



**A Study on Optimism, Perceived Parenting Styles and Self-Esteem among
Young Adults**



*Dissertation submitted as a partial fulfilment for the Degree of
M.A. Clinical Psychology*

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1 of 1

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This is to certify that **AASTHA** is a bonafide student of MA (Clinical Psychology) Enrollment No (A0403421309, 2021-2023 Batch) of AMITY INSTITUTE OF PSYCHOLOGY AND ALLIED SCIENCES (AIPS), AUUP. The present dissertation is submitted in partial fulfilment of the requirement degree of MA (Clinical Psychology). This dissertation under my Guidance **Dr. Babita Prusty** called (**A Study on Optimism, Perceived Parenting Styles and Self-Esteem among Young Adults**) is an original piece of research work and no part of this dissertation has been submitted for any other degree of any other university to the best of our knowledge.

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I, **Aastha (A0403421309)** student of **M.A. Clinical Psychology (2021-2023)** Amity Institute of Psychology and Allied Sciences, Amity University, Noida have completed the dissertation entitled “**A Study on Optimism, Perceived Parenting Styles and Self – Esteem among Young Adults**” which embodies my original work, and is submitted towards the partial fulfilment of the requirement of the degree.

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TABLE OF CONTENTS

1. List of Tables and Abstract
2. Chapter – 1 Introduction
3. Chapter – 2 Review of Literature
4. Chapter – 3 Methodologies
5. Chapter – 4 Results
6. Chapter – 5 Discussions
7. Chapter – 6 Conclusion & Suggestions
8. References
9. Appendices –
 - Consent
 - Questionnaire
 - Data table

LIST OF TABLES

Table 1 - N, Mean and Standard Deviation of Optimism, Parenting Styles

Table 2 - Relationship of Optimism, Parenting Styles and Self-esteem among young adults.

Table 3 - Linear Regression of Optimism and Self-esteem

Table 4 - Linear regression of Authoritative Parenting style and Self-esteem

Table 5 - Linear Regression of Authoritarian Parenting Style and Self-esteem

Table 6 - Linear Regression of Permissive Parenting style and Self-esteem

ABSTRACT

The parenting styles of young adults have a significant impact on their sense of self-worth and optimism. Optimism and self-esteem are closely connected and can have a reciprocal relationship, influencing each other in significant ways. Optimism is a mental attitude characterized by a positive outlook and a belief that things will generally turn out for the best. Self-esteem refers to a person's perception of his or her overall worth and value. It is crucial component of psychological health and can influence many facets of a person's life including their relationships, academic performance, and overall satisfaction. Different parenting approaches can either foster or hinder the growth of Self-esteem and Optimism. The aim of the study was to investigate correlates of Optimism, Parenting styles and Self-esteem among young adults. The study also looked at how parenting practices and optimism affected adult's self-esteem. A total sample of 100 young adults in the age 18-25 was collected. Standardized scales were used to measure parenting styles and self-esteem. The results found out that authoritative parenting was significantly positively correlated with both optimism and self-esteem. It was also found out that optimism and self-esteem are positively correlated. A substantial negative association between optimism and self-esteem was discovered to exist between authoritarian parenting. Recognizing the significance of parenting styles in shaping self-esteem and optimism can assist parents in creating a nurturing and empowering environment for their children, thereby promoting their psychological health and preparing them for a successful transition to maturity.

CHAPTER 1

INTRODUCTION

Optimism is a personality trait that is characterized by a positive outlook on life, a belief in one's ability to surmount obstacles, and a tendency to concentrate on the positive aspects of situations. Optimistic people tend to view setbacks as temporary and situation-specific, rather than as indicators of their own personal shortcomings or defects. They also tend to believe that they can influence the consequences of their lives and exert some degree of control over their circumstances. This optimistic outlook can result in improved mental health, increased resilience, and enhanced interpersonal relationships. A person's subjective assessment of their own total worth or value is referred to as self-esteem. It is the extent to which a person likes and accepts themselves and feels confident and capable in their ability to manage life's challenges. Personal accomplishments, interpersonal relationships, and the opinions of others can all affect one's self-esteem. High self-esteem is typically associated with positive psychological health, such as increased happiness, resilience, and enhanced coping abilities. Conversely, the consequences of poor self-esteem include anxiety, melancholy, relationship difficulties. Parenting styles refer to parents' overall approach to raising their offspring. It involves parents' attitudes and behaviours towards their children, as well as their responses to their children's demands and behaviours. Each parenting style may have varying effects on children's behaviour, growth, and well-being.

Significant factors that can influence the development and well-being of young adults include optimism, parenting practices, and self-esteem. This research will investigate how all of these factors are related to one another and how they can affect one another.

Optimism is a positive perspective on life marked by optimism and confidence in the future. It is a mentality that enables people to view obstacles as opportunities and to believe they can

overcome obstacles. Optimism is a crucial characteristic for young adults because it assists them in navigating the challenges of adulthood, such as obtaining a job, starting a family, and managing finances.

Additionally, parenting styles can significantly influence the development of optimism in young adults. Parenting styles include authoritative, authoritarian, permissive, and neglectful. Authoritative parenting comprises high degrees of support and affection as well as unambiguous and constant rules and expectations. This parenting strategy is associated with youthful adults' highest levels of optimism. In contrast, high levels of control and less love and support are characteristics of authoritarian parenting. It is associated with less optimism among young adults.

Another significant factor that can influence the development of positivism in young adults is self-esteem. It is a person's impression of their own worth and confidence in their abilities. Low self-esteem is associated with reduced levels of optimism, whereas high self-esteem is associated with higher levels of optimism.

Additionally, parenting styles can have a substantial effect on the growth of self-esteem in adolescents and young adults. Parenting that is authoritative is linked to higher levels of self-esteem, while uninvolved and authoritarian parenting is linked to lower levels. Permissive parenting, which is marked by less control and a lot of love and support, is linked to self-esteem.

The relationship between parenting styles, self-esteem, and optimism is complex and varies from person to person. A young adult with high self-esteem, for instance, may be able to overcome the negative effects of authoritarian parenting and cultivate an optimistic outlook. A

young adult with low self-esteem, on the other hand, may struggle to cultivate optimism even in the context of authoritative parenting.

There are additional factors that can influence the development of optimism in young adults, in addition to parental styles and self-esteem. For instance, social support from family and friends can provide young adults with the motivation and resources necessary to pursue their objectives and overcome obstacles. As they provide young adults with a sense of purpose and direction, education and career opportunities can also have a significant impact on the development of optimism.

Optimism

Noam Chomsky quoted that “Optimism is a strategy for making a better future. Because unless you believe that the future can be better, you are likely to set up and take responsibility for making it so.”

Optimism can be defined as a “stable personality trait related to positive expectations regarding future events and future outcomes. It presumes that when a goal is important, the person will act to reach the desired goal, hoping for positive results” (Carver, 1985,1983). Seligman (1990) defined optimism as “making an internal, relatively stable, and global attribution regarding positive events, such as goal achievement, and an external relatively unstable, and specific cause for negative events like a failed attempt of reaching a goal.” According to Gabris et al. (1998), optimism is stated as “one to the belief or at least the hope, that through the responsible use of knowledge and reason mankind can improve existing conditions.” According to Bunnin et al. (2008) “optimism is a positive and hopeful attitude toward things in the future, claiming that things in the future, claiming that things are better in the long run.”

Optimism vs Pessimism

Pessimism is an angle to have a negative approach towards life. It is a perspective where a person always expects the worst. Though Pessimism is described as an attitude, but it is also a personality characteristic.

Pessimists tend to dodge or avoid situations when they are dealing with the stress. Also, their uncertainties about the future may stop them from trying. Whereas people who are optimistic go after the things that will improve their well-being and make an effort to lessen their daily stress. They also possess greater confidence for the future.

Optimistic and Pessimistic individuals also differ in terms of explanatory manner, or how they explain the positive or negative events in their life.

Following are the areas where explanatory styles differ from one another.

- ***Permanence***: Optimistic people tend to see difficult situations or bad times as impermanent. As a result, they try to come back stronger after collapse or failure. Whereas pessimists are more prone to give up in difficult situations because they tend to view negative events as long lasting or permanent.
- ***Personalisation***: When things go out of hand or get-tough optimists are more likely to exert on external forces or the circumstances are at fault, but pessimistic people take the blame on themselves for the adverse events. Similarly, optimists take the responsibility of their actions when things go right whereas pessimists connect good outcomes to external forces or circumstances.
- ***Pervasiveness***: Optimists, when they fail in any area of their lives, they don't let their ideology impact their capabilities in other areas. On the other hand, pessimists tend to view defeat as more general. They feel that if they experience failure at one thing, they will fail at everything.

Parenting Styles

Parenting style is “a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parents' behaviours are expressed” (Darling & Steinberg, 1993). Parenting style encompasses two important aspects of parenting: Parental responsiveness and Parental demandingness (Maccoby & Martin, 1983). Parental responsiveness is defined as “the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's special needs and demands” (Baumrind, 1991). Parenting demandingness is defined as “the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts, and willingness to confront the child who disobeys” (Baumrind, 1991). Baumrind suggested 4 types of parenting styles.

Authoritative parenting: Children typically acquire better competence and self-confidence when parents have high but reasonable and consistent expectations for their children's behaviour, communicate well with them, are friendly and accommodating, and use reason to guide their actions.

These parents are interested in and supportive of their children's activities, but they are not overbearing and permit their children to make constructive mistakes.

Most children who are joyful, capable, and successful have authoritative parents.

These parents are nurturing, responsive, and supportive, but they also establish boundaries for their children. Through discussion, logic, and the explanation of various principles, they manage their children's behaviour. They communicate with and listen to their children, but they will not tolerate inappropriate behaviour and will set limits.

Authoritarian Parenting:

Authoritarian (or "rigid ruler") parents are unsupportive and demanding. Because their children are "in control," these parents demand and expect obedience, but they do not provide any explanations for their rules. Additionally, parents provide environments that are well-organized, structured, and governed by norms that are clearly stated. These children are more obedient and competent, but have lower levels of happiness, social competence, and self-esteem. In addition, such children tend to have low self-esteem, rely on the reassurance of others, and lack social skills; they may also demonstrate poor academic performance and be susceptible to mental illness.

Permissive Parenting:

The permissive style is also known as the indulgent style, it is likely to be utilised by parents who exhibit a high level of support and a low level of strictness. Their progeny tend to score negatively on happiness and self-control, and they are more likely to have problems with authority. This approach is characterised by parents who are lenient, do not expect their children to adhere to rules or standards, and escape conflict. In this parenting style, parents are loving but permissive. There are no restrictions in place for the minors that would permit direct supervision or the requirement of proper conduct. A parent who employs the permissive parenting style acts more like a friend than a parent in their relationship with their child. These parents prefer to avoid conflict by accommodating all of their child's requests.

Uninvolved Parenting:

Children raised by parents with minimal support and strictness tend to rank lowest in all domains, to lack self-control and self-esteem, and to be more competent than their peers. Parents who use the uninvolved (or neglectful) approach are neglectful or rejecting of their children and do not provide the majority of, if not all, essential parenting responsibilities. These

parents are typically absent or uninvolved. They provide little guidance and are unresponsive to their progeny. This parenting style may give the impression that parents are callous, but this impression may be unintentional and the result of the adults' own challenging struggles.

Self-Esteem

Allport (1961) defined self-Esteem as “the feeling of pride that results when the child accomplishes things or the child's success in mastering tasks”. Self-Esteem is “that feeling of pride and excitation that comes along with punishment” (Rogers, 1961). Rosenberg (1965) defined self-esteem as “one’s positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself.” According to James (1980) self-esteem is “the satisfaction or dissatisfaction with oneself.”

Coopersmith (1967) defined self-esteem as “a personal judgment of worthiness that is expressed in the attitude that an individual holds towards himself.” Blascovich and Tomaka (1991) defined self -Esteem as “an individual sense of his or her value or worth, or the extent to which a person values, approves, appreciates, prizes, or likes himself or herself.”

Theoretical Framework

Sociometer Theory

Sociometer theory (Leary & Baumeister, 2000; Leary et al., 1995) states that people’s basic necessity to belong is the reason for the existence of self-esteem. Throughout evolutionary history, approval by one's social group was crucial for survival; consequently, self-esteem evolved as a 'sociometer' that signifies one's level of social approval.

Leary et al. (1995) compared self-esteem to the fuel gauge of an automobile. Indicating to the driver how much fuel is in the tank, the petrol gauge performs an essential function without altering the vehicle's functionality. The author adds that human beings are intrinsically

motivated to prevent their automobile's petrol gauge from reading "empty," and when they sense that the indicator is moving in that direction, they seek out a romantic partner. Individuals with high self-esteem are able to recognise when they need "refuelling" in the form of social connection or human interaction.

An individual can behave appropriately with other group members when they know how well they are accepted by others. When an individual has low self-esteem, it is a hard experience, and it motivates them to form a relationship or as a result they try to fit in. Signs of social approval increase one's self-esteem whereas when people are rejected by others their self-esteem decreases. Refusal from the group historically carried threat and therefore requires immediate action to regain approval. The sociometry perspective also explains why our emotions are related to our self-esteem, as strong emotional reactions are linked to interpersonal connections. Moreover, individuals frequently get their self-esteem from characteristics like likability and attractiveness that encourage social acceptance. Additionally, individuals with social anxiety suffer from low self-esteem. Although sociometer theory is a prominent theoretical explanation for why we have self-esteem, this perspective is susceptible to criticism. People can have high self-esteem even if they do not currently have any intimate relationships. In addition, there is no correlation between a person's recent social status and self-esteem. More research is required to address the issue.

Rationale of the study

Young adulthood is a period in which individuals encounter significant challenges and are expected to assume new responsibilities. Optimism enables individuals to maintain their objectives and aspirations in order to remain motivated to continue working towards them. In addition, optimism increases resilience. Therefore, optimistic individuals feel in control of their circumstances and have a higher sense of self-worth, whereas pessimism causes individuals to

take disappointments and rejections personally. Parenting styles are significant because, in adolescence and maturity, the individual attains autonomy and makes independent decisions, and it matters how the individual perceives his or her parents' parenting style. Additionally, it serves multiple purposes in the relationship between parents and individuals. According to the study's findings, elevated self-esteem is the key to positive mental health and well-being.

Thus, optimism is a critical trait that can assist young adults in overcoming obstacles, coping with stress, and maintaining positive relationships. Through the study of optimism in young adults, researchers can identify the factors that promote this trait and devise interventions to enhance it. Parenting styles can have a substantial effect on the maturation of adolescents. By researching on parenting styles, researchers can identify the types of parenting behaviours that promote young adults' healthy development and well-being. Self-esteem can influence the relationships, academic performance, and overall life satisfaction of young adults. By examining the self-esteem of young adults, researchers can identify the factors that contribute to its development and investigate interventions that promote healthy self-esteem.

The study of optimism, parenting styles, and self-esteem in young adults can shed light on the factors that promote healthy development and well-being during this crucial period. This research can inform the design of interventions and programmes intended to promote the growth and development of young adults and enhance their overall life satisfaction and sense of well-being.

Therefore, the proposed research will highlight the significance of relationships among optimism, parenting styles and self-esteem in young adults and the significance of fostering optimism and self-worth in young adults.

Chapter 2

Review of Literature

Rajan and Babu studied the relationship between perceived stress and optimism among young adults in their 2021 study. A comparative gender study was also conducted to determine if there are differences between men and women in terms of perceived tension and optimism. There were 72 men and 98 women in the sample. Young adults were found to exhibit a negative relationship between optimism and perceived stress. In addition, the study revealed no significant gender differences among young adults.

Aggarwal and Malhotra (2019) explored the relationship between young adults' psychological well-being, resilience, and optimism. The sample comprised of 50 men and 50 women. All variables were found to have a significant relationship, according to the findings. Therefore, according to the researchers, individuals with high resilience should be optimistic in order to maintain psychological health.

Pathak and Lata (2018) investigated the association between optimism, resiliency, and perceived stress in young adults. The investigation was conducted with 100 male and 100 female university and college students from Varanasi between the ages of 18 and 25. The analysis of the data involved descriptive statistics and correlation. Positive correlations were found between optimism and resilience, and negative correlations between optimism and perceived stress.

Arslan (2022) conducted a study examining the relationship between childhood psychological maltreatment and the psychological adjustment of young adults as measured by aversion to pleasure, pessimism, and optimism. An examination of 511 college students was done. The findings showed that the relationship between psychological maltreatment and pessimism,

optimism, and psychological adjustment was mediated by aversion to pleasure. The findings also suggested that optimism-based strategies are essential for fostering psychological adjustment.

University students' levels of optimism, contentment, and self-esteem were examined by Dar and Wani (2017). The study determined the relationship between variables. Through systematic sampling, thirty males and thirty females were selected. Revised Life Orientation Test (LOT-R), Oxford Happiness Questionnaire, and Rosenberg Self-Esteem Scale were used as measures. The statistical analysis was performed using the mean, the t test, and the Pearson correlation. Males and students between the ages of 20 and 24 have high optimism, contentment, and self-esteem of women between the ages of 25 and 28 is low. There was a substantial difference in the mean scores of male and female students in terms of their optimism, happiness, and self-esteem. Positively substantial correlations were also discovered between optimism, happiness, and self-esteem. It was determined that gender influences optimism, contentment, and self-esteem more than age does.

Hirsch et al. (2007) examined the impact of hopelessness and depression in suicidal ideation. It was hypothesised that optimism would be negatively correlated with suicidal ideation. A sample of 284 college pupils over 18 years old was collected. Revised Life Orientation Test (LOT-R) and Beck scale for suicidal ideation were used as assessment instruments. The hypothesis was tested using multivariate regression. The acceptance of the hypothesis was disclosed. Students with an optimistic outlook have fewer suicidal impulses. In addition, authors suggested that prevention programmes designed to boost optimism in a college setting may reduce the risk of suicide.

The relationship between optimism, self-efficacy, and self-esteem among older individuals was investigated by Rawat and Mahapatra (2020). In India's NCR region, 200 community-dwelling seniors were selected as a sample. Image factoring and confirmatory factor analysis were used

to investigate the association between optimism, self-efficacy, and self-esteem, as well as the impact of optimism on the other two variables. The three variables—optimism, self-esteem, and self-efficacy—were shown to be significantly positively correlated, and optimism was found to have an impact on both self-efficacy and self-esteem.

Among high school and college students, Duy and Yildiz (2019) studied role of self-esteem as a mediator between optimism and subjective well-being. 229 high school students and 155 college students comprised the sample. Ordinary Least Squares Regression and the Bootstrap procedure were used for statistical analysis. The results showed that the relationship between optimism and subjective well-being is greatly impacted by self-esteem.

Under authoritative parenting, children will have greater self-esteem, positive affect, and social skills, and will be happier in general (Vijila, 2013).

They will also experience positive learning outcomes in which they are confident in investigating, making sound decisions, and taking responsibility for their actions (Perry, 2019). With this kind of parenting approach, parents engage with their kids by paying attention to what they have to say and pointing them in the right way. (Morin, 2020), which fosters closer, more positive relationships between parents and children.

Children may have lower self-esteem under authoritarian parenting due to the constant negative feedback and absence of encouragement (Dewar, 2018).

These children may become anxious when unable to meet expectations or aggressive towards their parents and peers due to their inability to control their frustration and wrath (Vijila, 2013).

Children raised with permissive parenting may exhibit signs of poor decision-making, poor academic achievement, and a lack of good behaviours because they are not given the opportunity to learn responsibility and right from wrong through discipline (Dewar, 2018). As

they are accustomed to receiving what they want, they may also lack social skills and be unable to deal with authority and rules outside the home.

Due to the lack of guidance and the absence of a parental figure in their lives, these children frequently have poor social skills, behavioural issues, and self-esteem problems (Hirata & Kamakura, 2017). They could feel unloved and blame themselves for their parents' "difficult to love" behaviour, and as a result, they may feel melancholy and depressed the majority of the time. Due to a lack of discipline and motivation, this parenting style is also predictive of poor academic outcomes for children (Aunola, 2000).

The relationship between parental parenting practises and young adults' self-compassion was studied by Ahmed and Bhutto in 2016. Convenient sampling was used to select 116 participants from various Karachi universities. Measures included the Parental Authority Questionnaire and the Self Compassion Scale. The results showed that parenting methods and self-compassion did not significantly correlate. Regression research shows a significant relationship between permissive parenting and loneliness.

Schaffer and colleagues (2009) investigated the relationship between parenting, empathy, and antisocial behaviour. 244 undergraduates from an urban university participated in the investigation. The results indicated that a mother's permissive parenting style contributed directly and indirectly to antisocial behaviour because it impacts the cognitive and emotional development of empathy.

Zhang et al. (2020) explored the associations between Chinese young people' risk-taking behaviour, coping effectiveness, and three parental types (warmth, rejection, and overprotection). There was a total of 719 participants in the study. The findings showed that mother warmth was associated with risk-taking behaviour in a negative way via coping efficacy, whereas maternal rejection, paternal rejection, and overprotection were associated with risk-taking behaviour in a positive way.

The association between male and female drinking levels, attachment, and perceived parental style was examined by Baggioni et al. (2021). 279 first-year students made up a random sample. Lower drinking levels were predicted by secure attachment and felt strong parental support, while greater levels were indicated by insecure attachment and perceived ineffective parental control. Men were also found to be more susceptible to alcohol problems than women. In addition, the findings revealed a protective effect of perceived familial support and the absence of a perceived control effect. In addition, an interaction effect between gender and perceived control effect was discovered. Additionally, insecure women consumed less alcohol than insecure males.

Shrivastava and Agarwal (2013) investigated the self-esteem of young adults across genders in a study. The sample consisted of 60 males and 60 females from the metropolis of Lucknow. Utilising the Rosenberg Self-esteem Scale. We analysed the data using frequency, percentage, and Chi-square. Males were discovered to have higher self-esteem than females. According to the study, there was no statistically significant difference between gender and self-esteem, proving that gender had no impact on self-esteem.

Szczeniak et al. (2022) studied the relationship between life satisfaction and self-esteem by looking at self-promotion and self-deprecation as potential mediators. The sample consisted of 328 young adults. The findings revealed a strong and positive correlation between self-esteem and life satisfaction. Additionally, self-esteem and life satisfaction were mediated by self-promotion and self-deprecation.

To find out the associations between gender, personality traits, social support, and self-esteem, Teoh (2010) conducted a survey. 100 males and 100 females with control over their living condition and educational level participated in the survey. The findings demonstrated that gender and self-esteem are not correlated, but traits in the personality such extraversion,

conscientiousness, emotional stability, and social support were found to be predictive of self-esteem.

Young people in college were the subjects of a 2008 study by Gorbett and Kruczek that looked at the association between social self-esteem and family functioning. The data was collected from 119 predominantly female college students. A multiple regression with steps was used. According to the findings, Significant predictors of high social self-esteem included family cohesion and family size. In contrast, family adaptability, the duration of childhood spent in the care of others, birth order, and gender were not significant predictors.

Shen (2008) performed a study on the effects of interpersonal violence and physical abuse of infants on young adults' self-esteem. The relationship between parental and peer relationships and adult self-esteem was investigated, with the hypothesis being that these relationships act as mediators between childhood family violence and adult self-esteem. In Taiwan, a sample of 1,924 college pupils was collected. The findings indicated that experiencing both interpersonal violence and physical abuse as a child has a long-lasting and negative effect on adult self-esteem. Also, participants who experienced both types of violence during childhood had lesser self-esteem than those who experienced only one or none.

On the relationship between optimism and life satisfaction among university seniors, Agberotimi and Oduaran (2020) looked at the moderating role of self-esteem. 223 students in their final year at a Nigerian university participated in the study. The findings revealed that the predicted effect of optimism on the life satisfaction of seniors is augmented by their self-esteem. Also, it was suggested that students should be in an environment that promotes self-esteem development.

The direct and indirect impacts of supportive and compassionate parenting on academic achievement were examined by Batool (2020). Additionally, function of self-esteem among the variables listed. 210 undergraduate males and 292 undergraduate females participated in

the investigation. Positive parenting has a significant effect on university students' self-esteem, according to the findings. In addition, self-esteem mediated the relationship between positive parenting, academic procrastination, and academic achievement.

CHAPTER 3

METHODOLOGY

Aim

The aim of the present study is to investigate correlates of Optimism, Parenting Styles and Self-Esteem among young adults.

Objective

- To assess the relationship between Optimism and Parenting Styles among young adults.
- The research aims to examine the relationship between Optimism and Self-Esteem among young adults.
- To assess the relationship between Parenting styles and Self-Esteem among young adults.
- To study the impact of Optimism and Parenting Styles on Self-esteem.

Hypothesis

- There will be a significant relationship between Optimism and different Parenting styles.
- There will be a significant difference between Self-esteem and different Parenting styles.
- There will be a significant relationship between Optimism and Self-esteem.
- There will be impact of Optimism and Parenting styles on Self-esteem.

Sample

The sample consisted of young adults whose range age lies between 18 and 25. The sample was collected from Delhi, NCR. A sample of 100 participants was selected through random sampling.

Inclusion Criteria

- The respondents whose age range lies between 18 to 25 years were included.
- Respondents who belong to urban areas were considered.
- Participants who gave their informed consent were included.
- Young adults of both genders were included.
- Only literate young adults were chosen.

Exclusion Criteria

- Those suffering from any psychopathology or undergoing treatment for psychological problems were excluded from the sample.
- Those suffering from any other chronic illness were excluded.
- Those exhibiting any physical deformity were excluded.
- Illiterate or those having studied less than 10th standard was not included in the sample.
- The respondents below age 18 and above age 25 were excluded.
- The respondents who refused to give consent were excluded.

Ethical Considerations

The following ethical guidelines were established for the duration of the research period.

- Confidentiality of the responses and identity was assured.
- Participants were informed of the objective of the investigation.

- The dignity and well-being of respondents was protected all the time.
- The research data remained confidential throughout the duration of the study, and permission was obtained from the students.

Tests and tools

Following standardized tests were used:

- Revised Life Orientation Test (LOT-R) (Scheier et al., 1994)
- Perceived Parenting Style Scale (Divya & Manikandan, 2013)
- Rosenberg Self Esteem Scale (Rosenberg, 1965)

All the tests were standardized and had established reliability and validity. The scales administered were available in English. A semi structured interview schedule was also administered to the participants to seek detailed information about their critical social and demographic aspects such as age, gender and education qualification.

Brief description of tests and tools used.

The following tests and tools were used.

1. Revised Life Orientation Test (LOT-R):

This measure was developed by Scheier et al. (1994) which is used to measure how optimistic or pessimistic people feel about the future. It consists of 10 items. The original scale consisted of 12 items. Likert scale with five possible responses—strongly disagree (zero) to strongly agree (four)—is used by respondents. Items 2, 5, 6, and 8 are only filler and are not scored, whereas items 3, 7, and 9 have their scores reversed. The statements in the questionnaire include such as “If something can wrong for me, it will”, “In certain times, I usually expect the best.” The scale reliability was examined by calculating the Cronbach Alpha coefficient, it was discovered to be 0.76, which revealed that it has an acceptable level of internal consistency.

The validity of the scale was calculated by item sum correlation and the correlation found to be ranged between 0.43 to 0.63.

2. Perceived Parenting Style Scale:

The perceived parenting style scale, created by Divya and Manikandan in 2013, is used to evaluate how children view the behaviours of their parents. It consists of 30 items. Also, with regard to three dimensions such as authoritative, authoritarian and permissive; the perceived parenting style of the individual is measured. Five response options on a Likert scale are available: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The scores of the three parenting styles are calculated separately. The scale contains questions such as - "Congratulate me when I pass the exams", "I have freedom to discuss anything". Each style's Cronbach Alpha Coefficient was calculated to measure its reliability, and it was discovered that the authoritative style had an Alpha Coefficient of 0.79, the authoritarian 0.81, and the permissive 0.86. The authors claim that scale has face validity.

3. Rosenberg Self Esteem Scale:

This scale was developed by Rosenberg (1965) and it is employed as a self-esteem measure. The tool consists of 10 items. The scale is said to be unidimensional. A four-point Likert scale, from strongly agree (4) to strongly disagree (1), is used to rate the responses to the questions. Items 2, 5, 6, 8, and 9 have reversal scores. The scale contains questions like - "I certainly feel useless at times" or "I take a positive attitude towards myself". The internal consistency of the Rosenberg Self-Esteem Scale was 0.77, while the minimal Coefficient of Reproducibility was at least 0.90 (Rosenberg, 1965).

Procedure

Keeping in view the objectives and ethical considerations, following procedures was executed by the researcher:

To determine the effect of Optimism, Parenting Styles and Self -Esteem among young adults. The research was started. Many researchers were examined, and a review of the literature was gathered. The tools needed to collect data for each variable was obtained. Next, the hypothesis was formulated, and the expected outcomes were identified. For the purpose of gathering data, the young adults were identified and approached. All participants received a brief explanation of the current study's purpose, and any questions they had about the questionnaire were answered. Both males and females took part in the study. Data was gathered once the participants received the instructions. Prior to completing the questionnaires, participants were informed of their option to participate or not as participation is voluntary. Participants who declined the informed consent were thanked for their interest. The data was collected via offline hard copy of the questionnaire as well through online google forms. The elements formed part of the data collection process 1) Informed consent 2) Name, Age, Gender, Education qualification and e-mail id 3) Revised Life Orientation Test (LOT-R), Perceived Parenting Style Scale (PSS), Rosenberg Self-Esteem Scale. Participants were required to read and give their consent before they moved forward to answer the survey questionnaires. The informed consent described the study, including the purpose of the study, voluntary nature of participation, confidentiality and anonymity and the right of participants to opt-out of the study at any time without penalty. The demographic information contains age, gender, education qualification. The survey questionnaires make up the remaining elements of the data. For each variable and each participant, the scores were gathered in excel sheets. SPSS was utilised for the examination of the raw scores. Prior to the scoring and calculation, data were checked for entry errors using frequency analysis and ensured any and all discrepancies were removed. The

Mean, Sd for Optimism, Parenting Styles and Self -Esteem, Pearson R, T test was calculated. To better understand the relationship between the predictor and criterion variables, SPSS was also used for linear regression analysis. After the data were tabulated, it was time to evaluate and analyse them.

Scoring and Statistical Analysis

Scoring for all the given tests was done as per the scoring instructions given in the manuals. The raw scores were tabulated and subjected to various statistical analyses by using the Statistical Product and Service Solution (SPSS) package. Keeping in view the objectives of the study, statistical analysis, Mean, Standard deviation, correlation analysis was conducted. To examine the relationship between the variables, a correlation analysis was performed. Linear regression was carried out to study the significant predictors for criterion variable. Before carrying out statistical tests, the assumptions of normality and homogeneity of variance were checked. The responses that emerged through the semi-structured interview schedule were analysed qualitatively and the results are presented in tabular form.

CHAPTER 4**RESULT**

The study's aim was to determine how young adults' self-esteem, parenting styles, and optimism correlated with one another. And to predict whether optimism and parenting styles predict Self-esteem.

Table 1

N, Mean and Standard Deviation of Optimism, Parenting Styles (Authoritative, Authoritarian and Permissive) and Self-esteem among young adults

	Optimism	Authoritative	Authoritarian	Permissive	Self-Esteem
N	100	100	100	100	100
Mean	13.9	36.8	25.9	25.3	13.3
Standard deviation	2.86	6.87	7.43	7.13	1.87

Table 2*Relationship of Optimism, Parenting Styles and Self-esteem among young adults.*

	Optimism		Authoritative		Authoritarian		Permissive		Self-esteem	
Optimism	—									
Authoritative	0.351	***	—							
Authoritarian	-0.361	***	-0.457	***	—					
Permissive	-0.136		-0.150		0.514	***	—			
Self-esteem	0.455	***	0.267	**	-0.359	***	-0.203	*	—	

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Findings in Table (2) revealed that Authoritative Parenting style is significantly positively correlated to Optimism ($r = 0.351$, $p < 0.001$). It was also found out that an authoritarian parenting style has a significant negative correlation with optimism ($r = 0.361$, $p < 0.001$). Additionally, it was discovered that Authoritative Parenting Style and Authoritarian Parenting Style have a significant negative correlation ($r = 0.457$, $p < 0.001$). The present study also indicated a significant positive relationship between permissive and authoritarian parenting styles ($r = 0.514$, $p < 0.001$). Further, it was discovered that optimism and self-esteem had a significant positive correlation ($r = 0.455$, $p < 0.001$). Also, findings revealed that Self-esteem and Authoritative Parenting style are significantly positively correlated ($r = 0.267$, $p < 0.01$). Additionally, the results showed a strong positive correlation between self-esteem and an authoritative parenting style ($r = 0.359$, $p < 0.001$). The findings also indicated Self-esteem and Permissive Parenting Style are significantly negatively correlated. ($r = 0.203$, $p < 0.05$).

However, permissive parenting is significantly not correlated to Optimism. Also, it was found that there is no significant relationship between Permissive and Authoritative Parenting styles.

Table 3

Linear Regression of Optimism and Self-esteem

Predictor	β	t	p	R ²	F	P
Optimism	0.455	5.06	<0.001	0.207	25.6	<0.001
Dependent Variable- Self-Esteem						

Table (3) shows the result of Linear Regression of Optimism and Self-esteem. Regression analysis indicated that Optimism is a significant predictor ($\beta=0.455$, $p<0.05$) of Self-esteem. Coefficients of determinants ($R^2=0.207$) showed that variation of Optimism can explain 20.7% variation in Self-esteem. This model is adequately fit ($F=25.6$, $p<0.05$).

Table 4*Linear regression of Authoritative Parenting style and Self-esteem*

Predictor	β	t	p	R ²	F	P
Authoritative Parenting style	0.267	2.74	0.007	0.0713	7.52	0.007
Dependent Variable- Self-esteem						

Above Table depicts the result of Linear Regression of Authoritative Parenting style and Self-esteem. Regression analysis indicated that Authoritative Parenting Style is a significant predictor ($\beta=0.267$, $p<0.05$) of Self-esteem. Coefficients of determinants ($R^2=0.0713$) showed that variation of Authoritative Parenting Style can explain 7.13% variation in Self-esteem. This model is adequately fit ($F=7.52$, $p<0.05$).

Table 5*Linear Regression of Authoritarian Parenting Style and Self-esteem*

Predictor	β	t	p	R ²	F	P
Authoritarian Parenting style	-0.359	-3.8	<0.001	0.129	14.5	<0.001
Dependent variable- Self-esteem						

The outcome of the authoritarian parenting style and self-esteem linear regression is shown in Table (5). Authoritarian parenting style was identified as a significant predictor through regression analysis. ($\beta = -0.359$, $p < 0.05$) of Self-esteem. Coefficients of determinants ($R^2 = 0.129$) showed that variation of Authoritarian Parenting Style can explain 12.9% variation in Self-esteem. This model is adequately fit. ($F = 14.5$, $p < 0.05$)

Table 6

Linear Regression of Permissive Parenting style and Self-esteem

	β	t	p	R^2	F	P
Predictor						
Permissive Parenting style	-0.203	-2.06	0.042	0.0414	4.23	0.042
Dependent variable- Self-esteem						

Table (6) depicts the result of Linear Regression of Permissive Parenting style and Self-esteem. Regression analysis indicated that Permissive Parenting Style is a significant predictor ($\beta = -0.203$, $p < 0.05$) of Self-esteem. Coefficients of determinants ($R^2 = 0.0414$) showed that variation of Permissive Parenting Style can explain 4.14% variation in Self-esteem. This model is adequately fit. ($F = 4.23$, $p < 0.05$).

CHAPTER 5

DISCUSSION AND ANALYSIS

The study's goal was to look at the relationships between young adults' optimism, parenting practices, and self-esteem. The study also looked at how parenting practices and optimism affected adult's self-esteem. Revised Life Orientation Scale, Perceived Parenting Style Scale and Rosenberg Self - Esteem Scales were utilized as measuring devices. Pearson Correlation and Linear Regression has been employed for the analysis of data.

The result of the study indicated that different parenting styles have varying relationships with optimism and self-esteem. Particularly, it was discovered that authoritative parenting was significantly positively correlated with both optimism and self-esteem. A substantial negative association between optimism and self-esteem was discovered to exist between authoritarian parenting and contrast, though. Optimism was not substantially connected with permissive parenting style, while it was favourably correlated with authoritarian parenting style. According to Cenk and Demir's (2016) study it was found that the optimism of adolescents was higher who perceived their parents as authoritative, comparatively optimism of adolescents is lower who perceive their parents as authoritarian and neglectful. Authoritarian style did not significantly predict optimism levels, although maternal and paternal authoritative styles did (Baldwin, 2007). Authoritative parenting was found to be positive predictor of Self-esteem While protective parenting style was not found to be a predictor of optimism, authoritarian parenting style was found to be a negative predictor of optimism (Ozpehriz, 2020).

Furthermore, it was discovered that self-esteem was adversely connected with authoritarian and permissive parenting styles, favourably correlated with both optimistic parenting and authority, and positively correlated with both. In the research conducted by Garcia et al. (2020) it was found adolescents who have lenient and authoritative parents fare better than those

whose parents are authoritarian and neglectful in terms of outcomes like good self-esteem. But, in the research lenient methods of parenting were considered best. Compared to students from authoritarian households, students from authoritative families have higher self-esteem (Chiew, 2001). As a result, the findings revealed that parenting practices had a big impact on how optimistic and confident a person was. It is also important to note that there was a strong negative association between authoritative and authoritarian parenting styles, indicating that these two parenting philosophies are diametrically opposed.

Further, We may also see that optimism and self-esteem are positively correlated. Those that are upbeat in their lives also have higher self-esteem. Also, we can say that they might be happier with their lives and have more positive and less negative effects (Bastianello et al., 2014).

Table (3) shows the result of Linear Regression of Optimism and Self-esteem. While, it is not a particularly strong relationship, it does suggest that optimism is an important factor in predicting self-esteem. According to (Duy & Yildiz, 2017), self-esteem serves as a mediator between optimism and subjective well-being.

Table (4) depicts the result of Linear Regression of Parenting with authority and self-esteem. The outcome shows that there is no chance explanation for the association between authoritative parenting methods and self-esteem, but rather represents a true relationship in the population.

Table (5) shows the result of Linear Regression of Parenting with authority and self-esteem. The findings show that although the link is still somewhat tenuous, it suggests that authoritarian parenting style is an important factor predicting self-esteem.

Table (6) depicts the result of Linear Regression of Parenting style that is permissive and self-esteem. The findings show that there is a tenuous association. It still suggests that permissive parenting style is an important factor in predicting self-esteem.

CHAPTER 6

CONCLUSION & SUGGESTION

Conclusion

Overall, the study highlights the importance of parenting styles in shaping an individual's development, particularly with regard to their levels of optimism and self-esteem. Parents who use an authoritative approach to discipline that emphasizes firm yet compassionate boundaries and high levels of responsiveness, may be more likely to foster optimistic and self-confident individuals. On the other side, these critical psychological attributes may suffer from authoritarian and permissive parenting approaches. Further, the four table summarize the results of linear regression analyses examining the relationship between different factors and self-esteem. The first table shows that optimism is a significant predictor of self-esteem, explaining 20.7% of the variance. The second table indicates that authoritative parenting style is also a significant predictor, explaining 7.13% of the variance. The third table demonstrates that a strict parenting style is detrimental to self-esteem, accounting for 12.9% of the variance. Finally, the fourth table indicates that permissive parenting style is weakly related to self-esteem, explaining 4.14% of the variance. Overall, the results suggest that these factors are important predictors of self-esteem, but the strength of the relationship varies.

Suggestions

Optimism

Here are some suggestions that can help improve optimism in young adults.

Optimism is a valuable attribute that is frequently associated with favourable outcomes in a variety of life circumstances. Young adulthood is a crucial period of life in which individuals transition into independence and face new challenges, which can frequently result in feelings

of insecurity and anxiety. To assist young adults in overcoming these obstacles and achieving their objectives, it is crucial to cultivate and enhance their optimism.

Promote Optimistic Thinking: One of the most effective methods to increase optimism is to encourage positive thought. It is essential to assist young adults in shifting their attention from negative to positive facets of life. Encourage them to focus on solutions rather than problems and to look for the positive in every situation. Encourage them to combat negative thinking by substituting it with positive ones.

Create a Conducive Environment: Young adults must have a supportive environment in order to feel optimistic. They should be encircled by encouraging and supportive individuals. To assist young adults in overcoming obstacles and developing a positive outlook, parents, teachers, and mentors should offer emotional support and guidance.

Foster a Growth Mindset: The idea that abilities and intelligence may be developed through effort, dedication, and perseverance is known as a growth mindset. Emphasize the significance of effort, learning, and personal development to encourage young adults to adopt a growth mindset. This will enable them to accept challenges as opportunities for growth.

Self-Esteem

Here are some suggestions that can help improve self-esteem in young adults.

Promote constructive relationships: Positive relationships are essential for enhancing the self-esteem of young individuals. Encourage them to surround themselves with positive and uplifting individuals who believe in them and build them up. Encouragement, support, and a

sense of belonging are all necessary for the growth of self-esteem and can all be found in healthy relationships.

Establish Realistic Objectives: Developing young adults' self-esteem requires that they set attainable objectives. Encourage them to establish attainable objectives, and make sure they comprehend that achieving success takes time and effort. Assist them in dividing their objectives into smaller, more manageable tasks, and celebrate each accomplishment. This will help them develop confidence and encourage them to continue working towards their objectives.

Promote Optimistic Self-Talk: Positive self-talk is an effective method for boosting young adults' self-esteem. Encourage them to speak positively to themselves and to recall their strengths and abilities. This serves to counteract any negative thoughts and beliefs about themselves. Daily practice of positive self-talk is possible through the use of affirmations or visualisation techniques. Encourage young adults to consider and speak positively about themselves, and they will feel more self-assured and confident.

Parenting Styles

Here are some suggestions that can help parents foster better parenting styles-

Useful Reinforcement: Positive reinforcement is an effective method for encouraging young adults to behave well. It entails praising or rewarding adolescents for their positive behavior or accomplishments. This motivates them to maintain their positive behavior and enhances their self-esteem. It also assists in reinforcing morals and values in young adults. The key to effective praise is to be specific and sincere, and to avoid meaningless compliments.

Promote Accountability and Independence: Parenting involves encouraging young adults to assume responsibility and develop independence. This may involve assigning them responsibilities, encouraging them to make decisions, and permitting them to take risks. It aids in the development of responsibility and independence. When required, parents should also be available for guidance and support.

Demonstrating positive conduct: The most effective way to teach young adults about values, ethics, and social skills is to demonstrate positive behaviour. Parents should demonstrate the behaviour they want their offspring to adopt. This includes respect, honesty, and accountability. Modelling positive behaviour facilitates the internalization and application of these values by young adults.

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APPENDICES

Consent Form

This informed consent form aims to get the participant's consent for investigating the correlates of Optimism, Parenting styles and Self-esteem among young adults.

Participants shall be answering questions based on the above variables. The participation in this study will take only around 10-15 minutes and information gathered will be anonymous and will be treated confidential. Thus, no identity will be disclosed in the study, or even in any discussion that will take place after.

Name:

Age:

Gender:

Qualification :

Date:

Signature :

Questionnaires

1. Revised Life Orientation Test (LOT-R)

All items are presented on 5-point scales, with the following anchors:

- 4 = I agree a lot
- 3 = I agree a little
- 2 = I neither agree nor disagree
- 1 = I disagree a little
- 0 = I disagree a lot.

Statement	What it measures	Scoring Pattern
In uncertain times, I usually expect the best.	Optimism	Direct
It's easy for me to relax.	Filler Item	Not Scored
If something can go wrong for me, it will.	Pessimism	Reverse
I'm always optimistic about my future.	Optimism	Direct
I enjoy my friends a lot.	Filler Item	Not Scored
It's important for me to keep busy.	Filler Item	Not Scored
I hardly ever expect things to go my way.	Pessimism	Reverse
I don't get upset too easily.	Filler Item	Not Scored
I rarely count on good things happening to me.	Pessimism	Reverse
Overall, I expect more good things to happen to me than bad	Optimism	Direct

2. Perceived Parenting Styles Scale

Instructions: The following statements depict the way parents behave with their children. Please read the following statements carefully and mark your agreement in the answer sheet provided. Respond to each statement which is true to your life. There are the Five (5) possible answers provided for each question viz: 1) Never, 2) Rarely, 3) Sometimes, 4) Often and 5) Always. Select one among them for each question and put a 'X' mark in the corresponding number in the answer sheet. Your response will be used only for research purpose and be kept confidential.

1. Capable of making me to understand about "Right" and "Wrong"
2. View everything with a critical mind.
3. Never find time for me to help during difficult situations.
4. Congratulate me when I pass the exams.
5. I am compared with other friends / classmates.
6. Never help me in doing day-to-day activities on time.
7. My suggestions and ideas are considered.
8. Insult and beat me in front of others.
9. No directions are given while doing things.
10. I have freedom to discuss about anything.
11. I often feel that I am being rejected for affection.
12. No inquiries are made for the decisions taken by me.
13. During the crisis situation they inquire about it.
14. Blame me even for minor things/issues.
15. Never provide an atmosphere for my studies.
16. I get love and care from parents.
17. Behave to me in a strict manner.
18. Never do anything to satisfy my needs.
19. Being pursued for taking my own decisions.
20. Being scolded for not coming up to their expectations.
21. Fail to inquire about the disturbances and suggest remedial measures.
22. My opinions are considered in all important decisions related to home.
23. Blame me for not doing things properly.
24. No effort is made to know about the progress of my studies.
25. Provide guidance in studies and suggest ways for character formation.
26. Being scolded without knowing the reasons for late from the College.
27. No inquiries are made about my likes and interests.
28. At free time they spent time with me.
29. There is control over each of my activities.
30. They will not inquire about my abilities and goals.

3. ROSENBERG SELF-ESTEEM SCALE**Instructions**

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

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