

# Effects of Parenting Styles on Self-Esteem among School Going Children

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## ABSTRACT

Parenting style is an important topic to discuss nowadays. Previous research has reported a relation between parenting styles and self-esteem across different groups as well as various countries. This study examines the association and relationship between different parenting styles and self-esteem. A sample of 100 students completed questionnaires that include Parental Authority Questionnaire (PAQ) and Rosenberg Self-esteem Scale (RSE). Greater numbers of students from authoritative families have high level of self-esteem than authoritarian families. Limitations have been stated and recommendations are provided in the discussion part. As a conclusion, present study stated that parents' roles and their parenting styles play critical role in influencing self-esteem of children. Results displayed that a negative and significant correlation is found between authoritarian parenting style and self esteem. Authoritarian parenting style emerged as the most important negative predictor of self esteem whereas permissive and authoritative parenting style is found insignificant predictors of self esteem. Further study also aimed to understand the influence of gender on parenting style and self esteem and it was found that gender has no significant role in producing influence on parenting style and self esteem. Further study indicated that participants had lower level of self esteem. Limitations have been stated and recommendations are provided in the discussion part.

## I. INTRODUCTION

Parenting

Parenting or child rearing is the process of promoting and supporting the physical, emotional, social, and intellectual development of child from infancy to adulthood. Parenting is the most demanding but satisfying, pleasing and valuable experience which proves to be rewarding in its own perplexing ways. Parenting is important for society as it plays a vital role in development of children who are important to the future. It is a term that emphasizes on the parental actions and reactions

towards their child which involves beliefs they carry, expectations they have and show values and beliefs on how actually parents help, support, take care of the child and how they punish the child. Parenting style provides a robust indicator of parenting functioning that predicts child well-being across a wide spectrum of environment.

Parental responsiveness and parental demandingness are important components of good parenting. Parenting style usually is conceptualized along two dimensions: parental demandingness (control) and parental responsiveness (warmth), which can be combined to create four categories of parenting given by child development professionals globally: authoritative (high demandingness and high responsiveness), authoritarian (high demandingness and low responsiveness), indulgent or permissive (low demandingness and low responsiveness), and indifferent or neglecting (low demandingness and low responsiveness) (Baumrind, 1971; Maccoby & Martin, 1983).

Authoritative parenting style:

Authoritative parents are controlling and demanding. They set high but clear expectations for mature behavior and firmly impose them by using commands and consequences for disobedience when necessary. At the same time they are warm and nurturing, listen sensitively and patiently to their children's point of view, and encouraged children's input into family decision making. Children with parents who demonstrate this style tend to be self-disciplined and think for themselves, communication is frequent and appropriate to the child's level of understanding, this style is thought to be more beneficial to children. These parents seek a balance between the teens' desire for independence and the parents' desire to be listened to.

These parents are demanding and responsive. They're assertive but not intrusive or restrictive. They want their children to be assertive as well as socially responsible and self-regulated as well as cooperative. Both authoritative and authoritarian parents have high expectations for

their children, but the authoritative parent encourages more freedom of expression. So the child develops a sense of independence. Such kids tend to develop into more competent adults than children brought up in the other styles, they are best-adjusted.

These parents are the figures the child can look up to. These parents are secure adults themselves, and so behave in a way that ensures discipline, and at the same time they can be playful friends too (Crittenden, Dallos, Landini & Kozłowska, 2014; Howe, 2011). The authoritative parents promote independence by being able to negotiate with the child, ensuring a balance between what is safe and discovering the world (Crittenden, Dallos, Landini & Kozłowska, 2014; Howe, 2011). The parents are caring but not overbearing. They are open and give reasons for their actions and rules.

The authoritative parent serves as a secure base, giving the child a person to rely on for regulating their emotions and help them build a stable self-image (Crittenden, Dallos, Landini & Kozłowska, 2014; Howe, 2011). This is only possible when the parent is interested in the child, attuned to the child's needs while promoting self-assurance and a positive internal working model (Howe, 2011).

#### Authoritarian parenting style

An authoritarian parent plays a role of director in child's life. Parent's voice is one of strict discipline, and is the tendency of restricting and rejecting the child's behavior (Baumrind, 1971, 1991), here parent's mindset is rather black or white. They act like the one that understands and knows everything and are on top of the every situation. Reason is that, they see their child as their duty that's why they control their child. And mother's are avoidant and are not emotionally available, thus forcing the child to be self-reliant.

These parents, often thought as disciplinarians, use strict styles with high expectations but limited flexibility, communication is one way: from parent to child, punishment is common, and the parents are less nurturing. These parents are very strict and controlling. They have a strong sense of justice and demand for blind obedience. They are big believers in clearly stated rules. If their kids don't "see the light" (behave as ordered), then they will "feel that heat" (be punished). Such parents take a dim view with their children is discouraged. Thus, these parents are highly demanding but not very responsive. Researchers believe that the children of such

parents are timid, have lower self-esteem, lack spontaneity, and rely to an unusual degree on the voice of authority.

In this, types of punishment and rewards are imposed on the child. Baumrind (1966) performed a meta-analysis of the types of parental control which may be enforced and their subsequent effect on child behavior. A common form of insuring the child obeys is to threaten, scorn, or harshly chastise the child. And this leads to aggressive behavior in children and in passive dependency in adulthood (Baumrind 1966). Mothers who are authoritarian may display love conditionally, but only when child follows her orders, love is shown. On the other hand, if the child does not perform according to her mother, love is withdrawn in order to control and discipline the child. Dissolution of boundaries between the mother and the child is evident, as she is not capable of mind-mindedness, think and feel what is true for him.

This discourages the child's self-esteem and self-assurance about one's past (Howe, 2011). These parent's forces their expectations on the child. These actions are typically not done out of lack of love towards the child but rather as another form of displaying it. An authoritarian parent focus on perfectionist habits, such as behavioral discipline, tidiness, everyone in the family contributing to the home by separating duties and following set rules (Baumrind, 1966). Independence is not promoted in this type of parenting, even though self-sufficiency is a rather positive quality for such a child, individual freedom is restricted and controlled (Baumrind, 2005). This can have positive effects such as avoiding criminal and risky behavior. Nevertheless, this may be due to the supervised household the child lives in. Parents are the voice of authority and power who firmly handle the child, which requires the child to conform and follow rules while not questioning them. Studies show that these children have a strong sense of right and wrong, while being less delinquent (Baumrind, 1966; 2005).

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#### Permissive parenting style:

In permissive or indulgent parenting, parents let their children do what they want with limited guidance or directions, expectations are minimal or not set by the parents, parents are more like friends than parents, communication is open but these parents let children to decide for themselves, parents tend to be warm and nurturing. They are, often warm and accepting, and make a few demands on their children. They avoid confrontations and are lenient and allow considerable self-regulation. They may worry about child's creativity and sense of self. They're much more responsive than demand.

This is not a completely negative approach towards the child. These parents have tolerant behaviour towards children but they are responsive and provides the child with emotional support and care (Baumrind, 1971, 1966, 2005; Gonzalez, Greenwood, & WenHsu, 2001; Turner, Chandler, & Heffer, 2009). They don't dominate their child's demands but are the friend figure for the child (Baumrind, 1971; 1991; 1966; 2005). The children who grow up in this environment are more individualistic and interactive as their parents always provide their child an environment to express themselves freely. (Baumrind, 1966).

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#### Neglectful parenting style

The uninvolved parent demands almost nothing and gives almost nothing in return, expect near-absolute freedom. This style is low in both demandingness and responsiveness. At its worst, it can verge into neglect. Neglectful parents give their children a lot of freedom and generally stay out of their way, parents are less interested or unsure of what to do, communication is limited and there are few or no expectations to children, this group of parents offer little nurturing.

#### Theoretical Approaches:

Baumrind's typology of parenting style. Diana Baumrind was a well-known parenting style researcher. She created parenting style theory at the year of 1966. She combined the various ranges of parenting behaviors. i.e. the level of control, clarity of communication, maturity demands and nurturance. Baumrind found that parenting behavior consists of two dimensions-responsiveness (also known as parental support) and demandingness (also known as strict control). Based on the four ranges and the two dimensions of parenting behaviours she gave three distinct parenting styles namely as authoritarian, authoritative and permissive.

However, Maccoby and Martin concluded the fourth parenting style, neglectful parenting style (also called as indifferent parenting style) after they done their further research on the dimensions of parenting which are responsiveness and demandingness. These parents are neither responsive nor controlling to their children (Pellerin, 2005). They are not involved in parenting roles and are not interested in guiding development of their children. Besides that, children who perceived indifferent parenting style have less or no rules and regulations to obey and their parents prefer being the children's friends instead of authority characters. Moreover, they have their own parent centered lifestyle which focuses more on their own personal interest and needs rather than concern more on their children (Bornstein & Zlotnik, 2008).

Maccoby and Martin's Two-Dimension Model. Building on Baumrind's typology, Eleanor Maccoby and John Martin advanced and conceptualized parenting styles as being assessable along two separate dimensions, responsiveness and demandingness, in 1983.

These dimensions combine to produce four parenting styles (Bornstein & Zlotnik, 2008).

Responsiveness refers to parental warm qualities and associated with various characteristics such as parental warmth, acceptance, involvement, and supportiveness (Huver et al., 2009). Bowlby studies (as cited in Weiner & Craighead, 2010) showed that parents who demonstrate responsiveness will provide loving environment which sensitive and accommodative toward children's demands.

Stattin and Kerr, found that parental control is reflected by parents' demandingness on child control activities including parental

knowledge and active monitoring attempts. In Maccoby and Martin study (as cited in Pellerin, 2005) mentioned that, despite the differences, parents of these four parenting styles use their effort toward their child rearing behavior considerably. Thus, different parenting styles may provide different levels of affection, emotionally available, awareness on development of their children and disciplinary practices.

However, what a child does, and how a child behaves have an influence on the parent's behaviour, which may steer one from a balanced reaction. To promote an authoritative parenting style, one does not have to practice perfect behavior. An authoritative parent only has to be "good enough" to build a secure attachment. The children raised by authoritative parents grow up in an integrated environment of rules and freedom (Baumrind, 1966).

The authoritative parent deals with love, patience even in the negative situations. The authoritative parenting style can be viewed as a balance of the permissive and authoritarian parenting style.

#### **Self-esteem:**

Self-esteem reflects an individual's overall subjective emotional evaluation of his or her own worth. It is the decision made by an individual as an attitude towards the self. Self-esteem encompasses beliefs about oneself. Judgment that individual make about his own worth and the feelings connected with those judgment is the definition of self-esteem (Berk, 2009). Self-Esteem is one's sense of self and self-evaluation. Self-esteem is therefore a rather subjective and complex view of oneself (Baumeister, Campbell, Krueger, & Vohs, 2003). One cannot judge another's self-esteem based on reality, but rather based upon one's opinion which is not always objective.

Baumrind has documented specific association and relationship that exists between styles of parenting and self-esteem. (Williams, Family educator and counselor) in her article mentions that for a healthy family life it is very much important for the parents to develop and practice In India, Fathers' generally are more physically distant as compared to mothers and father-child relationship generally is marked by obedience and compliance while most of the time of mothers is spent taking care of their children (Ranganath and Ranganath, 1997). Overall, Much of research work is required in the area of parenting in South Asian families especially in India since

researches based on predominant parenting styles practiced and their effect of self-esteem of children and adolescents in India are scarce.

Aim of this present study is to increase better understanding about different parenting approaches bring different effectiveness in development especially self-esteem among school going children.

#### **What affects self-esteem?**

There are a multitude of factors which can affect self-esteem but arguably none is more significant than the family. This is not to imply that the family is the cause of an individual's level of self-esteem but rather has a 'predisposing' effect. Certain parental attitudes have been found to effect self-esteem (Mruk: 1995, Joseph: 1994). These are:

- Parental involvement - the greater a parents involvement with and to their child the higher the levels of self-esteem.
- Parental warmth - also defined as unconditional positive acceptance (Joseph: 1994) is the ability to accept a child's strengths and weaknesses. This acceptance is 'warm' in that it is balanced.
- Clear expectations - boundaries that are clear and firm without being authoritarian help the child ascertain what behaviours are acceptable and what are not.
- Respect - respect for one's children coupled with a democratic or authoritative parenting style has the most positive effect on self-esteem.
- Parental consistency - being consistent in the treatment of one's children enhances self-esteem because it reinforces the value of the child to the parent.
- Empowering children - confident, capable individuals who believe they can achieve generally have positive self-esteem (Joseph: 1994). Parents can empower children by fostering responsibility for their feelings and actions.
- Modeling - children imitate what they see. Parents who face life's challenges honestly and directly expose their children to examples of problem-solving strategies which can enhance self-esteem.
- Positive thinking - a positive perspective helps us see the good things in life rather than the bad, which helps foster a positive self-esteem.

Just as there are experiences which build self-esteem there are others which can have a damaging effect on self-esteem (Van Ness 1995). Some of these are:

- Repeated negative evaluation by others - if we are repeatedly told we are dumb, stupid, slow, fat and so on we can come to believe this.
- Severe or repeated criticism - self-worth and self-confidence can be damaged if we are told that we are 'not good enough' or 'below average'.
- Negative humour, putdowns and 'barbed kidding' - all of these are criticism disguised in a joke but nonetheless are a powerful form of putdown.
- Mistakes, errors or failures - whilst all of these experiences are normal occurrences in the path of experience, for many they can lower confidence and ultimately self-esteem.

## II. REVIEW OF LITERATURE

Deshpande and Chhabariya (2013) conducted a research on effect of parenting styles on adolescent's self-esteem and for this they focused on teenagers and through their research they concluded that there is a generation gap between teenagers and their parents, that's why they are unable to understand their child's behavior and due to this, conflicts arise between them. They found that teenagers whose see positive and acceptance attitude in their parents have a higher self-esteem than the teenagers having parents whose attitudes are avoidance and concentration, high self esteem is also a result of parents having accepting and supporting attitude. Sometimes mild punishment from parents result in high self-esteem in their children, as because these adolescents view their parents as their protector and care taker.

Baumrind (1991) concluded that authoritative parenting style is high in both demandingness and responsiveness (as cited in Pellerin, 2005). These parents apply firm control and want their children to obey with a proper and reasonable set of regulations, rules and guidelines. They utilize reason and control to make disciplinary decisions. This style provides warmth, love, and acceptance for the children and educate them to become more successful and progressively more autonomous. Give-and-take between parents and their children is also an important feature to be talked about. Also, reciprocal dialogue and open communication are studied within this parenting (Dwairy & Menshar, 2005).

On the other hand, authoritarian parents are high on demandingness and low or without in responsiveness (Huver et al., 2009). Here, parental control, compliance, conformity, and respect for authority are the major concern for teenagers. Rather than nurturance and open communication to their children this style prefer exercising high

degree of demands. Authoritarian parents punish their children on disobeying and the rules and regulations set by them. These parents usually discourage their children's autonomy and disallowed the decisions made by them (Bornstein & Zlotnik, 2008). These parents can be categorized into two types which are nonauthoritarian-directive and authoritarian-directive. Non authoritarian-directive parents are directive but will not either invasive or tyrannical in their use of power while authoritarian-directive parents are highly intrusive and autocratic in the way using their power (Gould & Martindale, 2009).

He concluded that permissive parents are (indulgent parenting style) high on responsiveness and low on demandingness, which is rarely enforcing rules for their children to follow. These parents are not like authoritarian parents. They practice high level of nurturance and clarity of communication and their level of control is low and maturity demands. They encourage autonomy and decision making from their children. These parents support and accept their child's impulses, needs, and behaviors and avoid confrontation and punishment (Dwairy & Menshar, 2005).

Permissive style is divided into types permissive-neglectful and permissive-indulgent based on responsiveness of parenting. Permissive-neglectful parents show love, express low level of support and low level of parental control to their children so their children experience excessive autonomy normally (Gullotta, Blau, & Ramos, 2007). On the other hand, permissive-indulgent parents are responsive, warm, cuddly and level of control is low such as provide little direction and instruction to their children (Edwards, 1999). However, they show high level of parental support and emotional nurturance.

Driscoll (2013) , found the relationship between self-esteem and parenting styles at four stages of life with four different age points . Researches showed that in age 14 children's self-esteem was lowest in general, reason might be the stage when they experience tough times in the sense the changes that they have to deal with relationships they have with their family and friends , and some ranging from their body ranging from their body and most common type of parenting changes to permissive parenting during 18-23 years of age, in general. As compared to authoritarian families children from authoritative families had higher self-esteem at all four age points. Not only this, when compared authoritarian

parenting permissive parenting was found to result in higher self-esteem levels.

MacDonald, Steger and Adams conducted a research, in which he study about the influence of perceived parental support and control on adolescents' self-esteem. And the result showed a reciprocal relationship between perceived parental behavior and adolescent's self-esteem, a positive association between parental support and adolescent self-esteem and a negative association between parental control and their adolescent self-esteem.

Fletcher, Steinberg and Sellers (1999), had studied about how the well-being of adolescents is connected to the Inter-parental Consistency perceived by the adolescents. For this purpose, they did the comparison between adolescents from families where inter-parental consistency was existent and the adolescents who were from homes where inter-parental consistency was absent. Results showed that adolescents who had parents who exercise consistent inter-parenting but authoritarian or non-authoritative parenting were lower in their academic achievements as compared to those who had single authoritative parent. It was also found that, adolescents having one authoritative and one authoritarian parent had higher internalized distress in comparison to those who had consistent parental practices.

### **SIGNIFICANCE OF THE STUDY**

The findings of this research will redound to the benefit of the society considering that parenting style plays an important role in the development of self-esteem of the children. This research will provide a basic understanding of the different parenting styles. Moreover this study will help to increase the awareness of students and public about the importance of parenting style and how it influences the self-esteem of the children. The study will provide clear picture about the most practiced parenting style in the society. Thus, students might start concern about the relation between parenting styles and self-esteem.

According to Curtis and Newman (2004), parenting is a family dynamic that often have a direct impact toward and within a family. Different parenting styles have relationship to self-esteem of the children differently, either positively or negatively. So, this research will provide clear understanding of the effect of different parenting styles on self-esteem and which type of parenting

has positive effect on the self-esteem of school going children.

### **III. METHODOLOGY**

#### **Objectives**

Broadly, following objectives were made .

- To know parenting style among school going children.
- To know self-esteem among school going children.
- To examine the influence of parenting style on self esteem.

#### **Research Design**

In order to collect the data purposive sampling technique was used.

#### **Hypotheses**

Following hypotheses were formulated for the purpose of the study. Hypotheses are based on existing frameworks in literature.

- 1) There will be significant correlation between parenting styles and self esteem.
2. There will no significant difference between permissive and authoritative parenting style on the self-esteem among school children.
3. There will be significant effect of different parenting styles on the self-esteem among school going children
- 4) Authoritarian style of parenting will found to have a significant negative correlation with the self-esteem.

#### **Sample**

100 participants including 50 males and 50 females were selected to conduct this study. All participants were students from schools whose age ranged from 13 to 18 years old. A set of questionnaire (Appendix A) which consists of two parts, which are Parental Authority Questionnaire (PAQ) and Rosenberg Self-esteem Scale (RSE) were distributed in hard copies for participants to complete in campus.

#### **Tools and ratings**

Parental Authority Questionnaire. Parental Authority Questionnaire (PAQ) is one of the instruments in this study. This questionnaire was created by John R. Buri at 1989 and the purpose of it used to measure parental authority or disciplinary practices from the perspectives of child at any age. PAQ consists of 30-items that have three subscales based on the parental authority prototypes and each subscale consists of 10 items (Ang & Goh, 2006).

There are permissive (P: items 1,6,10,13,14,17,19,21,24 and 18), authoritarian (A: items 2,3, 7,9,12,16,18,25,26 and 29), and authoritative (T: items 4,5,8,11,15,20,22,23,27 and 30). The scores on each range are from 10 to 50 (Buri, 1991).

Participants were asked to respond to each item on a 5-point Likert scales ranging from strongly disagree (scored 1) to strongly agree (scored 5) that best describes how that statement applies to participants and their parents (Dwairy & Menshar, 2005). Example of item “As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family”. PAQ was calculated easily by adding the individual items within each subscale. Higher scores signify a greater level of the specific parenting style (Ang & Goh, 2006).

Buri (as cited in Wang & Taylor, 2000) stated that PAQ has good internal consistency measured by the alpha Cronbach’s coefficient that .75 for permissive, .85 for authoritarian and .82 for authoritative scale while good stability in test-retest reliability that .81, .86, .78 for permissive, authoritarian, and authoritative scales respectively. According to Buri, Louiselle, Misukanis, and Mueller (1988), PAQ has high criterion and content validity (as cited in Timpano, Keough, Mahaffey, Schmidt, & Abramowitz, 2010).

Rosenberg Self-esteem Scale. Morris Rosenberg created this instrument in 1965 and is widely used in various countries worldwide today. It used to measure global feelings of self-worth and

was created for use with adult populations. RSE has high internal reliability which is .92 and strong construct validity. Besides that, it consists of 10 items (“On the whole, I am satisfied with myself”) that examines rate on a four-point Likert scale, from strongly agree (scored 3) to strongly disagree (scored 0) (Kaplan & Saccuzzo, 2008). Possible total scores are ranging from 0 to 30. The higher scores correspond to higher levels of self-esteem (Di Iorio, 2005).

This instrument consists of three unique properties. First, scale is designed to measure global self-esteem of individuals, so items do not specify exacting areas of activity or qualities that individuals must take into consideration when judging themselves and the scale attempts to measure the basic attitude toward their own worth by allowing them to raise their own frame of reference. Besides that, RSE used to capture individual’s enduring self-estimate and emphasized on more permanent and stable components of the self-image. Finally, individuals who score high on RSE reflect the feelings that they are “good enough” in selfworth and self-respect (Mecca, Smelser, & Vasconcellos, 1989).

#### IV. RESULTS AND DISCUSSION

Present study was aimed to examine the influence of parenting style on self esteem. In other words the purpose of this research is to clarify how parenting styles may be contributing to self-esteem levels in children In order to achieve the objectives; study was carried out on children residing in Delhi region. Following trends were found;

Table 1: Types of Parenting Style and Self Esteem: Mean Values and SD

Variable	Mean	Standard Deviation	Minimum	Maximum	Range
Authoritarian	30.99	5.71	20	46	26
Permissive	31.89	5.81	15	45	30
Authoritative	34.95	7.11	16	47	31
Self Esteem	15.33	2.56	10	20	10

Table 1 evidently shows that participants scored higher on authoritative parenting style (M= 34.95) followed by permissive parenting style (M=31.89) and authoritarian parenting style (M=30.99). It means most participants were nurtured through authoritative parenting style. Authoritative parents are those who are high on

acceptance and behavioral control, but low on psychological control (Baumrind 2013; Baumrind et al., 2010). Baumrind (1966) stated those authoritative parents as rational, warm, encouraging, and controlling in a way that promotes child autonomy. Likewise, Maccoby and Martin (1983) argue authoritative parents as clearly

setting rules and using reasoning to enforce them, encouraging open communication, supporting children's independence, and expressing love and affection. Authoritative parenting style has been deemed the optimal parenting style and has been related to positive child outcomes such as self-reliance (Baumrind, 1968; 1971), social responsibility (Baumrind, 1971), and adjustment (Baumrind et al., 2010). Further average value of

self esteem was found 15.33 which reflects that participants had lower level of self esteem as per the manual of The Rosenberg Self-Esteem Scale which a widely used self-report instrument for evaluating individual self-esteem. Although high self-esteem is found in individuals who recognize their strengths and feel a sense of achievement in their life. .

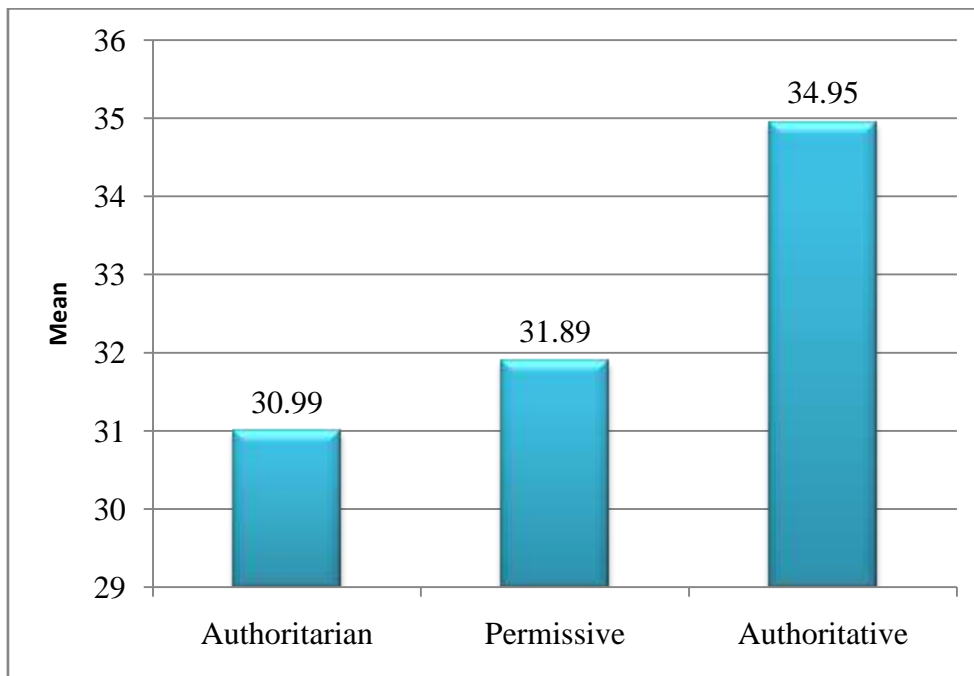


Figure 1: Mean Values of Different Parenting Style

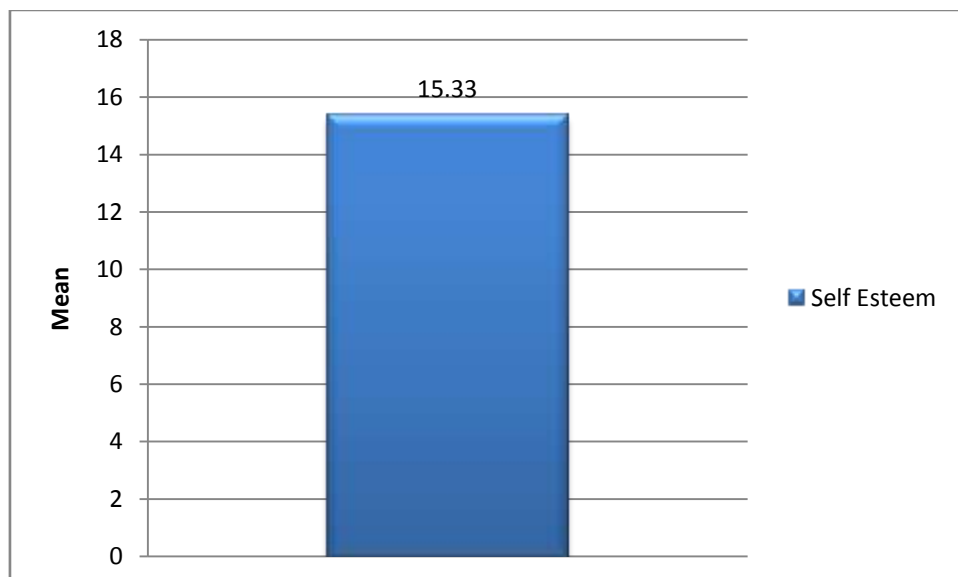


Figure 2: Mean Value of Self Esteem



Table 2: Types of Parenting Style and Self Esteem by Gender: Mean Values, SD and t Value

Variable	Boys		Girls		t value
	Mean	S.D.	Mean	S.D.	
Authoritarian	30.72	6.08	31.26	5.36	0.47
Permissive	31.58	6.19	32.20	5.46	0.53
Authoritative	33.94	7.20	35.69	6.96	1.42
Self Esteem	15.44	2.27	15.20	2.37	0.46

Table 2 clearly indicates that girls scored slightly higher on each parenting style than boys. But no significant differences were found between girls and boys on parenting styles. Further table indicates that boys scored slightly higher on self esteem than girls but gender could not produced

significant variance on self esteem as t value was found not significant. This may be due to that as siblings are nurtured with same parenting style including similar kind of socialization process. Therefore, differences were found not significant.

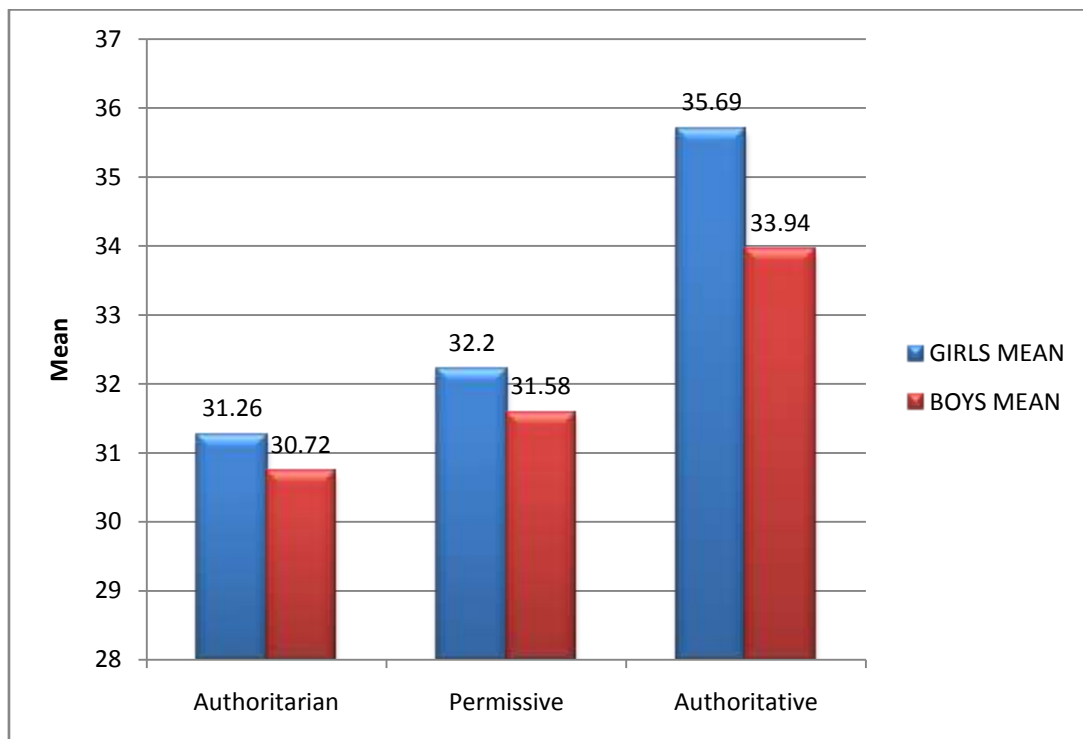


Figure 3: Mean Values of Different Parenting Style of Girls and Boys

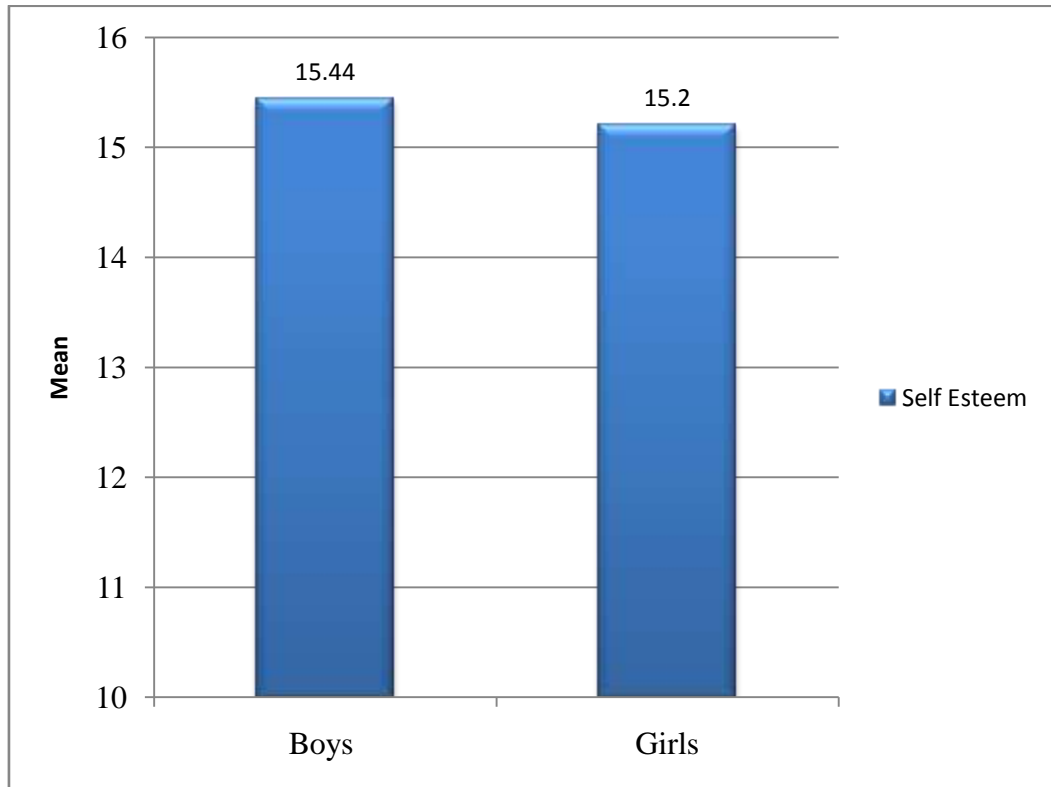


Figure 4: Mean Values of Self Esteem of Girls and Boys

Table 3: Correlation between Parenting Styles and Self Esteem

Variable	Correlation Coefficient
Authoritarian and Self-Esteem	-0.26**
Permissive and Self-Esteem	-0.05
Authoritative and Self-Esteem	0.07

\*p<.01

Table 3 indicates that a negative and significant correlation was found between authoritarian parenting style and self esteem ( $r = -.26, p < .01$ ). Study conducted by Baumrind et al. (2010) asserts that authoritarian parents are rejecting and psychologically controlling. Authoritarian parents are highly demanding and are often punitive and forceful in order to adhere to an absolute standard for behavior (Baumrind, 1966). Authoritarian parental control is coercive and domineering. This parenting type has been related to less optimal child outcomes, including lower self efficacy, more externalizing problems (Maccoby & Martin, 1983), and rebellion (Baumrind, 1968). Further table suggests that a negative correlation

was found between permissive parenting style and self esteem but relationship was not significant ( $r = -.05$ ). Permissive parents avoid coercive or confrontive practices as much as possible (Baumrind, 1989). Furthermore, permissive parents have been conceptualized as indulgent and allowing children to make their own rules and decisions (Maccoby & Martin, 1983). This parenting type has been related to child outcomes such as lower achievement (Baumrind, 1971), lack of impulse control, and lower autonomy (Baumrind et al., 2010). Table also suggests that a positive correlation was found between authoritative parenting style and self esteem but relationship was not significant.

Table 4: Stepwise Regression for Self Esteem

Predictors	R <sup>2</sup>	R <sup>2</sup> change	F	B	t
Authoritarian Parenting Style	.07	.06	7.22**	-.27	2.70**
Permissive Parenting Style	.002	.008	.22	-.05	.50
Authoritative Parenting Style	.005	.005	.50	.72	.48

\*p<.01

It may be observed from table 4 that authoritarian parenting style emerged as the most important negative predictor of self esteem ( $\beta = .27, p < .001$ ). The others two predictors' i.e. permissive parenting style and authoritative parenting style were found not significant for self esteem. Like authoritarian parenting, Permissive parenting style was also found a negative predictor of self esteem whereas authoritative parenting style was a positive predictor but found insignificant. Hart (1993) suggests that self-esteem in children evolves through quality of the relationships between children and significant adults in their life. Children draw conclusions of how important, lovable or possibly how worthless they are from these relationships. Similarly, McConnick and Kennedy (1993) explored parenting and adolescent self-esteem and concluded that what is most important for positive self-esteem is parenting through acceptance and independence-encouraging. Similarly Schor, Stidley and MaJspeis (1995) found that positive parental expectations were linked to higher self-esteem in children.

Apart from parenting style there are various factors which are responsible for self esteem as Burns (1979) suggests that there are several sources that contribute to the development of self-esteem: these are body image, language ability, feedback from the environment such as significant others, identification with appropriate sex roles and child rearing practices. The child rearing practices would be more important in early childhood, as parents have the most influence on children in the early years.

## V. CONCLUSION

Present study was planned to examine the role of parenting style in determining self esteem of children. As results clearly indicated a negative and significant correlation was found between

authoritarian parenting style and self esteem. Authoritarian parenting style emerged as the most important negative predictor of self esteem whereas permissive and authoritative parenting style were found insignificant predictors of self esteem. Further study also aimed to understand the influence of gender on parenting style and self esteem and it was found that gender has no significant role in producing influence on parenting style and self esteem. Further study indicated that participants had lower level of self esteem.

## LIMITATIONS AND SUGGESTIONS

Limitations of this research include the following:

1. This research study was conducted on small sample thus limiting a broader view and generalization of results.
2. Assessment of the dependent variables was conducted by the participants; therefore it is unavoidable that in this study, certain degree of subjectivity can be found.
3. Demographic variables were not controlled.
4. This study could have been improved if a more complete measure of psychological control and behavioral control had been available for assessing parenting styles and for validation.

## Suggestions for Further Research

1. Expanded studies should include larger samples of males and females.
2. Research is needed to identify specific demographic variables and parenting style that may be important for tailoring intervention.
3. Further research may be conducted on positive aspects of children in relation with different parenting styles.

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**Appendix A**

Part A: Parental Authority Questionnaire

Given below are some statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes you and your mother. First read each statement carefully and try to think which defines you and your mother during your years of growing up at home. Try to spend

less time on any one item. You'll not be marked as right or wrong. And be sure don't skip and leave any statement.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Strongly Agree

- |  |             |        |
|--|-------------|--------|
| <b>1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.</b>   | 1<br>3<br>5 | 2<br>4 |
| <b>2. Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.</b>  | 1<br>3<br>5 | 2<br>4 |
| <b>3. Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions.</b>   | 1<br>3<br>5 | 2<br>4 |
| <b>4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.</b>   | 1<br>3<br>5 | 2<br>4 |
| <b>5. My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.</b>  | 1<br>3<br>5 | 2<br>4 |
| <b>6. My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.</b> | 1<br>3<br>5 | 2<br>4 |
| <b>7. As I was growing up my mother did not allow me to question any decision she had made.</b>  | 1<br>3<br>5 | 2<br>4 |
| <b>8. As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline.</b>  | 1<br>3<br>5 | 2<br>4 |
| <b>9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.</b>   | 1<br>3<br>5 | 2<br>4 |
| <b>10. As I was growing up my mother did not feel that I needed to obey rules and</b>  |             |        |

regulations of behavior simply because someone in authority had established them.	1	2
	3	4
	5	
<b>11. As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable.</b>	1	2
	3	4
	5	
<b>12. My mother felt that wise parents should teach their children early just who is boss in the family.</b>	1	2
	3	4
	5	
<b>13. As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.</b>	1	2
	3	4
	5	
<b>14. Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions.</b>	1	2
	3	4
	5	
<b>15. As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways.</b>	1	2
	3	4
	5	
<b>16. As I was growing up my mother would get very upset if I tried to disagree with her.</b>	1	2
	3	4
	5	
<b>17. My mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.</b>	1	2
	3	4
	5	
<b>18. As I was growing up my mother let me know what behavior she expected of me, and if I didn't meet those expectations, she punished me.</b>	1	2
	3	4
	5	
<b>19. As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her.</b>	1	2
	3	4
	5	
<b>20. As I was growing up my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.</b>	1	2
	3	4

	5	
<b>21. My mother did not view herself as responsible for directing and guiding my behavior as I was growing up.</b>	1 3 5	2 4
<b>22. My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.</b>	1 3 5	2 4
<b>23. My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me.</b>	1 3 5	2 4
<b>24. As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.</b>	1 3 5	2 4
<b>25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.</b>	1 3 5	2 4
<b>26. As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it.</b>	1 3 5	2 4
<b>27. As I was growing up my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her.</b>	1 3 5	2 4
<b>28. As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family.</b>	1 3 5	2 4
<b>29. As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority.</b>	1 3 5	2 4
<b>30. As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.</b>	1 3	2 4

**Part B : Rosenberg Self-Esteem Scale**

Given below are some statement, that deals with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

- |   |                 |
|---|-----------------|
| 1. On the whole, I am satisfied with myself.                                  | SA - A - D - SD |
| 2.* At times, I think I am no good at all.                                    | SA - A - D - SD |
| 3. I feel that I have a number of good qualities.                             | SA - A - D - SD |
| 4. I am able to do things as well as most other people.                       | SA - A - D - SD |
| 5. * I feel I do not have much to be proud of.                                | SA - A - D - SD |
| 6. * I certainly feel useless at times.                                       | SA - A - D - SD |
| 7. I feel that I'm a person of worth, at least on an equal plane with others. | SA - A - D - SD |
| 8. * I wish I could have more respect for myself.                             | SA - A - D - SD |
| 9. * All in all, I am inclined to feel that I am a failure.                   | SA - A - D - SD |
| 10. I take a positive attitude toward myself.                                 | SA - A - D - SD |

**Appendix B**

Result : Calculation of Mean and Standard Deviation of three Parenting styles and self-esteem.

Students	Authoritarian	Permissive	Authoritative	Self-esteem
1	38	31	34	13
2	20	32	35	16
3	36	25	31	15
4	38	37	33	19
5	41	27	33	17
6	29	28	35	17
7	34	26	38	12
8	39	31	28	13
9	46	36	47	12
10	33	29	25	13
11	28	32	31	11
12	34	32	42	14
13	24	33	34	15
14	32	29	35	16
15	34	38	42	14
16	31	31	32	15
17	24	35	37	14
18	28	22	25	17
19	32	34	39	10
20	30	35	25	16



21	35	33	39	13
22	31	29	37	18
23	32	24	47	13
24	24	45	44	16
25	38	40	36	15
26	31	40	47	20
27	38	31	34	13
28	28	42	38	14
29	31	37	47	15
30	35	41	43	17
31	28	29	34	16
32	27	22	39	18
33	27	31	36	14
34	32	32	43	17
35	28	32	39	18
36	36	33	39	13
37	35	37	37	17
38	33	45	43	13
39	25	37	47	19
40	32	30	40	17
41	23	32	29	17
42	23	30	26	16
43	27	21	16	11
44	23	26	24	18
45	37	29	28	16
46	32	29	34	15
47	26	35	29	13
48	35	30	40	16
49	33	30	39	13
50	27	35	43	20
51	20	31	26	15
52	27	15	24	17
53	30	30	28	17
54	27	32	35	17
55	28	22	30	18
56	27	32	35	17
57	38	40	36	15
58	35	41	43	17
59	27	22	39	18
60	28	29	34	16
61	31	37	47	15
62	27	15	24	20
63	35	37	37	17

64	38	40	36	15
65	33	45	43	13
66	32	24	29	10
67	46	36	47	12
68	32	29	34	15
69	46	36	47	12
70	33	29	25	13
71	31	29	37	18
72	24	33	34	15
73	35	37	33	12
74	35	41	43	17
75	35	36	42	17
76	27	21	16	11
77	23	26	24	18
78	23	30	26	16
79	27	35	43	20
80	24	35	37	14
81	32	34	39	10
82	23	32	29	17
83	28	32	39	18
84	34	26	28	12
85	38	37	33	19
86	24	33	34	15
87	35	33	39	13
88	34	38	42	14
89	28	32	31	11
90	29	28	35	17
91	33	29	25	13
92	27	35	43	20
93	23	30	26	16
94	23	26	24	18
95	20	31	26	15
96	32	34	39	10
97	31	29	37	18
98	38	37	33	19
99	41	27	33	17
100	39	31	28	13
	3099	3189	3495	1532