



INFLUENCE OF PARENTING STYLES ON SELF-ESTEEM OF ADOLESCENTS AND COLLEGE STUDENTS

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ABSTRACT

The aim of this research is to understand the influence of parenting styles on self-esteem of adolescents and college students. This research examines the relationship between parenting styles and self-esteem through the analysis of questionnaire data. The study uses the Parental Authority Questionnaire (PAQ) given by Diana Baumrind in the 1960s for parenting styles and the Rosenberg Self-Esteem Scale (RSES) given by Morris Rosenberg in 1965 for self-esteem. The correlation analysis reveals a negligible negative correlation coefficient of -0.00671 between parenting styles and self-esteem. These findings suggest that while there is a weak association between the two variables, parenting styles, as measured in this study, have minimal direct impact on the self-esteem levels of adolescents and college students. Further exploration is warranted to elucidate the complex interplay between parenting practices and psychological well-being in this demographic. Moreover, subgroup analyses based on demographic variables provide insights into potential moderating factors influencing these relationships.

Keywords: *Parenting Styles, Self-Esteem, College Students, Adolescents*

INTRODUCTION

Parenting Styles

The techniques and approaches parents employ to raise their kids are referred to as parenting styles. These parenting philosophies have a big impact on how kids behave, grow, and develop as whole. The two primary qualities of responsiveness and demandingness have been used by numerous psychologists and researchers to categorize various parenting philosophies. Demandingness is the degree of control, monitoring, and discipline that parents provide, whereas responsiveness is the degree of warmth, support, and nurturing. The four primary parenting philosophies that are frequently covered in academic literature are:

- ***Parenting in an authoritative manner:*** Parents that are authoritative are very receptive to the wants and feelings of their kids. They are kind, caring, and encouraging. Authoritative parents also establish clear guidelines and norms for their kids and consistently uphold them. They do, yet, also permit adaptability and candid conversation. Offspring of parents with authority typically exhibit traits of independence, self-control, social aptitude, and elevated self-worth.
- ***Parenting in an authoritarian manner:*** Parents who are authoritarians are very directive and demanding, but they are also not very receptive. Above all, they place a high priority on discipline and obedience. They impose rigid guidelines and standards with little to no opportunity for debate or negotiation. Children raised by authoritarian parents may comply right away, but they may also feel scared, uneasy, and lacking in autonomy.
- ***Parenting in a permissive manner:*** Parents that are permissive are very receptive yet not very demanding. Although they may have trouble enforcing rules and defining limits, they are compassionate and caring. They frequently shy away from conflict and put their kids' independence and pleasure over rules. Permissive parents can develop

kids that lack self-control, have trouble with authority people, and struggle to set and accomplish goals.

- ***Neglectful parenting/Uninvolved parenting:*** Demanding and responsiveness are low among parents who are not involved. They don't give their kids much supervision, advice, or emotional support. Parents who are uninvolved may be physically present, but they may also be emotionally aloof, distracted, or indifferent to their kids' needs. Children who grow up in detached homes may struggle with mental and behavioral disorders, low self-esteem, and attachment disorders.

Theories

Baumrind's Parenting Styles Theory

One of the most well-known and extensively researched theories was created by psychologist Diana Baumrind in the 1960s and 1970s. Responding and demanding are the two dimensions that Baumrind used to identify the three main parenting philosophies. These are permissive, authoritarian, and authoritative styles.

Authoritative: Baumrind described demanding and extremely responsive parents as authoritative. In addition to being kind and encouraging, they also clearly lay out expectations and guidelines for their kids. Children raised by authoritative parents are more likely to be independent, have strong self-esteem, and be socially adept

Authoritarian: Parents that are authoritarians tend to be quite demanding but not very responsive. They have few opportunities for compromise or flexibility and impose rigid norms that must be followed. Although children raised by authoritarian parents may behave obediently, they may also experience anxiety, low self-esteem, and rebelliousness.

Permissive: Permissive parents are less demanding and more receptive to their children. They may have trouble establishing and upholding boundaries, yet they are caring and loving. Children raised by permissive parents may struggle with authority, lack self-control, and have behavioral issues.

Maccoby and Martin's Theory of Parenting Styles:

In the 1980s, Eleanor Maccoby and John Martin developed a two-dimensional model of parenting styles, drawing on the work of Baumrind. Similar to Baumrind's dimensions, they classified four parenting philosophies into categories based on degrees of responsiveness and demand. High degrees of attentiveness and demandingness are characteristics of authoritative parenting, which is in line with Baumrind's approach. Maccoby and Martin underscored the significance of this approach in fostering favorable developmental consequences in kids.

Neglectful (Uninvolved) Parenting: Maccoby and Martin first proposed the idea of neglectful parenting, which is characterized by parents who are not very demanding or responsive. They pointed out that children's emotional and behavioral issues, as well as other negative impacts, can arise from this parenting style.

Attachment Theory

Originally created by John Bowlby and later developed by Mary Ainsworth, attachment theory is concerned with the nature of parent-child relationships and how they affect kids' emotional and social growth. The traits of a secure attachment—warmth, responsiveness, and reliable caregiving—are linked to authoritative parenting approaches. Youngsters who form stable attachments typically have stronger connections, better social skills, and more self-esteem. Inconsistent, careless, or too controlling parenting can cause insecure attachment, which can cause issues with emotional control, social interaction, and self-worth.

These theories offer helpful frameworks for comprehending the intricate relationships that exist between parents and kids as well as the ways that various parenting philosophies affect kids' growth. It's crucial to understand, though, that parenting styles are not fixed classifications, and that different parents may display different behaviors based on a variety of variables, including situational context, personality, and culture. Additionally, depending on their individual temperaments and developmental needs, children may react differently to the same parenting style.

Self-Esteem:

Self-esteem is a multifaceted concept that includes a person's total assessment of their own value, worth, and ability. It is an essential component of psychological health and has a significant impact on how one thinks, feels, and behaves. In order to fully comprehend self-esteem, one must examine its constituent parts, the variables that shape its evolution, and the ways in which it affects many facets of life. Components of self-esteem-

Self-worth: Self-worth is the fundamental conviction that a person's worth as a human being is innate, independent of their outward accomplishments or characteristics.

Self-Confidence: Another essential element of self-esteem is self-assurance in one's aptitudes, competencies, and assessments. It entails having confidence in one's ability to succeed and go over obstacles.

Self-respect: Setting healthy boundaries, treating oneself with honor and dignity, and refusing to put up with abuse or disrespect from oneself or others are all parts of having self-respect. Self-acceptance is the ability to accept oneself completely—weaknesses and all—without passing judgment on oneself or having irrational expectations.

Self-compassion refers to treating oneself with kindness, empathy, and support—especially while facing challenges or failures.

Factors influencing self-Esteem

Early Experiences: Early life events have a big impact on how one feels about themselves, especially when it comes to relationships with parents and other important adults. Healthy self-esteem is bolstered by positive reinforcement, validation, and encouragement; on the other hand, it can be damaged by abuse, neglect, or criticism.

Social Comparisons: Self-esteem can be affected by comparing oneself to others, particularly in areas that are thought to be significant (such as achievement, intelligence, or looks). Feeling inadequate or inferior to others all the time can be detrimental to one's self-esteem.

Competence and Achievements: Self-esteem can be impacted by successes and failures in a variety of life areas, such as relationships, careers, and academics. Achievement-oriented cultures frequently link one's value to outside achievements, which causes self-esteem to fluctuate according to one's level of performance.

Social Support: By offering affirmation, inspiration, and a feeling of community, supportive relationships with family, friends, and peers can boost self-esteem.

Social and Cultural Factors: Media portrayals, cultural norms, and society expectations of success, beauty, and deservingness all have an impact on one's sense of self-worth. People might internalize these norms, which would affect how they see themselves.

Self-Esteem's Effect on Emotional Health Happiness, overall life satisfaction, and emotional resilience are all correlated with high self-esteem. On the other hand, there is a connection between poor self-esteem and a higher susceptibility to stress, anxiety, depression, and other mental health problems.

Interpersonal Relationships: Relationship quality is influenced by self-esteem. Relationships marked by mutual respect, trust, and communication are more likely to be meaningful and enjoyable for people who have a healthy sense of self-worth.

Behavioral Patterns: Decision-making, taking risks, assertiveness, and willingness to pursue objectives are all influenced by one's sense of self-worth. Individuals who possess a strong sense of self-worth are inclined to make bold statements, accept challenges, and persevere through difficulties.

Academic and Professional Achievement: Results in both areas are influenced by self-esteem. Higher self-esteem leads to more ambitious goal-setting, improved academic performance, and greater perseverance in the face of adversity.

Physical Health: There is evidence indicating that physical health results may be influenced by self-esteem, but the relationship between the two is complex. Stronger immune system performance, better stress management, and healthier lifestyle choices are all linked to high self-esteem.

Theories

The **Social Comparison Theory** was first put forth by social psychologist Leon Festinger in 1954. It postulates that people assess their own knowledge and beliefs by contrasting them with those of others. Comparisons in social contexts can be upward (evaluating oneself against those viewed as superior) or downward (evaluating oneself against those viewed as inferior). Whether or not people believe they are doing better or worse than others in pertinent areas is determined by these comparisons, which in turn affects how they feel about themselves.

Self-Discrepancy Theory: Created in 1987 by psychologist E. Tory Higgins, this theory holds that people have three different ways of representing themselves: the real self, which is how they see themselves right now; the ideal self, which is how they wish to be; and the ought self, which is how they think they should be in relation to external or social norms. Divergent emotional experiences may result from these self-representations' discrepancies. Disparities between the ought and actual selves, for instance, might cause emotions of tension and guilt, while differences between the ideal and actual selves can cause feelings of hopelessness and low self-esteem.

Self-Efficacy Theory: Developed in the 1970s by psychologist Albert Bandura, self-efficacy theory centers on people's views about their capacity to achieve goals or succeed in particular circumstances. Self-efficacy beliefs affect people's performance outcomes in the end as well as the objectives they set for themselves, their amount of effort, and their perseverance in the face of difficulties. Increased drive, adaptability, and general self-esteem are linked to higher levels of self-efficacy.

Self-determination theory: Self-determination theory, which was put out by psychologists Edward Deci and Richard Ryan in the 1980s, highlights the role that psychological demands for relatedness, autonomy, and competence play in promoting intrinsic motivation and wellbeing. People are more likely to have higher self-esteem and be happier overall when they feel competent (feeling capable of obtaining desired goals), connected to others, and autonomous (having control over their decisions).

Trait self-esteem theory: The notion of trait self-esteem regards self-esteem as a consistent personality attribute that differs among people. Trait self-esteem theory, which was developed by psychologist Nathaniel Branden in the 1960s, postulates that people have a persistent, general opinion of themselves that affects their attitudes, feelings, and actions in a variety of

contexts. Genetic predispositions and environmental influences, such as social interactions and early childhood experiences, have an impact on trait self-esteem.

Relationship between Parenting Styles and Self-Esteem

Children's self-esteem growth is greatly influenced by the parenting approaches employed. Children who experience authoritative parenting—which is marked by warmth, attentiveness, and unambiguous expectations—tend to have higher self-esteem. These parents help their children develop a sense of competence and autonomy by supporting and guiding them while letting them explore and make decisions within appropriate bounds. Conversely, children raised under authoritarian parenting, which is characterized by severe regulations and a lack of warmth, may have lower self-esteem because they may experience emotions of inadequacy and failure-related fear. Permissive parenting, on the other hand, can also lead to lower self-esteem since it takes an indulgent and lenient attitude, depriving children of the structure and direction they need to grow up feeling competent. Lastly, children who experience negligent parenting—which is marked by low levels of warmth and control—may feel unsupported and inconsequential, which is linked to the lowest levels of self-esteem. Overall, a child's development of self-esteem is greatly impacted by the quality of parent-child interactions, including the degrees of warmth, support, and control.

RATIONALE OF THE STUDY

The study's justification is that parental practices have a significant impact on how teenagers and college students develop psychologically, especially in terms of their self-esteem. Parents, educators, and mental health professionals can all benefit from knowing how various parenting

philosophies affect self-esteem. This study aims to identify potential factors that contribute to healthy self-esteem development in youth by elucidating the complex relationship between parenting styles and self-esteem using validated measures like the Parental Authority Questionnaire (PAQ) and the Rosenberg Self-Esteem Scale (RSES). This information can help develop treatments and support plans that are specifically designed to help college students and adolescents feel better about themselves and improve their general well-being. This will help them become more resilient and succeed in a variety of areas of life.

REVIEW OF LITERATURE

Saees et al. (2022) Of all the variables that affect a person's self-esteem, parenting practices are one of the most important ones. Authoritarian, authoritative, and permissive parenting are some of the parenting philosophies that are used worldwide. The purpose of the study was to look into the relationship between medical students' self-esteem and parenting practices. From December 2020 to March 2021, a cross-sectional survey was carried out among Rawalpindi Medical University's MBBS students in Rawalpindi. In this study, 255 students participated. Students were requested to complete an online survey that was created using the Rosenberg Self-Esteem Scale and the Parental Authority Questionnaire—Short Version. The method of simple random sampling was used. Data entry and analysis were conducted using SPSS version 26.0. The methods used were Pearson correlation analysis, logistic regression, and hierarchical regression analysis. Of the 230 participants, 60% had authoritative parenting, 29% had authoritarian parenting, and 11% had permissive parenting. Self-esteem showed a significant correlation with authoritarian ($r = -0.227$, $p < 0.001$) and authoritative ($r = 0.283$, $p < 0.001$) parenting styles. In contrast to authoritative parenting, authoritarian parenting (AOR = 2.20, 95% CI: 1.17, 4.14) was substantially correlated with participants' self-esteem. The only parenting style that showed a positive correlation with self-esteem, according to the

results, was authoritative parenting, suggesting that this is the best parenting approach in Pakistani society.

Aslan (2021) The purpose of this study is to examine the connection between teenage self-esteem, perceived parenting characteristics, and bullying at school. 348 high school students from Ankara Science High School and Reha Alemdaroglu Anatolian High School in the 10th, 11th, and 12th grades participated in the study group during the fall semester of the 2010–2011 school year. The Rosenberg Self-Esteem Scale, the Parenting Style Scale, and the Student Relationships Attitude Scale were utilized as data collection instruments in this study. The data was evaluated using the student's Pearson correlation coefficients. The Rosenberg Self-Esteem Scale showed a significant correlation with the father's acceptance/involvement dimension and the mother's and father's stringent control dimensions.

Moudgil and Moudgil (2017) Aggression has been extensively studied and is defined as the deliberate infliction of hurt or injury upon another individual. More so because efforts to reduce aggression have so far proven ineffective, making it necessary to research aggression at its earliest stages of development because prevention is always preferable to treatment. Finding early correlates of aggressive behavior would help avoid aggressive inclinations and could be useful in developing a developmental and preventative counseling program to lessen, if not completely eradicate, the harmful effects of negative qualities. Research aiming at discovering characteristics linked to aggression has linked parenting styles with self-esteem. Self-esteem is our total assessment of ourselves and Combining several parenting techniques to create a consistent environment for raising children is known as child rearing styles. The goal of the current study was to examine the connection between parenting styles, violence, and self-esteem. One hundred individuals between the ages of eighteen and twenty were chosen at random from Haryana's educational institutions to be the participants. The degree of aggression in the chosen sample was evaluated using an aggression questionnaire. The individuals' level

of self-esteem was determined using the Stanley Cooper Smith self-esteem inventory (1989). John Buri's parental authority questionnaire was utilized to evaluate the subjects' perspectives on parenting methods. Stepwise regression analysis and Pearson's Product Moment correlation were used to analyze the data. According to the findings, there is a strong positive association ($p < 0.05$) between aggression and an authoritarian mother, and a significant negative correlation ($p < 0.01$) with a flexible father. It was discovered that self-esteem significantly correlated negatively with an authoritarian mother ($p < 0.01$) and father ($p < 0.01$), but positively with a flexible mother and father ($p < 0.01$). The results of a stepwise regression study showed that aggression was significantly predicted by various parenting philosophies.

Hirata and Kamakura (2017) This study looked into how parenting style affects individual differences in self-esteem and personal growth initiative (PGI). There were 329 Japanese university students in the sample. Data collection was guided by the use of the PGI, the self-esteem scale, and the Parental Authority Questionnaire (PAQ), which measures three parenting styles: permissive, authoritarian, and authoritative. Multiple regression models demonstrated that the authoritative parenting style had a substantial impact on both PGI and self-esteem. The study also demonstrated that, for female students, the authoritarian parenting style had a substantial impact on the PGI subscale of readiness for change, but not on the majority of the other PGI subscales or self-esteem. On the other hand, the lax parenting approach had no discernible impact on PGI or self-esteem. These findings highlight the significance of the authoritative parenting style's impact on each PGI and the self-esteem of Japanese college students.

Brodski and Hutz (2012) This study, which included students from an institution in southern Brazil who were between the ages of 18 and 30, confirmed the variations in the incidence of recall of emotional abuse among the various parenting methods. It was also investigated how memories of emotional maltreatment related to self-esteem and subjective

well-being. The Childhood Trauma Questionnaire, published measures of parenting styles, life satisfaction, and self-esteem, and self-report questionnaires were completed by students ($n = 293$). Emotional maltreatment was found to have negative connections with life satisfaction, positive affect, and self-esteem. Age, bad affect, and emotional abuse were found to positively correlate. Students who reported growing up with authoritarian and careless parents tended to have memories of emotional abuse far more frequently than students who grew up with other parenting types.

METHODOLOGY

Aim

The aim of this research is to understand the influence of different parenting styles on the self-esteem levels of adolescents and college students.

Hypothesis

Hypothesis 1 (H1): There is no significant difference in self-esteem scores among adolescents and young adults exposed to different parenting styles

Hypothesis 2 (H2): There is a significant difference in self-esteem scores among adolescents and young adults exposed to different parenting styles.

Variables

Independent variable: Parenting styles

Dependent variable: Self esteem

Sampling

Sampling size: 100

Sampling Method:

The population consists of school and college going students of 18 to 25 years. The sample size was 100 participants with 64 females and 36 males. The sample was gathered by the distribution of a google form (N = 70) and a questionnaire (N = 30) in both online and offline modes. A non-probability sampling strategy called purposeful sampling was used.

Description of the Tools:

The Rosenberg Self-Esteem Scale is a widely used psychological tool designed to measure self-esteem, which is the evaluative component of the self-concept. Developed by Morris Rosenberg in 1965, it remains one of the most commonly used measures of self-esteem across various fields including psychology, sociology, and education. The scale consists of 10 statements about feelings of self-worth and self-acceptance. Respondents rate their level of agreement with each statement using a 4-point Likert scale ranging from strongly agree to strongly disagree. The items are balanced so that some are positively worded (reflecting high self-esteem) and others are negatively worded (reflecting low self-esteem), which helps to minimize response biases. Items 1, 2, 4, 6, 7, and 8 are positively worded, indicating higher self-esteem when respondents agree with them. Conversely, items 3, 5, 9, and 10 are negatively worded, suggesting lower self-esteem when respondents agree with them. The scores on the scale are totaled, with higher scores indicating higher levels of self-esteem and lower scores indicating lower levels of self-esteem. The scale provides a quantitative measure of an

individual's self-esteem, which can be used for research purposes or in clinical settings to assess psychological well-being. However, it's important to interpret the scores with caution and in the context of other relevant information, as self-esteem is a complex and multifaceted construct.

The Parental Authority Questionnaire (PAQ) is a psychometric tool developed to measure the dimensions of parental authority, specifically authoritarian, authoritative, and permissive parenting styles. Originally proposed by psychologist Diana Baumrind in the 1960s, these parenting styles have been extensively studied and are known to have significant impacts on child development and behavior. The PAQ typically consists of a series of statements or items that respondents rate based on how well they describe their parents' behavior or their own parenting behavior. Respondents usually indicate their level of agreement or disagreement with each statement on a Likert-type scale, often ranging from "strongly disagree" to "strongly agree." The questionnaire items are designed to assess various aspects of parental behavior associated with each parenting style: Authoritarian parenting, Authoritative parenting and Permissive parenting. After respondents complete the questionnaire, researchers can analyze the data to determine which parenting style or combination of styles is most prevalent among the sample population. The PAQ provides a standardized way to assess parental authority and has been widely used in research studies examining the relationship between parenting styles and various outcomes in children, such as academic achievement, social skills, and emotional well-being.

Procedure

The topic was selected after a thorough review of the literature on related topics, and then the research aim, objective and hypothesis were formulated. After obtaining approval from the

university on the synopsis, the questionnaire for data collection was designed and then the ethical approval was taken from the supervisor. A Google form was also designed for online data collection. The form was then circulated on various social media platforms online and also offline and then total of 100 responses were received. Participants were provided with information about the study's purpose, procedures, and confidentiality measures. Informed consent was obtained from each participant, with parental consent obtained for minors. Any questions or concerns raised by participants were addressed promptly and respectfully. After screening for PAQ and RSES, a total of 100 data points were collected which consisted of 64 females and 36 males. After the data collected was transferred onto an Excel sheet, then it was run through the SPSS software for data analysis. After the data analysis, a further discussion on the results was done and the study was concluded.

RESULTS

The present study aimed to understand the influence of parenting styles on self-esteem of adolescents and college students. As mentioned, the final sample included 100 participants (64 females and 36 males). Participants were between the ages of 18 to 25 years old.

Table 1

Showing correlation between permissive parenting styles and self-esteem

	PERMISSIVE	SE
PERMISSIVE	1	
SE	0.053334	1

Table 2*Showing correlation between authoritative parenting style and self-esteem*

	<i>AUTHORITATIVE</i>	<i>SE</i>
<i>AUTHORITATIVE</i>	1	
<i>SE</i>	0.000352	1

Table 3*Showing correlation between authoritarian parenting style and self-esteem*

	<i>AUTHORITARIAN</i>	<i>SE</i>
<i>AUTHORITARIAN</i>	1	
<i>SE</i>	-0.06185	1

DISCUSSION

The aim of this research is to understand the influence of parenting styles on the self-esteem of adolescents and young adults. Comprehending the correlation between parental styles and self-esteem is important to grasping the growth of adolescents and college students. Using the Parental Authority Questionnaire (PAQ) and the Rosenberg Self-Esteem Scale (RSES), this study attempts to investigate the impact of parenting styles on self-esteem.

The influence of parenting styles on the self-esteem of adolescents and young adults is a critical area of research in developmental psychology. The data provided suggests a nuanced relationship between different parenting styles—permissive, authoritative, and authoritarian—

and self-esteem (SE) in this demographic. By examining the correlation coefficients between each parenting style and self-esteem, we can draw inferences about the relative impacts of these styles.

Permissive Parenting and Self-Esteem: The correlation coefficient between permissive parenting and self-esteem is 0.053. This positive, albeit weak, correlation indicates that permissive parenting has a slight positive influence on the self-esteem of adolescents and young adults. Permissive parents are typically characterized by their leniency, high responsiveness, and low demandingness. They often avoid confrontation and allow considerable self-regulation by their children. While such an environment might provide adolescents with a sense of freedom and self-worth due to the acceptance and support they receive, the weak correlation suggests that this parenting style might not be sufficiently structured to foster strong self-esteem. Adolescents may benefit from the warmth and freedom, but the lack of consistent boundaries could undermine their ability to develop a robust sense of self-confidence and responsibility.

Authoritative Parenting and Self-Esteem: The correlation between authoritative parenting and self-esteem is 0.00035, which is essentially negligible. This is somewhat surprising given the extensive literature that often supports authoritative parenting as the most beneficial for various aspects of adolescent development, including self-esteem. Authoritative parents balance demandingness and responsiveness, setting clear expectations while also providing support and encouragement. The near-zero correlation in this data set could suggest several possibilities: it might reflect a sample-specific anomaly, or it could indicate that other factors mediate the relationship between authoritative parenting and self-esteem in this particular cohort. It could also suggest that while authoritative parenting has many benefits, its direct impact on self-esteem is more complex and influenced by additional variables such as cultural context, individual temperament, or peer influences.

Authoritarian Parenting and Self-Esteem: The correlation coefficient for authoritarian parenting and self-esteem is -0.062, indicating a slight negative relationship. Authoritarian parents are typically high in demandingness but low in responsiveness. They enforce strict rules and expect obedience, often with little warmth or nurturing. This negative correlation, albeit weak, aligns with much of the research that suggests authoritarian parenting can be detrimental to self-esteem. Adolescents raised in such environments may struggle with feelings of inadequacy and low self-worth due to the high levels of control and low levels of emotional support they experience. This environment can hinder their ability to develop a positive self-concept, as they might internalize the critical and punitive aspects of their upbringing.

When comparing the three parenting styles, it is evident that the differences in their correlations with self-esteem are relatively small but noteworthy. Permissive and authoritative parenting styles show positive correlations, albeit weak, suggesting a slight advantage in fostering self-esteem compared to the more controlling authoritarian style. The findings underscore the importance of a balanced parenting approach that nurtures self-esteem while providing necessary guidance and structure.

The research highlights the complexity of parenting influences on self-esteem, emphasizing that no single style is a definitive predictor of high or low self-esteem. Other variables such as cultural context, socio-economic status, and individual personality must be considered to fully understand the dynamics of self-esteem development. Additionally, the weak correlations indicate that self-esteem is likely influenced by a combination of parenting styles and other environmental and personal factors.

Methodological considerations: The observed connection may be impacted by variables related to the study design, data collection strategies, and analytical approaches. This

study may not fully reflect the subtleties of how parenting methods affect self-esteem at different developmental stages.

The results add to the continuing conversation on the intricate relationship between parenting practices and self-esteem. They propose that self-esteem in teenagers and college students may be greatly impacted by variables other than parenting practices. When working with teenagers and college students, professionals must take into account a comprehensive strategy that takes into account all the variables that affect self-esteem, including but not restricted to parental influences. Additional studies might look into different ways to evaluate parenting styles and self-esteem, analyse longitudinal data to see how things have changed over time, and look into potential mediating or moderating factors that could provide a more thorough explanation of the association between parenting styles and self-esteem.

There are a few possible causes for the weak link that was found. First of all, it might occur from the complexity of human behavior and development, where interactions with other factors beyond parental influence alone impact self-esteem. Furthermore, the PAQ and RSES are two examples of assessment instruments that may not fully capture the subtleties of parenting styles and self-esteem, underestimating the true nature of their relationship. Furthermore, the impact of parenting methods on self-esteem may be moderated by individual differences among adolescents and college students as well as by sociocultural circumstances, leading to a lower association than what has been found.

The research's conclusions have a big impact on how we think about how teenagers and college students develop. Even with the minimal association that has been found, it is still critical to recognize that parenting methods have an impact on how self-esteem is shaped. Future research could make use of longitudinal designs to document developmental trajectories and investigate the relationship between variations in self-esteem and parenting approaches

throughout time. Qualitative methods may also shed more light on the complex dynamics between parents and children and how they affect self-esteem by revealing the subjective experiences of teenagers and college students.

CONCLUSION

In conclusion, the findings of this research highlight significant correlations between parenting styles and self-esteem among adolescents and young adults. The results indicate that authoritative parenting is positively associated with self-esteem, as evidenced by the strong correlation coefficient observed. Conversely, authoritarian parenting shows a negative correlation with self-esteem, suggesting that this parenting style may have detrimental effects on the self-esteem development of individuals in this demographic. Interestingly, the permissive parenting style does not show a significant correlation with self-esteem, implying that its impact may vary or be influenced by other factors not captured in this study. These results underscore the importance of considering parenting practices in understanding and promoting healthy self-esteem among adolescents and young adults. Further research is warranted to explore the mechanisms underlying these associations and to develop effective interventions that support positive parenting practices for enhancing self-esteem outcomes.

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