

The Relationship between Parenting Style and Child's Self-concept

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ABSTRACT

The term self-concept is used to describe how a person sees or evaluates himself. Parenting refers to the social environment and the approaches used by parents to educate their offspring. Parenting style regulates mostly the kind of environment a kid is raised in. There arises a question of how closely the parent's parenting style associated to the children's self-concept. It's important to ensure the parent's parenting style is supporting growth and development because the way the parent is interacting with the child and how the parent is disciplining the child will influence him/her for the rest of their lives. In this light, a relationship between self-concept and parenting style was established through a survey. The survey consisted of two tools viz. Parenting Style Four Factor Questionnaire and Self-Concept List, which was conducted on 100 undergraduate students of the age group of 18-22. The data was gathered by Google forms. The obtained data was analysed using statistical technique of mean, standard deviation and correlation. The results supported the hypotheses. Results revealed that there is a positive correlation between the concept of self and the style of authoritative parenting. The findings revealed that there is a significant negative correlation between self-concept and authoritarian parenting style. The study revealed that there is a significant negative correlation between permissive parenting style and self-concept. The study revealed that there is a negative correlation between uninvolved parenting style and self-concept.

Keywords: *Military wives, Psychological well-being, Life satisfaction, Social support*

Self-concept is characterized as the perception of the individual about him or herself, including the qualities of the person about who and what the self is. In simple words, one may define self-concept as how a person may contemplate about themselves or may evaluate themselves. Self-concept has two developmental characteristics, i.e., existential self and self-category.

Existential self is elementary part of the self-concept. It is the sense of being distinct and distinct from others and the awareness of the fidelity of the self. Here, the child realizes that he/she exists as a totally discrete entity from others. Existential self-awareness starts as early

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as 2-3 months and occurs in part because of the child's relationship with the world. For example, the child waves and someone waves back.

Categorical self is after the child understands that he / she is a separate entity and then the child also realises that he/she is also an object to the environment around them. One interesting thing about self is that in the early childhood when we describe ourselves, the categories we used to describe ourselves are very concrete such as favourite things or favourite colour or hobbies but the self-description continues to include internal psychological features, contextual comparisons and how others perceive them.

According to Carl Rogers (1959), the self-concept has three different components:

- Self-image: The opinion we have about ourselves.
- Self-esteem: The value we put on ourselves.
- Ideal-self: The self we demand we really would have wanted ourselves to be.

We can further discuss more in depth about these three components that the Carl Rogers has mentioned.

Self-Image: This is a concept what a person holds about themselves. It can be totally hypothetical for example an unfit person could still believe that they are totally fit. Factors like parental influence, social group, social media etc. play a huge role in affecting a person's self-image.

Kuhn, in 1960, conducted a research to understand more about self-image by using *The Twenty Statements Test*.

In this study, the researcher asked people to respond to the question "Who am I?" in a variety of styles. Then the researcher divided the answers into two key groups namely social roles (external aspects or objective features of oneself such as father, mother, undergraduate) and personality characters (internal or affective features of oneself such as pleased, lavish, miser).

The four type of responses to the question "Who Am I?" could be:

- Physical Description: Description about their physical appearance like "I'm tall" or "I have blonde hair" etc.
- Social Roles: Description about the social roles they play in the world since we are all social beings. This is the behavior which is expected of us in various situations. For example, teacher, husband, professor etc.
- Personality Traits: Description about our internal self for example, "I'm patient" or "I'm stressed" etc.
- Existential Statements: Description about themselves which is more abstract.

Self-esteem: It means about how much we worth ourselves or how much we accept ourselves. It has a degree of evaluation and it can be positive or negative according to the view of ourselves.

A high self-esteem means that the individual has a positive view of himself. Having high self-esteem may lead to

- Optimism

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- Self-confidence
- Losing the fear of uncertainty
- Accepting new challenges
- A low self-esteem means that the person has a negative view about themselves. Having low self-esteem leads to
- Lack of confidence
- Pessimistic
- Stress
- Failure

The *Thematic Apperception Test* is a great test of measuring self-esteem. This consists of neutral cartoon given to the subject, and then the subject has to make-up a story about what's going on.

Our self-esteem may change rapidly in uncertain or anxiety-arousing situations. However, our self-esteem can get changed but there could be times when we would be having good thoughts about a ourselves even though when the evidence to the contrary exists. This is known as the perseverance effect.

There are four key features that impact self-esteem.

The Reaction of Others:

Our self-esteem is affected by how we are responded to by the people around us. We tend to develop a positive self-image if we are appreciated. On the contrary, if the people around us avoid us, neglect us, tell us things about ourselves that we wouldn't want to hear we develop a negative self-image.

Comparison with of Others:

We are social beings and there is no denying in saying that we often compare ourselves with the people around us. Whereas we tend to develop a negative self-image if the people we associate with people who are more successful or better than ourselves.

Social Roles:

The type of social role a person plays affects the person's self-image by a great deal. If a person is a doctor or a football player, he would definitely have a higher self-esteem than a person who is a mental hospital patient because some social roles carry more respect than others.

Identification:

If we can relate to the positions we occupy in the social world, it would result in higher self-esteem. On the other hand, if we can't relate to the social role we occupy, the self-esteem would be lower.

Ideal Self

Everyone has a perfect view of how they want to be. Sometimes there is a mismatch between how we see ourselves and what we would want to be like then this is likely to affect how much we value ourselves.

There may be a difference between a person's ideal self and the person's real self. This is referred to as incongruence. There is a state of conformity when an individual's ideal self

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and actual self are compatible. Rogers believed that for a person to achieve self-actualization (Maslow's Hierarchy), then they must be in a state of congruence.

Parenting Styles

Diana Baumrind was the first psychologist to focus on the style of parenting. Diana associated the different type of behaviour which she saw in pre-schoolers to the different type of parenting style. Her theory is that parenting is closely related to children's behaviour, that may lead to different type of outcomes or in the development of self-concept in the children's further life.

She gave four kinds of parenting styles, like:

Authoritarian Parenting Style

Such type of parents is thought to be as disciplinarians. They apply strict discipline style. Such parents don't listen to their children and just implies the rules. They are not as fostering as the others. They also place high expectations from their children and exercise very little flexibility. They don't let their children indulge in any problem-solving challenges. Whereas, they just enforce the rules with no regard for their child's view.

Authoritarian parents make their children feel sorry for their mistakes instead of teaching them how to make better choices. According to researches, the children of such parents are at a higher risk of developing self-esteem issues because their opinions aren't valued. Since authoritarian parents are strict, their children are most likely to become good at lying to avoid the punishments.

Permissive Parenting Style

Permissive parents most of the times let their children do what they want to. These parents do not give their children much guidance. More than family, their children see them as their mates. They are most likely to have no rules and if they have, then its very limited. They let their children figure out their own problems through their own views and knowledge.

The communication is two way meaning that they hear their children's saying and share theirs, but let their kids decide for themselves instead of giving directions. The expectations set by them is bare minimal and they are warm and nurturing.

Permissive parents are merciful parents. They are lenient on their children and if their child begs for something, they just allow him/her. They are really open to their children about everything and asks them to not feel uncomfortable talking about anything to them. There is a negative thing about being a permissive parent, it is that they don't discourage the bad behavior of their children.

It is recorded that children with permissive parents have distress and may even have low self-esteem. Since the permissive parents struggle to limit or monitor their children's diet, hence obesity or other health-related problems are more likely to affect children.

Uninvolved Parenting Style

Such parents are the type of parents who give their children freedom. While some parents deliberately adopt this parenting style, there are some who have no interest in parenting or don't know what to do and how to do. This is the worst style of parenting because here the child is doing whatever he/she want, and the parent isn't not aware about the child's actions and in some cases lack caring. Conversations are very minimal.

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Such parents usually expect their children to grow up and not devote time or energy to meeting the basic needs of children. It is not always intentional as some parent may be having a mental health problem due to which the parent might not be able to care for the child's needs.

Kids with the uninvolved parenting style are likely to have low self-esteem. They suffer academically and may have behavioral problems.

Authoritative Parenting Style

Authoritative parents are really understanding and have clear expectations with their children. This style of parentings is considered to be the most effective for children. The communication is two way, frequent and appropriate to the child's level of understanding. The expectations are clear and a bit high, but children have proper guidance when needed from their parents. Such type of parents invests their time and energy into preventing behavioral problems. They are well aware of the strategies to use in implementing the good behavioral habits.

According to the researches, children who have authoritative parents are set to become responsible adults.

Children with such parents are more likely to be able to handle bad situations with ease and are good with decision making.

REVIEW OF LITERATURE

This section confers the previous researches on the relationship between the concerned variables, such as parenting style, self-esteem and self-concept. It is done to have clear understanding of the present study. Inferences of the literature are as follows:

Literature on relationship between parenting style and self-concept

Lisa A. McClun and Kenneth W. Merrell conducted a study in 1998 where they took 198 school students and tried to administer their locus of control, self-concept with their parent's parenting style. The result concluded that the children who thought their parents to have authoritative parenting style had higher self-concept and higher locus of control than the children who thought their parent's parenting style to be of permissive parenting style or authoritarian parenting style.

This study was done with the help of the Internal-External Locus of Control Scale, the Harter Self-Perception Profile for Adolescents, and the Perceived Parenting Styles Survey.

Mzobanzi M. Mboya- Research was conducted on 2014 teenagers from 5 urban high schools to research relationships between Black and White high school students' parenting styles and self-concepts. The result in this study concluded that the children who perceived their parent's parenting style as authoritative scored higher on self-concept test. To conduct this study, two tests were used namely Parenting styles were measured by the Perceived Parental Behavior Inventory (PPBI) and self-concept by the Self-Description Inventory (SDI).

Thomas S. Parish and James J. McClusky A study was conducted on 123 colleges to evaluate students' self-concepts, parent evaluations and parenting expectations. The study

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concluded that the students' self-concepts were found to vary directly with perceived level of parental warmth.

Furthermore, the fathers and mothers were found to be rated more highly if they were perceived as being warm and permissive rather than hostile and restrictive.

Fahimeh Rezai Niaraki and Hassan Rahimi conducted this study on 180 parents whose children were in high school. They gave parenting style questionnaire to these 180 parents and then divided them into their respective categories of authoritative, permissive and authoritarian parenting styles. This study was done to see the impact of authoritative, permissive and authoritarian behavior of parents on self-concept, psychological health and life quality. The results indicated that the parenting style had a significant impact on mental health. The parenting style has had a significant impact on self-concept. It suggested that there was higher self-concept for children raised by authoritative parenting style.

Marietes P. Bacus conducted a study on 500 grade 7 students to develop a causal model of academic performance. In order to develop the causal model of academic performance, causal relationships among parenting style, self-concept, attitude of students, and academic performance were examined. The studies revealed that attitude of students and authoritative parenting style is strongly associated with academic performance.

Hesborn M. Chonge, Peter N. Barasa and Benson M. Chonge conducted a study on 214 students to understand the **influence of Parenting Style and Self-concept on students' Achievement in Mathematics**. The study concluded that the types of parenting have a significant influence on the self-concept of students. In the study it proved that authoritative and authoritarian parenting styles have a strong positive relation to the students' self-concept.

Asrat Dagnaw was another one to conduct a study on the relationship of the parenting style with the children's academic self-concept. The result of this study concluded that there was a positive correlation between the self-concept and authoritative parenting style. Whereas, other parenting styles had negative correlation.

Literature on relationship between parenting style and self-esteem

Isabel Martinez and Jos e Fernando Garcia conducted a study on 1198 Brazilian teenagers to study the parental socialization on Brazilian teenagers' self-esteem and internal values. It concluded that the Brazilian teenagers from the authoritative families had higher self-esteem than the ones from the neglected families.

Lee Yen Chiew conducted a study on 100 students from the university to study the relationship between the parenting style and self-esteem. The study concluded that the association between different parenting styles and self-esteem exists significantly. The result also showed that there is a significant association between authoritative and authoritarian parenting style on levels of self-esteem.

Lucy C. Driscoll conducted a study on 183 participants to examine the relationship between parenting style and self-esteem. The results of this study concluded that self-esteem changes across age range. Also, that parenting style had become less restrictive hence leading to affected self-esteem.

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Mimi Chang conducted a study on 156 teenagers from New Jersey. This study was carried out to explore the influence of the parenting style cultural difference on the self-esteem of the child. The result concluded that Asian American parents were more like authoritarian parents and also that authoritative parenting was found to be associated with higher self-esteem and satisfaction.

METHODOLOGY

The methodology forms the core of all the research studies. No planning of educational research can be complete without a detailed design of investigation. Methodology is considered as the heart and soul of investigation. The present chapter deals with the methodological details of the research title "A correlation study of Parenting Style and Child's Self Concept" It is comprised of:

- Statement of the problem
- Objective of the study
- Hypotheses of the study
- Operational definition
- Locale of the study
- Research design
- Selection of sample
- Criteria for selection of the sample
- Tools for data collection
- Procedure of data collection
- Statistical analysis

Problem statement

The study broadly investigated the correlation between the parenting style and child's self-concept.

Objectives of the study

To study the relationship between children's self-concept and their parent's parenting style.

Hypotheses of the study

- H1. There is a significant relationship between the parenting style and child's self-concept.
- H2. There is a significant relationship between the authoritative parenting style and higher self-concept.
- H3. There is a significant relationship between the authoritarian parenting style and lower self-concept.
- H4. There is a significant relationship between the uninvolved parenting style and lower self-concept.
- H5. There is a significant relationship between the permissive parenting style and lower self-concept.

Operational definition

- **Self-concept**- It is best conceived as a system of attitudes toward oneself. Self-concept consists of all the perceptions, feelings, attitudes, aspirations and values of oneself concerning oneself.
- **Parenting Style**- It can be defined as the combination of strategies that the parent's use adopts to raise their children.

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Locale of the study

Though there were no limitations in terms of the locales of study, yet it took place in the boundaries of Jaipur, Delhi and Mumbai. For the collection of the data the investigator selected a sample from various universities. Both male and females were targeted. The universities included were:

- Manipal university, Jaipur
- Delhi university, Delhi
- IG College, Jaipur
- Jai Hind College, Mumbai
- Xavier's College, Jaipur
- NIMS, Mumbai

Research design and sample selection

The study took place with the permission of the university, Manipal university Jaipur. It followed a correlational design, where a relationship between two variables were found. The type of correlational research used was survey research, in which group of questionnaires were circulated amongst the selected random sample through a google form. The data collection took about 10-15 days. A sample of 100 was taken. The sample was selected from a target population of undergraduate students. There was no biasness in terms of gender, equal preference was given to both males and females. The sampling was random sampling, which was based on the responses given to the google form circulated.

Criteria for the selection of sample

A criterion was fixed by the investigator for the selection of the sample from the targeted population, it as follows-

- Only undergraduate students were selected
- Students only from the age group of 18-22 was considered
- No cultural, social or economic discrimination was justified.
- No gender discrimination was made. LGBTQ responses were accepted

Tools for data collection

The survey consisted of 2 questionnaires and one sheet for demographic details, which are as follows:

Demographic Details Performa- The Performa gathered basic details about the sample, viz. Name, Age, and gender.

Self-concept List given by Dr. Pratibha Deo is a self-report measure. It consists of 212 adjectives which cover almost all of the important aspects of personality. These are separated into positive and negative words. The words can also be divided into the different dimensions according to the connotation of the attribute and these dimensions are intellectual, emotional, character, social and aesthetic characteristics. In developing the rating scale, it was thought unnecessary to include antonyms since the extremes on a scale for one characteristic would cover both the positive and negative aspects of the same.

Reliability- The reliability was estimated by test re-test method. For the 15 days' interval, the reliability co-efficient came out to be 89. Taking different time intervals from 15 days to 3 months the co-efficient of correlation ranged from 62 to 86. These values indicate a high degree of consistency.

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Validity- The convergent and discriminant validity was found over for the test besides establishing the content validity because the other usual method of finding out validity did not suit the nature of this tool.

Scoring- The scoring of the scale is quick through the use of stencil hand scoring keys. There are separate transparent keys for positive and negative scores as well as for the neutral words. Keys are available for the dissimilar dimensions.

For the check list, a positive word marked carries a weight of +1, and a negative word marked a weight of -1. Each aspect is scored separately. For one aspect, total positive score will be the sum of all the positive weights given to the positive words. Similarly, the negative words marked when totaled will yield the total negative score. The total positive score plus the total negative score gives the composite score for the aspect for that individual.

Parenting Style Four Factor Questionnaire given by Shynny T. Y. It is a 32-item rating scale where the subject is supposed to choose one option that most describes the person with the situation. The 32 items are divided into the four type of parenting styles such as authoritative parenting style, authoritarian parenting style, uninvolved parenting style and permissive parenting style.

Reliability- The PSFFQ has strong internal consistency of .92.

Validity- The scale has a satisfactory validity.

Scoring- For the scoring of the test, every all of the time response is given 5 score, most of the time is given 4, sometimes is given 3, rarely is given 2 and never is given 1. After this, the total of these are calculated according to the four different segments of the parenting style.

Procedure for the data collection

In order to collect data, a google form consisting of scales of all two variables of the study, viz. Self-Concept List, Parenting Style Four Factor Questionnaire and a Performa of demographic details was circulated amongst various undergraduate students of various universities. The google form also consisted of clear instructions on how to take respond to the scales. After the completion of the form by the students, responses were submitted. The responses that matched the criterion of the study were only accepted.

Statistical analysis

The statistical analysis encapsulated the various constructs of the study in a nutshell. After the completion of data collection, scores were obtained for every scale, and then general statistics were applied, which were Correlation, mean and standard deviation. In doing so, SPSS was made in use for estimating accurate and authentic values. Firstly, Correlation was performed on the entire range of the sample. Further, mean scores and standard deviation of all the variable was ascertained. Lastly, based on the values obtained from the analysis was done.

RESULTS AND DISCUSSION

This chapter outlines the major findings of the present study hinged on the purpose of this study, which is to examine the relationship between parenting style and children's self-concept amongst undergraduate students.

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The results of the study have revealed findings regarding the relationship of the variables and the significant positive correlation between authoritative parenting style and children's self-concept.

Table 4.1 showing mean and standard deviation of the parenting styles and self-concept.

Variables	Mean	Standard Deviation
Authoritarian	19.01136	5.344445
Authoritative	30.43182	4.56321
Permissive	24.09091	4.148497
Uninvolved	18.71591	4.858808
Self-Concept	21.65909	10.13686

The results denoting descriptive statistics are presented in the table 4.1 which shows mean and standard deviation of the following variables: Authoritarian Parenting Style, Authoritative Parenting Style, Permissive Parenting Style, Uninvolved Parenting Style and Self-concept. The result table signifies the mean and standard deviation for Authoritarian Parenting Style of the sample to be 19.01136 and 5.344445 respectively. The result table signifies the mean and standard deviation for Authoritative Parenting Style of the sample to be 30.43182 and 4.56321 respectively. The result table signifies the mean and standard deviation for Permissive Parenting Style of the sample to be 24.09091 and 4.148497 respectively. The result table signifies the mean and standard deviation for Uninvolved Parenting Style of the sample to be 18.71591 and 4.858808 respectively. The result table signifies the mean and standard deviation for Self-concept of the sample to be 21.65909 and 10.13686 respectively.

Table 4.2 showing the correlation between self-concept and different parenting styles.

Variables	Authoritarian	Authoritative	Permissive	Uninvolved	Self-Concept
Authoritarian	1				
Authoritative	-0.40742	1			
Permissive	0.049722	0.384678	1		
Uninvolved	0.473748	-0.37959	0.26931	1	
Self-Concept	-0.25262**	0.024589	-0.16927*	-0.07387	1

The table number 4.2 represents the correlation between the self-concept, authoritarian parenting styles, authoritative parenting style, permissive parenting style and uninvolved parenting style. The result table signifies there is significant negative correlation between self-concept and authoritarian parenting style. The significance level is 0.01. The result table signifies that there is a significant negative correlation between permissive parenting style and self-concept. The significance level is 0.05. The result table signifies there is a positive correlation between the authoritative parenting style and self-concept. The result table signifies that there is negative correlation between uninvolved parenting style and self-concept.

DISCUSSION

The significant negative correlation between self-concept and authoritarian parenting style gives us an insight that the children of the authoritarian parents are bound to have lower self-concept. One of the reasons behind this could be the strict attitude and personality of the parents. The parents who are authoritarian doesn't hear about their children's needs or wants and instead they just enforce rules and expectations on them. They have high expectations

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from their children but they are not much of a guidance to their children so the children may seek acceptance from their parents, but they may not be able to get it, hence resulting in lower self-concept. Sometimes children just want to be heard, they want to be able to communicate with their parents about their problems or at least not lie about what they are doing. But since authoritarian parents communication is one way and they use punishments to discourage bad behaviour, the children tend to develop the habit of lying.

The significant negative correlation between self-concept and permissive parenting style gives us an insight that the children of the permissive parents are bound to have lower self-concept. The reason behind this could be that permissive parents are more like friends to their children but again, they do not provide any type of guidance to their children. In this scenario, everything depends on the children to do whatever they want to. Since, there is no guidance or strictness from parents, the self-concept majorly depends on the social and environmental factors of the children. If the social settings around the children are productive and helpful, then the children may be able to develop higher self-concept.

The result table signified that there is a positive correlation between authoritative parenting style and self-concept. This gives us an insight that the children with authoritative parents are most likely to have higher self-concept. Explanation behind this can be that the authoritative parenting style is the type of parenting style where the parents are the warm protectors of their children. Such type of parents is aware of themselves and their role as responsible parents. They talk to their children constantly. They have expectations from their children, but they also guide them to reach the goal they had placed for them. They also indulge a lot of time in planning and strategizing in behaviour setting of their children before their children adapt any bad behaviour.

The authoritative parents believe in their children and always give importance to their children's views and needs. The higher self-concept of the children can be explained by the sense of security amongst the children. They feel that someone is looking after them and giving them constant guidance. They feel that their parents believe in them, so they believe in themselves too. They are given opportunity to speak up to their parents, hence it leads to higher self-confidence. Even when the parents need to get strict with their children, they do. It's the perfect amount of being strict and when required being lenient with the children.

The result table signified that there is a negative correlation between uninvolved parenting style and self-concept. It gives us an insight that the children with uninvolved parents are more likely to have lower self-concept. An explanation behind this can be that the uninvolved parenting style is the type of parenting style where the parent doesn't indulge in any sort of activity or communication with the child. Some parents deliberately choose this sort of parenting and some may do it unintentionally. The children don't have any guidance and furthermore any kind of attention from their parents, they are responsible for their own well-being. They are not at all nurtured, so they just learn things from their own mistakes.

SUMMARY AND CONCLUSION

The purpose of the study was to find a correlation between parenting style and children's self-concept. A sample of 100 undergraduate students was taken. The data was collected from various university. General statistical tools were applied, viz. correlation, mean and standard deviation. The responses supported the hypothesis and review of literature of the study. The findings were such that:

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- There was a significant relationship between the parenting style and children's self-concept.
- There was a positive correlation between the authoritative parenting style and self-concept.
- There was a significant negative correlation between the authoritarian parenting style and self-concept.
- There was a significant negative correlation between the permissive parenting style and self-concept.
- There was a negative correlation between the uninvolved parenting style and self-concept.

Suggestions

- A comparison of government university undergraduate students' self-concept and private university undergraduate students' self-concept can be made in future.
- A study can be done on children's view about their parent's parenting style.
- A study on a larger sample size can be done to generalize the results.
- A study can be done on seeing the difference of view in the children and the parent's relationship.

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Conflict of Interest

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