include self-worth, self-regard, and self-respect. Self-esteem tends to be lowest in childhood and increases during adolescence, as well as adulthood, eventually reaching a fairly stable and enduring level. This makes self-esteem similar to the stability of personality traits over time. [26]

People with low self-esteem tend to feel less sure of their abilities and may doubt their decision-making process. They might not feel inspired to try novel things because they don't believe they're capable of reaching their goals. Those with low self-esteem may have issues with relationships and expressing their needs. They might also endure low levels of confidence and feel unlovable and unworthy. [27]

People with overly high self-esteem may overestimate their skills and may feel entitled to succeed, even without the abilities to back up their belief in themselves. They may struggle with relationship issues and block themselves from self- improvement because they are so fixated on seeing themselves as <u>perfect</u>. Self- esteem impacts your decision-making process,

your relationships, your emotional health, and your overall well-being. It also influences motivation, as people with a healthy, positive view of themselves understand their potential and may feel inspired to take on new challenges· [28]

The dynamics involved in the growth of self-esteem have been the subject of numerous thinkers' writings. In psychologist Abraham Maslow's Hierarchy of Needs, which portrays esteem being among the fundamental human motives, the idea of self-esteem plays a significant part. Maslow argued that in order to develop self-respect, humans must experience both external and internal praise. To develop as a person and achieve self-actualization, both of these requirements must be met. Note that self-efficacy, which is concerned with how well you believe you'll handle future actions, performance, or talents, is distinct from self-esteem (29)

Young People gain knowledge via dealing with their parents how to begin and continue satisfying and warm friendships. Attachment with parents thereby plays a significant part in adolescents' social and emotional adjustment. [11]

Most of the studies have shown that how much important the parental attachment is for developing self-esteem among the adolescent girls. Therefore, much more research is needed for acknowledging the parents and also the adolescents about the risky growth without efficient parental ties and their long-lasting effects   psychologically physiologically in the adolescents, here adolescent girls are taken as the Study subjects and as we are also girls, and very recently we have passed through the later adolescent phase. So as a researcher we were interested to proceed with this problem statement.

CHAPTER ~ 2

OBJECTIVES

✚ Objectives of the study:

1. To assess parental attachment among adolescent girls by using parental attachment questionnaire.

2. To assess the self- esteem among adolescent girls by using self- esteem inventory scale.

3. To find out the relationship between parental attachment and self -esteem among adolescent girls.

4. To find out the association between parental attachment and self- esteem among adolescent girls with selected socio-demographical variables.

✚ Hypotheses/assumptions:

▪ Hypotheses:

H_{01}: There will be no significant difference between overall parenting of father and mother of adolescence children.

H_{02}: There will be no significant difference in the self-esteem of adolescents between 1st, 2nd, and 3rd birth order.

▪ Assumption:

- Parental attachment will enhance self-esteem among adolescents.

➕ Operational definition:

Assessment:

According to **WHO,** assessment is the process of documenting, usually in measurable terms, knowledge, skill, attitudes and beliefs. Assessing parental attachment and self-esteem among adolescents. [1]

In the present study assessing the parental attachment and self-esteem among adolescent girls.

Parental attachment: attachment parenting emphasizes the loving relationship that parents can have with children such as raise the child secure, independent and empathetic. [2]

In the present study assess nurturing connection among parents and adolescents which can be measured by usingparental attachment questionnaire or self-report questionnaire.

Self-esteem: Self-esteem is thejudgement opinion we hold about ourselves.

It is exactly how much we perceive ourselves to be worthwhile and capable human beings. [3]

In the present study it refers to adolescents' perception towards self-confidence and capabilities to explore them to fullest potential

Adolescents: Adolescents is a stage of transition of both physical and psychological growth development that generally occurs during the period [14 to 18] from puberty to later adulthood. [4]

In the present study sampling age group is later adolescent girls (age range 14-18years)

Period	Age range
Early adolescence	10/11to about 14
Later adolescence	About 15 to 18
Emerging adulthood	About 19 to 25

Pre-university: The pre-universitycourse or pre-degree course is an intermediate course of two years duration, conducted by state education institutions or boards in India. [5]

Present study will be conducted in SFS PU College, Kolar.

Information booklet: Booklet is a small book or group of pages which can be used as publication media and appropriate for promoting a product giving information about an enterprise or event, newsletter, and so on Currently study information booklet containing a brief information regarding parental attachment and suggesting to improve or enhance self-esteem among adolescent girls.

MATERIALS AND METHODS:

➤ **Source of data:**

The source of data for this study will be collected from a group ofadolescent girls studying in selected pre university colleges at Kolar.

➤ **Research approach and design**:

- ▪ **Research approach:** Quantitative approach
- ▪ **Research   Design**: Non experimental Descriptive   correlational survey design.

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- ➢ **Variables:**

  - ▪ **Study variables:** Parental attachment and self- esteem of adolescentgirls aged 14 to 18 years.

  - ▪ **Attribute variables:** age, religion, residence, stream, language,class

- ➢ **Setting**:

  The study will be conducted at selected SFS PU College, Tamaka.

- ➢ **Population:**

  The target population of present study are adolescent girls, who arestudying in SFS PU College at Tamaka.

- ➢ **Sample and sample size:**

  Sample: Sample for the study is adolescent girls of 15 to 18 who are studying in selected college Kolar.

  Sample size: The sample size consists of 100 adolescent girls.

- ➢ **Sampling technique:** non probability convenience sampling technique.

- ➢ **Sampling criteria:**

- ✓ **Inclusion criteria:**

  16 years and older to 18 years.

  Girls' ability to read and write Kannada and English language.
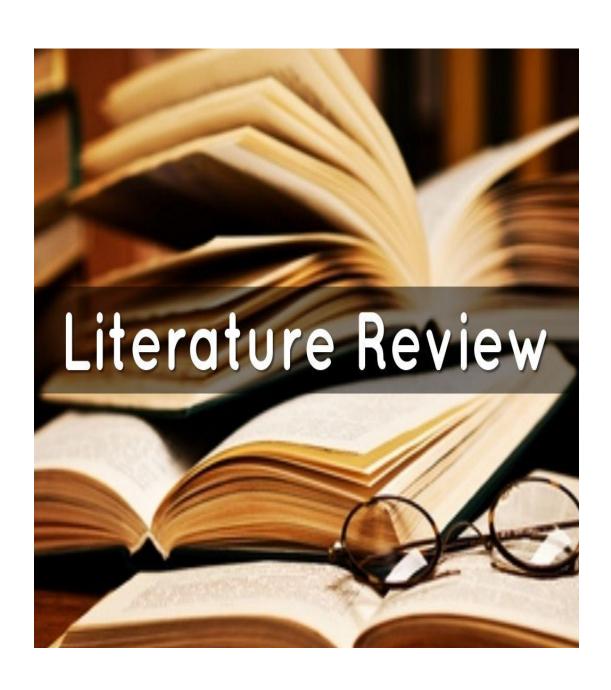
✓ **Exclusion criteria:**

Adolescent girls not eager to participate.

Adolescent girls who were not present at the time of conducting study.

➢ **Data collection tools:** it includes

o **Section A:** Socio demographic data: age, religion, residence,stream, language, class

o Section B: parental attachment questionnaire self- esteem inventory scale.

Literature Review

CHAPTER ~ 3

REVIEW OF LITERATURE

- **For the present study the literature was reviewed the following headings:**

  1)Studies related to parental attachment among adolescent girls.

  2)Studies related to self-esteem among adolescent girls.

  3)Studies related to parental attachment and self-esteem amongadolescent girls.

➢ <u>Studies related to parental attachment among adolescent girls:</u>

1.Developing attachment bonds between adolescents and their parents is a key indicator of mental health. Ninety teenagers (44 girls and 46 males) who attend after-school programmes in and around Guatemala City and live in economically challenged regions took part. Participants filled out self-report questionnaires about their mental health, school connectedness, and peer and parental attachment. Result: Less secure peer attachment but higher levels of safe school connections were associated with resilience to mental health issues. In contrast to the potential negative impact that secure attachments have in the context of inadequate parental attachment, school connectedness may have a role in fostering resilience for mental health in at-risk adolescents.[29]

2.A study was done on adolescents Context. The main threats to adolescents' health are the risk behaviours they choose. How their social context shapes their behaviours is poorly understood. **Objective** of the study was to identify risk and protective factors at the family, school, and individual levels as they relate to 4 domains of adolescent health and morbidity: emotional health, violence, substance use, and sexuality.**Design:** Cross-sectional analysis of interview the National Longitudinal Study of Adolescent Health. **Results**: Parent-family All health risk behaviours were prevented by connectivity and perceived school connectedness measure excluding history pregnancy. [28]

➤ <u>**Studies related to self-esteem among adolescent girls:**</u>

3. According to a study on western cultures, changes in body image have been suggested as a potential explanation for why girls' self-esteem significantly decreases during middle adolescence. Sociocultural influences, such as exaggerated media portrayals of feminine beauty, participate in how body image develops. Experimental exposure to either average-sized or ultrathin magazine models decreased body satisfaction and, as a result, self-esteem in 136 U.K. girls between the ages of 11 and 16. Additionally, older girls' self-esteem was lower than that of younger girls. This age trend discovered to be partially explained by a corresponding downward trend in body satisfaction according to structural equation modelling. This, in turn, was fully explained by upward age trends in awareness and internalization of sociocultural attitudes toward appearance as well as social comparison with media models. The results demonstrate the need for early educational interventions to assist girls in dissecting media and commercial representations. [30]
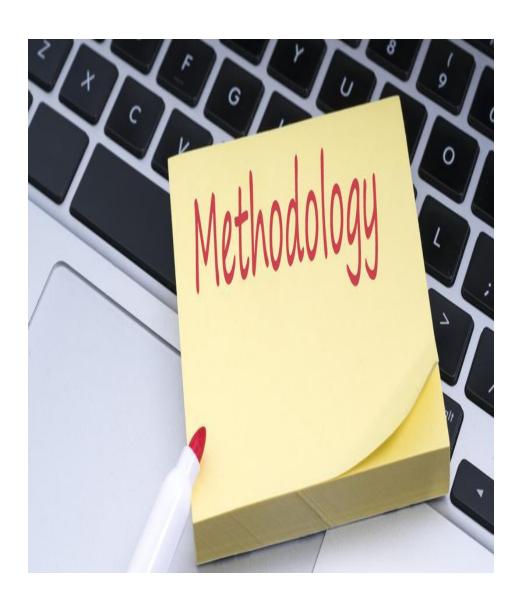
4.A study was conducted on evaluating peer-related influences on appearance, body dissatisfaction, eating disturbance, and self-esteem in average weight, at risk of overweight, and overweight adolescent girls. **Methods-**Three hundred twenty-five adolescent girls from high schools in Florida were assessed. Ninety met criteria for being at risk of overweight or overweight. Logistic and multiple regression analyses were used to evaluate group differences on all variables and to assess the amount of variance accounted for by peer-influence variables in the prediction of body dissatisfaction, eating disturbance, and self- esteem. **Results**-Overweight and at risk of overweight girls scored higher than average weight girls on body dissatisfaction, dieting, and a peer measure that assessed negative comments and attributions about appearance. They also scored lower than average weight girls on self- report measures that assessed conversations about appearance and anti- dieting advice. [31]

➢ <u>Studies related to parental attachment and self-esteem among adolescent girls:</u>

5. A study was conducted on examining Effects of parents' perceived parenting methods and level of friendship on a number of well-being markers for teenagers. 419 high school students responded to questionnaires evaluating their opinions of their parents' parenting styles (authoritarian, authoritative, and permissive), the strength of their friendships, their self-esteem, their level of overall life satisfaction, and their subjective levels of happiness. The findings demonstrated that both parents' perceived parenting styles and the quality of friendship had a significant impact on teenage wellbeing, but that there was no significant interaction between friendship quality and either parent's parenting style.

Teenagers with lenient and authoritative mothers reported better levels of life satisfaction and self-esteem than those with authoritarian mothers. Additionally, teenagers who saw their mothers as authoritative were happier than those whose mothers were authoritarian. On every measure of wellbeing, teenagers who thought their fathers were authoritative or lenient performed better than those whose fathers were authoritarian. [32]

6.A study was conducted on examining both the direct and indirect relations of attachment to parents and peers' self-esteem and to examine the potential mediating roles of **empathy** and social behaviour. 246 college students completed self-report measures of parent and peer attachment, empathy, social behaviour, and self-esteem. Structural equation modelling revealed that parental attachment had mostly direct effects on self-esteem. Among females, the links between peer attachment and self-esteem, however, were entirely mediated by empathy and **prosocial behaviour**. The findings from this study suggest that although close positive interactions with peers and parents related to adolescent self-esteem, these links are complex. [33]

CHAPTER ~ 4

Research Methodology

Methodology of research organizes all the components of the study in a way that is most likely to lead to valid answer to the sub-problems that have been posed.

Methodology of the research indicates the general Pattern of organizing

The present study aimed to assess the parental attachment and self-esteem among adolescent girls at SFS PU College in Tamaka**.**

Research Approach:

Research Approach indicates the procedure for conducting the study. In the present study a quantitative approach was adopted.

Research Design:

A research design is an investigators overall plan for obtaining answers for the research questions. [22]

In the present study non-experimental descriptive survey design is used to assess the parental attachment and self-esteem among adolescent girls.

- **Variables:** Variables are qualities, properties, characteristics of persons or situations that changes or vary.[22]

- **Key variables:** In the present study parental attachment, self esteem, adolescent girls and information booklet were the key variables.

Extraneous variables: extraneous variables are the factors that are not the part of the study but may affect the measurement of the study variables. [22] in this study extraneous variables refers to the selected socio-demographic variables such as age, religion, language, stream, class, residence etc.

Setting of the study: Setting is the location where the study is conducted [22]. For the present study setting is SFS PU College, Tamaka. The study was conducted in IInd PU class room.

Population:

Population referred as the entire set of individuals or objects having some common characteristics selected for a research study.[22] In this present study the population consist of adolescent girls in S.F.S pu college Tamaka, Kolar (1st and 2nd puc science students).

Sample and sample size:

Sample is a part or subset of population selected to participate in research study.[22] In the present study the study sample consists of 100 students of 1st and 2nd year PUC science students and 100 students have been selected for the current study.

Sampling Technique:

Convenient sampling Technique was used for selection of the study participants.

Criteria for selection of sample:

- **Inclusion criteria:** 1) Age group of 16 to 18 years.

  2)Girls able to read and write Kannada and English language.

- **Exclusion criteria:** 1) Adolescent girls not willing to participate.

  2) Girls who were not present at the time of conducting survey.

Data collection tool:

Tool 1: Socio Demographic data.

Tool 2: Rosenberg Self-Esteem scale.

Tool 3: Kenny's Parental Attachment Questionnaire

Description of tool:

1. Socio Demographic Data.

2. Rosenberg Self-Esteem Scale.

3. Kenny's Parental Attachment Questionnaire

1. Socio-Demographic Data:

The tool was constructed by investigators to collect the background data of the study.

It consists of 6 items which are Age, Religion, stream, class, residence, language.

2. Kenny's Parental Attachment Questionnaire:

This questionnaire was constructed by Maureen Kenny in 1987. It was developed to identify the relationship with parents, one's experiences and feelings. It is a 5-point Likert type scale. It consists of 54 statements. To the right of each statement individuals had to write down the number which best described the feelings ranging from "1" (Not at All) and on to the left "5" (Very Much).

In the present study

High parental attachment = 217-270

Moderate parental attachment = 163-216

Mild parental attachment = 109-162

Low parental attachment = 55-108

Minimum parental attachment = 0-54

3. Rosenberg Self-Esteem Scale:

Rosenberg Self-Esteem Scale (RSS; Rosenberg, 1965) RSS is 6-item self-report scale (e.g., "In general, I am happy with myself") developed by Rosenberg to measure adolescents' global feelings of self-worth and self-regard. RSS items are answered on a 6- point scale from "Strongly agree" to "Strongly disagree".

In the present study

High self-esteem = 31-40

moderate self-esteem = 21-30

mild self-esteem = 11-20

low self-esteem = 0-10

The standard category of cut off scores is:

➕ **Reliability and validity:** The Kenny's parental attachment questionnaire was discovered on 1987s to measure the parental attachment. It consists of 54 statements described the feelings ranging from "1" (Not at All) and on to the left "5" (Very Much). The Parental Attachment Questionnaire (PAQ) was designed to assess perceived parental availability, understanding, acceptance, respect for autonomy, interest in interaction with parents and affect toward parents during visits, student help-seeking behaviour in situations of stress, and satisfaction with help obtained from parents. The PAQ was chosen for the current study because the PAQ measures only the extent of parental attachment rather than both parental and peer attachment. in selecting the PAQ, the researcher focused on parental attachment without altering the instrument. The PAQ measured students' perceptions of how their parents' foster autonomy and provide emotional support. Students were asked to consider their parents or other caregivers as a single unit when responding. Rosenberg self-esteem scale was discovered in 1965 to measure the self-esteem. The scale has good predictive validity, as well as internal consistency and test–retest reliability.

Methods of data collection:

Data was planned to be collected in the following steps;

1. The ethical clearance will be obtained from institutional ethics committee.

2. The formal permission will be obtained from authorities of selected pre-University college at Kolar.

3. The sample will be selected by using non- probability convenience sampling Technique based on inclusive criteria.

4. Written informed consent will be obtained from later adolescent girl's (14 to 18 years).

5. Standardized parental attachment questionnaire and self-esteem among the adolescent girls.

Phases of data collection:

PHASE I:

1. A formal permission was taken from the principal

2. Screening of subjects were done based on sampling criteria

PHASE II:

1. The investigators introduced themselves to the participants and explained the purpose of the study and requested the participants for their cooperation and ensured the confidentiality of their responses.

2. An informed consent was obtained from participants before the study.

3. Administration of tool was done and requested them to put tick marks against the respective questions or circle the number beside statement they have picked. After completion of tool, the subjects were provided with information booklet which was written in both English and Kannada. The investigator did not find any difficulty in collecting data from the participants and they were co-operative. The data was thus collected and complied for data collection.

Method of data analysis:

Data analysis will be done by using both descriptive and inferential statistics.

- **Descriptive statistics:** Parental attachment and self-esteem levels will be analysed by using percentage, mean, median, mode and standard deviation.

- **Interferential statistics: non-parametric test -chi-square (X_2) test** will be used to find out the association between parental attachment and self-esteem with selected demographic variables. The correlation between parental attachment and self-esteem among adolescent girls was assessed by Kalpearson's correlation coefficient test.

- ## IMPLEMENTATION:

Data collected was tabulated and analysed by using descriptive and inferential statistics.

➤ **Plan for data analysis:**

✓ Socio demographic data was analyzed by using descriptive statistics like frequency and percentage.

✓ Parental attachment and self esteem amongst adolescent girls of a selected PU College, Tamaka was analyzed by descriptive statistics like mean, median, standard deviation.

✓ The correlation between parental attachment and self esteem among adolescent girls in SFS PU college, Tamaka was assessed by **Karl Pearson's correlation coefficient test**.

✓ The association of parental attachment and self esteem with selected demographic variables (age, sex, education, religion, place of residence, class of studying, language and stream were analysed by **Chi-square test**).

➤ **DOES THE STUDY REQUIRE ANY INVESTIGATION OR INTERVENTIONS TO BE CONDUCTED ON PATIENTS OR OTHER HUMANS OR ANIMALS? IF SO, PLEASE DESCRIBED BRIEFLY.**

No, the study does not have any invasive intervention.

➢ HAS ETHICAL CLEARANCE WILL BE OBTAINED FROM YOUR INSTITUTIONS?

1. Permission from ethical committee of the institution will be obtained.
2. Permission from selected pre-University college at Tamaka, Kolar will be obtained.

✚ <u>SUMMERY:</u>

The chapter dealt with research approach, research design, setting of the study, population, sample size, sampling size, sampling technique, criteria for selection of sample, extraneous variables and description of tools, methods of data collection, method of data analysis and plan of data analysis.

Figure 1: Schematic Representation of Study Design

Purpose: to assess parental attachment and self-esteem amongst adolescent girls in a selected college.

Design and approach:

Non experimental descriptive survey design with quantitative approach

Target Population:

Girl's in selected PU College Tamaka, Kolar for 1st and 2nd puc science and commerce girls.

Setting of the study:

SFS PU College, Tamaka, Kolar.

Sample and sample size:

The sample consists of 100 students of 1st and 2nd year puc science and commerce girls.

Sampling Technique:

Convenient sampling Technique was used for selection of the study participants.

Data collection tool:

Tool 1: Socio-Demographic data.

Tool 2: Rosenberg Self-Esteem scale.

Tool 3: Kenny's Parental Attachment Questionnaire

Data collection date:

Analysis and interpretation: descriptive and inferential statistics

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Chapter ~ 5

Data Analysis and Interpretation:

This chapter deals with the analysis and interpretation of data gathered to assess the parental attachment and self esteem amongst the adolescent girls.

The analysis of the data can be defined as the systematic organization and synthesis of research data and the testing of research hypothesis using the data.

Analysis is described as categorization, ordering manipulation and summarizing the data to obtain the answer to the research question. The purpose of analysis is to reduce the data to an intelligible and interpretable form so that the relation of research problem can be studied.

OBJECTIVES OF THE STUDY

1. To assess parental attachment among adolescent girls by using parental attachment questionnaire.

2. To assess the self-esteem among adolescent girls by using self-esteem inventory scale.

3. To find out the relationship between parental attachment and self-esteem among adolescent girls.

4. To find out the association between parental attachment and self-esteem among adolescent girls.

♣ HYPOTHESIS:

H1; There will be no significant difference between overall parenting of father and mother of adolescence children.

H2; There will be no significant difference in the self-esteem of adolescents between 1st, 2nd, 3rd birth order.

Analysis Of Organization Of Data:

Organization of data was presented under following headings:

Section 1: data pertaining to demographic variables of adolescent girls includes age, sex, education, residence, stream and class.

Section 2: data pertaining to assess parental attachment amongst adolescent girls.

Section 3: data pertaining to assess self esteem amongst adolescent girls.

Section 4: relation between parental attachment and self-esteem.

Section 5: association between parental attachment and selected socio demographic variables.

Section 6: association between self esteem with selected socio demographical variables.

Section 1: Socio-demographic variables of parental attachment and self-esteem among adolescence girls

Table 1: Frequency and percentage distribution of parental attachment and self-esteem among adolescence girls

N= 100

SL. NO	PARTICULARS	FREQUENCY	PERCENTAGE (%)
1	**Age**		
	1.14-16 2.17-18	15 85	15 85
2	**Religion**		
	1.Hindu 2.Others	89 11	89 11
3	**Residence**		
	1.Urban 1.Rural	59 41	59 41
4	**Class of studying**		
	1.1st PUC 2.2nd PUC	14 86	14 86
5	**Language**		
	1.Kannada 2.Others	80 20	80 20
6	**Stream**		
	1.Science 2.Others	81 19	81 19

SOCIODEMOGRAPHIC VARIABLRS:

✓ Age:

More than half of the study participants (85%) were in between 17-18 years, (15%) were in the group of 14-16 years.

✓ Religion:

Majority of study participants (89%) were Hindu, less than half of the participants (11%) are belongs to other religion.

✓ Place of residence:

More than half study participants (59%) lives in a rural area, and less than half of study participants (41%) lives in urban area.

✓ Class of studying:

Three fourth of the study participants (86%) are studying in 2nd PUC and less than half of the study participants (14%) are studying in 1st PUC.

✓ Language:

Three fourth of the study participants (80%) were speak in Kannada, less than half of the study participants (20%) speaks other language.

✓ Stream:

Three fourth of the study participants (81%) were in science and, less than half of the study participants (19%) were in other stream.

Section 2: Description of parental-attachment among adolescence girls.

Table 2: Description of parental-attachment score among adolescence girls.

SL. NO	CATEGORY	FREQUENCY	PERCENTAGE (%)
1.	High parental-attachment	5	5
2.	Moderate parental-attachment	80	80
3.	Mild parental-attachment	15	15
4.	Low parental-attachment	0	0
5.	Minimal parental-attachment	0	0
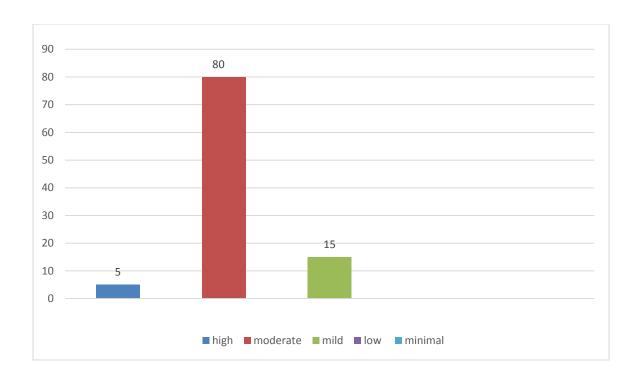
Figure 2: Column diagram showing the distribution of parental attachment among adolescence girls

Table 2 & Figure 2 showed that, 5% of study participants had high parental attachment, 80% had moderate parental attachment, and 15% had mild parental attachment.

Section 3: Description of self-esteem among adolescent girls

Table 3: Description of self-esteem score among adolescent girls

Sl. No	CATEGORY	FREQUENCY	PERCENTAGE (%)
1.	High self-esteem	55	55
2.	Moderate self-esteem	44	44
3.	Mild self-esteem	1	1
4.	Low self-esteem	0	0
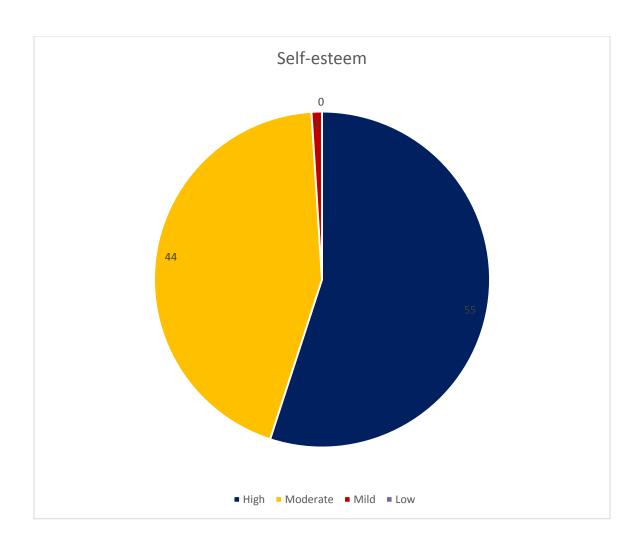
Figure 3: Pie diagram shoeing distribution of self-esteem among adolescent girls.

Table 1& Figure 2 showed 55% of study participants of adolescence girls had high self-esteem, 44% of study participants of adolescence girls had moderate self-esteem, 1% of study participants of adolescence girls had mild self-esteem

Section 4: relation between parental attachment and self-esteem among adolescence girls

Table 4: Correlation between parental attachment and self-esteem among adolescence girls

SL. NO	VARIABLES	MEAN$\pm$SD	CORRELATION	SIGNIFICANCE
1.	Parental attachment	186.59 $\pm$ 20.334	0.98046263	P < 0.195
2.	Self-esteem	29.51 $\pm$3.142		

r $_{(99) =}$ 0.195, P<0.05
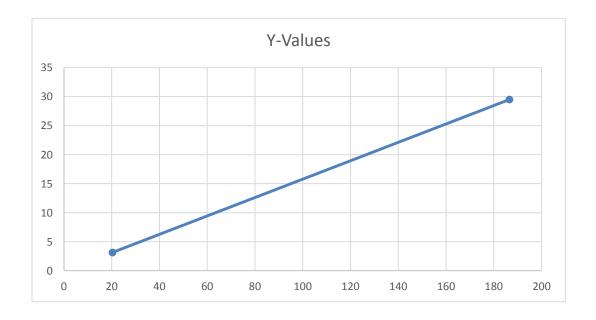
Figure 4: Scatter diagram showing the relation between parental attachment and self-esteem among adolescence girls.

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Data in table 4 & figure 4 showed that, there was a positive corelation between parental attachment and self-esteem scores (r = 0.195, P< 0.05), i.e., as the parental attachment increases, there was an increase in the self-esteem among adolescence girls.

Chi-square value showing association between parental demographic variables:

Sl. no	Demographic variables	Parental attachment amongst adolescent girls		X^2	Df	Inference
		Below Median (<189.5)	Above Median (>189.5)			
1	**Age**					
	14-16	**7**	**8**	**0.078**	**1**	**P>0.2959 S**
	17-18	**43**	**42**			
2	**Religion**					
	Hindu	**40**	**49**	**8.274**	**1**	**P<0.0020 NS**
	Others	**10**	**01**			
3	**Residence**					
	Urban	**30**	**29**	**0.041**	**1**	**P>0.4194 S**
	Rural	**20**	**21**			
4	**Class of studying**					
	1st PUC	**08**	**06**	**0.332**	**1**	**P>0.2822 S**
	2nd PUC	**42**	**44**			
5	**Language**					
	Kannada	**40**	**40**	**0.000**	**1**	**P>0.5000 S**
	Others	**10**	**10**			
6	**Stream**					
	Science	**37**	**44**	**4.830**	**1**	**P<0.0140 NS**
	Others	**14**	**05**			

S=Significant   NS=Not significant

Table 5 showed that, there was a significant association between parental attachment among adolescence girls with demographic variables like age, residence, class of studying, language, except stream and religion

Chi-square value showing association between self-esteem and demographic variables:

Sl.no	Demographic variables	Self-esteem amongst adolescent girls		X^2	Df	Inference
		Below Median (<30)	Above Median (>30)			
1	**Age**					
	14-16	7	8	1.110	1	P>0.1461 S
	17-18	52	33			
2	**Religion**					
	Hindu	38	51	1.734	1	P>0.0939 S
	Others	07	04			
3	**Residence**					
	Urban	25	34	0.401	1	P>0.2632 S
	Rural	20	21			
4	**Class of studying**					
	1st PUC	04	10	1.573	1	P>0.1049 S
	2nd PUC	40	46			
5	**Language**					
	Kannada	38	42	1.989	1	P>0.0792 S
	Others	06	14			
6	**Stream**					
	Science	37	44	1.248	1	P>0.1319 S
	Others	06	13			

S = Significant   NS = Not significant

Table 6 showed that there was a significant association between self-esteem among adolescence girls with demographic variables like age, religion, residence, class of studying, language, and stream.

CHAPTER ~ 6

DISCUSSION

The chapter presents the major findings of the study and discusses them in a similar studies conducted by other researchers. The aim of the study was to assess the parental attachment and self esteem amongst the adolescent girls studying in a selected PU College.

OBJECTIVES OF THE STUDY

1. To assess parental attachment among adolescent girls by using parental attachment questionnaire.

2. To assess the self esteem among adolescent girls by using self-esteem inventory scale.

3. To find out the relationship between parental attachment and self-esteem among adolescent girls.

4. To find out the association between parental attachment and self-esteem-among adolescent girls.

HYPOTHESIS:

H_{01}; There will be no significant difference between overall parenting of father and mother of adolescence children.

H_{02}; There will be no significant difference in the self-esteem of adolescents between 1st, 2nd, 3rd birth order.

MAJOR FINDINGS OF THE STUDY:

1. Demographic characteristics of the sample:

- More than three fourth of the study participants are (85%) were at the age group of 17 to 18 years.

- Three fourth of the study samples (89%) are Hindus.

- More than half of the study participants (59%) are from urban area.

- Three fourth of the study participants (86%) are studying in IInd PUC.

- Three fourth of the study participants (80%) talks in Kannada.

- Three fourth of the study participants (81%) are from science background.

Out of 100 study participants at SFS college, Tamaka 5% adolescent girls had high parental attachment, 80% had moderate parental attachment and 15% had mild parental attachment.

Out of 100 study participants at SFS college, Tamaka 55% of study participants of adolescence girls had high self-esteem, 44% of study participants of adolescence girls had moderate self-esteem, 1% of study participants of adolescence girls had mild self-esteem.

The study result revealed that there was a high positive correlation between parental attachment and self-esteem among adolescent girls (r=0.195, P< 0.05). the finding also showed that there was a significant association between parental attachment and self-esteem among adolescent girls with selected demographic variables such as age, residence, class of studying except stream, religion

2. Correlation between parental attachment and self-esteem among adolescent girls:

The study result revealed that there was a highly positive correlation between parental attachment and self-esteem among adolescent girls (r=0.195, P< 0.05), which supported the findings of the study to assess the parental attachment and self esteem among adolescent girls. Kenny's parental attachment scale and Rosenberg self-esteem scale was used to assess the samples. The result showed that 5 (5%) of study participants had high parental attachment, 80 (80%) had moderate parental attachment, and 15% had mild parental attachment and 55 (55%) of study participants of adolescence girls had high self-esteem, 44 (44%) of study participants of adolescence girls had moderate self-esteem, 1 (1%) of study participants of adolescence girls had mild self-esteem. There was a significant relationship between parental attachment and self-esteem among adolescent girls.

3. Association between parental attachment and self esteem among adolescent girls:

The finding showed that there was a significant association between parental attachment and self esteem amongst adolescent girls with selected demographic variables such as age, residence, class of studying, language except stream, religion.

CHAPTER ~ 7

SUMMARY AND CONCLUSION

The present study aimed at assessing parental attachment and self esteem amongst adolescent girls studying in a selected PU college at Tamaka with a view to aim develop an information booklet on tips to induce self esteem and parental attachment among adolescent girls.

OBJECTIVES OF STUDY:

1. To assess parental attachment among adolescent girls by using parental attachment questionnaire.

2. To assess the self- esteem among adolescent girls by using self-esteem inventory scale.

3. To find out the relationship between parental attachment and self – esteem among adolescent girls.

4. To find out the association between parental attachment and self-esteem among adolescent girls with selected socio-demographical variables.

HYPOTHESIS

• H_{01}: There will be no significant difference between overall parenting of father and mother of adolescence children.

• H_{02}: There will be no significant difference in the self-esteem of adolescents between 1st, 2nd, and 3rd birth order.

CONCLUSION

The result of the study showed that 5% of study participants had high parental attachment, 80%had moderate parental attachment, and 15% had mild parental attachment.

Also, the result showed that, 55% of study participants of adolescence girls had high self-esteem, 44% of study participants of adolescence girls had moderate self-esteem, 1% of study participants of adolescence girls had mild self-esteem
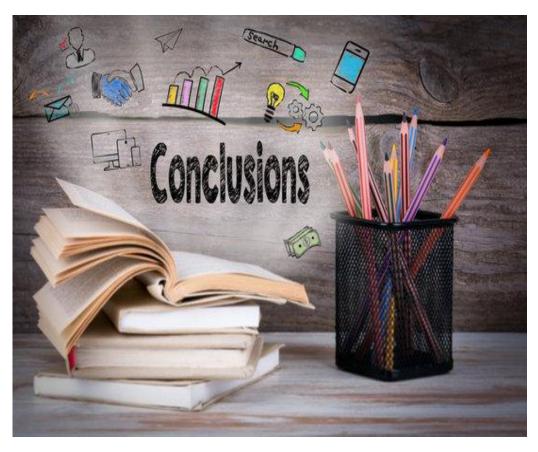
IMPLICATION OF THE STUDY:

• The present study has several implications for nursing practice, nursing education, nursing administration and nursing research.

Nursing Practice:

- The study showed that there is a significant relation between parental attachment and self esteem amongst adolescent girls so the nurse can provide effective intervention to increase parental attachment and self-esteem amongst adolescent girls in clinical side.
- It also showed the need for psychological intervention in order to increase the parental attachment and self-esteem among adolescent girls.

Nursing Education:

- The study helps as an educational tool for the nursing students to understand the relation between parental attachment and self-esteem among adolescent girls.

- The nursing health care professionals can be made aware of the interventions related to parental attachment and self-esteem so that the holistic health care approach can be improved.

Nursing administration:

- The study helps the nursing in charges to assess the level of parental attachment and self esteem to prevent later life psychological complication and poor self-acceptance amongst adolescent girls.
- It highlights the need for nursing administrator and staff nurse to make protocol to increase the parental attachment and self-esteem amongst adolescent girls in clinical side as well as community side.

Nursing research:

- The findings of the study serve as a basis of the health promotion of adolescent girls and students to conduct further studies.
- This study will help the nurse researcher to develop an inside about the factors which negatively and positively affects the parental attachment and self-esteem amongst adolescent girls.
- This study also provides an enhancement to provide further intervention studies to increase parental attachment and self-esteem amongst adolescent girls.

LIMITATIONS:

The study is limited to

1. Adolescent girls between the age group of 14 to 18 years.
2. Adolescent girls who are studying in 1st and 2nd PUC during the data collection period.
3. Adolescent girls who are able to read and write Kannada and English language.

SUGGESTIONS FOR FURTHER STUDY:

✓ A study can be conducted as an intervention study to find out the effectiveness of psychological intervention in increasing the parental attachment amongst adolescent girls so to improve self-esteem amongst them.

CONCLUSION:

The evidence presented here is that adolescent at-attachment relationships with parents and peers are not in competition but play additive and complimentary roles in psychological well-being during adolescence. The primary effect of both parental and peer attachments would appear to be on adolescent self-esteem rather than directly on the expression of psychological symptoms. These suggest that the quality of relationships in this developmental period plays an important role in the construction and evaluation of the "self-identity."It is the evaluation of the self rather than the quality of attachment relationships that then influences the levels of psychological symptoms reported by adolescents.

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Annexures

ANNEXURE-1

Ethical Clearance Certificate

	SRI DEVARAJ URS COLLEGE OF NURSING TAMAKA, KOLAR – 563 103.	Format No.	IEC 01
		Issue No.	02
		Rev No.	01
	INSTITUTIONAL ETHICS COMMITTEE	Date	01-09-18

Meeting No- 07   Ref. No. SDUCON/IEC/72/2021-22

This is to certify that the institutional Ethics Committee of Sri Devaraj Urs College of Nursing, Tamaka, Kolar has examined and unanimously approved following research projects

Sl. No.	Name of Topic	Guide	Investigator	Remarks
1	"A Study To Assess The Impact Of Electronic Gadgets On The Lifestyle Factors Among School Going Children During Covid Pandemic"	DR.Lavanya Subhashini	Abhishek d.c Aien bobby Aiswarya saji Akhila sajumon Aksa e biju Sandra surendran Tigy t thomas Vaswathi gope Vijayalakshmi c.n Kavya	Accepted
2	"A study to assess the perception regarding healthy living strategies among elderly in a selected hospital, Kolar with a view to conduct group health education."	Mrs. Vani.R	Ajay kumar Alka mathew Alphymol Anittamol Sreevidhya Sujitha nair Suhasini Sumi. S, Sweety varghese Lavanya	Accepted

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Sl. No	Title	Guide	Students	Status
3	"Assessment on identification of specific learning disability (Dyscalculia) and its co-morbidity among the school-going children in selected schools at Kolar."	Mr. R Rajesh	Aluru Swathi Sreelakshmi KR Angel Mary Thomas Sreekutty Somashekaran Anisha Maria Benny Soniya Sara Mani Anit Mathew Sini Joseph Anjali Krishna Nitya (PPBSc.N)	Accepted
4	A Study to Assess the Knowledge Among Health Care Providers Regarding Safety Precautions of Covid-19 and Vaccination Uses in Selected Hospitals in Kolar with view to Develop Information Booklet.	Dr.Zeanath.C.J	Amala Varghese Anju Siby Anu Sajan Anusree Likhitha.L Sharlet Maria Reji Smitha Sebastian Sneha Kunjumon Shumatha.M.C Saraswathi	Accepted
5	A study to assess the parental attachment and self-esteem among adoescent girls in selected pre-university college, kolar, with a view to develop an information booklet.	Mrs. Jairakini Aruna	Antara mishra Anumol ps Aparna tm Aparnna benny Archana krishnan Blessy hamima Sangeetha.k	Accepted

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No.	Title	Guide	Students		Status
6	A Study To Assess The Knowledge On Infant And Young Child Practices (Iyfc) Among The Mother Of Rural And Urban Area Of Kolar District With A View To Develop Information Leaflet.	Mrs. Sumana yesu priya S H	Saritha nayak Shalini. L Sujatha. M	Riyanaskar Arpitha mariyam Ranjini rajan Ranjith lm Sameena taj Archita b.r Arya.r.nair aswini.b aswathy m.s Susmith	Accepted
7	"Impact of COVID-19 pandemic on quality of life among COVID-19 survivors"	DR. G Vijayalakshmi		Arya jayan Athira p.r Athira p. V Bency.p. Mathew Beeresha k.n Neha kouser Nivya kumar Pavithra Priyanka Ellamma	Accepted

#			
8	To assess the knowledge on nanotechnology in health among nursing students at selected nursing colleges,kolar,in a view to develop informational booklet."	Mrs. Punitha	Blessy bennichan Charan chandra Chaithra s Chinju m Merin martin Nandini m Neethu ks Nikhitha kp nirmala chettri Gayathri	*Accepted*
9	"A study to assess the effectiveness of planned teaching program on knowledge on management of feco-oral (5f's- food, fingers, fields, feces, flies) disease transmission among anganawadi workers and helpers in selected community area"	Dr. Malathi KV	Jaimy martin Kavitha Jayashree raju a.r. Christeena e.b Esther merin sam Megha raj Greeshma.a Elsa jenitta rodrigues Mereena mathew	*Accepted*
10	"A Study To Evaluate The Effectiveness Of Home-Made Turmeric Mask In Reducing Chloasma Faciei Among Women At Selected Villages, Kolar."	Mrs. Gayathri k.v	Divya g.a Elizabeth antony Karuna kumari syangtan Kaviya Keziya Liji thomas Maria somy Mariya joseph Manisha.s	*Accepted*

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| 11 | A study to assess the attitude on nursing profession and its practice among newly enrolled students at selected college, Kolar | Prof. Mary Minerva | Athira s
Mareena joseph
Preethi
Maria varghese
Meghana L
Merlin elizabeth
Nanditha c
Naveenkumar k s
Sreelakshmi | Accepted |

Sl. No.	Name	Signature
1	Dr.V.Lakshmaiah	Absent
2	Dr. Mohan	Absent
3	Dr.Bhuvana	present
4	Mr.Sridhar	Absent
5	Mr.Suresh	present
6	Swamy Acharyananda Avadutha	present
7	Mrs.Lakshmi	Absent

ANNEXURE-2

LETTER REQUESTING PERMISSION FOR CONDUCTING RESEARCH STUDY

From,
5th Group of Research
4th Year B.Sc. Nursing
SDUCON
Tamaka, Kolar-563103

To,
Mr. Matthias.
Principal
SFS College,
Tamaka, Kolar

*Mathias
13/04/2022.*

**PRINCIPAL
ST. FRANCIS DESALES PU COLLEGE
TAMAKA, KOLAR-563103.**

Forwarded Through:
The Principal and The Research Guide
SDUCON,
Tamaka, Kolar-563103

Subject: Requesting permission for data collection from high school students of 16 to 18 years old.

Respected Sir/Madam,
We, the undersigned 4th year b. Sc. Nursing students of of Sri Devaraj Urs College of Nursing, Tamaka, Kolar has selected the below mentioned topic for research project, as a partial fulfillment for B.Sc. Nursing Programme.

Title of the topic:
"A study to assess the parental attachment and self-esteem among adolescent girls in selected pre-university college, Kolar, with a view to develop an information booklet."

With regard to the above-mentioned subject, we kindly request you to grant permission to collect the data for research study from adolescent girls STUDYING in your esteemed school with the help of class teachers and to do the needful.

Further we assure you that we will collect the data from the students without disturbing their academic activities and information collected from students will be kept confidential.

Here with we're enclosing the research topic along with the objectives of the study, tool and information booklet for your kind consideration and approval.

So, kindly consider this letter and to the needful.

<div align="center">Thanking you,</div>

Date:
Place: Tamaka, Kolar.

Enclosure:
1. Objectives of the study
2. Tools used for data collection with details
3. Information booklet

Guide:
Mrs. Jairakini Aruna
professor and hod department of psychiatric nursing
SDUCON, Tamaka, Kolar

Yours Sincerely,
Antara Mishra
Anumol Ps
Aparna Tm
Aparnna Benny
Archana Krishnan
Blessy Hamima
Sangeetha. K
Saritha Nayak
Shalini. L
Sujatha. M

Forwarded to principal for the needful

Jairakini

*Forwarded to Principal, SFS College Kolar I a request to permit students to collect data
13/04/22*

ಸಂಶೋಧನಾ ಅಧ್ಯಯನವನ್ನು ನಡೆಸಲು ಅನುಮತಿಯನ್ನು ವಿನಂತಿಸುವ ಪತ್ರ

ಇಂದ,

5ನೇ ಗ್ರೂಪ್ ಆಫ್ ರಿಸರ್ಚ್

4 ನೇ ವರ್ಷದ B.Sc. ನರ್ಸಿಂಗ್

ಎಸ್ ಡ್ಯೂಕಾನ್

ತಮಕ, ಕೋಲಾರ-563103

ಗೆ,

ಶ್ರೀ.ಮಥಿಯಾಸ್, ಪ್ರಾಂಶುಪಾಲರಿಗೇ,ಎಸ್ ಎಫ್ ಎಸ್ ಪಿಯು ಕಾಲೇಜು,ಟಮಕ , ಕೋಲಾರ .

ಇದರ ಮೂಲಕ ಫಾರ್ವರ್ಡ್ ಮಾಡಲಾಗಿದೆ:

ಪ್ರಾಂಶುಪಾಲರು ಮತ್ತು ಸಂಶೋಧನಾ ಮಾರ್ಗದರ್ಶಿ

ಎಸ್ ಡ್ಯೂಕಾನ್

ತಮಕ, ಕೋಲಾರ-563103

ವಿಷಯ: 16 ರಿಂದ 18 ವರ್ಷ ವಯಸ್ಸಿನ ಪ್ರೌಢಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ದತ್ತಾಂಶ ಸಂಗ್ರಹಣೆಗೆ ಅನುಮತಿ ಕೋರುವುದು.

ಗೌರವಾನ್ವಿತ ಸರ್/ಮೇಡಂ,

ಕೋಲಾರದ ತಮಕದ ಶ್ರೀ ದೇವರಾಜ ಅರಸು ನರ್ಸಿಂಗ್ ಕಾಲೇಜಿನ 4ನೇ ವರ್ಷದ ಬಿ.ಎಸ್ಸಿ ನರ್ಸಿಂಗ್ ವಿದ್ಯಾರ್ಥಿಗಳಾದ ನಾವು, B.Sc. ನರ್ಸಿಂಗ್ ಪ್ರೋಗ್ರಾಂನ ಭಾಗಶಃ ನೆರವೇರಿಕೆಯಾಗಿ ಸಂಶೋಧನಾ ಯೋಜನೆಗಾಗಿ ಈ ಕೆಳಗೆ ತಿಳಿಸಲಾದ ವಿಷಯವನ್ನು ಆಯ್ಕೆ ಮಾಡಿದ್ದೇವೆ.

ವಿಷಯದ ಶೀರ್ಷಿಕೆ:

ಕೋಲಾರದ ಆಯ್ದ ಪದವಿ ಪೂರ್ವ ಕಾಲೇಜಿನಲ್ಲಿ ಹದಿಹರೆಯದ ಬಾಲಕಿಯರಲ್ಲಿ ಪೋಷಕರ ವ್ಯಾಮೋಹ ಮತ್ತು ಆತ್ಮಗೌರವವನ್ನು ಮೌಲ್ಯಮಾಪನ ಮಾಡುವ ಒಂದು ಅಧ್ಯಯನವು ಮಾಹಿತಿ ಕಿರುಹೊತ್ತಿಗೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಉದ್ದೇಶದಿಂದ.

ಮೇಲೆ ತಿಳಿಸಿದ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ, ನಿಮ್ಮ ಗೌರವಾನ್ವಿತ ಶಾಲೆಯಲ್ಲಿ ಕಲಿಯುತ್ತಿರುವ ಹದಿಹರೆಯದ ಹುಡುಗಿಯರಿಂದ ಸಂಶೋಧನಾ ಅಧ್ಯಯನಕ್ಕಾಗಿ ದತ್ತಾಂಶವನ್ನು ತರಗತಿ ಶಿಕ್ಷಕರ

ಸಹಾಯದಿಂದ ಸಂಗ್ರಹಿಸಲು ಮತ್ತು ಅಗತ್ಯವಿರುವುದನ್ನು ಮಾಡಲು ಅನುಮತಿ ನೀಡುವಂತೆ ನಾವು ದಯವಿಟ್ಟು ವಿನಂತಿಸುತ್ತೇವೆ.

ವಿದ್ಯಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕ ಚಟುವಟಿಕೆಗಳಿಗೆ ತೊಂದರೆಯಾಗದಂತೆ ನಾವು ಅವರಿಂದ ಡೇಟಾವನ್ನು ಸಂಗ್ರಹಿಸುತ್ತೇವೆ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಸಂಗ್ರಹಿಸಿದ ಮಾಹಿತಿಯನ್ನು ಗೌಪ್ಯವಾಗಿಡಲಾಗುವುದು ಎಂದು ನಾವು ನಿಮಗೆ ಭರವಸೆ ನೀಡುತ್ತೇವೆ.

ಇಲ್ಲಿ ನಾವು ನಿಮ್ಮ ದಯಾಪರ ಪರಿಗಣನೆ ಮತ್ತು ಅನುಮೋದನೆಗಾಗಿ ಅಧ್ಯಯನದ ಉದ್ದೇಶಗಳು, ಸಾಧನ ಮತ್ತು ಮಾಹಿತಿ ಕಿರುಹೊತ್ತಿಗೆಯೊಂದಿಗೆ ಸಂಶೋಧನಾ ವಿಷಯವನ್ನು ಲಗತ್ತಿಸುತ್ತಿದ್ದೇವೆ.

ಆದ್ದರಿಂದ, ದಯವಿಟ್ಟು ಈ ಪತ್ರವನ್ನು ಮತ್ತು ಅಗತ್ಯವಿರುವವರಿಗೆ ಪರಿಗಣಿಸಿ.

ಧನ್ಯವಾದಗಳು,

ದಿನಾಂಕ:

ಸ್ಥಳ:

ಆವರಣ:

1. ಅಧ್ಯಯನದ ಉದ್ದೇಶಗಳು

2. ವಿವರಗಳೊಂದಿಗೆ ದತ್ತಾಂಶ ಸಂಗ್ರಹಣೆಗೆ ಬಳಸುವ ಪರಿಕರಗಳು

3. ಮಾಹಿತಿ ಕೈಪಿಡಿ

ಪ್ರಾಮಾಣಿಕವಾಗಿ ನಿಮ್ಮ

ಬ್ಲೆಸಿ ಹಮೀಮಾ

ಸಂಗೀತಾ

ಮಾರ್ಗದರ್ಶಿ:

ಸರಿತಾ ನಾಯಕ್

ಶ್ರೀಮತಿ ಜ್ಯೆರಕಿಣಿ ಅರುಣಾ

ಶಾಲಿನಿ

ಸುಜಾತಾ

ಮನೋವೈದ್ಯಕೀಯ ನರ್ಸಿಂಗ್ ವಿಭಾಗದ ಪ್ರೊಫೆಸರ್

ಅಂತರಾ ಮಿಶ್ರಾ

ಮತ್ತು ಎಚ್‌ಓಡಿ ವಿಭಾಗ

ಅನುಮೋಲ್

ಅಪರ್ಣಾ ಟಿ.ಎಂ

ಎಸ್ ಡ್ಯೂಕಾನ್, ತಮಕ, ಕೋಲಾರ

ಅಪರ್ಣಾ ಬೆನ್ನಿ

ಅರ್ಚನಾ ಕೃಷ್ಣನ್

INFORMED CONSENT FORM

NAME OF THE INVESTIGATORS:

ANTARA MISHRA

ANUMOL PS

APARNA TM

APARNNA BENNY

ARCHANA KRISHNAN

BLESSY HAMIMA

SANGEETHA. K

SARITHA NAYAK

SHALINI. L

SUJATHA. M

NAME OF THE ORGANIZATION: SFS PU COLLEGE, TAMAKA-563101.

TITLE OF THE STUDY: "A study to assess the parental attachment and self-esteem among adolescent girls in selected pre-university college, Kolar, with a view to develop an information booklet."

If you agree to participate in the study, I will collect information as per performa from you. I will collect investigations treatment and its relevant details.

You are invited to take part in this research study. You are being asked to participate in this study because you satisfying our eligible criteria. The information in the given document is meant to help you decide whether or not to take part please feel free to ask any queries.

I have read or it has been read and explained to me in my own language. I have understood the purpose of this study, the nature of information that will be collected and disclosed during the study. I had the opportunity to ask questions and the same as been answered to my satisfaction. I understand that I remain free to withdraw from the study at any time and this will not change my future care. The undersigned agree to participate in this study and authorize the collection and disclosure of my personal information for presentation and publication.

> **Yours sincerely,**
> 5th Research Group
> Students, 4th Year,
> SDUCON, Tamaka, Kolar

ಮಾಹಿತಿಯುತ ಸಮ್ಮತಿ ನಮೂನೆ

ತನಿಖಾಧಿಕಾರಿಗಳ ಹೆಸರು:

ಅಂತರಾ ಮಿಶ್ರಾ

ಅನು ಮೋಲ್

ಅಪರ್ಣಾ ಟಿ.ಎಂ.

ಅಪನ್ಯಾ ಬೆನ್ನಿ

ಅರ್ಚನಾ ಕೃಷ್ಣನ್

ಬ್ಲೆಸಿ ಹಮೀಮಾ

ಸಂಗೀತಾ.

ಸರಿತಾ ನಾಯಕ್

ಶಾಲಿನಿ .

ಸುಜಾತಾ .

ಸಂಸ್ಥೆಯ ಹೆಸರು:

ಅಧ್ಯಯನದ ಶೀರ್ಷಿಕೆ

"ಕೋಲಾರದ ಆಯ್ದ ಪದವಿ ಪೂರ್ವ ಕಾಲೇಜಿನಲ್ಲಿ ಹದಿಹರೆಯದ ಬಾಲಕಿಯರಲ್ಲಿ ಪೋಷಕರ ವ್ಯಾಮೋಹ ಮತ್ತು ಆತ್ಮಗೌರವವನ್ನು ಮೌಲ್ಯಮಾಪನ ಮಾಡುವ ಒಂದು ಅಧ್ಯಯನವು ಮಾಹಿತಿ ಕಿರುಹೊತ್ತಿಗೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಉದ್ದೇಶದಿಂದ."

ನೀವು ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಗವಹಿಸಲು ಒಪ್ಪಿದರೆ, ನಾನು ನಿಮ್ಮಿಂದ ಪರ್ಫಾರ್ಮೇಕಾ ಪ್ರಕಾರ ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸುತ್ತೇನೆ. ನಾನು ತನಿಖಾ ಚಿಕಿತ್ಸೆ ಮತ್ತು ಅದರ ಸಂಬಂಧಿತ ವಿವರಗಳನ್ನು ಸಂಗ್ರಹಿಸುತ್ತೇನೆ.

ಈ ಸಂಶೋಧನಾ ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಗವಹಿಸಲು ನಿಮ್ಮನ್ನು ಆಹ್ವಾನಿಸಲಾಗಿದೆ. ನಮ್ಮ ಅರ್ಹ ಮಾನದಂಡಗಳನ್ನು ನೀವು ತೃಪ್ತಿಪಡಿಸುವುದರಿಂದ ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಗವಹಿಸುವಂತೆ ನಿಮ್ಮನ್ನು ಕೇಳಲಾಗುತ್ತಿದೆ. ಕೊಟ್ಟಿರುವ ದಸ್ತಾವೇಜಿನಲ್ಲಿನ ಮಾಹಿತಿಯು ಭಾಗವಹಿಸಬೇಕೆ ಅಥವಾ ಬೇಡವೇ ಎಂದು ನಿರ್ಧರಿಸಲು ನಿಮಗೆ ಸಹಾಯ ಮಾಡುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದೆ, ದಯವಿಟ್ಟು ಯಾವುದೇ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಲು ಹಿಂಜರಿಯಬೇಡಿ.

ನಾನು ಓದಿದ್ದೇನೆ ಅಥವಾ ಅದನ್ನು ನನ್ನದೇ ಭಾಷೆಯಲ್ಲಿ ಓದಿದ್ದೇನೆ ಮತ್ತು ನನಗೆ ವಿವರಿಸಲಾಗಿದೆ. ಈ ಅಧ್ಯಯನದ ಉದ್ದೇಶ, ಅಧ್ಯಯನದ ಸಮಯದಲ್ಲಿ ಸಂಗ್ರಹಿಸಲಾಗುವ ಮತ್ತು ಬಹಿರಂಗಪಡಿಸಲಾಗುವ ಮಾಹಿತಿಯ ಸ್ವರೂಪವನ್ನು ನಾನು ಅರ್ಥಮಾಡಿಕೊಂಡಿದ್ದೇನೆ. ನನಗೆ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಲು ಮತ್ತು ನನಗೆ ತೃಪ್ತಿಯಾಗುವಂತೆ ಉತ್ತರಿಸಲು ಅವಕಾಶ ಸಿಕ್ಕಿತು. ಯಾವುದೇ ಸಮಯದಲ್ಲಿ ಅಧ್ಯಯನದಿಂದ ಹಿಂದೆ ಸರಿಯಲು ನಾನು ಸ್ವತಂತ್ರನಾಗಿರುತ್ತೇನೆ ಮತ್ತು ಇದು ನನ್ನ ಭವಿಷ್ಯದ ಆರೈಕೆಯನ್ನು ಬದಲಾಯಿಸುವುದಿಲ್ಲ ಎಂದು ನಾನು ಅರ್ಥಮಾಡಿಕೊಂಡಿದ್ದೇನೆ. ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಗವಹಿಸಲು ಅಂಡರ್ ಸೈನ್ ಮಾಡಿದವರು ಒಪ್ಪುತ್ತಾರೆ ಮತ್ತು ಪ್ರಸ್ತುತಿ ಮತ್ತು

ಪ್ರಕಟಣೆಗಾಗಿ ನನ್ನ ವೈಯಕ್ತಿಕ ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸಲು ಮತ್ತು ಬಹಿರಂಗಪಡಿಸಲು ಅಧಿಕಾರ ನೀಡುತ್ತಾರೆ.

ನಿಮ್ಮ ಪ್ರಾಮಾಣಿಕವಾಗಿ,

5ನೇ ಸಂಶೋಧನಾ ಗುಂಪು
ವಿದ್ಯಾರ್ಥಿಗಳು, 4ನೇ ವರ್ಷ,
ಎಸ್ ಡ್ಯೂಕಾನ್

ತಮಕ, ಕೋಲಾರ

PARTICIPANT INFORMATION SHEET:

Study Title: "A Study to Assess Parental Attachment & Self- Esteem Among Adolescent Girls at Selected Pu College, Tamaka, Kolar, With A View to Develop an Information Booklet on Tips to Improve Parental Attachment and Self Esteem Among Adolescent Girls."

Principal Investigator: Mrs. Jairakini Aruna (Guide), 5th research group, 4th year B.SC(N).

Study Site: SFS PU College, Tamaka, Kolar

Purpose Of the Study: The aim of the study is to find out parental attachment and self-esteem among adolescent girls at a selected PU College, Tamaka, Kolar.

Voluntary Participation: Your participation in this study is entirely voluntary. There is no compulsion to participate in this study. You are required to sign if you voluntarily agree to participate in this study. Further you are at a liberty to withdraw from study at any time.

Procedure: I will collect the information as per Performa you will be asked about your demographic information and information related to parental attachment and self-esteem in your adolescent age and an information booklet will be given on self-esteem and parental attachment.

Confidentiality: All information collected from you will be strictly confidential and will not be disclosed to anyone except if it is required by the law. This information collected will be used only for research, presentation and publication. This information will not reveal your identity.

We would not compel you anytime during this process; also, we would greatly appreciate your co-operation to the study. We would like to get your consent to participate in the study.

For any information you are free to contact the investigator. This study has been approved by the institutional ethical committee.

ಅನುಬಂಧ 4

ಭಾಗವಹಿಸುವವರ ಮಾಹಿತಿ ಹಾಳೆ:

ಅಧ್ಯಯನ ಶೀರ್ಷಿಕೆ: "ಹದಿಹರೆಯದ ಹುಡುಗಿಯರಲ್ಲಿ ಪೋಷಕರ ವ್ಯಾಮೋಹ ಮತ್ತು ಆತ್ಮಗೌರವವನ್ನು ಸುಧಾರಿಸುವ ಸಲಹೆಗಳ ಬಗ್ಗೆ ಮಾಹಿತಿ ಕೈಪಿಡಿಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಉದ್ದೇಶದಿಂದ ತಮಕಾ ಕೋಲಾರದ ಆಯ್ದ ಪಿಯು ಕಾಲೇಜಿನಲ್ಲಿ ಹದಿಹರೆಯದ ಬಾಲಕಿಯರಲ್ಲಿ ಪೋಷಕರ ಅನುಬಂಧ ಮತ್ತು ಆತ್ಮಗೌರವವನ್ನು ಹೆಚ್ಚಿಸುವ ಒಂದು ಅಧ್ಯಯನ."

ಪ್ರಧಾನ ತನಿಖಾಧಿಕಾರಿ: ಶ್ರೀಮತಿ ಜ್ಯೆರಕಿಣಿ ಅರುಣಾ (ಮಾರ್ಗದರ್ಶಿ),5ನೇ ಸಂಶೋಧನೆ ಸಮೂಹ , 4ನೇ ವರ್ಷದ ಬಿ.ಎಸ್.ಸಿ. ನರ್ಸಿಂಗ್

ಅಧ್ಯಯನ ತಾಣ: ಎಸ್ಎಫ್ಎಸ್ ಪಿಯು ಕಾಲೇಜು, ತಮಕ, ಕೋಲಾರ

ಅಧ್ಯಯನದ ಉದ್ದೇಶ: ಕೋಲಾರದ ತಮಕದ ಆಯ್ದ ಪಿಯು ಕಾಲೇಜಿನಲ್ಲಿ ಹದಿಹರೆಯದ ಹುಡುಗಿಯರಲ್ಲಿ ಪೋಷಕರ ವ್ಯಾಮೋಹ ಮತ್ತು ಆತ್ಮಗೌರವವನ್ನು ಕಂಡುಹಿಡಿಯುವುದು ಈ ಅಧ್ಯಯನದ ಉದ್ದೇಶವಾಗಿದೆ.

ಸ್ವಯಂಪ್ರೇರಿತ ಭಾಗವಹಿಸುವಿಕೆ: ಈ ಅಧ್ಯಯನದಲ್ಲಿ ನಿಮ್ಮ ಭಾಗವಹಿಸುವಿಕೆಯು ಸಂಪೂರ್ಣವಾಗಿ ಸ್ವಯಂಪ್ರೇರಿತವಾಗಿದೆ. ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಗವಹಿಸಲು ಯಾವುದೇ ಬಲವಂತವಿಲ್ಲ. ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಗವಹಿಸಲು ನೀವು ಸ್ವಯಂಪ್ರೇರಣೆಯಿಂದ ಒಪ್ಪಿದರೆ ನೀವು ಸಹಿ ಮಾಡುವ ಅಗತ್ಯವಿದೆ. ಇದಲ್ಲದೆ ನೀವು ಯಾವುದೇ ಸಮಯದಲ್ಲಿ ಅಧ್ಯಯನದಿಂದ ಹಿಂದೆ ಸರಿಯುವ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಹೊಂದಿದ್ದೀರಿ.

ಕಾರ್ಯವಿಧಾನ: ನಿಮ್ಮ ಹದಿಹರೆಯದ ವಯಸ್ಸಿನಲ್ಲಿ ಪೋಷಕರ ಅಟ್ಯಾಚ್ಮೆಂಟ್ ಮತ್ತು ಆತ್ಮಗೌರವಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ನಿಮ್ಮ ಜನಸಂಖ್ಯಾ ಮಾಹಿತಿ ಮತ್ತು ಮಾಹಿತಿಯ ಬಗ್ಗೆ ನಿಮ್ಮನ್ನು ಕೇಳಲಾಗುವುದು ಮತ್ತು ಆತ್ಮಗೌರವ ಮತ್ತು ಪೋಷಕರ ಅಟ್ಯಾಚ್ಮೆಂಟ್ ಬಗ್ಗೆ ಮಾಹಿತಿ ಕಿರುಪುಸ್ತಕವನ್ನು ನೀಡಲಾಗುವುದು.

ಗೌಪ್ಯತೆ: ನಿಮ್ಮಿಂದ ಸಂಗ್ರಹಿಸಲಾದ ಎಲ್ಲಾ ಮಾಹಿತಿಯನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಗೌಪ್ಯವಾಗಿಡಲಾಗುವುದು ಮತ್ತು ಕಾನೂನಿಗೆ ಅಗತ್ಯವಿದ್ದರೆ ಹೊರತು ಅದನ್ನು ಯಾರಿಗೂ ಬಹಿರಂಗಪಡಿಸಲಾಗುವುದಿಲ್ಲ. ಸಂಗ್ರಹಿಸಿದ ಈ ಮಾಹಿತಿಯನ್ನು ಸಂಶೋಧನೆ, ಪ್ರಸ್ತುತಿ ಮತ್ತು ಪ್ರಕಟಣೆಗೆ ಮಾತ್ರ ಬಳಸಲಾಗುತ್ತದೆ. ಈ ಮಾಹಿತಿಯು ನಿಮ್ಮ ಗುರುತನ್ನು ಬಹಿರಂಗಪಡಿಸುವುದಿಲ್ಲ.

ಈ ಪ್ರಕ್ರಿಯೆಯ ಸಮಯದಲ್ಲಿ ನಾವು ನಿಮ್ಮನ್ನು ಯಾವುದೇ ಸಮಯದಲ್ಲಿ ಒತ್ತಾಯಿಸುವುದಿಲ್ಲ; ಅಲ್ಲದೆ, ಅಧ್ಯಯನಕ್ಕೆ ನಿಮ್ಮ ಸಹಕಾರವನ್ನು ನಾವು ಬಹಳವಾಗಿ ಪ್ರಶಂಸಿಸುತ್ತೇವೆ. ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಗವಹಿಸಲು ನಿಮ್ಮ ಸಮ್ಮತಿಯನ್ನು ಪಡೆಯಲು ನಾವು ಬಯಸುತ್ತೇವೆ.

TOOL – 1 Socio Demographic Profile

Sl. No   **Socio Demographic Variables**

01.   Age (in years)
                    a) 14-16
                    b) 17-18
02.   Religion
                    a) Hindu
                    b) Others
03.   Class of Studying
                    a) 1st PU
                    b) 2nd PU
04.   Place of Residence
                    a) Urban
                    b) Rural
05.   Language spoken by the students at home
                    a) Kannada
                    b) Others
06.   which stream you're studying?
                    a) science
                    b) Others

ಅನುಬಂಧ-5

ಟೂಲ್ – 1 ಸೋಶಿಯೋ ಡೆಮೊಗ್ರಾಫಿಕ್ ಪ್ರೊಫೈಲ್

ಎಸ್.ಎಲ್. ಸಂಖ್ಯೆ   ಸಾಮಾಜಿಕ ಜನಸಂಖ್ಯಾ ವ್ಯತ್ಯಾಸಗಳು

01.   ವಯಸ್ಸು (ವರ್ಷಗಳಲ್ಲಿ)

a) 14-16

b) 17-18

02.   ಧರ್ಮ

a) ಹಿಂದೂ

b)ಅನ್ಯರು

03.   ತರಗತಿಯ ಅಧ್ಯಯನ

a) ಪ್ರಥಮ ಪಿಯು

b) ದ್ವಿತೀಯ ಪಿಯು

04.   ವಾಸಸ್ಥಳ

a) ನಗರ

b) ಗ್ರಾಮೀಣ

05.   ಮನೆಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಮಾತನಾಡುವ ಭಾಷೆ

a) ಕನ್ನಡ

b) ಯಾವುದೇ ಇತರ

06.   ನೀವು ಯಾವ ಸ್ಕ್ರೀಮ್ ಓದುತ್ತಿದ್ದೀರಿ?

a) ವಿಜ್ಞಾನ

b) ಯಾವುದೇ ಇತರ

TOOL – 2 Parental Attachment Questionnaire (PAQ; Kenny, 1987)

Presented separately for each parent **In general, my mother/father . . .**	Not at All (0-10%)	Somewhat (11-35%)	A Moderate Amount (36-65%)	Quite a Bit (66-90%)	Very Much (91-100%)
1. is someone I can count on to listen to me when I feel upset.	○	○	○	○	○
2. supports my goals and interests.	○	○	○	○	○
3. sees the world differently than I do.	○	○	○	○	○
4. understands my problems and concerns.	○	○	○	○	○
5. respects my privacy.	○	○	○	○	○
6. limits my independence	○	○	○	○	○
7. gives me advice when I ask for it.	○	○	○	○	○
8. takes me seriously.	○	○	○	○	○
9. likes me to make my own decisions.	○	○	○	○	○
10. criticizes me.	○	○	○	○	○
11. tells me what to think or how to feel.	○	○	○	○	○
12. gives me attention when I want it.	○	○	○	○	○
13. is someone I can talk to about everything.	○	○	○	○	○
14. has no idea what I am feeling or thinking.	○	○	○	○	○
15. lets me try new thing out and learn on my own.	○	○	○	○	○
16. is too busy to help me.	○	○	○	○	○
17. has trust and confidence in me.	○	○	○	○	○

18. tries to control my life.	○	○	○	○	○
19. protects me from danger and difficulty.	○	○	○	○	○
20. ignores what I have to say.	○	○	○	○	○
21. is sensitive to my feelings and needs.	○	○	○	○	○
22. is disappointed in me.	○	○	○	○	○
23. gives me advice whether or not I want it.	○	○	○	○	○

In general, my mother/father . . .

	Not at All (0-10%)	Somewhat (11-35%)	A Moderate Amount (36-65%)	Quite a Bit (66-90%)	Very Much (91-100%)
24. respects my decisions, even if she [or he] doesn't agree.	○	○	○	○	○
25. does things for me which I would rather do for myself.	○	○	○	○	○
26. is someone whose expectations I feel I have to meet.	○	○	○	○	○
27. treats me like a younger child.	○	○	○	○	○

During time spent together, my mother/father was someone . . .

	Not at All (0-10%)	Somewhat (11-35%)	A Moderate Amount (36-65%)	Quite a Bit (66-90%)	Very Much (91-100%)
28. I looked forward to seeing	○	○	○	○	○
29. with whom I argued.	○	○	○	○	○
30. with whom I felt comfortable.	○	○	○	○	○
31. who made me angry.	○	○	○	○	○
32. I wanted to be with all the time.	○	○	○	○	○
33. towards whom I felt cool and distant.	○	○	○	○	○
34. who got on my nerves.	○	○	○	○	○
35. who made me feel guilty and anxious.	○	○	○	○	○
36. I liked talking about what I have done.	○	○	○	○	○
37. for whom I felt feelings of love.	○	○	○	○	○
38. I tried to ignore.	○	○	○	○	○
39. to whom I told my most personal thoughts and	○	○	○	○	○

feelings.

40. I liked being with.   ❍   ❍   ❍   ❍   ❍

41. I didn't want to tell what has   ❍   ❍   ❍   ❍   ❍
 been going on in my life.

Following time spent together I leave my mother/father…

	Not at All (0-10%)	Somewhat (11-35%)	A Moderate Amount (36-65%)	Quite a Bit (66-90%)	Very Much (91-100%)
42. with warm and positive feelings	○	○	○	○	○
43. feeling let down and disappointed.	○	○	○	○	○

When I have a serious problem or an important decision to make . . .

	Not at All (0-10%)	Somewhat (11-35%)	A Moderate Amount (36-65%)	Quite a Bit (66-90%)	Very Much (91-100%)
44. I look to my family for help.	○	○	○	○	○
45. I go to a therapist, school counselor, or clergy (priest, rabbi or minister).	○	○	○	○	○
46. I think about what my mom or dad might say.	○	○	○	○	○
47. I work it out on my own, without help from anyone.	○	○	○	○	○
48. I talk it over with a friend.	○	○	○	○	○
49. I know that my family will know what I should do.	○	○	○	○	○
50. I ask my family for help if my friends can't help.	○	○	○	○	○

When I got to my mother/father for help…

	Not at All (0-10%)	Somewhat (11-35%)	A Moderate Amount (36-65%)	Quite a Bit (66-90%)	Very Much (91-100%)

51. I feel surer of my ability to handle the problems on my own ❍ ❍ ❍ ❍ ❍

52. I continue to feel unsure of myself. ❍ ❍ ❍ ❍ ❍

53. I feel that I would have gotten more understanding from a friend. ❍ ❍ ❍ ❍ ❍

54. I feel sure that things will work out as long as I follow my parents' advice. ❍ ❍ ❍ ❍ ❍

ಪೋಷಕರ ಲಗತ್ತು ಪ್ರಶ್ನಾವಳಿ (PAQ; ಕೆನ್ನಿ, 1987)

ಪ್ರತಿ ಪೋಷಕರಿಗೆ ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರಸ್ತುತಪಡಿಸಲಾಗಿದೆ ಸಾಮಾನ್ಯವಾಗಿ ನನ್ನ ತಾಯಿ/ತಂದೆ . . .	ಇಲ್ಲವೇ ಇಲ್ಲ (0-10%)	ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ (11-35%)	ಎ ಮಧ್ಯಮ ಮತ್ತ (36-65%)	ಸ್ವಲ್ಪ ಜಾಸ್ತಿ (66-90%)	ತುಂಬಾ (91-100%)
1. ನಾನು ಅಸಮಾಧಾನಗೊಂಡಾಗ ನನ್ನ ಮಾತನ್ನು ಕೇಳಲು ನಾನು ನಂಬಬಹುದಾದ ವ್ಯಕ್ತಿ.	O	O	O	O	O
2. ನನ್ನ ಗುರಿ ಮತ್ತು ಆಸಕ್ತಿಗಳನ್ನು ಬೆಂಬಲಿಸುತ್ತದೆ.	O	O	O	O	O
3. ಪ್ರಪಂಚವನ್ನು ನನಗಿಂತ ವಿಭಿನ್ನವಾಗಿ ನೋಡುತ್ತಾನೆ.	O	O	O	O	O
4. ನನ್ನ ಸಮಸ್ಯೆಗಳು ಮತ್ತು ಕಾಳಜಿಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಂಡಿದೆ.	O	O	O	O	O
5. ನನ್ನ ಗೌಪ್ಯತೆಯನ್ನು ಗೌರವಿಸುತ್ತದೆ.	O	O	O	O	O

6. ನನ್ನ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಮಿತಿಗೊಳಿಸುತ್ತದೆ	○	○	○	○	○
7. ನಾನು ಅದನ್ನು ಕೇಳಿದಾಗ ನನಗೆ ಸಲಹೆ ನೀಡುತ್ತದೆ.	○	○	○	○	○
8. ನನ್ನನ್ನು ಗಂಭೀರವಾಗಿ ತೆಗೆದುಕೊಳ್ಳುತ್ತದೆ.	○	○	○	○	○
9. ನನ್ನ ಸ್ವಂತ ನಿರ್ಧಾರಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳಲು ನಾನು ಇಷ್ಟಪಡುತ್ತೇನೆ.	○	○	○	○	○
10. ನನ್ನನ್ನು ಟೀಕಿಸುತ್ತಾರೆ.	○	○	○	○	○
11. ಏನು ಯೋಚಿಸಬೇಕು ಅಥವಾ ಹೇಗೆ ಭಾವಿಸಬೇಕು ಎಂದು ನನಗೆ ಹೇಳುತ್ತದೆ.	○	○	○	○	○
12. ನಾನು ಬಯಸಿದಾಗ ನನಗೆ ಗಮನ ಕೊಡುತ್ತದೆ.	○	○	○	○	○

13. ನಾನು ಎಲ್ಲದರ ಬಗ್ಗೆ ಮಾತನಾಡಬಲ್ಲ ವ್ಯಕ್ತಿ.	O	O	O	O	O
14. ನಾನು ಏನು ಭಾವಿಸುತ್ತಿದ್ದೇನೆ ಅಥವಾ ಯೋಚಿಸುತ್ತಿದ್ದೇನೆ ಎಂದು ತಿಳಿದಿಲ್ಲ.	O	O	O	O	O
15. ಹೊಸದನ್ನು ಪ್ರಯತ್ನಿಸಲು ಮತ್ತು ನನ್ನದೇ ಆದದನ್ನು ಕಲಿಯಲು ನನಗೆ ಅವಕಾಶ ನೀಡುತ್ತದೆ.	O	O	O	O	O
16. ನನಗೆ ಸಹಾಯ ಮಾಡಲು ತುಂಬಾ ಕಾರ್ಯನಿರತವಾಗಿದೆ.	O	O	O	O	O
17. ನನ್ನಲ್ಲಿ ನಂಬಿಕೆ ಮತ್ತು ವಿಶ್ವಾಸವಿದೆ.	O	O	O	O	O
18. ನನ್ನ ಜೀವನವನ್ನು ನಿಯಂತ್ರಿಸಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆ.	O	O	O	O	O

19. ಅಪಾಯ ಮತ್ತು ಕಷ್ಟದಿಂದ ನನ್ನನ್ನು ರಕ್ಷಿಸುತ್ತದೆ.	O	O	O	O	O
20. ನಾನು ಹೇಳಬೇಕಾದುದನ್ನು ನಿರ್ಲಕ್ಷಿಸುತ್ತದೆ.	O	O	O	O	O
21. ನನ್ನ ಭಾವನೆಗಳು ಮತ್ತು ಅಗತ್ಯಗಳಿಗೆ ಸೂಕ್ಷ್ಮವಾಗಿದೆ.	O	O	O	O	O
22. ನನ್ನಲ್ಲಿ ನಿರಾಶೆಯಾಗಿದೆ.	O	O	O	O	O
23. ನನಗೆ ಬೇಕೋ ಬೇಡವೋ ಅಂತ ಸಲಹೆ ನೀಡುತ್ತದೆ.	O	O	O	O	O

ಸಾಮಾನ್ಯವಾಗಿ ನನ್ನ ತಾಯಿ/ತಂದೆ . . .	ಇಲ್ಲವೇ ಇಲ್ಲ (0-10%)	ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ (11-35%)	ಎ ಮಧ್ಯ ಮ ಮೊ ತ್ತ (36-65%)	ಸ್ವಲ್ಪ ಜಾಸ್ತಿ (66-90%)	ತುಂ ಬಾ (91-100%)
24. ಅವಳು [ಅಥವಾ ಅವನು] ಒಪ್ಪದಿದ್ದರೂ ನನ್ನ ನಿರ್ಧಾರಗಳನ್ನು ಗೌರವಿಸುತ್ತಾಳೆ.	O	O	O	O	O
25. ನನಗೋಸ್ಕರ ನಾನು ಮಾಡುವ ಕೆಲಸಗಳನ್ನು ಮಾಡುತ್ತೇನೆ.	O	O	O	O	O
26. ಯಾರ ನಿರೀಕ್ಷೆಗಳನ್ನು ನಾನು ಪೂರೈಸಬೇಕು ಎಂದು ನಾನು ಭಾವಿಸುತ್ತೇನೆ.	O	O	O	O	O
27. ನನ್ನನ್ನು ಕಿರಿಯ ಮಗುವಿನಂತೆ ಪರಿಗಣಿಸುತ್ತದೆ	O	O	O	O	O

ಒಟ್ಟಿಗೆ ಕಳೆದ ಸಮಯದಲ್ಲಿ, ನನ್ನ ತಾಯಿ / ತಂದೆ ಯಾರಾದರೂ . . .

	ಇಲ್ಲವೇ ಇಲ್ಲ (0-10%)	ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ (11-35%)	ಏ ಮಧ್ಯಮಮತ್ತ (36-65%)	ಸ್ವಲ್ಪ ಜಾಸ್ತಿ (66-90%)	ತುಂಬಾ (91-100%)
28. ನಾನು ನೋಡಲು ಎದುರು ನೋಡುತ್ತಿದ್ದೆ	O	O	O	O	O
29. ಅವರೊಂದಿಗೆ ನಾನು ವಾದಿಸಿದೆ.	O	O	O	O	O
30.ಅವರೊಂದಿಗೆ ನಾನು ಹಾಯಾಗಿರುತ್ತೇನೆ.	O	O	O	O	O
31. ಯಾರು ನನಗೆ ಕೋಪಗೊಂಡರು.	O	O	O	O	O
32. ನಾನು ಎಲ್ಲಾ ಸಮಯದಲ್ಲೂ ಇರಲು ಬಯಸುತ್ತೇನೆ.	O	O	O	O	O
33. ಯಾರ ಕಡೆಗೆ ನಾನು ತಂಪಾದ ಮತ್ತು ದೂರದ	O	O	O	O	O

ಭಾವನೆ ಹೊಂದಿದ್ದೇನೆ.

34. ಯಾರು ನನ್ನ ನರಗಳ ಮೇಲೆ ⭕   ⭕   ⭕   ⭕   ⭕
ಸಿಕ್ಕಿದರು.

35. ಯಾರು ನನಗೆ ⭕   ⭕   ⭕   ⭕   ⭕
ತಪ್ಪಿತಸ್ಥರೆಂದು ಮತ್ತು
ಆತಂಕವನ್ನು
ಉಂಟುಮಾಡಿದರು.

36. ನಾನು ಏನು ಮಾಡಿದ್ದೇನೆ ⭕   ⭕   ⭕   ⭕   ⭕
ಎಂಬುದರ ಬಗ್ಗೆ ಹೇಳಲು
ನಾನು ಇಷ್ಟಪಟ್ಟೆ.

37. ಯಾರಿಗೆ ನಾನು ಪ್ರೀತಿಯ ⭕   ⭕   ⭕   ⭕   ⭕
ಭಾವನೆಗಳನ್ನು ಅನುಭವಿಸಿದೆ.

⭕   ⭕   ⭕   ⭕   ⭕

38. ನಾನು ನಿರ್ಲಕ್ಷಿಸಲು
ಪ್ರಯತ್ನಿಸಿದೆ.

39. ನನ್ನ ಅತ್ಯಂತ ವೈಯಕ್ತಿಕ ⭕   ⭕   ⭕   ⭕   ⭕
ಆಲೋಚನೆಗಳು ಮತ್ತು
ಭಾವನೆಗಳನ್ನು ನಾನು ಯಾರಿಗೆ
ಹೇಳಿದೆ

40. ನಾನು ಜೊತೆಗಿರುವುದು ಇಷ್ಟವಾಯಿತು.   ○   ○   ○   ○   ○

41. ನನ್ನ ಜೀವನದಲ್ಲಿ ಏನು ನಡೆಯುತ್ತಿದೆ ಎಂದು ಹೇಳಲು ನಾನು ಬಯಸಲಿಲ್ಲ.   ○   ○   ○   ○   ○

ಒಟ್ಟಿಗೆ ಕಳೆದ ನಂತರ ನಾನು ನನ್ನ ತಾಯಿ / ತಂದೆಯನ್ನು ಬಿಟ್ಟು ಹೋಗುತೇ_ನೆ ...	ಇಲ್ಲವೇ ಇಲ್ಲ (0-10%)	ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ (11-35%)	ಎ ಮಧ್ಯಮ ಮೊತ್ತ (36-65%)	ಸ್ವಲ್ಪ ಜಾಸ್ತಿ (66-90%)	ತುಂಬಾ (91-100%)
42. ಬೆಚ್ಚಗಿನ ಮತ್ತು ಸಕಾರಾತ್ಮಕ ಭಾವನೆಗಳೊಂದಿಗೆ	O	O	O	O	O
43. ನಿರಾಶೆ ಮತ್ತು ನಿರಾಶೆಯ ಭಾವನೆ	O	O	O	O	O

ನನಗೆ ಗಂಭೀರ ಸಮಸ್ಯೆ ಇದ್ದಾಗ ಅಥವಾ ಪ್ರಮುಖ ನಿರ್ಧಾರವನ್ನು ತೆಗೆದುಕೊಳ್ಳಬೇಕು...	ಇಲ್ಲವೇ ಇಲ್ಲ (0-10	ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ (11-35%)	ಎ ಮಧ್ಯಮ ಮೊತ್ತ (36-65%)	ಸ್ವಲ್ಪ ಜಾಸ್ತಿ (66-90%)	ತುಂಬಾ (91-100%)
44. ನಾನು ಸಹಾಯಕ್ಕಾಗಿ ನನ್ನ ಕುಟುಂಬವನ್ನು ನೋಡುತೇ_ನೆ	O	O	O	O	O

45. ನಾನು ಚಿಕಿತ್ಸಕ, ಶಾಲಾ ಸಲಹೆಗಾರ ಅಥವಾ ಪಾದ್ರಿಗಳಿಗೆ (ಪಾದ್ರಿ, ರಬ್ಬಿ ಅಥವಾ ಮಂತ್ರಿ) ಹೋಗುತ್ತೇನೆ.

O   O   O   O   O

46. ನನ್ನ ತಾಯಿ ಅಥವಾ ತಂದೆ ಏನು ಹೇಳಬಹುದು ಎಂದು ನಾನು ಯೋಚಿಸುತ್ತೇನೆ.

O   O   O   O   O

47. ಯಾರಿಂದಲೂ ಸಹಾಯವಿಲ್ಲದೆ ನಾನು ಅದನ್ನು ನನ್ನದೇ ಆದ ಮೇಲೆ ಕೆಲಸ ಮಾಡುತ್ತೇನೆ.

O   O   O   O   O

48. ನಾನು ಅದನ್ನು ಸ್ನೇಹಿತನೊಂದಿಗೆ ಮಾತನಾಡುತ್ತೇನೆ.

O   O   O   O   O

49. ನಾನು ಏನು ಮಾಡಬೇಕೆಂದು ನನ್ನ ಕುಟುಂಬವು ತಿಳಿಯುತ್ತದೆ ಎಂದು ನನಗೆ ತಿಳಿದಿದೆ

O   O   O   O   O

50. ನನ್ನ ಸ್ನೇಹಿತರು ಸಹಾಯ ಮಾಡಲು ಸಾಧ್ಯವಾಗದಿದ್ದರೆ ನಾನು ನನ್ನ ಕುಟುಂಬವನ್ನು ಸಹಾಯಕ್ಕಾಗಿ ಕೇಳುತ್ತೇನೆ.

O   O   O   O   O

ನಾನು ಸಹಾಯಕ್ಕಾಗಿ ನನ್ನ ತಾಯಿ/ತಂದೆಯ ಬಳಿಗೆ ಬಂದಾಗ...

	ಇಲ್ಲವೇ ಇಲ್ಲ (0-10%)	ಸ್ವಲ್ಪಮಟ್ಟಿಗೆ (11-35%)	ಎ ಮಧ್ಯಮ ಮೊತ್ತ (36-65%)	ಸ್ವಲ್ಪ ಜಾಸ್ತಿ (66-90%)	ತುಂಬಾ (91-100%)
51. ನನ್ನ ಸಂ೯ತ ಸಮಸ್ಯೆಗಳನ್ನು ನಿಭಾಯಿಸುವ ನನ್ನ ಸಾಮರ್ಥ್ಯದ ಬಗ್ಗೆ ನಾನು ಹೆಚ್ಚು ಖಚಿತವಾಗಿ ಭಾವಿಸುತ್ತೇನೆ	○	○	○	○	○
52. ನಾನು ನನ್ನ ಬಗ್ಗೆ ಅನಿಶ್ಚಿತತೆಯನ್ನು ಅನುಭವಿಸುತ್ತಿದ್ದೇನೆ.	○	○	○	○	○
53. ನಾನು ಸ್ನೇಹಿತರಿಂದ ಹೆಚ್ಚು ತಿಳುವಳಿಕೆಯನ್ನು ಪಡೆದುಕೊಂಡಿದ್ದೇನೆ ಎಂದು ನಾನು ಭಾವಿಸುತ್ತೇನೆ.	○	○	○	○	○
54. ನಾನು ನನ್ನ ಹೆತ್ತವರ ಸಲಹೆಯನ್ನು ಅನುಸರಿಸುವವರೆಗೂ ಕೆಲಸಗಳು ನಡೆಯುತ್ತವೆ ಎಂದು ನನಗೆ ಖಾತ್ರಿಯಿದೆ.	○	○	○	○	○

TOOL – 3 Rosenberg Self-Esteem Scale

1.On the whole, I am satisfied with myself.

Strongly Agree   Agree   Disagree   Strongly Disagree

2.At times I think I am no good at all.

Strongly Agree   Agree   Disagree   Strongly Disagree

3.I feel that I have a number of good qualities.

Strongly Agree   Agree   Disagree   Strongly Disagree

4.I am able to do things as well as most other people.

Strongly Agree   Agree   Disagree   Strongly Disagree

5.I feel I do not have much to be proud of.

Strongly Agree   Agree   Disagree   Strongly Disagree

6.I certainly feel unless at times.

Strongly Agree   Agree   Disagree   Strongly Disagree

7.I feel that I am a person of worth, at least on an equal plane with others.

Strongly Agree   Agree   Disagree   Strongly Disagree

8.I wish I could have more respect for myself.

Strongly Agree   Agree   Disagree   Strongly Disagree

9.All in all, I am inclined to feel that I am a failure.

Strongly Agree   Agree   Disagree   Strongly Disagree

10.I take a positive attitude towards myself.

Strongly Agree   Agree   Disagree   Strongly Disagree

ಟೂಲ್ - 3 ರೋಸೆನ್‌ಬರ್ಗ್ ಆತ್ಮಗೌರವ ಸ್ಕೇಲ್

1. ಒಟ್ಟಾರೆಯಾಗಿ, ನಾನು ನನ್ನ ಬಗ್ಗೆ ತೃಪ್ತಿ ಹೊಂದಿದ್ದೇನೆ.
   ಬಲವಾಗಿ ಒಪ್ಪಿ   ಒಪ್ಪಿ   ಒಪ್ಪುವುದಿಲ್ಲ   ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ

2. ಒಂದು ಬಾರಿ ನಾನು ಒಳ್ಳೆಯವನಲ್ಲ ಎಂದು ಭಾವಿಸುತ್ತೇನೆ.

   ಬಲವಾಗಿ ಒಪ್ಪಿ   ಒಪ್ಪಿ   ಒಪ್ಪುವುದಿಲ್ಲ   ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ

3. ನಾನು ಹಲವಾರು ಉತ್ತಮ ಗುಣಗಳನ್ನು ಹೊಂದಿದ್ದೇನೆ ಎಂದು ನಾನು ಭಾವಿಸುತ್ತೇನೆ.
   ಬಲವಾಗಿ ಒಪ್ಪಿ   ಒಪ್ಪಿ   ಒಪ್ಪುವುದಿಲ್ಲ   ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ

4. ನಾನು ಇತರ ಹೆಚ್ಚಿನ ಜನರಿಗೆ ಕೆಲಸಗಳನ್ನು ಮಾಡಲು ಸಮರ್ಥನಾಗಿದ್ದೇನೆ.

   ಬಲವಾಗಿ ಒಪ್ಪಿ   ಒಪ್ಪಿ   ಒಪ್ಪುವುದಿಲ್ಲ   ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ

5. ನನಗೆ ಹೆಮ್ಮೆ ಪಡಲು ಹೆಚ್ಚೇನೂ ಇಲ್ಲ ಎಂದು ನಾನು ಭಾವಿಸುತ್ತೇನೆ.
   ಬಲವಾಗಿ ಒಪ್ಪಿ   ಒಪ್ಪಿ   ಒಪ್ಪುವುದಿಲ್ಲ   ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ

6. ಕೆಲವೊಮ್ಮೆ ಅದನ್ನು ಹೊರತುಪಡಿಸಿ ಎಂದು ನಾನು ಖಂಡಿತವಾಗಿಯೂ ಭಾವಿಸುತ್ತೇನೆ.
   ಬಲವಾಗಿ ಒಪ್ಪಿ   ಒಪ್ಪಿ   ಒಪ್ಪುವುದಿಲ್ಲ   ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ

7. ನಾನು ಯೋಗ್ಯ ವ್ಯಕ್ತಿ ಎಂದು ನಾನು ಭಾವಿಸುತ್ತೇನೆ, ಕನಿಷ್ಠ ಪಕ್ಷ ಇತರರೊಂದಿಗೆ ಸಮಾನ ನೆಲೆಯಲ್ಲಿ

   ಬಲವಾಗಿ ಒಪ್ಪಿ   ಒಪ್ಪಿ   ಒಪ್ಪುವುದಿಲ್ಲ   ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ

8. ನಾನು ನನ್ನ ಬಗ್ಗೆ ಹೆಚ್ಚು ಗೌರವವನ್ನು ಹೊಂದಬೇಕೆಂದು ನಾನು ಬಯಸುತ್ತೇನೆ.

   ಬಲವಾಗಿ ಒಪ್ಪಿ   ಒಪ್ಪಿ   ಒಪ್ಪುವುದಿಲ್ಲ   ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ

9. ಒಟ್ಟಾರೆಯಾಗಿ, ನಾನು ವಿಫಲನಾಗಿದ್ದೇನೆ ಎಂದು ಭಾವಿಸಲು ನಾನು ಒಲವು ಹೊಂದಿದ್ದೇನೆ.
   ಬಲವಾಗಿ ಒಪ್ಪಿ   ಒಪ್ಪಿ   ಒಪ್ಪುವುದಿಲ್ಲ   ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ

10. ನಾನು ನನ್ನ ಬಗ್ಗೆ ಸಕಾರಾತ್ಮಕ ಮನೋಭಾವವನ್ನು ತೆಗೆದುಕೊಳ್ಳುತ್ತೇನೆ.

ಬಲವಾಗಿ ಒಪ್ಪಿ   ಒಪ್ಪಿ   ಒಪ್ಪುವುದಿಲ್ಲ   ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ

ANNEXURE-6

CONDENT VALIDITY BY SUBJECT EXPERTS

Sl no.	Name
1.	Dr. Mohan Reddy Prof. & HOD Dept. of Psychiatry Sri Devaraj Urs Medical college Tamaka, Kolar
2.	Dr. Ruth Sneha Asst. Professor Dept. of Psychiatry Sri Devaraj Urs Medical college Tamaka, Kolar
3.	Dr. Gururaj Assoc. Professor Dept. of Psychiatry Sri Devaraj Urs Medical college Tamaka, Kolar
4.	Dr. Lavanya Subhashini Vice- principal & HOD Dept. of Child Health Nursing Sri Devaraj Urs College of Nursing Tamaka, Kolar
5.	Mrs. Punitha M. Prof. & HOD Dept. of OBG Nursing Sri Devaraj Urs College of Nursing Tamaka, Kolar.

ANNEXURE-7

FORMULAS:

➕ **MEAN** = (Sum of all the observations/Total number of observations)

$$\text{Mean} = \frac{\text{Sum of all data values}}{\text{Number of data values}}$$
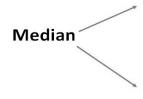
Symbolically,

$$\bar{x} = \frac{\sum x}{n}$$

where $\bar{x}$ (read as 'x bar') is the mean of the set of x values,
$\sum x$ is the sum of all the x values, and
n is the number of x values.

➕ **MEDIAN** =

n is odd,

Median = $\left(\frac{n+1}{2}\right)^{th}$ observation

Median

n is even,

Median = $\dfrac{\left(\frac{n}{2}\right)^{th} + \left(\frac{n}{2}+1\right)^{th} \text{observation}}{2}$

➕ **MEAN PERCENTAGE** =

PERCENTAGE:

$$\frac{x}{n} \times 100 = p$$

where:
x = *given quantity*
n = *total amount*
p = *percentage of the quantity compared to the total*

STANDARD DEVIATION =

Formula for Standard Deviation

$$S = \sqrt{\frac{\sum(X - \overline{X})^2}{(n-1)}}$$

$\sqrt{}$ =square root
Σ=sum (sigma)
X=score for each point in data

$\overline{X}$=mean of scores for the variable
n=sample size (number of observations or cases

KARL PEARSON CORRELATION COEFFICIENT TEST = CHI

Correlation Coefficient

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{\left[n\sum x^2 - (\sum x)^2\right]\left[n\sum y^2 - (\sum y)^2\right]}}$$

SQUARE TEST =

Chi-Square Test (χ^2)

Formula for Calculating χ^2

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

where O is the observed frequency;
E is the expected frequency;
We already know the observed frequencies which were listed in the previous slide. We need to find out the expected frequencies.

ANNEURE 8

MASTERSHEET- SOCIODEMOGRAPHICAL DATA

SL NO	AGE		RELIGION		RESIDENCE		CLASS OF STUDYING		LANGUAGE		STREAM	
	14 -16	17-18	HINDU	OTHER	URBAN	RURAL	1ST PU	2ND PU	KANNADA	OTHER	SCIENCE	OTHER
1	0	1	1	0	0	1	0	1	1	0	1	0
2	0	1	1	0	0	1	0	1	1	0	1	0
3	0	1	1	0	1	0	0	1	1	0	1	0
4	1	0	1	0	0	1	0	1	1	0	1	0
5	0	1	1	0	0	1	0	1	1	0	1	0
6	0	1	1	0	0	1	0	1	1	0	1	0
7	0	1	1	0	0	1	0	1	1	0	1	0
8	0	1	1	0	1	0	0	1	1	0	1	0
9	0	1	1	0	0	1	0	1	1	0	1	0
10	0	1	1	0	0	1	0	1	1	0	1	0

11	0	1	1	0	0	1	0	1	1	0	1	0
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99	0	1	1	0	1	0	0	1	1	0	1	0
100	0	1	1	0	0	1	0	1	0	1	1	0
TOTAL	15	85	89	11	59	41	14	86	80	20	81	19

MASTERSHEET-KENNY'S PARENTAL ATTACHMENT SCALE

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MASTERSHEET-ROSENBERG SELF ESTEEM SCALE

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ANNEURE 9
PHOTO GALLERY

ANNEURE 10

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Ms. ANTARA MISHRA

Student of Sri Devaraj URS College of Nursing, Kolar. was sanctioned Research grant of Rs 15,000/- (Rupees Fifteen thousand only) for conducting the Undergraduate Research Project titled **"A Study to Assess Parental Attachment & Self-Esteem Among Adolescent Girls in Selected Pre-University College, Kolar With A View to Develop An Information Booklet." Code–UG21NUR238** for the Academic year 2021-22. She has successfully completed the Research project under the guidance of **Mrs. Jairakini Aruna,** Associate Professor, Dept Of Mental Health Nursing. Sri Devaraj URS College of Nursing, Kolar.

Date: 12.10.2022

Director
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