

ESTEEM AS DETERMINANT FACTORS OF THE BEGINNING OF SEXUAL LIFE IN ADOLESCENTS: PARENTAL RELATIONSHIP AND SELF-ESTEEM AS DETERMINANTS OF THE BEGINNING OF SEXUAL LIFE IN ADOLESCENTS

Quispe Arapa

Lady Olivia; Dr. in Health Sciences; full-time teacher; Lima Peru; Norbert Wiener University.

lady.quispe@uwiener.edu.pe; orcid.org/0000-00001-6199-3075.

ABSTRACT

The purpose of the research was to determine the interaction between parents and children and the adolescent's perception about the beginning of sexual life. A descriptive, comparative and correlational study was carried out with a population of fifth-year high school students from two educational institutions in Puno: Glorioso San Carlos and San Ignacio de Loyola, the sample was non-probabilistic for the convenience of adolescents and parents. participants. Two instruments were used for data collection: Coopersmith Self-Esteem Questionnaire for adolescents and Wiliam Schutz's Firo Mate questionnaire for parents, which assesses the interaction between two people. Statistical analysis was performed through frequencies and Chi square tests, Spearman Pearson's Rho Correlation coefficient. The results in this study, through statistical tests, affirm that there is a weak negative correlation in the adolescent's interaction with his father and the adolescent's perception. In a comparison of both schools we find that 56% have a high and stable level of self-esteem. The parental relationship of the mothers towards their children is 70.8% in the high school level, in the parental relationship with the father in both schools it is 16.1%. The perception of the students in sexual education by the father, has a deficient level in the SIL school, 47.9% is observed and 38.2% in the glorious school.

Keywords: Self-esteem, decision making, parental relationship, interaction, sexual education.

ABSTRACT

The purpose of the research was to determine the interaction between parents and children and the adolescent's perception of sexual initiation. A descriptive, comparative and correlational study was conducted with a population of students at the fifth-year secondary of Puno: education institution Glorioso San Carlos and San Ignacio de Loyola, the sample was intentional probabilistic of participating adolescents. Two tools were used for data collection: Coopersmith Teen Self-Esteem Questionnaire and Wiliam Schutz's Firo Mate questionnaire for parents, which values the interaction between two people. Statistical analysis was performed through frequencies and through The Chi Square Tests, Spearman Pearson's Rho Correlation Coefficient. The results in this study through statistical tests, state that there is a weak negative correlation in the sub-scale effect and inclusion in the adolescent's interaction with his father and perception of the adolescent. In a comparison of both schools we have that 56% have a high and stable level of self-esteem. The parental relationship of mothers to their children is 70.8% at the high average level, in parental relationship with the father in both schools, secondly, 16.1%. The perception of students in sex education by the father, has a poor level in the SIL school is observed 47.9% and the school glorious 38.2% at the regular level.

Keywords: Self-esteem, decision making, parental relationship, interaction.

INTRODUCTION

One of the problems, exacerbated in recent years, is the early onset of sexual life in adolescents, which has implied concern for families, the community and also the health sector; This problem is related to the human development of the population in general and that of young people in particular, and in many cases this problem comes from the self-esteem of adolescents and also from the type and dynamics of relationships with the parental environment (Rosa- Alcazar et al., 2014). In this context, we propose in the first place, the research project and its development, to know how these variables act, in the definition of the perception that young people have as the factors that determine said problem and from this influence in the development of preventive promotional policies and programs.

According to the conception, self-esteem (Clerisli, Gonzalo Daniel and Garcia, 2016) would be the result of a set of partial perceptions of the self as a person and physically. In this way it was developed: The parental interaction of the family and adolescents, of which we can mention some, self-esteem and its levels: Self-esteem in the person plays an important role and establishes personal development, as mentioned by some authors In his concepts of psychology, positive self-esteem is based on good personal, social and professional functioning depending on each one, in other words the fact of feeling good physically, emotionally and spiritually. Where a good socio-affective balance is seen in the adolescent from his personal and positive concept of himself that will start from home and later in the studies of Primary and secondary education. What will achieve positive self-esteem (Ferreiros Ledu, 2019), which will be one of the most achievable objectives in numerous psychological intervention activities so that adolescents and their parents, through strategies and resources, allow their improvement. (Tarazona, 2015).

In the same way we mention and talk extensively about the parental relationship with adolescents and the perception of interaction with parents: with respect to the perception of relationships with parents, these can be defined as a combination of attitudes towards children that they generate an emotional climate in which parents act, some authors indicate this position is the case of (Clerisli, Gonzalo Daniel and Garcia, 2016). The perception of relationships with parents helps to understand the behaviors and attitudes of adolescents, being related to the development and well-being of children.

The perception and parental styles (S., 2014) are worked on based on the characteristics of the parental dimensions such as sensitivity, demand, paternal and autonomy provided. The evidence indicates that the aforementioned parental dimensions are emotionally related to the development and well-being of children (Garcia Mendez et al., 2016).

In this way, the approach to the problem that identifies parents as the main protagonists of their children's self-esteem is made, asking us the question: How is the perception of interaction with parents and self-esteem related to the adolescent's decision to start their sexual life? ? Having as Hypothesis: the beginning of sexual activity is associated with the parental relationship and the adolescent's self-esteem.

METHODOLOGY

The methodology of the study reveals the place of study, this being a comparative investigation of two educational institutions in the City of Puno, San Ignacio de Loyola private and Glorioso San Carlos state, having different schedules of secondary level studies, that is to say that the parents of one of the educational

institutions spend more time with their children and the other does not, for this we have a sample of 137 students and parents, taking as an instrument the questionnaire for both parents and children. (Lara-Cantú et al., 2018)

The present study aims to analyze the perceptions about the level of confidence of parents and children in sexual education and the level of self-esteem of the adolescent. Likewise, it was sought to establish a correlation between the self-esteem of adolescents and the level of trust with their parents (Clerisli, Gonzalo Daniel and Garcia, 2016) by comparing two educational institutions and the consequences of not having communication between parents and children.

Description of methods:

Participants were asked to answer the following instruments:

- a. Data collection was done with a total of 137 students and parents (48 students from the SIL educational institution and 89 students from the Glorioso San Juan educational institution). Carlos). The study period was in the months of March (awareness to parents of both educational institutions), April (taking of self-esteem questionnaire and sexual education to students), May (taking of parenting questionnaire to parents) of 2019.
- b. A written request was submitted to the directors of both educational institutions with which we worked, to have authorization in the application of the instrument and thus the investigation has greater prominence.
 - Coordination was made with the teachers of the tutoring area for the application of the instrument in the students of 5th year of secondary school, establishing schedules in the morning shift and the parents of the family took advantage of the meetings of parents in the educational institutions (school of parents),
 - Before the respective filling of the instrument, parents were made aware of the importance of their opinions about self-esteem and sexual education in their children, for which they must fill out an informed consent authorizing their minor child to fill out the instrument that would be applied to them on a given day at the educational institution.
 - Respecting the right of each study subject, they were always free to accept or reject their participation in the study, as well as the moment in which they would like to drop out of it. The anonymity of the study subjects was also protected by omitting personal data from the survey. like names.
 - To measure the level of self-esteem: the COOPERSMITH questionnaire (Coopersmith, 1988) was used, which is expressed in the attitudes that the individual takes towards himself. Being this a subjective experience that is transmitted to others by behaviors or manifested sayings. Self-esteem levels are classified as low self-esteem, which can lead to feelings of apathy, isolation, low capacity for love and passivity, while high self-esteem is related to people who are involved in more active lives, with feelings of control over circumstances, less anxious and with better capacities to tolerate internal or external stress, are less sensitive to criticism, tend to have better physical health, enjoy their interpersonal relationships and value their independence. Talking about high or low self-esteem has become a daily part of the vocabulary of educational institutions and families as well as mental health workers. Due to the great influence that self-esteem can have on people's lives because they make daily decisions, different instruments have been developed in order to evaluate it. Coopersmith began a study on self-esteem in 1959, and in 1967 published a self-esteem measurement scale for 5th and 6th grade children, which is widely used. Coopersmith used this 58-item test as the basis for the development of the adult version (Coopersmith, 1967). When analyzing its reliability,

Ryden (1978) found a test-retest reliability of 0.80 in women, in periods of 6 to 58 weeks. Regarding the validity of the construct, significant differences are reported between groups of high and low self-esteem.

- The second instrument FIRO – MATE. This questionnaire consists of assessing the interaction between two people (father and son), the first *being what I want from the other person*, defined by 45 questions each with a Guttman-type response option. This instrument was used in many investigations, so it has a high reliability to be used in cases of parenting among family members; Good results can be obtained with the application of the FIRO-B Scale (*Fundamental Interpersonal Relations Orientation-Behavior*). (Bueno Alvarez & Castanedo Secadas, 1992) The interpersonal behavior of William Schutz's theory takes as a basic postulate the orientation of behavior towards others, starting from three basic interpersonal needs of inclusion, control and affection, which are formed from childhood in the interaction and responses to figures significant (parents, grandparents, teachers, etc.).

- The sexual education instrument has been elaborated with the intention of knowing if parents talk to their children about issues related to sexuality, this being validated by the judgment of three experts in sexuality, having a reliability of 0.87 of cronbach's alpha.

c. The variables used were self-esteem, sexual education, parenting.

d. The data collected was tabulated for their respective statistical analysis using the SPSS version 23 program, testing the hypothesis using chi square and a correlation using Spearman's coefficient.

- If the value of c^2 is greater than t^2 , the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. In this way we can conclude that there is a relationship between self-esteem and the beginning of sexual life.

- To make the correlation of parental relationship, the Student's t distribution was used. If the value of $|tc| > tt$, the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is affirmed that there is a correlation between the parental relationship and the self-esteem of adolescents.

RESULTS AND DISCUSSION

Table 1 shows the results obtained in terms of the perception of students in sexual education by parents, we have in the first place the regular level with the SIL educational institution, 31.3%, unlike the Glorious San educational institution. Carlos 39.3%, these results indicate how little sex education parents provide their children.

In second place is the poor level in the SIL educational institution, 33.3%, and Glorioso San Carlos, 38.2%. According to our results, the students reaffirm the little conversation with their parents about sexuality because they still see it as a taboo in their homes. .

In third place, the good level in the SIL educational institution with 29.2% and the Glorioso San Carlos educational institution, 16.9%, the parents who talk with their children about sexuality or any doubt that the children have, the parents do it the best way and with the right words so that they understand various topics.

And with respect to the excellent level in the educational institution SIL 6.3% and the educational institution Glorioso San Carlos 5.6%, these results are a clear mirror of the responses of the students.

Table 1

Student perception of sexual education received by parents according to educational institution San Ignacio

de Loyola and Glorioso San Carlos

| Educational Institution | | Student perception of sexual education received by parents | | | | |
|-------------------------------------|------------------|--|---------|-------|-----------|-------|
| | | Deficient | Regular | Good | Excellent | Total |
| San Ignacio de Loyola | Frequency | 16 | 15 | 14 | 3 | 48 |
| | % | 33.3% | 31.3% | 29.2% | 6.3% | 100% |
| Glorioso Nacional San Carlos | Frequency | 34 | 35 | 15 | 5 | 89 |
| | % | 38.2% | 39.3% | 16.9% | 5.6% | 100% |

Source: Sex education questionnaire for students.

The hypothesis testing is done through χ^2 being this value greater than χ^2_{12} , the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted accepting the poor level of sexual education in the students received by parents.

It is in adolescence where the sexual phenomenon emerges due to the need to reaffirm sexual and personal identity, which leads young people to have a greater interest in erotic and sexual topics, seeking information on the development of their sexual, reproductive and sexual organs. sexual act among others (Olivia, Parra, Sanchez-Quejia & Lopez, 2017). Today adolescents have variable, distorted and insufficient information about sex from various sources such as their group of significant adult peers for them and TV and the Internet, but this information does not translate into preventive behaviors of young people in their sexual practices, observing an undeniable reality, adolescents begin their sexual life at an increasingly early age and if the necessary measures are not taken, the rates of adolescent pregnancy, STDs, especially HIV, and abortion (J., 2011) will continue to be a risk to young people.

However, the lack of education in our parents (Gervilla, 2018), in our society is seen a lot and it is for this reason that parents assume that the integral formation of the children belongs to the mothers, it is a mistaken idea that is has been dragging on for many years, another situation is that which is seen as a family authority and the mere fact that adolescents are afraid of their parents (Oliva Delgado et al., 2007) confirms the little communication they have with their mothers, Young people allege that they never pay attention to them and that they do not have time to talk or only receive reprimands, these are reasons that will cause problems in the personality development of adolescents.

Some studies such as the one by Funes and Corona (Corona & Funes, 2015) on the psychosocial aspect of the adolescent and the trends that surround the sexual behavior of adolescents, the advantages and disadvantages that these behaviors contract, the resources and the adequate interventions that are available. They had as results: adolescent development and sexual behavior, adolescents tend not to talk about the subject if the professional does not initiate the conversation; in questions using words that are easy to understand in sexually active and promiscuous adolescents, they should be given information about contraception, including emergency contraception; sexual activity degrees of petting, (Ministry of Health, 2000) making healthy and responsible decisions is one of the objectives of sexual health and sexuality counseling; conclude that the

adequate approach to sexuality in adolescence requires the development of clinical communication skills both with adolescents and their parents, keeping informed of trends and updates on the subject, as well as sexual education programs. (CORONA & FUNES, 2015), the results of our research show that if there is no communication between parents and adolescents, doubts regarding sexual issues will remain, therefore they will seek help from outsiders. It is important to maintain the emotional bond between parents and children.

Table 2 shows that the parental relationship of the mother towards her child in the San Ignacio de Loyola educational institution is excellent at 18.8%, and Glorioso San Carlos at 7.9%, a number that should increase the lack of trust with mothers. It is given by the answers to different types of questions from the children to the mothers.

Secondly, the parental relationship of the mother towards her child is good in the educational institution San Ignacio de Loyola 60.4%, and Glorioso San Carlos 76.4%, we have to emphasize that mothers are the ones who spend more time with their children Due to the obligations that this entails, however, it is not enough that the best thing would be for the mother to have a higher level of trust with her son, and to give him confidence in decision-making.

Thirdly, the parental relationship of the mother towards her child is regular in the educational institution San Ignacio de Loyola 18.8% and Glorioso San Carlos 14.6%, in the case of the students of both schools equality is seen in our studies. results in terms of decreased level of trust, our reality of homes in terms of the mother's work means that there is no communication between mothers and children, which results in a lack of trust and conversation, therefore the little time they have is only attributed to Greetings, this part of has to be reinforced in homes.

Finally, the relationship between the mother and her son at the poor level in the San Ignacio de Loyola educational institution is 2.1%. While in Glorioso San Carlos it is 1.1%, we observed a difference of 1% in the schools, the degree of education of the mothers is different from more professionals, less time for the children because they are in working hours and the mothers who work In business, in the same way, they are not at home to talk to their children when they return from school, being this age so vulnerable, if we do not work on the self-esteem of our adolescent children, they will not have good results in their professional and personal lives.

Table 2

Level of parental relationship of the mother according to educational institutions San Ignacio de Loyola and Glorioso San Carlos

| Educational Institution | | Parental relationship of the mother | | | | Total |
|------------------------------|-----------|-------------------------------------|---------|-------|-----------|-------|
| | | Deficient | Regular | Good | Excellent | |
| San Ignacio de Loyola | Frequency | 2 | 28 | 29 | 9 | 48 |
| | % | 4.2% | 18.8% | 60.4% | 18.8 % | 100% |
| Glorioso Nacional San Carlos | Frequency | 1 | 13 | 68 | 7 | 89 |
| | % | 1.1% | 14.6% | 76.4% | 7.9% | 100% |

Source: Firo Mate Questionnaire for parents.

The hypothesis testing is done using χ^2 being this value greater than χ^2_{crit} , the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted accepting that the parental relationship with the mother is good with their children.

A cognitive model is what most influences the behavior of adolescents, the perception they have of the type of parental relationship with their parents, rather than their behavior. It is true that, during adolescence, both men and women face various stress factors derived from the appearance of conflicts of emotional maturation typical of the environment that surrounds them, be it educational or family or peer group, family differences, identity between others. Family support is unconditional for the proper development of the adolescent of both parents, but it is a reality that is observed not all families are nuclear, many are made up of only mother and child or father and child and in few children live with their siblings or a family member, which causes a greater probability of social consequences for the adolescent (Rosa-Alcázar et al., 2017).

In this way, it was found that (Alvaro Caparo et al., 2018) of the Catholic University of Uruguay, in his study: Parental Relational Styles, made a comparison between father and mother in relation to the five factors studied, revealing a difference significant in the critical factor and rejection. Being the mother who reaches the highest levels. The significant differences in relation to the perception that sons and daughters have jointly or individually about mothers may be related to the fact that women have greater exposure and involvement in daily upbringing and the relevant place they have in the education of their children, even though they work outside the home. Likewise, it was found that fathers and mothers perceive themselves to be significantly more inductive with their female daughters than with their male sons (Bosch et al., 2016). With respect to the results obtained by the research in the Glorioso San Carlos and San Ignacio de Loyola schools, the results are different since, although it is true that the mothers spend more time at home than the father, with the difference that they do not speak with their children about sexual issues due to taboo, shame or simply because they do not know how to deal with the subject in their children and the mothers who are never there because of their work in the store, the situation is more worrying, these children are not at home because there is no control from his parents.

In Table 3 we observe the following results; In the parental relationship with the father towards their children, the good level is headed by the San Ignacio de Loyola educational institution with 50.0% and Glorioso San Carlos with 56.2%, tending to be similar to the results of the mother towards her children.

Second, the regular level of parental relationship with the father in the San Ignacio de Loyola educational institution is 39.6% and Glorioso San Carlos is 27%; what a high percentage does with the little communication between parents and their children since they do not have much time with them.

In third place, the Excellent level is the San Ignacio de Loyola educational institution with 8.3%, unlike the Glorious with 15.7%; What you want to achieve is to have comprehensive communication between parents and children with comprehensive homes. What is not happening is that for many reasons, parents do not spend their children's free time playing or sharing food.

And finally the poor level in the educational institution San Ignacio de Loyola 2.1% and Glorioso 1.1%; these results coincide with those of the mother. As we know, the different types of professions of parents influence the time they spend with their children.

Table 3.

Level of parental relationship of the father according to educational institution (%) Glorioso San Carlos and San Ignacio de Loyola

| Educational Institution | | Parental relationship of the father | | | | |
|------------------------------|-----------|-------------------------------------|---------|--------|-----------|-------|
| | | Deficient | Regular | Good | Excellent | Total |
| San Ignacio de Loyola | Frequency | 1 | 19 | 24 | 4 | 48 |
| | % | 2.1% | 39.6% | 50.0 % | 8.3% | 100% |
| Glorioso Nacional San Carlos | Frequency | 1 | 24 | 50 | 14 | 89 |
| | % | 1.1% | 27.0% | 56.2% | 15.7% | 100% |

Source: Firo Mate Parent Questionnaire.

The hypothesis testing is done using χ^2 being this value greater than χ^2_{table} . The null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, accepting that the parental relationship of the father with his children is good.

It seems clear that with the arrival of adolescence, tension and conflict increase in adolescents' relationships with their parents and the expression of affection and involvement in the relationship decreases, more than in the parents' relationships. In addition, the relationships of fathers with their daughters do not usually become as tense as the relationships between mothers and sons (Sigüenza et al., 2019). In the Paulson and Sputa studies of parents' and adolescents' perceptions of sexuality, the results showed that both parents and adolescents perceived mothers to be more involved in childcare than fathers at all ages. We know that the concept of parental authority and discipline changes throughout adolescence in part due to the desire of children to achieve a greater degree of autonomy to make their own decisions on issues that affect them. This implies that parents and their children strive to establish more symmetrical relationships, renegotiate the degree of autonomy of adolescents and reduce the control that parents exercise over some aspects of the behavior of their children that they consider under their jurisprudence. (Darling & Steinberg, 2017).

The main objective of this research is to analyze the perception of adolescents and parents, the consequences of not having daily communication, in our results it is expected that there are differences in the perception of the components regarding sexuality in both educational institutions since that parents have different occupations, not necessarily professions or other jobs, therefore students in the 5th year of secondary school do not have the same level of communication with their parents. (Hudson, 2019) they as heads of household must bring sustenance to their homes, which does not allow adequate communication with their children when they come to their homes, adolescents feel abandoned since in certain sexual issues they are not they can talk with their mother, however if with friends what leads to wrong ideas and concepts, (Morales-Castillo, 2020) the ideal is sincere conversation with fathers and mothers.

Recently, longitudinal studies have suggested showing that overprotection in early childhood is associated with later anxiety disorders. Although theoretical models propose that parental behaviors interact with adolescent temperament, there was minimal support for this type of interaction. With regard to the parental model, there have been a number of studies showing that parental anxiety can be transmitted through modeling and verbal transmission of threat and fair information. (Garcia Mendes, 2017). Compared to these results in

our research we can highlight that parental upbringing has a small but significant impact on the development of adolescent self-esteem (Rosa-Alcázar et al., 2019) therefore in our population bad parenting will influence potentially in decision-making in our adolescents, it is vital that each family made up of a father-mother have communication with their children. Currently we see that the children are more attached to the mother (Catherine et al., 2018) not because of trust or because of more communication, it occurs because she is more time at home in some cases they are not because of the various jobs of each one and Parents almost never stay home, therefore the time they spend with their children is scarce, what they want is to make that little time valuable and to serve it well in conversations or share an afternoon with values and principles that only parents instill with the certainty that they will be well guided.

In the study by Holmbeck and O'Donnell (2017), they analyzed in a group of adolescents the discrepancies between mothers and children regarding decision-making and the desire for autonomy of adolescents was related to a higher level of family conflict.

In table 4, it is observed that the level of self-esteem in the San Ignacio de Loyola educational institutions is 39.6% considered as the High and stable Level, and Glorious is 41.6%, which makes a minimal difference between the students of both. educational institutions with the level of self-esteem operate in an open manner and do not need to defend their image.

Followed by the high and unstable level, taking into account that in the educational institutions San Ignacio de Loyola has 41.7% and El Glorioso 49.4%, making a difference of both educational institutions in the students, self-esteem responds with a critical attitude to failure and that are perceived as threats.

In third place, the low and stable level 16.7% of the San Ignacio de Loyola educational institutions and 9.0% of the Glorioso, this type of self-esteem adolescents are indecisive and have a great fear of making mistakes, it is very frequent in people with tendencies depressive

Finally, the result of the low and stable level is 2.1% of the corresponding San Ignacio de Loyola educational institution, and 0.0% of the glorious one, this level of self-esteem corresponds to adolescents who are usually sensitive and influenced by external events, it is defined due to its lack of solidity and the instability it presents.

Table 4

Level of self-esteem by educational institutions Glorioso San Carlos and San Ignacio de Loyola- Puno, 2019

| Educational institution | | Level of self esteem | | | | |
|-------------------------------------|------------------|----------------------|----------------|-------------------|-----------------|-------|
| | | Low and unstable | Low and stable | High and unstable | High and stable | Total |
| Saint Ignatius of Loyola | Frequency | 1 | 8 | 20 | 19 | 48 |
| | % | 2.1% | 16.7% | 41.7% | 39.6% | 100% |
| Glorious National San Carlos | Frequency | 0 | 8 | 44 | 37 | 89 |
| | % | 0.0% | 9.0% | 49.4% | 41.6% | 100% |

Source: Coopersmith Questionnaire.

The hypothesis testing is done using chi2, this value being greater than chit2, the null hypothesis (Ho) is rejected and the alternate hypothesis (H1) is accepted, confirming that the level of self-esteem of adolescents is high and unstable, they do not have decisions persistent in changing because of criticism from others or suggestions from peers.

In our society made up of entire, nuclear families, (Vilardebo, 2019) dysfunctional among others, we see a series of public health problems among which I wanted to determine if the parental relationship and self-esteem are determining factors for the onset of sexual life of the children. teenagers. To achieve this objective, I made a comparison between two educational institutions in the city of Puno, it is worth emphasizing that one is mixed and private and the other is state-owned and only for men and to analyze the parental relationship (Oliva Delgado et al., 2018) as main factor in the initiation of sexual activity in adolescents, it is important to know if self-esteem is essential in the initiation of sexual activity in adolescents and to establish a relationship between parental relationship factors and adolescent self-esteem.

In the results obtained, it is observed that adolescents have a defined level of self-esteem that influences the decisions of each student on a daily basis, both in the family and in the educational institution. In this way, mentioning low or high self-esteem has become a daily part of the vocabulary of educational institutions and family environments as well as mental health workers. Coopersmith began a study on self-esteem in 1959, and in 1967 published a self-esteem measurement scale for children in 5th and 6th grades, which is widely used. Coopersmith used this 58-item test as the basis for the development of the adolescent version (Coopersmith, 2008).

The results found are similar to the present study, according to (Cataño Toro et al., 2018) self-esteem is the way in which each being values himself and therefore trusts himself; For this reason, its importance is crucial in the decision-making of each individual (Janette, 2018). It has been found that self-esteem influences many aspects of current social problems, among them, it has been shown that teenage pregnancies are largely a consequence of low self-esteem, in the sample well-oriented adolescents delay the beginning of their life giving importance to studies or other activities, taking into account that the self-esteem of our students is high (Thomen Bastardas, 2019) at 39.6% in the San Ignacio de Loyola educational institution and 49.6% in the Glorioso San Carlos educational institution . And those with low self-esteem will be at risk, which in this case will be 16.7% of the San Ignacio de Loyola educational institutions and 9% of the Glorioso San Carlos.

Table 5 shows the relationship between self-esteem and the parental relationship with parents (Darling and Steinberg, 2017) in both educational institutions San Ignacio de Loyola and Glorioso San Carlos, in which the good level is observed with a 54 %, very good level 13.1%, regular level 31.4%, low level 1.5%.

Table 5

Parental relationship and self-esteem of parents with their children in the students of the educational institution San Ignacio de Loyola and Glorioso Colegio Nacional San Carlos

| Self esteem | | Parental relationship of parents with their children | | | | Total |
|-------------------|-----------|--|---------------|-------------|---------|--------|
| | | Definitely not true | It isn't true | Not so true | Certain | |
| Low and unstable | Frequency | 0 | 1 | 0 | 0 | 1 |
| | % | 0.0% | 0.7% | 0.0% | 0.0% | 0.7% |
| Low and stable | Frequency | 1 | 9 | 5 | 1 | 16 |
| | % | 0.7% | 6.6% | 3.6% | 0.7% | 11.7% |
| High and unstable | Frequency | 1 | 24 | 36 | 3 | 64 |
| | % | 0.7% | 17.5% | 26.3% | 2.2% | 46.7% |
| High and stable | Frequency | 0 | 9 | 33 | 14 | 56 |
| | % | 0.0% | 6.6% | 24.1% | 10.2% | 40.9% |
| Total | Frequency | 2 | 43 | 74 | 18 | 137 |
| | % | 1.5% | 31.4% | 54.0% | 13.1% | 100.0% |

Source: Coopersmith and Firo mate questionnaire.

The hypothesis testing is done through the Spearman correlation being the value of $|r| > r_{tt}$, the null hypothesis is rejected and the alternative hypothesis is rejected, stating that there is a relationship between the parental relationship and the self-esteem of parents and adolescent children. (Copari Romero, 2019)

From the results obtained, we can say that the relationship between parents and their children is good (Darling & Steinberg, 2017), but work has to continue to be done so that the relationship is very good. The determinants of the early onset of adolescent sexual activity have generated great interest from various health disciplines, education among others, particularly in health and social sciences, being a public health problem, to establish the factors that determine the age of the first sexual relationship. This study aims to find the factors of family origin that are associated with the sexual behavior of adolescents and their implications. This is mentioned (Arias, 2018), in relation to this there are relatively few attempts that have been made to establish the emotional psychological factors that determine the age of the first sexual relationship. Little is currently known about the individual factors that influence adolescent sexual decisions.

One of the psychological factors frequently included in studies of sexual activity during adolescence is self-esteem, however, personal attitudes, perceived social norm, and sexual self-efficacy determine adolescent behavior. As highlighted (Caricote Agreda, 2018). In this case, it is a priority as the first teacher on values and principles, parents who currently have stopped guiding their children, both mothers and fathers, which is why our research is to identify the degree of communication with parents being heads of household and guides for your children.

CONCLUSIONS

The parental relationship between parents and their children highlights the good level, it has been observed that each parent educates their child on basic issues such as principles and values that come from home, in

aspects of sexuality they do not speak with them. The level of self-esteem of the students of both educational centers is high and unstable but it is not decisive, this makes it possible not to have the absolute confidence to make good decisions. The correlation between parenthood and self-esteem of parents and children has a moderate level, it has been concluded that parents need guidance in sexual education so that they can address topics of interest with their children.

THANKS

It is the National University of the Altiplano, for allowing me to complete my doctoral studies, and to all its teaching staff. A special thanks to Dr. José Gutiérrez Alberoni, for his correct guidance and support in the preparation of this research work. To the Postgraduate School for having high-quality teachers who instilled an example and education in each of their students. To the staff of the Glorioso San Carlos educational institution for allowing me to carry out my research work with the adolescent population of the 5th year of secondary school. To the staff of the educational institution San Ignacio de Loyola for allowing me to carry out my research work with adolescent students in the 5th year of secondary school. To the parents of the adolescents who collaborated in the present research work of both educational institutions. To the teachers of the educational institutions that supported in filling out the instruments. To the students of the two educational institutions that filled out the instruments.

BIBLIOGRAPHIC REFERENCES

ARIAS, F. (2018). Influence of sexual development in adolescents - Arequipa. *Andean*, 3(influence of sexual development in adolescents in the educational institution faraday arequipa), 8.

BOSCH, AC, DE LUJÁN GONZÁLEZ TORNARÍA, M., & Massonnier, N. (2016). Parental relational styles: Study with adolescents and their parents. *Journal of Psychology (Peru)*, 34(2), 413-444. <https://doi.org/10.18800/psycho.201602.008>

BUENO ÁLVAREZ, J., & CASTANEDO SECADAS, C. (2020). Interpersonal behavior expressed and desired in inclusion, control and affection of school administrators. *Journal of Education*, 265–273.

CARICOTE AGREDA, E. (2018). Fathers. Influence of parents, in the sexual education of adolescents, 79–87.

CATAÑO TORO, D., RESTREPO, SA, PORTILLA, ND, & RAMÍREZ, HD (2018). Self-esteem and sexuality in adolescents. *Andean Research*.

CATHERINE, A., CASTILLO, R., & GALICIA, X. (2018). Relationship between self-concept and the perception of parenting in adolescent and adult mothers. *Intercontinental Journal of Psychology and Education*, 15(2), 45–73.

CLERISLI, GONALO DANIEL and GARCIA, MJ (2016). Relationship between self-esteem and parenting

guidelines. <https://www.aacademica.org/000-031/314>.

COOPERSMITH, S. (2008). Self-esteem inventory of c.

COPARI ROMERO, F. (2018). Virtual teaching in student learning at the Pedro Vilcapaza Higher Technological Institute - Peru. *COMUNI@CCIÓN: Journal of Research in Communication and Development*, 5(1), 14–21.

CORONA, HF, & FUNES, D.F. (2015). Approach to sexuality in adolescence. *Clinical Medical Journal Las Condes*, 26(1), 74–80. <https://doi.org/10.1016/j.rmcl.2014.12.00>

DARLING AND STEINBERG. (2017). parenting styles. *Psychological Sciences*, 7(Parenting Styles, Positive Parenting, and Parenting. *Psychological Sciences*, 45–55.

FERREYROS LEDU, A. (2019). Family communication and self-esteem in high school students from the city of Puno, Peru. *Spaces*, 40(2013), 7–15.

GARCIA-MENDEZ, M., RIVERA ARAGON, S., & REYES-LAGUNES, I. (2019). The perception of two countries about the upbringing of two children. *Colombian Act of Psychology*, 17(2), 133–141. <https://doi.org/10.14718/ACP.2019.17.2.14>

GARCIA MENDES, M. (2016). Parents' perception. *Colombian Journal of Psychology*, 7 (Parents' perception of child rearing), 133–141.

ERVILLA. (2020). *Psychological Sciences. PSYCHOLOGICAL SCIENCES*, 7(parenting styles, and parenting), 83–95.

HUDSON, J. (2019). Relations between parents and children.

J., G. (2021). *Adolescent Counseling Manual*.

JANETTE, M. . P. (2019). Level of self-esteem and its relationship with adolescent sexual behavior. In *Biomass Chem Eng (Vol. 49, Issues 23–6)*. <http://www.ti.com/lit/ds/symlink/cc2538.html>

LARA-CANTU, Asuncion Verduzco, Á., Acevedo, M., & Cortés, J. (2017). Validity and reliability of the Coopersmith self-esteem inventory for adults, in a Mexican population. *Latin American journal of psychology [Internet journal]* 1993 [access: June 19, 2018]; 25 (2). <http://www.redalyc.org/pdf/805/80525207.pdf>

MINISTRY OF HEALTH. (2020). *Reproductive Health Handbook*.

MORALES-CASTILLO, M. (2020). Parental beliefs in the parenting process and their relationships with adolescent behavior. *Psychology USP*, 31, 1–12. <https://doi.org/10.1590/0103-6564e190052>

OLIVIA DELGADO, A., Parra Jiménez, Á., Sánchez-Queija, I., & López Gaviño, F. (2017). Maternal and paternal educational styles: evaluation and relationship with adolescent adjustment. *Annals of Psychology*, 23(1), 49–56.

OLIVIA, PARRA, SANCHEZ-QUEJIA & LOPEZ, 2017. (2017). *Analysis of Psychology*. *Psychology Analysis*, 23(Analysis of Psychology, Maternal and Parental Parenting Styles: Assessment and Relation to Adolescent Adjustment), 49–56.

ROSA-ALCÁZAR, AI, PARADA-NAVAS, JL, & ROSA-ALCÁZAR, Á. (2018). Psychopathological symptoms in Spanish adolescents: Relationship with perceived parenting styles and self-esteem. *Annals of Psychology*, 30(1), 133–142. <https://doi.org/10.6018/analesps.30.1.165371>

S., S. (2018). Degrees of parenting.

SIGUENZA, W., QUEZADA, E., & REYES, M. (2019). Self-esteem in middle and late adolescence. *Espacios Magazine*, 40(15), 19. <http://www.revistaespacios.com/a19v40n15/a19v40n15p19.pdf>

TARAZONA, D. (2018). Self-esteem, psychology in adolescents. *Psychology In Adolescents*, 8(life satisfaction and ability conditions in adolescent fifth-year high school students, a factorial studyL according to poverty and sex), 57–85.

THOMEN BASTARDES, M. (2019). The 5 TYPES OF SELF-ESTEEM and their characteristics - which one is yours? *Psychology Online*, 5, 55. <https://www.psicologia-online.com/los-5-tipos-de-autoestima-y-sus-caracteristicas-4594.html>

VILARDEBO, LF (2019). New families in a new society. 1–10.