

The relationship between perception of parenting styles and self-esteem of individuals: A mixed method approach

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ABSTRACT

Parents are the child's first role models and play a very important role in every child's initial development which further impacts their personality. Parenting is viewed as the intricacy of raising a child and is beyond the biological relationship that the parents and the child share. Parenting styles are a combination of parenting behaviors that occur over a wide range of situations and create an enduring child-rearing climate. Self-esteem plays an important role in cognitive and motivational aspects of an individual's personality which lead to resilience and vulnerability. The objective of the present study is to explore the relationship between perception of parenting styles and self-esteem among young adults. It was hypothesized that there would be a statistically significant relationship between perception of parenting styles and self-esteem among young adults. For this, a non-probability sampling technique was used to collect a sample of 140 participants between the age group of 18-22 and was administered the Rosenberg Self-Esteem Scale (Rosenberg, 1965) and the Perception of Parent Scales (Grolnick, Ryan & Deci, 1991). The data was analyzed both quantitatively (correlation method) and qualitatively (thematic analysis). Statistical Package for Social Sciences (SPSS) was used to specify the relationship between the variables. A mailed-interview method was also used to collect more in-depth data from 10 males and 10 females. This data was then further thematically analyzed to identify significant features of the parent-child relationship on the basis of the subscales that Perception of Parent Scales measures. The study revealed that there is a statistically significant relationship between perception of parenting styles and self-esteem among young adults and it was also seen that males and females reported different perceptions of their parenting which impacted their self-esteem in different ways. The study was concluded by suggesting implications and future directions for the research community.

Keywords: Parenting, Parenting Styles, Self-Esteem

Parents play a very important role in every child's initial development which further affects their personality as parents are the child's first role models. Parenting is said to be the intricacy of raising a child and is beyond the biological relationship. Parenting can be defined as the process of promoting or supporting the child's emotional, social,

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physical and intellectual development from infancy to childhood. There are various differences in the way parents attempt to control and socialize their children (Baumrind, 1966). These differences are known as parenting styles. Parenting styles can be defined as a set or a system of behaviors that describes parent and child interactions over a wide range of situations and creates an effective interactive atmosphere. Parenting styles can also be defined as a constellation of parent's attitudes and behaviors toward children and an emotional climate in which parent's behaviors are expressed (Darling & Steinberg, 1993). Parenting styles play an important role in children's psychopathology and growth. Baumrind (1966) gave four different parenting styles; authoritative, authoritarian, permissive and uninvolved. Each style has a different approach to raise children and can be identified by various different characteristics.

Parents with an authoritarian style are likely to be strict and controlling, highly demanding, non-responsive, have a strong sense of justice and the need for obedience, are big believers in clearly stated rules leading children being timid, having low self-esteem, lacking spontaneity, relying on authority to an unusual degree being hostile, delinquent, rebellious, anti-social and aggressive. Whereas those with an authoritative style are warm, more communicative, maintain a balance between their own desire to be heard and their child's desire to be independent, are demanding and also responsive, assertive but not intrusive/restrictive, encourage their children to be assertive, socially responsible, self-regulated and cooperative, have clearly defined rules and are consistently disciplined (Baumrind, 1991), are reasonable and nurturing, set high expectations, explain disciplinary rules clearly and engage in frequent communication with their children (Baumrind, 1991), employ child-centered disciplinary practices, use verbal reasoning and explanations and tend to raise children who display high levels of moral reasoning, moral conscience and pro-social behaviors leading children to have greater competence, exceptional maturity, assertiveness and self-control.

Parents with a permissive style exhibit warm and accepting behaviors, make few demands on their children, are lenient, have little or no expectations, provide minimal guidance, avoid confrontation and allow considerable self-regulation, may worry about thwarting the child's creativity and sense of self and are much more responsive, have a tendency to be very loving and nurturing, also allow their children to solve problems with parental assistance (Baumrind, 1991), leading children to be bossy, dependent, impulsive behavior in children with low levels of self-control and achievement and a failure to learn persistence and emotional control (Baumrind, 1967). Uninvolved parenting involves a lack of response to child's needs, making few/no demands has been associated with behavioral problems and depression in children (Downey & Coyne, 1990), perceiving high levels of rejection and exhibiting more externalizing behaviors, aggressive behaviors, delinquent behaviors, hostility and attention problems (Ruchkin et al, 1998) and cope with the problems less effectively (Nijhof & Engles, 2007).

Just like parenting styles play an important role in an individual's personality, self-esteem is a component that plays an important role in cognitive and motivational aspects of an individual's personality which lead to resilience and vulnerability. Self-esteem can be defined as an individual's judgment of his/her self-worth (Rosenberg, 1965). Self-esteem is also considered to be an evaluative component of self-concept i.e., a broader representation of self that includes behavioral, cognitive, evaluative and affective aspects (Tomaka & Blascovich, 1991). It is also assumed that self-esteem functions as a trait i.e., it is stable

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across time within individuals. Self-esteem is considered to be a self-assessment i.e.; it is a perception/evaluation that can be positive/negative and pleasant/unpleasant. Children with high self-esteem feel good about themselves and are better able to resolve their conflicts with other children and are resistant to deal with the problems. The term self-esteem means “reverence for self” as the self pertains to the values, beliefs and attitudes that people hold about themselves. Having a strong will and self-confidence, decision-making power and originality, creativity, sanity and mental health is directly related to self-esteem and sense of self-worth. Self-esteem refers to an individual’s sense of his/her value/worth or the extent to which a person values, approves, appreciates or likes him/herself. During childhood, if an individual’s feelings are respected, thoughts are valued and abilities are recognized then self-esteem strengthens. However, when feelings are trampled upon, thoughts are belittled and ability is criticized then the individual’s self-esteem remains at a low point of development and becomes weak. Also, self-esteem is described as the evaluation that one makes about oneself thus depending upon the success/failure and reactions to different life situations, the self-esteem grows stronger/becomes weak.

Studies have found that self-esteem develops during childhood and becomes the foundation for adults' self-esteem. A longitudinal study followed children from birth to 27-years-old and found that the quality of home environment including parenting style, cognitive stimulation, and physical environment in early childhood significantly predicted an individual's self-esteem later in life. In another study among 272 students aged 14 to 17 in the US, participants answered questionnaires about maternal and paternal parenting styles and self-esteem. This study classified parents into four groups according to Baumrind's model and tested whether self-esteem of students in these groups were significantly different. Studying mother's and father's parenting styles separately and found significant effects of both maternal and paternal parenting styles on self-esteem. The study showed that self-esteem is highest among students with authoritative parents and lowest among students with neglectful parents and that permissive parenting styles facilitate self-esteem more than authoritarian and neglectful parenting styles.

During the past 2 decades, age and gender difference in self-esteem have been studied (Orth, Robins, & Widaman, 2012; Orth, Trzesniewski, & Robins, 2010; Shaw, Liang, & Krause, 2010; Trzesniewski, Donnellan, & Robins, 2003; Robins et al., 2002; Twenge & Campbell, 2001; Kling et al., 1999; Feingold, 1994). A finding from this literature shows a significant gender gap such that males tend to show higher levels of self-esteem than females. According to a recent study, findings suggest that among undergraduate students, gender differences on self-esteem are significant. There is a considerable difference as girls stand high in self-esteem. (Ravindranadan, 2016). This could be a significant point of concern while looking at differences in self-esteem of males and females due to parenting styles and their impacts.

Many studies suggest that the interaction between parents and children is related to children’s self-esteem (Grove, 1980; Buri, Kichner & Walsh, 1987; Gecas, 1971; Buri, 1989; Gecas & Schwalbe, 1986; Klein et al., 1996). Studies suggest that parenting styles are related to self-esteem (Grove, 1980; Buri et al., 1987; Buri, et al., 1988; Buri, 1989). Previous studies suggested that permissive parenting styles would be positively related to children’s self-esteem. (Buri, et al., 1988; Buri, 1989; Klein, et al., 1996; Park, et al., 2002). However, the results of the studies on parental authority or control and self-esteem were not consistent. While some studies found that parental control has no relationship (Gecas, 1971)

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or negative relationship (Grove, 1980) with self-esteem, other studies found that parental authority is positively related to self-esteem (Buri, et al., 1988; Buri, 1989). Namely, DeHeart, Pelham and Tennen (2006) examined the relationship between parenting style and implicit self-esteem. The results showed that people who reported that their parents are more caring would have higher self-esteem and people who reported that their parents were more overprotective would have lower self-esteem. In addition, they found that different aspects of parenting are differentially related to implicit and explicit self-esteem. Also, Grove (1980) examined the relationship between parental behavior and children's self-esteem. Scholte et al., (2001) found that supportive parenting is positively related to self-esteem. Thus, self-esteem and parenting styles or parental behaviors are highly correlated.

According to Coopersmith (1967) children who experience low affection from mothers have low self-esteem whereas children who receive greater affection from mothers are prone to have increased self-esteem. According to him, the parents of children with high self-esteem not only assert their authority over their children but also engage in open discussions with them. According to Burns (1979), warmth and acceptance by parents, established and enforced limits on behavior and respect for child's initiative within the limits are the three family constellations that can help the development of high self-esteem within the child. Enright and Ruzicka (1989) found that parental acceptance of the child and enforcement of clearly defined limitations enhance self-esteem. Also, a positive relationship has been found between self-esteem and the degree to which the child perceived the mother as likely to explain her reasons for the discipline enforced. Oliver and Paull (1995) found that perceived parental acceptance, familial cohesion and lack of parental control are associated with positive self-esteem. Parental nurturance provides a stable basis for self-esteem in early adulthood. Baumrind (1966) conducted a research on parenting styles and self-esteem across cultural differences and found that the school grads were negatively associated with authoritarian and permissive parenting whereas authoritative practices were positively associated with school grades.

The rationale behind conducting this research study was to explore the self-esteem of young adults with respect to their perception of parenting styles they have been given. Parents play a very important role in every child's initial development which further affects their personality as parents are the child's first role models. Parenting is said to be the intricacy of raising a child and is beyond the biological relationship. Similarly, self-esteem also plays an important role in cognitive and motivational aspects of an individual's personality which lead to resilience and vulnerability. Studies have found that self-esteem develops during childhood and becomes the foundation for adults' self-esteem. After a lot of literature review, we found that the research question is relevant to be explored further in terms of gender differences of the children and differences in mother and father's parenting dimensions which also have a major impact in shaping the personality of their children. To further elaborate, we chose to investigate the concept of self-esteem from all other personality dimensions because it defines the individual's overall self-concept.

The objective of the present study is to explore the relationship between perception of parenting styles and self-esteem among young adults. Since it was a mixed method approach, it was hypothesized that there would be a statistically significant relationship between perception of parenting styles and self-esteem among young adults.

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To meet the above objective, it was hypothesized there would be a statistically significant relationship between perception of parenting styles and self-esteem among young adults.

Sample

The survey sample consisted of males and females between ages of 18-22. The data was collected using non-probability (snowball, convenience and purposive) sampling technique. The size of the total sample was 140. Additionally, the interview participants consisted of 20 participants approached using non-probability sampling technique.

Table 1: Demographic details of survey participants

Dimension		No. of participants
Total participants (males and females)		138
Age	18 years	24
	19 years	44
	20 years	50
	21 years	23
	22 years	7

Table 2: Demographic details of interview participants

Gender	No. of participants
Males	10
Females	10

Instruments

Two measures were used in this study,

1. Rosenberg Self-Esteem Scale: Rosenberg self-esteem scale was developed by Rosenberg (1965). 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 that ranges from strongly agree to strongly disagree. This scale presents high ratings in reliability as it has an internal consistency of 0.77.

2. Perception of Parents Scales (POPS): The college-student version of the Perception of Parents Scale was given by Grolnick, Ryan and Deci (1991). It is used with participants who are late adolescents or older. However, it also assesses children's perception of their parent's autonomy, support and involvement along with the degree to which children perceive their parents to provide warmth. It is a 42-item scale (21 for mothers and 21 for fathers). From these items, 6 subscale scores are calculated i.e., Mother Autonomy Support, Mother Involvement and Mother Warmth as well as Father Autonomy Support, Father Involvement and Father Warmth. The internal consistency using cronbach alpha of this scale have been found to be 0.91 for total perception of mother's and 0.93 for father's. The scores on this

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scale are highly correlated with the scores of sub-scales. Whereas, the test-retest reliability using Pearson product-moment was calculated as 0.71 for mother and 0.77 for father.

Following is the interview schedule additionally used,

- Q1. How would you describe your mother's affection towards you as a person?
- Q2. Do you feel a sense of support from your mother? What are the ways in which your mother shows acceptance to your choices?
- Q3. How would you explain the kind of involvement your mother has in your life?
- Q4. How would you describe your father's affection towards you as a person?
- Q5. Do you feel a sense of support from your father? What are the ways in which your father shows acceptance to your choices?
- Q6. How would you explain the kind of involvement your father has in your life?
- Q7. Do you believe that you are valuable and enough as a person in general?
- Q8. Do you feel that you are no good at all and you are far less than what others are? If yes, how frequently do you feel so?

Procedure

The objective of the present research was to explore the relationship between perception of parenting styles and self-esteem among young adults. The present study was conducted using a mixed method approach. A non-probability sampling technique was used to collect a sample of 140 males and females. Participants were informed about the nature and the purpose of the study and an informed consent was obtained from the participants stating that the questions answered by them would be kept anonymous and the identity of participants would be kept confidential. Participants were also told that their participation was completely voluntary and they were given the freedom to terminate from the study at any point of time. The Rosenberg Self-Esteem Scale (Morris Rosenberg, 1965) and the Perception of Parent Scales (Grolnick, Ryan and Deci, 1991) was administered through a google form and it took approximately 10 minutes for the respondents to complete these questionnaires. The data was analyzed both quantitatively (correlation method) and qualitatively (thematic analysis). Statistical Package for Social Sciences (SPSS) was used to specify the relationship between the variables. A mailed-interview method was also used to collect more in-depth data from 10 males and 10 females. This data was then further thematically analyzed by transcribing, forming broad themes, sub themes and extracts to identify significant features of the parent-child relationship on the basis of the subscales that Perception of Parent Scales measures.

RESULTS

The objective of the present study is to explore the relationship between perception of parenting styles and self-esteem among young adults.

Table 3: Correlation coefficient of self-esteem with various subscales in perception of parents scales in young adults

Correlation of self esteem	with Mother involvement	with Father involvement	with Mother autonomy support	with Father autonomy support	with Mother warmth	with Father warmth
In Males	.727**	.842**	.680**	.724**	.709**	.854**
In Females	.725**	.735**	.769**	.763**	.834**	.819**

**Correlation is significant at the 0.01 level

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The above table shows correlation coefficient of self-esteem with various subscales in perception of parents scales in males and females. To compute the correlation, 0.01 level of significance was chosen. It shows that self-esteem of males is highly positively correlated with all six subscales of Perception of Parenting Scale (POPS). In females also, the self-esteem is highly positively correlated with all subscales of Perception of Parenting Scale.

Table 4: Thematic analysis of the mailed interview of females (N=10)

Broad theme	Sub theme	Verbatim/ Excerpts
Attachment styles and affection/warmth of the parents	Secured and Protective Caring, Pampering Reliable Friendliness Unconditional positive regard	“She's protective to an extent.” “I can always rely on him if anything.” “Even if nothing becomes of me in the future, I know she will love me the way she is doing right now.”
	Treating with equality Teaching values	“she always treated me and my siblings equally” “she never spoilt, me and taught me to be independent and bold”
	Avoidant/absent Hesitation in emotional expression	“He always says that he loves me the most but I've never realised that and felt that way from the last 7-8 years.”
Autonomy and support of the parents	Acceptance for the personality of child Giving space to make mistakes Freedom Believing in the child's potential	“...even if I'm wrong, she says go with it, in the end you'll learn.” “She always says this that i am mature and Smart enough to handle my life.”
	Persuable Listening Open minded Supporting the child's decisions	“she may be a little rigid in her ideologies and may act orthodox sometimes but she listens. She tries to make an effort and understand.”
	Financial support	“they support me financially whenever I need”
Involvement of the parents	Over-possessiveness Less personal space given to the child Too involved (sometimes)	“...may act dramatically or stereotypically” “she is a sherlock mom and always wants to know everything “ “She can't respect privacy much”
	Freedom of choice given to child Active involvement Adaptability with time	“She is also flexible enough to change with age” “...takes care of all the major things happening”
	Mutual involvement (two way) Involvement in life shaping decisions only (in some cases)	“we don't agree on certain things but i believe differences are bound to exist.” “...no involvement of my father except for making big decisions”

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Broad theme	Sub theme	Verbatim/ Excerpts
	Feelings of independence in child	“i Don't ask for any kind of support.” “financial support that too not completely.”
Self-esteem of the individual	High self esteem Great self-concept Working on the self Comparing self with others Maintaining equilibrium	““my self-esteem knocks and says one day you'll be there (talking about goals)” “when I see someone of my age getting successful, I get jealous at first “ “I'm good at certain things so I celebrate that and if I'm bad at something, I try to work upon it.”
	Shaky self esteem Self-doubts Negative self-talk	“sometimes I feel shattered, empty and worthless.” “I am not very confident about myself”

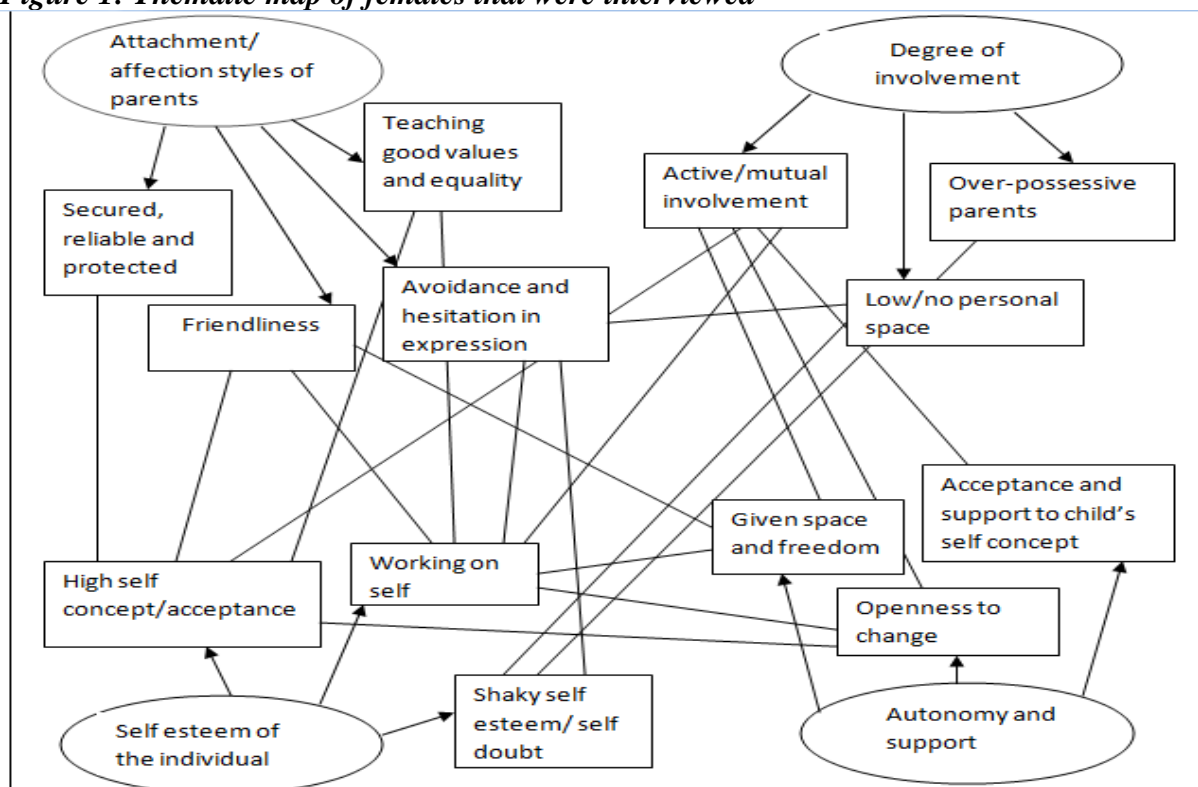
Table 5: Thematic analysis of the mailed interview of males (N=10)

Broad themes	Sub themes	Verbatim/ Excerpts
Attachment styles and affectionate/warmth of the parents	Nurturing and caring Acceptance Friendliness	“I have the coolest dad ever. He is supportive in situations where some of the fathers may just slap his son.” “Yess definitely, my mother is very supportive. She instructs me what is wrong and what is right according to her.”
	Possessiveness Fearful Conditional positive regard Preference for gender	“So, she always scolds you for good and that's her love.” “She's more of affectionate towards me because I'm the only boy she has”
Autonomy and support of the parents	Lack of emotional support Financial support (only kind of support in some cases) Lack of adaptability Closed mindedness Low acceptance	“My father is as same as my mom but he always wants results,” “My father has been supporting me but it's all financial and physical, no emotional
	Supportive Acceptance Giving space to make mistakes Accepting child's decisions	“But he surely does know when to give me my space. I have freedom to do anything I want, if it's for the greater good.” “but when i told them I don't want to do school/studies and rather want to join a art school, mumma was always supporting me everywhere every day!”
Involvement of the parents	Average involvement Low personal space of the child Active involvement	“She wants to get involved in everything but somehow she can't. I wish, I had a little personal space back at my home.
	Mutual involvement Transparency Liberating Openness	“You can say I'm a mumma's boy so you know she has a lot of involvement in my life. And I want her to be involved.”

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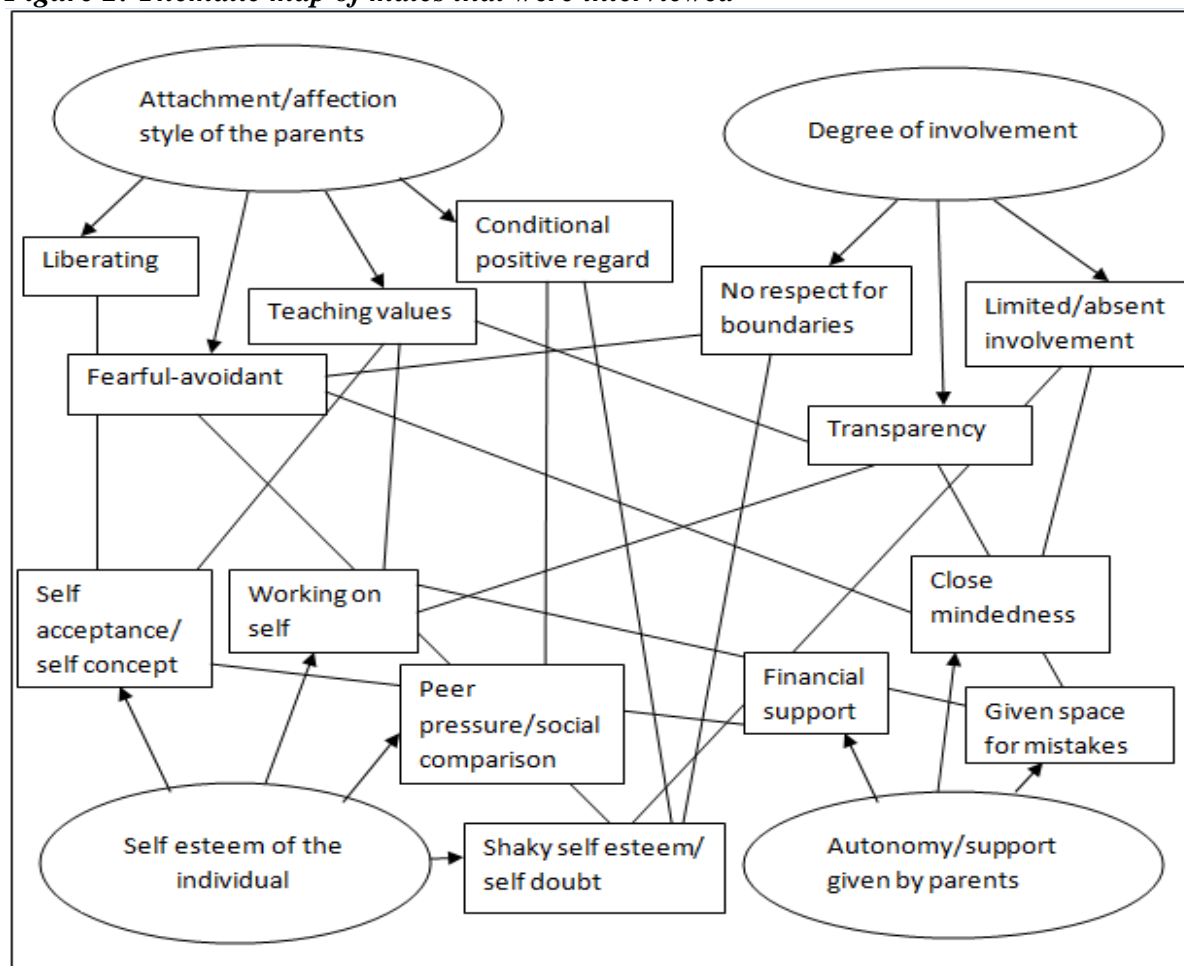
Broad themes	Sub themes	Verbatim/ Excerpts
	Limited involvement Avoidant and absent	“my dad don’t care much and doesn’t involve in my personal life he knows no matter wat if anything will happen i will tell him myself so hi doesn’t care much about involvement.”
Self-esteem of the individual	Doubting life decisions Need for social validation Social comparison	“There could be difficult times in my life where I would feel absolute worthless and that my life does not mean anything to me. But my sibling and my parents prove me wrong.”
	Negative self-image Low self-worth Shaky self-esteem Hopelessness	“I don't think I, my any explanation or means, deserve anything that I have, every effort or value that's put into me feels useless and no matter how much I try to fool myself into believing I am worth it, I know I am not and I can't change it, and it's better this way”
	Self-acceptance Sense of uniqueness Working on self Positive self-esteem Maintaining equilibrium	“Yes, I believe I am valuable enough as a person because the skills I possess are some really good skills and not everyone is known to those.”

Figure 1: Thematic map of females that were interviewed



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Figure 2: Thematic map of males that were interviewed



DISCUSSION

The objective of the present research was to study the role/impact of different parenting styles on the self-esteem of children. Various studies have found that self-esteem develops during childhood and becomes the foundation for adults' self-esteem. In a study among 272 students aged 14 to 17 in the US, participants answered questionnaires about maternal and paternal parenting styles and self-esteem. This study classified parents into four groups according to Baumrind's model and tested whether self-esteem of students in these groups were significantly different. Studying mother's and father's parenting styles separately and found significant effects of both maternal and paternal parenting styles on self-esteem. Hence, the study showed that self-esteem is highest among students with authoritative parents and lowest among students with neglectful parents and that permissive parenting styles facilitate self-esteem more than authoritarian and neglectful parenting styles.

A non-probability sampling technique was used to collect a sample of 140 males and females. Ethical considerations of informed consent, voluntary participation, confidentiality and debriefing were taken into consideration. The Rosenberg Self-Esteem Scale and the Perception of Parent Scales was administered through a google form and it took approximately 10 minutes for the respondents to complete these questionnaires. Descriptive statistics (correlation method) and thematic analysis were used to analyze the data. Statistical Package for Social Sciences (SPSS) was used to specify the relationship between

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the variables. A mailed-interview method was also used to collect more in-depth data from 10 males and 10 females which was further thematically analyzed to identify significant features of the parent-child relationship on the basis of the subscales that Perception of Parent Scales measures.

The correlation computed between self-esteem of individuals and different subscales of Perception of Parenting Styles through SPSS IBM software has been found to be high. This implies that the hypothesis has been proved true. Studies have found that parental authority is positively related to self-esteem (Buri, et al., 1988; Buri, 1989). Namely, DeHeart, Pelham, & Tennen (2006) examined the relationship between parenting style and implicit self-esteem. The results showed that people who reported that their parents engaged in more caring behaviors would have higher implicit self-esteem and people who reported that their parents were more overprotective than most would have lower implicit self-esteem. In addition, they found that different aspects of parenting are differentially related to implicit and explicit self-esteem.

In thematic analysis, the first major theme that was found common in both males and females was the attachment styles and affection of their parents towards them. In females, more reliable, secured, friendly attachments were reported. These things were found to be associated with high self concept, more willingness to work on self and more openness to change in females. In males, more conditional positive regard from parents was reported. As they reported, they had received a fearful and avoidant attachment style from parents and less warmth was given as compared to females. These things were found to be associated with close mindedness in individual, more peer pressure and social comparison. Moreover, shaky self-esteem was found more commonly in males.

Second major theme that was studied carefully was the degree of involvement of parents as perceived by participants. In females, active involvement of parents was found along with very low personal space and over possessive behaviour of parents were reported. These sub themes were directly found to be associated with shaky self esteem whereas a few participants who reported mutual involvement showed high self concept. In males, limited and absent involvement was found in emotional and social matters whereas very high involvement and no respect for boundaries were reported in general life. These things were found to be associated with close mindedness, high self concept and overt behaviour. Researches show that a child's experience with excessive parental control leads to developing anxiety (Chorpita and Barlow, 1998). This anxiety may stem from a lack of opportunity to develop autonomy through independent exploration of the environment (Bowlby, 1977). It has also been found that low warmth typical of authoritarian parenting could be linked to child depression (Rapee, 1997). Parents who follow an uninvolved parenting style demand most but give nothing in return, expect nearly absolute freedom, leading to negligence, low demands and responsiveness, exhibit low levels of warmth and control, do not utilize any particular discipline style and display little interest in being a parent, communication is limited, nurturance is low giving the child an excessive amount of freedom (Baumrind, 1991).

Third major theme studied was autonomy and support given by parents as perceived by participants. In females, acceptance to their self-concept, openness to change and a little freedom was reported in many cases. These things were highly associated with more willingness to work on themselves and in return active involvement was shown towards

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their parents. In males, more transparency, financial support and space was given for making mistakes and these things were found to be related to willingness to work on self, and high self-concept. Also, in cases of close minded and conservative parents, more social comparison and shaky self-esteem was found in males.

Finally, the most important theme is 'self-esteem' since certain sub-themes have been coded in both the genders which exhibit both the ends of self-esteem continuum i.e., a high self-esteem and a shaky self-esteem. Two highly influential lines of past research have established that self-esteem is higher in men than in women (Kling et al., 1999) and that self-esteem increases from adolescence to middle adulthood (Orth & Robins, 2014). Yet, that prior research was overwhelmingly confined to Western cultures; this bias throw doubt on the generality of the patterns and potentially undermines attempts to understand the mechanisms driving gender and age differences in self-esteem. Towards the positive end of the spectrum (high self-esteem) female's responses displayed having a high self-concept, self-acceptance, working on the self and maintaining an equilibrium whereas towards the other end of the spectrum (shaky self-esteem) female's responses displayed self-doubts, engaging in negative self-talk and comparing the self with others. Similarly, towards the positive end of the spectrum male responses also displayed a sense of self-motivation, sense of uniqueness, optimism whereas towards the other end of the spectrum male responses displayed a sense of doubting life decisions, need for social validation, negative self-image and hopelessness. The reviewed studies presented mixed results on gender differences with respect to the impact of intervention programs to promote self-esteem and positive body image, in both mixed-gender and uni-gender programs.

This study did not use a cross-sectional approach, the age demographics also cannot provide any definite conclusion because of non-uniformity. The results of this study cannot be accurately generalized because the samples were approached over the internet using purposive cum convenience sampling, were majorly from Delhi-NCR and triangulation method was also not used. This study assessed self-esteem with a single-item measure i.e., there are variables other than age and gender which can be used to study the impact of self-esteem. Psychological tests other than Rosenberg's Self-Esteem scale and Perception of Parenting Style scale could have been used.

Future research should be accommodative of people from LGBTQIA+ community, high risk spaces (sex workers, juvenile kids, low socioeconomic backgrounds). The perception of parenting and its impact on the self-esteem of children of parents with mental disorders and children with physical disabilities should be done. There should also be focus on how the type of family, family's employment status, child's birth order, sibling relationship and parent's marital status impacts their parenting and how it further affects their self-esteem. Self-esteem and parenting can also be studied in terms of two generation gaps i.e., between children and their grandparents. The impact of child's parenting can also be studied on variables other than self-esteem such as an individual's meaning in life, optimism, hope, resilience, life satisfaction, self-concept, internal locus of control and motivation.

CONCLUSION

The present study revealed that there is a high positive correlation between perception of parenting and its impact on self-esteem. It was also found that attachment styles in females were more secured, friendly, reliable attachment associated with self-concept, more willingness to work on self and openness to change but in males, there was more conditional

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positive regard, fearful and avoidant attachment style, less warmth associated with close mindedness, more peer pressure and social comparison. Females also reported active involvement of parents, low personal space and parent's possessive behavior which was associated with a shaky self-esteem whereas in males, limited and absent involvement in social and emotional matters was associated with close mindedness, high self-concept and overt behavior. Lastly, in females, acceptance to self-concept, openness to change and little freedom was associated with more willingness to work on themselves whereas in males, transparency, financial support and space to make mistakes was associated with willingness to work on self. Therefore, the self-esteem of both males and females is highly influenced by the kind of parenting they experience but no one gender has a particular kind of parenting and self-esteem and thus both the genders exhibited mixed experiences.

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