

The Relationship between Parenting Style and Self Esteem among Secondary School Students

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ABSTRACT

This study examines the relationship between parenting style and self-esteem among secondary school students in Chhatrapati Sambhajnagar. The objective was to investigate the impact of parental acceptance and rejection on adolescents' self-esteem. 100 secondary school students (50 from families characterized by parental acceptance and 50 from families characterized by parental rejection) participated in the study. The sample included an equal distribution of male and female students aged 16 to 18. Parenting style was assessed using the Parental Acceptance-Rejection Questionnaire (PARQ), while self-esteem was measured using the Self-Esteem Scale (SES). The results revealed a significant negative correlation between parenting rejection and self-esteem ($r = -0.617$, $p < 0.01$), indicating that higher levels of parental rejection were associated with lower self-esteem in students. Conversely, a significant positive correlation was found between parenting acceptance and self-esteem ($r = 0.801$, $p < 0.01$), suggesting that higher levels of parental acceptance were associated with higher self-esteem. These findings highlight the crucial role of parenting style in shaping the self-esteem of secondary school students. The study underscores the importance of creating a supportive and nurturing parenting environment to foster healthy adolescent self-esteem development. In conclusion, the study confirms that parental acceptance and rejection have significant and reliable effects on the self-esteem of secondary school students, with parental acceptance contributing positively and parental rejection contributing negatively.

Keywords: Parenting Style, Self-esteem, Secondary school students, Parental Acceptance, Parental Rejection

Adolescence, often marked by significant physical, emotional, and social changes, is a critical developmental period where self-esteem becomes an essential component of a young person's identity. Among the many factors that influence adolescent self-esteem, parenting style is one of the most pivotal. Parenting style refers to how parents raise their children, encompassing both the emotional climate they create and the strategies they use to manage behavior. These styles profoundly impact a child's sense of self-worth, shaping their confidence, decision-making, and overall psychological health. In particular, secondary school students, typically aged 12 to 18, are in a phase where self-esteem can significantly influence their academic performance, social relationships, and mental well-

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being. Understanding the relationship between parenting style and self-esteem in this age group is crucial for fostering positive development during these formative years.

Psychologists have identified four primary types of parenting styles: authoritative, authoritarian, permissive, and uninvolved. Each of these styles represents different approaches to discipline, control, and warmth, which can affect a child's self-perception and emotional growth. Authoritative parenting, often considered the most balanced and effective approach, is characterized by high responsiveness, warmth, communication, and clear expectations and rules. Research suggests that children raised by authoritative parents typically exhibit higher levels of self-esteem, as they feel supported, understood, and empowered to make independent decisions. In contrast, authoritarian parenting is characterized by high control and low responsiveness. Authoritarian parents impose strict rules and expect obedience without necessarily providing emotional warmth. Adolescents raised in such an environment may develop lower self-esteem, as they may struggle with feelings of inadequacy, rebellion, or anxiety, due to the lack of emotional support and autonomy.

On the other hand, permissive parenting is marked by high warmth but low control. Permissive parents tend to be lenient and avoid setting firm boundaries, allowing children significant freedom and few consequences for their actions. While permissive parenting can foster positive emotional bonds, it may lead to difficulties in self-regulation and problem-solving, as adolescents may not learn the skills necessary for managing challenges. These children may exhibit either inflated self-esteem due to a lack of realistic feedback or low self-esteem due to an inability to meet societal expectations. Finally, uninvolved or neglectful parenting, which is characterized by low responsiveness and low control, can have the most detrimental effects on a child's self-esteem. Adolescents raised in such an environment may feel neglected, unloved, or unimportant, leading to significantly lower self-worth and potentially higher risks of depression, anxiety, and other psychological issues.

In secondary school, where peer relationships, academic pressures, and social identity formation are prominent, self-esteem plays a central role in shaping how adolescents engage with the world around them. Students with high self-esteem tend to have better coping mechanisms, higher academic motivation, and healthier social interactions. In contrast, those with low self-esteem are more prone to stress, academic challenges, and peer difficulties. Given the significant role that parenting plays in the development of self-esteem, understanding how different parenting styles influence secondary school students is of great importance.

This study explores the complex relationship between parenting styles and self-esteem among secondary school students. By examining how various parenting approaches contribute to the development of self-worth, this research provides valuable insights that can guide parents, educators, and mental health professionals in promoting healthy emotional development and positive self-esteem in adolescents. Understanding these dynamics is essential for creating supportive environments that empower young people to thrive both academically and socially.

Harter (2006) explained how self-esteem, coupled with other factors, might be involved in adolescent homicide and eating disorders. In one recent study, high narcissism, low empathy, and being sensitive to rejection combined with low-esteem, were linked to

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adolescents' violent thoughts (Harter & McCarley, 2004). In another study, adolescents who were engaged in violent thinking showed fluctuating self-esteem, had more conduct problems, and had a history of humiliating events that threatened their egos (McCarley & Harter, 2004).

Parental relationships play a very important role in determining high self-esteem of students. Students who are excellent in study spend more time on home work. They pay more attention in class and seldom cheat. They are likely to have authoritative parents who expect them to get good grades and who are involved with them (Brooks-Gunn, Guo, & Furstenberg, 1993; Steinberg, 2001).

In this study, family cohesion was based on the amount of time the family members spent together, the quality of their communication, and the extent to which the children were involved in family decision-making. The objective of this study is to find out the effect of parental relationship on the development of self-esteem.

Objective of the study:

To examine the effects of parenting style on the self-esteem of secondary school students.

Hypothesis

Students who have good parenting style relationships would have higher self-esteem compared with students who have bad parenting styles.

METHODOLOGY

Sample

A survey was conducted among secondary school students in Chhatrapati Sambhajnagar, with 100 students selected for the study. The sample included 50 students from families with parental acceptance and 50 from families with parental rejection. The gender distribution was equal, with 50 males and 50 females included. The participants' ages ranged from 16 to 18, with a mean age of 16.65 years ($SD = 2.12$). The study employed a non-probability purposive sampling method to select the participants.

Tools

- **Parental Acceptance Rejection Questionnaire (PARQ):** Parental Acceptance Rejection Questionnaire constructed by Rohner R P., but the hindi adaptation by Dr. Jai Prakash (Sagar). The respondent should respond to the way their mothers actually treat them at the present time, 60 items are in the questionnaire and each of the item has four responses – 1. Almost always true, 2. Some time true, 3. Rarely true and 4. Almost never true. The obtained internal consistency reliability coefficients (Alpha) Acceptance .86, and rejection .82. Correlations between PARQ scales with child report of parent behavior inventory validity are .90.
- **Self Esteem Scale (SES):** Dr Santosh Dhar and Dr Upinder Dhar constructed and standardised this scale. It is consisted 23 items with the following six factors: Positivity, Openness, Competence, Humility, Self Worth, Learning Orientation. The scoring procedure for 23 items set against a Likert five-point scale, i.e. Strongly Disagree, Disagree, Not Sure, Agree and Strongly Agree, awarded 1, 2, 3, 4, 5, respectively. Split has established the tool's reliability- the half method. The reliability of the tool is 0.71. Therefore, the tool is reliable.

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Variable

Independent variable-

1) Parenting Style

1) Acceptance 2) Rejection

Dependent variable-

1) Self Esteem

Statistical Analysis:

Product moment Coefficient Correlation (Pearson – r) Statistics was used for the present study.

STATISTICAL INTERPRETATION AND DISCUSSION

Table No. 01 Correlation between parenting style and Self-esteem (Parenting Rejection) among secondary school students

Rejection Parenting Style	-.617(**)
Self-esteem	

**p < .01

The correlation coefficient of -0.617 indicates a strong negative relationship between parenting rejection and self-esteem. This means that as parenting rejection increases, self-esteem tends to decrease. Statistical Significance: The significance level ($p < 0.01$) indicates that the observed correlation is unlikely to be due to chance. This suggests a meaningful and reliable relationship between the two variables.

The results suggest that a parenting style characterized by rejection significantly impacts the self-esteem of secondary school students. This finding aligns with previous research demonstrating the importance of parental acceptance and support in fostering positive self-esteem in adolescents. It highlights the need for parents to create a supportive and nurturing environment to promote healthy self-development in their children.

Table No. 02 Correlation between parenting style and Self-esteem (Parenting Acceptance) among secondary school students.

Acceptance Parenting Style	.801(**)
Self-esteem	

**p < .01

Positive Correlation: The correlation coefficient of 0.801 indicates a strong positive relationship between parenting acceptance and self-esteem. This means that as parenting acceptance increases, self-esteem also tends to increase. Statistical Significance: The significance level ($p < 0.01$) indicates that the observed correlation is unlikely to be due to chance. This suggests a meaningful and reliable relationship between the two variables.

The results suggest that a parenting style characterized by acceptance significantly impacts the self-esteem of secondary school students. This finding further reinforces the importance of parental acceptance and support in promoting healthy self-development. It emphasizes the need for parents to create a warm and supportive environment where children feel valued and loved, which can contribute to their positive self-esteem.

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The findings from both tables highlight the crucial role of parenting style in shaping the self-esteem of secondary school students. Parenting rejection has a significant negative impact, while parenting acceptance has a significant positive impact. These findings emphasize the importance of creating a supportive and nurturing environment for adolescents to promote healthy self-development.

CONCLUSION

- Parenting style significantly impacts the self-esteem of secondary school students. Parenting rejection is strongly negatively correlated with self-esteem, while parenting acceptance is strongly positively correlated with self-esteem.
- The observed correlations between parenting style and self-esteem are statistically significant, indicating that they are unlikely to be due to chance. This suggests a meaningful and reliable relationship between the two variables.

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Conflict of Interest

The author declared no conflict of interest.

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