PARENTING STYLES AND SELF-ESTEEM AMONG EMERGING ADULTHOOD

Dissertation submitted to Kerala University

In partial fulfilment of the requirements for the award of the Degree of

M. Sc. Counselling Psychology

By

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CERTIFICATE

This is to certify that the Dissertation entitled "**Parenting Styles and Self-Esteem among Emerging Adulthood"** is an authentic work carried out by Adarsh B S, Reg. No. 60421115001 under the guidance of Mr. Johns P. Johns during the fourth semester of M.Sc. Counselling Psychology programme in the academic year 2021- 2023.

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Submitted for the examination held on ……………………

DECLARATION

I, Adarsh B S , do hereby declare that the dissertation titled **"Parenting Styles and Self-Esteem among Emerging Adulthood",** submitted to the Department of Counselling Psychology, LoyolaCollege of Social Sciences, Sreekariyam, under the supervision of Mr. Johns P. John , Assistantprofessor of the Department of Counselling Psychology, for the award of the degree of Master'sin Science of Counselling Psychology, is a bonafide work carried out by me and no part thereofhas been submitted for the award of any other degree in any University.

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                                                                                          M.Sc. Counselling Psychology

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With Regards,

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Abstract

This study explored parenting styles and self-esteem among 170 emerging adults (aged 18-29) using standardized measures like the Parenting Style Scale and Rosenberg Self-Esteem Scale. Participants were selected through convenience sampling. The objectives included examining gender-based differences in parenting styles, self-esteem, and relationships between them. Data were analyzed using t-tests and Pearson correlation. Key findings revealed variations in parenting styles and self-esteem among male and female participants. Authoritative parenting was higher among females, while authoritarian and permissive parenting did not significantly differ based on gender. Self-esteem was significantly different between genders. Correlations indicated negative relation between authoritative parenting and self-esteem, and positive relation between authoritarian and permissive parenting and self-esteem. Certain hypotheses were accepted or rejected based on these findings. The study highlights implications for future research, suggesting that parenting styles significantly influence the self-esteem of emerging adults. It suggests valuable insights for parents, educators, and counselors, emphasizing the importance of understanding diverse parenting approaches. The study advocates for awareness programs and counseling to promote healthy self-esteem development in individuals and children.

Key words: Parenting Styles, Self-esteem, Emerging Adulthood

CHAPTER I

INTRODUCTION

Parenting, simply put, is when parents raise their children. It is a complex and multifaceted journey that has profound implications for a child's development and future outcomes. In Indian society, parents are the primary guardians of their children. They are the most powerful people in a child's life as most children depend on them for food, shelter, protection, finances and companionship during the first 18 years of life. the nature of parent-child interactions, discipline and punishment, and handling of children's feelings and behavior; they all affect a child's development.

One aspect of parenting that predicts a child's outcome is parenting style (Maccoby and Martin, 1983). Two aspects of parenting style that are consistently associated with children's development are parental warmth and control (Grolnik and Gurland, 2002). Warmth is a positive attitude and response of parents to their children's feelings and behaviours. Parents who show little warmth are more likely to have adolescents with externalizing and internalizing problems (Fauber et al., 1990; Garber et al., 1990). 1997). Two types of control that may be important in adolescence are behavioural control and psychological control (Barber et al. 1994). Behaviour control includes rewards (praise, attention, invitations to dinner) and punishments (favors). A moderate level of behavioural control is associated with positive emotional and behavioural adjustments in children (Barber et al. 2005).

This aspect of parenting styles was first discussed in the Parenting Style Theory created by Diana Baumrind in 1966 in which she described two orthogonal constructs of parenting - Demandingness and Responsiveness. Demandingness refers to the extent to which parents show supervision, maturity demands and control in their parenting behavior. Responsiveness refers to the level to which parents show their children effective warmth and acceptance,

provide support and communicate with them. Based on these two dimensions, she identified 3 basic types of parenting – Authoritative, Authoritarian and Permissive and it provides distinct frameworks for understanding how parents interact with their children.

Authoritarian parents seek to maintain a high level of control over their children. They may set and adhere to a strict set of rules, and are more likely to support and take part in corporal punishment such as spanking. Children of highly authoritarian parents may struggle socially and may be likely to become authoritarian parents themselves.

The authoritative parenting style is also is one with rules that must be followed, however the parents tend to be more open about their reasoning and take into account their children's opinions more so than authoritarian parents. Authoritative parents tend to talk about issues with their children in a support manner instead of simply inflicting punishment.

Permissive parents tend to act more responsively and demand less from their children; in turn they do not usually discipline their children as regularly. They are also sociable and caring. Panda Daddy is a great example of this parenting style.

Researchers Maccoby and Martin re-evaluated three parenting styles in 1983. They updated Baumrind's findings and used requirements and responsiveness as indicators. Research has revealed that there are more parenting styles than previously indicated. Maccoby and Martin ended up dividing the permissive style into two different parenting techniques that fit their findings when considering observed levels of demandingness and responsiveness. Consequently, the researchers created the permissive and neglecting labels for these styles of parenting. Hereafter, four parenting styles have widely been acknowledged to exist, authoritative (high on demandingness and responsiveness), authoritarian (high on demandingness but low on responsiveness), permissive (low on demandingness but high on

responsiveness), and neglecting (low on both demandingness and responsiveness, Maccoby& Martin, 1983).

Research has consistently shown that parenting styles have a profound impact on children's development, including their social skills, emotional regulation, academic achievement, and overall well-being. The authoritative parenting style has been found to be associated with positive outcomes, such as higher self-esteem, better academic performance, and healthier social relationships. In contrast, authoritarian, permissive, and neglectful parenting styles have been linked to various negative consequences, such as low self-esteem, behavioural problems, and difficulties in establishing healthy relationships. Understanding the different parenting styles and their effects on children's development is crucial for parents, educators, and professionals working with families. By recognizing the influence of parenting behaviours, individuals can make informed decisions about their own parenting approach and explore strategies to foster positive parent-child relationships and promote optimal child development. (Baumrind, D., 1966)

Recent research suggests that, in some families, a parent's style, especially as it relates to maintaining control over their children, could leave their kids vulnerable to emotional abuse from future partners, employers, and others. People raised with a parent who maintained strict psychological control over them grew to be especially vulnerable to emotionally abusive partners. However, the effect seemed to be offset by the emotional warmth of the other parent. Research continues to explore the impact of different parenting styles within the same family and whether an adult father or mother matters. It's important to note that these parenting styles exist along a continuum, and individual parents may exhibit many different combinations or variations of these styles. Additionally, cultural and situational factors can influence the expression and effectiveness of different parenting styles.

Understanding how parenting styles affect child development is very important for parents, educators, and professionals who work with children and families. By recognizing the impact of different parenting styles, individuals can make informed choices about their parenting styles and consider measures and strategies that promote positive parent-child interactions. Many researchers have found a link between parenting styles and personality traits. For example, previous studies have investigated the relationship between self-esteem and parenting style. Most studies show that there is indeed a link between the two. There appears to be a correlation between specific parenting styles and children's overall self- esteem (Hosogi et al., 2012).

Self-esteem is a well-researched area where different types of self-esteem should be explored. The general term self-esteem is defined as an assessment of one's own self-esteem (Lightfoot, Cole & Cole, 2009). This general definition can be called a person's overall self-esteem, taking into account all internal and external factors. Intrinsic factors refer to emotions, genetic makeup, and personality traits, while extrinsic factors refer to specific events, families, and occupations. However, this definition covers several types of self-esteem. The self-esteem trait is the degree of respect one has for oneself over time (Gilovich et al., 2006). This type of self-esteem tends to remain stable throughout life (Block & Robins, 1993), which is why some people consider these self-esteem traits to be part of their personality. Another type of self-assessment is the national self-assessment. Self-reported states are much more variable and dependent on emotion and context (Heatherton & Polivy, 1991). It has to do with how a person treats themselves at a particular point in time. There are also more specific types of self-esteem that depend to some extent on how well an individual studies, such as academic self-esteem (Valizadeh, 2012).

Self-esteem can be developed in a number of ways, Branden (1969) argues, in principle, that self-esteem is shaped and changed as a result of an individual's beliefs and perceptions of

his or her thoughts, feelings, and behaviours. Self-esteem is important because of its role in healthy human development. Abraham Maslow identified self-esteem as one of the basic human motivations. In his conception of the hierarchy of needs, respect is at the top. First come the physical needs, such as food and sleep, then the need for safety or safety, then the social need, meaning the love and affection of others, the need for esteem, which is a reflection of one's worth and achievements, and then the need for esteem. Self-actualization, when a person can finally realize his or her full potential (Maslow, 1987). A child's level of self-esteem along this hierarchy of needs is a good way to determine the level of success of their parenting style. It is clear that self-esteem can be viewed in many aspects and in many contexts. Current research focuses on global and academic self-assessment.

Need and significance of the study

The study on parenting styles and self-esteem among emerging adults holds substantial importance in understanding the critical role that parenting plays in shaping the psychological well-being and self-perception of individuals as they transition into adulthood.

Parenting styles, defined as the strategies employed by parents to raise their children, have been widely studied for their effects on various aspects of child development. Self-esteem, a vital component of psychological well-being, plays a pivotal role in shaping an individual's confidence, resilience, and overall mental health. Understanding how different parenting styles influence the self-esteem of emerging adults can offer valuable insights into effective parenting practices.

Research consistently suggests that authoritative parenting, characterized by high responsiveness and demandingness, is associated with positive outcomes, including higher levels of self-esteem. Parents who exhibit warmth, support, and open communication while maintaining appropriate boundaries tend to foster a sense of autonomy and self-worth in their

children. Exploring the relationship between authoritative parenting and self-esteem among emerging adults can provide evidence-based guidance for parents seeking to promote healthy psychological development. Comparing authoritative parenting with other styles such as authoritarian, permissive, and neglectful parenting is crucial in understanding the full spectrum of parental influences on self-esteem. Authoritarian parenting, characterized by strict rules and low responsiveness, may contribute to lower self-esteem due to its controlling nature. Permissive parenting, with its lack of structure and discipline, might also impact self-esteem negatively. Neglectful parenting, marked by emotional unavailability, can potentially lead to lower self-esteem and psychological distress. Exploring these parenting styles helps identify potential risk factors and areas for improvement. The transition from adolescence to adulthood is a crucial period marked by significant changes in various domains of life, including identity development, relationships, and autonomy. During this time, emerging adults are particularly vulnerable to the influence of their upbringing and parental practices. Therefore, studying the relationship between parenting styles and self-esteem becomes imperative to grasp the factors that contribute to their psychological development.

Additionally, other previous research has shown more precisely that parenting and supportive parenting can improve children's self-esteem (Yang & Liang, 2008). This statement points to the need for further exploration of the relationship between parenting style and self-esteem. Studies of the outcomes of specific parenting styles show that these styles affect children's self-esteem (DeHart et al., 2006). Some studies have been conducted specifically on the impact of these four styles (authoritarian, authoritarian, permissive, and dismissive). There are some differences in the results as to which parenting style produces the highest level of self-esteem. Martínez and García in 2007 found that children of indulgent parents had the highest levels of self-esteem while children of authoritarian parents had the lowest. Another study done later by Martínez and García (2008) found that adolescents with indulgent parents

had equal or higher levels of self-esteem than adolescents with authoritative parents. The research additionally showed that adolescents with authoritarian and neglectful parents had the lowest levels of self-esteem. Alternatively, Garcia and Gracia (2009) found that both the children of indulgent parenting style as well as the authoritative parenting styles had the highest levels of self-esteem. It was also concluded in 2007 that the authoritative and indulgent parents' children scored highest on levels of self-esteem (Martínez et al., 2007). Based on these results it is somewhat unclear which of the parenting styles can be labeled most successful on the basis of the child's self-esteem, therefore more research is needed.

Moreover, previous research has concluded specific qualities of a parent can lead to higher levels of self-esteem. The quality of supportiveness as perceived by the child predicted higher levels of implicit self-esteem in a study conducted by Antonopoulou, Alexopoulos & Maridaki- Kassotaki (2012). This means it is likely that children with neglecting parents would have lower levels of self-esteem. Furthermore, parents who were recognized as more nurturing (authoritative and permissive) had a positive effect on their children's self-esteem, while parents perceived to be overprotective (authoritarian) had a negative effect (DeHart et al., 2006). Additionally emotional warmth (authoritative and permissive) has been positively correlated with higher levels of self-esteem, while negative loving, anger and rejecting were negatively correlated (Yang & Zhou, 2008). While considering the effects of these traits on self-esteem it is important to look at the potential changes in self-esteem over time, unlike these past studies that focused on examining participants at only a single time period.

Understanding the relationship between parenting styles and self-esteem has practical implications for parents, educators, and mental health professionals. The transition from adolescence to adulthood is a crucial period marked by significant changes in various domains of life, including identity development, relationships, and autonomy. During this time,

emerging adults are particularly vulnerable to the influence of their upbringing and parental practices. Therefore, studying the relationship between parenting styles and self-esteem becomes imperative to grasp the factors that contribute to their psychological development. Findings from this study can guide parents in adopting effective strategies to foster healthy self-esteem in their emerging adult children. Educators can incorporate this knowledge into programs aimed at supporting students' psychological well-being. Mental health professionals can utilize these insights to develop interventions that address self-esteem issues among emerging adults.

The study on parenting styles and self-esteem among emerging adults serves as a vital area of research with significant implications for individuals, families, and society as a whole. Understanding the impact of different parenting styles on self-esteem can foster positive psychological development, improve relationship dynamics, and support the overall well-being of growing adults as they navigate the challenges of adulthood.

Statement of the problem

The problem of the present study has been stated as "Parenting styles and self- esteem among emerging adults."

Operational definitions of key terms

Parenting styles

In the present study Parenting styles would be defined as a set of observable practices, behaviours, and communication patterns that parents engage in when interacting with their children.

Self-esteem

In the present study Self-esteem in emerging adulthood refers to the level of positive or negative feelings about oneself. It includes their self-worth, self-confidence, and overall self-perception.

Emerging adults

In the present study Emerging adults refers to individuals between the age group of 18 to 25 who are in the transition from adolescence to full adulthood.

Objectives of the study

- To find out any difference in authoritative parenting style among emerging adults based on gender.

- To find out any difference in authoritarian parenting style among emerging adults based on gender.

- To find out any difference in permissive parenting style among emerging adults based on gender.

- To find out any difference in self-esteem among emerging adults based on gender.

- To find out any relationship between authoritative parenting style and self- esteem among emerging adults.

- To find out any relationship between authoritarian parenting style and self- esteem among emerging adults.

- To find out any relationship between permissive parenting style and self- esteem among emerging adults.

Hypotheses of the study

- H01: There will be no significant difference in authoritative parenting style among emerging adults based on gender.

- H02: There will be no significant difference in authoritarian parenting style among emerging adults based on gender.

- H03: There will be no significant difference in permissive parenting style among emerging adults based on gender.

- H04: There will be no significant difference in self-esteem among emerging adults based on gender.

- H05: There will be no relationship between authoritative parenting style and self-esteem among emerging adults.

- H06: There will be no relationship between authoritarian parenting style and self-esteem among emerging adults.

- H07: There will be no relationship between permissive parenting style and self- esteem among emerging adults.

CHAPTER II

REVIEW OF LITERATURE

A systematic examination of a body of data already in existence that identifies, assesses, and synthesis for clear presentation is referred to as literature review (Fink, 2010). According to Jesson, et al., (2011), a literature review is a critical analysis and evaluation of a subject. This chapter has been discussed under two major headings i.e. Theoretical Review and Empirical Review of literature. The theoretical review explores various conceptual frameworks and models of the variables and the empirical review entails various empirical studies conducted by other researchers which are related to the current research. Therefore, the existing literature has been reviewed to understand the concepts and association of the variables of interests.

Theoretical Review

In order to understand the concept of parenting style and self-esteem, it is necessary to consider the theoretical perspective related to variables. In this section, we discuss the conceptual framework and various theories put forward by researchers for the study of the current study variables.

Parenting Styles

Parenting styles are familiar to many people both during parenting and growing up, so there are many opinions about the best way to do it. These different approaches can be attributed to different parenting styles. The idea that there are parenting styles was first proposed by Diana Baumrind in the 1970s. The term parenting style refers to the behaviors and strategies parents use them to control and socialize their children (Lightfoot et al., 2009).

According to Diana Baumrind (1971), there are three types of parenting styles: authoritarian, authoritative, and permissive. Authoritarian parenting styles are described as black-and-white parenting styles in which rules are followed unquestioningly or consequences are expected. These parents tend to be strict and demanding, not treating their children as equals. They don't seem very responsive to their children. Tiger mothers are a good example of parents who exhibit this parenting style.

Authoritative parenting styles also include rules to follow, but parents tend to be more open to reasoning and take their children's opinions into account more than authoritarian parents. Authoritative parents tend to talk about their children's problems in a supportive rather than merely punishing way.

Permissive parents tend to be more responsive and less demanding of their children. In turn, they usually do not punish their children on a regular basis. They are also sociable and caring. Panda Daddy is a great example of this parenting style.

Researchers Maccoby and Martin re-evaluated three parenting styles in 1983. They updated Baumrind's findings and used requirements and responsiveness as indicators. Research has revealed that there are more parenting styles than previously indicated. McCoby and Martin separated permissive styles into two different parenting skills, which is consistent with their findings when looking at levels of demand and observed levels of responsiveness. As a result, researchers have labeled these parenting styles permissive and dismissive. As a result, there are four parenting styles: authoritarian (demanding, high responsive), authoritarian (demanding, low responsive), permissive (low demanding, high responsive), and neglectful (less demanding, low responsive). This has been widely recognized. and Reactivity, Maccoby & Martin, 1983).

Parenting styles are closely related to a country's socio-political system. But culture also plays an important role in parenting guidance. Different countries adopt different cultures with dominant parenting styles. For example, most Australian parents have an authoritarian parenting style. According to Steinberg and colleagues, authoritarian parenting is prevalent in white families, but this type of parenting is mostly adopted by parents living in the United States. In Ethiopia, on the other hand, authoritarian upbringing is a major concern. According to some studies, the traditional authoritarian parenting style is most common in Eastern cultures and is therefore widely used among young Vietnamese. On the other hand, studies have shown that Egyptians, Algerians, and Palestinians lead authoritarian and frugal lifestyles. African-American and Asian-American parents in the United States have authoritarian parenting styles, whereas authoritarian parenting styles are prevalent in East Asia, Africa, and Mexico.

Models of Parenting Styles

1. Tripartite Model of Parenting (Darling & Sternberg, 1993)

The Tripartite model posits three components of parenting

1. Parental goals and values

2. Parenting style

3. Parenting   practices

Parental goals and values

Most parents have goals for child-rearing. These goals include the development of desirable traits/qualities (e.g., independence; Kohn, 1963), skills (e.g., basic techniques to ensure one's survival; LeVine, 1988), and achievement (e.g., to succeed academically; Okagaki & Frensch, 1998), among many others. Values, similarly, are desirable or abstract goals that apply across a range of contexts and situations (e.g., freedom, obedience; Schwartz, 1992).

Parents' goals and values, as suggested in Darling and Steinberg's (1993) conceptualization, are associated with parents' behaviours and the emotional climate they convey to the child.

Parenting Style (or Parenting Emotional Climate).

Darling and Steinberg (1993) provide a perspective on parenting styles that differs from previous theories. They defined parenting style as "a set of relationships, that creates an emotional climate in which parental behavior is expressed" (p. 488). Thus, parenting styles can be viewed as the context or atmosphere that surrounds and supports a child's development.

Parenting Practices

Parenting style, which represents global emotional qualities conveyed in generalparent-child interaction on a daily basis, parenting practices are situation-specific behaviours for parents to attain certain goals. They would not necessarily have the same meaning across different socialization contexts or even developmental stages for the child.
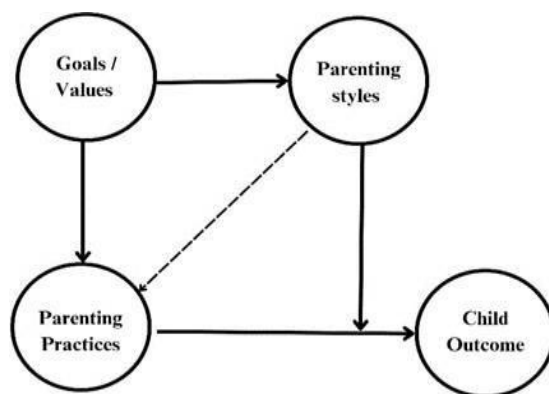

Figure 2.1 Tripartite Model of Parenting, solid lines represent direction of influence proposed by Darling and Steinberg (1993)

Self-esteem

The "respect" part of pride comes from the Latin verb aestimare, which means "to give thanks." The "I" part is self-explanatory. I point to you and myself. So think of your self-esteem

as the way you evaluate yourself. The term self-esteem was first introduced by William James in 1890 and is one of the oldest concepts in psychology.

Rosenberg (1965), one of the pioneers in this field, stated that self-esteem refers to a person's overall positive evaluation of himself. He added that high self-esteem is when a person respects themselves and thinks they are worthwhile.

The Carl Rogers School of Therapy was founded in the 1940's. Rogers (1951) believed that the therapist's role was to accept the client without judgment and to convince him or her that the client was a person of worth. As with current approaches, this strategy suggests that self-esteem should focus on how you feel about yourself in general rather than cognitive judgments about your abilities or qualities.

Self-esteem most often refers to a person's overall positive evaluation of himself (Gecas, 1982; Rosenberg, 1990; Rosenberg et al., 1995). It consists of two dimensions: competencies and values (Gecas, 1982; Gecas & Schwalbe, 1983). The competency dimension (performance-based self-esteem) represents the extent to which people perceive themselves as competent and effective. The dimension of worth (self-esteem based on values) refers to the extent to which people feel valued as human beings.

Self-esteem, broadly defined as how people perceive or evaluate themselves, is considered an important variable influencing emotional and behavioral adjustment, academic performance, and other educational outcomes (MacIntyre, 2005; Miller and Moran, 2012).

Butler and Gasson (2005, p. 191) point out that there are many ambiguous and ill-defined terms used in their literature, including: Self-awareness and self-esteem often used interchangeably with the term self-esteem.

The empirical literature highlights the existence of four key notions, namely (1) the global over-arching view of self, known as self-concept (2) the evaluative aspect relating to an

individual's worth known as self-esteem (3) the descriptive facets which characterize an individual known as self-image and (4) the level of competence an individual is perceived to hold in undertaking a future task, which is referred to as self-efficacy.

Sedikides and Gress (2003) stated that self-esteem refers to a person's perception or subjective evaluation of his or her worth, self-esteem, and self-confidence, and the degree to which an individual holds a positive or negative view of himself. Self-esteem relates to personal beliefs about skills, abilities, and social relationships. Self-esteem is also defined as a global barometer of self-esteem that includes cognitive assessments of overall self-esteem and emotional experiences of the self-related to these overall assessments (Murphy et al., 2005).

Brown et al., (2001) identified three ways in which the term self-esteem is used. myself; (b) Self-esteem refers to the way people evaluate their various abilities and qualities, and (c) self-esteem refers to a momentary emotional state.

Hewitt (2002) tried to shift our idea of self-esteem from universal psychological traits and driving forces to mood-dependent socially constructed emotions. This view builds on Smith-Lovin's (1995) definition of self-esteem as a reflective emotion that develops over time in the social process of invention, learns what people experience and talk about, and arises in predictable social situations. It is subject to public scrutiny.

Models of Self-Esteem

1. Affective models of Self-Esteem.

a) Two Components of Self-Esteem.

The emotional self-esteem model proposes that self-esteem develops early in life and is characterized by two types of feelings: belonging and dominating. Belonging is the feeling of being loved and accepted unconditionally for who you are, not for any special quality or

reason. A sense of belonging gives people a secure foundation for life. Makes you feel valued and respected no matter what. Mastery has to do with the realization that a person has an impact on the world. It doesn't necessarily mean grandiose, but it affects your daily life.

b) The Development of Self-Esteem.

Emotional models of self-esteem suggest that feelings of belonging and dominance typically develop at an early age. According to Erik Erickson's model of psychosocial development, the first developmental challenge that young children face is establishing trust with their caregivers. Believed to develop during the first year of life, this sense of trust corresponds to a sense of belonging. Stage autonomy versus shame and doubt has to do with developing dominance. Children develop a sense of mastery when they are encouraged to explore, create and change their world. They may not develop these feelings when their parents undercut their efforts, ridicule them, or overly criticize them (Stipek et al., 1992).

c) Attachment Bonds and Self-Esteem.

Bowlby suggested that attachment relationships function in a paradoxical way. Once firmly attached, the baby feels safe enough to leave the mother and explore the environment. In this sense, Bowlby believed that a sense of belonging contributes to a sense of mastery. Self-esteem seems to be rooted in these different types of attachment. Avoidant babies may develop feelings of superiority but lack a sense of belonging. They do not show a strong emotional connection with their mother. An anxious/anxious infant may show a sense of belonging but is less likely to develop a sense of superiority. They are easily offended and are reluctant to face the world. Only children who are firmly attached show both a strong sense of belonging and a strong sense of dominance. Therefore, it is these children who are most likely to develop high self-esteem.

2. Sociological Model of Self-Esteem

Sociological models suggest that social factors influence self-esteem. It is estimated that sociological variables such as job reputation, income, academic background, and social status affect self-esteem. Successful, wealthy, well-educated, and socially privileged people do not have higher self-esteem in these areas than less wealthy people (Crocker & Major, 1989; Wylie, 1979). Indeed, members of stigmatized groups and minority groups sometimes report higher levels of self-esteem than members in more privileged positions (Rosenberg, 1979).

3.A Cognitive (Bottom-Up) Model of Self-Esteem

The bottom-up model states that assessment feedback influences self-esteem, and self-esteem determines self-esteem and overall self-esteem. They call it a bottom-up model. Because it assumes that overall self-esteem is based on more basic beliefs about a person's specific qualities. A variation of this approach assumes that not all self-evaluation affects self-esteem. Self-esteem in domains of high personal importance has a strong effect on self-esteem, but not in domains of low personal importance.

To predict self-esteem, first weight each self-esteem according to their importance and then add the weights together. A related model suggests that culture determines the importance of attributes and that self-esteem comes from the perception that a person has many culturally valuable attributes (Pyszczynski et al., 2004). Bottom-up models make additional assumptions. Because self-esteem is assumed to underlie overall self-esteem, the model assumes that the overall impact of self-esteem is related to underlying self-esteem.
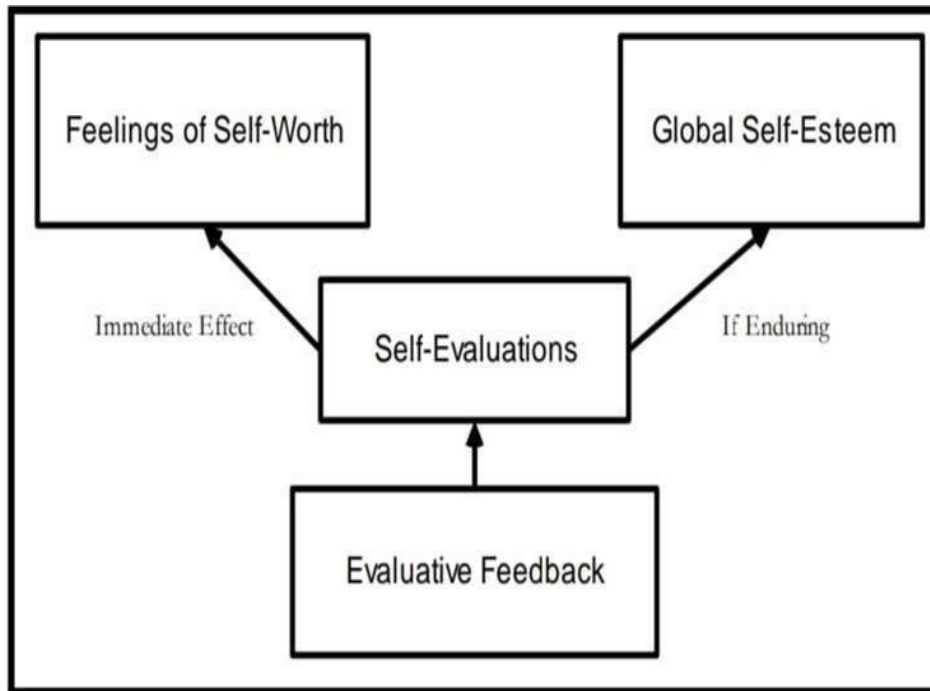
Figure 2.2 A Cognitive (Bottom-Up) Model of Self-Esteem formation and functioning

4.An Affective (Top-Down) Model of Self-Esteem

Affective models offer an alternative way to think about the origins and function of self-esteem. According to this more top-down approach, self-esteem develops early in life in response to temperamental and relational factors and, once formed, influences self-evaluations and feelings of self-worth (Brown, 1993, 1998; Brown, Dutton, & Cook, 2001; Brown & Marshall, 2001, 2002; Deci & Ryan, 1995).

The lack of an arrow between global self-esteem and evaluative feedback signifies that evaluative feedback does not influence global self-esteem. Instead, global self-esteem and evaluative feedback combine to influence self-evaluations and feelings of self-worth. This interactive effect is particularly pronounced when people confront negative feedback, such as failure in the achievement domain or interpersonal rejection. When people with low self-esteem receive negative feedback, their self-esteem becomes more negative and their self-esteem

drops. People with high self-esteem maintain high self-esteem and defend it or recover quickly when faced with negative feedback.
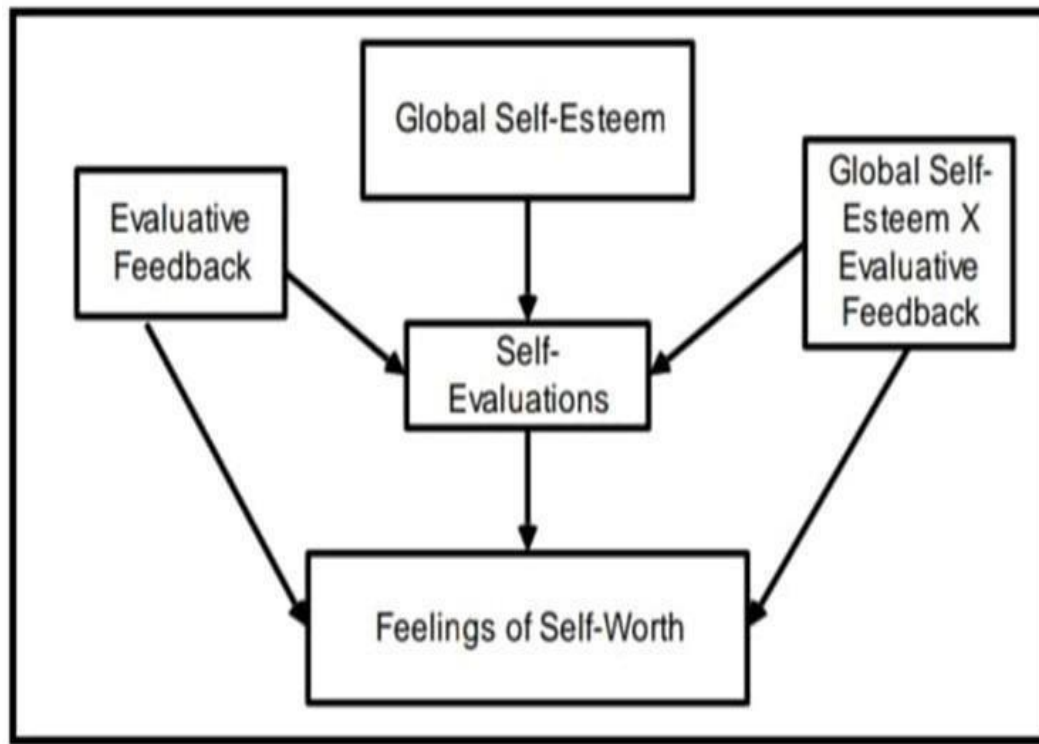
Figure 2.3 An Affective (Top-Down) Model of Self-Esteem formation and functioning

Empirical Review

To better understand parenting styles and self-esteem among adults as well as the relationship between the respective variables among them. It was required to review the existing literature. The empirical review entails a comprehensive report of other researcher's works related to the present study.

Parenting Styles among Emerging Adulthood

Laura Sabattini and Campbell Leaper (2004) conducted a study on The Relation Between Mothers' and Fathers' Parenting Styles and Their Division of Labor in the Home: Young Adults' Retrospective Reports. There were 294 women and men in the sample. (M =19-years old) who were raised in 2-parent households and came from a range of ethnic

backgrounds. When mothers' parenting was evaluated, permissive parenting was more likely among those from egalitarian households whereas authoritarian parenting was more likely among those from traditional households. When fathers' parenting was evaluated, authoritative parenting was more likely among participants from egalitarian households and disengaged parenting was more likely among those from traditional households. The association between fathers' parenting style and division of labour was specific to the division of childcare (rather than housework). Participants' gender attitudes were not related to parents' division of labour or parenting style. A series of chi-square tests were performed to examine the association between participants' perceptions of the parents' division of household labour and their perceptions of their mothers' and fathers' parenting styles (authoritative, permissive, authoritarian, or disengaged). Result shows that Participants from egalitarian and traditional households evaluated their mothers' parenting styles differently. Permissive parenting by mothers was more likely in egalitarian households, whereas authoritarian parenting by mothers was more likely in traditional households. Men from traditional families were more likely than men from egalitarian families to rate their mothers as having an authoritarian parenting style.

David P. Manzeske and Ann Dopkins Straight (2009) explore parenting styles and emotional regulation: the role of behavioral and psychological control in adolescence. This study examined the relationship between a mother's parenting style (including warmth, behavioral control, and psychological control) and an adolescent's emotional regulation. Participants included 246 young adults and their mothers from major midwestern universities. The results show that high levels of maternal control, especially psychological control, are associated with lower levels of emotional regulation in young adults.

Machteld Hoeve et al. (2011) examined Maternal and paternal parenting styles: Unique and combined links to adolescent and early adult delinquency. The present study examines the cross-sectional and longitudinal associations between fathers' and mothers' parenting styles

and male and female delinquency using a sample of 330 Dutch families with a mid or late adolescent son or daughter (ages 14–22), followed across two measurement waves with a 5-year interval. Parenting styles of fathers and mothers were linked to delinquency. A significant parenting style by sex interaction was found: neglectful parenting was related to higher levels of delinquency in males and permissive parenting was linked to delinquency in females. A long-term association has been found between fathers' indifferent parenting styles and male delinquency. In addition, as a result, the misconduct rate was lowest in families with one or more authoritative parents, and highest in families with negligent parents. It was found that the flight speed varied depending on weather.

Erica Szkody et al. (2011) Effects of parenting styles on psychological problems by self-esteem and gender differences. The current study explored the indirect effect of parenting style though self-esteem on emerging adult psychological problems as moderated by gender among 381 emerging adults. Results indicated a relationship between higher levels of self-esteem and lower psychological problems. Findings from the current study contribute to research emphasizing the long-lasting effects of parenting style on emerging adult self-esteem and mental health, particularly among females.

Monica Pellerone et al. (2017) conducted a study on the influence of parenting on maladaptive cognitive schema; cross-sectional research on a group of adults. The research involved 209 adults (118 males and 91 females) living in Sicily (Italy), aged between 20 and 60 years (M = 37.52; SD = 11.42). The samples obtained from snowball sampling. The results show that 35.6% of males and 28.6% of females had an affectionless control attachment (low nurturance and high control); 33.1% of males and 31.9% of females presented an optimal parenting (high care and low protection); 16% of males and 26.4% of females manifested an affectionate constraint (high scores in both scales) and 15.3% of males and 13.1% of females had a neglectful parenting (low care and low protection). The same data analysis was conducted

on the father's parenting; results show that 39% of males and 30.8% of females manifested optimal parenting; 30.5% of males and 22% of females had a neglectful parenting; 25.4% of males and 22% of females presented an affectionless control parenting and only 5.1% of males and 25.2% of females had an affectionate constraint parenting.

Oscar F. Garcia et al. (2018) explored the short- and long-term effects of parenting and socialization styles: a study of Spanish adolescents and older adults. In this study, a two-dimensional model of four parenting styles was used to analyze the relationship between parenting styles and long-term and short-term socialization results. As a result of socialization analysis, self-evaluation and internalization of social values were revealed. Participants were a sample of Spanish adolescents (n = 571) and older adults (n = 527). Results showed that both adolescents and older adults from indulgent families reported equal or even higher self-esteem than those from authoritative households, whereas those from neglectful and authoritarian homes were consistently associated with the lowest levels of self-esteem. Regarding internalization of social values, adolescents and older adults raised in indulgent and authoritative families prioritized self-transcendence values (universalism and benevolence) and conservation values (security, conformity, and tradition) as compared to those from authoritarian and neglectful homes, whereas those from neglectful and authoritarian families showed lower scores in all internalization of social values measures. These results suggest that the combination of high levels of parental warmth and involvement and low levels of strictness and imposition (i.e., indulgent parenting style) is an optimum parenting strategy in the cultural context where the study was conducted, and that the link between parenting styles and socialization outcomes share a common short- and long- term pattern.

Agueda Parra et al. (2019) explored perceived parenting styles and adaptations during growing up: an interracial perspective. This study investigates the relationship between perceived parenting styles and psychological adjustment in a sample of 1047 young adults from

Spain and Portugal from a cross-cultural perspective. Results show that the most helpful styles at this stage are authoritarian and permissive, and authoritarian styles are more closely related to psychological distress. This study highlights similarities between cultures and the positive role of a more symmetrical relationship in the adaptation of growing adults in the two countries.

Ms. Christeen Joseph & Dr. Lokesh L (2022) researched Self-esteem, Social Anxiety & Parenting Style Among Young Adults. Tools used for data collection include the Rosenberg Self-Rating Scale, Social Interaction Anxiety Scale, and Parental Authority Inventory. Data were collected from 105 young people (85 females and 20 males) residing in New Delhi, Karnataka and Northeast. By analyzing the collected data, correlations between variables were found using human product moment correlation. The results showed no significant association between different parenting styles and self-esteem. No significant association was found between social anxiety and other parenting styles. A significant link has been found between self-esteem and social anxiety.

Raya Das (2022) Relationship between perceived parenting style and emotional regulation ability of Indian adolescents. The purpose of this study is to evaluate the relationship between perceived parenting style and emotional regulation ability of Indian adolescents. After targeted sampling, data were collected from 215 young people in India. The results show that cognitive reappraisal and emotional regulation are significantly positively associated with permissive and authoritative parenting. Cognitive assessment was not significantly associated with authoritarian parenting. Excessive restraint had no significant relationship with the upper style.

Muhammad Salim and Dr Manzoor (2022) investigated the effect of parenting style on sensory sensitivity in young adults. The purpose of this study is to find out the predicted sensory sensitivity of adolescents according to various parenting styles. Data were collected using a

targeted sampling method involving 182 young people (18–25 years old) from the city of Bahawalpur. Sample size was justified using an a priori sample size calculator for multiple regression (Soper, 2022). As a result of the analysis, it was found that there was a significant positive (+) relationship between authoritarian parenting, permissive parenting, and sensory sensitivity in adolescents. Our study also showed no correlation between authoritarian parenting styles and sensory sensitivity. Regression results showed that authoritarian and permissive upbringing was a significant positive predictor of sensory sensitivity among young adults.

Xinyue He (2023) investigated how parenting style affects social anxiety in adults. A total of 420 valid data were collected for this study, and the analysis showed that the age range of respondents to this survey is still typically 20 years old, but some are individually older.

Self-Esteem Among Emerging Adulthood

William C Torrey et al. (2000) Self-esteem as an outcome measure in studies of vocational rehabilitation for adults with severe mental illness. A total of 143 participants enrolled in a study of vocational rehabilitation were assessed at baseline and six, 12, and 18 months later using measures of self-esteem, symptoms, life satisfaction, work status, housing status, and total income. Result shows that scores on the Rosenberg Self-Esteem Scale did not vary with work status or other functional outcomes but instead were strongly related to measures of life satisfaction and affective symptoms.

Jeanne L Tsai et al. (2001) Cultural predictors of self-esteem: a study of Chinese American female and male young adults. The sample consists of 174 Chinese American male and 179 Chinese American female college students. Participants measured cultural orientation and self-esteem. Proficiency in English and Chinese, and pride in Chinese culture showed a positive (+) correlation with self-esteem, while Chinese people showed a negative (-)

correlation with self-esteem. Cultural predictors of self-esteem were different for Chinese men and women. Self-esteem was primarily related to Chinese American women's pride in Chinese culture, while self-esteem was primarily related to Chinese American men's English and Mandarin proficiency.

Yen Chu Li et al. (2011) conducted a study on the relationship between parenting styles and self-esteem. Parenting style is an indicator of self-esteem. This study examines the associations and relationships between different parenting styles and self-image at Tunku Abdul Rahman University (UTAR). A sample of 100 UTAR students completed a questionnaire that included the Parental Authority Questionnaire (PAQ) and the Rosenberg Self-Esteem Scale (RSE). As a result, the authoritative parenting style appeared to be the dominant parenting style, and it was found that there was a significant correlation with self-esteem according to the parenting style. There is a significant relationship between authoritarian parenting style and authoritarian parenting style and level of self-esteem. Students from authoritarian families have higher self-esteem than authoritarian families.

Susan Sprecher et al. (2013) Adolescent self-esteem: differences and similarities across gender, race, and cohort. Data were drawn from a large sample of undergraduate students (N = 7552, 2785 males and 4767 females) who attended midwestern universities in the United States between 1990 and 2012. However, the analysis did not find a gender difference in self-esteem among blacks, and found that compared to other races, blacks had higher self-esteem than men. This study provides data on higher self-esteem in men (compared to women) and blacks (compared to other races) over the last 20 years.

Ooy Shok Hong et al. (2015) conducted a study titled "An Analysis of the Relationship between Parenting Styles and Self-Esteem in Malaysian College Students: A Case Study." The study involved 120 students and was analyzed using descriptive and inferential statistics.

Parenting style was measured with the Parental Authority Questionnaire (PAQ) and self-esteem was measured with the Rosenberg Self-Esteem Questionnaire (RSES). Data were analyzed using a statistical package for the social sciences. As a result, it can be seen that the permissive parenting style is the dominant parenting style of college students' parents. Also, most college students have high self-esteem. In addition, it was found that there was a significant relationship between the attitude of parents and self-esteem of college students. The study alsofound that authoritarian and permissive parenting styles were positively associated with self- esteem. On the other hand, studies have shown that authoritarian parenting has a negative impact on students' self-esteem.

Alia Abdul Hayi and Zainab Risby (2017) Adolescents' perceptions of parental authority and self-esteem. 234 randomly selected participants from different universities. The sample consisted of 86 males and 148 females between the ages of 18 and 27 years. The results showed that participants' perceptions of parenting style were independent of the participants' gender. The mother's parenting style was not related to self-esteem, and the father's parenting style had a significant effect on the development of self-esteem. Authoritarian and authoritarian parenting styles are associated with later self-esteem. Authoritative parenting styles do not provide high levels of self-esteem in collectivist cultures, indicating that the relationships between these variables are non-specific and may differ across ethnic groups. It has been found that authoritarian fathers promote high self-esteem in adulthood, while authoritarian fathers suppress it.

Hyunmin Kim et al. (2020) Excessive smartphone use and self-esteem among adults with internet gaming disorder: quantitative survey study. Participants were selected based on their responses to the internet gaming disorder assessment. smartphone users aged 20-40 years, resulting in a sample of 189 participants (men:120, women: 69). The Rosenberg self-esteem scale and the Korean smartphone addiction proneness scale were utilized to assess the outcome

self-esteem with excessive smartphone use as the primary independent variable. Results shows that Excessive smartphone use was found to be adversely associated with self-esteem among young and middle-aged adults with internet gaming disorder; notably, more men than women were negatively influenced (regarding self-esteem) by smartphone overuse.

Saeda S. Batul (2020) Academic achievement: the interaction of positive parenting, self-esteem, and academic procrastination. The sample included 210 male students and 292 undergraduate students. Participants' ages ranged from 22 to 24 years old. The results showed that 19% of the difference in academic performance was due to caring and supportiveparenting. Compassionate and supportive parenting styles appear to have significant positive indirect effects on self-esteem and academic performance through school procrastination.

Malgorzata Szesniak and Paulina Mazu (2021) The Effects of Life Satisfaction on Adolescents' Self-Esteem: The Mediating Role of Self-Expression. The study included 328 young people between the ages of 18 and 35. Most were female (74.1%). Data were collected in Poland using an anonymous self-completed questionnaire on an internet platform. As a result, it was found that there was a positive correlation between self-esteem and life satisfaction. In addition, the degree of self-esteem showed a positive correlation with self-promotional style and a negative correlation with self-deprecating style, and life satisfaction showed a positive and negative correlation with self-promotional style. with self-deprecation. In addition, both self-promotion and self-deprecation were found to mediate life satisfaction and self-esteem.

Molly Joy (2021) Adolescent self-esteem and life satisfaction. The study sample consisted of 130 boys, 65 men and 65 women selected from South India. Data were collected using the Rosenberg Self-Rating Scale (Rosenberg, 1965) and the Life Satisfaction Scale (Diener et al, 1985). Comprehensive statistical analysis was performed using SPSS using

descriptive, logical, and statistical linear regression methods. The study concluded that there is a significant positive relationship between self-esteem and life satisfaction, and that self-esteem can be an important predictor of life satisfaction. Men and women do not differ significantly in self-esteem and life satisfaction.

Sunnet Thomas (2021) A study on adolescent self-esteem and communication skills. About 120 samples including 60 males and 60 females from different parts of Kerala through online communication. Data analysis used independent sampling t-tests and product moment correlation. The results obtained indicate that there is no significant difference between the self-esteem of same-sex adolescents. There are also no significant differences in communication skills between young people of different genders. There is an important relationship between self-esteem and communication skills in adolescence. Parenting styles and self-esteem in adulthood.

Erica Szkody et al. (2021) conducted a study on Effects of parenting styles on psychological problems by self-esteem and gender differences. The current study explored the indirect effect of parenting style though self-esteem on emerging adult psychological problems as moderated by gender among 381 emerging adults. The most notable finding suggested that maternal authoritative parenting was related to higher levels of female self-esteem, which in turn related to lower levels of female psychological problems. Results indicated a relationship between higher levels of self-esteem and lower psychological problems. The results of the current study contribute to research highlighting the long-term effects of parenting style on emerging adult self-esteem and mental health, particularly among women.

Christeen Joseph and Lokesh L. (2022) conducted a study of self-esteem, social anxiety, and parenting styles in adolescents. A correlational study design was chosen for the present study. Tools used for data collection include the Rosenberg Self-Rating Scale, Social

Interaction Anxiety Scale, and Parental Authority Inventory. Data were collected from 105 young people (85 females and 20 males) residing in New Delhi, Karnataka and Northeast. By analyzing the collected data, correlations between variables were found using human product moment correlation. The results showed no significant association between different parenting styles and self-esteem. No significant association was found between social anxiety and other parenting styles. A significant link has been found between self-esteem and social anxiety.

Conclusion

The empirical studies reviewed here accounted for the understanding of the variables: parenting styles and self-esteem. The majority of the studies indicate that authoritative parenting tends to be associated with higher self-esteem in children or young adults, while authoritarian parenting is often linked to lower self-esteem. However, it's important to note that there is some variability and context-dependent factors that can influence these relationships. Overall, the consensus appears to support the notion that parenting styles, particularly authoritative and authoritarian, can have an impact on self-esteem in children and young adults. The studies provided offer valuable insights into the intricate relationship between parenting styles and their impact on self-esteem and psychological outcomes among young adults. These findings underscore the significance of parenting styles as potential contributors to the emotional well-being and overall development of emerging adults. The presence of authoritative parenting, characterized by warmth, involvement, and reasonable expectations, appears to consistently correlate with positive self-esteem and better psychological adjustment. This style emphasizes a balance between support and guidance, fostering a sense of autonomy and competence in young adults. On the other hand, permissive parenting, while showing some positive associations with self-esteem, might also lead to challenges in terms of setting boundaries and accountability. The studies reveal intriguing variations in the influence of parenting styles based on cultural and gender contexts. Moreover,

the role of gender in this interplay is noteworthy. Some studies indicate gender-specific effects, with authoritative parenting potentially having a more positive impact on self-esteem for females, highlighting the need for considering gender dynamics in parenting research. It's important to recognize that the relationships between parenting styles, self-esteem, and psychological outcomes are multidimensional and can be influenced by various factors, including family dynamics, socio-economic backgrounds, and societal norms. Therefore, the collective findings emphasize the complexity of this interplay and the need for a nuanced understanding.

In conclusion, the studies collectively provide valuable insights into how parenting styles can influence self-esteem and psychological well-being during emerging adulthood. They underscore the importance of fostering authoritative parenting approaches that balance support, guidance, and autonomy. However, the impact of these parenting styles can vary across cultural and gender contexts, reinforcing the need for culturally sensitive and gender-inclusive approaches in understanding and promoting positive outcomes among young adults.

The studies explore various aspects of parenting styles, their influence on self-esteem, and their effects on young adults' development. They highlight the complex interplay between parenting styles, self-esteem, and psychological outcomes. Different studies have shown relationships between certain parenting styles (such as authoritative, permissive, or authoritarian) and self-esteem, with some variations based on cultural and gender contexts. It's important to consider these findings collectively, as they provide insights into how parenting styles can impact emotional well-being and overall development during emerging adulthood. The research gap in the study of parenting styles and self-esteem among emerging adulthood could potentially lie in the lack of comprehensive exploration of how specific parenting styles directly impact self-esteem outcomes during this transitional phase. Additionally, there might be a need for more cross-cultural studies to understand how different parenting practices

influence self-esteem development across diverse populations of emerging adults. Furthermore, investigating the long-term effects of parenting styles on self-esteem as individuals transition from emerging adulthood to full adulthood could also be an area worth exploring.

CHAPTER III

METHOD

The methodical, theoretical investigation of operational steps utilized in a subject of study constitutes research methodology. An essential part of it is that it involves describing, explaining, and predicting phenomena in order to solve a problem. The research methodology comprises Aspects such as research designs, target populations, sample size and sampling procedures, data collection instruments, and data analysis procedures. Rather than offering solutions, methodologies provide the theoretical basis for understanding which procedure, or set of procedures, can be applied to a particular case (Kothari, 2004).

Research design

According to Kothari (2004), "a research design is a plan, a roadmap, and a blueprint strategy of investigation conceived so as to obtain answers to research questions; it is the heart of any study". Accordingly, considering the purpose of this study, a descriptive research design was found appropriate for meeting the objectives. The survey method using questionnaires was adopted for collecting data regarding the variables of the study. Calderon & Gonzales (2018) define descriptive research as "a purposeful process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making an adequate and accurate interpretation of such data with or without or sometimes with minimal aid of statistical methods".

Participants

A total sample of 170 adults was collected using the convenience sampling method. The sample consists of 64 male and 106 female participants. In the respective sample, the age of participants ranged from 18 to 26 years. Data was collected from different districts in Kerala.

Tools used for data collection

Variables: The variables in the current study are Parenting styles and Self-esteem.

In the present study, existing standardized research questionnaires were used to assess parenting styles and self-esteem. A number of studies have statistically analyzed and tested the questionnaires in order to corroborate their reliability and validity.

Parenting Style Scale [PPSS, Divya, T. V., & Manikandan, K., 2013]

The Perceived Parenting Style Scale developed by Divya and Manikandan (2013) measures the children's perceptions of their parent's behavior. It assesses the subject's perceived parenting style in terms of three categories, including authoritarian, authoritative, and permissive. It has 30 items, and responses were obtained using a Likert scale with five possible values.

Reliability

The Cronbach Alpha coefficient was calculated for each style to determine the reliability of the scale, and it was discovered that the authoritative style had an Alpha coefficient of 0.79, authoritarian 0.81, and permissive 0.86. The perceived parenting style scales are all appropriate in terms of reliability.

Validity

The authors claim that the scale has facial validity.

Scoring

There are 30 items on the perceived parenting style scale. It is a five-point Likert scale with response categories as strongly Agree (5), agree (4), neutral (3), disagree (2), and strongly Disagree (1). The scale's Items are all positively phrased and rated from 1 to 5. There are

different scores for each of the three perceived parenting styles. The items of authority are: 1, 4, 7, 10, 13, 16, 19, 22, 25, 28; authoritarian: 2, 5, 8, 11, 14, 17, 20, 23, 26, 29; and permissive: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30.

The following scale Is used to measure self-esteem.

Rosenberg Self-Esteem Scale [RSE, Rosenberg, M. 1965]

A 10-item scale that evaluates both one's positive and negative self-evaluations in order to assess overall self-worth. It is considered that the scale has one dimension. The alternatives for each question's responses range from strongly agreeing to strongly disagreeing on a 4-point Likert scale.

Reliability

The RSE demonstrates a Guttman scale coefficient of reproducibility of.92, indicating excellent internal consistency. Over a period of two weeks, test-retest reliability revealed correlations of.85 and.88, showing outstanding stability.

Validity

Utilizing well-known groups, it demonstrates construct, concurrent, and predictive validity. Strong connections exist between the RSE and the Coopersmith Self-Esteem Inventory. The RSE also has a predicted correlation with measures of anxiety and depression.

Scoring

Scoring can be a little challenging because the RSE is a Guttman scale. Combining ratings is the approach used for scoring. Low self-esteem responses are "disagree" or "strongly disagree" on items 1, 3, 4, 7, 10, and "strongly agree" or "agree" on items 2, 5, 6, 8, 9. Two or three out of three correct responses to items 3, 7, and 9 are scored as one item. One or two out of two correct responses for items 4 and 5 are considered a single item; items 1, 8, and 10 are

scored as individual items; and combined correct responses (one or two out of two) to items 2 and 6 are considered a single item.

Personal Data Sheet

A personal data sheet was given to each participant to record their socio-demographic information, which included information like name, age, gender, mother's and father's age, levels of schooling, and number of siblings.

Informed Consent Form

An informed consent form, which includes the terms of confidentiality and the purposes of the study, was given to the participants to ensure their voluntary participation in the study.

Procedure for Data Collection

The questionnaire will be distributed using Google Forms, and data will be collected. Informed consent will be collected from the participant for participating in the study, and the participant will also be informed that the information collected will be kept confidential and used only for research purposes. After collecting the data, it will be analyzed using statistical analysis.

Statistical Techniques used for Data Analysis

The following were the statistical techniques used for analysing the data. Statistical analysis for the data was done using the SPSS-22 (Statistical Package for Social Sciences) Version.

Mean and standard deviation

Mean refers to the average of a set of values. In statistics, the mean summarizes an entire dataset with a single number representing the data's center point or typical value. The

mean of the population can be tested presuming different situations such as the population may be normal or other than normal, it may be finite or infinite, the sample size may be large or small, the variance of the population may be known or unknown and the alternative hypothesis may be two-sided or one-sided. The standard deviation reveals how far data deviates from the mean.

t-test

The means of two groups are compared using the t-test, a parametric statistical test. It is frequently applied in hypothesis testing to ascertain whether a procedure or treatment truly affects the population of interest or whether two groups differ from one another. The t-test is based on t-distribution and is considered an appropriate test for judging the significance of a sample mean or for judging the significance of the difference between the means of two samples.

Pearson product-moment correlation

The Pearson product-moment correlation coefficient or Pearson correlation coefficient is a measure of the strength of a linear association between two variables and is denoted by r. The Pearson correlation coefficient, r, measures how far off all of these data points are from the line of best fit that the Pearson product-moment correlation seeks to draw across the data of two variables.

CHAPTER IV

RESULTS AND DISCUSSION

The present study aims to explore parenting styles and self-esteem among emerging adulthood. A total sample of 170 adults was collected by using the convenience sampling method. The sample consists of 64 male and 106 female participants. In the respective sample the age of participants ranged from 18 to 26 years. Data was collected from different districts of Kerala. The variables in the current study are Parenting styles and Self-esteem. In the present study existing standardized research questionnaires were used to assess parenting styles and self-esteem. A number of studies have statistically analysed and tested the questionnaires in order to corroborate the reliability and validity. The Perceived Parenting Style Scale developed by Divya and Manikandan (2013) measure the perception of the children about their parent's behaviour. It measures perceived parenting style of the subject with regard to three dimensions such as authoritarian, authoritative and permissive. It consists of 30 items in which responses were elicited in a five-point Likert scale. Rosenberg Self-Esteem Scale [RSE, Rosenberg, M. 1965] for measuring self-esteem, it is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. For the purpose of data analysis, descriptive statistical techniques are used. Since the data is normally distributed suitable parametric tests were used for further analysis using the Statistical Package of Social Sciences (SPSS-22.0 version). The following statistical techniques were used for data analysis: t-test and Pearson's Product Moment Correlation.

The study examines the relationship between parenting styles and young adults' self-esteem. The obtained results for the variables of interest have been presented in the tables and the results are discussed with respect to objectives and hypotheses.

Parenting styles among emerging adulthood

The results obtained for parenting styles among emerging adulthood are discussed in the following tables:

Table 4.1

Authoritative parenting style among emerging adults based on gender

Variable	Gender	N	Mean	S.D	t-value	Significance
Authoritative	Male	64	34.91	6.88		
					-2.29	.023
	Female	106	37.25	6.17		

Table 4.1 shows the scores of authoritative parenting styles among emerging adults based on gender. The mean value of authoritative parenting styles among male emerging adults (N-64) is 34.91 (SD = 6.88) and female emerging adults (N-106) is 37.25 (SD = 6.17). The obtained t-value is -2.29, and the p-value is.023 ($p < 0.05$). The t-value is significant at the 0.05 level. The study's results indicate a statistically significant difference in authoritative parenting style among emerging adults based on gender. Hence, the null hypothesis that states 'there will be no significant difference in authoritative parenting styles among emerging adults based on gender' is rejected.

This result of the present study correlates with the findings of a comparative study conducted by Erica Szkody et al. (2021) on the effects of parenting styles on psychological problems related to self-esteem and gender differences. The study analyzes the relationship between parenting styles and self-esteem among emerging adults. The authoritative parenting styles show significant differences based on gender.

The results of the present study contradict the findings of the studies conducted by Koyel Mandal et al. (2020) on 'study to determine the relationship between parenting styles and adolescent self-esteem'. 250 adolescents (124 males and 126 females) were included in the study. The results of Authoritative parenting on the self-esteem level of adolescents based on gender show no significant difference (p = 0.633).

The above-mentioned empirical studies revealed that there is a significant difference in authoritative parenting styles among adults based on gender. However, some studies contradict the results and show that there is no significant difference in authoritative parenting styles among adults based on gender.

Table 4.2

Authoritarian parenting style among emerging adults based on gender.

Variable	Gender	N	Mean	S.D	t-value	Significance
Authoritarian	Male	64	24.89	7.44		
					.269	.789
	Female	104	24.66	8,09		

Table 4.2 shows the scores of authoritarian parenting styles among emerging adults based on gender. The mean value of authoritarian parenting styles among male emerging adults (N-64) is 24.89 (SD = 7.44) and female emerging adults (N-106) is 24.66 (SD = 8.09). The obtained t-value is.269 and the p-value is.789 (p > 0.05). The t-value is non-significant at the 0.05 level. Hence, the null hypothesis that states 'there will be no significant difference in authoritarian parenting styles and emerging adulthood based on gender' is accepted.

This result of the present study correlates with the findings of a comparative study conducted by Agueda Parra et al. (2019) on 'perceived parenting styles and adjustment during emerging adulthood: A cross-national study." A total of 1044 emerging adults between the ages of 18 and 30 made up the sample. Similarly, the results failed to indicate any gender difference in authoritarian parenting style (p = 0.186).

Another study replicating similar findings was conducted by Styles K. Vyas and S. Bano on Children's Gender and Parenting Styles (2016). A total of 100 early adolescents were taken from different schools in Delhi. There is no significant difference in a mother's authoritarian parenting style between sons and daughters.

Based on the findings of the empirical study, it is possible to draw the conclusion that there is no significant difference in authoritarian parenting styles among emerging adults based on gender.

Table 4.3

Permissive parenting style among emerging adults based on gender.

Variable	Gender	N	Mean	S.D	t-value	Significance
Permissive	Male	64	26.27	8.36		
					.537	.592
	Female	104	25.55	8.49		

Table 4.3 shows the scores of permissive parenting styles among emerging adulthood based on gender. The mean value of permissive parenting styles among male emerging adults (N-64) is 26.27 (S.D. = 8.36) and female emerging adults (N-106) is 25.55 (S.D. = 8.49). The obtained t-value is .537 and p-value is .592 (p > 0.05). The t- value is non-significant at 0.05 level. Hence, the null hypothesis that states 'there will be no significant difference in permissive parenting styles and emerging adulthood based on gender' is accepted.

This result of the present study correlates with the findings of a comparative study conducted by Agueda Parra et al. (2019) on 'perceived parenting styles and adjustment during emerging adulthood: A cross-national perspective. A total of 1044 emerging adults between the ages of 18 and 30 made up the sample. Similarly, the results failed to indicate any gender difference in permissive parenting styles (p = 0.58).

Another study contradicts the result of present study, conducted by Samina Yasmin on Gender differences between parenting styles on academic performance of students (2018). This study was designed to seek the differences on parenting styles of mother and father for them

sons and daughters. There is statistically significant mean difference between male and female on permissive father parenting.

On the basis of the results obtained from the present empirical investigation, it may be concluded that there is no significant difference in permissive parenting styles and emerging adulthood based on gender. The other findings show that men show slightly more permissive parenting than women.

Table 4.4

Self-esteem among emerging adults based on gender.

Variable	Gender	N	Mean	S.D	t-value	Significance
	Male	64	22.13	3.44		
Self-esteem					2.90	0.04
	Female	106	20.42	3.87		

Table 4.4 shows the scores of self-esteem among emerging adulthood based gender. The mean value of self-esteem among male emerging adults (N-64) is 22.13 (S.D. = 3.44) and female emerging adults (N-106) is 20.42 (S.D. = 3.87). The obtained t-value is 2.90 and p-value is 0.04 ($p < 0.05$). The t- value is significant at 0.05 level. Hence, the null hypothesis that states 'there will be no significant difference in self-esteem and emerging adulthood based on gender' is rejected.

This result of the present study correlates with the findings of a comparative study conducted by Chitra P on Perceived Impact of Parenting Style on Self-Esteem among Early Adolescents at Selected Schools, Ernakulam. 200 early adolescence are took part in this study.

A significant association was found to exist between level of self-esteem of early adolescents and gender.

This result of the present contradicts with the findings of a comparative study conducted by Salmiati (2015) on the relationship between parenting styles and academic self-esteem among preschool children in Sabang. A total of 107 preschool children's parents are participated. The findings indicated that there were no differences in academic self-esteem among male students (M= 1.85, SD= .583, n = 48) and female students (M= 2.10, SD= .51, n = 59) and t (-. 2300 (95) p < .05.

Based on the findings of the empirical study, it is possible to draw the conclusion that there is significant difference in self-esteem and emerging adulthood based on gender. Certain studies contradict this finding, states that there is no significant difference in self-esteem and emerging adulthood based on gender.

Relationship between parenting styles and self-esteem among emerging adults.

The results obtained the relationship between parenting styles and self-esteem among emerging adults are discussed in the tables:

Table 4.5

Relationship between authoritative parenting style and self-esteem among emerging adults.

Variables	R	Sig
Authoritative parenting style		
	-.338*	.000
Self-esteem		

*Correlation is significant at the 0.01 level (2-tailed).

The findings for the correlation between authoritative parenting styles and self-esteem among emerging adults are shown in table 4.5. The correlation coefficient was found to be r = -0.3 and the correlation is significant at 0.01 level. This indicates that there is a significant relationship between authoritative parenting style and self-esteem among emerging adults. The result shows that, there is a negative correlation between authoritative parenting styles and self-esteem among emerging adults. i.e., when authoritative parenting style increases, self-esteem of emerging adults decreases. Hence the null hypothesis which states that there will be no significant relationship between authoritative parenting style and self-esteem among emerging adults is rejected. The magnitude of the relationship between authoritative parenting style and self-esteem among emerging adults is moderate, with a correlation coefficient of r = -0.3.

This result of the present study correlates with the findings of a comparative study Conducted by Fahad Gul et al. (2022) on The Correlation Between Parenting Styles and Self-Esteem of Medical Students: A Cross-Sectional Study. 255 students took part in this study. Results indicated that authoritative parenting styles has significant correlation with self-esteem among medical students.

This result of the present study correlates with the findings of a comparative study conducted by Salmiati (2015) on The relationship between parenting styles and academic self-esteem among preschool children in Sabang. A total of 107 preschool children's parents are participated. A significant correlation was found between authoritative parenting style and academic self-esteem (r .348, p < .05).

According to the results obtained from the current empirical study, there is a significant relationship between authoritative parenting style and self-esteem among emerging adults. And the other studies also correlate with the findings of the present study that there is a significant relationship between authoritative parenting style and self-esteem among emerging adults.

Table 4.6

Relationship between authoritarian parenting style and self-esteem among emerging adults.

Variables	r	Sig
Authoritarian parenting style		
	.316*	.000
Self- esteem		

*Correlation is significant at the 0.01 level (2-tailed).

The findings for the correlation between authoritarian parenting styles and self-esteem among emerging adults are shown in table 4.6. The correlation coefficient was found to be r = 0.3 and the correlation is significant at 0.01 level. This indicates that there is a significant relationship between authoritarian parenting style and self-esteem among emerging adults. The result shows that, there is a positive correlation between authoritarian parenting styles and self-esteem among emerging adults. i.e., when authoritarian parenting style increases, self-esteem of emerging adults also increases. Hence the null hypothesis which states that there will be no significant relationship between authoritarian parenting style and self-esteem among emerging adults is rejected. The magnitude of the relationship between authoritarian parenting styles and self-esteem among emerging adults is moderate, with a correlation coefficient of r = 0.3.

The results of the present study contradict the findings of the studies conducted by Ms. Christeen Joseph and Dr. Lokesh L (2022) on 'self-esteem, social anxiety & parenting style among young adults. The data were gathered from 105 young people living in New Delhi, 85 of whom were female and 20 of whom were male.. The result Indicated that there was no significant relationship between authoritarian parenting styles and self- esteem (r= -.079, p>0.05).

This result of the present study correlates with the findings of a comparative study conducted by Narjes Khatoon Zabihi Hesari and Elahe Hejazi on The Mediating role of self-esteem in the relationship between the authoritative parenting style and aggression (2011). 300 Iranian university students studying at Payame-Noor University were included in the sample. The authoritarian parenting style has a direct, positive, and meaningful effect on self-esteem.

This result of the present study correlates with the findings of a comparative study conducted by Salmiati (2015) on the relationship between parenting styles and academic self-esteem among preschool children in Sabang. A total of 107 preschool children's parents are

participated. A significant relationship was found between authoritarian and academic self-esteem (r = -.461, p < .05).

From the result obtained from the current empirical study, there is a significant relationship between authoritarian parenting style and self-esteem among emerging adults. And the other studies also correlate and contradict with the findings of the present study that there is a significant relationship between authoritarian parenting style and self-esteem among emerging adults and there is no significant relationship between authoritative parenting style and self-esteem among emerging adults.

Table 4.7

Relationship between permissive parenting style and self-esteem among emerging adults.

Variables	r	Sig
Permissive parenting style		
	.259*	0.01
Self- esteem		

*Correlation is significant at the 0.01 level (2-tailed).

Relationship between permissive parenting styles and self-esteem among emerging adults are shown in table 4.7. The correlation coefficient was found to be r = 0.13 and the correlation is significant at 0.01 level. This indicates that there is a significant relationship between permissive parenting style and self-esteem among emerging adults. The result shows that, there is a positive correlation between permissive parenting styles and self-esteem among emerging adults. i.e., when permissive parenting style increases, self-esteem of emerging adults also increases. Hence the null hypothesis which states that there will be no significant

relationship between permissive parenting style and self-esteem among emerging adults is rejected. The magnitude of the relationship between permissive parenting style and self-esteem among emerging adults is considered weak, as indicated by a correlation coefficient of $r = 0.13$. Despite being statistically significant at the 0.01 level, the strength of the relationship suggests only a modest association between these variables.

This result of the present study correlates with the findings of a comparative study conducted by Lucy C. Driscoll on Parenting Styles and Self-Esteem (2013). A convenience sample of 183 participants was surveyed in this study. It was found that children with permissive parents had significantly higher self-esteem ($p = .027$).

This result of the present study contradicts with the findings of a comparative study conducted by Salmiati (2015) on The relationship between parenting styles and academic self-esteem among preschool children in Sabang. A total of 107 preschool children's parents are participated. There was no significant relationship between permissive parenting style and academic self-esteem ($r = .000$, $p > .000$).

This result of the present study correlates with the findings of a comparative study conducted by Mahboubeh Firouzkouhi Moghaddam et al. on Child self-esteem and different parenting styles of mothers: a cross-sectional study (2018). Initially, 150 primary school children grade two (8 years old), three (9 years old), four (10 years old) and five (11 years old) different primary schools of Zahedan city and their mothers (n=150) entered the study. The results show that showed that permissive parents had children with higher self-esteem.

From the result obtained from the current empirical study, there is a significant relationship between permissive parenting style and self-esteem among emerging adults. And the other studies also correlate and contradict with the findings of the present study that there is a significant relationship between permissive parenting style and self-esteem among

emerging adults and there is no significant relationship between permissive parenting style and self-esteem among emerging adults.

CHAPTER V

SUMMARY AND CONCLUSION

The study aimed to examine parenting styles and self-esteem among emerging adulthood. The sample size of the present study was 170 emerging adults. Both males and females within the age group of 18 to 29 years are selected for the study by using the convenience sampling technique. To measure the variables of interest, existing standardized measures are used such as Parenting Style Scale [PPSS, Divya, T. V & Manikandan, K, 2013] and Rosenberg Self-Esteem Scale [RSE, Rosenberg, M. 1965. Informed consent and personal data sheet are also collected from the selected participants. After data analysis, parametric tests such as the t-test and Pearson product-moment correlation method are used for the statistical analysis of the data. The results obtained by the analysis are discussed comprehensively with respect to objectives and hypotheses.

Summary of the study

The major objectives of the study were 1) to find out any difference in authoritative parenting style among emerging adults based on gender, 2) to find out any difference in authoritarian parenting style among emerging adults based on gender, 3) to find out any difference in permissive parenting style among emerging adults based on gender, 4) to find out any difference in self-esteem among emerging adults based on gender, 5) to find out any relationship between authoritative parenting style and self- esteem among emerging adults, 6) to find out any relationship between authoritarian parenting style and self- esteem among emerging adults, 7) to find out any relationship between permissive parenting style and self-esteem among emerging adults.

The hypotheses of the study were, hypothesis 1 being there will be no significant difference in authoritative parenting style among emerging adults based on gender. Hypothesis

2 being there will be no significant authoritarian parenting style among emerging adults based on gender. Hypothesis 3 being there will be no significant difference in permissive parenting style among emerging adults based on gender. Hypothesis 4 being there will be no significant difference in self-esteem among emerging adults based on gender. Hypothesis 5 being there will be no relationship between authoritative parenting style and self- esteem among emerging adults. Hypothesis 6 being there will be no relationship between authoritarian parenting style and self- esteem among emerging adults. Hypothesis 7 being there will be no relationship between permissive parenting style and self- esteem among emerging adults.

The sample of study was 170 emerging adults from the Kerala. The sample consisted of male and female emerging adults aged between 18 to 29 years age. A descriptive research design was adopted for the current study. Parenting Style Scale [PPSS, Divya, T. V & Manikandan, K, 2013] and Rosenberg Self-Esteem Scale [RSE, Rosenberg, M. 1965 were used to collect the data. Data obtained were statistically analyzed using SPSS – 22 version. The following statistical techniques were used for data analysis: t-test and Pearson's Product Moment Correlation.

Major findings and Conclusions of the Study

The major findings of the study can be concluded as

1. The mean value for authoritative parenting styles among male emerging adults (N-64) is in the high range (34.91).

2. The mean value for authoritative parenting styles among female emerging adults (N-106) is in the high range (37.25).

3. The mean value for authoritarian parenting style among male emerging adults (N-64) is in the average range (24.89).

4. The mean value for authoritarian parenting style among female emerging adults (N-106) is in the average range (24.66).

5. The mean value for permissive parenting style among male emerging adults (N-64) is in the average range (26.27).

6. The mean value for permissive parenting style among female emerging adults (N-106) is in the average range (25.55).

7. The mean value for self-esteem among male emerging adults were within a relatively average range (22.13).

8. The mean value for self-esteem among female emerging adults were within a relatively average range (20.42).

9. There is significant difference in authoritative parenting style between male and female emerging adults (p = .023 < 0.05).

10. There is no significant difference in authoritarian parenting style between male and female emerging adults (p = .789 > 0.05).

11. There is no significant difference in permissive parenting style between male and female emerging adults (p = .592 > 0.05).

12. There is significant difference in self-esteem between male and female emerging adults (p = 0.04 < 0.05).

13. Correlation is found in the relationship between authoritative parenting style and self-esteem among emerging adults (r = -0.3).

14. Correlation is found in the relationship between authoritarian parenting styles and self-esteem among emerging adults (r = 0.3).

15. Correlation is found in the relationship between permissive parenting style and self-esteem among emerging adults (r = 0.2).

16. Negative correlation is found in the relationship between authoritative parenting style and self-esteem among emerging adults (r = -0.3).

17. Positive correlation is found in the relationship between authoritarian parenting style and self-esteem among emerging adults (r = 0.3).

18. Positive correlation is found in the relationship between permissive parenting style and self-esteem among emerging adults (r = 0.2).

Tenability of hypotheses

The tenability of hypotheses based on the results obtained from the study is discussed here:

Table 5.1

Tenability of Hypotheses

No	Hypotheses	Tenability
1	There will be no significant difference in authoritative parenting style among emerging adults based on gender.	Rejected
2	There will be no significant difference in authoritarian parenting style among emerging adults based on gender.	Accepted
3	There will be no significant difference in permissive parenting style among emerging adults based on gender.	Accepted
4	There will be no significant difference in self-esteem among emerging adults based on gender.	Rejected
5	There will be no relationship between authoritative parenting style and self- esteem among emerging adults.	Rejected
6	There will be no relationship between authoritarian parenting style and self- esteem among emerging adults.	Rejected

7	There will be no relationship between permissive parenting style and self-esteem among emerging adults.	Rejected

Implications of the study

The present study bestows directions for future investigation and research. The implications of this study suggest that parenting styles have a significant impact on the self-esteem of emerging adults. Specifically, authoritative parenting may lead to lower self-esteem, while authoritarian and permissive parenting could be associated with higher self-esteem. These findings can provide valuable insights for parents, educators, and counselors in understanding how different parenting approaches influence the psychological development of emerging adults. It's important to note that further research and context may be needed to fully understand and apply these implications.

Counseling and psychotherapy provide a safe and supportive environment for individuals to explore their past experiences, understand their effects on self-esteem, and work towards positive growth and change. These interventions aim to empower individuals to develop a healthier relationship with themselves and enhance their overall well-being. It's important for therapists to adapt their approaches to the unique needs and circumstances of each individual client. Awareness programs can play a crucial role in educating individuals, parents, and communities about the potential impacts of different parenting styles on self-esteem. Awareness programs should be accessible, engaging, and tailored to the needs of different audiences. Utilize various formats such as workshops, seminars, online resources, and community discussions to disseminate valuable information and encourage positive changes in parenting practices. Ultimately, the goal is to empower individuals to make informed decisions that support healthy self-esteem development in themselves and their children.

Limitations of the study

1. The study was based on a small of 170 participants. When compared to the entire general population, the sample size was found relatively too small.

2. As some participants were reluctant to respond to the given questionnaires, the present study had a smaller number of males than female population.

3. The present study did not study the association of the constructs with demographic variables like age, educational qualification, Number of siblings etc.

4. The present study focused only on parenting styles and self-esteem among emerging adulthood and did not consider other variables.

5. The findings were based on self-reported data and may have been susceptible to response biases.

6. In the present study, self-reported were considered and hence there is a possibility of under-reporting of unhealthy behaviors and over-reporting of parenting styles and self-esteem.

7. Since it's not a longitudinal study it does not capture long term consequences of parenting styles and Self-esteem among emerging adulthood.

Suggestions for future research

1. The present study employed a sample of emerging adults only, studies in future could include other age groups.

2. Longitudinal studies can be conducted.

3. Future studies can incorporate more demographic variables for better understanding.

4. Cross cultural studies can also be conducted to understand cultural influences on parenting styles and self-esteem among emerging adulthood.

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APPENDIX I

INFORMED CONSENT FORM

Hello, I am Adarsh B S, currently pursuing Masters in Counselling Psychology at Loyola College of Social Sciences, Trivandrum. As part of my course-curriculum, I'm conducting a study on the topic "Parenting styles and Self-EsteemAmong Emerging Adulthood". In this concern, your opinion is really valuable to proceed withmy study. This study requires the completion of questionnaires, which will take roughly 10 to15 minutes. You are requested to give your honest opinion. The information provided by you will be kept completely confidential and will be used for research purposes only. I am in sincerehope that you will participate in this study and I greatly appreciate your help in assisting me with this research.

I give my voluntary consent to participate in this study.

Yes:

No:

APPENDIX II

PERSONAL DATA SHEET

Name:

Gender: M/F/other :

Age of mother:

Age of father:

Education of father:

Education of mother:

Number of siblings :

PERCEIVED PARENTING STYLES SCALE (PPSS)

Instructions

The following statements depict the way parents behave with children. Please read the following statements carefully and mark your agreement with the statements. There are (5) possible answers provided for each question. Strongly agree, agree, neutral, disagree and strongly disagree putting a tick mark in the corresponding space of each item (Strongly Disagree-1, Strongly Agree- 5)

	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Capable of making me to understand about right and wrong.	1	2	3	4	5
2	View everything with a critical mind.	1	2	3	4	5
3	Never find time for me to help during difficult situations.	1	2	3	4	5
4	Congratulate me when I pass the exams.	1	2	3	4	5
5	I am compared with other friends/classmates.	1	2	3	4	5

6	Never help me in doing day-to-day activities on time.	1	2	3	4	5
7	My suggestions and ideas are considered.	1	2	3	4	5
8	Insult and beat me in front of others.	1	2	3	4	5
9	No directions are given while doing things.	1	2	3	4	5
10	I have freedom to discuss about anything	1	2	3	4	5
11	I often feel that I am being rejected for affection.	1	2	3	4	5
12	No inquiries are made for the decisions taken by me.	1	2	3	4	5
13	During the crisis situation they inquire about it.	1	2	3	4	5
14	Blame me even for minor things/issues.	1	2	3	4	5
15	Never provide an atmosphere for my studies.	1	2	3	4	5
16	I get love and care from parents.	1	2	3	4	5
17	Behave to me in a strict manner,	1	2	3	4	5
18	Never do anything to satisfy my needs.	1	2	3	4	5

19	Being pursued for taking my own decisions.	1	2	3	4	5
20	Being scolded for not coming uo to their expectations	1	2	3	4	5
21	Fail to inquire about the disturbances and suggest remedial measures.	1	2	3	4	5
22	My opinions are considered in all important decisions related to home.	1	2	3	4	5
23	Blame me for not doing things properly.	1	2	3	4	5
24	No effort is made to know about the progress of my studies.	1	2	3	4	5
25	Provide guidance in studies and suggest ways for character formation.	1	2	3	4	5
26	Being scolded without knowing the reasons for late from the college.	1	2	3	4	5
27	No inquiries are made about my likes and interests.	1	2	3	4	5
28	At free times they spent time with me.	1	2	3	4	5

29	There is control over each of my activities.	1	2	3	4	5
30	They will not inquire about my abilities and goals	1	2	3	4	5

ROSENBERG SELF-ESTEEM SCALE (RSE)

Instructions

Below is a list of statements dealing with your general feelings about yourself. The purpose of the 10 item RSE scale is to measure self-esteem. Read the following statements carefully and please record the appropriate answer for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree with it.

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

| 10 | I take a positive attitude toward myself. | 1 | 2 | 3 | 4 |