

Influence of Perceived Parenting Style on Self-Esteem and Stress among Adolescents

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ABSTRACT

This research investigates the relationship between perceived parenting style, self-esteem, and stress among adolescents, while also exploring potential gender differences. The findings indicate that adolescents who perceive a lower quality of parenting style tend to have higher self-esteem. No significant relationship was found between perceived parenting style and stress, nor between self-esteem and stress. Additionally, gender differences in perceived parenting style, self-esteem, and stress were not significant. Overall, the study highlights that perceived parenting style significantly affects self-esteem, but does not impact stress levels, and gender does not play a significant role in influencing these variables among adolescents.

Objective: This study investigates how perceived parenting style influence the self-esteem and stress among adolescents. **Methodology:** A sample of 150 adolescents, aged 13 to 18, was selected using convenient sampling. A quantitative correlation research design was employed, using Perceived Parenting Style Scale, Self-Esteem Scale and Perceived Stress Scale. The parenting styles were categorised into three types, authoritative, authoritarian and permissive. self-esteem was scored as low self-esteem and normal self-esteem and the perceived stress is scored as low, normal, high. SPSS software was used to analyse significant difference in perceived parenting style, self-esteem and stress among adolescents

Result: The study investigated the relationship between perceived parenting style, self-esteem, and stress among adolescents, as well as potential gender differences in these variables. It found that adolescents who view their parenting style negatively tend to have higher self-esteem. There was no significant relationship between perceived parenting style and stress. Additionally, the relationship between self-esteem and stress was not significant. Gender differences in perceived parenting style, self-esteem, and stress were also examined and found to be insignificant. This indicates that perceived parenting style affects self-esteem but not stress levels. Furthermore, gender does not significantly influence how adolescents perceive parenting style, their self-esteem, or their stress levels. Overall, the findings highlight a notable connection between parenting style and self-esteem, while stress and gender differences remain unaffected.

Keywords: *Perceived parenting style, self-esteem, perceived stress, gender difference, mental health*

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Parenting style is critically important in psychology due to its profound influence on child development and long-term psychological well-being. The way parents nurture, discipline, and interact with their children shapes cognitive, emotional, and social outcomes. Attachment theory highlights the significance of secure emotional bonds formed through parenting, impacting a child's ability to regulate emotions and form healthy relationships. Parenting styles also play a crucial role in shaping behavior, self-esteem, and identity formation. Understanding these dynamics enables psychologists to develop interventions and support systems that promote positive parenting practices, ultimately contributing to healthier psychological outcomes for individuals throughout their lives. In essence, parenting style serves as a fundamental building block for a child's psychological foundation and significantly influences their mental health trajectory into adulthood.

The study of parenting and self-esteem builds upon previous research in the field of developmental psychology, attachment theory, and family studies. Earlier work has established the foundational understanding that parenting styles significantly impact a child's self-esteem and overall psychological well-being. Studies have delineated various parenting styles, such as authoritative, authoritarian, and permissive, and their associations with different outcomes in children. (Kou & Siyi, 2022). This report likely contributes by delving deeper into specific aspects or nuances of the relationship between parenting and self-esteem. It might explore variations within parenting styles, considering cultural or contextual factors. Additionally, the study could provide updated insights or address gaps in existing literature, incorporating newer methodologies or data analysis techniques. The contribution might also involve the examination of potential moderating variables, such as the child's temperament or age, providing a more comprehensive understanding of the complex interplay between parenting practices and self-esteem. Essentially, this report is expected to build on prior knowledge by refining and expanding our understanding of the intricate dynamics between parenting styles and their lasting impact on a child's self-esteem.

According to Baumrind (1971, 1989), and Maccoby & Martin (1983), parenting styles consist of two dimensions. Demandingness refers to the extent to which parents show control, maturity demands and supervision in their parenting; responsiveness refers to the extent to which parents show affective warmth, acceptance and involvement. Based on these two dimensions, a fourfold classification of child-rearing patterns has been described (Maccoby & Martin, 1983; Baumrind, 1991). In psychology, parent-child relationships are a prevalent focus. A total of four types of parenting styles have been established by psychologists: authoritarian, authoritative, permissive and rejecting or neglectful. An authoritative parenting style is characterized by strong control and warmth towards the child. Parents that are authoritative are typically responsible for being positive role models for their kids. A great degree of control and minimal warmth in parenting is referred to as an authoritarian parenting style. Without showing much concern, the parents are willing to take charge of everything for their kids. A drop in authority and an increase in warmth are hallmarks of permissive parenting. Typically, parents that are permissive don't discipline or control their kids. Parenting that lacks warmth and control is referred to as rejecting or neglectful. The parents neglect their kids and are typically not involved in their growth.

Baumrind's parenting style theories, the parenting styles commonly used in Psychology today are based on the work of Diana Baumrind a developmental psychologist at the University of California (1980). Baumrind noticed that preschoolers exhibited distinctly different types of behaviour each type of behaviour was highly correlated to a specific kind of parenting. Baumrind's theory is that there is a close relationship between the types of

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parenting styles and children's behaviour different parenting styles can different child development and child outcomes. Based on extensive observation interviews and analyses, Baumrind initially identified these three parenting styles, Authoritative parenting, Authoritarian parenting, Permissive parenting. Parenting styles are categorized based on dimension of parenting behaviour and style, Demandingness: refers to the extent parent's control their children's behaviour on demand their maturity. Responsiveness: refers to the degree parents are accepting and sensitive to their children's emotional and developmental needs. Some of their types are, Authoritative Parenting: high demandingness, high responsiveness. Based on Baumrind's research authoritative parent tend to appear happy and content, more independent, more active, achieve higher academic success develop good self-esteem with peers using competent social skills, better mental healthiness exhibit less violent tendencies securely attached. Authoritarian Parenting: high demandingness, low responsiveness. Have an unhappy disposition, less independent, appear insecure, possess low self-esteem. Exhibit more behavioural problem, worse academically, poor social skills, prone to mental issues, use drug worse coping mechanism. Permissive parenting: low demandingness, high responsiveness (indulgent). Can't follow rules, worse self-controller, possess egocentric tendencies, encounter more problem in relationships and social interaction. Neglectful parent: low demandingness, low responsible (uninvolved). Are more impulsive, cannot self-regulate emotion encounter more delinquency and addiction problem more mental issues.

Self-esteem is an expression of one's value as an individual. Differences in a child's self-esteem can have a significant impact on their development, particularly in regards to their personality. Adolescent development is typically enhanced by high self-esteem since it increases self-worth and confidence. It proved to have a favorable impact on mental health as well. A considerable reduction in anxiety and sadness was predicted by increases in self-esteem, according to a prior study by Moksnes and his colleagues. People who had high self-esteem showed optimism about life and a strong capacity for handling stress. On the other hand, teenagers who don't think well of themselves are probably under more stress and worry. These people have difficulty managing their stress in life and at work, which might result in mental health issues. Overconfidence in oneself, meanwhile, can sometimes have a detrimental effect and cause kids to grow up to be conceited or egocentric. Therefore, having too much or too little self-esteem has a negative impact on people, particularly young adults. This article's main focus is a review of the impact of various parenting philosophies on teenage psychological outcomes and self-esteem. Two important areas of children's development that most research looked at independently are parenting style and self-esteem. This study examined the relationship between parenting style and self-esteem and how these two factors affect kids' development as a whole. It may offer some recommendations for next intervention research and pertinent family education methods.

"A positive or negative attitude towards oneself is a person's self-esteem." It is our general attitude towards oneself as perceived by ourselves. It is our self-concept's evaluative component. Adler and Stewart 1980 define self-esteem as a person's overall perception of their own worth or significance. Thirteen People who have a high sense of self-worth value and respect who they are. A person who is confident in themselves is aware of their aptitudes, competencies, and interpersonal connections. Everybody's life is greatly impacted by their sense of self-esteem. Every person develops their sense of self-esteem from childhood to adulthood. One's degree of self-esteem can be influenced by the psycho-social conditions surrounding their development. A person who grows up receiving love and care has a strong sense of self-esteem, whereas a person who grows up receiving abuse and harsh

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criticism has a low sense of self-worth. One's social relationships improve when they have high self-esteem. They believe in their own ability, they can also accomplish their goals more quickly. Numerous ideas have been used to interpret and explain self-esteem. Two types of esteem were offered by the theory of hierarchy of needs: the need for respect from others and the need for self-esteem. According to the notion, those who are satisfied with their self-esteem feel worthy and confident, whereas people who don't feel good about themselves feel inferior and less capable of handling any kind of task. The management of terror According to theory, people safeguard their sense of worth and self-esteem and think that their lives are valuable because they are afraid of dying. They take up worldviews. Positive impact, growth, and well-being are all enhanced by high self-esteem. According to the sociometer hypothesis, self-esteem is a psychological and emotional indicator of how much people believe their significant others love them and accept them in society. This hypothesis holds that people value their self-esteem because it functions as a gauge of their social attractiveness. (Ms. Ria Nadkarni, Ms. Kanya Vyas, 2023)

Perceived stress refers to an individual's feelings or thoughts about the level of stress they are experiencing at a particular time or over a certain period. It encompasses feelings about the uncontrollability and unpredictability of life, the frequency of irritating hassles, the amount of change occurring, and one's confidence in handling problems or difficulties. Unlike measures that assess the types or frequencies of stressful events, perceived stress gauges how an individual feels about the overall stressfulness of their life and their ability to manage it. People may experience similar negative events but perceive and appraise their impact or severity differently due to factors like personality, coping resources, and support. Thus, perceived stress represents the interaction between an individual and their environment, which they assess as threatening or overwhelming their resources, affecting their well-being (Lazarus & Folkman, 1984). Perceived stress is often measured by the frequency of these feelings using a questionnaire, such as the Perceived Stress Scale (Cohen, Kamarck, & Mermelstein, 1983).

Perceived stress, which encompasses an individual's thoughts and feelings about the stress they experience, is a significant factor in determining psychological well-being (Cohen, Kamarck, & Mermelstein, 1983). It involves the perception of life's uncontrollability, unpredictability, frequency of irritating hassles, and one's confidence in handling problems (Lazarus & Folkman, 1984). Unlike objective measures of stress that assess specific events, perceived stress reflects how individuals interpret and respond to stressors, influenced by their personality, coping resources, and social support (Cohen et al., 1983). The physiological response to stress involves the activation of the sympathetic nervous system and the hypothalamic-pituitary-adrenal (HPA) axis, which can impact cardiovascular, metabolic, and immune systems (Schneiderman, Ironson, & Siegel, 2005). Prolonged activation of these systems can lead to stress-related illnesses, such as hypertension, diabetes, and a weakened immune response, increasing the risk of premature death (McEwen, 1998; Chrousos, 2009). Chronic perceived stress is also associated with adverse mental health outcomes, including depression and anxiety, which further compound its impact on overall health (Lupien et al., 2009; Slavich & Irwin, 2014). Research has shown that perceived stress can contribute to unhealthy behaviors, such as smoking, poor diet, and physical inactivity, which further deteriorate health (Jeffery, 2003). High levels of perceived stress have been linked to an increased risk of ischemic heart disease (Kivimäki et al., 2002) and may decrease the risk of certain hormone-dependent cancers (Chida et al., 2008). However, the overall effect of everyday stress on total and cause-specific mortality remains less understood.

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Studies suggest that the impact of stress on health outcomes can differ between men and women, possibly due to differences in biological vulnerability, stress response, or coping strategies (Kendler et al., 2001; Hammen, 2005). For instance, women may experience higher levels of perceived stress and use different coping mechanisms compared to men, which could influence their health outcomes differently (Matud, 2004). Moreover, previous research has not adequately addressed uncommon causes of death, such as respiratory diseases and suicide, due to insufficient statistical power (Nielsen et al., 2008; Phillips et al., 2010). In light of these complexities, it is crucial to understand how perceived stress interacts with other psychological factors, such as self-esteem and parenting style, to affect overall well-being. This research aims to investigate the nuanced relationships between perceived stress, self-esteem, and parenting style in a large, population-based cohort. By examining these interconnections, the study seeks to provide comprehensive insights into how perceived stress can be mitigated through supportive parenting practices and the enhancement of self-esteem, ultimately contributing to better psychological and physical health outcomes.

Parenting style, self-esteem, and perceived stress are interconnected factors that significantly influence an individual's psychological well-being. Parenting style, typically categorized into authoritative, authoritarian, permissive, and neglectful, shapes the development of self-esteem and coping mechanisms in children (Baumrind, 1991). Research has consistently shown that authoritative parenting, characterized by warmth and structure, is associated with higher levels of self-esteem and lower perceived stress in children and adolescents (Maccoby & Martin, 1983; Steinberg, 2001). Self-esteem, defined as an individual's overall subjective emotional evaluation of their own worth, is a critical factor in psychological health. High self-esteem is linked to numerous positive outcomes, including better mental health, higher life satisfaction, and lower levels of stress (Rosenberg, 1965; Orth, Robins, & Widaman, 2012). Conversely, low self-esteem has been associated with various adverse outcomes such as depression, anxiety, and increased perceived stress (Mann, Hosman, Schaalma, & de Vries, 2004). Perceived stress refers to the feelings or thoughts an individual has about how much stress they are under at a given time, encompassing feelings of uncontrollability, unpredictability, and the ability to handle stress (Cohen, Kamarck, & Mermelstein, 1983). It plays a crucial role in both physical and mental health, influencing the risk of developing conditions like cardiovascular diseases, metabolic disorders, and depression (Lazarus & Folkman, 1984; McEwen, 1998). Chronic perceived stress has been linked to adverse health behaviours and increased mortality (Schneiderman, Ironson, & Siegel, 2005). The interaction between parenting style and perceived stress is complex. Parenting styles that provide emotional support and autonomy are found to be protective against stress, while those that are overly controlling or neglectful can heighten stress levels (Barber, 1996). Moreover, the impact of parenting style on perceived stress may be mediated by self-esteem; supportive parenting fosters self-esteem, which in turn reduces perceived stress (Harter, 1999). Given these interconnected relationships, it is essential to explore how different parenting styles influence self-esteem and perceived stress among children and adolescents. This research aims to investigate these dynamics, with a focus on understanding how variations in parenting approaches contribute to the psychological well-being of young individuals. By elucidating these relationships, the study seeks to inform interventions aimed at improving parenting practices and promoting mental health among youth.

Significance of the Research

Studying the influence of perceived parenting style on self-esteem and perceived stress among adolescents is crucial for several reasons. Firstly, parenting styles significantly shape

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adolescents' psychological development and behaviours. Understanding how different parenting styles—such as authoritative, authoritarian, permissive, or neglectful—affect self-esteem levels can provide insights into how adolescents perceive themselves in relation to their environment and peers. Moreover, perceived stress levels in adolescents can be influenced by the supportive or controlling nature of their parents, impacting their ability to cope with academic, social, and emotional challenges. By examining these relationships, researchers can offer valuable guidance to parents, educators, and policymakers on fostering environments that promote healthy self-esteem and effective stress management during this critical developmental stage. Such research contributes to broader discussions on parenting practices and their long-term impacts on adolescent well-being and mental health.

REVIEW OF LITERATURE

Alba Gonzalez Moreno, Maria Del Molero Jurado (2023) has conducted a study on Healthy Lifestyle in Adolescence Associations with Stress Self-Esteem and the Role of School Violence among 743 adolescents. Results show that a healthy lifestyle correlates negatively with stress and positively with self-esteem. Involvement in school violence relates to higher stress and substance use, while non-involvement associates with higher self-esteem and healthier lifestyles. Stress increases the likelihood of involvement in violence. Promoting healthy lifestyles could enhance adolescent well-being and development.

Garth Lipps, Wikon (2012) has studied about the parenting and depressive symptoms among the parenting and depressive symptoms among adolescents. (N=1955) here 52.1% female, 45.6% males and 2.3 no gender. Nearly half (52.1%) of all adolescent with 29.1% reporting moderate to severe symptoms of depression authoritative and permissive parenting styles are associated with lower levels of depressive symptoms. However, the relationship of parenting styles to depression was not consistent.

Jinguo Zhao, Haiyan Zhao and Aibao Zhou (2023) conducted a study on Negative Parenting Styles and Psychological Crisis in Adolescents: Testing a Moderated Mediating Model of School Connectedness and Self-Esteem. To attempt to explain the relationship between negative parenting and the two psychological crises that Chinese teenagers experienced, this study looked at self-esteem as an underlying mediator and school connectivity as a potential moderator. Participants in this study ranged in age from 13 to 17, totaling 1863 teenagers. The findings demonstrated that the degree of psychological crises experienced by adolescents can be strongly and strongly predicted by both the controlling and the rejecting parenting styles.

Jong-Sun Lee, Eun-Jeong Joo, Kyeong-Sook Choi (2012) The study investigated how perceived stress and self-esteem affect work-related stress and depression in 284 Korean nurses. Results showed that work-related stress was positively linked to depression. Perceived stress was inversely related to self-esteem and positively associated with work-related stress and depression. Self-esteem was negatively associated with both work-related stress and depression. This suggests that self-esteem and perceived stress fully mediate the relationship between work-related stress and depression.

Katarzyna Walecka-Matyja (2015) has conducted a study on Relationships with siblings as a way of coping with stress in the early adult hood and the level of self-esteem. The study included 62 persons in early adulthood and used the ASRQ, COPE, and SES to examine correlations between sibling relationships, coping strategies, and self-esteem. Results showed significant correlations, especially among sisters, between sibling relationship

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dimensions and stress coping strategies. It confirmed a positive correlation between self-esteem and similarity/closeness among sisters, while a negative correlation was found between self-esteem and domination among brothers.

Kristen Jafflin, Constanze Pfeiffer, Manfred Max Bergman (2018) has conducted the study on Effects of self-esteem and stress on self-assessed health: a Swiss study from adolescence to early adulthood sample of this research consisted of adolescence and young adulthood (N=2749) Self-esteem had a significant positive impact on health, whereas cumulative SLEs had a significant negative impact. Negative SLEs had a larger negative impact than total SLEs, and neutral SLEs had a smaller impact. Considered individually, negative SLEs were more likely to have a significant negative impact on health.

Laurence Steinberg, Julie D Elemen (1989) conducted research on authoritative parenting, psychosocial materials and academic success among adolescents. The over-time relation between 3 aspects of authoritative parenting acceptance, psychological autonyms and behavioural control and school achievement was examined in a sample of 120, 10-16 years old in order to test the hypothesis that authoritative parenting facilitates rather than simply accompanies, school success. Adolescents who describe their parenting as breaking them warmly, democratically and firmly are more likely than their peers to develop positive attitude toward and belief about their achievement and as a consequence, they are likely to do better in school.

Lilian Ifeoma Akunne, Anulika Valentina Etele, Juliana Akuezuilo (2023) conducted a study on The Relationship Between Parenting Style and Self-Esteem Among Secondary School Students in Anambra State. The correlation survey research design was used in this study. The 4479 SS II secondary school students in the Awka education zone of Anambra state represented the study's accessible population. The instrument for data collection is a structured questionnaire titled "Parenting Style Questionnaire (PSQ) and Self-esteem Questionnaire (PSQ)". The results of this study showed that among secondary school students in Anambra state, there was a high positive relationship (0.65) between permissive parenting style and self-esteem and a moderate positive relationship (0.54) between authoritarian parenting style and self-esteem.

Mehetre, Pratibha Gangadhar (2023) conducted a study on A Correlational study of identity status in relation to self-esteem, self-efficacy and parenting style among adolescents. Participants were 250 male and 250 female, aged between 12-17 were taken as participants. Ego identity status scale Bennion & Adams (1986) was used to measure identity status. It results that, there is no negative and significant relationship diffusion status and self-esteem, self-efficacy and parenting style of father and mother.

Micale M Atlaway, Brenna Hoker Bry (2004) conducted a research on parenting style and black adolescents' academic achievement. The relationship between maternal benefits in control and responsibilities and adolescent's academic achievement were examined by interviewing 59 black mothers and female guardians of adolescents ages 11 to 19 living in North-eastern small cities and correlating their study are discussed in terms adolescents. The result of this study is discussed in terms of factors that may mediate the relationship found.

Mr Fahad Gul, Mr Khawar Abbas, Mr Sajeel Saeed, Mr. Muhammad Arish*, Mr Tehseen Haider, Mr Kashif Tousifand Mr Jawad Basit (2022) conducted a study on The Correlation Between Parenting Styles and Self-Esteem of Medical Students: A Cross-Sectional Study.

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The study aimed to investigate the co-relation between parenting styles and self-esteem among medical students, cross-sectional study was conducted. An online survey was prepared by using Parental Authority Questionnaire-Short Version and Rosenberg Self-Esteem Scale and students were asked to fill it. Simple Random sampling technique was applied, Pearson Correlation, Logistic regression and Hierarchical regression analysis were applied. Results Out of 230, 60% of the sample population experienced authoritative, 29% experienced authoritarian whereas 11% experienced permissive style of parenting.

Ms. Ria Nadkarni, Ms. Kanya Vyas (2023) conducted a study on Relationship between Perceived Parenting Styles and Resilience: Self-Esteem as a Mediator. The purpose of this research is to examine how self-esteem functions as a mediator in the relationship between youth resilience and mothers' perceived parenting approaches. The study was carried out on 91 young adults from Gujarat, India, who were between the ages of 18 and 25. Parenting styles, self-esteem, and resilience were measured using the Parental Authority Questionnaire (PAQ), Rosenberg Self Esteem Scale (RSE), and Connor-Davidson Resilience Scale (CD RISC 10). Data collection methods included snowball sampling and convenience sampling. Using SPSS software, descriptive statistics, Pearson's correlation, and mediation were used to analyse the data. The findings demonstrated that a statistically significant mediator between parenting practices and resilience is self-esteem.

Ravi P. Pandey, Shivangi Bansal, Aibel Benny (2023) conducted a study on Self-Efficacy and Self-Esteem among Adolescents: Role of Parenting Style. The study was conducted on 140 adolescents from Kerala within the age group of 15-19, in which 70 were boys and 70 were girls. Self-efficacy scale and Rosenberg's self-esteem scale was used, Correlation tests and t-tests were conducted to analyse the information collected using participant scales. Results showed that, parenting style was not found significantly correlated with self-efficacy and self-esteem of adolescents. No significant difference was found between male and females in parenting style, self-efficacy and self-esteem

Rohit Chauhan¹, Nancy, Dr. Poonam (2023) conducted a study on Role of Parenting Style of Mothers of Rural India in Self Esteem of Children. Scales and the perceived questionnaire were used in this study. Data was gathered from 81 children (38 boys and 43 girls) and mothers from the village in Haryana as well as a few unrelated persons who lived in the state's cities. Children's self-esteem was measured using the Coopersmith Self-Esteem Inventory (school form), while parents' parenting styles were ascertained using the Parenting Style Four Factor Questionnaire. The sample's age ranged from 8 to 15 years. There was a positive correlation between authoritative, permissive parenting styles and self-esteem and negative correlation between authoritarian and uninvolved parenting style. No significant correlation was found between permissive parenting styles and self-esteem of children

Rollande Desiandes, Egide Royer, Daniel Turcotte (1997) conducted research on school achievement at the secondary level influence of parenting style and parent involvement in schooling on academic achievement at the secondary level. The research was conducted with 525 adolescents. Results also indicated that youngsters whose parents gave them affective support performed better than their peers.

Shima Husen (2022) has conducted a study on An Analysis of the Relationship between Workplace Stress and Self-Esteem with 271 samples Primary data was collected through an online survey Results indicate hindrance stress significantly predicts lower self-esteem, while challenge stress doesn't correlate significantly with self-esteem. Understanding stress

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types can help management improve employee self-esteem, potentially boosting productivity and reducing expenses.

Siyi Kou (2022) conducted research on The Relationship between Parenting Style and Self-Esteem in Adolescents, this research was conducted on adolescents. It was found that parenting styles directly impact psychological outcomes. More specifically, a positive parenting style increases the life satisfaction and well-being of young adults. The results of this review also indicate the negative side of inappropriate parenting style, which increases adolescents' aggression. Future research should focus more on gender differences. This review can provide some guidance for the family education programs at school and relevant intervention studies

Wassim Abou Yassin, Shakiba Daoud, Nawal Farhat (2022) conducted a study on Parenting Styles and Self-Esteem: A Study of Lebanese Adolescents. This study aimed at identifying the prevailing parenting styles in the Bekaa region- (Lebanon) from adolescents' perspective. A purposeful sample of 728 students completed the study questionnaire. The results showed that the prevailing parenting style as perceived by adolescents in Bekaa is the authoritative style (88%). Another finding was that 78.3% of the adolescents have normal levels of self-esteem.

Yuhan Huang (2023) conducted a study on The Relationship between Self-esteem Level and Parenting Style of Post-00s College Students. A self-esteem scale (SES) and a simple parenting style questionnaire (S-EMBU) were utilised for collecting questionnaires from 300 college students who were randomly selected from universities in Guangdong province in order to examine the present state of affairs and the relationship between the level of self-esteem and parenting style of college students. The findings indicate that the self-esteem of college students born after the year 2000 is mediocre. Grade differences are substantial, but gender differences are negligible. When it comes to raising an only kid, college students tend to parent primarily through emotional warmth, which is followed by overprotection and rejection.

Research Problem

- What is the relationship between perceived parenting style, self-esteem, and stress among adolescents?
- How do perceived parenting style, self-esteem, and stress differ by gender among adolescents?

RESEARCH METHODOLOGY

Aim:

This research investigates to examine the influence of perceived parenting style on self-esteem and stress among adolescents and to assess the gender difference in perceived parenting style, self-esteem and stress among adolescents

Objective of the study:

- To find the relationship between perceived parenting style, self-esteem and stress among adolescents.
- To find the gender difference in perceived parenting style, self-esteem stress among adolescents.

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Hypothesis:

- There is a significant relationship between perceived parenting style, self-esteem and stress among adolescents.
- There is no significant gender difference in perceived parenting style, self-esteem and stress among adolescents.

RESEARCH METHOD

Research Design: The study employed a quantitative-correlation research design, which entails comparing different groups or condition to analyze relationship between using numerical data and statistical methods.

Sampling method: Convenient sampling was utilized to gather the sample, a method often employed in quantitative research to select participants based on accessibility and availability.

Population: The study on adolescents.

Sample size: The study included a sample size of 150.

Adolescents: People who are age between 13 to 18 ae taken into this study.

Method of data collection: Data collection involved distributing a Google Form to collect demographic data and participant consent. The SPSS software was used to examine the significant differences in perceived parenting style, self-esteem and stress and their gender difference.

Participants: Adolescents.

Inclusion criteria: Participants included are aged between 13 to 18, all gender category of gender is included and participant from any geographical location will be considered.

Exclusion criteria: Participant who are not willing for the study and participant who is under treatment for mental illness.

Participants characteristics: Adolescent aged between 13 to 18.

Research Tool

1. **Perceived Parenting Style (PPS)** developed by Divya and Manikandan (2013) measure the perception of the children about their parent's behavior. It measures perceived parenting style of the subject regarding three dimensions such as authoritarian, authoritative and permissive. It consists of 30 items in which responses were elicited in a five-point Likert scale. Reliability - Cronbach's Alpha coefficient of 0.79, authoritarian 0.81 and permissive 0.86. Validity - Face validity
2. **Rosenberg self-esteem scale** developed by Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton University Press. 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 Reliability - The RSE demonstrates a Guttman scale coefficient of reproducibility of .92, Indicating excellent internal consistency. Test-

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retest reliability over a period of 2 weeks Reveals correlations of .85 and .88, indicating excellent stability. Validity - Demonstrates concurrent, predictive and construct validity using known Groups.

3. **The Perceived Stress Scale (PSS)** is a classic stress assessment instrument. The tool, while originally developed in 1983, remains a popular choice for helping us understand how different situations affect our feelings and our perceived stress and it is standardized tool.

RESULT AND DISCUSSION

Table 1 Frequency and percentage distribution of participants when grouped according to demographic variables

Variable	Category	Frequency	Percentage
Gender	Male	80	53.3%
	Female	70	46.7%
Place of living	Urban	90	60%
	Rural	60	40%

Figure 1 Pie-chart of place of living and gender

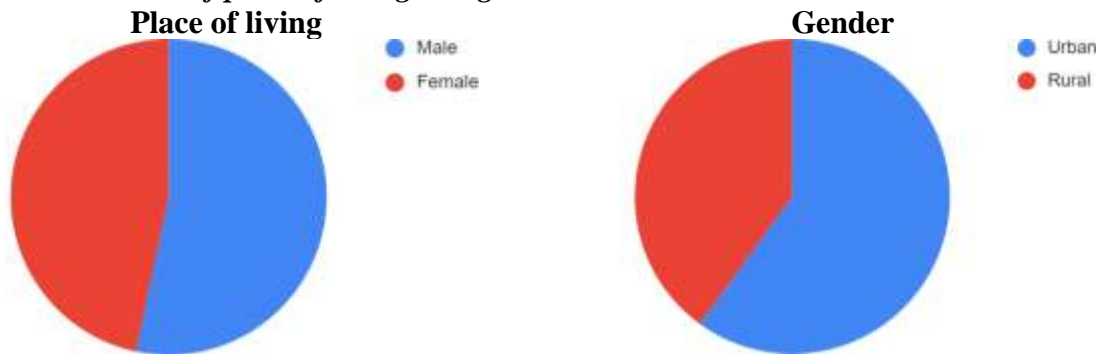


Table 1.1 and pie chart shows the profile of the participants when grouped accordingly to gender. Based on the table 53.3% are male and 46.7% are female. The biggest belongs to the male population. The table shows that the profile of the participants is grouped according to place of residence; Based on the table, 90% of them are urban and 60% of them are rural.

Table 2: Correlation between Perceived parenting style and Self-esteem

			SE	PS
Spearman's rho	SE	Correlation Coefficient	1.000	-.674**
		Sig. (2-tailed)	.	.000
		N	150	150
	PS	Correlation Coefficient	-.674**	1.000
		Sig. (2-tailed)	.000	.
		N	150	150

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

Table 2 indicates that Spearman correlation coefficient between perceived parenting style and Self-esteem among adolescent -0.674 . This suggests a strong negative correlation between two variables. However, the significance level ($p=0.000$) is below the conventional threshold of 0.05, indicating the correlation is statistically significant. So, if the value of parenting style increases the other one decreases and vice versa.

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Table 3: Correlation between Perceived parenting style and stress

Correlations

			PS	STRESS
Spearman's rho	PS	Correlation Coefficient	1.000	.030
		Sig. (2-tailed)	.	.720
		N	150	150
	STRESS	Correlation Coefficient	.030	1.000
		Sig. (2-tailed)	.720	.
		N	150	150

Table 3 indicates that Spearman correlation coefficient between perceived parenting style and stress among adolescent 0.030. This suggests a weak positive correlation between two variables. However, the significance level ($p=0.720$) is above the conventional threshold of 0.05, indicating the correlation is not statistically significant. So, if the value of parenting style increases the score of stress also increases and vice versa.

Table 4: Correlation between self-esteem and stress

Correlations

			STRESS	SE
Spearman's rho	STRESS	Correlation Coefficient	1.000	-.038
		Sig. (2-tailed)	.	.647
		N	150	150
	SE	Correlation Coefficient	-.038	1.000
		Sig. (2-tailed)	.647	.
		N	150	150

Table 4 indicates that Spearman correlation coefficient between self-esteem and stress among adolescent -0.038. This suggests a weak negative correlation between two variables. However, the significance level ($p=0.647$) is above the conventional threshold of 0.05, indicating the correlation is not statistically significant. So, if the value of stress increases the score of self-esteem decreases and vice versa.

Table 5: Gender difference between perceived parenting style, self-esteem and stress

Ranks

	Gender	N	Mean Rank	Sum of Ranks
SE	Female	70	69.49	4864.00
	Male	80	80.76	6461.00
	Total	150		
STRESS	Female	70	73.95	5176.50
	Male	80	76.86	6148.50
	Total	150		
PS	Female	70	78.46	5492.50
	Male	80	72.91	5832.50
	Total	150		

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Test Statistics ^a			
	SE	STRESS	PS
Mann-Whitney U	2379.000	2691.500	2592.500
Wilcoxon W	4864.000	5176.500	5832.500
Z	-1.592	-.410	-.896
Asymp. Sig. (2-tailed)	.111	.682	.370

a. Grouping Variable: Gender

Table 4 Mann-Whitney U test shows that the gender difference of perceived parenting style is $p=0.370$ which is not statistically significant ($p<0.05$), the gender difference of self-esteem is $p=0.111$ which is not statistically significant ($p<0.05$) and the gender difference of stress is $p=0.682$ which is also not statistically significant ($p<0.05$). So, the result shows that there is no influence of gender in perceived parenting style, stress and self-esteem.

CONCLUSION

This research aimed to investigate the relationship between perceived parenting style, self-esteem, and stress among adolescents, and to explore potential gender differences in these variables. The study found a strong negative correlation between perceived parenting style and self-esteem, with a Spearman correlation coefficient of -0.674 and a p-value of 0.000 , indicating statistical significance. This suggests that as the perceived quality of parenting style decreases, self-esteem tends to increase, and vice versa. Conversely, the correlation between perceived parenting style and stress was weak and positive, with a Spearman coefficient of 0.030 and a p-value of 0.720 , showing no statistical significance. Additionally, the correlation between self-esteem and stress was weak and negative, with a Spearman coefficient of -0.038 and a p-value of 0.647 , also indicating no statistical significance. Gender differences in perceived parenting style, self-esteem, and stress were examined using the Mann-Whitney U test, which showed p-values of 0.370 , 0.111 , and 0.682 , respectively, all above the conventional threshold of 0.05 . This indicates that there is no significant influence of gender on perceived parenting style, self-esteem, or stress. Overall, the results suggest that while there is a significant negative relationship between perceived parenting style and self-esteem, perceived parenting style does not significantly impact stress, and gender does not play a significant role in influencing perceived parenting style, self-esteem, or stress among adolescents.

Limitations and suggestions for future research:

- The use of self-report measures for perceived parenting style, stress and self-esteem scale includes possible biases such as social desirability and recollection mistakes, which can affect the accuracy of the results.
- The study's sample was predominantly made up of adolescents, which may limit the findings' applicability to other age groups, cultural backgrounds, or geographic regions.
- The study examined perceived parenting scale, stress and self-esteem, to gain a more complete picture of parenting style, future studies could take into account additional characteristics such as mental health literacy, access to mental health resources, and socioeconomic considerations.
- The sample size and effect sizes may have altered the statistical power of the studies, affecting the capacity to identify tiny but relevant associations between variables.
- Conduct longitudinal research to investigate how perceived parenting style, perceived stress and self-esteem change over time and how they affect adolescents.

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- Combine quantitative measures with qualitative methods (e.g., interviews, focus groups) to acquire a better understanding of the elements that influence parenting style, stress and self-esteem.
- Use a more diverse and representative sample that includes a variety of demographic traits (e.g., age, ethnicity, socioeconomic position) and geographic areas to improve the findings' generalizability.
- Use objective measurements, such as behavioural observations or physiological markers, to supplement self-report data and provide a more complete picture of perceived parenting style, stress and self-esteem.
- Conduct intervention studies to determine the efficacy of targeted treatments (e.g., stigma reduction programs, and mental health education campaigns) in encouraging positive parenting style among parents.
- Examine parenting style in various cultural contexts, healthcare systems, and socioeconomic conditions to uncover distinct difficulties and facilitators of parenting style in diverse groups.

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Conflict of Interest

The author(s) declared no conflict of interest.

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