

ANALYSIS OF DIFFERENCES AND CONNECTIONS OF 'SELF-CONCEPT' AND 'CONCEPT OF ONE'S OWN CHILD' WITH REGARD TO CHILD'S SEX

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SUMMARY

On one side, the purpose of this study was to analyze the differences in 'self-concept' of fourteen years old teenagers of different sexes and, on the other side, to analyze the differences in parents' evaluation of their own child with regard to the child's sex. The matter of particular attention was to find out the correlations between self-evaluation of adolescents of different sexes and their parents' evaluation of their children. The investigation included a total of 1023 students and 690 parents in 33 elementary schools in Zagreb. The basic sample of examinees was divided according to the sex criterion ($N_1=513$ girls; $N_2=510$ boys; $N_3=380$ parents of female children; $N_4=310$ parents of male children). The examinees were making evaluations on Evaluation Scale of Notions of 'SELF' and 'MY CHILD'. The discriminant and canonical analysis were made of observed areas. The obtained results show that, in relation to female examinees, the male examinees evaluate themselves statistically significantly less favourably. The evaluations of parents of male children and parents of female children also show statistically significant difference, with female children evaluations being statistically significantly more favourable than the evaluations of male children. On the other hand, the isolated pairs of canonic factors suggest a significant level of correlation and equalization of the "self-concept" (self-image) of male children and the way they are perceived by their parents. Similarly, self-perceptions of female children are generally analogous to their parents' perception of them. On the whole, the obtained results confirm all three proposed hypotheses of this research.

Key words: adolescents, evaluation of 'my child' concept, evaluation of 'self-concept', child's sex

1. INTRODUCTION

As they grow, develop and mature, the human beings are passing through various phases of ego identity. Different authors give different definitions of those phases, so Fromm, for instance, talks of symbiosis of conformism and autonomy, while Erikson talks of confidence, autonomy, initiative, achievement, identity, intimacy, fertility and integrity, and Loeringer stresses autism, symbiosis, impulsiveness, self-protection, conformism, individuation and autonomy. Block (c.f. Lazoms, 1991) emphasizes that progression and development toward the identity and autonomy is not easy and unequivocal, but that it also includes occasional crises and changes. Still, in spite of these changes, one's identity becomes and remains that what enables one to experience himself as the same person in various phases of development and in various contexts of time and space. In literature, this experience of one's own identity, this conception of oneself, is frequently defined as self-image or 'self-concept'. With the increasing need for more precise definition of this concept, grows also the number of theoretical explanations of its meaning and the number of researches based on these explanations, but at the same time, it is becoming less and less possible to try to determine this concept on the basis of

only one of these approaches. So Byrne (as quoted by Lacković-Grgin, 1994) talks about four theoretical approaches in relation to 'self-concept': from one-dimensional approach, over the multifaceted and hierarchical, and the approach of mutually independent factors, to compensatory approach.

On the other hand, there is more certainty about the fact that the development of 'self-concept' progresses from global orientation about oneself and one's behaviour within one's environment toward finer self-evaluation of personal qualities in a number of different areas (Cvetković-Lay, 1994). Thus already a three-year old child has a pretty clear idea about his physical abilities; at four he becomes aware of his sex; at five he has already formed a 'self-concept' and a conception of his place among his peers; and at six he transforms the perceptions about himself into a sort of self-evaluation. When the child reaches the school age, first the social, and then the emotional component enter into the scope of his 'self-concept'. This is usually considered as the beginning of a more realistic self-conception and it can be recognized by the beginning of use of negative adjectives and self-descriptions. The child's perception of himself begins to change in the late childhood, when the accent is on the

process of cognition of his own peculiarities. This leads to an increase in self-respect in the late childhood, which is, however, still greatly dependent on other persons' respect and positive opinions.

In the adolescent age, self-evaluation shows a tendency toward abstractions and generalizations, but it also includes once more predominantly positive attributes and self-descriptions. As regard the stability and changes of 'self-concept' in adolescent age, there the opinions differ. "After they have been already quite sure of their own self, suddenly the adolescents are faced with necessity to reexamine it and define its limits. Body and mind are inseparable: every physical change provokes mental changes, just as all mental changes are always accompanied by physical manifestations." (Bastašić, 1995:29). Elliot (c.f. Newell et al. 1990) affirms that after the twelfth year comes to the reduction of self-respect and stabilization of 'self-concept', and at the same time, to an increase in self-awareness. In relation to this statement it should be said that some authors maintain that sexual development and maturity lead to an increase in self-respect, while the others assert just the opposite (Lacković-Grgin, 1994). In any case, the development of sexual identity is closely connected with the development of self. Although the sex is biologically determined, society influences the child's acceptance of his own sexuality. In their book "Child Psychology" Hetherington and Ross (c.f. Bastašić, 1995) talk of various forms of adult influence on development of child's sexuality, from the direct influence of child's parents to the influence through the media. Thus they state that the difference between boys and girls is more stressed by fathers - the kind of interest they take in their daughters is different from the kind of interest they take in their sons. Therefore, some scientists maintain that fathers are more responsible than mothers for encouragement of feminine or manly traits in their children.

The influence of important adults, i.e. child's parents, is considered to be of special value for development and sustainment of self-respect in childhood and adolescence, although different authors ascribe different significance to influences of mother and father. The question whether child's sex plays an essential role in that process is often a subject of discussions. It is generally considered that the parents differently perceive their sons and their daughters from the very moment of their birth. That different

perception becomes the basis for their different expectations and different behaviour toward children, depending on their sex. In early childhood this is manifested by different choice of toys they offer to their sons and daughters, and by encouraging of children to participate in different types of activities. Thus the girls will usually have the possibility to participate in structured activities, which are giving them an opportunity for contacts and communication with adults and consequently, a chance to learn by imitation; to learn to be obedient; to make contracts with adults; and to help other people; and through all that, and most important, a chance to develop their interest in other people. Contrary to that, the boys are generally given more opportunity to participate in unstructured activities, which require the ability to initiate the communication, to give orders to both adults and their peers, to be active and creative, but which also require aggressive behaviour (Carpenter, c.f. Clarke-Stewart, 1988). On the basis of such and similar knowledge, a certain number of authors maintain that the demands made upon boys are greater, i.e. that parents have greater expectations in relation to boys and, if the boys fail to fulfill those expectations, the parents begin to reject them (Miljković, 1991).

In other words, the full sexual identity develops as a result of interaction between an individual and his environment. Sexual roles are learned within particular sociocultural circle to which an individual belongs. Question is, how much are the boys different from the girls independently of sociocultural influence. Psychologists maintain that the differences exist, although they are not as big as it is usually believed. As infants, the girls are physically and neurologically more mature and they also reach earlier their sexual maturity. The boys grow stronger as they physically develop, their motoric skills are better, but they are more sensitive due to nutritional difficulties and they are more likely to inherit various anomalies. There is also a difference in their cognitive development: girls will sooner develop the speech abilities, boys show greater spatiovisual abilities. In regard to the social skills, the girls are more obedient and caring in relation to the younger children, and the boys are more quarrelsome, they have more emotional problems, more difficulties with reading and verbal expression and they have more problems in school (Bastašić, 1995:28). According to the

same author, one of the most important tasks in the period of adolescence is to complete the process of sexual maturation, i.e. to transform the early aspects of sexuality into mature sexuality of an adult person. The fundamental identity and sexual identity are the basis of the entire personal identity and they are both essentially rooted in the biology. The entire development process is occurring in constant interaction between biological and environmental. Primary sexual characteristics are genetically determined by joining of sexual chromosomes during fertilization. The interaction of genetical dowry and the hormones form the embryo, but in addition to that, formation of mature sexuality is influenced by many other outside factors, such as family, institutions and peers. In short, primary sexual characteristics develop from genes, secondary from hormones and psychological sexual characteristics in interaction with the environment.

On the whole, on the basis of literature about parental treatment of children (Hendrick, 1986; Žižak, 1993; Koller-Trbović, 1994) it is possible to conclude that the perception of one's own child is connected with the parental manner or style of bringing up their children, which is again, to a certain extent, connected with the way how the parent himself was brought up (Juul, 1995). The parents form their image of the child, of that what they would want him to be, within the frame of their manner of upbringing and then proceed to evaluate the child's achievement and personality according to that image. It seems that, in that sense, the children brought up in an authoritarian way have the best chances for realistically positive parental evaluation. This is also confirmed by the results obtained by Coopersmith (as quoted by Lacković-Grgin, 1994) who has established that those children, who are treated with love and respect by their parents, think positively about themselves and have more self-respect.

Correspondent to different views about changes of self-concept during adolescence are the results concerning the estimation of importance of the role of adults in self-evaluation of adolescents of different sexes. The research that Lacković-Grgin and Deković (c.f. Lacković-Grgin, 1994) have made with a purpose to investigate to what extent do mother's, father's, class-master's and the best friend's evaluations contribute to the forming of self-evaluation of 13, 15 and 17-years old adolescents of both sexes,

has brought them to conclusion that self-evaluations of adolescents vary according to their sex and age. The younger adolescents have evaluated themselves more positively than the older ones and the girls have evaluated themselves more positively than the boys. The significance of important others for self-evaluations of adolescents grows less only for the boys, while for the girls it becomes greater as they grow older. This might permit an indirect conclusion that the mentioned research indicates that there is a difference between self-evaluation of adolescents and their parents' evaluations, especially by male adolescents. In connection with this, it is a well known fact that the significance of multiple reality of young persons lies in a potential conflict that may ensue from the difference between their self-evaluation and other persons' evaluations of them (Hewitt, 1994).

Based on the results mentioned above, this study aims to analyze, on one side, the differences between self-concepts of 14-year old adolescents of different sexes, and on the other side, the differences in their parents' evaluations, with regard to child's sex. The special attention is directed on finding the correlations between self-evaluations of adolescents of both sexes and their parents' evaluations of them.

With regard to that aim, the study will test the following hypotheses:

1. The fact of belonging to either male or female sex has statistically significant power of discrimination in the area of child's self-concept. In connection with that, the girls are evaluating themselves more positively.
2. The fact of belonging to either male or female sex has statistically significant power of discrimination in the area of parents' evaluation of their child, whereby the parents tend to perceive daughters more favourably.
3. The correlation between parents' evaluations of their children and children's evaluations of self-concept is evidenced by the fact that they show a considerable degree of conformity, regardless of child's sex.

2. METHODS

2.1 Experimental sample

The research has been made on a sample of the 8th grade elementary school pupils (mostly fourteen-year-olds). The

schools and the classes (one of the 8th grade classes in each school) were selected by the method of random numbers. In each of selected classes all pupils were examined and one parent, mother or father, of each pupil, depending on who was available to the researchers. Total number of examinees in 33 elementary schools in Zagreb was 1023 pupils and 690 parents.

The basic sample of examinees was divided in two groups, according to their sex, so that N_1 consists of 513 examinees of female sex and N_2 of 510 examinees of male sex. Parents were grouped according to the same criterion, or according to the sex of the child they were evaluating. Thus were formed two additional subsample groups: one subsample of parents of female children ($N_3 = 380$) and another subsample of parents of male children ($N_4 = 310$).

2.2 Sample of variables

In spite of all the limitations of the investigation of characteristics of 'self-concept' (more detailed explained by Lacković-Grgin, 1994), as well as of parents' conception about their child, these areas are described in this study with a number of variables, which for the greater part come from Osgood's semantic differential and which are ordered according to the same standards. These variables are evaluation scales based on pairs of bipolar adjectives. The children evaluated themselves and the parents evaluated their children. Although the examinees were instructed to use the offered adjectives only according to their feelings and not according to any other indicator, these scales are still not the classic Osgood's semantic differential. Namely, with regard to the object of evaluation, majority of adjective pairs have denotative (descriptive) and not connotative meaning. The variables, i.e. pairs of adjectives used, were as follows: 1. good/bad; 2. successful/unsuccessful; 3. positive/negative; 4. powerful/powerless; 5. active/passive; 6. warm/cold; 7. quick/slow; 8. strong/weak; 9. satisfied/dissatisfied; 10. placid/restless; 11. confident/insecure; 12. happy/unhappy; 13. optimistic/pessimistic; 14. clever/stupid; and 15. obedient/disobedient. Each pair of bipolar adjectives was graded in five (5) levels, with lower value denoting

more favourable and the higher value more unfavourable self-evaluation.

This research is based on the method of self-report, which means that all information was obtained directly from the examinees - children and parents who are the subject of this study.

2.3. Methods of information processing

To determine the differences between subsamples we have used a modified model of discriminative analysis, which determines the differences between the groups of entities within the space defined by some group of manifest and latent variables (Momirović et al., 1984), while the correlation between the two groups of variables (child's evaluation of 'self-concept' and parent's evaluation of his child) was determined by the method of canonic analysis of variances (CAN-CAN programme, Momirović, Dobrić, Karaman, 1983).

Two discriminant analyses were applied to examine the differences in evaluation of 'self-concept' of first and second subsample, and the differences in evaluation of 'conception about one's own child' of first and second subsample. In both cases the discriminative variable was child's sex. Of the two canonic analysis applied, the first one was used to examine the correlation between 'self-concept' of male examinees and the evaluations of their parents, while the object of the second one was to find out the correlation between 'self-concept' of female examinees and the evaluations of their parents.

3. RESULTS

3.1. Differences in 'self-concept' of male and female adolescents

Eigenvalues and group centroids of discriminant factor are showed in Table 1. The level of statistical significance of this function's F-ratio is on the error level 0% ($P < .0000$) and the group centroides of discriminative factor indicate a considerably less favourable evaluation of so described 'self-concept' of examinees in the second subsample.

Table 1. Eigenvalue and group centroids

FAC	Lambda	L/T	Gr. centroid (F)	Gr. centroid (M)	F-RATIO	P
FAC-1	0.25635	1.000	-.357	.359	85.508	.000

Information about the structure of this discriminative factor is given on Table 2.

Table 2. Discriminant coefficients and correlations

VARIABLE	COE1	FAC1
01. good/bad	.352	.552
02. successful/unsuccessful	.245	.323
03. positive/negative	.435	.572
04. powerfull/powerless	-.221	-.237
05. active/passive	.176	.232
06. warm/cold	.446	.557
07. quick/slow	-.282	-.195
08. strong/weak	-.335	-.351
09. satisfied/dissatis.	.014	.215
10. placid/restless	.275	.579
11. confident/insecure	-.116	.019
12. happy/unhappy	-.046	.210
13. optimistic/pesimistic	-.062	.165
14. clever/stupid	-.081	.193
15. obedient/disobedient	.234	.544

It is noticeable that this factor is predominantly made of following pairs of adjectives: placid-restless (.579); positive-negative (.572); warm-cold (.557); good-bad (.552); obedient-disobedient (.544); strong-weak (-.351); successful-unsuccessful (.323), and to some extent, powerful-powerless (-.237). As already mentioned before, the variables were constructed in such a way that the higher result denotes less favourable evaluation and the obtained constellation of variables coefficients on this discriminative factor indicates a correlation between variables, according to which the evaluation of strength and power of the examinees is related to the evaluations of restlessness, negativity, coldness, insufficiently good behaviour, disobedience and unsuccessfulness. In other words, male examinees evaluate themselves statistically significantly less favourable in comparison with female examinees, and this difference

is particularly marked on pairs of adjectives related to qualities of placidness, positivity, warmth, good behaviour, obedience, successfulness, strength and power.

3.2. Differences in 'conception about one's own child' of parents of male and female adolescents

Eigenvalues and group centroids of discriminant factor 1 extracted by modified discriminant analysis of 'MY CHILD' Conception Evaluation Scale and according to whether the parent was evaluating female (N₃) or male (N₄) adolescent are shown in table 3. The level of statistical significance of this function's F-ratio is on the error level 0% (P < .0000), and the group centroids of discriminative factor indicate considerably less favourable evaluation of one's own child by the examinees in the second subsample, i.e. by parents of male adolescents.

Table 3. Eigenvalue and group centroids

FAC	Lambda	L/T	Gr. centroid (RF)	Gr. centroid (RM)	F-RATIO	P
FAC-1	0.1587	1.000	-.252	.309	25.919	.000

Information about the structure of this factor is given on Table 4.

Table 4. Discriminant coefficients and correlations

VARIABLE	COE1	FAC1
01. good/bad	.419	.725
02. successful/unsuccessful	.408	.718
03. positive/negative	.423	.736
04. powerful/powerless	.201	.431
05. active/passive	.314	.588
06. warm/cold	.064	.365
07. quick/slow	-.187	.178
08. strong/weak	-.043	.269
09. satisfied/disunsatis.	-.217	.295
10. placid/restless	.401	.497
11. confident/insecure	.132	.482
12. happy/unhappy	-.063	.327
13. optimistic/pesimistic	.061	.349
14. clever/stupid	.239	.604
15. obedient/disobedient	-.092	.408

Noticeable for this factor is the predominance of following pairs of adjectives: positive-negative (.736); good-bad (.725); clever-stupid (.604); active-passive (.588); placid-restless (.497); secure-insecure (.482); powerful-powerless (.431); obedient-disobedient (.408); optimistic-pessimistic (.349) and happy-unhappy (.327). The difference between parents evaluation of male and female adolescents is contained in their evaluations of qualities of positivity, good behaviour, intelligence, activity, placidness, security, power, obedience, optimism and happiness, whereby the favourable

evaluation of the child on one variable is connected with their favourable evaluation on all other variables.

Since discriminative analyses have shown that there are statistically significant differences between 'self-concept' evaluations of male and female examinees, as well as between their parents conceptions about them, and that there are differences in the content of 'self-concept' and 'child-concept' evaluations, we were interested to find out the correlation between the 'self-concept' of male and female adolescents and the way how their parents evaluate them.

3.3. Correlation between 'self-concept' of male adolescents and 'my-child-concept' of their parents

Table 5. Eigenvalues of canonical factors

FAC	Canonical R	R-squared	Lambda	Probability
1.	.560	.354	.149	.000
2.	.521	.272	.231	.000
3.	.475	.226	.318	.000
4.	.392	.220	.410	.000
5.	.352	.154	.526	.001
6.	.326	.124	.622	.001

Canonic analysis of correlation between 'self-concept' of male adolescents (N2 = 510) and their parents' conception about them (N4 = 310), on the significance level .000 and .001, gave six statistically significant pairs of canonic factors (Table 5). We see that the established level of

correlation between two analyzed groups is high in the first three pairs of canonic factors and average in the other three pairs.

The information about the structure of canonic factors in the 'self-concept' space of male adolescents can be found in following tables.

Table 6. Structure and partial canonic coefficients of first set of variables

VARIABLE	FAC1		FAC2		FAC3		FAC4		FAC5		FAC6	
	COE1	FAC1	COE	FAC	COE	FAC	COE	FAC	COE	FAC	COE	FAC
01. good/bad	.051	.515	-.022	.048	.064	.129	-.145	-.150	-.385	-.413	-.031	.010
02. success./unsucc.	.368	.740	.158	.353	-.277	-.079	-.094	-.100	.515	.206	-.319	-.163
03. positive/neg.	.280	.563	-.002	.125	-.128	-.014	.097	.182	.144	-.052	.195	.205
04. power./powerl.	-.008	-.003	.154	.526	.239	.212	-.052	-.254	.041	-.069	.539	.337
05. active/passiv.	.153	.505	.280	.439	-.509	-.106	.141	.133	-.546	-.469	.393	.173
06. warm/cold	-.017	.143	.097	.093	-.639	-.452	-.007	.084	.220	.009	.545	.420
07. quick/slow	-.104	.079	.131	.463	-.268	-.154	.288	.068	-.324	-.430	-.574	-.406
08. strong/weak	-.182	-.067	.399	.619	-.059	.008	-.658	-.582	-.158	-.229	.086	.096
09. satis./dissatis.	-.000	.392	.142	.243	.511	.381	.296	.168	-.012	-.189	.004	.058
10. placid/restless	.353	.568	-.456	-.442	.167	.154	-.263	-.294	.029	-.213	.393	.267
11. confid./insecure	.192	.439	.102	.366	.180	.286	-.536	-.325	.367	.099	-.344	-.263
12. happy/unhappy	-.240	.213	.059	.285	.307	.316	.211	.214	-.043	-.083	.264	.233
13. optimist/pesim.	-.059	.205	.042	.148	.571	.428	.156	.093	-.108	-.272	-.200	.046
14. clever/stupid	.364	.696	-.001	.233	.127	.034	.338	.240	-.006	-.141	-.098	-.072
15. obed./disobed.	-.029	.320	-.328	-.395	-.181	-.072	-.290	-.272	-.443	-.557	-.228	-.077

It is noticeable that the first canonic factor is predominantly structured by following pairs of adjectives: successful-unsuccessful (.740); clever-stupid (.696);

placid-restless (.568); positive-negative (.563); good-bad (.515); active-passive (.505); confident-insecure (.439); satisfied-dissatisfied (.392); and obedient-disobedient

(.320).The projection of all listed variables on the factor is positive.

The second canonic factor in the 'self-concept' space of male examinees is predominantly formed by following pairs of adjectives: strong-weak (.619); powerful-powerless (.526); quick-slow (.463); placid-restless (-.442); active-passive (.439); obedient-disobedient (-.395); confident-insecure (.366); and successful-unsuccessful (.353). The character of their projections on the factor indicates their interrelation, according to which evaluation placid and obedient is connected with evaluation weak, powerless, slow, passive, insecure and unsuccessful.

The third canonic factor in this space is structured by pairs of adjectives: warm-cold (-.452); optimistic-pessimistic (.428);

satisfied-dissatisfied (.381); and happy-unhappy (.316). Their projection on the factor is characterized by connection between evaluation cold and evaluations: optimistic, satisfied and happy.

Two pairs of adjectives: strong-weak (-.582) and confident-insecure (-.325) define the fourth canonic factor.

Pairs of adjectives responsible for the structure of the fifth canonic factor from this group of variables are: obedient-disobedient (-.557); active-passive (-.469); quick-slow (-.430); and good-bad (-.413).

Variables: warm-cold (.420) and quick-slow (-.406) structure the last, sixth canonic factor in male adolescents 'self-concept' space in such a way that the less favourable evaluation of warmth is related to more favourable evaluation of quick response.

Table 7. Structure and partial canonic coefficients of second set of variables

VARIABLE	FAC1		FAC3		FAC5		FAC4		FAC5		FAC6	
	COE1	FAC1	COE	FAC	COE	FAC	COE	FAC	COE	FAC	COE	FAC
01. good/bad	.276	.680	.011	.007	-.013	-.042	-.478	-.261	.247	-.002	.260	.372
02. success./unsucc.	.541	.725	.054	.520	-.317	-.158	.346	.108	.322	.035	-.308	-.094
03. positive/neg.	.117	.600	-.299	.018	-.185	-.120	.095	-.030	-.082	-.073	.085	.284
04. power/powerl.	-.112	.215	.015	.593	.085	.159	.074	-.126	-.144	-.192	.117	-.025
05. active/passiv.	.062	.544	.199	.452	-.100	-.105	-.006	-.045	-.670	-.397	.560	.218
06. warm/cold	-.058	.278	.160	.195	-.504	-.496	.172	.058	.397	.113	.407	.491
07. quick/slow	.024	.229	.198	.515	-.350	-.236	-.081	-.125	-.187	-.209	-.497	-.307
08. strong/weak	-.196	.217	.411	.481	.098	.133	-.908	-.641	.067	-.099	.134	.162
09. satis./dissatis.	.043	.391	-.041	.067	.303	.435	.418	.062	.003	.002	.126	.338
10. placid/restless	.278	.578	-.595	-.551	.004	.073	-.198	-.251	-.093	-.157	.015	.106
11. confid./insecure	.405	.708	.081	.251	.311	.290	-.238	-.155	.731	.144	-.512	-.232
12. happy/unhappy	-.079	.319	.028	.076	.370	.462	.043	.039	-.083	-.053	.435	.374
15. optimist/pesim.	-.085	.216	-.085	.158	.229	.295	.013	-.065	-.355	-.373	-.235	-.099
14. clever/stupid	.165	.586	.448	.405	.331	.164	.528	.235	-.165	-.275	-.035	.059
15. obed./disobed.	.031	.480	-.225	-.215	-.245	-.176	-.070	-.136	-.635	-.489	-.258	-.039

Analyzing the results contained in Table 7, related to the structure of canonic factors in the 'conception about one's own child' space of male examinees' parents, we shall notice first of all that the mentioned structure is almost identical in its content to the structure of factors in the first group of variables.

Namely, the first canonic factor also

in this group of variables is predominantly structured by the following pairs of adjectives: successful-unsuccessful (.725); confident-insecure (.708); good-bad (.680); positive-negative (.600); clever-stupid (.586); placid-restless (.578); active-passive (.544); obedient-disobedient (.480); and satisfied-dissatisfied (.391).

The second canonic factor in the male

children parents' evaluation space of 'my-child-concept' is predominantly made of following pairs of adjectives: placid-restless (-.551); quick-slow (.513); strong-weak (.481); active-passive (.452); clever-stupid (.403); powerful-powerless (.393); and successful-unsuccessful (.320). All variables, with exception of the one related to placidity or restlessness are projected on the factor with positive coefficients. Same correlation was found in the first group of variables, so it is safe to say that also in the case of parents' evaluations the evaluation of placidity of children is related to evaluations of their slowness, weakness, passivity, reduced intelligence, powerlessness and unsuccessfulness.

The third canonic factor from the second group of variables is structured by pairs of adjectives: warm-cold (-.496); happy-unhappy (.462); and satisfied-dissatisfied (.435). Their projection on the factor is represented in such way that more favourable evaluation of warmth is connected with less favourable evaluation of optimism, satisfaction and happiness.

The only projection of some relevance on the fourth canonic factor in this group of variables is that of a single pair of adjectives: confident-insecure (-.641). It indicates the parents' evaluation of child's feeling of confidence in his own abilities.

Pairs of adjectives responsible for the structure of the fifth canonic factor in this group of variables are: obedient-disobedient (-.489); active-passive (-.397); and optimistic-pessimistic (-.373). All three pairs of adjectives are negatively projected.

The sixth canonic factor from this group of variables is defined by following adjective pairs: warm-cold (.491); happy-unhappy (.374); good-bad (.372); and satisfied-dissatisfied (.338).

Globally speaking, it could be said that isolated pairs of canonic factors indicate a significant level of correlation and uniformity between 'self-concept' of male children and their parents' conception about them. It is reflected in the structure of all pairs of canonic factors, but somewhat less pronounced in the fifth and sixth pair.

Thus in the first pair of canonic factors we find positive correlation between evaluations of goodness, successfulness, positivity, activity, satisfaction, placidity, confidence, intelligence and obedience of male

examinees revealed in both, their self-evaluation and their parents' evaluations. All correlation coefficients are positive, which indicates significantly more frequent unfavourable evaluation of these characteristics in male adolescents. All other pairs of canonic factors indicate somewhat more specific relations between the two groups of variables. So, in the second pair of canonic factors the positive evaluation of obedience and placidity by children, and only placidity by parents, is brought into a relation with less favourable evaluation of children's successfulness, power, activity, quick reaction and strength by their parents, while the male examinees are also adding confidence to that group of variables. In the third pair of canonic factors there is a discernible correlation between favourable evaluation of child's warmth by both groups of evaluators and unfavourable evaluation of child's feelings of satisfaction and happiness. In this case again, the examinees, in evaluating 'self-concept', add to this group of variables also their diminished optimism. The fourth pair of canonic factors relates children's positive evaluation of strength and confidence to equally positive evaluation of male children's strength by their parents. The fifth pair of canonic factors brings into a correlation favourable self-evaluations of goodness, activity, quick reactions and obedience with favourable evaluations of male children's obedience, activity and optimism by their parents. In the last, sixth pair of canonic factors the 'self-concept' of male examinees containing evaluations of warmth and slowness is related to their parents' evaluations of their goodness and dissatisfaction, coldness and unhappiness.

3.4. Correlation between the 'self-concept' of female adolescents and the 'conception about one's own child' of their parents

The data presented on Table 8 show that the canonic analysis of 'self-concept' of female examinees and 'my-child-concept' of their parents has isolated five pairs of canonic factors, on the error level of .001. It is obvious that there is a significant correlation between the two observed groups of variables. Information about the content of this correlation is presented on Tables 9 and 10.

Table 8. Eigenvalues of canonical factors

FAC	Canonical R	R-squared	Lambda	Probability
1.	.527	.278	.225	.000
2.	.506	.256	.312	.000
3.	.463	.214	.419	.000
4.	.406	.164	.533	.001
5.	.382	.146	.638	.001

Table 9. Structure and partial canonic coefficients of first set of variables

VARIABLE	FAC1		FAC2		FAC3		FAC4		FAC5	
	COE1	FAC1	COE	FAC	COE	FAC	COE	FAC	COE	FAC
01. good/bad	-.051	-.423	.200	.192	.275	.279	.237	.249	.112	.067
02. success./unsucc.	-.551	-.630	.391	.412	-.264	-.238	-.196	-.049	-.171	-.218
03. positive/neg.	-.229	-.453	.029	.100	-.222	-.041	.011	.056	-.052	-.029
04. power./powerl.	.294	.044	-.169	.070	.147	.312	.098	.006	.517	.120
05. active/passiv.	-.363	-.428	.110	.369	-.113	.215	.160	.106	.094	-.071
06. warm/cold	-.151	-.333	-.061	-.145	.183	.318	.059	.087	-.119	-.078
07. quick/slow	.259	-.063	.288	.435	.516	.592	.376	.339	-.029	-.086
08. strong/weak	-.233	-.204	.209	.286	.379	.522	-.535	-.339	-.048	-.153
09. satis./dissatis.	-.206	-.462	-.239	-.335	.286	.303	-.365	-.056	-.064	-.366
10. placid/restless	-.066	-.403	-.190	-.353	.026	.141	.082	.203	.240	.301
11. confid./insecure	.154	-.204	.322	.352	.006	.241	.360	.229	-.332	-.343
12. happy/unhappy	-.019	-.415	-.542	-.400	-.181	.174	.483	.138	-.686	-.614
13. optimist/pesim.	.202	-.102	.054	.024	.197	.328	-.739	-.557	-.069	-.216
14. clever/stupid	.089	-.344	.106	.294	-.426	-.233	-.139	-.019	.229	.081
15. obed./disobed.	-.405	-.598	-.223	-.296	.158	.284	.019	.078	.525	.456

As it is evident from the Table 9, the first canonic factor in the 'self-concept' evaluation space of female examinees is predominantly determined by pairs of adjectives: successful-unsuccessful (-.630); obedient-disobedient (-.598); satisfied-dissatisfied (-.462); positive-negative (-.453); active-passive (-.428); good-bad (-.423); happy-unhappy (-.415); placid-restless (-.403); clever-stupid (-.344); and warm-cold (-.333).

The second canonic factor from the first group of variables is made of following pairs of adjectives: quick-slow (.435); successful-unsuccessful (.412); happy-unhappy (-.400);

active-passive (.369); placid-restless (-.353); confident-insecure (.352); and satisfied-dissatisfied (-.335). Their projection on the factor indicates a correlation by which the evaluation of happiness, placidity and satisfaction of examinees is related to their slowness, unsuccessfulness, passivity and insecurity.

The following group of 'self-concept' variables forms the third canonic factor: quick-slow (.592); strong-weak (.522); optimistic-pessimistic (.328); warm-cold (.318); powerful-powerless (.312); and satisfied-dissatisfied (.303).

Pairs of adjectives optimistic-

pessimistic (-.557) and quick-slow (.339) form the fourth canonic factor in the 'self-concept' space of female examinees, in such a way that the favourable evaluation of optimism is related to the evaluation of slowness.

In the fifth canonic factor from the first group of variables the following pairs of adjectives are predominantly represented: happy-unhappy (-.614); satisfied-

dissatisfied (-.366); placid-restless (.301); and obedient-disobedient (.456). They are mutually related in such a way that the evaluation of restlessness and disobedience is related to the evaluation of happiness and satisfaction.

The content of canonic factors from the second group of variables, that is, 'my-child-concept' evaluations of parents, can be read from the next Table.

Table 10. Structure and partial canonic coefficients of second set of variables

VARIABLE	FAC1		FAC2		FAC3		FAC4		FAC5	
	COE1	FAC1	COE	FAC	COE	FAC	COE	FAC	COE	FAC
01. good/bad	-.404	-.735	.143	-.017	.071	.138	.286	.286	.192	.116
02. success./unsucc.	-.340	-.582	.363	.414	-.687	-.340	-.367	-.143	-.047	-.059
03. positive/neg.	.073	-.480	-.031	.014	-.007	.075	-.073	-.008	.029	.012
04. power./powerl.	.160	-.203	-.499	.043	.141	.288	.043	.105	.259	.058
05. active/passiv.	-.225	-.516	.218	.391	-.177	.113	.234	.237	-.122	-.140
06. warm/cold	-.342	-.570	-.261	-.191	-.035	.243	-.138	-.120	-.224	-.200
07. quick/slow	.115	-.213	.377	.503	.359	.463	.179	.181	.395	.125
08. strong/weak	-.051	-.158	.261	.280	.452	.568	-.261	-.206	-.088	-.188
09. satis./dissatis.	-.346	-.561	-.446	-.109	.070	.316	-.262	-.000	-.389	-.476
10. placid/restless	.067	-.353	-.327	-.405	-.052	.059	.095	.080	.424	.431
11. confid./insecure	.132	-.231	.441	.446	.177	.412	.440	.226	-.062	-.249
12. happy/unhappy	.188	-.368	-.156	-.038	-.025	.232	.654	.353	-.592	-.538
13. optimist/pesim.	.150	-.198	.074	.215	.259	.388	-.795	-.467	-.023	-.289
14. clever/stupid	-.182	-.408	.197	.272	-.109	-.076	-.000	-.072	.172	.098
15. obed./disobed.	-.276	-.589	-.101	-.220	.383	.332	-.138	.048	.299	.359

First of all, here again we can observe the significant level of content conformity in the structure of pairs of canonic factors from both groups of variables.

So, the first canonic factor shows the grouping of following pairs of adjectives: good-bad (-.735); obedient-disobedient (-.589); successful-unsuccessful (-.582); warm-cold (-.570); satisfied-dissatisfied (-.561); active-passive (-.516); positive-negative (-.480); clever-stupid (-.408); happy-unhappy (-.368); and placid-restless (-.353).

Predominantly important for the structure of the second canonic factor in this group of variables are the following pairs of adjectives: quick-slow (.503); confident-

insecure (.446); successful-unsuccessful (.414); placid-restless (-.405); and active-passive (.391). The character of correlation shows that evaluation of slowness, insecurity, unsuccessfulness and passivity connects with evaluation of child's placidity. In 'my-child-concept' space of parents of female children the third canonic factor is predominantly structured by variables: strong-weak (.568); quick-slow (.463); confident-insecure (.412); optimistic-pessimistic (.388); successful-unsuccessful (-.340); and satisfied-dissatisfied (.316). As only one pair of adjectives is negatively projected on the factor, the established correlation here is between evaluation of successfulness and evaluation of child's

weakness, slowness, insecurity, dissatisfaction and pessimism.

The fourth canonic factor from the second group of variables is determined by following pairs of adjectives: optimistic-pessimistic (-.467) and happy-unhappy (.353), whereby somewhat less favourable evaluation of child's happiness is related to evaluation of optimism.

The last, fifth canonic factor in this group define following pairs of adjectives: happy-unhappy (-.538); satisfied-dissatisfied (-.476); placid-restless (.431); and obedient-disobedient (.359). Evidently, here the favourable evaluation of happiness and satisfaction is connected with less favourable evaluation of placidity and obedience.

The structure of all pairs of canonic factors which reveal the correlation between 'self-concept' evaluation of female examinees and their parents conception about them indicate the high level of correlation between these two groups of variables. They show a significant degree of conformity, which confirms the existence of statistically significant conformity between self-perception of female children and the way how their parents perceive them.

Thus in the first pair of canonic factors the evaluations of goodness, successfulness, positivity, activity, warmth, satisfaction, placidity, happiness, intelligence and obedience are brought into mutual relation by both, female examinees themselves and their parents. All these variables are represented in the factor with negative coefficients, which indicates congruence in evaluations of these characteristics by the evaluators. The other pairs of canonic factors indicate some specific relations between these groups of variables. In this sense, the second pair of canonic factors brings into mutual relation the elements of 'self-concept' of female examinees related to evaluations of satisfaction, placidity and happiness and evaluations of unsuccessfulness, passivity, slowness and insecurity with elements of their parents' conception about them, which are also related to evaluation of placidity, unsuccessfulness, passivity, slowness and insecurity of female adolescents. In the third pair of canonic factors evaluations of powerlessness, coldness, slowness, weakness, dissatisfaction and pessimism of female examinees are in correlation with the same evaluations of their parents, except that the latter add to this series the evaluation of successfulness and the evaluation of pessimism instead of

satisfaction. The fourth pair of canonic factors is characterized by correlation between evaluation of optimism and slowness of female examinees and their parents evaluation of optimism and reduced feeling of happiness. Correlation between the evaluation of satisfaction, confidence and happiness, and the evaluation of restlessness and disobedience in the case of 'self-concept' evaluations of female examinees and the same evaluations by their parents (with exception of the evaluation of confidence) marks the fifth pair of canonic factors.

In total, the obtained results confirm all three proposed hypotheses of this research.

4. DISCUSSION

Along with the development of 'self-concept', the meaning of this concept also becomes the subject of child's intensive learning and occupation during the childhood and adolescence. The role and behaviour of important adults in relation to the child become the basis of this learning. Namely, according to the generally accepted viewpoint in theories of 'self-concept', the child's conception about himself is partly determined by the way how the child is perceived by others, or more precisely, by that what he believes to be their perception of him (Lacković-Grgin and Deković, 1990), and what is particularly important, that what the child believes to be the perception of those who he regards as important. In this way, child's importance to parents and other important adults becomes a part of child's image about himself (Hewitt, 1994). Since the significance of others depends on degree of participants' inclusion in interaction (Forgas, 1985, as quoted by Lacković-Grgin and Deković, 1990), it is justifiable to expect that the parents and their perception of their 14-year-old child will significantly contribute to the forming process of child's definition of himself and his self-evaluation. Namely, the typical form of interaction in a parent-child relationship is asymmetrical, which means that the parent has the authority and the power to force the child to accept his standards. In addition to that, the child acknowledges the authority of his parents and adapts his behaviour and his self-evaluation according to their approval or disapproval.

To a certain extent, this general conception is confirmed also by the results of this research, especially those obtained by

canonic correlational analysis. Namely, both canonic correlational analyses have shown in the first pairs of canonic factors that there is a complete conformity between self-evaluation of 'self-concept' and parents' evaluation of 'my-child' concept. Further, the content of 'self-concept', determined by the first pairs of canonic factors in both samples, as well as the discriminative factors, point out the well-known fact about differences between male and female adolescents during this particular period in their development. So, with regard to the obtained results, it can be stated again that female adolescents, and this means also the development of their 'self-concept' in this period, are much more influenced by their parents, more inclined to cooperate and more dependent on the opinion of adults (Rutter, 1990). Likewise, the results confirm that at that age boys more often evaluate themselves less favourably than the girls and that the others, too, evaluate them less favourably. Anyhow, it is a well-known fact that in comparison with girls, boys more often use negative methods in communication with people around them, particularly in their attempts to attract the attention of important adults (Hendrick, 1986). It is equally well-known that their psychosexual development lasts longer and that in this prolonged period of immaturity they are faced with extremely variable self-image, since they are now receiving more frequently than before a return information from people around them about unacceptance of their behaviour and sometimes of their personality (Tasić, 1994; Čiček, 1995). Apart from that, parents' negative perception also influences the child into changing his 'self-concept'. In some cases, the child tries to look at himself critically, to make a realistic assessment of his own qualities and to find in himself enough strength to overcome those forms of behaviour which make other people form a negative opinion about him. But it also happens that children with basically positive 'self-concept', influenced by the negative evaluation of their personality by their parents, change it into a negative 'self-concept'. Of course, these processes are not evolving automatically. They are always connected with many objective and subjective factors.

On the other hand, as children are becoming more mature, their relationship with their parents is changing: the differences in status and power are beginning to lose their importance and the sense of closeness and equality between parents and children

is growing (Youniss and Smollar, 1985; Hunter and Youniss, 1982; Lacković-Grgin, 1986; Galbo, 1984; as quoted by Lacković-Grgin and Deković, 1990). It is, therefore, reasonable to assume that during child's development the parental influence on formation of 'self-concept' is not lessening, the changes are related only to the mechanisms through which it functions (McGuire, 1984, as quoted by Lacković-Grgin and Deković, 1990). So Mandić and collaborators (1984) conclude on the basis of investigation of 'self-concept' of elementary school children (N = 690) that 'self-concept' of observed school children and 'my-child-concept' of their parents show a significant correlation and that exactly this fact is the necessary condition for the normal growth and development of the child, for his normal socialization and his success within the family and in school. Their results also indicate that children showing higher degree of growth and development evaluate themselves more realistically.

A comparative review of the remaining pairs of canonic factors, especially the third pair of canonic factors in the sample of female examinees and the third and sixth pair of canonic factors in the sample of male examinees, offers a possibility to consider certain differences between self-evaluation of children and my-child-evaluations of their parents. These differences are relatively small, but significant. On one hand, they indicate the problems and complexity of measuring of 'self-concept' (Povey, 1993; Lacković-Grgin, 1994; Čiček, 1995) and on the other hand, they make one think about the influence that parental sex roles stereotype has on their perception of their child and about the reflection of such perception on child's self-evaluation.

Similarly, the results that Coopersmith has obtained in his researches (1967, 1968, according to Mandić and coll., 1984), which included a great number of adolescents and lasted for two years, show that a realistic 'self-concept' and self-respect or respect for one's own personality, are conditioned by parents' attitude toward their children. So, for instance, boys, showing high degree of self-respect, more often had mothers who were evaluating them positively, than the boys with low self-respect.

If a child is sure of acceptance and encouragement of important others (especially parents), he will perceive and evaluate himself positively. If, however, the adults, in their communication with the child,

constantly use reprimands and reproaches, as well as such qualifications as: "You are disobedient"; "You are bad"; "You don't do anything right" and similar, then it comes to a discord between child's 'self-concept' and the opinion of important others about him, and in most cases, such negative evaluations become part of child's attitudes and opinions about himself, although they are, in fact, imposed on him by the others. Many adults, but especially children, when they are often treated with contempt, gradually start to see themselves as contemptible and worthless. Therefore, in order to educate parents how to help their children to develop a realistic 'self-concept', we should educate them to

regard their children as personalities with many positive individual qualities. In other words, the parents should treat their children with appreciation and respect, and should try to discover and encourage their individual abilities, so that by helping them develop such positive aspects of their personality, they could reduce the importance of other, less desirable qualities.

In that sense, although the results of this study do not allow such conclusions, they certainly point out the importance of further research of some areas of adult influence (such as communication or styles of upbringing) on the development of child's 'self-concept'.

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