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Self-Esteem And Impulsivity In Adolescents Affected By Violence In Kashmir: Moderating Role Of Gender

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ABSTRACT

Researchers in a variety of areas have linked adolescent violence to low self-esteem. Adolescents in India's Kashmir region have been negatively impacted by the ongoing violence. The current study's conceptual framework therefore postulates, with gender as a moderator in a relationship between self-esteem and impulsivity among Kashmiri adolescents. Quantitative and causal approaches were used in this investigation. Overall, 403 questions were used in this investigation because they were useful in some way. The youth of the Kashmir area of the J&K Union Territory were asked to fill out a survey that was dispersed around the region's several districts. The path analysis results show that all three dimensions of impulsivity and self-esteem have a significant negative association. Gender also moderates the association between impulsivity and self-esteem. ANOVA results also show interesting findings. This work has many implications for scholars and practitioners.

Keywords: impulsivity, self-esteem, adolescents, gender, violence.1.

INTRODUCTION

An expanding amount of research suggests that self-esteem is not a fixed trait in and of itself but rather varies as a function of time and the experiences that people go through in their lives, particularly throughout adolescence (Auerbach & Gardiner, 2012; Ma, 2022). More precisely, scholars looked at the trajectory of self-esteem throughout a person's lifetime and discovered that self-esteem was higher in adolescence (Robins et al., 2002). They came to this

conclusion after finding that self-esteem increased with age. On the other hand, self-esteem saw a sudden decline throughout adolescence, followed by a modest increase during maturity, and then experienced a decline once more during old age. When it comes to research that focuses specifically on the changes that occur during adolescence, scholars found that only a tiny percentage of adolescents report maintaining constant levels of self-esteem throughout their lives (Abernathy et al., 1995). In addition, researchers identified four distinct trajectories of self-esteem, which seem to emerge during middle adolescence, using a clustering data analytic approach in samples of adolescents from 6th to 10th grade. These trajectories are as follows:

(a) consistently high,

(b) consistently low,

(c) moderate and rising, and

(d) steadily declining (Zimmerman et al., 1997).

Research also suggests that adolescent self-esteem may shift between measurements that are taken over several weeks (Tevendale et al., 1997), within a single day (Savin-Williams & Demo, 1983), and in reaction to specific events (such as interpersonal appraisals; Thomas et al., 2010). Taken as a whole, these findings provide credence to the notion that adolescents' self-esteem is malleable. At the same time, more study is needed to discover the underlying variables or behaviours that may contribute to such self-esteem during adolescence. This is a recommended area for investigation. In addition relationship between Impulsivity and self-esteem is another area of research that is of significance for scholars due to its behavioural implications for adolescents (Auerbach & Gardiner, 2012; Dhandra et al., 2020).

Moreover, scholars have found a relationship between violence and self-esteem issues among adolescents in many regions. However, such studies seem to be missing in the literature, which calls for an attempt to explore the association between self-esteem and Impulsivity in adolescents in the Kashmir region, which has witnessed political instability (Ahuja et al., 2016). Adolescents have also suffered violence over the last three decades, which has affected their self-esteem The Kashmir Region in India has witnessed violence which has affected adolescents badly (Malla, 2019). Adolescents are the most vulnerable victims of the trauma and stress generated by conflict.

As a result, the conceptual framework of the current study posits the association between self-esteem and Impulsivity amongst Kashmiri adolescents affected by violence with gender as a moderator.

2. Literature Review

2.1 Impulsivity

Impulsivity is a personality characteristic that gets a lot of attention. The tendency to act with little or no consideration of the possible outcomes of one's actions is known as Impulsivity (Evenden, 1999). One way to look at Impulsivity is as a person's willingness to participate in a novel, one-of-a-kind, varied, and intense events. Impulsivity is a personality trait that involves wanting to try new things (Zuckerman, 1994). Suppose an adolescent engages in a few of the more typical forms of impulsive behaviour. In that case, it is common for others to label that adolescent as impulsive or suggest that person has an impulsive personality.

According to the findings of some studies, such as the one conducted by Dickman (1990), Impulsivity can be broken down into two distinct components: dysfunctional Impulsivity, which involves acting without thinking when the situation calls for careful consideration; and functional Impulsivity, which involves acting without thinking when doing so will be to one's advantage. Some people go one step further and divide Impulsivity into three categories: motor, non-planning, and attentional (Diniz et al., 2007). The regularity or spontaneity with which an individual goes about daily activities is an individual's motor impulsivity. Non-planning impulsiveness refers to how carefully an individual thinks before an event or occurrence, and attentional Impulsivity refers to how easily an individual is able to continue paying attention without becoming distracted (Patton et al., 1995).

Self-esteem

Another facet of a person's character is their sense of self-worth. It is how a person perceives oneself in terms of their mental attitude, such as whether they have a favourable or negative perspective of themselves (Baron et al., 2009). It can be high, medium, or low. Emotionally and socially detrimental effects might occur from either too high or too low levels. When a person's self-esteem is too high, they might become socially dominant and develop a sense of entitlement. When a person's self-esteem is too low, they can develop emotions of social anxiety and have poor social skills and confidence (McLeod, 2012). A person's self-esteem can be defined as the way they feel about themselves and the value they provide to the world (Rosenberg, 1965). In general, it seems that people of all cultures have a generally optimistic view of themselves.

On the other hand, it has been discovered that people from the East have lower self-esteem than people from Western countries (Schmitt & Allik, 2005). The parts of global self-esteem that vary from country to country are also different. For example, people in collectivistic cultures (India) have lower levels of self-competence and higher levels of self-liking (two different parts of self-esteem) than people in individualistic cultures (Schmitt & Allik, 2005).

2.5 Theoretical Framework

2.5.1 Impulsivity and Self-esteem

Zimmerman et al. (1997) conducted a longitudinal study of self-esteem in which they followed 1160 adolescents from the 6th grade all the way through the 10th grade. They found that a steadily decreasing self-esteem across assessments was associated with significant alcohol use and misuse by grade 10. When taken as a whole, this research provides a cross-sectional and prospective understanding of the link between poor self-esteem and greater engagement in risky conduct across various contexts.

On the other hand, less research has been done to investigate whether or not engaging in dangerous activity affects one's self-esteem. There is some speculation based on several cross-sectional studies that participation in dangerous behaviours in the past may have affected one's self-esteem. For instance, Carvajal et al. (2000), for instance, discovered that teenagers who had a history of smoking cigarettes were more likely to report having low self-esteem. Similarly, lower self-esteem in young women between the ages of 14 and 19 is connected with a history of engaging in risky sexual partner behaviours (Ethier et al., 2006). However, because these studies are cross-sectional, they are not well equipped to disentangle the temporal relationship between behaviours and self-esteem. As a result, they cannot determine with absolute certainty whether or not low self-esteem preceded the risky behaviours. Using a study design known as prospective research, Jang and Thornberry (1998) discovered that self-reported delinquency (i.e., the damage of property and/or the commission of a violent crime) prospectively predicted lower levels of self-esteem at a follow-up period of six months. These significant findings provide credence to the idea that adolescents' actions have the potential to prospectively affect their levels of self-esteem throughout a relatively short amount of time. In light of these findings, a logical next step would be to investigate the extent to which risky activities influence the unstable nature of adolescents' self-esteem. More specifically, it is plausible that as adolescents engage in behaviours inconsistent or discordant with their core values, they may trigger more critical or negative self-evaluations (Coyne et al., 2011).

According to Auerbach et al. (2010) and the Centers for Disease Control and Prevention (CDC) (2012), teenagers engage in a greater number of dangerous activities than people of younger and older ages. Auerbach et al. (2007) found that while some youth engage in a variety of non-specific behaviours, other individuals repeatedly engage in a specific cluster of behaviours. In addition, adolescents tend to engage in multiple risky behaviours instead of a single one. Many of these behavioural patterns may depend on contextual factors such as age, resources, domestic environment, and peer pressures. As a result, the research emphasises how important it is to examine a broad range of behaviours that occur during adolescence.

Specifically, adolescents report higher levels of impulsiveness (Stanford & Jones, 2009) and a propensity to engage in less than healthy coping strategies and most importantly, they are related to lower levels of self-esteem (Watson et

al., 2002). The majority of the research that has been done on the relationship between Impulsivity and low self-esteem has focused on how a lack of self-esteem can lead to more impulsive decisions and a failure to think things through (Hawton, 1999).

H1a: Attention Impulsivity and self-esteem amongst adolescents are negatively related.

H1b: Motor Impulsivity and self-esteem amongst adolescents are negatively related.

H1c: Non-planning Impulsivity and self-esteem amongst adolescents are negatively related.

2.5.3 Moderating Role of Gender

Literature supports the fact that self-esteem and Impulsivity vary according to gender in many studies conducted in both Western and non-Western contexts (Zhang et al., 2015).

The following hypothesis may be inferred based on the preceding discussion.

H2: Gender *moderates the relationship between Impulsivity and Self-esteem among adolescents.*

3. Research Methodology

3.1 Research Design

This inquiry utilised a methodology that was both quantitative and causal. This inquiry used a total of 403 questions that were usable in some capacity. A survey was distributed to young people living in various districts within the Kashmir region of the J&K Union Territory.

Measures

Impulsivity was measured with The Barratt Impulsiveness Scale, sometimes known as the BIS, a self-reported scale typically used to assess impulsive behaviour. Three different types of impulsiveness are measured by this scale: attentional impulsiveness, motor impulsiveness, and non-planning impulsiveness (6items each). Self-esteem was measured with six items.

Objectives

- To study the influence of self-esteem on Impulsivity among adolescents.
- To study the moderating role of gender between self-esteem and Impulsivity among adolescents.
- To study Impulsivity and self-esteem with gender, residence, family type and district.

3.1 Factor Analysis

Exploratory factor analysis (EFA) from SPSS 25.0 was used to analyse the factor structure because the questionnaire had some minor language adjustments to reflect the local context. These changes were made to match the local context. Cronbach's alpha was run to evaluate the dependability of the data, and it was found to have a value that was higher than the 0.60 thresholds that were specified (Hair et al., 2006). Both the Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity scores were higher than the necessary levels, indicating that the sample size was sufficient (0.867 and 19670, respectively). The four factors together explain 85.08 per cent of the total variation. The loading on the 24 elements in the data set was greater than 0.50 (Hair et al., 2006).

4. Data Analysis

4.1 Respondent Profile

The participant profile is shown in Table 1 in terms of gender, education, age, family, residence type and district.

Table 1 Respondent Profile

Variable	Group	Frequency
Gender	Male	228

	Female	175
Age Groups (Years)	16-29	403
Education	Secondary	403
District	Pulwama	69
	Shopian	63
	Kupwara	128
	Baramullah	143
Residence Type	Rural	267
	Urban	136
Family Type	Joint	263
	Nuclear	140

4.2 Measurement Model

Following the CFA (confirmatory factor analysis) conducted in AMOS 22.0, the measurement model shown in Figure 2 was developed. The findings demonstrate that the values used for the model fit are appropriate:

CMIN/DF= 4.3.4; CFI = 0.971, GFI= 0.860, NFI =0.959 and RMSEA=0.077 (Hu & Bentler, 1999).

Reliability and Validity

C.R. (composite reliability) values of 0.60 or above were used to determine the instrument's degree of consistency and dependability (Table 2). To determine whether or not convergent validity existed, AVE (average variance extracted) scores that were greater than 0.50 (Table 2) (Fornell & Larcker, 1981) and standard loadings that were greater than 0.50 were utilised (Table 2). Because the AVE square root scores are lower than the correlation coefficient, the investigation substantiated the existence of discriminant validity (Table 2) (Fornell & Larcker, 1981).

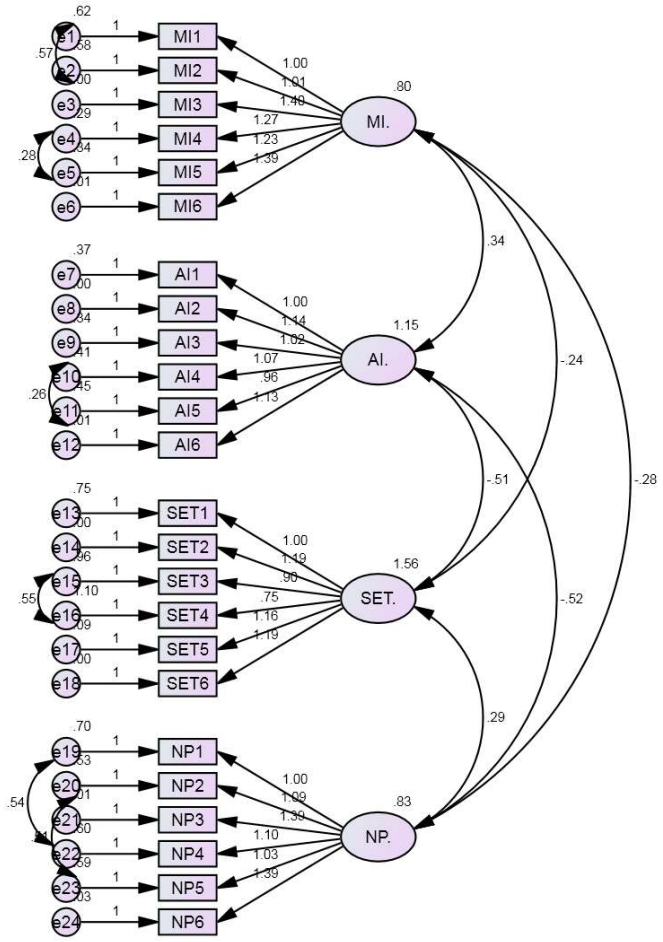

Table 2 Reliability and Validity

Factors	CR	AVE	SET.	MI.	A.I.	N.P.
SET.	0.949	0.761	0.872			
MI.	0.953	0.774	-0.211	0.880		
AI.	0.967	0.831	-0.381	0.358	0.911	
NP.	0.941	0.731	0.256	-0.344	-0.529	0.855

Note1: *The values (highlighted) in the above matrix's diagonal are the AVE's square root.*

Note: *SET.- Self-esteem; MI-Motor impulsivity; AI-Attentional impulsivity; NP Non-planned impulsivity-.*

Source: Author's Own

4.3 Structural Model

The association between predictor/exogenous and resultant variables was examined with the structural model. The values of model fit are within limits:

CMIN/df=4.67, GFI=0.888, CFI=0.954, RMSEA=0.071, NFI=0.971.

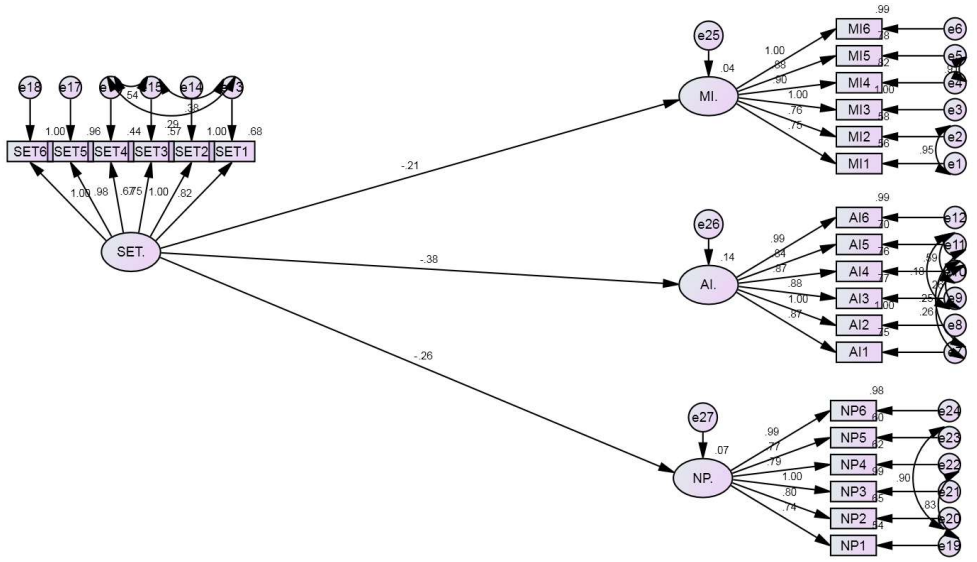

Table 3 displays the path analysis results. It can be seen that all three dimensions of Impulsivity and self-esteem have a significant negative association.

Table 3 Structural Model Estimates

Note: *Source: Author's Own*

Hypo-Theses	From	To	Standard (β)	Un-Standard (β)	Error	t-value	P	Result
H1a	Self-esteem	Motor impulsivity	-0.21	-.151	.036	-4.215	***	Supported
H1b	Self-esteem	Attentional Impulsivity	-0.38	-.326	.042	-7.731	***	Supported
H1c	Self-esteem	Non-planning Impulsivity	-0.25	-.186	.037	-5.059	***	Supported

P=.001

Table 4 shows moderation analysis results as gender moderates the association between self-esteem and Impulsivity.

Table 4 Moderation Results

Dependent Variables	Direction	Independent Variables	Male		Female		
			Estimate	P	Estimate	P	z-score
Impulsivity	<---	Self-esteem	0.390	0.000	0.378	0.000	1.07**

Source*: Data compilation by the scholar for the present study*

***Note 1**: *** p-value < 0.01; ** p-value < 0.05; * p-value < 0.10*

4.4 ABOVE

T-test for Comparisons based on gender:

A one-way ANOVA was used to examine the mean difference between Impulsivity and self-esteem concerning gender, residence, district and family. Results from Table 4 show that impulsivity and self-esteem differ by the district and not by gender, residence, and family.

Table 4 ANOVA Test

Factors	Variable	F	P-value
Impulsivity	Gender	1.39	0.66
Self-esteem	Gender	3.3	0.20
Impulsivity	District	3.46	0.016
Self-esteem	District	3.49	0.016
Impulsivity	Family Type	3.3	0.068
Self-esteem	Family Type	0.11	0.731
Impulsivity	Residence	3.7	0.053
Self-esteem	Residence	0.78	0.400

5.1 Conclusion & Discussions

Regression analysis proves all four hypotheses in the study. Self-esteem has a significant and negative association with three dimensions of Impulsivity, i.e. motor impulsivity (β=-0.21; R^2=0.14), attentional impulsivity (β=-0.38; R^2=0.19) and non-planning impulsivity (β=-0.25; R^2=0.15). This study has found that adolescents' lack of self-esteem can make impulsive decisions. Most of the research on self-esteem and Impulsivity focuses on their application to problems such as addiction and self-harm. However, the current study has discovered that a lack of self-esteem can bring about impulsive decision-making in adolescents (Hawton, 1999). The conclusions of those studies have been confirmed by the current investigation findings, which found a substantial negative association. According to the study's findings, a negative association between the two variables suggests that increased Impulsivity is associated with lower levels of self-esteem. The conclusion that can be drawn from this is that an adolescent with a low sense of self-worth and a critical attitude toward themselves is more prone to behave impulsively. The earlier research by Vazire and Funder (2006) found that narcissists, or people with extremely high self-esteem, tend to be impulsive, which cannot be supported by the current study. Because it agrees with the studies that suggest a negative relationship and disagrees with the studies that suggest a positive relationship between Impulsivity and self-esteem, the current study is creating further research that is contradictory because it agrees with the studies that suggest a negative relationship.

The current investigation discovered a connection between self-esteem and the attentional component of Impulsivity. According to McLeod (2012), an individual who has poor self-esteem is more likely to experience feelings of anxiety over them. The most recent research shows these people are also attention-seeking and impulsive. This means they

have trouble focusing on a single task without being sidetracked. They may also have problems with their cognitive stability, which is the root cause of their impulsive behaviour (Patton et al., 1995). As was said, the research on Impulsivity and self-esteem focuses on problems like self-harm caused by low self-esteem and high impulsivity (Hawton, 1999). The associations here further support this study, as they show that poor self-esteem can produce high Impulsivity.

In addition, results show that gender acts as a moderator between self-esteem and Impulsivity. This means that the association between the study variables varies significantly for boys and girls. Also, ANOVA results show that self-esteem and Impulsivity do not vary across family, residence, and gender but across district types. This may be attributed to the differences in social mobility in different districts.

5.2 Implications

This work has many implications (theory as well as practical) for scholars, counsellors and psychologists. Parents and therapists may counsel adolescents with low self-esteem to enhance their self-esteem differently. The objective should be to treat adolescents carefully and empathetically to decrease the impulsive behaviours that might harm them physically and emotionally. Emotional support should be provided to adolescents by parents and guardians to enhance their confidence. Support sessions should be organised in schools and colleges to help adolescents concerning their issues.

5.3 Future Research

The sample consists entirely of adolescents; however, other group participants can be included in subsequent research. It is possible that the number of participants in subsequent research will be raised. In addition, the scope of the study could be extended to incorporate additional regions of India, such as large cities and rural areas. In subsequent research, other factors should be investigated for their potential to mediate or moderate the effects of a given variable. On the other hand, longitudinal and qualitative research may be able to explain the possible cause-and-effect relationships between the study variables and help us better understand how they are related.

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