

Parenting and Its Role in the Development of Self-Esteem in Adolescents

Nimisha Tripathi^{1*}, Prof. Sushma Pandey²

ABSTRACT

The present study proposed to investigate the development of self-esteem in adolescents in relation to parenting, age and gender. A 3x2x2 factorial design with 240 adolescents of whom 120 were girls and 120 were boys from six different schools of Gorakhpur district (U.P.) and their parents participated in the study. Modified version of Coopersmith Self-esteem Inventory was used to assess adolescents 'self-esteem and its various domains i.e. General self-esteem, Social self-esteem, Home self-esteem and Academic self-esteem. Further, Multidimensional Parenting Scale (Chauhan & Khokhar, 1995) was administered on their parents to determine their parenting strategies i.e. Positive Parenting strategies (love, encouragement, acceptance, progressiveness, democratism, independence and dominance) and Negative Parenting strategies (hate, rejection, autocratic, discouragement, submissiveness, conservatism, and dependence). Analysis was done using Univariate analysis.

Results from Univariate analysis revealed that parenting has exhibited a pervasive impact on the development of adolescent self-esteem. Specifically, due to positive parenting adolescents expressed greater extent of self-esteem and its various domains which suggest that due to supportive and non-abusive parenting practices adolescents exerted a superior level of self-esteem as compared to adolescents of negative parenting group.

Further, the effect of age on self-esteem was found partially supported. Moreover, the development of self-esteem shows a linear pattern from neo to mid and late adolescence. In the present study Neo adolescents were found far superior in an exhibition of self-esteem than middle adolescents with very little variation but interestingly late adolescents showed the very poor level of self-esteem than other groups. Whereas, the main effect of gender was found non-significant. Apart from the main effect, many interaction effects were also found significant which determined that the development of self-esteem was jointly influenced by age, gender and parenting strategies. Findings are discussed.

¹ (Research scholar, Dept. of Psychology, D.D.U. Gorakhpur University, U.P, India)

² (Head, Dept. of Psychology, D.D.U. Gorakhpur University, U.P, India)

*Responding Author

Received: June 11, 2018; Revision Received: July 1, 2018; Accepted: July 20, 2018

Parenting and Its Role in the Development of Self-Esteem in Adolescents

Keywords: *Age, Development, Impact, Parenting, Positive.*

Parenting is a composite activity that embraces lots of certain behaviors that work individually and collectively to impact the children. The parents' role in the growth of self-esteem is studied very imperatively since the personality formed in a child's very early life and it has an impact on foundation of personality and development of self-components in adolescents. Parents who interact with adolescents in approachable and friendly way with appropriate parenting strategy help the adolescents to groom a good personality and higher level of self-esteem. Undeniably parenting strategies of parents decide the success or failure of adolescents throughout their lifespan (Caporella, 2007). Though, adolescents are able to think about the pros and cons of a situation, but the influence of early interaction with their parents might be helpful in enhancing their self-esteem because parents are the very first person to whom a child relates and the foremost figure for children to help them to build their character, persona, ethics, belief and trust in children. Therefore the role of parents' to enhance children's potential can be realized through the concept of effective parenting style (Azizi & Jaafar, 2006).

A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. Many parents create their own style from a combination of factors and these may evolve over time as the children develop their own personalities and move through life's stages.

A number of studies have been directed due to the well-documented significance of different styles of parenting on overall development. Further, Diana Baumrind (1966) became specifically fascinated in the connection between the behavior of parents and the development of instrumental competence, which refers to the ability to manipulate the environment to achieve one's goals. In her research, she considered the four basic elements that could help shape successful parenting: responsiveness vs. unresponsiveness and demanding vs. undemanding. From these, she identified three general parenting styles: authoritative, authoritarian, and permissive. These styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other.

Parents mainly used four types of parenting practices i.e. authoritarian, authoritative, negligent and permissive. The explanations of these parenting styles are given below in a sequence.

Authoritarian parenting, usually called harsh parenting, it is characterized by parents or care givers who are demanding but not responsive. Generally parents depend on punishment to demand obedience or teach a lesson. The children of authoritarian parents are likely to having lower level of self-esteem, being fearful or shy, associating obedience with love, having difficulty in social situations and possibly misbehaving when outside of parental care.

Second kind of parenting is known as **Authoritative parenting**, and it is widely regarded as the utmost effective and beneficial parenting style for normal children. Authoritative parents are easy to recognize, as they are marked by the high expectations that they have of their

Parenting and Its Role in the Development of Self-Esteem in Adolescents

children, but temper these expectations with understanding a support for their children as well. This type of parenting creates the healthiest environment for a growing child.

Further, **Neglectful parenting** is one of the most harmful styles of parenting that can be used on a child. Neglectful parenting is unlike the other styles in that parents rarely fluctuate naturally into neglectful parenting as a response to child behavior. Neglectful parenting is damaging to children, because they have no trust foundation with their parents from which to explore the world. Beyond that, children who have a negative or absent relationship with their parent will have a harder time forming relationships with other people, particularly children their age.

Permissive parenting also known as indulgent parenting is another potentially harmful style of parenting. These parents are responsive but not demanding. These parents tend to be lenient while trying to avoid confrontation. The benefit of this parenting style is that they are usually very nurturing and loving. The negatives, however, outweigh this benefit. Few rules are set for the children of permissive parents, and the rules are inconsistent when they do exist. This lack of structure causes these children to grow up with little self-discipline and self-control.

Baumrind (1966) believed that parents should be neither punitive nor aloof rather; they develop rules for their children and are affectionate with them. Most parents do not fall neatly in one category, but fall somewhere in the middle, showing characteristics of more than one style.

Research over many years has confirmed that different kind of parenting has a direct link in shaping individual's development. Several studies explored the relationship between parental factors and self-esteem. Moreover, Parker and Benson's (2004) revealed that parental support led to higher self-esteem among adolescents. In a study Boudreault-Bouchard and colleagues (2013) found that parental emotional support led to higher self-esteem among adolescents.

In addition, Sally (2000) investigated the perception of different parenting attitudes of adolescents and its impact on self-concept. The result proved that authoritative and indulgent families, providing nurture and warmth contribute positively to the development of different self-components.

In a different study, Bean et al. (2003) examined the relationships between adolescent functioning i.e. self-esteem and academic achievement and parental support. From hierarchical regression analysis it was indicated that supportive behaviors toward their adolescent children positively predicted both self-esteem and academic achievement.

In support to other findings, DeHart et al. (2006) examined the link between parenting style and implicit self-esteem and found children who reported their parents to be nurturing had higher implicit self-esteem and those who reported their parent to be overprotective had

Parenting and Its Role in the Development of Self-Esteem in Adolescents

lower implicit self-esteem. In a study, Martinez et al (2007) explored the relationship between parenting styles and self-esteem among adolescents. And the result revealed that adolescents from indulgent families scored higher than adolescents from authoritarian and neglectful families in four self-esteem dimensions: academic, social, family and physical. In a study, Finkenauer et al. (2005) investigated that negative parenting behaviors are directly or indirectly associated with low self-esteem and behavioral problems among adolescents.

Moreover, Gelles and Harrop (1991) reported that children who experience frequent verbal aggression from their parents or parental figure, exhibited higher rates of delinquency, interpersonal problems and lower level of self-esteem in comparison to other children. Children who experienced both verbal aggression and physical punishment exhibited highest rate of physical and mental problems.

However, review of above findings shows that parental relationship with their child is not the only contributory factor of development of self-esteem. In fact there are other numerous contributory factors. It is clearly denoted from previous studies that parenting practices and various other aspects together has huge impact on child's overall development. Moreover, factors like parenting process, parent's relation with children, child rearing practices, parents' interpersonal relationship, level of warmth and discipline all have been found to affect child's self-esteem. Thus, positive parenting style is the major factor behind appropriate development of self-components whereas negative parenting would be found detrimental factor on overall growth of a child. Yet, there are still unexplored issues related to parental factors and its impacts. Therefore, present study was conducted to investigate the role of parenting in development of self-esteem.

Objective:

Against this backdrop, present piece of work was conducted with following specific objectives:

- To examine the role of age and gender in development of self-esteem.
- To examine the influence of parenting in the development of self-esteem in adolescents.

Hypotheses:

On the basis of above objectives, following hypotheses were created for investigation-

- Age related variations in self-esteem are identified in several researches. Therefore, it was expected that self-esteem would develop with growing age.
- The exhibition of self-esteem would differ in boys and girls. Thus, it was assumed that boys would be found superior in exhibition of self-esteem in comparison to girls.
- It was expected that due to positive parenting adolescents would show far superior level of self-esteem in comparison to those groups of adolescents who experienced negative parenting.

METHOD

Design:

In this research, a 3x2x2 factorial design with 3 age groups (Neo adolescents, Middle adolescents & Late adolescents) x 2 types of gender (boys & girls) x 2 styles of parenting (Positive & Negative) was used to make comparisons on the level of self-esteem.

Participants:

A total sample of 240 families comprised of adolescents and their parents were randomly selected from different social as well as educational strata of Gorakhpur district (U.P). Sample selection was done by using stratified random sampling technique. Age range of children was divided in to three stages i.e., Neo adolescence (11-14 years; Mean age= 12.5 yrs), Middle adolescence (15-17 Mean age=16 yrs) and Late adolescence (18-20; Mean age=19 yrs).

Materials:

A set of measuring tools were used in the present study-

1). **Personal Data Sheet:** In order to determine the personal and familial backgrounds of adolescents and parents, Personal Data Sheet (semi structured) was prepared. This sheet measures familial, educational, social, and economic background of adolescents and their parents.

2). **Multidimensional Parenting Scale:** The scale developed by Chauhan and Khokhar (1985) was applied to measure parental behavior in terms of mothering and fathering for the two ends of the seven dichotomous dimensions. This scale has 56 items divided in to 14 sub scales (7 positive & 7 negative). The items related with positive domains are: Love, Encouragement, Acceptance, Progressivism, Democraticism, Independency & Dominance and the items related with negative domains are: Hate, Discouragement, Rejection, Conservation, Autocratism, Dependency and Submissivism.

3). **Self-Esteem Scale:**

To determine the level and form of self-esteem in high/low abused children, a modified version of Coopersmith self-esteem inventory was used. This attitude toward self-had been referred to as self-esteem. The Cronbach's-alpha reliability coefficients have been reported to range from 0.78 to 0.85 for different groups and in terms of age sample, it was 0.80 for the younger ones and 0.81 for older ones, thereby, showing internal consistency of the inventory.

Data Analysis:

Data obtained on various measures from the participants were scored according to rules given in manuals. Scores were treated statistically in terms of Comparative Analysis.

RESULTS

This section includes the obtained results from the statistical analysis of responses. This segment deals with Univariate analysis.

Parenting and Its Role in the Development of Self-Esteem in Adolescents

Univariate Analysis

A 3x2x2 analysis of variance with 3 age groups of adolescents (neo-adolescents, middle-adolescents & late adolescents) x Gender (Boys & Girls) x 2 types of Parenting practices (Positive & Negative) was used to examine the effect of age, gender and parenting on self-esteem and its various domains (general self-esteem, social self-esteem, home self-esteem and academic self-esteem). Results are displayed in tables (1.1 to 1.9) and figures (1.1 to 1.16) and reported separately for each domains of self-esteem.

1. Self-Esteem (as a whole) as a Function of Age, Gender and Parenting

The influence of age, gender and parenting on self-esteem (whole) was studied and results (table 1.1 and fig.1.1) represents that self-esteem (whole) in adolescents differed across level of age, gender and parenting styles.

Table 1.1 Mean and S.D. of Self-Esteem as a Whole as a Function of Age, Gender and Parenting

		Neo adolescence		Mid adolescence		Late adolescence	
		P.P.	N.P.	P.P.	N.P.	P.P.	N.P.
Boys	Mean	83.76	67.04	77.61	67.89	72.11	72.36
	S.D.	5.56	9.96	12.37	16.67	13.09	8.27
Girls	Mean	78.78	69	80.66	65.12	76.15	61.14
	S.D.	11.82	7.58	9.96	14.76	16.48	15.08

N= 40 in each cell

P.P. = Positive Parenting

N.P. = Negative Parenting

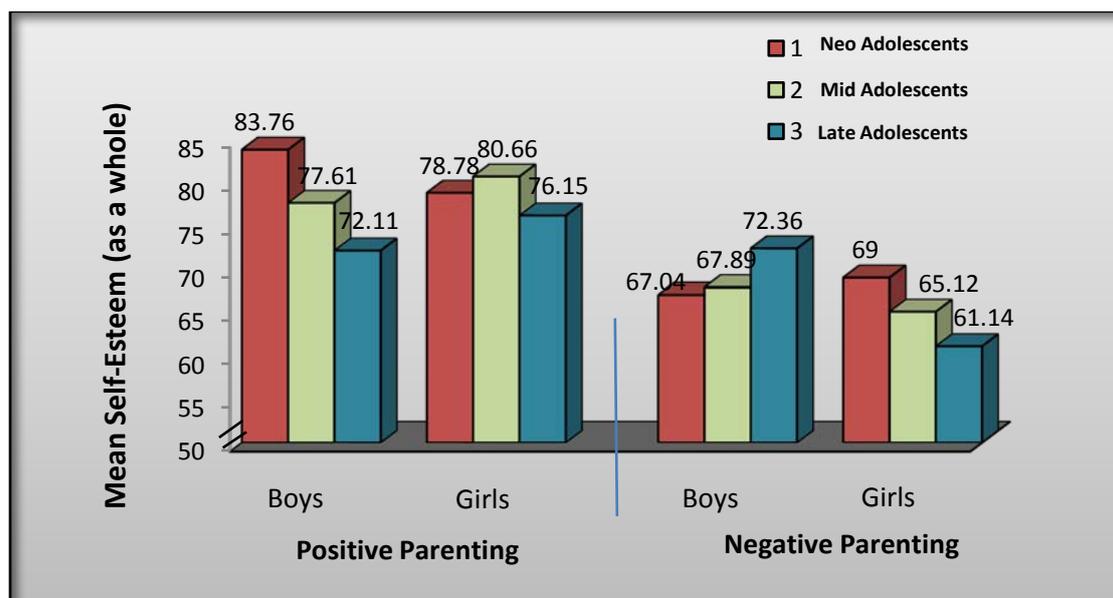


Fig. 1.1 Self-Esteem (as a whole) as a function of Age, Gender and Parenting

In order to ascertain the significant impact of age, gender and parenting, ANOVA analysis was done and obtained results are presented in Table (1.2).

Parenting and Its Role in the Development of Self-Esteem in Adolescents

Table 1.2 Summary of 3x2x2 Factorial analysis of Self-Esteem (as a whole) as a function of Age, Gender and Parenting in Adolescents

Source of Variation	Sum of Square	df	Mean Square	F-Values
A (Age)	678.58	2	339.29	2.24
B (Gender)	157.98	1	157.98	1.04
C (Parenting)	7105.77	1	7105.77	23.48***
AXB (Age x Gender)	134.28	2	67.14	.444
AXC (Age x Parenting)	320.72	1	320.72	2.12
BXC (Gender x Parenting)	397.48	2	198.74	1.31
AXBXC (Age x Gender x Parenting)	1185.56	2	592.78	3.918*
Within	34343.72	228	151.29	

N=240

*** P <0.001

** P<0.01

*P<0.05

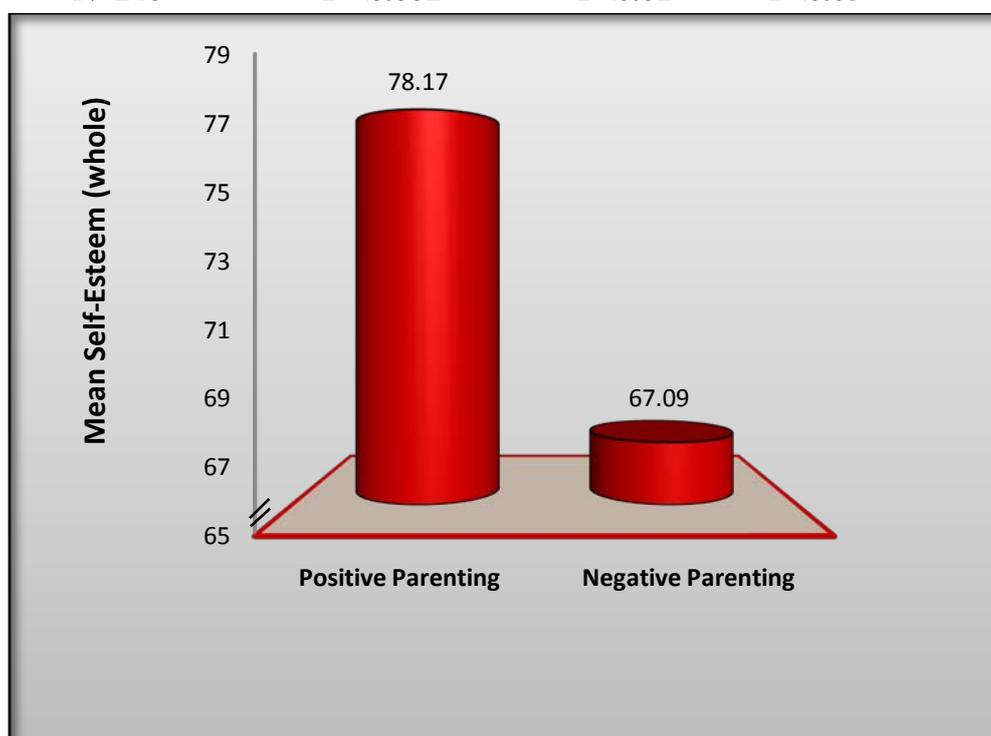


Fig. 1.2 Self-Esteem (whole) as a function of Parenting

It is clear from results (Table 1.2) that main effect of parenting was found significant [$F(1, 228) = 7105.77, P < .001$], which depicted that due to positive parenting respondents exhibited very high level of self-esteem ($M = 78.17$) in comparison to negative parenting group ($M = 67.09$) (Fig.1.2).

Parenting and Its Role in the Development of Self-Esteem in Adolescents

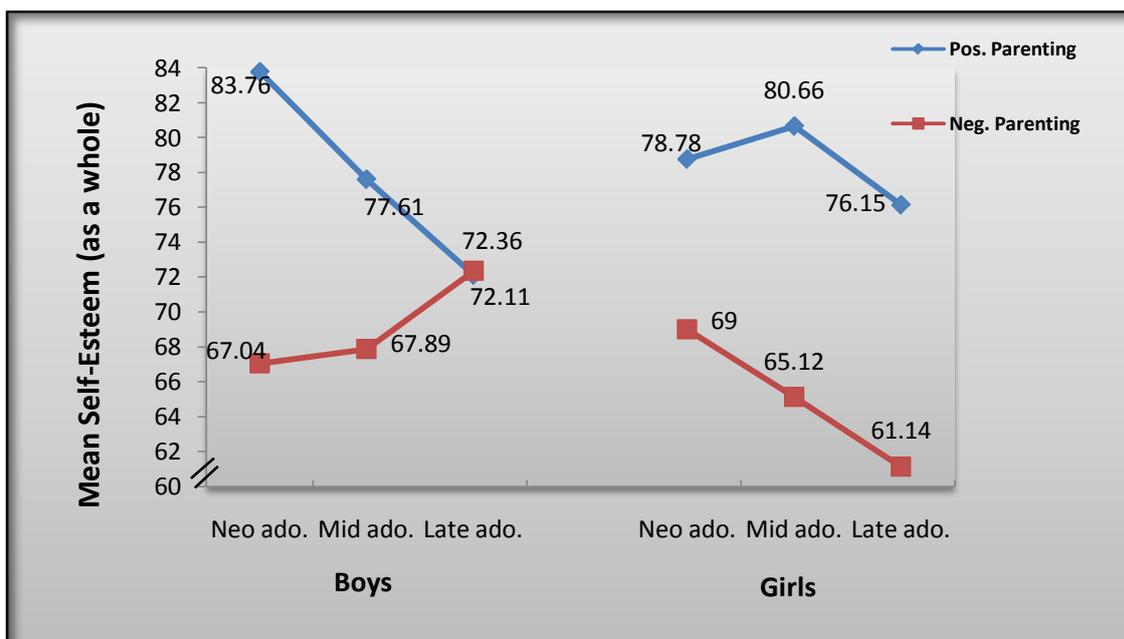


Fig. 1.3 Self-Esteem (as a whole) as a Function of Interaction of Age, Gender and Parenting

Furthermore, significant levels of age x gender x parenting interaction effect [$F(1, 228) = 592.78, P < .05$] indicated that self-esteem as a whole was jointly influenced by age, gender and parenting (table 1.2). Results denoted that due to positive parenting, boys scored better on self-esteem (as a whole) in increasing order from neo-adolescence to mid and late-adolescence. Furthermore, the reverse pattern was found for negative parenting, due to negative parenting neo-adolescent boys showed inferior level of self-esteem (whole) ($M = 67.04$) as compared to middle ($M = 67.89$) and late adolescent boys ($M = 72.36$). Contrary to this, due to positive parenting middle adolescent girls ($M = 80.66$), showed high self-esteem (whole) as compared to neo-adolescents ($M = 78.78$) and late adolescent girls ($M = 76.15$) with very minute variation (fig. 1.3). On the other hand, due to negative parenting late adolescent girls exhibited far inferior ($M = 61.14$) on self-esteem (as a whole) as compared to neo-adolescents ($M = 69.00$) and middle adolescent girls ($M = 65.12$).

Furthermore, in order to ascertain the significant impact of age, gender and parenting on different domains of self-esteem, Comparative analysis was further done for each dimensions of self-esteem and obtained results are separately reported for each domain in following section.

1). General Self-esteem as a Function of Age, Gender and Parenting

Table 1.3 displays Mean and S.D. of general self-esteem scores responded by adolescents. Results (table 1.3) evinced that the extent of general self-esteem differed across level of age, gender and parenting (fig. 1.4).

Parenting and Its Role in the Development of Self-Esteem in Adolescents

Table 1.3 Mean and S.D. of General Self-esteem as a Function of Age, Gender and Parenting

		Neo adolescence		Mid adolescence		Late adolescence	
		P.P.	N.P.	P.P.	N.P.	P.P.	N.P.
Boys	Mean	39.52	35.56	38.57	34.94	37.44	38.90
	S.D.	1.94	6.38	4.82	9.19	7.18	4.96
Girls	Mean	38.17	37.62	40.00	32.50	38.53	32.57
	S.D.	5.65	5.52	3.43	7.98	7.70	8.67

N= 40 in each cell

P.P. = Positive Parenting

N.P. = Negative Parenting

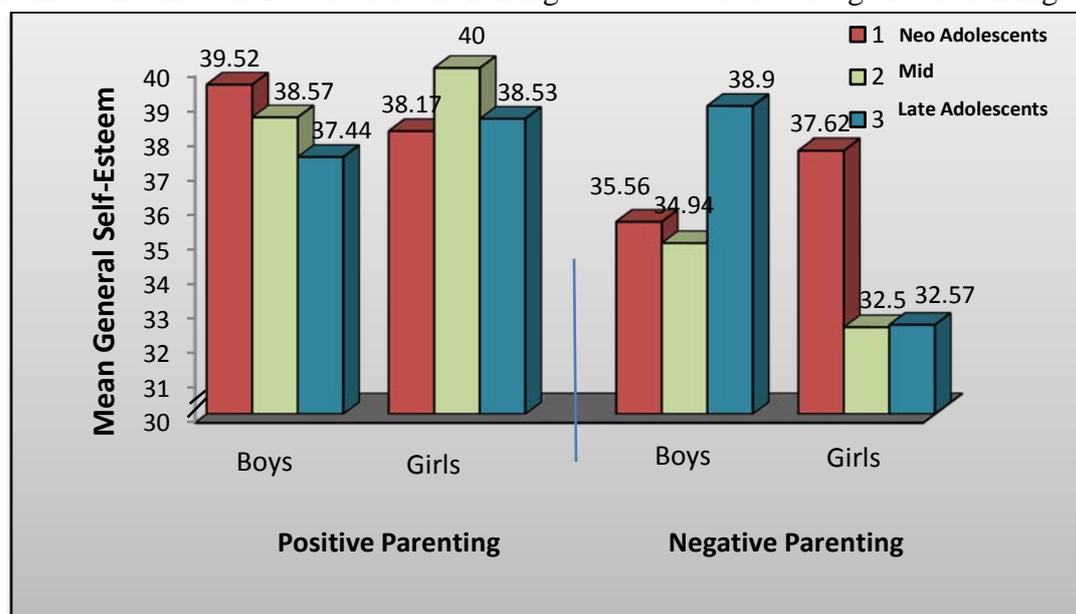


Fig. 1.4 General Self-Esteem as a function of Age, Gender and Parenting

Furthermore, a 3x2x2 ANOVA was computed for general self-esteem to make comparison among groups. Obtained results are displayed in Table 1.4.

Table 1.4 Summary of 3x2x2 Factorial analysis of General Self-Esteem as a function of Age, Gender and Parenting in Adolescents

Source of Variation	Sum Square	of	df	Mean Square	F-Values
A (Age)	60.57		2	30.28	.748
B (Gender)	49.54		1	49.54	1.22
C (Parenting)	653.55		1	653.55	8.06***
AXB (Age x Gender)	89.30		2	44.65	1.10
AXC (Age x Parenting)	99.88		1	99.88	2.46
BXC (Gen der x Parenting)	141.57		2	70.78	1.74
AXBXC (Age x Gender x Parenting)	292.37		2	146.18	3.61*
Within			228	40.49	

N=240 *** P <0.001

** P<0.01

*P<0.05

Parenting and Its Role in the Development of Self-Esteem in Adolescents

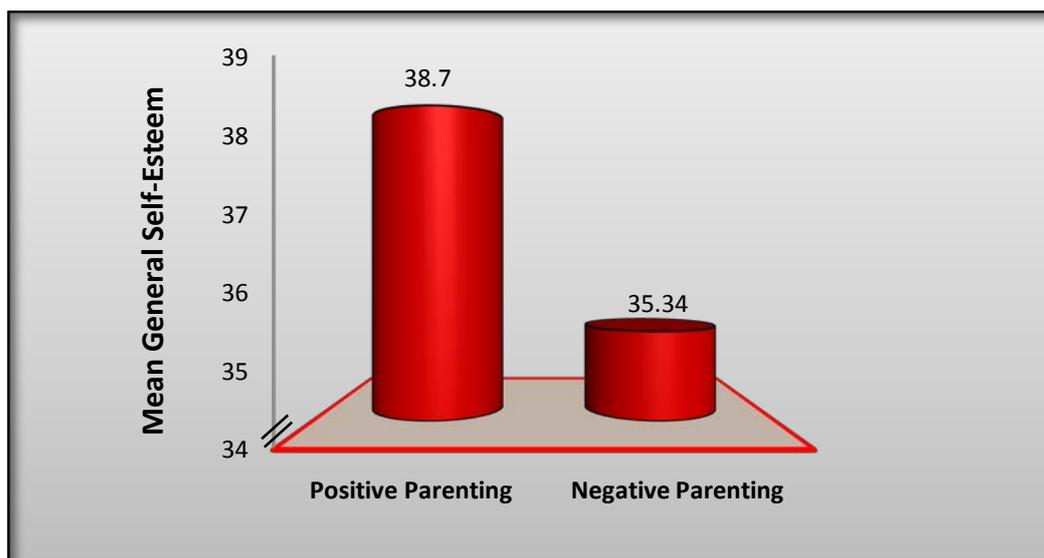


Fig. 1.5 General Self-Esteem as a function of Parenting

It is apparent from ANOVA results (Table 1.4) that the main effect of parenting was found significant [$F(1, 228) = 326.77, P < .001$], which denoted that due to positive parenting respondents showed better general self-esteem ($M = 38.7$) in comparison to negative parenting group ($M = 35.34$), (Fig. 1.5).

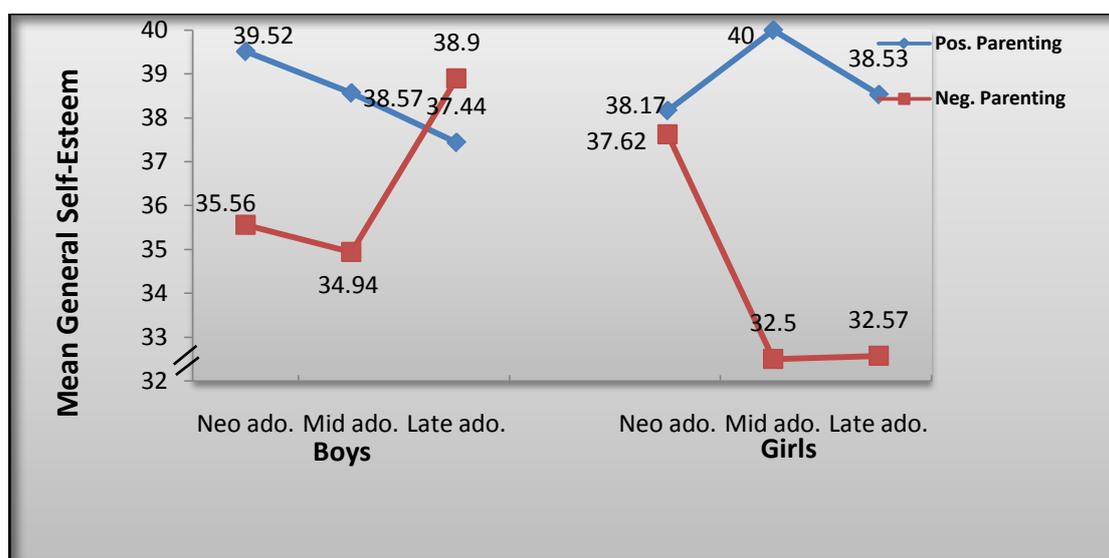


Fig. 1.6 General Self-Esteem as a function of Interaction of Age, Gender and Parenting

Furthermore, Significant levels of age x gender x parenting interaction effect [$F(1, 228) = 146.18, P < .05$] denoted that general self-esteem was jointly influenced by age, gender and types of parenting. It is revealed from the interaction graph (Fig. 1.6) that neo adolescent boys exerted greater extent of general self-esteem (39.52) due to positive parenting than that of middle ($M = 38.57$) and late adolescent boys ($M = 37.44$). Moreover, middle adolescent boys exerted inferior level of general self-esteem due to negative parenting ($M = 34.94$) as compared to neo-adolescents ($M = 35.56$) and late adolescent boys ($M = 38.9$). Contrary to this, middle adolescent ($M = 40$) girls showed high general self-esteem due to positive parenting as

Parenting and Its Role in the Development of Self-Esteem in Adolescents

compared to neo-adolescents ($M=38.17$) and late adolescent girls ($M=38.53$) with very minute variation. On the other hand, middle adolescents' girls ($M=32.50$) exerted lower level of general self-esteem due to negative parenting as compared to neo adolescents ($M=37.62$) and late adolescent girls ($M=32.57$), (Table 1.4).

2). Social Self-esteem as a function of Age, Gender and Parenting

Table 1.5 displayed Mean and S.D. of social self-esteem. Results revealed that social self-esteem of adolescents differed in accordance with level of age, gender and parenting (fig. 1.6).

Table 1.5 Mean and S.D. of Social Self-esteem as a Function of Age, Gender and Parenting

		Neo adolescence		Mid adolescence		Late adolescence	
		P.P.	N.P.	P.P.	N.P.	P.P.	N.P.
Boys	Mean	14.47	8.86	12.28	10.73	9.66	9.72
	S.D.	3.20	3.40	3.36	3.60	3.08	2.56
Girls	Mean	12.86	9.25	12.66	9.37	11.46	9.57
	S.D.	3.60	2.51	3.26	2.89	3.81	2.84

N= 40 in each cell

P.P. = Positive Parenting

N.P. = Negative Parenting

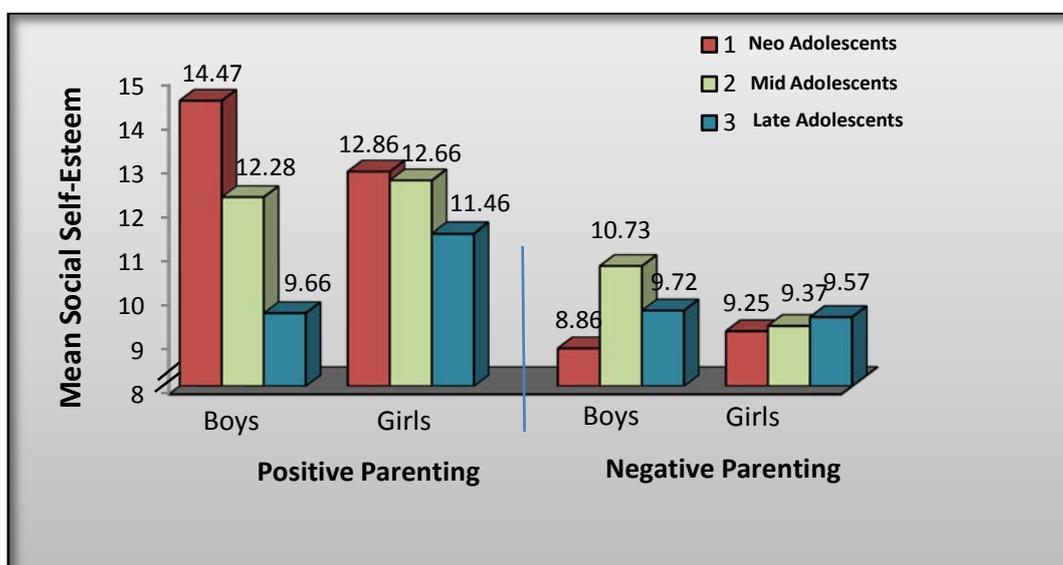


Fig. 1.6 Social Self-Esteem as a Function of Age, Gender and Parenting

In order to ascertain the impact of age, gender and parenting comparative analysis was done and results are presented in table (1.6).

Table 1.6 Summary of 3x2x2 factorial analysis of Social Self-Esteem as a function of Age, Gender and Parenting in Adolescents

Source of Variation	Sum of Square	df	Mean Square	F-Values
A (Age)	114.92	2	57.46	5.43**
B (Gender)	3.31	1	3.31	.313
C (Parenting)	309.93	1	309.93	14.64***

Parenting and Its Role in the Development of Self-Esteem in Adolescents

Source of Variation	Sum of Square	df	Mean Square	F-Values
AXB (Age x Gender)	21.67	2	10.83	1.02
AXC (Age x Parenting)	154.03	2	77.01	7.27**
BXC (Gender x Parenting)	.133	1	.133	.013
AXBXC (Age x Gender x Parenting)	37.05	2	18.52	1.75
Within	2401.76	228	10.58	

N=240 *** P < 0.001 ** P < 0.01 *P < 0.05

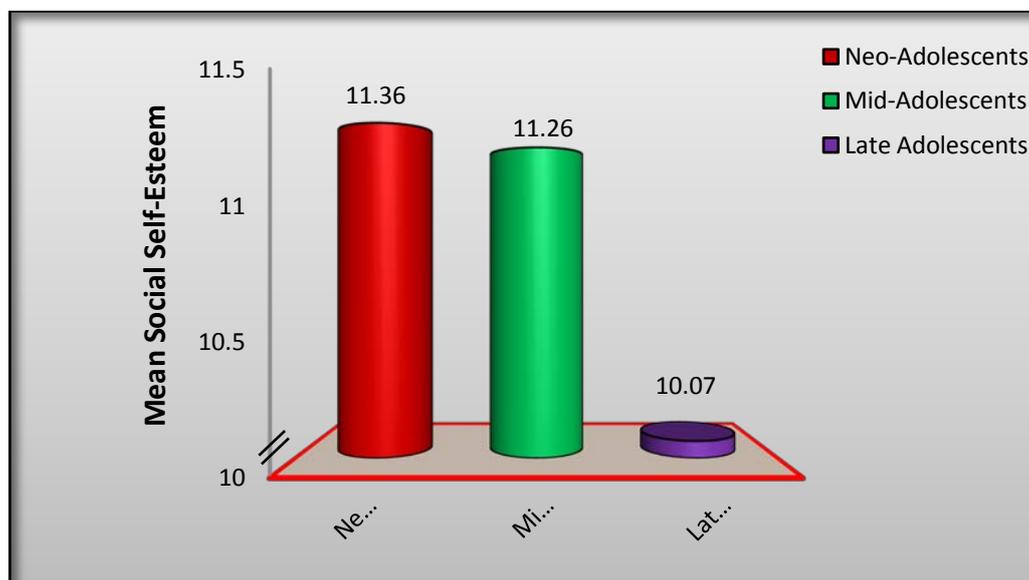


Fig. 1.7 Social Self-Esteem as a function of Age

The significant main effect of age [$F(2, 228) = 57.46, P < .01$] denotes that neo-adolescents ($M = 11.36$) showed little superior level of social self-esteem than middle adolescents ($M = 11.26$) whereas, late adolescents displayed very poor level of self-esteem ($M = 10.07$), (Fig. 1.7).

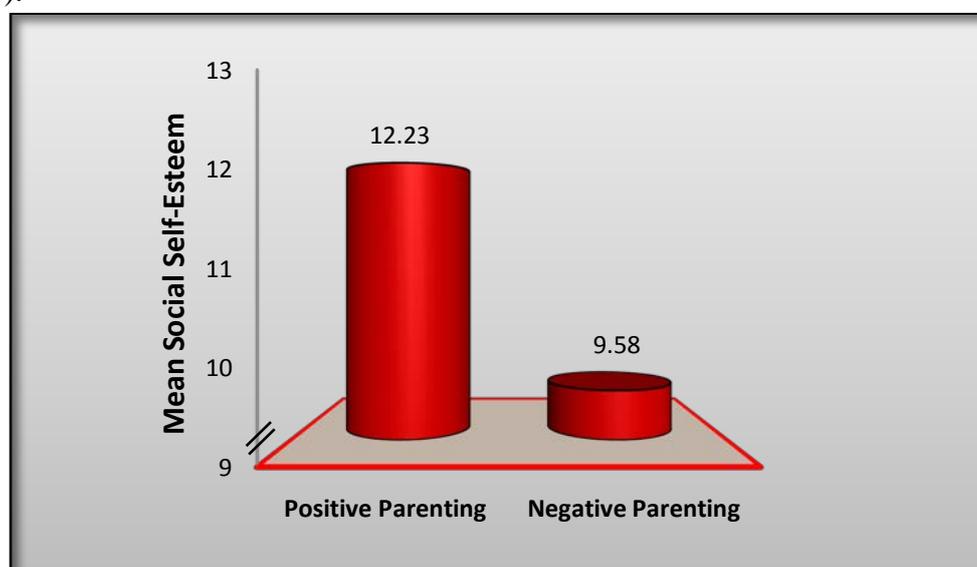


Fig. 1.8 Social Self-Esteem as a Function of Parenting

Parenting and Its Role in the Development of Self-Esteem in Adolescents

Similarly, results displayed in Table 1.6 depicted that main effect of parenting [$F(1, 228) = 645.19, P < .01$], was found significant for social self-esteem which evinced that due to positive parenting respondents showed greater level of social self-esteem ($M = 12.23$) than those of negative parenting group ($M = 9.58$).

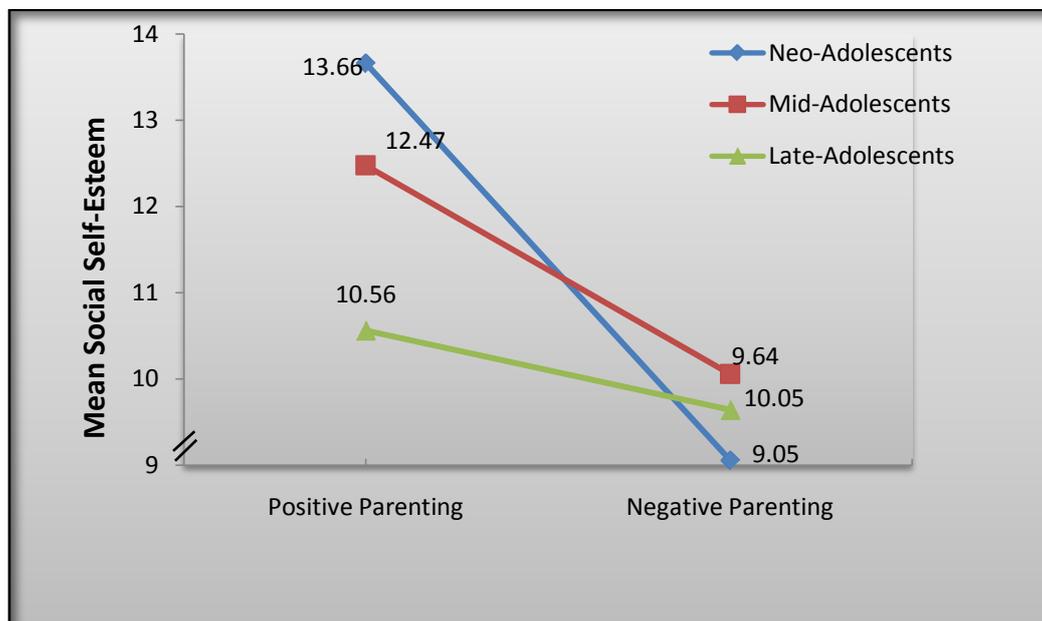


Fig. 1.9 Social Self-Esteem as a function of Interaction of Age and Parenting

Significant age x parenting interaction effect [$F(2, 228) = 77.01, P < .01$], (Fig. 1.9) depicted that due to positive parenting high level of social self-esteem was found in all the three age groups in increasing order from neo-adolescence to mid and late-adolescence (13.66; 12.47; 10.56 respectively). Whereas, due to negative parenting poor level of social self-esteem was displayed in neo-adolescents ($M = 9.05$) than that of middle-adolescents ($M = 9.64$) and late-adolescents ($M = 10.05$) respectively.

3). Home Self-Esteem as a Function of Age, Gender and Parenting

It is revealed from results (table 1.7 and fig. 1.10) that home self-esteem in adolescents differed across level of age, gender and self-esteem.

Table 1.7 Mean and S.D. of Home Self-Esteem as a function of Age, Gender and Parenting

		Neo adolescence		Mid adolescence		Late adolescence	
		P.P.	N.P.	P.P.	N.P.	P.P.	N.P.
Boys	Mean	14.00	12.00	14.00	11.89	12.61	12.54
	S.D.	.707	2.25	3.68	3.79	3.18	2.38
Girls	Mean	13.73	11.37	14.50	10.87	14.23	10.14
	S.D.	2.35	2.80	2.14	3.00	3.54	4.18

N= 40 in each cell

P.P. = Positive Parenting

N.P. = Negative Parenting

Parenting and Its Role in the Development of Self-Esteem in Adolescents

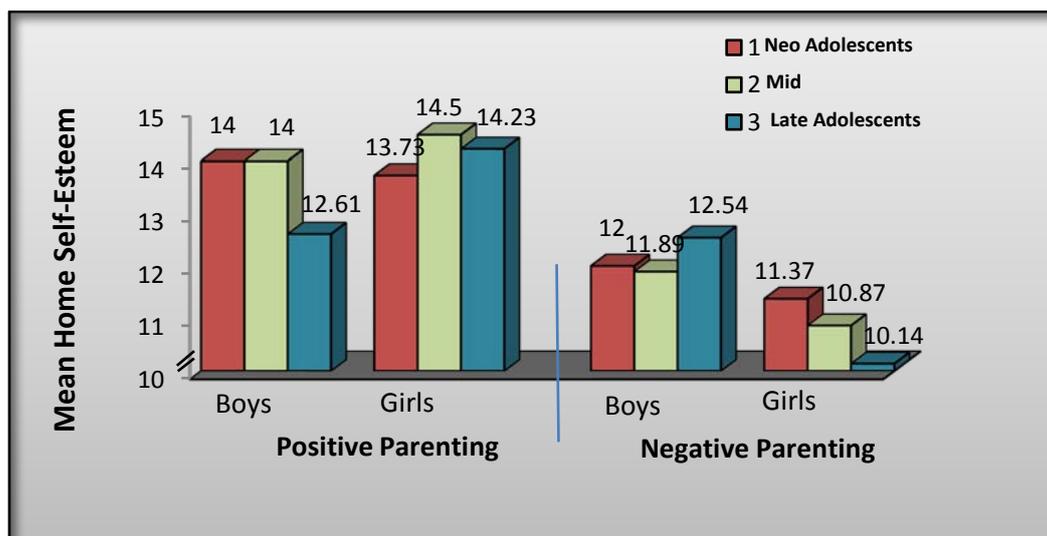


Fig. 1.11 Home Self-Esteem as a function of Age, Gender and Parenting

Further, Univariate analysis was done to ascertain the impact of age, gender and parenting and obtained results are presented in table 1.8

Table 1.8 Summary of 3x2x2 factorial analysis of Home Self-Esteem as a function of Age, Gender and Parenting in Adolescents

Source of Variation	Sum of Square	df	Mean Square	F-Values
A (Age)	8.85	2	4.42	.511
B (Gender)	7.68	1	7.68	.886
C (Parenting)	326.12	1	326.12	18.81***
AXB (Age x Gender)	.346	2	.173	.020
AXC (Age x Parenting)	7.1	2	3.55	.410
BXC (Gender x Parenting)	55.93	1	55.93	6.45*
AXBXC (Age x Gender x Parenting)	33.34	2	16.67	1.92
Within	1967.78	228	8.66	

N= 240

*** P <0.001

** P<0.01

*P<0.05

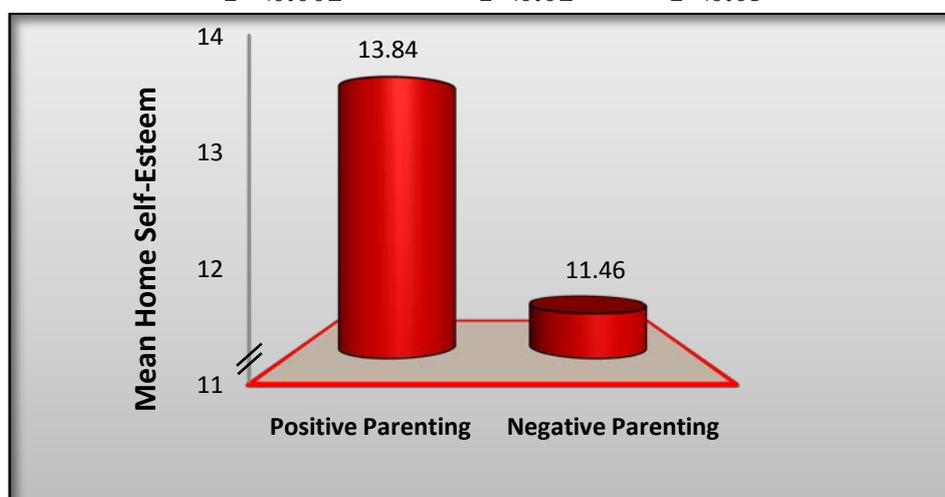


Fig. 1.12 Home Self-Esteem as a Function of Parenting

Parenting and Its Role in the Development of Self-Esteem in Adolescents

As, ANOVA results (Table 1.8) shows that main effect of parenting was found significant [$F(1, 228) = 326.12, P < .001$], which indicated that due to positive parenting respondents showed far superior level of home self-esteem ($M = 13.84$) in comparison to negative parenting group ($M = 11.46$), (Fig. 1.12).

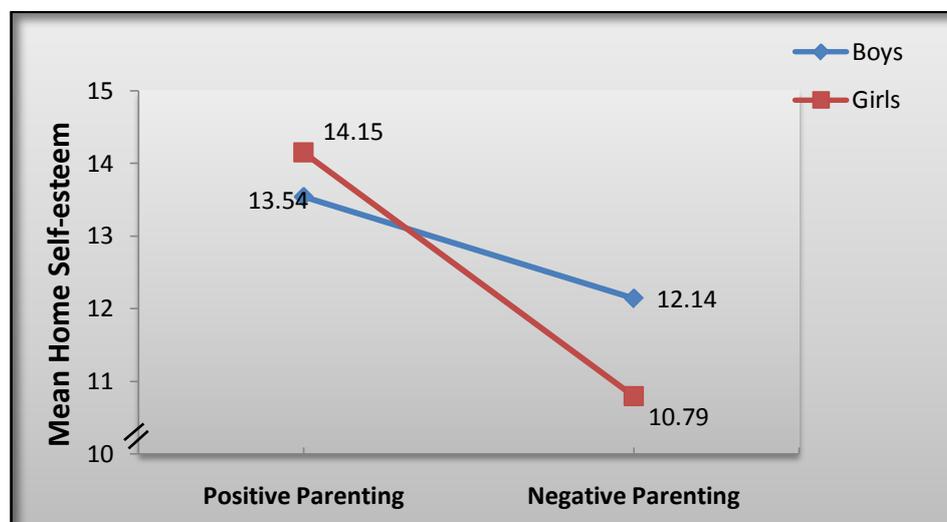


Fig. 1.13 Home Self-Esteem as a Function of Interaction of Gender and Parenting

Further, significant gender x parenting interaction effect [$F(1, 228) = 55.93, P < .05$], indicated that (Fig. 1.13) girls were found superior ($M = 14.15$) on home self-esteem due to positive parenting as compared to boys ($M = 13.54$) with very little variation. Contrary to this, due to negative parenting, the expression of home self-esteem was found very poor in girls ($M = 10.79$) than their boys counterparts ($M = 12.14$), (Table 1.8).

4). Academic Self-Esteem as a Function of Age, Gender and Parenting

The influence of age, gender and parenting on academic self-esteem was also studied. Results (table 1.9 and fig. 1.14) revealed that academic self-esteem in adolescents differed across level of age, gender and parenting.

Table 1.9 Mean and S.D. of Academic Self-Esteem as a Function of Age, Gender and Parenting

		Neo adolescence		Mid adolescence		Late adolescence	
		P.P.	N.P.	P.P.	N.P.	P.P.	N.P.
Boys	Mean	15.76	10.6	13.04	11.05	12.05	11.18
	S.D.	3.45	2.36	3.66	3.9	3.03	2.10
Girls	Mean	13.65	10.12	13.83	10.62	11.76	8.64
	S.D.	4.49	2.68	3.05	3.32	4.12	4.63

N= 40 in each cell

P.P. = Positive Parenting

N.P. = Negative Parenting

Parenting and Its Role in the Development of Self-Esteem in Adolescents

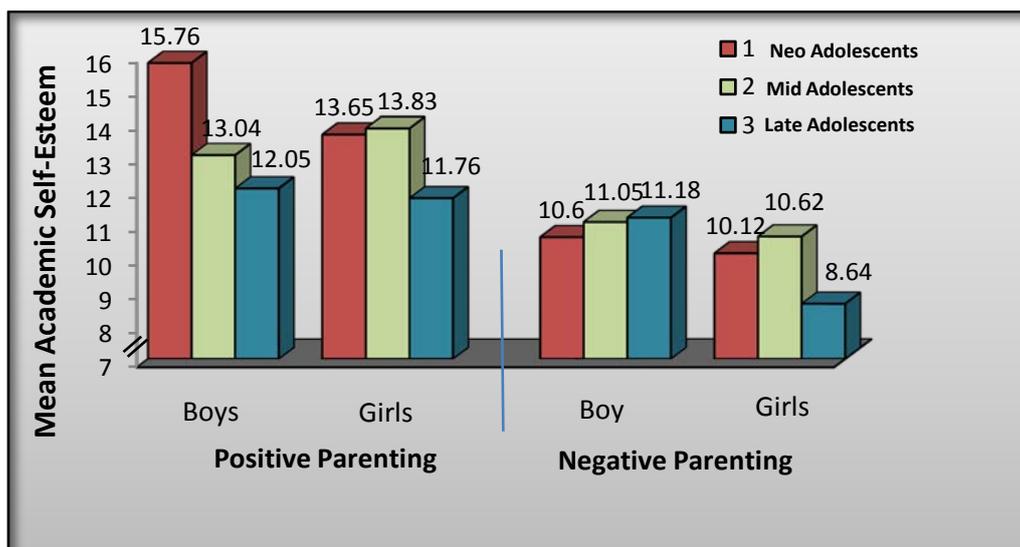


Fig. 1.14 Academic Self-Esteem as a function of Age, Gender and Parenting

To ascertain the impact of age, gender and parenting, analysis was done and obtained results are presented in table 1.10.

Table 1.10 Summary of 3x2x2 factorial analysis of Academic Self-Esteem as a function of Age, Gender and Parenting in Adolescents

Source of Variation	Sum of Square	df	Mean Square	F-Values
A (Age)	109.50	2	54.75	4.52*
B (Gender)	41.11	1	41.11	3.39
C (Parenting)	529.91	1	264.95	21.89***
AXB (Age x Gender)	30.56	2	15.28	1.26
AXC (Age x Parenting)	5.41	1	5.41	.447
BXC (Gender x Parenting)	56.61	2	28.30	2.34
AXBXC (Age x Gender x Parenting)	38.64	2	19.32	1.59
Within	2746.53	228	12.09	

N=240

*** P <0.001

** P <0.01

*P <0.05

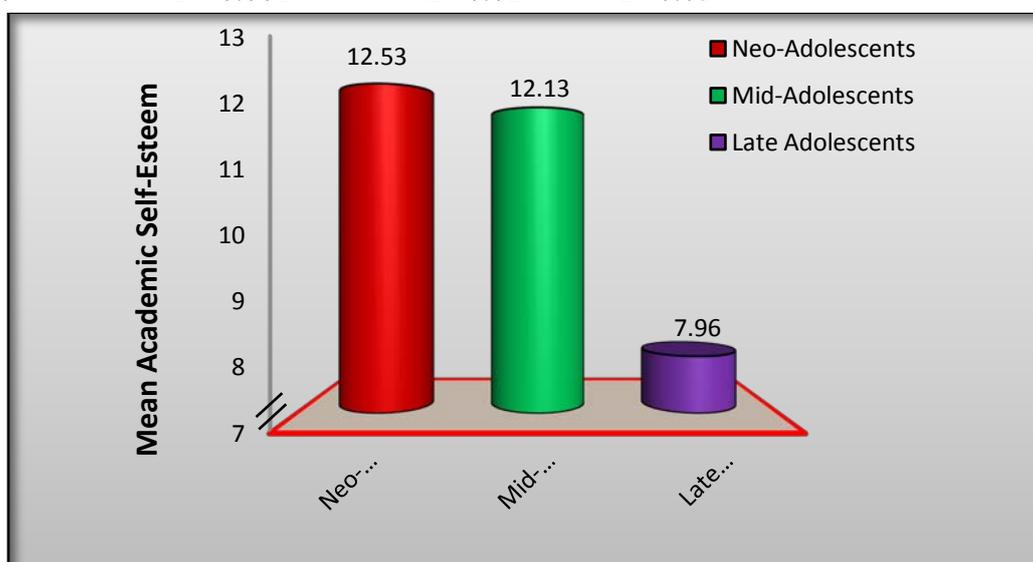


Fig. 1.15 Academic Self-Esteem as a Function of Age

Parenting and Its Role in the Development of Self-Esteem in Adolescents

Results depicted that (Table 1.10 and Fig. 1.15) main effect of age [$F(1, 228) = 54.75, P < .05$], was found significant which reveals that neo-adolescents were very good ($M = 12.53$) in expression of academic self-esteem in comparison to middle ($M = 12.13$) and late-adolescents ($M = 7.96$).

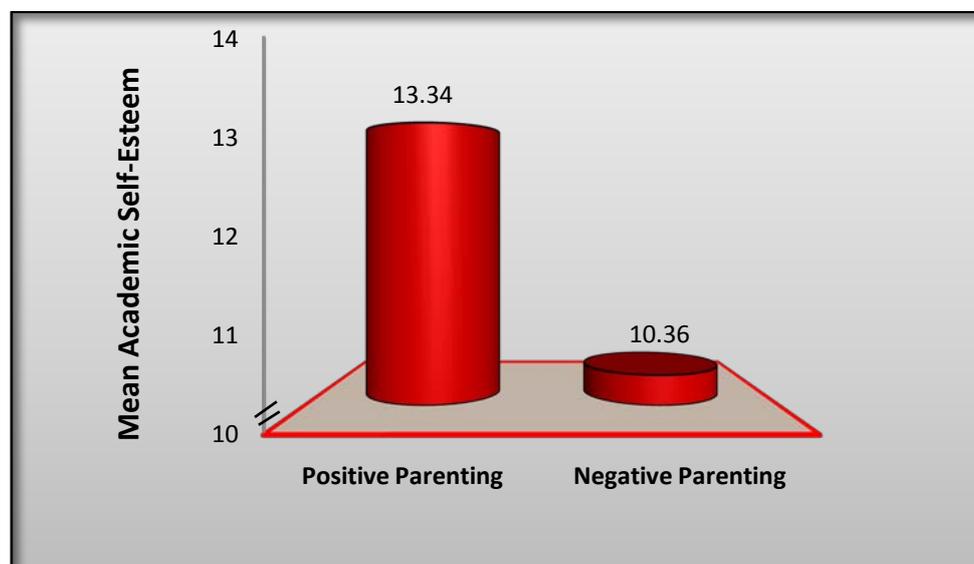


Fig. 1.16 Academic Self-Esteem as a Function of Parenting

Similarly, main effect of parenting was also found significant [$F(1, 228) = 264.95, P < .001$], which indicated that due to positive parenting respondents exhibited greater extent of academic self-esteem ($M = 13.34$) as compared to negative parenting group ($M = 10.36$).

A cursory glance at ANOVA results revealed that on every domains of self-esteem, the clear cut impact of parenting was found. In other words, parenting styles or strategies (positive and negative) have exerted pervasive impact on development of self-esteem. Due to positive parenting adolescents expressed greater extent of self-esteem and its various domains which suggest that due to supportive and non-abusive parenting practices adolescents exerted superior level of self-esteem as compared to negative parenting groups.

DISCUSSION

The findings of the present study proved the strong influence of parenting strategies on the development of self-esteem in adolescents. More specifically, due to positive parenting adolescents developed higher level of self-esteem as compared to negative parenting groups. However, role of age was partially supported in the present research. Moreover, the main effect of age was found significant on two domains of self-esteem i.e. social self-esteem and academic self-esteem. It suggests that neo-adolescents and middle adolescents showed far superior level of self-esteem than late adolescents. Further, no significant main effect of gender was found.

Interaction effect was also found significant which indicates that age, gender and parenting exerted joint influence on the development of self-esteem. Findings of the present study have been interpreted and discussed in the succeeding section.

I. Development of Self-Esteem as a function of Parenting

Results evinced from the present investigation stated that parenting practices played crucial and prevalent role in the development of self-esteem. An important context for the evolution of one's self-esteem is parents, family and the kinds of interactions that occur among family members. Therefore, it is important to understand the various parental factors and issues related to parenting that make a better understanding in the development of self-esteem.

Findings of the present study have been supported by number of empirical as well as theoretical evidences. In this sequence of findings, regarding the role of parenting in development of self-esteem among children, the major studies evinced that children who have a good relation with parents tend to show better social adjustment and self-esteem development (Savin-Williams, 1987). Contrary to this, adolescents who were physically abused by their parents showed inferior level of self-esteem (Hjroth, 1982). Another study revealed that parental loving and demanding dimensions towards children exhibited positive relationships with children's self-esteem, while punishment showed a negative relationship (Peterson et.al., 1986).

Numerous investigators have demonstrated relationships between adolescents' self-esteem and their perception of their parents' supporting and controlling behavior (Felson & Zielinski, 1989; Barber, 1990). In a study, Lee (2001) showed that different parenting styles are associated with self-esteem in adolescence. Moreover, parental warmth and support tend to inculcate higher level of self-esteem in comparison to other group. Further, in a study by Parker and Benson (2004) denoted that authoritative parenting style is related with high level of self-esteem in adolescents.

Thus, several earlier researches and the present findings as well found the same that parental support, warmth and love etc. are positively related to self-esteem whereas various types of negative parenting practices have been found to be negatively associated with development of self-esteem.

However, most of the studies are carried out in western culture, but very little researches are done in Indian context. Singh and Singh (1986) found relationship between type of family discipline and late adolescents' self-esteem. In a study Mishra (2010) found that negative parenting styles caused differential effect on child's behavior. Further in a study, serious emotional and psychological problems in children exposed to domestic violence were identified (Pandey, 2010). In a different study, Pandey and Pandey (2012) evinced that positive parenting played favorable role in overall development in school age children. Further, it was evinced from the study that positive parenting plays contributing role in shaping desirable functioning in children (Pandey, Tripathi & Prasad, 2015). Further in a study Pandey and Tripathi, (2017) found that abusive treatment of adolescents obstruct the proper development of self-esteem. In a study it was revealed that mostly positive parenting practices would result in higher self-esteem as compared to negative parenting practices (Sharma & Pandey, 2015).

Parenting and Its Role in the Development of Self-Esteem in Adolescents

An overview of the findings of present study and other researches indicates close association between parenting practices and self-esteem. As many early theorists like Mead (1934) and Sullivan (1953) have asserted that parental behaviors either positive or negative are reliably predictive of self-esteem. To summarize, all the studies reviewed here have shown that there is consensus among researchers that parental nurturance, support, participation and allowance of freedom would have a positive effect on adolescents' self-esteem, and severe controlling behaviors, physical or verbal aggression, discouragement, punitive behavior etc. towards children have been found to be inversely related to self-esteem.

II. Influence of Age on Development of Self-Esteem and its Domains

Findings of the present study revealed that age exercised partial influence on development of self-esteem and its domains. Moreover, neo adolescents were found superior on two domains of self-esteem i.e. social self-esteem and academic self-esteem as compared to middle and late adolescents.

Present findings have ample empirical and theoretical supports. Moreover, Erikson (1963) noted that as individuals grow older they begin to review their lifelong accomplishments and experiences, leading in some cases to more critical self-appraisals (ego despair) and in other cases to increased self-acceptance (ego integrity). Thus, a developmental shift toward greater self-reflection in old age may produce increases in self-esteem for some individuals but decreases for others.

The period of adolescence is characterized by rapid biological, cognitive psychological changes because it marks the advent of puberty (Proctor & Choi, 1994). In this respect, Konopka (1973) argues that the adolescence is seen as a time of preparing the individual for adulthood that places youth in an ambivalent situation where they neither feel as children nor adults. This is the reason, in present investigation as the developing age i.e., from neo-adolescence to mid and late adolescence the linear declination has been found.

But a recent study by Simmons et al. (1979) found that among students at schools containing kindergarten through eighth grade (early adolescence) there was an increase in self-esteem from sixth to seventh grade for both boys and girls.

Furthermore, both genders seem to follow essentially the same life span trajectories: For both genders, self-esteem is relatively high in childhood, drops during adolescence rises gradually throughout adulthood before it tends to decline in old age (Orth & Robins, 2014). Likewise, only few studies have covered the entire life span, but numerous studies have charted the development of self-esteem during specific life stages, particularly during the periods of late adolescence and early adulthood (Chung et al., 2014; Erol & Orth 2011; Hutteman, et.al. 2015; Lehnart, Neyer, & Eccles, 2010). These studies have provided further evidence for a gradual increase in self-esteem during the transition from adolescence to adulthood in both males and females.

Further, a study done in the University of Basel examined the development of self-esteem in adolescence. The aim of the study was to determine the direction of self-esteem development;

Parenting and Its Role in the Development of Self-Esteem in Adolescents

as when does self-esteem development occur in life and in what direction? Another aspect of the study was to discover potential factors of individual differences in self-esteem development after recording trajectories. It was expected that self-esteem development would continuously increase during adolescence as previous studies' reported (Erol & Orth, 2011). But interestingly it was found that self-esteem increases moderately through early adolescence and continues to increase in middle adolescence at a much slower rate. A high sense of skill, low risk taking and better overall health predicted higher self-esteem in participants at each age level. Emotionally stable, extroverted and self-aware participants experienced higher self-esteem as well (Erol & Orth, 2011).

However, improvements in self-esteem is moderated by many other factors like age and parenting styles (Mishra, 2010), pattern of parent and child interaction (Malviya, 2006) and type of parental treatment with children (Pandey, 2007). The present investigation clearly revealed that although developmental trend in various dimensions of self-esteem was found but not linearly. In other words, neo adolescents and middle adolescents showed higher level of self-esteem than late adolescents. Present findings can be supported by Erikson's view of development. As, Erikson (1963) noted that as individuals grow older they begin to review their lifelong accomplishments and experiences, leading in some cases to more critical self-appraisals and in other cases to increased self-acceptance both these factors could affect the level of self-esteem.

III. Gender Differences in Self-Esteem

Another objective of the present study was to investigate the role of gender in development of self-esteem. However, gender was partially supported by the present study. However, on some of the domains of self-esteem i.e. self-esteem (as a whole), general self-esteem and home self-esteem gender interaction effects were found significant.

Present findings have been supported by a sizeable number of studies. Many studies on self-esteem based on gender differences have reported ambivalent results. However, several studies reported higher self-esteem for men (McMullin & Cairney, 2004; Robins et al., 2002; Twenge & Campbell, 2001). Likewise, girls experience low self-esteem as compared to boys (Carlson et al., 2000; DuBois et al., 2002). In another study, O'Brien (1991) examined sex difference in self-esteem and reported that men scored significantly higher in global self-esteem than women. Furthermore, a majority of other researchers have also observed that male students' scored higher on the self-esteem than female students (Kelikangas & Jarvimen, 1990). Another studies, have also reported that adolescents' boys have higher self-esteem than adolescent's girls (Kling et.al, 1999 & Robbins et al., 2002).

In another study, the main effect of gender was found significant, indicating that male and female adolescents are significantly different as far as self-esteem are concerned. Male adolescents were found significantly superior on self-esteem than female adolescents. In addition, O'Brien (1998) examined sex difference in self-esteem and reported that men scored significantly higher in global self-esteem than woman.

However, in some studies the gender difference was found small (Kling et.al., 1999; Quatman, Sampson, Robinson, & Watson, 2001) or non-significant (Keltikangas & Jarvinen, 1990). In some other studies the gender difference was found less (Orth et al., 2010) or non-significant (Donnellan et al., 2007) while in different studies showed no gender difference in students' self-esteem was found (Coopersmith 1967; Simon & Simon 1975; Skaalvik 1990). Thus, when relating self-esteem and gender to other variables as grade level and academic achievement, significant and non-significant both types of gender differences were detected (Garzelli & Lester, 1987).

REFERENCES

- AziziYahaya & JaafarSidek (2006). Counseling Series: Establish the identity of the adolescents (2nd edition). Bentong: PTS Professional Publishing Sdn. Bhd.
- Barber, Brian K., and Darwin L. Thomas. 1986, "Dimensions of fathers' and mothers' supportive behavior: The case for physical affection." *Journal of Marriage and the Family*, 48: 783-794.
- Baumarind, D. (1966). Effects of Authoritative Parental Control on Child Behavior, *Child Development*, 37 (4), 887-907.
- Bean, R. A., Crane, D. R., & Lewis, T. (2003). Basic research and implications for practice in family science: A content analysis and status report for U.S. ethnic groups. *Family Relations*, 51, 15-21.
- Boudreault-Bouchard, A.-M., Dion, J., Hains, J., Vandermeerschen, J., Laberge, L., & Perron, M. (2013). Impact of parental emotional support and coercive control on adolescents' self-esteem and psychological distress: results of a four year longitudinal study. *Journal of Adolescence*, 36(4), 695–704.
- Caporella, D. (2007). Has Today's modern life style influenced Parenting style?
- Carlson, C., Uppal, S., & Prosser, E. C. (2000). Ethnic differences in processes contributing to the self-esteem of the early adolescents girls. *Journal of Early Adolescence*, 20, 44-67.
- Chauhan, N. S. and Khokhar, C. P., (1985). Multi Dimensional Parenting Scale (MDPS Scale), Meerut: Maapa Publications.
- Chung, J. M., Robins, R. W., Trzesniewski, K. H., Nofle, E. E., Roberts, B. W., & Widaman, K. F. (2014). Continuity and change in self-esteem during emerging adulthood. *Journal of Personality and Social Psychology*, 106, 469–483.
- Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco: W. H. Freeman.
- Coopersmith, S. (1981). *Coopersmith self-esteem inventories*. Consulting, Psychologists Press.
- DeHart, T., Pelham, B. W., & Tennen, H. (2006). What lies beneath: Parenting style and implicit self-esteem. *Journal of Experimental Social Psychology*, 42(1), 1-17.
- Donnellan, M. B., Trzesniewski, K. H., Conger, K. J., & Conger, R. D. (2007). A three-wave longitudinal study of self-evaluations during young adulthood. *Journal of Research in Personality*, 41, 453– 472.

Parenting and Its Role in the Development of Self-Esteem in Adolescents

- DuBois, D. L., Burk-Braxton, C., Swenson, L. P., Tevendale, H. D., Lockerd, E. M., & Moran, B. L. (2002). Getting by with a little help from self and others: Self-esteem and social support as resources during early adolescence. *Developmental Psychology*, 38, 822-839.
- Erikson, E. H. (1963). *Childhood and society* (2nd Ed.). New York: W. W. Norton.
- Erol, R. Y., & Orth, U. (2011). Self-esteem development from age 14 to 30 years: A longitudinal study. *Journal of Personality and Social Psychology*, 101, 607-619
- Felson, R. B., & Zielinski, M. A. (1989). Children's self-esteem and parental support. *Journal of Marriage and the Family*, 51, 727-735
- Finkenauer, C. (2005). The International Society for the study of behavioural development 29 (1), 58-69. *Parenting behaviour and adolescent behavioural and emotional problems: The Role of Self-control.*
- Garzarelli, P., Hoxter, A. L., & Lester, D. (1987). Correlates of drug abuse in Jamaican (West Indies) high school students. *Psychological Reports*, 60(3), 1210.
- Hjorth, Craig W. (April 1982) "Self-image of physically abused adolescents." *Journal of Youth and Adolescence*, 71-76.
- Hutteman, R., Nestler, S., Wagner, J., Egloff, B., & Back, M. D. (2015). Wherever I may roam: Processes of self-esteem development from adolescence to emerging adulthood in the context of international student exchange. *Journal of Personality and Social Psychology*, 108, 767-783.
- Keltikangas- J. L. (1990). The stability of self-concept during adolescence and early adulthood: a 6-year follow-up study. *Journal of General Psychology*, 11, 361-368.
- Kling, K. C., Hyde, J. S., Showers, C. J. & Buswell, B. N. (1999). Gender differences in self-esteem, a meta-analysis. *Psychological Bulletin*, 125, 470-500.
- Konopka, G., D. (1973) Requirements for Healthy Development of Adolescent Youth, *Adolescence*, 8 (31) 1-26.
- Lee, J., Park, S. N. and Park, H. R. (2001). The effect of self-esteem and educational achievement and family functioning of adolescents on hope. *Korean J Child Health Nurs.* 7, 74-78.
- Lehnart, J., Neyer, F. J., & Eccles, J. (2010). Long-term effects of social investment: The case of partnering in young adulthood. *Journal of Personality*, 78, 639 - 670.
- Malviya, R. (2006). Parental Factors of Child Maltreatment and its Impact on Cognitive Functioning. *Unpublished doctoral Thesis*. D.D.U. Gorakhpur University, Gorakhpur.
- Martínez, I., & García, J. (2007). Impact of parenting styles on adolescents' self-esteem and internalization of values in Spain. *The Spanish Journal of Psychology*, 10(2), 338-348.
- McMullin, J. A., & Cairney, J. (2004). Self-esteem and the intersection of age, class, and gender. *Journal of Aging Studies*, 18(1), 75-90.
- Mead, G.H. (1934) *On Social psychology: Selected papers*. The University of Chicago Press (rev. ed.1964).
- Misra, S. (2010). Behavioural Consequences of Child Maltreatment: The Role of Parenting, *Unpublished Doctoral Dissertation*, Department of Psychology, D.D.U. Gorakhpur University, Gorakhpur.

Parenting and Its Role in the Development of Self-Esteem in Adolescents

- O'Brien, M., Peyton, V., Mistry, R., Hruda, L., Jacobs, A., Caldera, Y., Roy C. (2000). Gender-role cognition in three-year-old boys and girls. *Sex Roles*, 42, 1007–1025.
- Orth, U. & Robins, R. W. (2014). The development of Self-esteem. *APS Association for Psychological Science*, 23(5) 381–387.
- Orth, U., Robins, R. W., & Widaman, K. F. (2012). Life-span development of self-esteem and its effects on important life outcomes. *Journal of Personality and Social Psychology*, 102, 1271–1288.
- Orth, U., Trzesniewski, K. H., & Robins, R. W. (2010). Self-esteem development from young adulthood to old age: A cohort-sequential longitudinal study. *Journal of Personality and Social Psychology*, 98, 645–658.
- Pandey, S. (2012). Child Abuse Checklist. Rupa Psychological Centre, Varanasi.
- Pandey, S. & Tripathi, N. (2017). Child Abuse: An Impediment to Development of Self-esteem. *Asian Academic Research Journal of Social & Humanities*, vol.4. 183-214.
- Pandey, S. (2010). Domestic Violence and Child Behavior in School. *Indian Social and Psychological Studies*, 3, 25-29.
- Pandey, S. Tripathi, N. & Prasad, A. (2015). The role of parenting in shaping children's behaviour. *Asian Academic Research Journal of Social & Humanities*, 301-317.
- Pandey, H. & Pandey, S. (2012). Enhancing Creativity in Children: The Role of Parenting. In S. Ojha & S. Pandey (Eds). *Positive Psychology: Emerging Issues*, 1, New Delhi: Shree Publishers and Distributors.
- Parker, J.S., & Benson, M. J. (2004). Parent-Adolescent Relations and Adolescent Functioning: Self-Esteem, Substance Abuse, and Delinquency. *Journal of Adolescence*, 39(155), 519-30.
- Proctor, T. B. and Choi, Hee-Sook. (1994). Effects of Transition from Elementary School to Junior High School on Early Adolescents' Self-Esteem and Received Competence. *Psychology in the Schools*, 31: 319-326. Publishing Company.
- Quatman, T., Sampson, K., Robinson, C., & Watson, C. M. (2001). Academic, motivational, and emotional correlates of adolescent dating. *Genetic, Social, and General Psychology Monographs*, 127 (2): 211-234.
- Robins, R. W., Trzesniewski, K. H., Tracy, J. L., Gosling, S. D., & Potter, J. (2002). Global self-esteem across the life span. *Psychology and Aging*, 17(3), 423–434.
- Sally, W., 2000. Oxford advanced learners dictionary of current English. 6th Edn.: Oxford University Press.
- Savin-Williams, Ritch C. 1987. Adolescence: An Ethological Perspective. New York: Springer-Verlag.
- Sharma, G. & Pandey, N. (2015). Parenting Styles and Its Effect on Self-Esteem of Adolescents *The International Journal of Indian Psychology*, 3 (7/1).
- Simon, W.E., & Simon, M.G. (1975). Self-esteem, intelligence and standardized academic achievement. *Psychology in the Schools*, 12, 97-99.
- Singh, R.A., 1986, Relationship between socioeconomic status and perception of parental behavior by students. *Indian J. Psychol.*, 61: 37-41.

Parenting and Its Role in the Development of Self-Esteem in Adolescents

- Skaalvik, E. M., & Hagtvet, K. A. (1990). Academic achievement and self-concept: An analysis of causal predominance in a developmental perspective. *Journal of Personality and Social Psychology*, 58, 292–307.
- Sullivan, H.S. (1953). *The interpersonal theory of psychiatry*. New York: Norton.
- Twenge, J. M., & Campbell, W. K. (2001). Age and birth cohort differences in self-esteem: A cross-temporal meta-analysis. *Personality and Social Psychology Review*, 5: 321–344.

Acknowledgments

The authors profoundly appreciate all the people who have successfully contributed in ensuring this paper is in place. Their contributions are acknowledged however their names cannot be mentioned.

Conflict of Interest

The authors colorfully declare this paper to bear not conflict of interests

How to cite this article: Tripathi, N. & Pandey, S. (2018). Parenting and Its Role in the Development of Self-Esteem in Adolescents. *International Journal of Indian Psychology*, 6(3), 24-47. DIP: 18.01.004/20180603, DOI:10.25215/0603.004