

Parenting Styles, Career Aspiration and Self-Esteem Among College Girls

Ms. Sonia Thukral¹, Dr. Daisy Sharma^{2*}

ABSTRACT

The present study aims to investigate the relationship between parenting styles and how they affect the self-esteem and career goals of girls between the ages of 19 and 23. The study concentrated on the relationships between self-esteem and career goals (education, leadership, and achievement) and three types of parenting: permissive, authoritarian, and authoritative. One hundred girls between the ages of 19 and 23 who were enrolled at different educational institutions made up the sample. Validated questionnaires such as Rosenberg's Self-Esteem Scale, Career Aspiration Scale, and Perceived Parenting Style Questionnaire were used to gather data. For the three variables listed above, descriptive statistics such as mean, standard deviation, variance, and range were calculated. Cross-tabulation and frequency analysis were used to look at the distribution and correlations between the variables. Furthermore, skewness and kurtosis were computed to evaluate the variables' distributional properties. Additionally, it provides information about the distribution and trends of these variables, which serves as a foundation for further inter-correlation studies. It reveals the connections among self-esteem, job goals, and parenting approaches. The study specifically looks at how various parenting philosophies affect self-esteem levels and how various job goals affect self-esteem. This study contributes to the body of knowledge already available on the relationships among college ladies' self-esteem, career goals, and parenting approaches. The knowledge gathered from this study can help parents, teachers, and legislators create a safe, empowering atmosphere for college girls so they can fulfill their professional goals and develop strong self-esteem.

Keywords: Parenting styles, Self-esteem, Authoritative, Authoritarian, and Permissive

Individuals' growth and well-being are greatly influenced by the parenting process. In psychology study, parenting styles—which are defined by the actions and attitudes of parents toward their children—have attracted a lot of interest. Research has indicated that parenting practices have an impact on a number of facets of children's lives, such as their social interactions, academic performance, and cognitive and emotional growth. The effect of parenting practices on early adult self-esteem and professional goals is one topic that has drawn more attention recently. Young people must make important choices about their educational and professional pathways as they go from adolescence to early adulthood.

¹MA Psychology, NET-JRF Qualified Student, Indira Gandhi National Open University, New Delhi, Maidan Garhi, New Delhi

²Associate Professor, Department of Psychology, Keshav Mahavidyalaya University, New Delhi

*Corresponding Author

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Their future paths and general level of life happiness might be greatly influenced by the decisions they make during this time. According to research, parenting practices have a big influence on how a child develops their personality, values, and behaviours. These factors can then have an impact on the levels of self-esteem, academic performance, and job success. It is crucial to comprehend the elements that influence self-esteem and professional goals at this developmental stage. Diana Baumrind's idea of parenting style is used by most researchers who try to characterize this wide parental environment. Normal variances in parents' attempts to regulate and socialize their children are captured by the parenting style construct (Baumrind, 1991). To comprehend this definition, two points are essential. First, the term "parenting style" refers to the typical variances in parenting. Second, Baumrind believes that control concerns are at the heart of typical parenting. It is believed that the main responsibility of all parents is to influence, teach, and govern their children, even if parents may vary in how and to what degree they attempt to socialize or control their children.

Baumrind's 1971 study, which involved parent and child observations and interviews, identified three parenting styles based on responsiveness (warmth, acceptance, engagement) and demandingness (control, supervision, maturity demands). She referred to these parenting philosophies as permissive, authoritative, and authoritarian. According to some, authoritarian parenting is a black-and-white approach in which rules must be obeyed without question or face repercussions. These parents don't treat their kids like equals and are frequently demanding and severe. They don't seem to be very receptive to their kids. The parents who follow authoritative parenting style tend to be more open about their reasoning. They tend to consider the opinions of their children more as compared to authoritarian parents. The authoritative parents are more supportive of their children's decisions. Punishment is never considered as an option to reprimand their children's behaviour. Permissive parents tend to fall for the demands of their children and they demand very little from their children. Though they are also communicative and nurturing but disciplining the children is not their motive. The Panda Dad is a good example of this parenting style.

Gender is another crucial factor to consider in this context. According to studies, parents' parenting approaches vary according on the gender of the child. Gender roles and societal expectations can influence the experiences and opportunities available to individuals, particularly in career-related domains. Examining how parenting practices affect girls' self-esteem and career goals, particularly those between the ages of 19 and 23 can provide valuable insights into the unique challenges and dynamics that girls face during this phase of life. Gender inequality has been a pervasive issue in numerous aspects of society, including parenting practices. In India, gender inequality and restrictive parenting practices continue to pose significant challenges for girls, particularly regarding their pursuit of higher education. Traditional cultural norms, patriarchal values, and deep-rooted gender biases often result in girls facing strict upbringing and limited opportunities for personal and educational growth, high dropout rates. These practices, such as early marriage, can have detrimental effects on girls' well-being, educational attainment, self-esteem issues and long-term prospects. As a result, parents often prioritize early marriage for their daughters over educational pursuits, viewing marriage as a means of ensuring security and fulfilling societal expectations. These cultural and patriarchal norms create significant barriers for girls seeking higher education, limiting their access to educational opportunities and suppressing their aspirations and thus lowering their self-esteem. Understanding the factors contributing to these challenges is crucial for advocating for change and empowering girls to pursue their educational aspirations.

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There are several forms of self-esteem to examine in the extensively studied topic of self-esteem. A person's opinion of their own value is known as their self-esteem (Lightfoot, Cole & Cole, 2009). This broad definition, which considers both internal and external elements, might be referred to as one's global self-esteem. Emotions, genetic composition, and personality traits are examples of internal influences; events, family, work, etc. are examples of external ones. Trait self-esteem refers to the way we regard ourselves through time (Gilovich, Keltner & Nisbett, 2006). Although self-esteem can be produced in many ways, according to Branden (1969), it is typically formed and changed by an individual's beliefs and knowledge of their ideas, feelings, and behaviors. The importance of self-esteem stems from its function in promoting healthy human development. Self-esteem is one of the fundamental human motives, according to Abraham Maslow. According to his theory of the hierarchy of needs, respect is close to the top. A child's degree of self-esteem can be used to gauge how well a parenting approach is based on this hierarchy of needs. Self-esteem may obviously be viewed from a variety of angles and in a variety of situations.

There is a considerable correlation between parenting methods and self-esteem, according to previous study. According to a 2012 study on children by Hosogi et al., a child's upbringing has a significant impact on how their sense of self-worth develops. This implies that a wide range of factors, including parenting practices, socioeconomic condition, and family and school interactions, have a significant impact on kids. Furthermore, according to a different earlier study, children's self-esteem may be enhanced by parents who are supportive and loving (Yang & Liang, 2008). This claim suggests that more research on the relationship between parenting practices and self-esteem is necessary. Wang and Sheikh-Khalil (2014) conducted a study to examine the relationship between parental involvement and academic achievement among Asian immigrant children in the United States. The study aimed to explore how different types of parental involvement, including academic socialization, school-based involvement, and home-based involvement, affect children's academics. The study by Raza and Jawaid (2015) aimed to examine the impact of parenting styles on self-esteem and academic achievement among secondary school students in Pakistan. They found that authoritative parenting had a positive effect on both self-esteem and academic achievement. On the other hand, authoritarian parenting had a negative effect on self-esteem but a positive effect on academic achievement. Permissive parenting had a negative effect on both self-esteem and academic achievement.

REVIEW OF LITERATURE

Various researchers have investigated how parenting practices affect child's development, including their scholarly and career achievements. These studies have repeatedly demonstrated a connection between various parenting styles and adverse child outcomes, including decreased self-worth, diminished professional ambitions, and elevated anxiety and depression levels. Notably, girls may be more affected by authoritarian parenting than boys. Specifically, Authoritarian parenting negatively impacted Chinese female college students' self-esteem and professional goals, according to Wang's (2015) research. While Sheikh and Akram (2017) found a negative correlation between authoritarian parenting styles and academic achievement among secondary school girls in Pakistan, Leung and Shek (2016) found that authoritarian parenting styles were linked to negative social behaviours in adolescent girls in Hong Kong.

Moreover, Mistry et al.'s (2017) research revealed that parental control and psychological control, components of authoritarian parenting, were negatively associated with desires for

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career among adolescent girls in the United States. In contrast, parental warmth and support had a favourable effect on professional goals, leading girls to pursue non-traditional careers.

While authoritarian and permissive parenting styles typically have detrimental effects on both self-esteem and job goals, authoritative parenting approaches have been proven to generally have a favourable impact on girls' self-esteem and career achievements. Authoritarian parenting's lack of affection and support can impede girls' career development by limiting their ability to explore their hobbies and interests and by lowering their sense of self-worth and self-efficacy. On the other hand, caring and encouraging parenting techniques help young females develop their self-esteem and self-efficacy while also promoting favourable professional outcomes.

METHODOLOGY

Rationale/ significance

This study's primary goal is to investigate the connection between parenting styles, career aspirations, and self-esteem among young adult girls. It aims to understand how parenting practices impact the professional growth of young women and their self-esteem. Gender biases and societal expectations can hinder girls' career choices, leading to lower self-esteem. The study seeks to provide insights for parents, educators, and policymakers to promote positive career development among girls and empower them to overcome barriers. Self-esteem is crucial for long-term career success and fulfilment. The study intends to advance current understanding and put into practice practical tactics to assist young women in attaining their career goals.

Objective

The aim is to assess the most used Parenting style, to examine the association between parenting practices, career aspirations and self-esteem and to examine the effect of parenting practices on self-esteem and professional goals for young adult girls within the age bracket 19 to 23 years.

Hypotheses

- (H1): There will be significant relationship between parenting styles, career aspirations and self-esteem in young adult girls.
- (H2): There will be significant impact of parenting styles on career aspiration and self-esteem among young adult girls.

Sample

The study recruits 100 participants which are young adult girls within the age bracket 19 to 23 years through Purposive sampling technique. The participants were from the colleges in India and has both parents in the household.

Materials

- **Perceived parenting style scale:** The perceived parenting style scale was created by Divya and Manikandan (2013) to gauge how children view their parents' actions. It assesses three aspects of parenting styles, including permissive, authoritative, and authoritarian. It has thirty items, and answers were obtained using a five-point Likert scale, ranging from Strongly Disagree (5) to Strongly Agree (5). The Alpha coefficients for the authoritative, authoritarian, and permissive styles are 0.79, 0.81,

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and 0.86, respectively. The reliability of each type on the perceived parenting style scale is respectable. The scale has face validity, according to the authors.

- **Career aspiration scale-revised:** O'Brien's original self-reported questionnaire, which consisted of 24 items and measured three subscales of professional aspirations—leadership (8 items), achievement (8 items), and education (8 items)—was amended in 2015. A 5-point Likert-type scale, with 1 denoting "not at all true of me" and 5 denoting "very true of me," is used to rate the items. The three subscales' Cronbach's alpha coefficients, which ranged from 0.761 to 0.916, demonstrated a respectable degree of reliability. With $\chi^2 = 619.215$, $df = 226$, $p = 0.000$, $\chi^2/df = 2.740$, $CFI = 0.954$, $TLI = 0.943$, and $RMSEA = 0.054$ (95% CI: 0.049–0.059), the CAS-R suited the data reasonably well for construct validity.
- **Rosenberg self-esteem scale:** The Rosenberg self-esteem scale was created in 1965 by Morris Rosenberg to gauge a person's overall assessment of their own value or worth. This 10-item scale gauges one's overall sense of self-worth by assessing one's positive and negative self-perceptions. Every question is answered on a 4-point Likert scale, which goes from 1 to 4, representing strongly agree to strongly disagree. All ten elements have sum scores, and larger scores correspond to higher levels of self-esteem. The reliability scale showed high ratings; the minimal coefficient of reproducibility was at least 0.90 and the internal consistency was 0.77 (M. Rosenberg, 1965, and personal communication, April 22, 1987). Test-retest reliability was estimated to be 0.85 for the 2-week interval and 0.63 for the 7-month period (Silber & Tippett, 1965, Shorkey & Whiteman, 1978).

Operational Definitions

- **Perceived parenting style:** It is defined as how the youngster interprets the actions of his or her caregiver. Demanding and receptive are traits of authoritative parenting. Authoritarian parents, on the other hand, are less receptive but more demanding. Permissive parents, on the other hand, react fast but make no demands (Baumrind, 1971; Paulson & Sputa, 1996).
- **Career aspiration:** It is individual's specific occupational or professional goals and ambitions, reflecting their desired future career path. It involves the identification of particular roles, positions, or industries that individuals aspire to work in, as well as their intentions for growth, achievement, and satisfaction within their chosen field.
- **Self-esteem:** It is characterized as a person's subjective assessment and view of their own value, self-worth, and general sense of favourable esteem for themselves. It includes a person's total self-concept and self-perception, which are influenced by their beliefs, thoughts, and feelings regarding their own competence, abilities, and personal qualities.

RESULTS AND DISCUSSION

The following results are examined using the Statistical Package for Social Sciences (SPSS)-23:

Table 1.1: Frequency (N=100) of the variables Parenting Styles, Career Aspirations and Self Esteem.

Variables	Categories of the Variables	Frequency (N=100)
Parenting Styles	Authoritative Parenting Styles	77
	Authoritarian Parenting Styles	14
	Permissive Parenting Styles	9
Career Aspirations	Leadership Aspirations	27
	Achievement Aspirations	45
	Educational Aspirations	28
	Aspirations 13-19	6
Self Esteem	20-26	24
	27-33	52
	34-39	18

As can be seen from the table, the most common parenting style among the young adult girls in the survey was authoritative parenting, as reported by the majority of participants (77 out of 100). However, only nine individuals reported having a permissive parenting style, while fourteen people reported having an authoritarian parenting style. It reveals that the highest number of participants reported having Achievement aspirations, making it the most common career aspiration among the young adult girls. Leadership aspirations were reported by 27 participants, while 28 participants expressed educational aspirations. Most participants (52 out of 100) have self-esteem scores falling within the range of 27-33, indicating that they have relatively moderate levels of self- esteem. 18 participants have scores between 34-39 indicating higher level of self-esteem.

Table 2.1: Showing the Minimum and Maximum Scores, Means, Standard Deviation, Skewness, Kurtosis and Standard Error of Parenting Styles, Career Aspirations and Self Esteem (N=100)

Variables	Min	Max	Mean	S.D	Skewness	Kurtosis		
	Stats	Stats	Stats	Stats	Stats	S.E	Stats	S.E
Authoritative	12	50	38.41	8.339	-1.059	.241	.702	.478
Authoritarian	11	46	24.37	8.469	.868	.241	.197	.478
Permissive	10	48	23.96	8.812	.550	.241	-.374	.478
Self Esteem	13	38	28.77	5.067	-.630	.241	.383	.478
Leadership	11	32	25.13	5.353	-.485	.241	-.640	.478
Achievement	10	32	27.42	4.783	-1.162	.241	1.146	.478
Educational	4	32	26.80	5.105	-1.437	.241	2.992	.478

The descriptive analysis of the data reveals intriguing patterns in parenting styles, career aspirations, and self-esteem among adolescent girls. Firstly, Majority of participants experienced authoritative parenting, resulting in a moderately peaked distribution with higher values prevailing. Conversely, authoritarian parenting displayed a relatively flat distribution, indicating a prevalence of lower values. Meanwhile, permissive parenting exhibited a slightly flat distribution, with higher values being more common. Shifting to

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career aspirations, educational goals stood out as the most prevalent among the participants. On the other hand, leadership aspirations showed a negatively skewed distribution, indicating a higher prevalence of ambitious aspirations among the girls. In contrast, achievement aspirations exhibited a positively peaked distribution, suggesting a concentrated focus on higher career goals. Regarding self-esteem, most girls reported higher levels, leading to a negatively skewed distribution. The distribution of self-esteem scores was moderately peaked, suggesting a balance between higher and lower self-esteem levels.

In summary, the findings emphasize the prevalence of authoritative parenting and educational aspirations among adolescent girls. Additionally, higher self-esteem appears to be related with authoritative parenting and ambitious career aspirations.

Table 3.1: Showing the correlation among three parenting styles, career aspirations, and Self Esteem (N=100)

Variable	Authoritative	Authoritarian	Permissive	Self Esteem
Authoritative	1	-.724**	-.334**	.445**
Authoritarian	-.724**	1	.319**	-.362**
Permissive	-.334**	.319**	1	-.285**
Self Esteem	.445**	-.362**	-.285**	1
Leadership	.197*	-.030	-.227*	.304**
Achievement	.167	-.064	-.202*	.316**
Educational	.236*	-.100	-.233*	.363**

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

**. Correlation is significant at the 0.05 level (2-tailed).*

The table 3.1 indicates a moderately negative association ($r=-0.362^{**}$) between authoritarian parenting and self-esteem and a moderately positive correlation ($r=0.445^{**}$) between authoritative parenting and self-esteem. Self-esteem and permissive parenting had a weakly negative connection ($r=-0.285^{**}$). Regarding career aspirations, there was a weak positive association between leadership goals and authoritative parenting ($r=0.197^*$), and a weak positive link between educational goals and authoritative parenting ($r=0.236^*$). However, there was no discernible relationship between career aspirations and either permissive or authoritarian parenting methods. These results demonstrate the value of authoritative parenting in helping young adult girls develop greater self-esteem and specific professional goals. Permissive parenting did not significantly correlate with career aspirations, however authoritarian parenting was linked to lower self-esteem. Developing treatments and support networks to encourage favourable development outcomes for young adult girls can be made easier with an understanding of these relationships.

Table 4.1 Showing the results of two linear regression condition examining the relationship between the predictors (independent variables) and the dependent variable (Self Esteem).

	R	R ²	Adj. R ²	Est. of Std. Error	Change Statistics					
					R ² Change	F Change	Df 1	Df 2	Sig. F Change	
1	.470 ^a	.221	.197	4.541	.221	9.081	3	96	.000	
2	.544 ^b	.296	.251	4.386	.075	3.299	3	93	.024	2.334

- a. Predictors: (constant), permissive, authoritarian, authoritative
- b. Predictors: (constant), permissive, authoritarian, authoritative, achievement, educational, leadership
- c. Dependent Variable: self-esteem

Model 1, comprising parenting styles as predictors, demonstrates that approximately (adj. R²) 22.1% of the variance in self-esteem can be described by these factors. The inclusion of parenting styles as predictors play a major role in forecasting self-esteem, as indicated by the significant F Change statistic (9.081, p>0.001) . Model 2, which incorporates additional predictors of Achievement, Educational, and Leadership aspirations along with parenting styles, the R-squared value increases to 29.6%. It demonstrates that, in comparison to Model 1, the combination of parental practices and professional goals accounts for a larger percentage of the variation in self-esteem. Self-esteem is predicted in large part by the extra factors in Model 2, supported by the statistically significant F Change statistic (3.299, p>0.0241). The greater R-squared value and smaller standard error of the estimate show that Model 2, which incorporates more predictors, fits the data a little better.

Overall, these regression results demonstrate that the parenting styles and career aspirations can significantly influence the self-esteem of girls aged between 19-23 years.

TESTING OF HYPOTHESES

Hypothesis (H1) is supported by the significant correlations observed among parenting styles, career aspirations, and self-esteem in young adult girls. The above results show a positive and significant association between authoritative parenting and self-esteem, indicating that those faced authoritative parenting have higher self-esteem. Additionally, significant correlations were observed among parenting styles and career aspirations, as well as between career aspirations and self-esteem.

Regarding Hypothesis (H2), the results partially support it. The analysis revealed a significant positive impact of authoritative parenting on self-esteem, suggesting that this parenting styles has a notable effect on self-esteem. However, impact of authoritarian and permissive parenting on self-esteem was not significant. Moreover, among career aspirations, only educational aspirations showed a marginally significant positive impact on self-esteem. This suggests that while parenting styles, particularly authoritative style, can affect self-esteem, the effect of other parenting styles and career aspirations may be relatively limited.

CONCLUSION

The study showed the positive association between authoritative parenting style and self-esteem among young adult girls. Additionally, it reveals the significance of educational

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aspirations in fostering higher self-esteem. However, authoritarian parenting and permissive parenting did not show significant correlations with self-esteem. Leadership and achievement aspirations also did not significantly impact self-esteem. The findings offer valuable insights for promoting healthy development and positive outcomes for young adult girls within the age bracket 19 to 23 years, emphasizing the importance of authoritative parenting and educational aspirations.

Implications

The study's implications are significant for various stakeholders. Parents can adjust their parenting styles for promoting positive self-esteem and career aspirations in young girls. Young adult girls can gain confidence and overcome gender biases to pursue their desired career paths. Educators and policymakers can design interventions and policies that support young adult girls' career development. By addressing gender biases and promoting inclusive environments, society can benefit from a more diverse and equal workforce. Overall, findings of the study contribute to the well-being and success of young adult girls and offer valuable insights for fostering their growth and fulfilment.

Limitations

Firstly, the results' generalizability can be restricted to the study sample and situation. The findings may not apply to all young adult girls or other populations as self-selection bias may be present, participants who choose to take part in the study may differ in some way from those who decline participation. This raises concerns of external validity of the research. Additionally, influence of third variables could impact the observed relationships. Despite efforts to control for confounding variables, there may be other factors that were not considered in study that influence career aspirations and self-esteem. Lastly, due to the correlational nature of study, causality cannot be definitively established. While the study aims to explore associations between variables, other unmeasured factors not considered in the research design may be influencing the relationships observed.

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Conflict of Interest

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