

The Relationship between Parenting Styles and Self-esteem on Academic Resilience Among College Students

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ABSTRACT

This study aims to determine the effect of parenting styles and self-esteem on academic resilience among college students. Parenting styles encompass various approaches to raising children, ranging from authoritative, characterised by warmth and clear expectations, to authoritarian, emphasising strict obedience, and permissive, marked by indulgence and few boundaries. Self-esteem refers to an individual's subjective evaluation of their worth, emotions, behaviours, and decision-making processes. Academic resilience is the ability of students to bounce back and stay motivated even when facing challenges and setbacks in their studies. The samples of 104 individuals were collected from college students. The scales used for the study are the Parenting Style Scale, Rosenberg Self-Esteem Scale and Academic Resilience Scale. The results indicate that there is no significant relationship between authoritarian parenting style and self-esteem. There is a significant relationship between authoritative parenting style and self-esteem. There is no significant relationship between permissive parenting style and self-esteem. There is no significant relationship between authoritarian parenting style and academic resilience. There is a significant relationship between authoritative parenting style and academic resilience among college students. There is no significant relationship between permissive parenting style and academic resilience among college students. There is a significant relationship between self-esteem and academic resilience. There is a significant relationship between authoritative parenting style and self-esteem among college students. There is a significant relationship between authoritarian parenting style and self-esteem among college students. And there is a significant relationship between permissive parenting style and self-esteem among college students.

Keywords: *Parenting Style, Self-Esteem, Academic Resilience*

In an era marked by rapid globalization, India stands as a complex tapestry where traditional values blend with modern educational aspirations. This intersection of old and new makes India, particularly the state of Kerala, a compelling context for exploring how parenting styles and self-esteem influence academic resilience among college students. This research aims to delve into these dynamics, shedding light on how cultural and educational contexts shape students' academic experiences.

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Globally, the relationship between parenting style, self-esteem, and academic resilience is of significant interest. Parenting styles vary widely across cultures—from the authoritative and discipline-focused approaches common in Western societies to the more permissive or collectivist practices in Eastern traditions. These styles profoundly impact students' self-esteem and their ability to remain resilient in the face of academic challenges. Academic resilience, characterized by a student's ability to overcome setbacks and persist in their educational pursuits, is essential for navigating the pressures of higher education.

In India, where familial bonds and cultural values hold substantial weight, parenting styles are integral to students' academic journeys. The Indian education system is known for its competitive nature and high expectations, which can intersect with parenting styles to affect students' self-esteem and academic resilience. The pressures faced by students in India often reflect their parents' aspirations and the cultural norms surrounding education. Understanding these influences in the Indian context, especially in Kerala—a state renowned for its high literacy rates and emphasis on education—provides a unique opportunity to examine how different parenting styles affect academic outcomes.

Kerala's educational landscape offers a distinct microcosm for this study. The state's emphasis on academic excellence is deeply ingrained in its social fabric, with parents setting exceptionally high expectations for their children. This context is marked by a blend of traditional and modern parenting approaches, influenced by Kerala's cultural diversity. Analyzing how these varied parenting styles impact students' self-esteem and resilience in the face of academic pressures is crucial for understanding the broader implications for educational success.

Academic resilience involves qualities such as perseverance, adaptability, and problem-solving skills, which are essential for overcoming challenges and maintaining or improving academic performance. Research by Wang, Haertal, and Walberg (1994) defines academic resilience as the ability to succeed in educational pursuits despite adversities. Martin and Marsh (2006) further emphasize that resilience can be fostered by academic resilience, indicating increased chances of success despite difficult conditions. This study aims to explore how parenting styles in Kerala contribute to these qualities, offering insights into how students can be better supported in their educational endeavours.

This research will fill a critical gap in the literature by examining the convergence and divergence of global and local factors influencing academic resilience. By investigating the impact of parenting styles on self-esteem and resilience among college students in Kerala, the study aims to contribute to the academic discourse and provide actionable recommendations for educators, parents, and policymakers. The findings will be instrumental in developing region-specific strategies to support students in achieving academic success while maintaining their emotional well-being.

Objectives of the study

- To find out the relationship between authoritarian parenting style and self-esteem among college students.
- To find out the relationship between authoritative parenting style and self-esteem among college students.
- To find out the relationship between permissive parenting style and self-esteem among college students.

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- To find out the relationship between authoritarian parenting style and academic resilience among college students.
- To find out the relationship between authoritative parenting style and academic resilience among college students.
- To find out the relationship between permissive parenting style and academic resilience among college students.
- To find out the relationship between self-esteem and academic resilience among college students.
- To find out the relationship between authoritarian parenting style and self-esteem on academic resilience among college students.
- To find out the relationship between authoritative parenting style and self-esteem on academic resilience among college students.
- To find out the relationship between permissive parenting style and self-esteem on academic resilience among college students.

Hypotheses

- H01: There is no significant relationship between authoritarian parenting style and self-esteem among college students.
- H02: There is no significant relationship between authoritative parenting style and self-esteem among college students.
- H03: There is no significant relationship between permissive parenting style and self-esteem among college students.
- H04: There is no significant relationship between authoritarian parenting style and academic resilience among college students.
- H05: There is no significant relationship between authoritative parenting style and academic resilience among college students.
- H06: There is no significant relationship between permissive parenting style and academic resilience among college students.
- H07: There is no significant relationship between self-esteem and academic resilience among college students.
- H08: There is no significant relationship between authoritarian parenting style, self-esteem and academic resilience among college students
- H09: There is no significant relationship between authoritative parenting style, self-esteem and academic resilience among college students.
- H10: There is no significant relationship between permissive parenting style, self-esteem and academic resilience among college students.

METHODOLOGY

The description of the method or procedure of the study describes the basic research plan. Method of research is a total of procedures followed by the investigator to make it scientific and valid to the extent possible. It is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It is the core of every research work. The success of all research studies depends on the method adopted and the tools and techniques employed. This chapter outlines the research methodology of the study. The methodology may include publication research, interviews, surveys and other research techniques, and could include both present and historical information.

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To achieve the objectives of the study, the investigator selected the quantitative descriptive method. Method that attempts to collect quantifiable information for statistical analysis of the population sample. It is a popular market research tool that allows us to collect and describe the demographic segment's nature.

Sampling

The study was conducted on 104 samples. The population under study consists of college students aged between 18 and 23, encompassing both males and females.

A convenient sampling method is used for the study.

Instruments

Tools Used for the Study

1. Personal Data Sheet
2. Perceived Parenting Style Scale (Divya and Manikandan,2013)
3. Rosenberg Self-Esteem Scale (Morris Rosenberg, 1965)
4. Academic Resilience Scale

1. Personal Data Sheet

The demographic data such as name, age, class, and gender were collected using a personal data sheet.

2. Perceived Parenting Style Scale

The Perceived Parenting Style Scale developed by Divya and Manikandan (2013) measures the perception of the children about their parent's behaviours. It measures the perceived parenting style of the subject in three dimensions such as authoritarian, authoritative and permissive. It consists of 30 items in which responses were elicited in a five-point Likert scale.

The perceived parenting style scale consists of 30 items. It is a five-point Likert scale with response categories as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). All the items on the scale are worded positively and scored 5 to 1. All three perceived parenting styles are scored separately. The items of authoritative are 1, 4, 7, 10, 13, 16, 19, 22, 25, 28; authoritarian- 2, 5, 8, 11, 14, 17, 20, 23, 26, 29 and permissive type 3, 6, 9, 12, 15, 18, 21, 24, 27, 30.

To find out the reliability of the scale Cronbach Alpha coefficient was computed for each style and it was found that the authoritative style has an Alpha coefficient of 0.79, Authoritarian 0.81 and permissive 0.86. All the styles of the perceived parenting style scale have an acceptable level of reliability. The authors claim that the scale has face validity.

3. Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem, was investigated using item response theory. Factor analysis identified a single common factor, contrary to some previous studies that extracted separate self-confidence and Self-Depreciation factors. A unidimensional model for graded item responses was fit to the data. A model that constrained the 10 items to equal discrimination was contrasted with a model allowing the discriminations to be estimated freely. The test of significance indicated that the unconstrained model better fit the data that is, the 10 items of the Rosenberg Self-Esteem Scale are not equally discriminating and are differentially related

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to self-esteem. The pattern of functioning of the items was examined concerning their content, and observations are offered with implications for validating and developing future personality instruments.

A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

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.

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.

4. Academic Resilience Scale

The scoring procedure of the Academic Resilience Scale is very easy. The scale comprises negative and positive items. There are in total 9 negative items and 35 positive items on the scale. The scores range from 44-220. The detailed description of negative and positive items are:

- Negative items: 9,23,31,32,33,34,35,36,42
- Positive items: 1,2,3,4,5,6,7,8,10,11,12,13,14,15,16,17,18,19,20,21,22, 24, 25, 26, 27, 28 ,29,30,37,38,39,40,41,43,44

For the scoring, one alternative out of the five i.e. Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree alternatives are required to be selected. The scoring was kept as 5, 4, 3, 2, 1 for positive items and 1, 2, 3, 4, 5 for negative items respectively. The sum of the obtained scores is termed as total academic resilience score.

The reliability has been found by Split-Half method. The entire test was administered to a sample of international students. To apply the split-half method of reliability, all the items of the academic resilience scale were split into two halves using the odd-even method. The Pearson product-moment correlation was determined for two sets of scores which yielded 0.86 value for the same.

After determining the reliability for the half test, the investigator applied Spearman-Brown Prophecy Formula ($(2 \times \text{Reliability of half Test}) / (1 + \text{Reliability of half Test})$) to calculate the reliability of the full scale. Finally, the reliability of the Academic Resilience Scale came out to be 0.92 which shows that the test is highly reliable in nature.

In order to validate the content of the scale, it was sent to various subject experts. The consent, given by different subject experts as well as language experts established the content validity of the scale. As in the initial draft of the scale comprised of 58 items. Keeping in mind the feedback given by various subject as well as language experts, the scale

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was modified in terms of language as well as content included which ultimately resulted in keeping 44 items in the final draft of the scale. Hence, following this procedure, the content validity of the test was established.

For the purpose of ascertaining, the concurrent validity of the Academic Resilience Scale, another scale of academic resilience ARS-30 developed by Simon Cassidy (2016) was administered to international students. Then simultaneously on the same students the Academic Resilience Scale developed by the investigator was also administered. After the scoring, student's scores in both tests were compared which helped to extract a correlation value that came out as 70. It shows that the Academic Resilience Scale has good concurrent validity as well.

Procedure

The test was administered to college students. The data were collected using three questionnaires. The consent was obtained from the respondents and they were briefly explained the purpose of the research as well as the details such as name, age, gender, education and instructions of the scales used. All the participants were ensured that their responses would be kept confidential and if they faced any difficulty in understanding the questions, they may ask immediately to the investigators and clarify their doubts without any hesitation. Data were collected individually from the respondents.

Statistical Techniques Used for The Study

Statistical techniques selected for the analysis were based on the objectives set and the hypothesis formulated for the study. The statistical technique used for the present study is Spearman's Rank Correlation, Karl Pearson's Correlation and Multiple Correlation.

Spearman Rank Correlation

The Spearman rank is used in situations where the variables under consideration are not capable of quantitative measurement but can be arranged in serial order. It is a non-parametric measure of rank correlation. It assesses how well the relationship between two variables can be described using a monotonic function.

Karl Pearson's Correlation

In statistics, Pearson's product-moment correlation coefficient (sometimes referred to as the PPMCC or Pearson's r) is a measure of the linear correlation (dependence) between two variables X and Y, giving a value between +1 and -1 inclusive. Where 1 is a total positive correlation, 0 is no correlation and -1 is a total negative correlation. It is widely used in science as a measure of the degree of linear dependence between two variables.

Multiple Correlation

Multiple correlation, also known as the coefficient of multiple determination, is a statistical measure that quantifies the strength and direction of the linear relationship between multiple predictor variables and a single outcome variable in regression analysis. It assesses how well the combined predictor variables collectively predict the outcome variable. The multiple correlation coefficient (usually denoted as R) ranges from -1 to 1, where -1 indicates a perfect negative relationship, 1 indicates a perfect positive relationship, and 0 indicates no linear relationship. It represents the proportion of variance in the dependent variable that is explained by the independent variables collectively.

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RESULTS

The present study aimed to find the effect of parenting styles and self-esteem on academic resilience among college students.

Table 1: Descriptive statistics of the variables under study

	N	Mean	SD
Authoritative parenting style	104	39.35	5.860
Authoritarian parenting styles	104	22.73	6.598
Permissive parenting style	104	25.51	8.065
Self-esteem	104	28.05	2.667
Academic resilience	104	159.04	15.396

Table 01 shows the mean and standard deviation of authoritative parenting style, authoritarian parenting style, permissive parenting style, self-esteem and academic resilience. The means of authoritative parenting style, authoritarian parenting style, permissive parenting style, self-esteem and academic resilience are 39.35, 22.73, 25.51, 28.05 and 159.04 respectively and the standard deviations are 5.860, 6.598, 8.065, 2.667 and 15.396 respectively

Table 2: Spearman Correlation for authoritarian parenting style and self-esteem

r	p-value	N
-0.146	0.140	104

Table 02 indicates the correlation between authoritarian parenting style and self-esteem. The Spearman correlation value is -0.146 and the p-value is 0.140 which is greater than the level of significance (0.05). Therefore, there is no significant relationship between authoritarian parenting style and self-esteem. Hence the null hypothesis is accepted.

Table 3: Spearman correlation for authoritative parenting style and self-esteem

r	p-value	N
0.407	0.000	104

Table 03 indicates that the correlation between authoritative parenting style and self-esteem. The spearman correlation value is 0.407 and the p-value is 0.000 which is less than the level of significance (0.05). Therefore, there is significant relationship between authoritative parenting style and self-esteem. Hence the null hypothesis is rejected.

Table 4: Spearman correlation for permissive parenting style and self esteem

r	p-value	N
-0.122	0.216	104

Table 04 indicates the correlation between permissive parenting style and self-esteem. The Spearman correlation value is -0.122 and the p-value is 0.216 which is greater than the level of significance (0.05). Therefore, there is no significant relationship between permissive parenting style and self-esteem. Hence the null hypothesis is accepted.

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Table 5: Spearman correlation for authoritarian parenting style and academic resilience.

r	p-value	N
-0.169	0.086	104

Table 05 indicates the correlation between authoritarian parenting style and academic resilience. The Spearman correlation value is -0.169 and the p-value is 0.086 which is greater than the level of significance (0.05). Therefore, there is no significant relationship between authoritarian parenting style and academic resilience. Hence the null hypothesis is accepted.

Table 6: Karl Pearson’s correlation between authoritative parenting style and academic resilience

r	p-value	N
0.311	0.001	104

Table 06 indicates the correlation between authoritative parenting style and academic resilience. Karl Pearson’s correlation value is 0.311 and the p-value is 0.001 which is less than the level of significance (0.05). Therefore, there is a significant relationship between authoritative parenting style and academic resilience among college students. Hence the null hypothesis is rejected.

Table 7: Karl Pearson’s Correlation for permissive parenting Style and academic resilience

r	p-value	N
-0.165	0.094	104

Table 07 indicates the correlation between permissive parenting style and academic resilience. The Karl Pearson’s correlation value is -0.165 and the p-value is 0.094 which is greater than the level of significance (0.05). Therefore, there is no significant relationship between permissive parenting style and academic resilience among college students. Hence the null hypothesis is accepted.

Table 8: Spearman correlation for self-esteem and academic resilience.

r	p-value	N
0.513	0.000	104

Table 08 indicates the correlation between self-esteem and academic resilience. The Spearman correlation value is 0.513 and the p-value is 0.000 which is less than the level of significance (0.05). Therefore, there is a significant relationship between self-esteem and academic resilience. Hence the null hypothesis is rejected.

Table 9: Multiple correlations for authoritative parenting style, self-esteem and academic resilience.

R	R Square	F	p-value
0.576	0.332	25.113	0.000

Table 09 indicates the multiple correlation between authoritative parenting style, self-esteem and academic resilience. R indicates the multiple correlation which is 0.576 and R square in

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the table indicates the explanatory power of the regression model on academic resilience which is 0.332. Here p-value is 0.000 which is less than the level of significance (0.05). Therefore, there is a significant relationship between authoritative parenting style, self-esteem and academic resilience among college students. Hence the null hypothesis is rejected.

Table 10: Multiple correlations for authoritarian parenting style, self-esteem and academic resilience.

R	R Square	F	p-value
0.576	0.332	25.109	0.000

Table 10 indicates the multiple correlation between authoritarian parenting style, self-esteem and academic resilience. R indicates that the multiple correlation is 0.576 and R square in the table indicates the explanatory power of the regression model on academic resilience is 0.332. Here p-value is 0.000 which is less than the level of significance (0.05). Therefore, there is a significant relationship between authoritarian parenting style, self-esteem and academic resilience among college students. Hence the null hypothesis is rejected.

Table 11: Multiple correlation for permissive parenting style, self-esteem and academic resilience.

R	R Square	F	p-value
0.572	0.327	24.573	0.000

Table 11 indicates the multiple correlation between permissive parenting style, self-esteem and academic resilience. R indicates that the multiple correlation is 0.572 and R square in the table indicates the explanatory power of the regression model on academic resilience is 0.327. Here p-value is 0.000 which is less than the level of significance (0.05). Therefore, there is a significant relationship between permissive parenting style, and self-esteem among and academic resilience college students. Hence the null hypothesis is rejected.

DISCUSSION

The study aimed to find out the effect of parenting style, self-esteem and academic resilience among college students. The study was conducted on 104 samples. The population under study consists of college students aged between 18 and 23, encompassing both males and females. Here we use Spearman Correlation, Karl Pearson's Correlation and Multiple Correlation.

The Spearman Rank Correlation was done to find out the relationship between authoritarian parenting style and self-esteem among college students. The p-value is greater than the level of significance therefore we fail to reject the null hypothesis. So, it shows that there is no significant relationship between authoritarian parenting style and self-esteem among college students. To determine the relationship between authoritative parenting style and self-esteem among college students. The p-value is less than the level of significance therefore we reject the null hypothesis. So, it shows that there is a significant relationship between authoritative parenting style and self-esteem among college students. To determine the relationship between permissive parenting style and self-esteem among college students. The p-value is greater than the level of significance therefore we fail to reject the null hypothesis. So, it shows that there is no significant relationship between permissive parenting style and self-

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esteem among college students. To determine the relationship between authoritarian parenting style and academic resilience among college students. The p-value is greater than the level of significance therefore we fail to reject the null hypothesis. So, it shows that there is no significant relationship between authoritarian parenting style and academic resilience among college students. To determine the relationship between self-esteem and academic resilience among college students. The p-value is less than the level of significance therefore we reject the null hypothesis. So, it shows that there is a significant relationship between self-esteem and academic resilience among college students.

The Karl Pearson Rank Correlation was done to find out the relationship between authoritative parenting style and academic resilience among college students. The p-value is less than the level of significance therefore we reject the null hypothesis. So, it shows that there is a significant relationship between authoritative parenting style and academic resilience among college students. To determine the relationship between permissive parenting style and academic resilience among college students. The p-value is greater than the level of significance therefore we fail to reject the null hypothesis. So, it shows that there is no significant relationship between permissive parenting style and academic resilience among college students.

The Multiple Correlations were done to find out the relationship between authoritarian parenting style, self-esteem and academic resilience among college students. The p-value is less than the level of significance. So, it shows that there is a significant relationship between authoritarian parenting style, self-esteem and academic resilience among college students. To determine the relationship between authoritative parenting style, self-esteem and academic resilience among college students. The p-value is less than the level of significance. So, it shows that there is a significant relationship between authoritative parenting style self-esteem and academic resilience among college students. To determine the relationship between permissive parenting style, self-esteem and academic resilience among college students. The p-value is less than the level of significance. So, it shows that there is a significant relationship between permissive parenting style, self-esteem and academic resilience among college students.

CONCLUSION

The study aims to find out the relationship between parenting styles and self-esteem on academic resilience among college students. Parenting styles, including authoritative, authoritarian, and permissive approaches, serve as key variables, shaping students' perceptions of support, discipline, and autonomy within the family dynamic. Self-esteem, another focal variable, reflects individuals' assessments of their worth and competence, impacting their emotional resilience and confidence levels in academic settings. Furthermore, we examine academic resilience, which denotes students' capacity to navigate and overcome academic challenges, emphasizing persistence, adaptability, and effective coping mechanisms.

Scope of the study

This Study explore how various parenting methods—such as authoritative, authoritarian, and permissive styles—affect students' perceptions of themselves and their ability to overcome academic obstacles. By examining these relationships, we seek to provide insights into effective strategies for supporting students' well-being and success in higher education.

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Limitations

The current study faces several limitations. Firstly, the sample size was relatively small, which may impact the reliability and generalizability of the findings. Additionally, the research was limited to the Calicut district, which means the results may not be applicable to other regions. There is also a possibility that misunderstandings or misinterpretations of the survey questions by respondents could have influenced the results. Consequently, the findings should not be generalized beyond the specific context of this study. Furthermore, the research was conducted over a short period, which may have constrained the depth and breadth of data collection.

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Conflict of Interest

The author(s) declared no conflict of interest.

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