

**ANALYSING AND CREATING AWARENESS ON THE IMPACT OF PARENTING
STYLES ON THE SELF- ESTEEM OF ADOLESCENTS**

Dissertation submitted to

ST. TERESA'S COLLEGE, ERNAKULAM

(Autonomous)



Affiliated to

MAHATMA GANDHI UNIVERSITY

In partial fulfilment of requirement for the

AWARD OF THE DEGREE OF MASTER OF SCIENCE IN

HOME SCIENCE (BRANCH A)

CHILD DEVELOPMENT

By

SHREYA JOSEPH

Register No. AM23HCD011

DEPARTMENT OF HOMESCIENCE AND CENTRE FOR RESEARCH

APRIL 2025

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CERTIFICATE

This is to certify that the dissertation entitled '*Analysing and creating awareness on the Impact of Parenting Styles on the Self- Esteem of Adolescents*' is a Bonafide record of work done by **Ms. SHREYA JOSEPH** under my guidance as partial fulfilment of the award of the degree of **Master of Science in CHILD DEVELOPMENT** at St. Teresa's College (Autonomous), Ernakulam affiliated to Mahatma Gandhi University, Kottayam. No part of this work has been submitted for any other degree elsewhere.

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DECLARATION

I, Shreya Joseph (AM23HCD011)), hereby declare that this dissertation titled, "Analysing and creating awareness on the impact of parenting styles on the self-esteem of adolescents", is a bonafide work prepared and submitted by me for the award of degree of Master of Science in Home Science, Branch A: Child Development, under the guidance and supervision of Dr. Nisha Vikraman, Assistant Professor, Department of Home Science, St. Teresa's College, Ernakulam. I hereby confirm the originality of the work and that there is no plagiarism and AI detection in any part of this research project. Also, I declare that this dissertation is not been submitted to any other institution for award of any degree.

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ABSTRACT

Adolescence is always considered as the period of life where most of the transition of an individual happens. The current study focuses to explore and analyse the impact of parenting styles on the self-esteem of adolescents and to provide recommendations to improve the parenting aspects for the betterment of adolescent development. Through convenient sampling method the sample group was selected. The data was collected from a sample group of 102 parents and their adolescent children using the Parenting Style Questionnaire (PSQ) and Rosenberg Self-Esteem Scale (RSES).

With the help of Spearman correlation test, Chi- square test, regression analysis and Wilcoxon Test, the data was analysed and a significant positive relation between authoritative parenting and self-esteem of adolescents was found. While the authoritarian and permissive parenting styles were found to have a negative effect on the self-esteem of adolescents hence proving the purport set forth by the study.

Key words: Adolescents, Parenting Style, Authoritative parenting style, Authoritarian parenting styles, Permissive parenting styles, Self-esteem.

INTRODUCTION

CHAPTER 1

INTRODUCTION

1.1 The Context of Study

Adolescence is the stage of life when a person is neither a child nor an adult. In this stage, life is bursting with vitality. Even though the curiosity and experimenting aspects that they have might lead to uncertainty, they can also pave the way for success. The experiences, knowledge, information, abilities, and skills gained during adolescence are capable of significantly affecting adulthood, making this a pivotal period in life. Since the beginning of human history, philosophers, thinkers, and sociologists have been drawn to the adolescent stage. The French philosopher Rousseau, in the 16th century, propounded that adolescence is the time when reasoning develops. The idea that adolescence is a time of conflict and mood swings was developed by Stanley Hall, the pioneer of scientific research on adolescence (G. Stanley Hall, *Adolescence*, 1904).

Between the transition period of childhood to adolescence to adulthood, there are humongous physical and mental changes that occur. Adolescence can be categorized as the age group between 10 and 19 (WHO, 2021). It includes the transition from childhood to adulthood marked by behavioural, emotional, psychosocial, and physical changes. Hence this aspect makes adolescent age group most significant period of life time. But taking these changes in particular, these can include physical changes, sexual changes, as well as emotional and social changes. Although emotional and social changes in adolescence are covert or not physically visible, they undoubtedly affect how adolescents behave.

Every individual possesses a self-construct which includes self-concept, self-efficacy, self-confidence and self-esteem. All these aspects are related or interlinked to each other. An individual who has a positive self-esteem paves the way for a better and positive self-concept.

Self-esteem is a general evaluation of one's own value that manifests as either a good or negative attitude toward oneself. It can even be considered as a part of the self-concept. Self-esteem is quite simply one's attitude toward oneself (Morris Rosenberg, 1965). It can be considered a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself" (Adler & Stewart, 2004). Many factors can affect the self-esteem including genetics, personality, life experiences, age, health, thought, social circumstances, the reactions of others, as well as comparing the self to others. Adolescents are prone to greater self-consciousness and susceptibility due to the influence of their peers, in part due to the changes happening in the brain (Sebastian, Burnett, & Blakemore, 2008). Also, when considering the period of adolescence, self-esteem and self-worth could be affected by their relationship with parents or parenting styles (Baumrind, 1991). In adolescence, there are two important factors that influence self-concept and self-worth i.e., Success in areas in which the adolescent desires success and approval from significant people in the adolescent's life (Manning, 2007). High self-esteem implies a realistic evaluation of the self's characteristics and competencies coupled with an attitude of self-acceptance and self-respect (Berk 2013).

Four parenting style categories were discovered by psychologist Diana Baumrind (1971, 1991) based on two facets of parental conduct: warmth and control. The term "parental control" describes how much a parent controls their child's behaviour, ranging or wavering from strict discipline to imposing few norms and expectations. There are four main parenting styles that arise when the two facets of parenting behaviour are mixed in various ways which are authoritative parenting, authoritarian parenting, permissive parenting and neglectful parenting. (Baumrind, 1991; Maccoby & Martin, 1983). These different types of parenting styles indeed have a significant impact on the self-esteem of adolescents indeed affecting their confidence, academic aspects, emotional and social skills (Coopersmith, 1967; Harter, 2012).

1.2 Need and Significance

The burgeoning period of adolescence is crucial for social development because of how quickly they can be impacted by the people they form intimate bonds with. During these years not only the teenagers but also the parents are seen to experience stress. It is indeed evident that during their transition into adulthood, teenagers experience a variety of developmental changes, including biological, cognitive, emotional, and social ones. As with any developmental stage, a deep comprehension of these typical developmental shifts is necessary for effective teen parenting.

Mental health of adolescents is the greatest concern now a days. Adolescence is a developmental phase associated with a heightened risk of genesis of mental health issues (Kessler et al.,2007). Recent statistics suggest disturbing trends in the mental health of adolescents, with self – esteem emerging as a crucial determinant. About 15% of the world's disease burden in the 10 to 19 age range is caused by mental disorders, which affect one in seven of them worldwide (WHO,2024). Among the main causes of disease and impairment in teenagers are behavioural problems, anxiety and depression (WHO, 2024). The third most common cause of death for people aged between 15 and 29 is suicide (WHO, 2024). Hence, ignoring mental health issues in adolescents has long- term effects on them as it affects their physical and mental well-being there by reducing the chances for a successful adult life (WHO, 2024).

Self- esteem has a significant impact on how these mental health issues are either exacerbated or lessened. Risky behaviours like substance abuse or misuse, harmful sexual practices and self-harm are more common among adolescents who have poor self-esteem (APA,2020). Therefore, in order to solve these issues, it is not only pertinent but also essential to comprehend how parenting shapes teenage self- esteem.

Also, the onset of the COVID – 19 pandemics indeed paved the way for much more difficulty for the children as well as parents. As the schools and colleges commenced the online courses during the COVID-19 pandemic, it resulted in a sudden surge of screen time in children, which turned out to be detrimental to parent-child relationships. Factors such as, the child's behaviour toward parents, trust and communication, and the amount of time spent together were unaffected, and parental worry was negatively impacted, that is, increased as a result of increased screen time. While considering the aspects about screen time, we should also contemplate the fact that many parents were in service through online platforms. Thus, the detrimental aspects of parent- child relationships are affected by the erstwhile too. Hence, in the aftermath of the pandemic, the awareness of the impact of the parenting styles on the self-esteem and behaviour of the adolescents is of utmost importance.

During the first year of COVID – 19 pandemics, the World Health Organization (WHO) recorded a 25% increase in the prevalence of anxiety and depression globally, with adolescents being among the most severely afflicted population (Ipsos, 2024). Additional information about the mental health of high school students in the United States during the COVID 19 pandemic is provided by the CDC's analyses, which also highlights the unequal numbers of dangers that several students faced. According to the data, 44% of high school students reported feeling depressed or hopeless all year long in 2021, and 37% of them said they had poor mental health throughout the COVID- 19 pandemic (CDC, 2022). Over half (55%) said they have been the victim of emotional abuse, such as being cursed at, insulted, or denigrated by a parent or other adult in household (CDC, 2022). A parent or other adult in the home physically abused 11% of students hitting, beating, kicking, or otherwise injuring them (CDC, 2022).

Hence, parenting styles are of at most importance, as the particular method or style followed by a parent is capable of affecting the long-term psychological health, self-esteem as well as development of the child or adolescent. That is, children's social, emotional, and cognitive

development is influenced by the way their parents engage, discipline, and nurture them. This can be much more explained by the attachment theory proposed by John Bowlby. He put forward the idea that a child's capacity to control their emotions and build positive connections is influenced by the secure emotional bonds that parents create. The adolescent's behaviour, self-esteem, self-concept and even their identity formation can be significantly influenced by the parenting practices. As at present there are myriads of interventions and support networks that encourage excellent parenting behaviors by having a better understanding of these interactions, which can in turn help people have healthier psychological outcomes throughout their life, this study certainly has its relevance. Hence, parenting practices essentially form the cornerstone of a child's self-esteem and psychological development, and have a big impact on how their mental health develops as they grow up.

Parenting concerns emerging from inconsistent discipline, lack of emotional support, excessive control, unrealistic expectation, over protection, conflict and aggressiveness, inadequate communication, financial crises etc., are commonly seen to have a significant effect on teenagers, leading to a range of struggles from being afraid of facing reckoning, abandonment, emotional instability, and so on.

Therefore, taking the former data and facts into account, which could worsen along with improper parenting styles or could ameliorate with proper parenting practices, the purport turns out to be quite significant. Hence adolescents being most sensitive to the environmental aspects, show variations in their self-construct based on their parent's attitude towards them. Taking these to the future aspects, a young generation with high self-esteem and progressing self-concept is in fact necessary for the betterment of the world, novelty and development of socio-economic aspects.

Our motivation, morals, and healthy lifestyle are all impacted by positive feeling of self-worth or high self-esteem. The early and late stages of adolescence are marked by differences in self-

esteem. This would imply that the adolescent stage is permanently impacted by self-esteem. Additionally multifaceted, self-esteem is linked to important life outcomes like personality traits, academic achievement, psychological and physical health, and more. Teens who have low self-esteem are more likely to experience eating disorders or despair. As a result, it is essential to assess and improve teenagers' self-esteem.

One essential element of self-awareness is self-esteem. Due to its connection to mental health and the establishment of life objectives, it holds a significant position in the structure of adolescent. The boundaries of the teenager's contact with the outside world are established by processes linked to the development and growth of self-esteem. These processes also help the adolescent become more competent and improve the caliber of the activities they engage in. For the adolescent to develop a healthy sense of self-worth, these procedures should be seamless rather than haphazard. The adolescent will be more adaptive if it is more realistic.

Most young individuals encounter various challenges during the transitional period of adolescence, which helps to determine their future course. The development of adaptability and parenting approaches are two important factors that have a big impact on pre-adult advancement. Exploring the complexity of adolescence requires versatility, which is defined as the ability to adapt and thrive in the face of adversity. Hence, parenting practices have a significant impact on how teenagers view, react to, and overcome obstacles.

Parents play a significant role in the ways in which adolescents respond to school-related stress and overall resilience. Adolescents subjected to scholastic stress might have more disengagement coping strategies and fewer engagement coping strategies due to undesirable interactions with parents, such as rejection and coercion feelings (Maepa & Maepa, 2015). On the contrary, parental support has been positively associated with good academic performance as well as heightened parental involvement, while lower parental involvement has been correlated with lower academic performance when confronted with academic pressure (Al-

Alwan, 2014). Hence the parenting approach can influence the academic excellence of the child, which can indeed happen with the fostering of self-esteem through appropriate parenting approach. If the parents can help the child tackle their stress and motivate them, their self-esteem can level up and this might reflect in their academic performance.

As these adolescents are now at the cusp of moulding their own future, their parenting styles can play a big role in fostering higher levels of self-esteem and behaviour such that they cope better with aspects of academics, setting milestones for future competencies. Almost every aspect of a child's development, like decision-making, regulating emotions, and relationships, relies on their parents. A child's internal self-representation that influences self-concept, self-esteem, self-efficacy, and overall personality development is significantly affected by the parent-child interaction. Parenting styles, such as control and support, which aid children in the management of common difficulties and making regular decisions, have an enormous impact on these internal representations (Sood & Buchanan, 2024).

In addition to all these, adolescents' identities are shaped and formed in large part by their parents and other family members. Additionally, they still have an impact on adolescents' self-perception. Understanding parent-child connections during the transitional stage of adolescence is crucial for identity formation. Thus, during this period of their identity confusion, better parenting can help them to accept themselves in a positive manner, paving the way for better self-esteem, self-concept, as well as self-confidence along with shaping their behaviours.

1.2 Aim of the Study

To examine and create awareness among parents about how various parenting styles—authoritative, authoritarian and permissive—affect the self-esteem of adolescents, arguing that authoritative parenting is most conducive to positive self-esteem, while authoritarian and permissive styles have varying negative impacts on adolescent development.

1.3 Objectives of the study

1.3.1 General objectives

To analyse the relationship between different parenting styles and adolescent self-esteem levels, while considering factors such as age and gender.

1.3.2 Specific Objectives

- To categorize parenting styles (Authoritative, Authoritarian, Permissive) among the sampled parents based on collected responses.
- To assess the self-esteem levels of adolescents and examine variations based on gender and age.
- To determine the correlation between different parenting styles and adolescent self-esteem (High, Medium, Low).
- To analyse whether authoritative parenting has a significantly more positive effect on self-esteem compared to authoritarian and permissive parenting styles.
- To investigate the role of age and gender in moderating the relationship between parenting style and adolescent self-esteem.
- To provide recommendations for parents on effective parenting strategies that foster higher self-esteem in adolescents.

REVIEW
OF
LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

2.1 Theoretical Review

2.1.1 Baumrind's Parenting Styles and Adolescent Development.

2.1.2 Hobbe's Perspective on Authoritarian Parenting.

2.1.3 Skinner's Operant Conditioning and Parental Reinforcement Strategies.

2.1.4 Erikson's Psychosocial Development and Adolescent Identity.

2.1.5 Dreikurs Perspective on Misbehaviour and Parental Influence.

2.1.6 Bowen's Family Systems Theory and Parenting.

2.1.7 Galinsky's Six Stages of Parenthood and Parental Adaptation.

2.1.1 Baumrind's Parenting Styles and Adolescent Development.

The concept that particular parenting styles used to bring up a child will have a significant impact on the triumphs of a child in their future whether it be related to relationships with peers, partner, parents and so on as well as their career, self-concept etc was put forward by Diana Baumrind, a clinical and developmental psychologist. Baumrind coined the three parenting styles including, authoritative, authoritarian and permissive parenting styles. Later, the fourth parenting style, the uninvolved or neglectful parenting style was put forward by Maccoby and Martin (**Baumrind's Parenting Styles Theory ;1966, 1967**).

2.1.2 Hobbe's Perspective on Authoritarian Parenting.

Thomas Hobbes (1588- 1679), with his ideas on psychological egoism, the social compact, and human drive, helped usher in the age of authoritarian parenting. Hobbes asserts that original sin and excessive self- interest are traits of human nature. Because children were born 'evil' and needed to be rescued, adults had to exercise authority and discipline. Furthermore, Hobbes thought that absolute power was necessary in politics, in dealing with others, and in the home due to adults' own self- interests. This view is comparable to the authoritarian approach that is used today. Many people in this age thought that children learned to obey God through parents' tough upbringing and severe discipline. Children were usually employed as domestic helpers because they were thought to be "willful". **(Thomas Hobbes' Autocratic parenting,1600's)**

2.1.3 Skinner's Operant Conditioning and Parental Reinforcement Strategies.

The operant conditioning put forward the idea that the results of a conduct serve as its motivation. While actions with negative outcomes are frequently avoided, those with positive outcomes are frequently repeated. Positive and negative reinforcement as well as positive and negative punishment are the methods of conditioning. A behaviour can be increased by reinforcement and can be decreased by punishment. Shaping is the process of gradually rewarding actions that progressively resemble the desired outcome behaviour. Hence this theory shows how an individual can be moulded in a desired manner which indeed put insights to aspects of parenting **(B. F. Skinner's Operant Conditioning, 1940's)**.

2.1.4 Erikson's Psychosocial Development and Adolescent Identity.

Erik Erickson's psychosocial stages of development is of great importance as it can be used by adults as well as parents to understand how to support their children's emotional and social development. These stages cover the whole life span and suggest a primary psychosocial crisis in some cultures. Depending on their cultural and survival requirements, some cultures might

have to resolve it differently. During each of the eight stages, two conflicting ideas must be resolved successfully in order for a person to become confident and contributing member of their society. When these tasks or duties are not mastered, this can lead to feelings of inadequacy. Hence this theory clearly suggests what all personal conflicts and priorities an individual has during each stage including adolescence (**Erik Erikson's Psychosocial stages, 1960s**).

2.1.5 Dreikurs Perspective on Misbehaviour and Parental Influence.

American psychiatrist and educator Rudolf Dreikurs transformed Alfred Adler's individual psychology theory into a useful approach for figuring out why kids misbehave and encourage cooperative behaviour in the absence of rewards or punishments. Youngsters who lack the fundamental need to fit in with their social group resort to attention, power, retaliation, and avoidance of failures. Using logical and natural consequences can change misbehaviour without resorting to punishments. Dreikurs concentrated on the causes of pre-adolescents' troublesome behaviours and the ways in which parents and teachers might address them. Unconditional positive esteem and acceptance are the fundamental human needs. This concept is similar with that of authoritative parenting approach (**Adlerian practice by Rudolf Dreikurs, 1960's**).

2.1.6 Bowen's Family Systems Theory and Parenting.

According to Dr. Murray Bowen's family systems theory, the best way to understand a family is to look at it as a single, cohesive system. This one system is a dynamic, intricately linked group of components, subsystems and family members, each of whom serves a certain function. Boundaries (such as who is a member of the system), equilibrium (such as how the system tries to return to its initial state during stressors or crises, where members are functional and comfortable), and bidirectionality (such as how a change with one member will affect at

least one other member and affect the entire system) are some of the fundamental ideas of the theory. Hence this theory indicates the fact that the parenting approaches followed by the parents are indeed capable of affecting the children and family as a whole. **(Bowen's family systems theory. 1966)**

2.1.7 Galinsky's Six Stages of Parenthood and Parental Adaptation.

One of the first academics to focus on the growth of parents, their reactions to their children's development, and their own development as parents was Ellen Galinsky, a researcher who focuses on evolving family dynamics. The experience of being a parent changes a person's identity as they assume new responsibilities. Parents must adapt their duties to accommodate their children's growth and development. In response to the development of youngsters, they must acquire new skills and abilities. According to Galinsky, who distinguished six phases of parenthood, all individuals have an inbuilt urge to learn that centre on various duties and objectives. Focus and self-control, perspective taking (knowing how others think), communication, creative connection- making, critical thinking, taking on difficulties and self-directed engaged learning are the seven fundamental life skills humans acquire. All of this is indicative of how parents should evolve according to their children's growth if not it could lead to much drastic effect on their child. **(Galinsky's six stages of parenthood, 1980's)**

2.2 Review of related literature

The literature pertaining to the study of “Analysing and creating awareness on the impact of parenting styles on the self-esteem of adolescents” is reviewed under the following heads.

2.2.1 Role of Parenting Styles in Adolescent Development.

2.2.2 Parenting Styles and Academic Performance.

2.2.3 Parent-Child Communication and Adolescent Well-being.

2.2.4 Effects of Parental Mental Health on Adolescent Psychological Outcomes.

2.2.5 Family Structure, Parenting, and Adolescent Development.

2.2.6 Parenting Interventions and Adolescent Well-being.

2.2.1 Role of Parenting Styles in Adolescent Development.

Based on Baumrind’s theory about parenting styles, Berns (2010) provided a detailed description about the connection between child development and parenting.

The authoritative type can be typified by flexible treatment along with proper necessary control on children, reasonable demands, a kind, compassionate, and talkative demeanour, and the imposition of independence and discipline. The parents will be emotionally available for them too. As a result, the adolescent is likely to have a highly cooperative mannerisms, will be capable of exploration and will have a sense of autonomy. The results of multiple studies indicate that children's social-emotional and cognitive development can be benefited immensely from the authoritative type. Kordi and Baharudin (2010) stated that, children's academic success is greatly influenced by the authoritative type. Furthermore, early childhood emotional development and mental health are impacted by this parenting style. Hence, authoritative parenting approach can direct towards a child’s highly cooperative mannerisms,

their exploration of environment and sense of autonomy which indeed pave way for boosting up their self-esteem **(Fadlillah et al., 2020)**.

Coming to permissive parenting which is characterized by granting of boundless freedom to do whatever they want, resulting in children being in dilemma at the aspects related to independence or freedom or autonomy, them being aggressive and lacking the creative aspects. The parents do not impose any demands on their children. Not only being raised through such parenting result in children lacking independence, self-control but also, they can be categorized as immature figures. Hence, permissive approach of parenting can affect a child's self-concept which indeed indicates that when they have dilemma in aspects related to their self, self-esteem is likely to deteriorate for them **(Brooks, 2008)**.

In the neglectful or uninvolved parenting style the activities, needs and desires of the child are neglected by parents. Such parents are uninvolved in the growth process of their children. Parents allow boundless freedom to their children without any demands. They usually don't show any interest in their child's desires, have no concern for their children at all and will not be emotionally available for them. This indeed negatively impact the child's domains of development. Children will turn out to have poor self-constructs and self-control and hence leading to poor self-esteem. **(Berns, 2010)**.

2.2.2 Parenting Styles and Academic Performance.

The families of about 4100, 14- to 18-year-olds were divided into one of the four groups (authoritative, authoritarian, permissive or neglectful) based on the adolescent's assessments of their parents on two dimensions: acceptance or involvement and strictness or supervision. This was done in order to test Maccoby and Martin's revision of Baumrind's conceptual framework. After that, the children were compared based on four categories of outcomes: problem conduct, internalizes distress, school accomplishment, and psychosocial development.

According to the findings, teenagers who regard their parents as authoritative have the highest psychosocial competence scores: the opposite is true for teenagers who describe their parents as neglectful. Adolescents with authoritarian parents have comparatively lower self-perceptions than other children, but they do fairly well on tests, measuring compliance and adherence to adult norms. Adolescents from luxurious households, on the other hand, exhibit a high degree of self-confidence but also report greater rates of substance addiction, misbehaviour in school, and lower levels of academic engagement. Hence the study clearly suggests the link between parenting approach their self-concept and the academic performance. Also, according to the findings, Maccoby and Martin's theory is supported, and it is important to differentiate between two categories of permissive families: indulgent and neglectful **(Lamborn et al. 1991)**.

The significance of parental involvement in their children's education, especially in the early adolescent years, has been documented by the latter study. It also addresses the different factors that affect parental involvement and the numerous obstacles that arise during the adolescent years. Finally, it offers suggestions for two ways to improve parental involvement, especially during the adolescent years. It is mentioned how important it is for parents and educators to collaborate in order to promote the healthy development of adolescents. As kids enter adolescence and secondary school, the cooperative connection between parents and schools appear to deteriorate rather than improve. By providing parents with more significant responsibilities in school governance, educating them, and providing them with chances to support the educational process both at home and at school, this negative trend can be reversed. In high-risk communities, parental participation is particularly crucial during adolescence **(Eccles et al. 1993)**.

The authoritarian personality type can be typified by strong controlling traits, a tendency to treat children in a whimsical manner or arbitrarily, and they always punish without any

hesitation. Parents are more demanding of their kids and don't act like they care. Children are expected to obey their parents' commands and desires. Hence, children of this sort become hesitant, lack proper self-constructs, experience dissatisfaction, and constantly bear an intuitive attitude. The authoritarian style is detrimental to a child's growth. The finding of Fadlillah et al. (2020) suggest that, children's mental health may suffer if they are exposed to harsh parenting. This kind of parenting must therefore be avoided in order to promote the best possible development for kids. Even though it seems arbitrary in nature, some claim that it can actually benefit child's growth. As indicated in many studies, this type of parenting could have a favourable impact on the enhancement of children's academic performance, but not so much for social skills. **(Lestari, 2014; Li & Xie, 2017).**

Another study found that there is a well- established link between teenagers' poor academic performance and a low socioeconomic level (SES) and parental involvement. However, little is known about the mechanisms by which teenagers' academic success is linked to parental SES. Therefore, using multisource data, this study investigated the moderating role of adolescents' subjective social mobility and the mediating roles of various forms of parental involvement (i.e., parental school-based involvement, academic socialization, and home- based involvement) in the relationships between family SES and academic achievement. 842 teenagers that were selected from five Chinese township public schools made up the valid sample. Parental school- based involvement had the lowest. The findings showed that all three forms of parental involvement partially mediated the relationships between the family SES and adolescents' Chinese and math achievement. Furthermore, in the mediation model, the adolescents' subjective social mobility affected the relationship between Chinese achievement and parental home- based involvement and Chinese achievement can be mitigated by teenagers' subjective social mobility, and parental involvement is a significant mediating mechanism via which a low family SES hinders adolescents' academic achievement **(Zhang et al. 2021).**

Parental support is a valuable resource, particularly in the early stages of adolescence, despite the fact that adolescence is marked by increased individuation. When early adolescents largely learnt from home during the COVID- 19 pandemic, this multi- informant study looked at how parental self-efficacy contributed to both instrumental and emotional support. Using a resource model of coping, they investigated how early adolescents' problem-focused and emotion-focused coping moderated the effects of parental self- efficacy on their reports of self-regulated learning (SRL), learning self-efficacy, and pleasant feelings. 263 Austrian parent-child pairs were used to test assumptions. They found favourable relationships between SRL and emotional support, as well as between SRL, learning efficacy and pleasant feelings, even though the mediation assumption was disapproved. SRL was inversely correlated with instrumental support, indicating that emotional support is more beneficial than instrumental support (**Holzer et al. 2023**).

2.2.3 Parent-Child Communication and Adolescent Well-being.

The Health Behaviour in School- aged Children (HBSC) surveys in Austria, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Lithuania, Latvia, Norway, Poland, Russia, Slovakia, Sweden and Switzerland in 1993/94, 1997/98, 2001/02 and 2005/06 were analysed using cluster analysis and analysis of variance. The findings indicate that in the majority of countries, the percentages of adolescents reporting communication difficulties with their parents increased from 1993/94 to 1997/98 and then decreased thereafter. The three groups with similar parent- child communication changes were not related to the Est- West division or to differences in family structure. Given the establishes cultural convergence between nations, family policies that permit parents to spend more time with their teenagers ought to be given the same priority in Eastern European nations as in Western European nation (**Tabak et al. 2012**).

Stereotypes about the adolescent years may influence how people think, act and feel. There has been a study which looked at the parent adolescent communication (PAC) as a possible mechanism in the relationship between parents' overall perceptions of typical teenagers and the well-being of parents and teens. In the United States, a paediatric primary-care clinic recruited 120 parent-teen dyads (adolescents aged 13 to 15). All information was gathered through self-report. Higher well-being was indicated by parents who had a more positive opinion of normal teenagers, viewing them as amiable, upright, and prosocial. The quality of PAC acted as a partial mediating factor in this connection. Higher teenage well-being was only indirectly correlated with positive parental perceptions of adolescents through PAC. Similarly, through parent adolescent communication, unfavourable parental perceptions of teenagers were linked to the well-being of both parents and adolescents. According to the results, parent adolescent communication may be an intervening factor that influences how parents perceive teenagers as well as the well-being of both parents and adolescents (Silva et al. 2021).

2.2.4 Effects of Parental Mental Health on Adolescent Psychological Outcomes

Based on broader longitudinal study, 201 mostly Caucasian family groups were studied to determine the relationships between the everyday experiences of early adolescents and the melancholy mood of their parents. Data gathered throughout the adolescents' seventh and eighth grade years were used in the current investigation. The study compared 36 families with at least one parent reporting recurring sad mood to a contrast group of 165 families. The recurring parent depression group's adolescents reported higher levels of family conflict and despair. According to data from Experience Sampling Method, boys in the group with recurrent parent depression spent more time with their families than they did for girls. Teens with depressive parents, particularly girls, expressed decreased happiness while they were with their relatives. Characteristics that differentiated adolescents with depressed parents who were also

experiencing elevated depressed mood from adolescents without such moods were found through analyses (**Sarigiani et al. 2003**).

With an emphasis on the moderating function of family cohesion and the mediating influence of emotion regulation, another study investigated the relationship between parental emotional socialization behaviour (ESB) and depressed symptoms. 236 Chinese teenagers participated in the survey, providing information on depression symptoms, emotion dysregulation, family harmony and parental ESB. The findings showed that, through emotion dysregulation, parental ESB toward negative emotions was linked to adolescents' depression symptoms. Higher degrees of family cohesion further reinforced the favourable associations between supportive ESB toward anger or sadness and emotion dysregulation. These results underline the significance of assessing the family emotional context in research and clinical interventions, clarify the interdependent effects of various elements of emotional parenting, and expose the conflicting effects of family cohesion in the relationship between parental ESB and depressive symptoms in adolescents (**Hu et al. 2024**).

2.2.5 Family Structure, Parenting, and Adolescent Development.

Family structure and teenage academic experiences are linked, but this relationship is only one aspect of a bigger, ever-changing process. The Adolescent Health and Academic Achievement Study and the National Longitudinal Study of Adolescent Health were consulted in order to examine these phenomena. Multinomial regressions showed that family instability, along with curricular location in the ninth grade, parenting styles and adolescents' adjustment and aspirations, differed between those who completed higher-level math by the end of high school and those who did not but still graduated from high school and those who dropped out. Logistic regressions showed that family structure at birth predicted students' academic status in math in the ninth grade (**Cavanagh et al. 2006**).

A study was set out to investigate how family processes affect the parental solicitation, parental knowledge and kid disclosure, and to investigate how patterns may vary depending upon family structure. The study included 353 two-parent and 147 single-parent household with an adolescent kid. According to the path analysis using the structural equation modelling, family process was positively and directly associated with parental solicitation and child disclosure (for two-parent only) in both single parent and two parent household. It was also indirectly associated with disclosure and solicitation through the externalizing behaviours of adolescents. In turn, parental knowing was directly linked to externalizing behaviours, child disclosure and parental solicitation. The findings emphasize the significance of family process in fostering parents' understanding of their adolescent children, irrespective of family structure, despite mean disparities in parenting factors as a function of family structure (**Padilla Walker et al. 2011**).

The development of empathy in teenagers is significantly influenced by their parents. Less is known, though, about which aspects of parental behaviour predict shifts in empathy in the early stages of adolescence and whether the effects of parental behaviour vary by sex or are tempered by pubertal timing. Data from an ethnically varied sample of 704 youths were utilized in this study. The youths reported on their personal empathy at ages 11 and 13, their pubertal timing at age 13, and their parents' severe discipline, nurturing and inter-parental conflict at age 11. According to the findings, only parental nurturing was a unique predictor of greater empathy at age 13, and this effect was more pronounced in females. Only at age 11 were severe punishments and parental conflict linked to decreased empathy. The associations between empathy at age 13 and parental nurturing, severe discipline, or inter-parental conflict at age 11 were not moderated by pubertal timing (**Goering et al. 2023**).

2.2.6 Parenting Interventions and Adolescent Well-being.

Relationship issues between parents and adolescents are a major risk factor for teenage depression. The results of an open pilot study that was carried out to evaluate the feasibility and acceptability of the intervention are presented in the following study, which details the creation of a new and creative intervention for parents of depressed adolescents that focuses on attachment- related parenting behaviours, such as parent reactions to the emotions of their children (Healthy Emotions and Relationships with Teens- A Guide for Parents [HEART-P]; Reigstad, 2017). A 10-week open trial of HEART-P involved 15 parents or parent dyads of adolescents aged 12 to 18 diagnosed with depression. Acceptability and feasibility data were gathered. At baseline, week 10, and two months after the intervention, parents also completed self-report measures of parenting, stress, family relationships and adolescent depression. Parents reported a reduction in parenting stress, an improvement in the quality of their relationship with their adolescent, and an improvement in their perception of their parenting skills, with effect sizes in the medium to large range. Adolescents reported a reduction in depression, with effect sizes in the small to medium range. The results seem promising and hopeful, and the intervention was feasible to implement and was acceptable to families (Reigstad KM et al. 2022).

METHODOLOGY

CHAPTER 3

METHODOLOGY

The study entitled “Analysing and creating awareness on the impact of parenting styles on the self-esteem of adolescents” is conducted using the following methodology.

3.1 Selection of area.

3.2 Selection of sample.

3.3 Selection of tool.

3.4 Conduct of the Study.

3.5 Analysis and Interpretation.

3.6 Providing parenting recommendations for parents.

3.1 Selection of area.

In the pursuit of analysing and creating awareness on the impact of parenting styles on the self-esteem of adolescent population, meticulous attention was devoted to the selection of an apt study region. Thus, the first-year undergraduates, higher secondary, high school and upper primary of Ernakulam and Kottayam district was strategically chosen as the focal point of this study. Additionally, the socio- economic culture, the metropolitan aspects, higher literacy rates and poverty eradication of both the district provided a rich backdrop for selection of those areas. The former can have an impact on the current topic of study on the impact of parenting styles on the self-esteem of adolescents.

3.2 Selection of sample.

The region's wide range of educational institutions serving students between the age of 10 and 19 served as the basis for the deliberate rather than random selection. The sample cohort consisted of around 102 carefully selected adolescent students and their parents as well, guaranteeing a strong representation of the intended audience. The choice to focus on this particular age group stemmed from an understanding of the particular difficulties and pressures faced throughout the childhood-to-adolescent transitioning period.

The sample approach that was selected for this analysis was 'Convenience sampling.' Being a qualitative research method, it chooses participants depending on how easily and conveniently the researcher can reach them. This method depends on the usefulness and ease of interacting with available people rather than a strict or methodical sampling process. Convenience sampling can be a practical option in research where prompt data collection is crucial or where access to particular groups is difficult, despite its inherent drawbacks, such as potential bias and lack of representativeness. Consequently, the use of convenience sampling in this study makes it easier to gather pertinent data within the limitation of practicality and resource availability, allowing for the analysis of the topic in a prompt and practical way.

3.2.1. Inclusion Criteria

The sample includes adolescent children studying in upper primary, high school, higher secondary and first year UG, aged from 10 to 19 years and their parents. Thereafter, 22 children with low-self-esteem were identified and their parents were screened and selected for giving awareness.

3.2.2 Exclusion Criteria

Children under the age of 10, adolescent children with severe mental health issues, those who have been in institutional care and not residing with their parents have been excluded.

3.3 Selection of tool.

Research tools are vital resources that support the researchers in variety of tasks related to their work. These tools improve the efficiency and efficacy of the research process by making it easier to gather, arrange, analyse, visualize, and share the research findings. The research tools used in this study are as follows:

3.3.1) Parenting Style Questionnaire (PSQ)

Parenting Style Questionnaire (PSQ) is a popular instrument created by Robinson et al. in 1995, for evaluating the parenting practices across the three main types of parenting styles including authoritative, authoritarian and permissive. Baumrind's ground breaking parenting paradigm serves as the foundation for these approaches. The purpose of the PSQ is to assess particular attitudes, behaviours, and methods that parents employ to mentor and correct their kids. The 30 elements on the scale are intended to give a comprehensive picture of parenting styles and how they affect children's development. With Cronbach's alpha values for three parenting styles ranging from 0.75 to 0.91 the PSQ exhibits strong internal consistency. The construct validity of the PSQ is supported by validation studies. It has been cross-culturally validated and fits in nicely with the theoretical predictions of Baumrind's parenting model. To better understand how parenting affects child outcomes like social skills, emotional health and academic achievement, the PSQ has been used in both clinical and research settings (Robinson C. et al, 1995, shown in Appendix 1).

3.3.2) Rosenberg's Self-Esteem Scale (RSES)

Dr. Morris Rosenberg in 1965 developed the self-esteem scale for youth of 10 years and above. It is a self-report scale with 10 items. Being available in English and 30 other languages, it has a reliability with high internal consistency ranging from 0.55 to 0.95. Also, the test-retest reliability indicates a good stability ($r = 0.81$ to 0.87). In aspects related to validity it has

convergent validity, concurrent validity, construct validity and discriminative validity (Rosenberg M., 1965, shown in appendix 2).

3.3.3) Questionnaire to assess awareness about parenting among parents.

A 16-statement based questionnaire was devised to assess the awareness about aspects related to parenting. It focuses on awareness on emotional support, awareness on discipline aspects, awareness about independence and growth and awareness on role modelling.

The study utilizing these tools were distributed via questionnaire, facilitating the data collection and analysis (Standardized tool developed by researcher, shown in appendix 3).

3.4 Conduct of the Study.

The study titled “Analysing and creating awareness on the impact of parenting styles on the self- esteem of adolescents” employed a mixed-methods approach to explore the parenting styles followed by the parents of adolescent students aged from 10 to 19 years. A questionnaire was crafted encompassing the tools including Parenting Style Questionnaire and Rosenberg’s self-esteem questionnaire. Thereafter, it was circulated among the adolescent students and their parents to gather responses regarding the study. The survey responses were automatically collected and then analysed.

To implement the facet of providing parenting recommendations and creating awareness among parents, a questionnaire was crafted encompassing the pre-questionnaire and was circulated among 22 parents of the children who reported low self-esteem so as to assess awareness about parenting. The survey responses were automatically collected. Subsequently, a brochure and the videos containing 12 tips for parenting were circulated. After circulating the those and giving them enough time to analyse where are they going wrong, the questionnaire to assess the parenting awareness was again circulated as post-assessment. Thereafter effectiveness of the sessions was analysed with the data collected.

3.5 Analysis and Interpretation.

The responses were collected, organized into an Excel sheet. The responses collected with Parenting Style Questionnaire (PSQ) was interpreted in the following manner. The 30 questions of the PSQ had a rating scale from 1 to 6. Questions 1 to 13 corresponds to authoritative parenting style, questions 14 -26 corresponds to authoritarian parenting style and questions 27 to 30 corresponds to permissive parenting style. The average scores of responses from each session are calculated and the highest score from the 3 section indicates the parenting style followed by the respondent. The responses collected with the Rosenberg's Self-Esteem Scale (RSES) was interpreted in the following manner. The response scale of the 10 questions ranges from 1 (strongly disagree) to 4 (strongly agree). Each response will be scored and the total will be calculated so as to interpret the self-esteem levels (Low, Medium and High) of the respondents. There after the scores and interpretations were analysed using SPSS. In SPSS, the following statistical analysis was utilized called the Spearman correlation. This test helped to determine the strength and direction of association between the two ranked variables of the study. The interpretation of the self-esteem levels of the sample adolescent population based on gender and age was carried out using Chi- square test and Spearman correlation analysis respectively. Also, to analyse whether authoritative parenting has a significantly more positive effect on self-esteem compared to authoritarian and permissive parenting styles, ordinal logistic regression analysis was used.

Thereafter to implement the objective of providing parenting recommendations and to analyse its effectiveness on 22 selected parents of the adolescent children interpreted to have low- self-esteem. Here a Questionnaire to assess awareness about parenting among parents, containing 16 statements were scored and the total was calculated to interpret the awareness level (minimal, low, moderate and high) of the parents. Then the Wilcoxon Test Statistic was carried out in pre and post survey to analyse the effectiveness of the recommendations provided.

RESEARCH DESIGN

The figure given below depicts the research design of the study entitled “Analysing and creating awareness on the impact of parenting styles on the self- esteem of adolescents”.

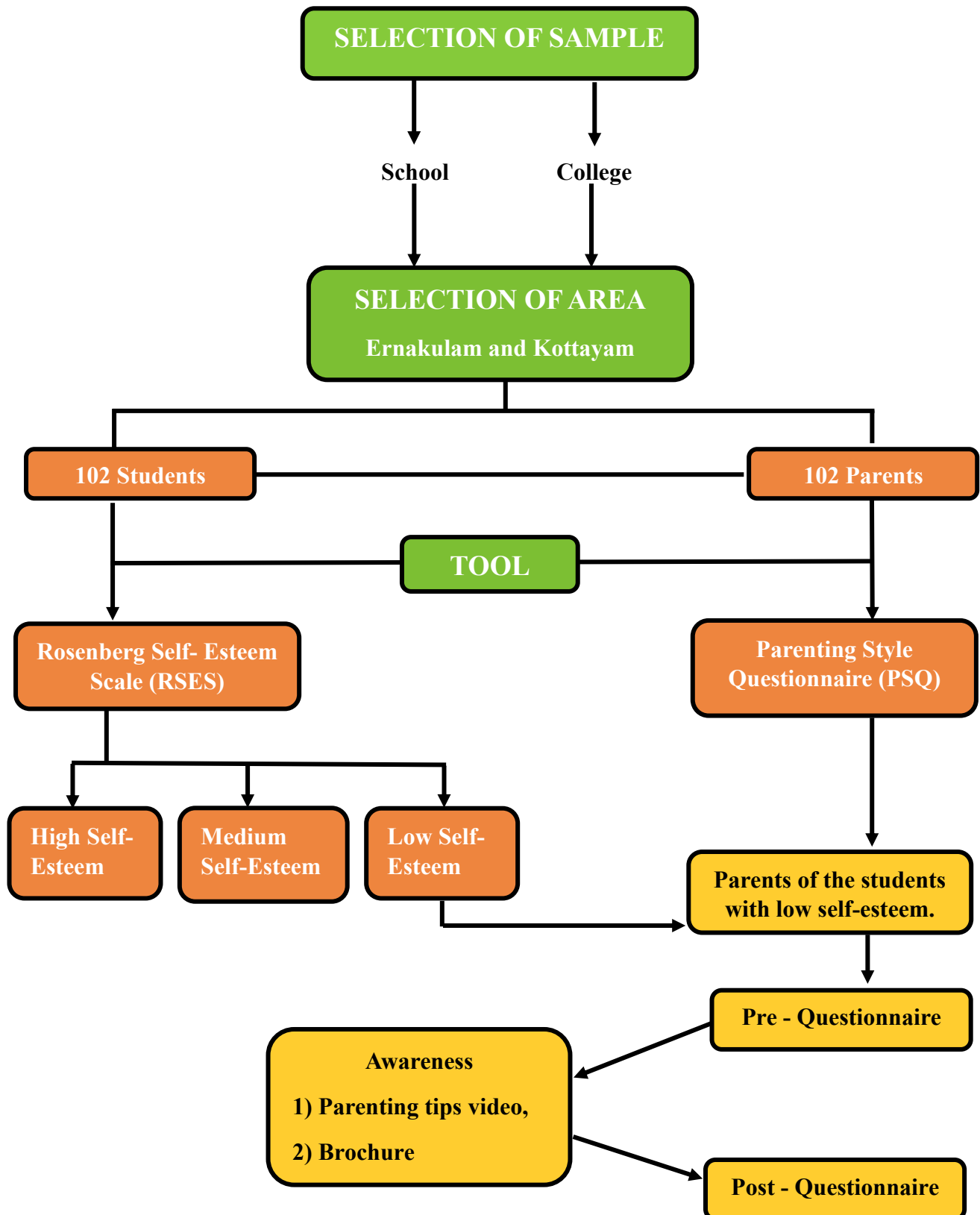


Figure 1: Methodology

RESULT AND DISCUSSION

CHAPTER 4

RESULT AND DISCUSSION

RESULT

This chapter outlines the findings and result of the study and its discussion in detail obtained from the data analysis done. The results are organized into the following sections.

4.1 General information of the respondents.

4.2 Categorization of the parenting styles as authoritative, authoritarian and permissive based on the data collected from sampled parents.

4.3 To assess the self- esteem level of adolescents based on data collected.

4.3.1 To assess the self-esteem level of adolescents and examine variations based on their gender.

4.3.2 To assess the self-esteem level of adolescents and examine variations based on their age.

4.4 Determining the correlation between different parenting styles and adolescent self-esteem levels (High, Medium, Low).

4.5 Evaluating whether authoritative parenting has a significantly more positive effect on self-esteem compared to authoritarian and permissive parenting styles.

4.6 Evaluating the role of age and gender in moderating the relationship between parenting style and adolescent self-esteem.

4.7 To evaluate the effectiveness of the recommendations and awareness given to parents on effective parenting strategies that foster higher self-esteem in adolescents.

4.1 General information of the respondents.

The table given below has depicted the tabular representation of the general information of the adolescent children. It is clear from the table that majority of the adolescent children responded are females (64.4 %) compared to male children (35.6 %). Considering the age category, adolescent children belonging to the age group of 12 (24.7 %) has responded the most compared to children belonging to the age group of 11 (1%).

PARTICULARS		RESPONDENTS	
		NUMBER	PERCENTAGE
AGE	11	2	1 %
	12	25	24.7 %
	13	7	6.9 %
	14	7	6.9 %
	15	15	14.9 %
	16	12	11.9 %
	17	11	10.9 %
	18	14	14.9 %
	19	8	7.9 %
GENDER	MALE	36	64.4 %
	FEMALE	66	35.6 %

Table 1: General Information of the respondents.

Given below is the graphical representation of the selected sample of adolescent children based on their gender.

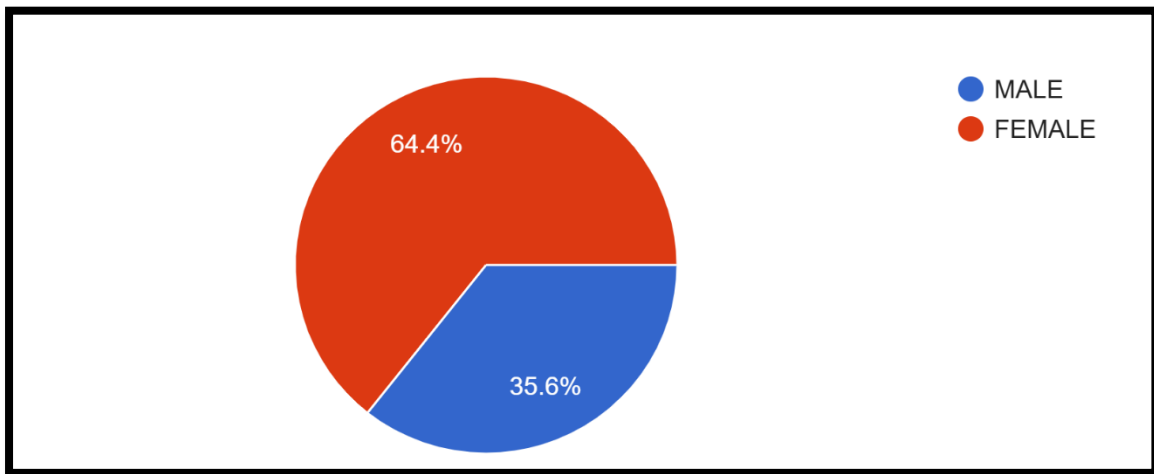


Figure 2: Gender of the adolescent respondents.

Given below is the graphical representation of the adolescent respondents based on their age.

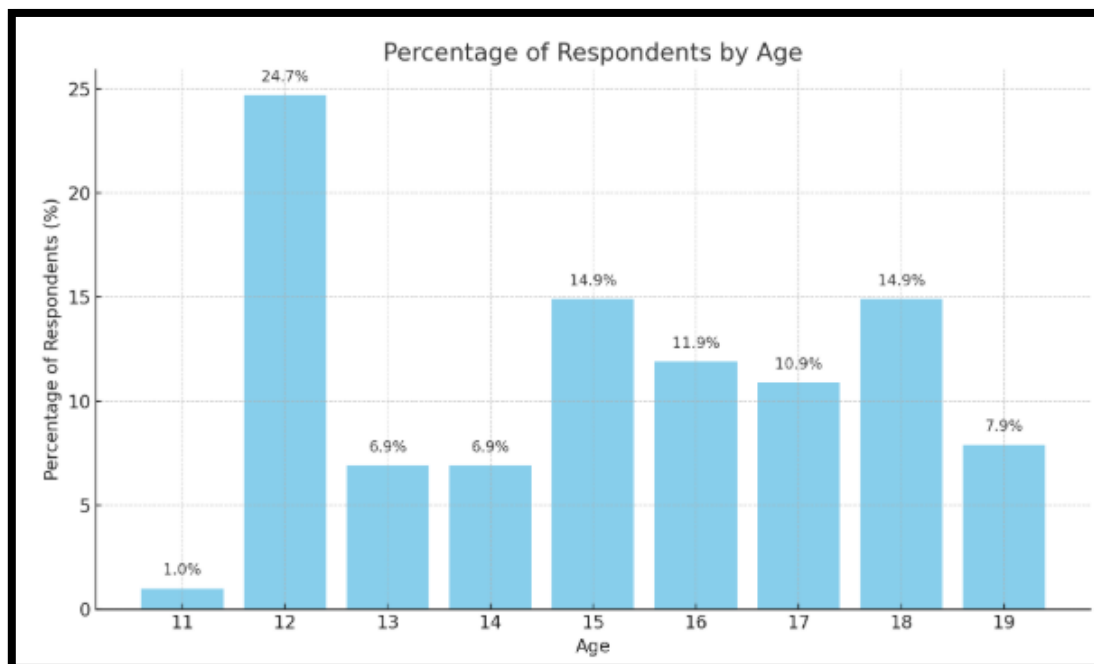


Figure 3: The age of the adolescent respondents.

4.2 Categorization of the parenting styles as authoritative, authoritarian and permissive based on the data collected from sampled parents.

For categorizing the parenting styles as authoritative, authoritarian and permissive, at first the responses filled by the sample parent population were scored and thereafter their averages were computed so as to interpret their parenting styles.

From the 102 responses collected from the parents, majority of the parents have reported as following the authoritative parenting approach while the authoritarian and permissive parenting style followed by parents are at sparse.

The below tabular representation shows the number and percentage values of different parenting styles reported by parents of adolescent children.

PARENTING STYLE	RESPONDENTS	
	NUMBER	PERCENTAGE
AUTHORITATIVE PARENTING STYLE	86	84.31 %
AUTHORITARIAN PARENTING STYLE	11	10.70%
PERMISSIVE PARENTING STYLE	5	4.9 %

Table 2: Categorization of the parenting styles of the sample parent population.

Given below is the graphical representation of the categorization of different parenting styles according to the responses of the sample parent population. The graph shows that 86 parents out of the 102-sample population are following the authoritative parenting approach while the authoritarian and permissive parenting approach is followed by only 11 and 5 of them respectively.

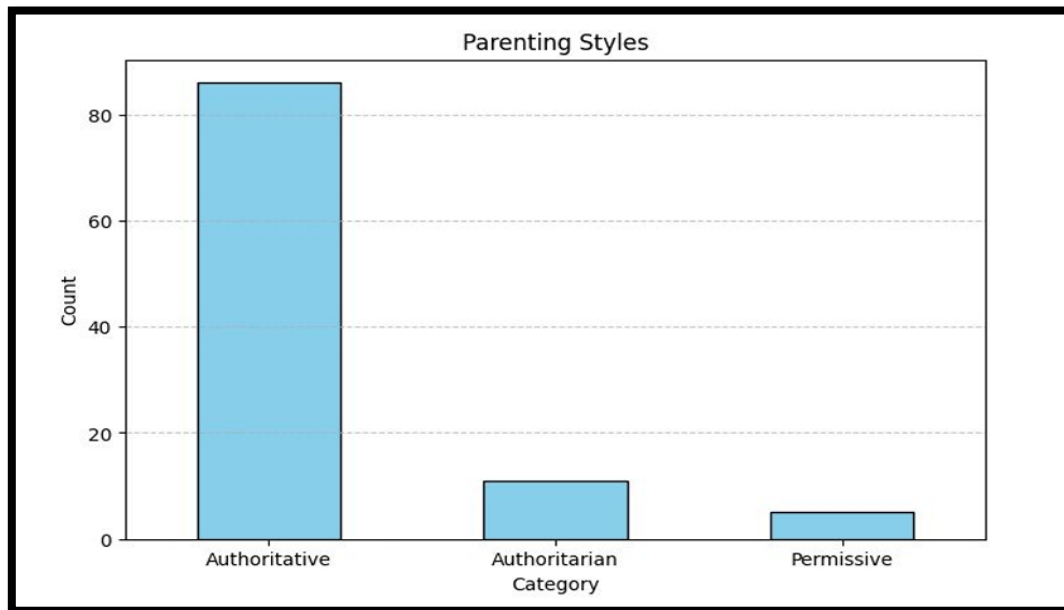


Figure 4: The parenting styles followed by the sample parent population.

4.3 To assess the self- esteem level of adolescents based on data collected.

The assessment of self- esteem of the adolescents were done considering the factors such as age and gender. For that the self-esteem of the sample adolescent population were interpreted as High, Medium and Low after the scoring the responses filled by the them. The table given below represents the number of adolescent children interpreted under different levels of self-esteem.

SELF ESTEEM INTERPRETATION	RESPONDENTS	
	NUMBER	PERCENTAGE
HIGH	43	42.15 %
MEDIUM	36	35.29 %
LOW	22	22.56%

Table 3: Interpretation of the self-esteem levels of the sample adolescent population.

4.3.1 To assess the self-esteem level of adolescents and examine variations based on their gender.

The below contingency table represents the categorization of self-esteem after the scoring based on their gender.

SELF- ESTEEM LEVELS	GENDER	
	FEMALE	MALE
HIGH	33.33 %	58.33 %
MEDIUM	37.88 %	30.56 %
LOW	28.79 %	11.11 %

Table 4: Contingency Table of gender and self-esteem.

The graphical representation of the above contingency table is given below.

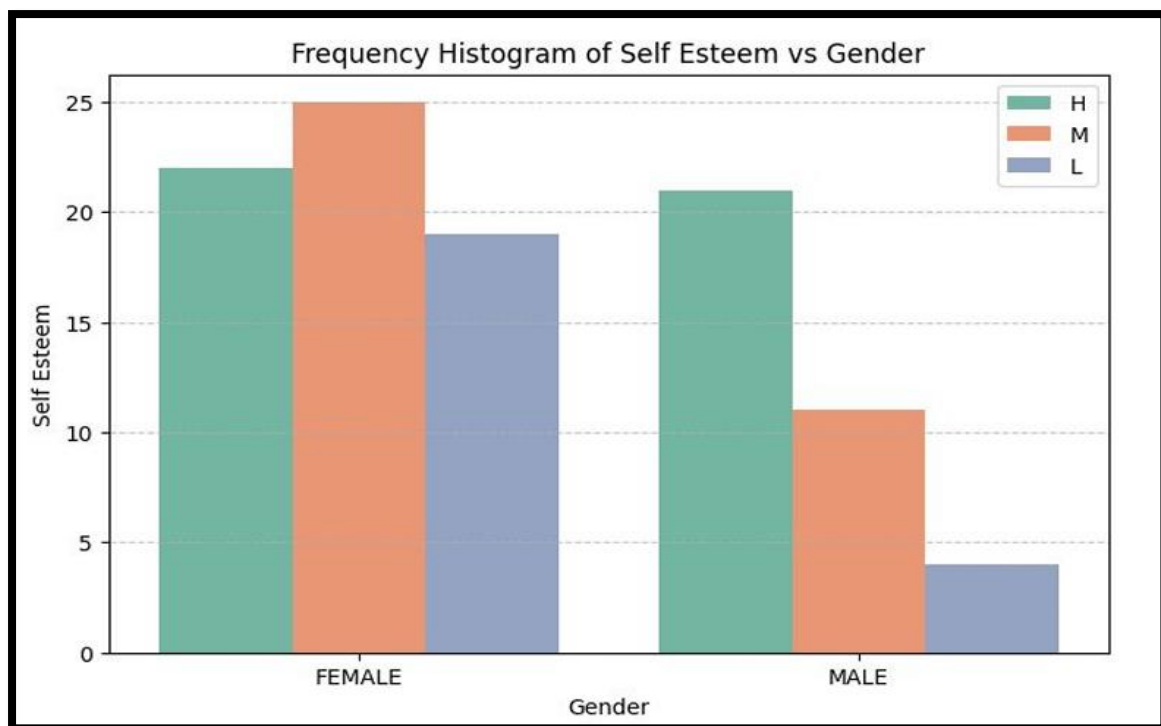


Figure 5: Frequency Histogram of self-esteem vs Gender.

For the purpose of analysing whether gender has any significant impact on the self-esteem of adolescents, Chi- squared test has been used. The level of significance, that is, the p value was found to be 0.0296. Hence $0.0296 < 0.05$, shows that there is a significant association between the gender and self-esteem level of the adolescent children.

4.3.2 To assess the self-esteem level of adolescents and examine variations based on their age.

By doing the data analysis with Spearman correlation test, it was found that there is no significant association between age and self-esteem level of the sample adolescent population.

The graphical representation of the association of self-esteem levels of adolescents and the variations of the former based on age is given below.

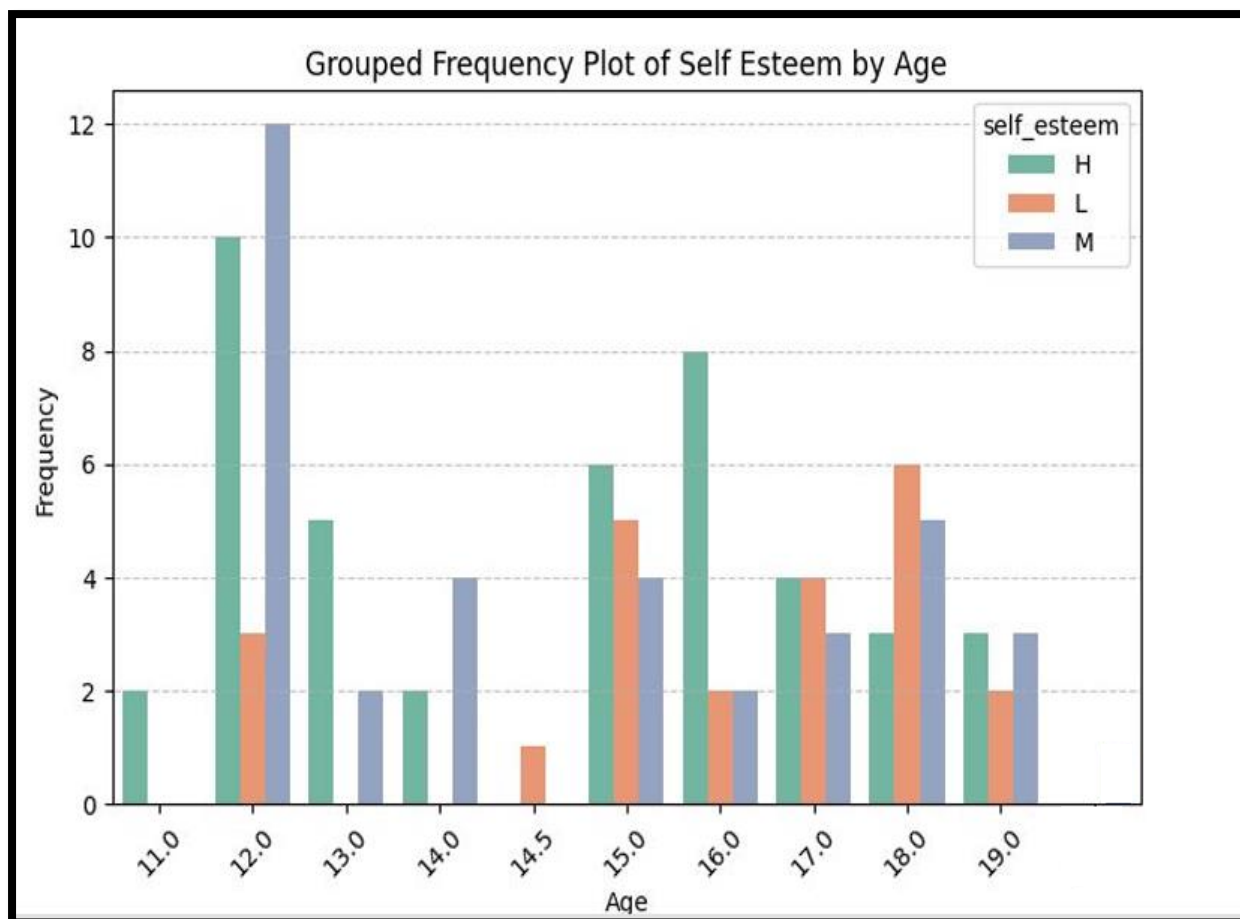


Figure 6: The variations of self-esteem levels based on age of the sample adolescent population.

4.4 Determining the correlation between different parenting styles and adolescent self-esteem levels (High, Medium, Low).

For the purpose of determining the correlation between the different parenting styles including authoritative, authoritarian and permissive parenting styles, and the self-esteem levels (high, medium and low), Spearman correlation test was used.

The below given table represents the correlation between these variables.

PARENTING STYLES	CORRELATION WITH SELF-ESTEEM	
	CORRELATION VALUE	CORRELATION PERCENTAGE
AUTHORITATIVE PARENTING STYLE	0.41	+ 41 %
AUTHORITARIAN PARENTING STYLE	-0.18	- 18 %
PERMISSIVE PARENTING STYLE	-0.43	- 43%

Table 5: The correlation values between the different variables under parenting styles and the variable self-esteem.

The Spearman correlation coefficient values clearly shows that the authoritative parenting style and self-esteem level of the adolescents are related. There is a +41 % of correlation between authoritative parenting style and self-esteem of the adolescents indicating a strong positive correlation, that is, authoritative parenting style has a significant positive impact on the self-esteem of adolescents. Coming to the authoritarian parenting style and the self-esteem, it shows a negative correlation of – 18%, indicating that authoritarian parenting style can negatively affect the self-esteem of the adolescents. Thereafter, the permissive parenting styles and the self-esteem shows strong negative correlation of -43 %, indicating that the permissive parenting style can badly affect the self-esteem of adolescent children.

An overall representation of the correlation between all the parenting styles and the self-esteem of the adolescents are given below.

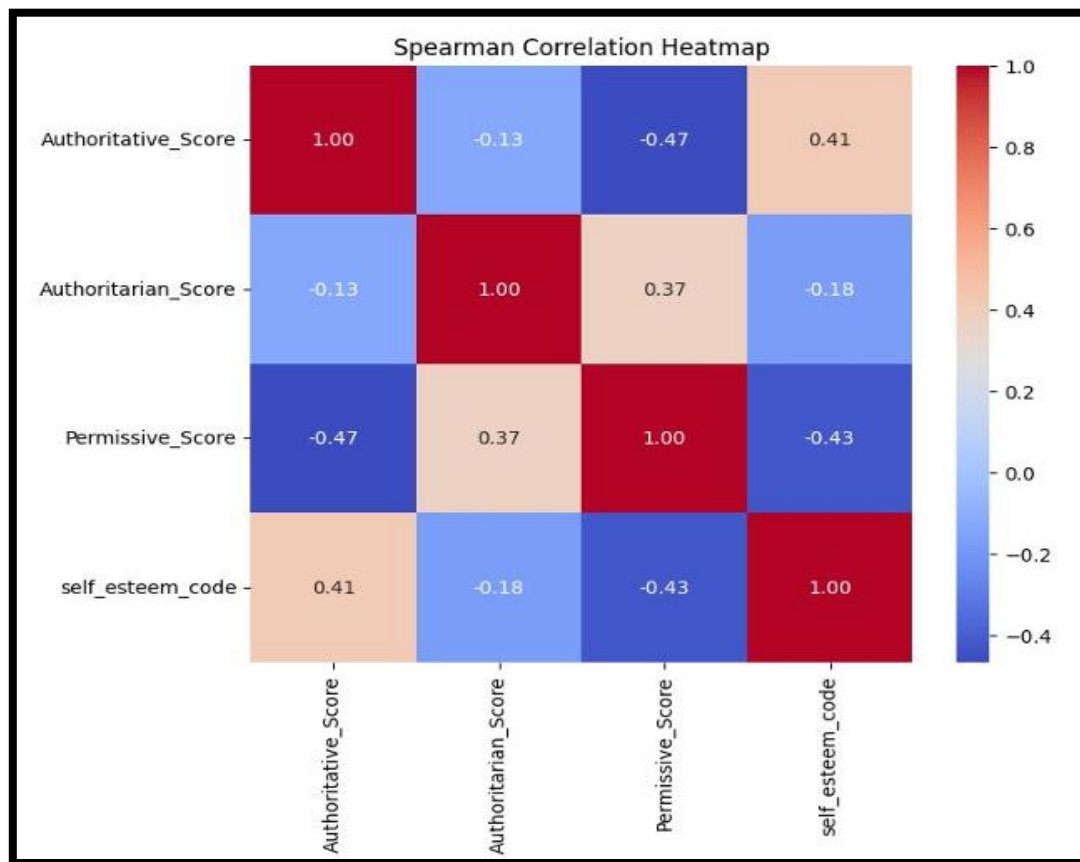


Figure 7: The correlation between the different parenting styles and the self-esteem of adolescent children.

4.5 Evaluating whether authoritative parenting has a significantly more positive effect on self-esteem compared to authoritarian and permissive parenting styles.

For determining whether the authoritative parenting has a significant positive impact on the self-esteem of adolescents compared to authoritarian and permissive parenting styles, the ordinal logistic regression analysis was done. The regression analysis resulted in the following inferences:

- For every 1-unit increase in Authoritative score, the odds to move to a higher self-esteem level (Low →Medium or Medium → High) increase by 136%.
- For every 1- unit increase in the Authoritarian score, the odds of moving towards a higher self-esteem (Low →Medium or Medium → High) decrease by 28%.
- For every 1- unit increase in the Permissive score, the odds of moving towards a higher self-esteem (Low →Medium or Medium → High) decrease by 58%.

1 UNIT INCREASE IN -	PERCENTAGE VARIATION OF SELF- ESTEEM	EFFECT DIRECTION
AUTHORITATIVE PARENTING STYLE	Increase of 136 %	Positive
AUTHORITARIAN PARENTING STYLE	Decrease of 28 %	Negative
PERMISSIVE PARENTING STYLE	Decrease of 58 %	Negative

Table 6: The odds of percentage variation of self-esteem with respect to different parenting styles.

The graphical representation of the above regression analysis is given below.

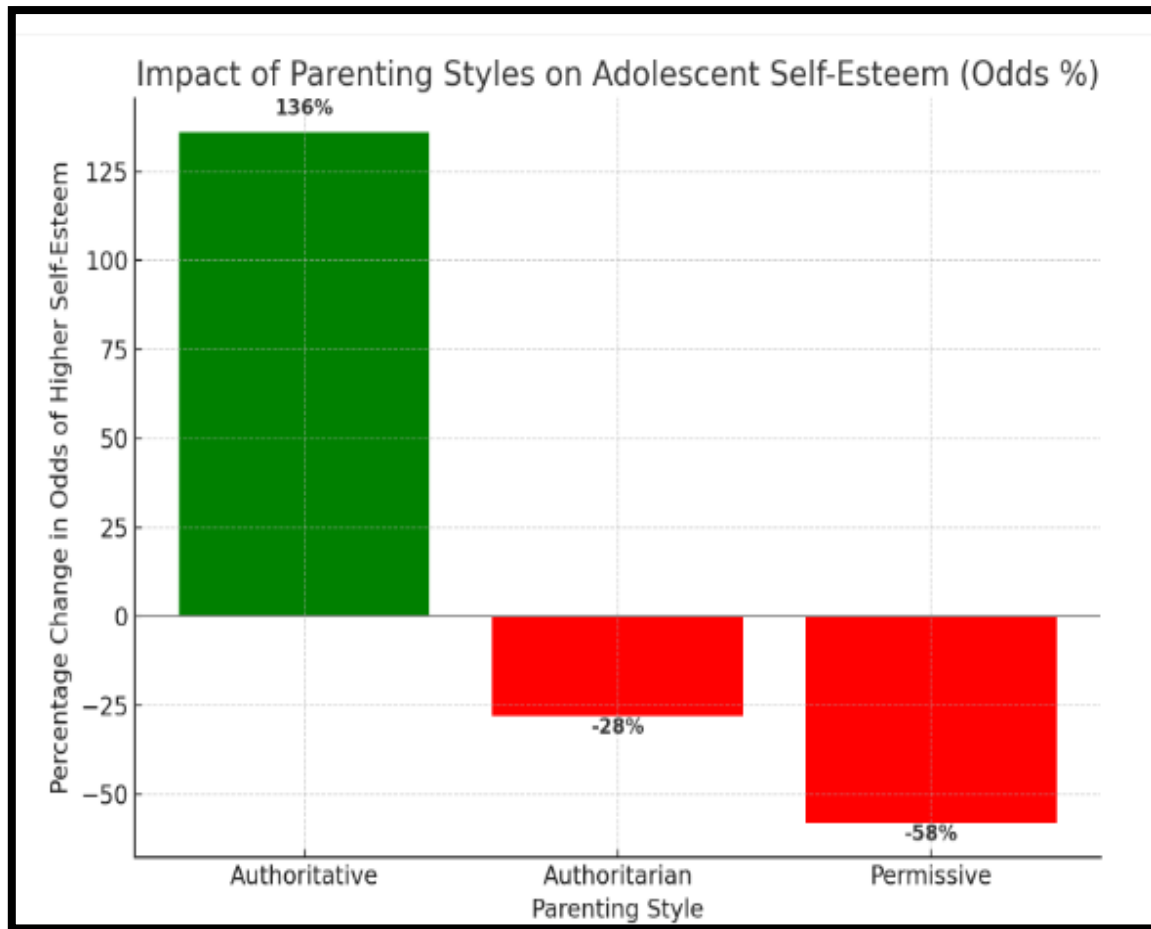


Figure 8: The graphical representation of the regression analysis.

4.6 Evaluating the role of age and gender in moderating the relationship between parenting style and adolescent self-esteem.

To evaluate whether the age or gender of the adolescents moderate the relationship between the parenting style and adolescent self-esteem, a moderating regression analysis was carried out. The data interpretation is to be done on the basis of level of significance ($p = 0.05$). The below table represents the result of the evaluation.

Dep. Variable:	self_esteem_categorical_numerical	No. Observations:	102
Model:	MNLogit	Df Residuals:	90
Method:	MLE	Df Model:	10
Date:	Sat, 15 Mar 2025	Pseudo R-squ.:	0.1138
Time:	05:37:47	Log-Likelihood:	-96.500
converged:	True	LL-Null:	-108.89
Covariance Type:	nonrobust	LLR p-value:	0.005767

self_esteem_categorical_numerical=1	coef	std err	z	P> z	[0.025	0.975]
Intercept	3.0517	5.698	0.536	0.592	-8.116	14.219
gender[T.MALE]	-3.8009	2.039	-1.864	0.062	-7.797	0.195
parenting_style_categorical_numerical	0.3183	4.897	0.065	0.948	-9.279	9.916
parenting_style_categorical_numerical:gender[T.MALE]	4.6809	2.060	2.272	0.023	0.644	8.718
age	-0.0852	0.361	-0.236	0.813	-0.792	0.621
parenting_style_categorical_numerical:age	-0.0944	0.310	-0.305	0.760	-0.702	0.513

Table 7: The role of age and gender in moderating the relationship between parenting style and adolescent self-esteem.

The above table depicts that the pseudo- R^2 is 0.1138, indicating that there is 11.38% of variance in self-esteem. Also, the coefficient value 0.3183, indicates a small positive effect on self-esteem. But on the other hand, $p = 0.948$ shows a borderline significance, indicating the fact that parenting style alone does not significantly predict the self-esteem without considering the age or gender interactions into account. From the above table it is evident that the numerical value of the column $p>|z|$ corresponding to parenting style categorical numerical: gender (T. male) is 0.023. Hence, $0.023 < p = 0.05$, indicating that gender has a significant impact on how parenting style affects the self-esteem. Now the numerical value of the column $p>|z|$ corresponding to the row parenting style categorical numerical: age is 0.760. Hence, $0.760 > 0.05$, indicating that age does not have any significant impact on moderating the parenting style and self-esteem link.

4.7 To evaluate the effectiveness of the recommendations and awareness given to parents on effective parenting strategies that foster higher self-esteem in adolescents.

For the purpose of intervention through parenting tips recommendations and creating awareness 22 parents were screened on the basis of their children's low self-esteem scores. There after the pre- questionnaire was circulated among them before the interventions. And after the brochure and video about parenting tips were circulated, the post questionnaire was given to them to analyse their change in attitude towards parenting. The responses of the sample parental population screened were scored and total score was interpreted for both the pre and post-test.

The table given below shows the number of screened sample parental population interpreted under each level of awareness in the pre-survey.

AWARENESS LEVEL	NUMBER OF RESPONDENTS
MINIMAL AWARENESS	13
LOW AWARENESS	9
MODERATE AWARENESS	0
HIGH AWARENESS	0

Table 8: Pre- survey awareness level interpretations.

The table given below shows the number of screened sample parental population interpreted under each level of awareness in the post- survey.

AWARENESS LEVEL	NUMBER OF RESPONDENTS
MINIMAL AWARENESS	0
LOW AWARENESS	3
MODERATE AWARENESS	5
HIGH AWARENESS	14

Table 9: Post- survey awareness level interpretations.

To evaluate the effectiveness of the sessions, Wilcoxon Test Statistics was carried out in SPSS.

The table given below show the test results.

Wilcoxon Test Statistic: 0.0
 Wilcoxon Test p-value: 4.76837158203125e-07
 Significant difference: The intervention had an effect!

Table 10: The test scores obtained after the Wilcoxon Test.

From the table it is evident that the Wilcoxon Test Statistic = 0.0 indicating the positive direction of change of the sample population through intervention.

p- value = 4.77×10^{-7} which is equal to 0.00000047. This value is much smaller than the level of significance 0.05 indicating the difference between the pre and post awareness level to be highly significant.

After the Wilcoxon test statistics, the change or shift of awareness levels are clearly depicted in the table given below.

PRE- SURVEY AWARENESS → POST-SURVEY AWARENESS	HIGH AWARENESS LEVEL	MODERATE AWARENESS LEVEL	LOW AWARENESS LEVEL
MINIMAL AWARENESS LEVEL (BEFORE)	9 moved to high	1 moved to moderate	3 stayed low
LOW AWARENESS LEVEL (BEFORE)	5 moved to high	4 moved to moderate	0 stayed low

Table 11: Shift of awareness levels from pre- survey to post survey.

The mean score interpretation was also carried out to analyse the effectiveness of the intervention through creating awareness about parenting and providing parenting tips. The final scores of each parent in pre and post were calculated for its interpretation. These scores were taken into account and the averages were calculated for both pre and post survey.

The below given graph shows the representation of change in average levels of the scores from pre survey to post survey.

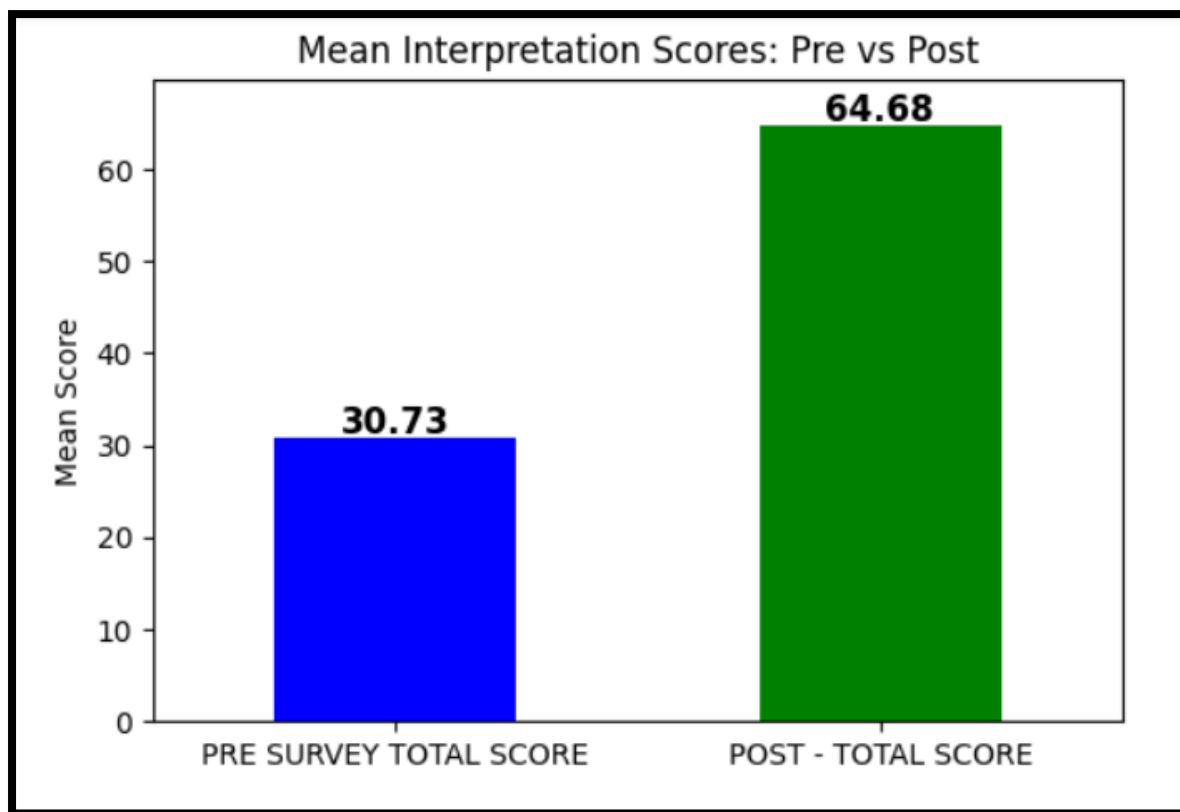


Figure 9: The mean scores of pre and post-test.

The graph clearly suggests the shift in average scores from pre-survey to post-survey.

DISCUSSION

The aim of the study was to examine and create awareness among parents about how different parenting styles- authoritative, authoritarian and permissive- affect the self-esteem of adolescents, arguing that the authoritative parenting is most conducive to positive self-esteem, while authoritarian and permissive have varying negative impact on the adolescent development. For this, data was collected from the selected sample population consisting of 102 parents and their adolescent children using Parenting Style Questionnaire (PSQ) and Rosenberg's Self-Esteem Scale (RSES) as tools respectively. Thereafter, the data collected was sorted and then analysed by using Statistical Product and Service Solution (SPSS) software.

The general information depicted in Table 1, Figure 2 and Figure 3, clearly shows that the majority respondents belong to the female category (64.4%) compared to male (35.6 %). The age group shows a wide range of variation as the respondents of selected sample group belong to the adolescent age category (10-19 years), indicating that the variations are obvious. The in-depth observation indicates that the adolescent children belonging to age group of 12 have responded the most (24.8 %) compared to the other age group categories 11 years (1 %), 13 years (6.9 %), 14 years (6.9 %), 15 years (14.9 %), 16 years (11.9 %), 17 years (10.9%), 18 years (14.9 %) and 19 years (7.9 %).

For the purpose of identifying the parenting style followed by each parent of the sample population, the response of each question was considered and the average was calculated for each section in the questionnaire. The highest average among the 3 section was taken into account and interpreted as the parenting style followed by each parent. The categorization of parenting styles as authoritative, authoritarian and permissive based on the data collected is well depicted in Table 2.

After analysing it was found that, majority of the parents followed authoritative parenting styles (84.31 %), which indicates that the parents are flexible enough in instilling necessary control and discipline, keeping reasonable demands and are compassionate enough to their children. The authoritarian parenting style is being followed by 10.70 % of the parents. That is, they are likely to show the characteristics like usage of strict rules, punishment, disciplinary methods and have high expectations on their children that are not flexible creating a suffocating environment for their children. From the 102 sample of parents, permissive style is followed by 4.9 % of parents. This variation of parenting styles followed by the sample parental population, is clearly evident from the graph shown in Figure 4.

For the self-esteem level possessed by each child in the sample population, each response of the child in the questionnaire was scored and the total was calculated. The interpretation was and based on the total score they obtained and they were interpreted to possess low, medium or high level of self-esteem.

The self-esteem level of the adolescent children of the sample parental population was then assessed. The number and the corresponding percentage of respondents constituting the High, Medium and Low self-esteem level is listed in Table 3. 42.15 % of the adolescent children of the sample population possess high self-esteem, 35.29 % of them possess medium level of self-esteem and 22.56% of them possess low level of self-esteem.

Thereafter to analyse the self-esteem level of the sample adolescent population based on their gender, the Chi- square test was carried out. The test indicated that there is a significant association between gender and self-esteem of adolescents. It is evident that the female adolescent children constitute the majority in the sample (64.4 %). From 66 female respondents, 33.33 % have high level of self-esteem, 37.88 % have medium level of self-esteem and 28.79 % have been interpreted to have low level of self-esteem. Considering the male

sample population of 36, 58.33 % is interpreted to have high self-esteem, 30.56 % have medium self-esteem level and 11.11 % of them have low self-esteem level.

The percentage of high self-esteem level interpreted among the total 66 female respondents is just 33.33 %, but from the total of 36 male respondents, 58.33 % tend to have high self-esteem level; indicating that the male adolescent children possess high self-esteem level compared to female adolescent children. It is evident from the data analysed that, female tend possess low self-esteem levels compared to male, as there are 28.79 % of respondents interpreted to have low level of self-esteem from a total of 66 female respondents, while just 11.11 % of the male respondents have been interpreted to have low self-esteem from a total of 36 male respondents. These aspects are well supported with the level of significance or p value of 0.0296, obtained from Chi- square test while considering the degree of freedom as 2. Male having high-level of self-esteem compared to female adolescent children are indicative of the factors like gender roles, gender based societal expectations, double standards, criticisms faced by women, control over autonomy of women and so on attributing to the existence of male dominated society. The visualization of these variation of self-esteem levels based on gender is well depicted in the frequency histogram shown in Figure 5.

Considering the effect of age in the variation of self-esteem levels among the sample adolescent population, the data analysed shows a wide range of variations. There is no evident interpretation of a proper linear, increasing or decreasing trend of variations in self-esteem level with respect to age of the respondents. The majority respondents belong to age group of 12. While analysing the grouped frequency plot of self-esteem with respect to age in Figure 6, it is evident that as age increases, that is, as children approaches their late adolescent period, they tend to show a trend of low self-esteem compared to early adolescent period.

Considering the early adolescent age category from 10 to 14, only a few have been interpreted to have low self-esteem. Also, at 12 years of age it can be observed from the graph that there is a high frequency in high level of self-esteem. But if we observe the 13-year age group there is a drop in self-esteem levels. These fluctuations in levels of self-esteem might be due to the issues that they deal with the onset of puberty. Observing the analysis of respondents under middle adolescence (15 to 17 years), they tend to be high in number for possessing low- self-esteem showing that from early to middle adolescent period children tend to show a decrease in their level of self-esteem. This could be because of the onset of factors like gender identity exploration, role confusions, academic pressure as they are likely to write their 10th and 12th board exam in this age group, peer influences or bullying and so on. Considering late adolescent period the same trend is observed. The frequency of low self-esteem increases as they attain 18 years of age though medium self-esteem remains steady and a significant drop in high self-esteem. These could be indicative of their struggles that they go through as they are at the verge of choosing their career, self-doubt and so on causing emotional difficulties paving way for lower level of self-esteem.

After analysis the correlation between different parenting styles and adolescent self-esteem levels (High, Medium, Low) was determined using the Spearman correlation test. Table 5 clearly reports the correlation values obtained while considering self-esteem and the different parenting styles as the variables. The correlation value between authoritative parenting style and self-esteem of the adolescents shows a strong positive correlation, that is, $r_s = 0.41$ or a correlation percentage of + 41% shows that authoritative parenting style has a significant positive impact on the self-esteem of adolescents. Coming to the authoritarian parenting style and the self-esteem, it shows a negative correlation with $r_s = -0.18$ or correlation percentage of -18% indicating that authoritarian parenting style can negatively affect the self-esteem of the adolescents. Thereafter, the permissive parenting styles and the self-esteem shows strong

negative correlation with $r_s = -0.43$ or correlation percentage of -43% , indicating that the permissive parenting style can badly affect the self-esteem of adolescent children. Thus, this proves and justifies the aim set forth in the study. It is to be noted that the correlation shows that permissive parenting style has the worst effect on the self-esteem of the adolescent than the authoritarian parenting style. This can be because of the fact that permissive parenting style follows more of a liberal style where children are not guided properly with manners, ethics and values. They might not be guided well in aspects related to failures as well. Children guided in such a manner are likely to possess low level of emotional intelligence hence paving way for low intelligence. Moreover, the spearman correlation heatmap represented in Figure 7 shows the clear picture of the correlation between the parenting styles and self-esteem and even the correlation among the different parenting styles.

Further analysis on whether the authoritative parenting has a significantly more positive effect on self-esteem compared to authoritarian and permissive parenting styles was carried out by applying the ordinal logistics regression analysis. The test gave the following results that:

For every 1-unit increase in Authoritative score, the odds to move to a higher self-esteem level (Low \rightarrow Medium or Medium \rightarrow High) increase by 136%. For every 1- unit increase in the Authoritarian score, the odds of moving towards a higher self-esteem (Low \rightarrow Medium or Medium \rightarrow High) decrease by 28% and finally for every 1- unit increase in the Permissive score, the odds of moving towards a higher self-esteem (Low \rightarrow Medium or Medium \rightarrow High) decrease by 58%. Hence, it is evident that by adopting and following the authoritative parenting can help the adolescents to boost up their self-esteem compared to the other two parenting styles. This indeed hold up the aim set forth by the study as it aligns with the aspect that authoritative parenting style is conducive to result in positive self-esteem in adolescents. For a better understanding the graphical representation of the regression analysis is depicted in Figure 8.

An in-depth evaluation of the role of age and gender in moderating the relationship between parenting style and adolescent self-esteem was carried out using a moderating regression analysis. For this purpose, the final numerical score of the self-esteem levels was taken into account and considered as the dependent variable. The pseudo- R^2 is 0.1138, indicating that there is 11.38% of variance in self-esteem. Also, the coefficient value 0.3183 indicates a small positive effect on self-esteem. But on the other hand, $p = 0.948$ shows a borderline significance, indicating the fact that parenting style alone does not significantly predict the self-esteem without considering the age or gender interactions into account.

From the Table 7, it is evident that the numerical value of the column $p > |z|$ corresponding to parenting style categorical numerical: gender (T. male) is 0.023. Hence, $0.023 < p = 0.05$, indicating that gender has a significant impact on how parenting style affects the self-esteem. To be precise male tend to show a stronger response to parenting style with respect to self-esteem than other gender. Now the numerical value of the column $p > |z|$ corresponding to the row parenting style categorical numerical: age is 0.760. Therefore, $0.760 > 0.05$, indicating that age does not have any significant impact on moderating the parenting style and self-esteem link. Hence gender moderates the relationship between parenting style and self-esteem, but age doesn't.

For the purpose of evaluation of the effectiveness of the recommendations and awareness given to parents on effective parenting strategies that foster higher self-esteem in adolescents, a pre-survey questionnaire was circulated before intervention and after circulating the brochure and videos, the same questionnaires were given for post-test. The questionnaire had interpretation based on four levels of awareness including minimal awareness, low awareness, moderate awareness and high awareness. Each response from respective respondents were scored and was totalled to get the final score so as to interpret it. The shift of the awareness level from pre to post survey was assessed with the help of Wilcoxon Test Statistic.

Table 8 and Table 9 represents the number of respondents falling under each category of awareness level in the pre and post survey respectively. Wilcoxon test analysed the effectiveness of the recommendations provided, and the test results are depicted in Table 10.

From the table it is evident that, Wilcoxon Test Statistic = 0.0. A test statistic of 0.0 means that every participant who changed their awareness level did so in a positive direction (i.e., no cases where post-awareness was lower than pre-awareness). Also, $p\text{-value} = 4.77 \times 10^{-7}$ which is equal to 0.000000477. This is extremely small and much lower than the standard significance threshold (0.05 or 0.01). This smaller p-value indicates that the likelihood of this result happening by random chance is extremely low. Also, a small p-value suggest that the difference between pre- and post-awareness levels is highly significant and not due to random chance.

The shift of awareness level after the recommendations on parenting provided is well depicted in Table 11. The table shows that there is a significant increase in high awareness level. To be precise, 5 out of 9 (55%) of people with low awareness moved to high awareness. And 9 out of 13 (69%) of people with minimal awareness moved to high awareness. There is a minimal retention in low awareness. That is, only 3 people from minimal awareness level shifted and remained in low awareness level. None from minimal or low awareness stayed at the same awareness level, which means that everyone has shown an improvement in their understanding about parenting approaches. There is some shift to moderate awareness. That is, 4 people from low awareness (44%) moved to moderate awareness instead of high awareness. Only 1 person from Minimal Awareness (8%) moved to moderate awareness. This suggests that the intervention worked better for people who already had least knowledge about parenting (Minimal Awareness group). Hence it is proved that the recommendations about parenting tips have turned out to be effective in the 22 screened parental sample population.

SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

5.1 Summary

The study entitled “Analyzing and creating awareness on the impact of parenting styles on the self-esteem of adolescents” focus on examining and creating awareness among parents about how various parenting styles- authoritarian, authoritative and permissive- affect the self-esteem levels of the adolescent children. It argues that authoritative parenting styles have a positive impact on the self-esteem of adolescents while authoritarian and permissive negatively affects the adolescent development. For this purpose, 102 sample of parents were selected along with their adolescent children (102) from Ernakulam and Kottayam districts of Kerala through convenience sampling.

The tools used for collecting the response included Parenting Style Questionnaire (PSQ), Rosenberg Self-Esteem Scale (RSES) and the Questionnaire devised to assess the awareness about parenting among parents. For the last phase using the Questionnaire to assess the awareness about parenting, 22 parents of the adolescent children interpreted to have low self-esteem was chosen. Then a brochure and a video about parenting tips and recommendations were circulated among them as well. Through various statistical analysis including Spearman Correlation test, Chi- square test, Regression analysis and Wilcoxon Test Statistic it was found that there is a correlation between the parenting styles and the adolescent self-esteem were authoritative parenting style positively affects the self-esteem and authoritarian and permissive parenting styles negatively affects the self-esteem of adolescent children. Also, the Wilcoxon test proved the effectiveness of the recommendations provided to the 22 screened sample parental population.

This research provided valuable insights about parenting approaches, through the parenting tips and recommendations provided in the second phase of the study. By recommending the 12

tips mentioned in the brochure and the video including importance of love, observational learning, importance of touch, sharing and caring, playing, praying and eating together, respect and humility, priorities, appraisal and acknowledgement, empathy, active listening, sexual education and ichigo ichie, the study turn out to dive into the deeper essence of parenting.

5.2 Findings

The findings of the study can be summarized as follows:

5.2.1 General information of the respondents.

The general information collected was analyzed and was found that majority of the adolescent respondents were female (64.4 %) compared to male (35.6 %). The adolescent respondents belong to a wide range of age group from 10 to 19 years.

5.2.2 Categorization of parenting styles as authoritarian, authoritative and permissive.

Majority of the parents have been interpreted to follow authoritative parenting styles (84.31 %) based on their responses. While authoritarian parenting style is being followed by 10.70 % of them and permissive parenting style is being followed by 4.9 % of them. Hence the result shows an extreme range of variation in parenting styles followed by the sample parental population.

5.2.3 Assessment of the self-esteem levels of adolescents with respect to their age and gender.

With the help of Chi-square test, it was found that, the percentage of high self-esteem level interpreted among the total 66 female respondents is lower compared to 36 male respondents, indicating that the male adolescent children possess high self-esteem level compared to female adolescent children. It was also evident from the data analysed that; female tend possess low self-esteem levels compared to male.

Considering the effect of age in the variation of self-esteem levels among the sample adolescent population, the data analysed shows that there is no evident interpretation of a proper linear, increasing or decreasing trend of variations in self-esteem level with respect to age of the respondents. The in-depth analysis of graph indicates that as age increases, that is as children approaches their late adolescent period, they tend to show a trend of low self-esteem compared to early adolescent period.

5.2.4 Determining the correlation between different parenting styles and adolescent self-esteem levels (High, Medium, Low).

With Spearman correlation test it was found that the adolescent self-esteem and authoritative parenting style showed a positive correlation of + 41%, while authoritarian and permissive parenting style showed a negative correlation of -18 % and – 43 % respectively. Thus, this proves the aim of the study that is, authoritative parenting style tends to have a positive impact on the self-esteem of adolescents compared to authoritarian and permissive parenting styles causing negative impact on adolescent development.

5.2.5 Evaluation on whether authoritative parenting has a significantly more positive effect on self-esteem compared to authoritarian and permissive parenting styles.

For evaluating whether authoritative parenting has significantly more positive effect on the self esteem compared to authoritarian and permissive parenting styles, ordinal logistics regression analysis was carried out. It was found that for every 1-unit increase in Authoritative score, the odds to move to a higher self-esteem level increase by 136%, while for authoritarian it decreases by 28% and for permissive it decreases by 58%. Hence, it was proven that following the authoritative parenting can help the adolescents to boost up their self-esteem compared to the other two parenting styles which indeed hold up the aim set forth by the study.

5.2.6 Evaluation on the role of age and gender in moderating the relationship between parenting style and adolescent self-esteem.

Through the in-depth evaluation of the role of age and gender in moderating the relationship between parenting style and adolescent self-esteem, carried out using moderating regression analysis, it was found that gender has a significant impact on how parenting style affects self-esteem ($p > /z/ = 0.023$). Also, it was found that, age does not have any significant impact on moderating the parenting style and self-esteem link ($p > /z/ = 0.760$). Hence gender moderates the relationship between parenting style and self-esteem, but age doesn't.

5.2.7 Evaluation on the effectiveness of the recommendations and awareness given to parents on effective parenting strategies that foster higher self-esteem in adolescents.

To evaluate the effectiveness of the sessions, Wilcoxon Test Statistics was carried out in SPSS. The test gave a result where, Wilcoxon Test Statistic = 0.0. A test statistic of 0.0 meant that every participant who changed their awareness level did so in a positive direction (i.e., no cases where post-awareness was lower than pre-awareness). Also, p-value of 0.000000477, indicated the likelihood of this result happening by random chance was extremely low. Hence, proving the effectiveness of recommendations and awareness.

5.3 Conclusion

The study summarizes the “impact of parenting styles on the self-esteem of adolescents”. With the data collected using different tools among the sample parental and adolescent population, it was found that parenting style indeed affect the self-esteem of adolescents. To be precise, the study has turned out to prove the aim set forth by it, that is, following authoritative parenting style can boost up the self-esteem and self- concept of the adolescent children with the prudent approach that it adapts to deal with children. While the other two parenting styles have proven to have a negative impact on the self-esteem of adolescents, due to it over disciplinary and

liberal approach respectively, highlighting the two possible negative extremities of parenting styles.

The study also discusses the variation in self-esteem level with respect to gender and age. In this 21st century, male children having higher levels of self-esteem compared to female children allude the factors like gender roles, gender based societal expectations, double standards, criticisms faced by women, control over autonomy of women and so on attributing to the existence of male dominated society. The process of providing parenting tips to parents of children who have been interpreted to possess low self-esteem level has proven the fact that with effort to correct themselves while guiding children and with a willingness to apologize while doing something wrong to their child can indeed make a huge difference in the relationship between parents and children. Hence, trying to work for the betterment of their own child and taking a genuine effort for that can create an incredible set of youth confident in themselves.

5.4 Limitations

5.4.1 Geographic limitation:

The study has been limited to two district of Kerala including Kottayam and Ernakulam. This indeed affects the generalizability of the findings of the study as only a smattering area is being considered for the study.

5.4.2 Sample Size:

The study had been based on a small sample size of 102 parents and their children. It indeed affects proper attainment of objectives set forth by the study as only a few samples size is not enough for the accuracy in generalization of the results.

5.4.3 Lack of observational data:

The study has considered the self-reports of parents and children rather than observational data by the researcher. This might lead to possible bias in the responses.

5.4.4 Standardization issues:

The study has used a self-devised questionnaire with the reference of parenting theories. It might affect the reliability and validity.

5.4.5 Cultural bias:

The study has its limitations in aspects related to cultural effect of parenting as there are differences in parenting approach based on culture.

5.4.6 Time limitations:

A few intervention techniques cannot give needful results as a behaviour change will take a long period of time and with consistent practice and intervention only an individual can change their attitude and approaches of parenting even if they understand the concept. So, for the intervention for parents have to be carried out for a long time to analyse their change and its effect in adolescent life.

5.5 Recommendations

5.5.1 Expansion of the sample size and the selection of area:

Considering a wide range of data from different districts spread across the state can turn out to give more reliable results which can be generalized with the objectives set.

5.5.2 Mixed- Method Approach:

Adopting a mixed-method approach so as to obtain results from quantitative surveys and qualitative interviews or observations can give more reliable and authentic responses. Through

direct observation or interviews, the researcher can have a deeper understanding on various parenting approaches and its effect on children. This can indeed mainstay the results and findings of the study, leading to its credulous generalizations.

5.5.3 Longitudinal Study Design:

Adopting a longitudinal study design can help to track down the changes in adolescents based on the parenting approaches. It can help to explore the changes of self-esteem levels resulting from changes in parenting approaches, hence ruling out the causality concerns.

5.5.4 Practical Implications:

The interventions in aspects related to parenting approach, behaviour and attitude should be done in a full-fledged manner consistently for a long duration so as to attain proper result in the overt and covert aspects of parenting.

The parents of students studying in 5th, 6th and 7th standards can be focused and a parenting guidance can be given for them as well before their children enter into peak adolescent age. Also, interventions with adolescents can be helpful so as to work with their relationship with parents.

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APPENDICES

APPENDIX 1- PARENTING STYLE QUESTIONNAIRE (PSQ)

PARENTING STYLE QUESTIONNAIRE

Please rate how often you engage in the different parenting practices, listed below. Scores range from "Never" to "Always" on a 5-point scale. At the end of each section, add up the scores and divide it by the number of questions in that section. The calculated score is your total score for that category. The highest score indicates your preferred parenting style.

Authoritative Parenting Style

1. I am responsive to my child's feelings and needs:

Never	1	2	3	4	5	6	Always
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2. I take my child's wishes into consideration before I ask him/her to do something:

Never	1	2	3	4	5	6	Always
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3. I explain to my child how I feel about his/her good/bad behaviour:

Never	1	2	3	4	5	6	Always
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4. I encourage my child to talk about his/her feelings and problems:

Never	1	2	3	4	5	6	Always
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5. I encourage my child to freely "speak his/her mind", even if he/she disagrees with me:

Never	1	2	3	4	5	6	Always
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6. I explain the reasons behind my expectations:

Never	1	2	3	4	5	6	Always
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7. I provide comfort and understanding when my child is upset:

Never	1	2	3	4	5	6	Always
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8. I compliment my child:

Never	1	2	3	4	5	6	Always
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9. I consider my child's preferences when I make plans for the family (e.g., weekends away and holidays):

Never	1	2	3	4	5	6	Always
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10. I respect my child's opinion and encourage him/her to express them:

Never	1	2	3	4	5	6	Always
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11. I treat my child as an equal member of the family:

Never	1	2	3	4	5	6	Always
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12. I provide my child reasons for the expectations I have for him/her:

Never	1	2	3	4	5	6	Always
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13. I have warm and intimate times together with my child:

Never	1	2	3	4	5	6	Always
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Scoring: **Total score** / 13 =

Authoritarian Parenting Style

1. When my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent, or because that is what I want:

Never	1	2	3	4	5	6	Always
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2. I punish my child by taking privileges away from him/her (e.g., TV, games, visiting friends):

Never	1	2	3	4	5	6	Always
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3. I yell when I disapprove of my child's behaviour:

Never 1 2 3 4 5 6 Always

4. I explode in anger towards my child:

Never 1 2 3 4 5 6 Always

5. I spank my child when I don't like what he/she does or says:

Never 1 2 3 4 5 6 Always

6. I use criticism to make my child improve his/her behaviour:

Never 1 2 3 4 5 6 Always

7. I use threats as a form of punishment with little or no justification:

Never 1 2 3 4 5 6 Always

8. I punish my child by withholding emotional expressions (e.g., kisses and cuddles):

Never 1 2 3 4 5 6 Always

9. I openly criticise my child when his/her behaviour does not meet my expectations:

Never 1 2 3 4 5 6 Always

10. I find myself struggling to try to change how my child thinks or feels about things:

Never 1 2 3 4 5 6 Always

11. I feel the need to point out my child's past behavioural problems to make sure he/she will not do them again:

Never 1 2 3 4 5 6 Always

12. I remind my child that I am his/her parent:

Never 1 2 3 4 5 6 Always

13. I remind my child of all the things I am doing and I have done for him/her:

Never 1 2 3 4 5 6 Always

Scoring: Total score / 13 =

Permissive Parenting Style

1. I find it difficult to discipline my child:

Never 1 2 3 4 5 6 Always

2. I give into my child when he/she causes a commotion about something:

Never 1 2 3 4 5 6 Always

3. I spoil my child:

Never 1 2 3 4 5 6 Always

4. I ignore my child's bad behaviour:

Never 1 2 3 4 5 6 Always

Scoring: Total score / 4 =

Parenting Styles: On the lines below you can record the rank order of your preferred parenting styles:

1) Score:

2) Score:

3) Score:

APPENDIX 2- ROSENBERG’S SELF-ESTEEM SCALE (RSES)

SELF- ESTEEM QUESTIONNAIRE FOR ADOLESCENTS

STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
On the whole, I am satisfied with myself.				
At times, I think I am no good at all.				
I feel that I have a number of good qualities.				
I am able to do things as well as most other people.				
I feel I do not have much to be proud of.				
I certainly feel useless at times.				
I feel that I’m a person of worth, at least on an equal plane with others.				
I wish I could have more respect for myself.				
All in all, I am inclined to feel that I am a failure.				
I take a positive attitude toward myself.				


APPENDIX 3- QUESTIONNAIRE TO ASSESS AWARENESS ABOUT PARENTING AMONG PARENTS.

QUESTIONNAIRE TO ASSES AWARENESS ABOUT PARENTING APPROACH.

	STATEMENT	STRONGLY DISAGREE	DISAGRE	NEUTRAL	AGREE.	STRONGLY AGREE.
1	I am well aware that my emotional and mental state is capable of affecting my child.					
2	Whenever my child is feeling difficulties, I am aware that I should notice, acknowledge it even if my child does not open up about it.					
3	I am aware that I shouldn't respond to my child based on my frustration.					
4	I am aware that I should show empathy to my child when they are upset.					
5	I am aware about the difference between punishment and discipline.					
6	I often think and analyse about how my child is perceiving the rules and consequences.					
7	I am aware that I should adjust my discipline approach based on my child's age and understanding.					
8	I recognize when I have a tendency to over protect my child instead of letting them learn from their mistakes.					

9	I am aware that I should give my child enough opportunities to make decisions.					
10	I am aware of the fact that my child needs to have enough freedom to be confident.					
11	I am aware of the fact that I should never completely solve the issues faced by my child, rather just guide them through it.					
12	I am aware that letting my child learn from their mistakes, giving them opportunities to make decisions and encouraging their sense of autonomy can boost their self-esteem.					
13	I am aware that my child is watching me and learning how I manage my emotions and challenges.					
14	I always check whether my behaviour aligns with the values that I want to teach.					
15	I am aware that I should not control my child from expressing their emotions (like crying, sadness, panic).					
16	I am aware that I should apologize to my child if I handle a situation poorly.					

APPENDIX 4- DIGITALIZED GOOGLE QUESTIONNAIRE OF INITIAL SURVEY



QUESTIONNAIRE FOR PARENTS AND ADOLESCENT CHILDREN

Survey on Analyzing the Impact of parenting styles on the self esteem of adolescents.
Please read the following questions and select the appropriate options.
Please note the following. There are 3 sections in this form

- *SECTION 1 OF THIS FORM IS TO BE FILLED WITH THE BASIC DETAILS OF THE PARTICIPANTS.*
- *SECTION 2 OF THIS FORM IS TO BE FILLED BY THE PARENT.*
- *SECTION 3 OF THIS FORM IS TO BE FILLED BY ADOLESCENT CHILDREN.*

If there is any enquiries regarding this you can contact the below mentioned email id-
shreyajoseph2@gmail.com

* Indicates required question

Email *

Your email _____

Full Name of the Parent. *

Your answer _____

Full Name of your child *

Your answer _____

Gender of your child *

APPENDIX 5 – DIGITALIZED GOOGLE QUESTIONNAIRE OF PRE AND POST ANALYSIS



AWARENESS ABOUT PARENTING :
Pre-questionnaire

The below form is to be filled by the parents.

- The first section is to be filled with basic sociodemographic details.
- The second section contains 16 statements. Under each statements 5 options are given. After reading each statements carefully you can choose the most appropriate option from the 5 which aligns with your parenting approach.

The informations that you provide will be completely confidential and will only be used for academic purposes. If you have any kind of queries please contact via email - shreyajoseph2@gmail.com.

* Indicates required question

Email *

Your email _____

Full Name of the Parent. *

Your answer _____



AWARENESS ABOUT PARENTING: Post- questionnaire

* Indicates required question

SOCIODEMOGRAPHIC DETAILS.

Full Name of the Parent. *

Your answer _____

Full Name of your child. *

Your answer _____

Gender of your child *

☐ MALE

☐ FEMALE

☐ OTHER

APPENDIX 6 – BROCHURE ABOUT PARENTING RECCOMENDATIONS AND TIPS

PARENTING RECCOMENDATIONS AND TIPS



1) Importance of Love.
Children need to feel loved to grow emotionally strong. It's not just about saying "I love you" — hugs, smiles, and being present matter too.



3) Importance of Touch
Physical touch — like hugs, pats on the back, or holding hands — gives children a sense of comfort and safety. It's proven to lower stress and build trust.



5) Playing, Praying, & Eating Together
Spending quality time together — whether it's playing, praying, or having meals — builds lifelong family bonds.



2) Observational Learning
Kids copy what they see more than they listen to what you say. Be the example you want them to follow — show kindness, patience, and respect in daily life.



4) Sharing and Caring
Teach kids early on that sharing makes relationships stronger. Encourage them to share toys, snacks, or even their feelings.



6) Respect & Humility
Children learn respect when they see respect. Treat them and others with kindness. Show humility by admitting mistakes and apologizing when needed.

PARENTING RECOMMENDATIONS AND TIPS



7) Priorities

Children should feel more important than your phone, work, or other distractions. Be present when they need you.



9) Empathy

Help kids understand emotions — theirs and others'. Teach them to recognize feelings like sadness, anger, or joy in a healthy way

10) Active Listening

When children talk, listen without interrupting or brushing them off. This builds trust and encourages open communication.



8) Appraisal & Acknowledgement

Praise your child's effort, not just success. This builds resilience and self-belief.



11) Sexuality Education

Teach kids age-appropriate information about their bodies, boundaries, and consent. This builds confidence and protects them from misinformation.



12) Ichigo Ichie

Ichigo Ichie is a Japanese philosophy. This beautiful concept means "Treasure every moment, because it won't happen again." Be fully present with your child — avoid multitasking.

APPENDIX 7 – VIDEO ABOUT PARENTING RECCOMENTATIONS AND TIPS