

Parenting Style and Its Relationship with Hope and Self-Esteem of Adolescents

Ishita Jain^{1*}, Naisha Bansal², Ishika Dagar³

ABSTRACT

The study was aimed at investigating the relationship between perceived parenting styles of mothers and fathers with hope and self-esteem among adolescents in India. The sample consisted of 80 participants from northern India aged between 15-18 years. Parental Authority Questionnaire (Buri, 1991), the State Hope Scale (Snyder et al., 1996), and the Self-Esteem Scale (Rosenberg, 1979) were used to collect data about the three variables. The PAQ assesses permissiveness, authoritative and authoritarian parenting among both mothers and fathers as perceived by the adolescent. Upon analysing the correlation between hope and self-esteem scores with perceived parenting styles of mothers and fathers, respectively, it was found that Authoritative parenting style had a significantly positive correlation with hope and self-esteem. A significantly negative correlation was found between Authoritarian parenting style and hope and self-esteem. It was also concluded that fathers' authoritarian parenting had a greater negative impact on self-esteem and hope of adolescents. Our results were found to be congruent with previous research in the area as well as the societal and cultural findings related to parenting in India.

Keywords: *Parenting styles, Hope, Self-esteem, Adolescents*

Adolescence is a challenging period. It is a time of rapid change and development, a time of promise, a time of 'disruption and transition'. The lack of proper communication with the parents is one of the problems in this period. Many parents find their adolescents discordant, this perception leads to employing distinctive behaviors by parents against their offspring. It is a critical period of development which requires the youth and their parents to restructure their relationships (Laursen & Collins, 2009). As adolescents are encouraged to enter new and more challenging situations spanning the academic, sexual, political and interpersonal spheres, they require improved skills and resources. Hope and self-esteem are often assumed to help individuals adjust to adversity (Umana-Taylor et al., 2007). Cultural background plays an important role, countless studies have demonstrated that one's family of origin and experiences of childhood are important factors that shape an individual's behavior and personality.

¹Department of Psychology, Kamala Nehru College, Delhi University, New Delhi, India

²Department of Psychology, Kamala Nehru College, Delhi University, New Delhi, India

³Department of Psychology, Kamala Nehru College, Delhi University, New Delhi, India

*Corresponding Author

Received: December 06, 2021; Revision Received: January 25, 2022; Accepted: February 28, 2022

Parenting Styles

Diane Baumrind (1971, 1989) described parenting styles as consisting of several elements that combine to create the emotional climate in which parents communicate their attitudes and practice child-rearing. Baumrind's typologies are compilations of a range of parenting behaviors that reflect the level of control, clarity of communication, maturity demands, and nurturance. Baumrind grouped these elements to define three distinct styles of parenting: authoritative, authoritarian, and permissive. Authoritative parenting is characterized by parents who expect their kids to meet certain behavioral standards but also allow their children to develop greater competence, autonomy, and self-confidence through high parental involvement, such as a high level of open communication (Maccoby & Martin, 1983), and encouragement of psychological autonomy (Ginsburg & Bronstein, 1993). Parents with an authoritarian style have very high expectations of their children, yet provide very little in the way of feedback and nurturing, negative when given, leading to the adolescent feeling criticized, controlled, and devalued (Barber, 1996). Authoritarian parents show fewer affiliative relationships with their children compared with authoritative parents. Permissive parenting, also known as indulgent parenting, is characterized by parents who make fewer demands on their children, are non-traditional, have a warm, accepting, and child-centred attitude (Maccoby & Martin, 1983). Parenting styles have been defined using two dimensions: the first of these has been identified as warmth, nurturance, and acceptance of responsibility. This dimension is bipolar. It has been defined by parental affection, empathy, and closeness on one pole and coldness, indifference, and neglect on the other (Baumrind, 1966). The second dimension is characterised by the amount of control, structure, and involvement or demandingness that caregivers display towards their children. It has been differentiated in terms of the effective, empathic, and developmentally appropriate management versus manipulative or punitive caregiving (Maccoby & Martin, 1983). Parenting styles have several correlates for adolescents, and these include hope and self-esteem, which needs to be studied to understand the period of adolescence in a better manner.

Parenting styles, Hope, and Self-esteem

Hope reflects people's evaluations of the extent to which they can achieve their goals (Snyder et al., 2002). According to Rick Snyder's definition, "hope is the ability to design pathways towards the desired objectives despite obstacles and barriers, and also instill motivations to apply these pathways". Based on this conceptualization, hope is a powerful tool, as it contains valuable goals which despite challenging, and not insurmountable, barriers are achievable within time. Parents are primary teachers in instilling motivational thinking and routing them towards their goals (Snyder, 2000b). By coping with life's challenges in an optimistic way and by persevering in the face of difficulties, parents model hopeful behavior to their children (McDermott & Hastings, 2000).

Self-esteem is defined as the amount to which an individual believes themselves to be capable, successful, and worthy (Coopersmith, 1981). It has been consistently found to be related to psychological well-being. Two fundamental aspects of parenting have been identified as important for a child's adjustment or maladjustment. The first of these has been identified as warmth, nurturance, and acceptance of responsibility. A high level of acceptance shows an elevated perception of their self-worth and competence and those subject to less accepting parenting practices show low self-confidence and self-esteem (Baumrind, 1966 & Dornbusch, 1991). The second dimension has been defined by the amount of control, involvement, or demandingness that caregivers display toward their children. When defined by overprotection (Parker, et al., 1979) this dimension has been

Parenting Style and Its Relationship with Hope and Self-Esteem of Adolescents

found to relate negatively with self-esteem. The positive correlation between self-esteem and hope exists from increased motivation levels (Aspinwall & Taylor, 1992) and persistence (Di Paula & Campbell, 2002).

As teenagers move through high school and are encouraged to enter new and more challenging situations spanning the academic, sexual, political, and interpersonal spheres of life, they require improved skills and resources. Hope and self-esteem are often assumed to help individuals adjust to adversity (Umana-Taylor, 2007). The Basic Behavioral Science Task Force of the National Advisory Mental Health Council (1996) noted that the parent-child relationship is the foremost and most enduring social connection or relationship of human life. Therefore, the quality of the parent-child relationship has been argued to have a significant impact on the competence, resilience, and well-being of all individuals. A Study by Heaven and Ciarrochi (2008) was performed on high school students which revealed that there was a general decline in hope and self-esteem over time, with females declining more rapidly than males. Perceptions of authoritative and authoritarian parenting were respectively related to high hope and low self-esteem throughout the study. Even though hope levels declined over time, it was found that teenagers belonging to authoritative families were at a distinct advantage regarding mean levels of hope. Similarly, self-esteem also declined over time, but perceptions of low parental authoritarianism appeared to increase participants' self-esteem, an effect that remained for the duration of the study.

Thus, the initial review of the literature suggests that there is a strong and positive correlation between authoritative parenting style and hope, authoritative parenting style and self-esteem; a moderate positive correlation between permissive parenting style and hope, permissive parenting style and self-esteem; and a negative correlation between authoritarian parenting style and hope, and authoritarian parenting style and self-esteem.

Parenting styles and Indian culture

Research on parenting within Indian families has suggested that there is greater emphasis on interdependence (Martin H, 2017). This difference could be attributed to variations in the family size and structure across cultures. In smaller family units, parenting goals often focus on raising their children as autonomous and independent individuals. Whereas dependence being discouraged as being psychologically unhealthy. Interdependence is a construct that is specific to the culture and highlights the role of family relationships and obligations, which is often emphasized in collectivistic cultures like in India. This can be evidenced by the strength of the kinship networks and extended families that have been prevailing in India. Therefore, such a cultural backdrop tends to emphasize loyalty towards family values; consequently, seeking independence from parents could be disapproved of in such a cultural setting.

Upon examining cultural differences in parenting styles, it's been observed that Asian parents exhibit an authoritarian style of parenting. Indian fathers have traditionally been the patriarchal figures who dominate the households. Internalizing the values of collectivistic cultures within the process of parenting, the expression of an individual's own needs is typically inhibited in deference to valuing the needs of others. Subsequently, more authoritarian and restraining parenting is commonly found, with greater expectations of obedience, dependence and sociability from the children. On the contrary, in individualistic cultures parents tend to value self-reliance, self-interest, and autonomy within the socialization process. They place greater expectations of exploration and independence with an authoritative style of parenting. At the same time, it should be noted that the restrictive

Parenting Style and Its Relationship with Hope and Self-Esteem of Adolescents

and normative parenting in collectivistic cultures is not necessarily associated with parents being rejecting and cold towards their children.

Based on the above literature, the study aims to determine the correlation between the three parenting styles of both parents with self-esteem and hope in adolescents.

METHODOLOGY

Sample

The study involved 80 participants, including 29 boys and 51 girls. The participants were adolescents living in north India and were 15 to 18 years of age. The mean age of the participants was 17.22. The participants included in the study were from grades 9th to 12th of school. Those who were 18 years old and had graduated from school were excluded from the study. A convenience sampling technique was used to collect data. The sample was, thus, a non-random sample and was not representative of the entire population of 9th to 12th-grade students in north India. This sampling technique was chosen because of resource constraints and the ease of data collection that it allowed.

Measures

Parental Authority Questionnaire (PAQ)

This scale was developed by Buri (1991) and it assesses adolescents' perceptions of parental permissiveness, authoritarianism, and authoritative. It has 30 items like 'My mother expects that we do what she says immediately and without asking questions' (authoritarian), 'My mother does not set many guidelines and expectations for my behavior' (permissive), 'If I think a family rule is wrong, my mother will discuss it with me' (authoritative).

Reliability. The following Cronbach coefficient alpha values, which are a measure of internal consistency, were obtained for each of the six PAQ scales (Buri, 1991): .75 for Mother's Permissiveness, .85 for Mother's Authoritarianism, .82 for Mother's Authoritativeness, .74 for Father's Permissiveness, 0.87 for Father's Authoritarianism, and .85 for Father's Authoritativeness. Both the test-retest reliability coefficients and the Cronbach alpha values are highly respectable, especially given the fact that there are only 10 items per scale. The test-retest reliability for the scale was 0.81 for mother's Permissiveness, 0.85 for mother's Authoritarianism, 0.78 for mother's Authoritativeness, 0.77 for father's Permissiveness, 0.85 for father's Authoritarianism, and 0.92 for father's Authoritativeness.

Validity. In a study by Buri (1991), consistent with Baumrind's suggestions for the relationship between parental authority and parental warmth, the following bivariate correlations between the PAQ scores and Parental Nurture scores were found: the authoritative parents were found to be highest in parental nurture for both mothers ($r = .56, p < .0005$) and fathers ($r = .68, p < .0005$); authoritarian parenting was inversely related to nurture for both mothers ($r = -.36, p < .0005$) and for fathers ($r = -.53, p < .0005$); and parental permissiveness was unrelated to nurture for both mothers ($r = .04, p > .10$) and fathers ($r = .13, p > .10$). PAQ is not vulnerable to social desirability bias, according to Buri (1991).

Scoring. The PAQ has three subscales: permissive (P: items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28), authoritarian (A: items 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29), and authoritative/flexible (F: items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30). Mother and father forms of the assessment are identical except for references to gender. The total score is computed by summing the individual items to comprise the subscale scores. Scores on each subscale range from 10 to 50. The scoring is done on a 5-point Likert scale.

State Hope Scale

The scale was developed by Snyder et al., (1996). It is a six-item scale that measures the agency and pathways aspects of hope. Sample items are “I think the things I have done in the past will help me in the future” (agency), and “When I have a problem, I can come up with lots of ways to solve it” (pathways).

Reliability. Cronbach alphas were computed for the pre and post-time periods by Snyder and colleagues (1996). These indices were .81 and .88, respectively.

Validity. In a study by Snyder and colleagues (1996), Hope Scale scores correlated positively with State Self-Esteem Scale scores, $r(88) = .45, p < .001$; positively with state Positive Affect Schedule scores, scores, $r(88) = .53, p < .001$; (3) negatively with state Negative Affect Schedule scores, $r(88) = -.38, p < .001$. This indicates good convergent validity.

Scoring. The scale is scored on an 8-point Likert scale, with 6 as the minimum and 48 as the maximum theoretical score. Higher scores represent higher hope levels.

Rosenberg's Self-Esteem Scale (RSE)

The purpose of the 10 item RSE scale is to measure self-esteem. Originally the measure was designed to measure the self-esteem of high school students. However, since its development, the scale has been used with a variety of groups including adults, with norms available for many of those groups.

Reliability. The RSE demonstrates a Guttman scale coefficient of reproducibility of .92, indicating excellent internal consistency. Test-retest reliability over 2 weeks reveals correlations of .85 and .88, indicating excellent stability.

Validity. The scale demonstrates concurrent, predictive, and construct validity using known groups. The RSE correlates significantly with other measures of self-esteem, including the Coopersmith Self-Esteem Inventory. In addition, the RSE correlates in the predicted direction with measures of depression and anxiety.

Scoring. It is a Guttman scale, so scoring involves a method of combined ratings. 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 as 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 to be a single item.

Research Design

A correlational survey design was used to collect data. A correlational design involves describing the direction of the relationship between two variables- whether it is positive or negative, and the strength of the relationship. The survey design was used, which means that a survey questionnaire was made and sent to the participants through WhatsApp.

Procedure

A survey form was created using Google Forms and was sent to the participants via WhatsApp. A consent form was created and shared with the parents of the participants. The respondents were told that the forms would be used to assess information about their relationship with their parents. The study used the Parental Authority Questionnaire (Buri, 1991), the State Hope Scale (Snyder et al., 1996), and the Self-Esteem Scale (Rosenberg, 1979) to collect data. Informed consent was also taken from the participants. The participants were assured that all their details would be kept confidential and would only be

Parenting Style and Its Relationship with Hope and Self-Esteem of Adolescents

used for the present study. They were told that there is no time limit for filing the form and were thanked for their participation.

Data Analysis

Both descriptive and inferential statistics were used to analyse the data. The correlation between the different parenting styles, self-esteem, and hope in adolescents was calculated. The correlation was expressed using Pearson's r , which provided useful information about the magnitude and direction of the relationship. SPSS Version 16 was used to compute the results. No missing values were found. The normality of the sample was tested using the Kolmogorov Smirnov test.

RESULTS

The obtained data sets for the variables hope, self-esteem, fathers' permissiveness, fathers' authoritarianism, fathers' authoritativeness, mothers' permissiveness, mothers' authoritarianism, and mothers' authoritativeness were tested for normality using the Kolmogorov Smirnov test. Only the variable of self-esteem was found to be distributed normally. Using the central limit theorem (given by Laplace, 1810, which states that the distribution of sample approximates a normal distribution as the sample size becomes larger, regardless of the population distribution shape), we can interpret our results despite them being non-normally distributed.

Table 1 Descriptive Statistics for Mothers and Fathers

		Mean	Std. Deviation	N
Hope		29.92	6.711	
Self Esteem		17.91	4.819	
Permissive	Mothers	28.29	4.481	
	Fathers	30.14	5.236	
Authoritarian	Mothers	27.59	5.353	80
	Fathers	30.1	5.984	
Authoritative	Mothers	31.89	4.986	
	Fathers	32.38	5.34	

The participants' mean score on the scale measuring hope is 29.92 and the standard deviation is 6.711. The mean score and the standard deviation on the scale measuring self-esteem is 17.91 and 4.819 respectively. The mean score and standard deviation of the distribution for permissive parenting are 28.9 and 4.481 for mothers which are lower than the mean score and standard deviation of the fathers which is 30.14 and 5.236. Similarly, The mean score and standard deviation of the distribution for authoritarian parenting are 27.59 and 5.353 for mothers which is lower than the mean score and standard deviation of the fathers which is 30.1 and 5.984 and Lastly, the mean score and standard deviation of the distribution for authoritative parenting which is 31.89 and 4.986 for mothers is lower than the mean score and standard deviation of the fathers which is 32.38 and 5.342.

Table 2 Correlation between Permissive, Authoritative, Authoritarian parenting style of Mother, Self- Esteem, and Hope.

Self Esteem		Hope	
Permissive	Pearson Correlation	.321**	.338**
	Sig. (2-tailed)	0.004	0.002
Authoritarian	Pearson Correlation	-0.012	0.151

Parenting Style and Its Relationship with Hope and Self-Esteem of Adolescents

	Sig. (2-tailed)	0.914	0.182
Authoritative	Pearson Correlation	.348**	.423**
	Sig. (2-tailed)	0.002	0

***. p < 0.01 level (2-tailed). (N=80)*

The table above indicates a significantly positive correlation of permissive parenting style adopted by mothers with hope ($r=.338$, $p<0.01$) and self-esteem ($r=.321$, $p<0.01$). A significantly positive correlation can also be observed between the authoritative parenting style adopted by mothers and both, hope ($r=.423$, $p<0.01$) and self-esteem ($r=.348$, $p<0.001$).

Table 3 Correlation between Permissive, Authoritarian, Authoritative parenting styles of Fathers, Hope and Self-Esteem

		Hope	Self-esteem
Permissive	Pearson Correlation	0.133	0.163
	Sig. (2-tailed)	0.239	0.15
Authoritarian	Pearson Correlation	-.244*	-.366**
	Sig. (2-tailed)	0.029	0.001
Authoritative	Pearson Correlation	.289**	.304**
	Sig. (2-tailed)	0.009	0.006

***. p < 0.01 level (2-tailed). (N=80)* **. p < 0.05 level (2-tailed). (N=80)*

The table above indicates a significantly positive correlation of authoritative parenting styles adopted by fathers with hope ($r=.289$, $p<0.01$) and self-esteem ($r=.304$, $p<0.01$). A significantly negative correlation can be observed between the permissive parenting style of fathers and both, hope ($r= -.244$, $p<0.05$) and self-esteem ($r=-.366$, $p<0.05$).

DISCUSSION

The present study was aimed at investigating the relationship between perceived parenting styles of mothers and fathers with hope and self-esteem among adolescents in India. Accordingly, correlation analysis was done for the three styles of parenting assessed by the Parental Authority Questionnaire, namely, Authoritarianism, Authoritativeness, and Permissiveness, with hope and self-esteem. The three different parenting styles generated six data sets; three for each parent. Hence, the correlation between parenting styles and other variables was calculated for both mothers and fathers.

According to the result shown in Table 2, a significant relationship can be observed for Permissive parenting in mothers with both hope and self-esteem. However, as we can see from Table 3, a significant relationship was not found for permissive parenting in fathers with either hope or self-esteem. Permissive parenting is characterized by a lack of structure, consistency, and limits when it comes to discipline and very little interference on the parents' behalf. In a study by Saric and Sakic (2014), it was shown that adolescents of authoritative and permissive mothers reported higher self-esteem and life satisfaction than adolescents who had authoritarian mothers. Endicott (2005) affirms that the adolescents with permissive-type mothers experience higher development and self-esteem. The use of the permissive parenting style by mothers may provide the adolescent daughters with the opportunity to establish more social relationships and to show their capabilities. According to a study by Kazemi et al., (2012), a warm and supportive family relationship has positive influences on the adolescent's development, forming a closer mother-child relationship leading to the development of higher levels of self-esteem and adaptability. The father is generally the

Parenting Style and Its Relationship with Hope and Self-Esteem of Adolescents

undisputed authority who has the responsibility to discipline the children (Dwairy et al., 2006). Therefore, supportive mother-adolescent interactions can coordinate this condition with the secure emotional environment, exploring the environment with feelings of safety and security leading to healthy levels of hope and self-esteem. (Kazemi et al, 2012).

According to the result shown in Tables 2 and 3, a significant relationship between Authoritative parenting of both the genders and the hope and self-esteem of adolescents was observed. The chief characteristic of an authoritative style is that parents typically set clear limits for acceptable behavior, but this is done lovingly and rationally and the parent shares with the child the reasons for particular rules and expectations (Baumrind, 1971). Authoritative parental support, supervision, and caring manners are related to positive effects and psychological well-being, higher levels of adjustment, psychosocial maturity, psychosocial competence, less substance use, higher academic success, higher hope and self-esteem, and lower marks in psychoticism. A number of studies illustrated these personality changes during adolescence through to adulthood.

A Study by Heaven and Ciarrochi (2008) was performed on high school students which revealed that perceptions of authoritative and authoritarian parenting were respectively related to high hope and low self-esteem throughout the study and there was a general decline in hope and self-esteem over time, with females declining more rapidly than males. Even though hope declined over time, it was found that teenagers from authoritative families were at a distinct advantage regarding mean levels of hope. Similarly, self-esteem levels declined over time, but the perceptions of low parental authoritarianism appeared to boost the participants' self-esteem. The data suggest that the children of such families are more successful at setting achievable goals for themselves, finding the means to achieve those goals, and overcoming barriers to their goals (Snyder et al., 2002). Based on our results, we would argue that adolescents brought up by parents perceived to be authoritative are more skilled at agent and pathways thinking than adolescents who reported other parental styles.

The correlation values for authoritative parenting styles of mothers and fathers showed a greater significance between parenting styles of mothers and Hope and Self-esteem of adolescents as the correlations were found to be .348 and .423 for Hope and Self-esteem respectively, whereas, for parenting styles of father's, the correlations were found to be .289 and .304 for Hope and Self-esteem respectively.

In a study by Milevsky (2007), he compared the self-esteem of participants in different parenting styles. 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 the self-esteem of students in these groups was significantly different. Additionally, mother's and father's parenting styles were studied separately. The study found significant main effects of both maternal and paternal parenting styles on self-esteem. Students who had an authoritative mother had significantly higher self-esteem than authoritative fathers, followed by permissive, authoritarian, and neglectful groups. Students who had an authoritative father had significantly higher self-esteem but lesser than the significance of authoritative mothers. In a study by Glenys Conrade (2011) University students completed a questionnaire designed to tap attitudes toward paternal and maternal parenting. Significant differences in gender were found for authoritative and permissive styles of parenting. Mothers were perceived to be more likely to use these styles as compared to fathers. When considering the extent to which parents differentiated between

Parenting Style and Its Relationship with Hope and Self-Esteem of Adolescents

their sons and daughters, significant differences were found for each of the three parenting styles. Fathers were perceived by male respondents to be more likely to use an authoritarian style. Mothers were perceived to use an authoritative style by female respondents, and a permissive style by male respondents.

There was a negative significant relationship between Authoritarian parenting of both genders and the hope and self-esteem of adolescents. Authoritarian parents tend to judge the behavior and accomplishments of their children by an 'absolute standard' derived from and motivated by a 'higher authority' (Baumrind, 1971). Naturally, children are not always able to meet exacting standards, yet authoritarian parents typically respond in a punitive and forceful manner in an attempt to shape children's behavior. Not surprisingly, children who grow up in such homes are less optimistic and manifest high levels of internalized distress, relative to other children (Baumrind, 1991). Our results are consistent with previous research.

Research around the effects of different parenting styles showed that authoritarian parenting style is associated with children's passive attitudes, lower self-esteem, internalizing and externalizing problems, and lower self-esteem and hope compared to other parenting styles, yet, higher marks in school adjustment and lower rates of school misbehaviour and drug abuse in comparison with adolescents of neglectful families.

A study by Hirata and Kamakura (2017) through multiple regression analyses showed that most of the subscales of Personal growth initiative (PGI) and self-esteem were not significantly affected by the authoritarian parenting style, whereas, for female students, readiness for change which is a subscale of PGI was significantly affected by the authoritarian parenting style. On the other hand, it was found that PGI and self-esteem were not significantly affected by the permissive parenting style. These results highlight the importance of the influence of authoritative parenting style on each PGI and self-esteem among the Japanese university students.

The correlation values for authoritarian parenting styles of mothers and fathers were also observed and a greater negative correlation was evident between parenting styles of fathers and Hope and Self-esteem of adolescents as the correlations were found to be .366 and .244 for Hope and Self-esteem respectively, whereas, for parenting styles of mother's, the correlations were found to be .151 and .012 for Hope and Self-esteem respectively.

According to research conducted by Sukanya Biswas (2019), fathers use more power-assertive styles of interaction, which makes them a natural fit to the authoritarian parenting style. (Russell, Robinson, Olsen 2003). In comparison to mothers, fathers are described to be less accepting, less likely to initiate interactions, but as competent as mothers (Collins & Russel, 1991). Based on gender roles we expect mothers to be overindulgent in styles that are high in nurturance (indulgent and authoritative) and fathers to be overindulgent in styles that are characterized by strong control (authoritarian and authoritative). Based on this idea, she suggests a possible common combination referred to as traditional parenting, in which the mother and father enact traditional gender roles. In such cases, therefore, the mother is significantly more responsive than demanding, and the father is significantly more demanding than responsive.

The results of our research reflect that culturally enforced gender roles in parenting have differential effects on the hope and self-esteem of children. The general subordination of

Parenting Style and Its Relationship with Hope and Self-Esteem of Adolescents

women has, over many years, assumed a particularly severe form in India through the powerful societal pressures that are reinforced by the religious traditions (Chakravarti, 1993). These notions of patriarchy have created binaries in gender roles that have become a part of our shared unconscious, wherein, masculinity and femininity are defined by a certain set of characteristics. These ideas are portrayed in almost every aspect of our society, the cinema, art, literature, politics, culture, families, relationships, and so on. Parenting is a dynamic process, influenced by many socio-cultural factors. Gender norms directed by patriarchy have defined an “ideal father” or an “ideal mother” and their styles of parenting that influence the upbringing of their children and their personality.

Our result shows that the permissive style of parenting adopted by mothers, according to the participants’ perceptions, has significant positive correlations with the self-esteem and hope of the participants (Refer to Table 2). However, the permissive style of parenting adopted by fathers, as perceived by the participants, has no significant correlation, with the self-esteem and hope of the participants (Refer to Table 3). In a typical Indian household, the mother is expected to be submissive, nurturing, and loving towards her children. They are supposed to be more responsive to their children’s needs so much so that many women are expected to leave their jobs after giving birth, to take care of their house and children. They are often more lenient and are responsible to maintain balance and relations in the family. Such a less-structured style of parenting helps the mothers to form a stronger mother-child relationship that leads to higher levels of self-esteem in children.

However, the father is generally the undisputed authority who has the responsibility to discipline the children. We observed a strong negative correlation of the perception of the father’s authoritarian style of parenting with self-esteem and hope, whereas, for mothers, it was not significant. In a patriarchal society, men are expected to be dominant, strict, more detached, and be the decision-maker and bread-winner of the family. The fathers are expected to be more structured in their ways of parenting that can consist of punishments, fewer interactions, and highly set standards for their children. Such a style of parenting has been shown to negatively impact the self-esteem and hope levels of children as less involved in decision-making, or punishments can lead to deterioration of one’s self-confidence. Such strong cultural beliefs and gender roles affect the actions of individuals in society and compel them to act in ways that are normalized and accepted by society, sometimes overlooking the kind of impact it creates on others. Finally, it is also essential to mention that although Asian countries are often depicted as being uniformly collectivistic, such a static characterization of cultures, in general, could be overly simplistic. Simultaneously, it is interesting to observe multiple instances of Indians persisting to value family unity, despite the impact of increased exposure being considered responsible for the decline of traditional values over decades. And therefore, the prevailing cultural factors within a family need to be explored as independent entities with significant potential implications toward the relationship between parents and adolescents.

CONCLUSION

We can conclude that authoritative style parenting has a positive and significant relationship with Hope and Self-esteem for both mothers and fathers with mothers having a higher correlation. Permissive style parenting has a positive relationship with hope and self-esteem for mothers while it does not have any significant correlation with hope and self-esteem for fathers. Authoritarian style parenting has a negative correlation with hope and self-esteem for both mothers and fathers, with a higher correlation for fathers.

Limitations and Scope

The data was collected from a non-random sample and hence the results cannot be generalized and so a sample consisting of equal male and female participants would have improved on the results obtained. All the datasets except for self-esteem were non-normally distributed, and due to the relatively small size, the results may have been affected by the shape of the sample distributions.

We need to note any new parenting styles that are not included in Baumrind's analysis of parenting styles, for example, Maccoby and Martins (1983) showed that permissive parenting in the Baumrind (1971) typology should be classified into two styles. The two styles cover indulgent and neglectful parents. The indulgent parenting is characterized by being low on demand but high on responsiveness. Indulgent parents can be warm, accepting, and tolerant of their children, but they make fewer demands and don't exercise their authority. Therefore, allowing their children to self-regulate as much as possible. On the other hand, the neglectful parenting is characterized by low demand and low responsiveness. Neglectful parents do not care about their children's behavior and often try to evade their parental responsibilities. Future research is needed to more deeply analyse these styles. Another limitation of the present study is our reliance on self-reports, although it would be extremely difficult to obtain observer ratings of parental behaviors for such a large sample and without disrupting normal family interactions. Gray and Steinberg (1999) observed that various dimensions of authoritative differ in their ability to predict outcomes. Thus, they noted differences in behavioral control, autonomy, and perceptions of parental involvement. Future research might therefore explore the effects of parental styles on hope and self-esteem of various dimensions, rather than categories.

REFERENCES

- Aspinwall, L. G., & Taylor, S. E. (1992). Modeling Cognitive Adaptation: A Longitudinal Investigation of the Impact of Individual Differences and Coping on College Adjustment and Performance. *Journal of Personality and Social Psychology*, *61*, 755-765. <http://dx.doi.org/10.1037/0022-3514.63.6.989>
- Barber, B. K. (1996). Parental Psychological Control: Revisiting a Neglected Construct. *Child Development*, *67*(6), 3296-3319. <https://doi.org/10.2307/1131780>
- Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child Development*, *37*(4), 887-907.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monograph*, *4*, 1-103. <http://dx.doi.org/10.1037/h0030372>
- Baumrind, D. (1989). Rearing competent children. In W. Damon (Ed.), *Child development today and tomorrow* (pp. 349-378). Jossey-Bass/Wiley.
- Baumrind, D. (1991). The Influence of Parenting Style on Adolescent Competence and Substance Use. *Journal of Personality and Social Psychology*, *61*(1), 56-95. doi:10.1177/02724316911111004.
- Biswas S. (2019). To Study the Gender-Wise Difference in Parenting Styles of Mother and Father. *Scholarly Journal of Psychology and Behavioral Sciences*. *2*. DOI: 10.32474/SJPBS.2019.02.000148.
- Buri, J. R., Louiselle, P. A., Misukanis, T. M., & Mueller, R. A. (1988). Effects of parental authoritarianism and authoritative on self-esteem. *Personality and Social Psychology Bulletin*, *14*, 271-282.
- Buri, J. R. (1991). Parental authority questionnaire. *Journal of Personality Assessment*, *57*, 110-119. [10.1207/s15327752jpa5701_13](https://doi.org/10.1207/s15327752jpa5701_13)

Parenting Style and Its Relationship with Hope and Self-Esteem of Adolescents

- Chakravarti, U. (1993). Conceptualizing Brahmanical Patriarchy in Early India: Gender, Caste, Class, and State. *Economic and Political Weekly*, 28(14), 579-585. Retrieved April 19, 2021, from <http://www.jstor.org/stable/4399556>
- Collins, W. A., & Russell, G. (1991). Mother-child and father-child relationships in middle childhood and adolescence: A developmental analysis. *Developmental Review*, 11(2), 99–136. [https://doi.org/10.1016/0273-2297\(91\)90004-8](https://doi.org/10.1016/0273-2297(91)90004-8)
- Conrade, G. (2011). Differential parenting styles for fathers and mothers: Differential treatment for sons and daughters. *Australian Journal of Psychology*. 53. 29 - 35. DOI: 10.1080/00049530108255119.
- Coopersmith, S. (1981). The antecedents of self-esteem.: *Consulting Psychologists Press*. Palo Alto, CA
- Coplan, J., Robert, H. (2002). Authoritative and Authoritarian Mothers' Parenting Goals, Attributions, and Emotions Across Different Child Rearing Contexts. *Parenting: Science and Practice*. 2. 1-26. 10.1207/S15327922PAR0201_1.
- Di Paula, A., & Campbell, J. D. (2002). Self-esteem and persistence in the face of failure. *Journal of personality and social psychology*, 83, 711. <http://dx.doi.org/10.1037/0022-3514.83.3.711>
- Dwairy, M., Achoui, M., Fayad M, et al. (2006). Parenting Styles in Arab Societies A First Cross-Regional Research Study. *Journal of Cross-Cultural Psychology*.37(3):230–47.
- Endicott R. (2005). Australian adolescent's perceptions of their parents: an analysis of parenting styles. *Communication and Feelings towards Parents*, 24(2):24–31.
- Ginsburg, G. S., & Bronstein, P. (1993). Family factors related to children's intrinsic/extrinsic motivational orientation and academic performance. *Child Development*, 64(5), 1461–1474. <https://doi.org/10.2307/1131546>
- Gray, M. R., & Steinberg, L. (1999). Unpacking authoritative parenting: Reassessing a multidimensional construct. *Journal of Marriage and the Family*, 61(3), 574–587. <https://doi.org/10.2307/353561>
- Hastings, McDermott, et.al. (2002). Factors Related to Positive Perceptions in Mothers of Children with Intellectual Disabilities. *Journal of Applied Research in Intellectual Disabilities*. 15. 269 - 275. 10.1046/j.1468-3148.2002.00104.x.
- Heaven, P., & Ciarrochi, J. (2008). Parental styles, gender and the development of hope and self-esteem. *European Journal of Personality*, 22(8), 707–724
- Hiromi, H., & Toshimitsu, K. (2018) The effects of parenting styles on each personal growth initiative and self-esteem among Japanese university students. *International Journal of Adolescence and Youth*, 23(3), 325-333, DOI: 10.1080/02673843.2017.1371614
- Kazemi, A., et al. (2012). The relationship between mother's parenting style and social adaptability of adolescent girls in Isfahan. *Iranian journal of nursing and midwifery research*, 17(2), 101–106.
- Laursen, B., & Collins, W. A. (2009). Parent-child relationships during adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Contextual influences on adolescent development* (pp. 3–42). John Wiley & Sons, Inc. <https://doi.org/10.1002/9780470479193.adlpsy002002>
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the Context of the Family: Parent-Child Interaction. P. H. Mussen, & E. M. Hetherington (Eds.), *Handbook of Child Psychology*: (4): (1-101).
- Maurer, Martin H. (2017). Child and Adolescent Mental Health. *Parenting Adolescents in India: A Cultural Perspective*. , 10.5772/63037(5). DOI:10.5772/66451

Parenting Style and Its Relationship with Hope and Self-Esteem of Adolescents

- Milevsky, A., Schlechter, M., Netter, S., & Keehn, D. (2007). Maternal and paternal parenting styles in adolescents: Associations with self-esteem, depression, and life-satisfaction. *Journal of Child and Family Studies*, 16(1), 39–47.
- Parker, G., Tupling, H., & Brown, L. B. (1979). A parental bonding instrument. *British Journal of Medical Psychology*, 52(1), 1–10. <https://doi.org/10.1111/j.2044-8341.1979.tb02487.x>
- Raboteg-Saric, Z., Sakic, M. (2014), Relations of Parenting Styles and Friendship Quality to Self-Esteem, Life Satisfaction, and Happiness in Adolescents. *Applied Research Quality Life* 9, 749–765. <https://doi.org/10.1007/s11482-013-9268-0>
- Robins, R. W., Hendin, H. M., & Trzeńniewski, K. H. (2001). Measuring global self-esteem: Construct validation of a Single-Item Measure and the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin*, 27(2), 151–161.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.
- Rosenberg, M. (1979). Components of Rosenberg's self-esteem scale. *Conceiving the self*. New York: Basic Books.
- Russell, A; Hart, C; Robinson, C; Olsen, S (2003). Children's sociable and aggressive behaviour with peers: A comparison of the US and Australia, and contributions of temperament and parenting styles. *International Journal of Behavioral Development*, 27(1), 74–86. doi:10.1080/01650250244000038
- Snyder, C., Rand, K., Sigmon, D. (2002) Hope theory: A member of the positive psychology family. *Handbook of Positive psychology*. Oxford University Press; New York: pp. 257–276
- Snyder, C. R. et al. (1996). Development and validation of the State Hope Scale. *Journal of personality and social psychology*, 70(2), 321–335. <https://doi.org/10.1037//0022-3514.70.2.321>
- Snyder, C. R. (Ed.). (2000). *Handbook of hope: Theory, measures, and applications*. Academic press.
- Umaña-Taylor, A. J., & Shin, N. (2007). An examination of ethnic identity and self-esteem with diverse populations: Exploring variation by ethnicity and geography. *Cultural Diversity and Ethnic Minority Psychology*, 13(2), 178–186. <https://doi.org/10.1037/1099-9809.13.2.178>

Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Jain I., Bansal N. & Dagar I. (2022). Parenting Style and Its Relationship with Hope and Self-Esteem of Adolescents. *International Journal of Indian Psychology*, 10(1), 288-300. DIP:18.01.026.20221001, DOI:10.25215/1001.026