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PARENTING STYLES AND SELF-ESTEEM IN ADOLESCENTS

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ABSTRACT

The main objective of this research is to evaluate and investigate parenting styles and their influence on adolescents' self-esteem, particularly in the Indian context. There are 4 key kinds of parenting styles: authoritarian, authoritative, permissive, and neglectful. Both supposedly and virtually it has always been documented and proven that the authoritarian, authoritative, and permissive parenting styles have been kept as the concentration of this research to measure their outcome on adolescents' self-esteem because the careless approach of parents always hurts the features related to their "self." Therefore, the study's inclusion criteria were a random sampling approach.

The chosen test for this review comprised of a sum of 110 members (60 females and 50 males) youths chosen from Delhi and NCR in India. 13 to 19 years was the age bracket (with no psychological handicap, normal young student, with almost identical fiscal foundation and just those from solid family units with moms who were makers at home).

To determine the relationship, ten research papers were examined. It was discovered that the authoritative parenting style is regarded as the finest parenting style because it gives parents partial freedom and chances to understand their children. This has a noteworthy constructive effect on their children's self-esteem. In contrast, however, all of the studies have demonstrated that the authoritarian parenting style constantly damages children's self-esteem because it ends their self-confidence and makes them feel more apprehensive and inferior.

In addition, male and female adolescents' levels of self-esteem in today's urban Indian context are not significantly different. Today, we must select an effective and appropriate parenting method for our children's upbringing to ensure their future security and foster their interdependence.

I.INTRODUCTION

OVERVIEW

“The sign of great parenting is not the child’s behavior, the sign of truly great parenting is the parent’s behavior.” - Andy Smithson

Satisfaction with oneself is discussed as having self-esteem or a sense of one's own worth. In other words, it refers to a person's perspective of both their physical and psychic selves. The evaluation of one's appreciation, which manifests in one's attitude toward oneself, is known as self-esteem. Self-esteem is shaped and developed by a number of factors, but parental attitudes and parenting practices are perceived as the primary ones.

Parenting practices and resistor methods are denoted as parenting styles and are used to designate how children are raised by parents. It is a determining and significant factor that significantly impacts children's psychopathology and development. The term "parenting style" refers to a broad area that includes both family activities and parental behaviour-shaping.

For the purpose of their children's personal and social education, each family employs a distinct parenting style, according to Baumrind's classification. These nurturing styles are classified as dictator, legitimate, and lenient. The term "parenting style" emphasizes the actions and reactions of parents toward their kids, including their principles, potentials, and morals regarding how parents provision, repair for, and correct their children. Therefore, hereditary is not the only impact; instead, choosing the right parenting approach can significantly impact children's development of healthy self-esteem. Therefore, this study aimed to investigate the association between adolescents' self-esteem and parenting styles in New Delhi and the NCR.

A) VARIABLES:

a) Parenting Styles:

Definition:

A parent's parenting style is demarcated as an assortment of their defiance and arrangements toward their children as well as the sensitive atmosphere in which those activities are exhibited (Darling and Steinberg, 1993).

History of Parenting Styles

From the 1930s to the 1960s, researchers employed a variety of theoretical and methodological perspectives to identify the major dimensions that underlie observer ratings of general parenting characteristics. In the archetypal study, skilled spectators used Likert scales to rate parents using terms like strict, accepting, or harsh as general traits. In addition, they spent a lot of time reading through large files or conducting interviews with or observing parents. In most feature studies, the data from these predominantly middle-class European-American samples typically revealed two extents of parent behaviour: The first one evaluates parental reception, warmth, or sustenance, while the second one evaluates parental control. The labels for the first factor were created at this point: Acknowledgment versus dismissal, close-to-home warmth versus aggression, warmth, love versus antagonism, and warmth versus aggression.

Three common parenting styles were acknowledged by Diana Baumrind in the middle of the 1960s, even though the majority of early childrearing investigators focused on classifying universal childrearing proportions and their associates. She classified parents into various parenting styles by simultaneously examining how parents contrasted on numerous extents, rather than self-sufficiently examining the correlates of numerous dimensions. Her work will be briefly discussed here because it has become so important to studies of family socialization and because many researchers only know about it from secondary sources.

Types of Parenting Styles

In the beginning, Baumrind thought of eight different kinds of parents: rejecting, ignoring, nonconforming, authoritative, nonconforming, authoritarian, and so on.

They categorized parenting into four kinds based on receptiveness and demandingness (Maccoby and Martin, 1983; Baumrind, 1991).

The four parenting styles that have been identified by Baumrind and other researchers are:

1. The authoritarian parenting style:
 - a. Common Qualities: high demandingness, low responsiveness; imposes strict rules without giving their child's feelings or social, emotional, and behavioral needs much thought; frequently responds with "because I said so" when their child questions the logic of a rule or punishment; The majority of statement is one-way, from the parent to the child.
 - b. To maintain whole control, authoritarian parents often engage in conversation with their children shorn of seeking their children's input or feedback. They often justify their harsh discipline with the phrase "tough love." ("A Psychologist Explains the 4 Types of Parenting ... - NBC 7 San Diego")

2. The authoritative parenting style:

- a. Common Qualities: high level of responsiveness and exigency; establishing clear guidelines and standards for their children while practicing adaptability and comprehension; imparting regularly; listening to and considering the thoughts, feelings, and opinions of their children; allowing natural costs, such as a child failing a test because they didn't study, but taking advantage of those opportunities to help their children think critically and gain knowledge.
- b. Authoritative parents are often sensitive to their teenagers' needs and support. By having honest conversations with their children, they instill morals and logic in them. Children whose parents are in charge typically have the capacity for independent thought and self-reliance.

3. The permissive parenting style:

- a. Common Qualities: low demand and high responsiveness; openly communicates with their child and typically lets them make their own decisions rather than giving them routes; guidelines and assumptions are either not set or seldom authorized; typically goes to great lengths, sometimes at their own expense, to ensure the happiness of their children.
- b. Permissive guardians are guaranteed to take on a companionship job, as conflicting to a fostering job, with their children. They often give in to their teenager's requests at the initial sign of sorrow as they wish to dodge conflict. These parents rarely provide their children with much direction or direction at all.

4. The uninvolved parenting style:

- a. Common Qualities: low responsiveness and low exigency; let their children mostly take care of themselves, perhaps because they don't care about their needs or because they are too busy or involved in too many other things; provides little love, direction, or attention; often has issues with their self-esteem and has trouble forming close relationships.
- b. This type of parenting is categorized by overall disinterest.
- c. This parenting style is characterized by a general apathy. Rules are rarely enforced and parents who neglect their children rarely interact with them. They may likewise be seen as cold and inhumane; however, this isn't generally the case since they now and again battle with their issues.

Theories of parenting

According to Darling and Steinberg (1993), parenting practices can be demarcated as precise, noticeable behaviours that parents use to interact with their children. Attending parent-teacher conferences or regularly supervising homework helps demonstrate involvement in academic achievement-promoting parenting practices. Discipline, problem-solving, and positive reinforcement are some other methods of parenting.

Most researchers settle on somewhere around two wide elements of nurturing, named parental help and parental control. The sentimental nature of the relationship between parents and children is referred to as parental support

(Cummings et al.). It is demonstrated by showing involvement, acceptance, emotional availability, warmth, and responsibility. 2000). Positive developmental outcomes in children, including the deterrence of alcohol abuse, deviance, depression, and criminal activity (Bean et al., 1992), have been linked to the factor of parental support. 2006), and delinquent behaviour's externalization (Shaw et al. 1994). Parenting behaviour that tries to control, manage, or regulate a child's behaviour is a part of the parental control behavioural dimension (Barber, 2002). Demands and rules, methods for disciplining children, control over rewards and punishments, and supervisory roles are all ways to enforce parenting behavior (Maccoby 1990; 1990, Steinberg).

Baumrind's Parenting Styles

Research into parenting styles was pioneered by Baumrind (1966, 1967, and 1971). She described the differences between archetypal parenting behaviours by introducing three parenting types: parenting styles that are permissive, authoritative, and authoritarian. According to Baumrind (1971), authoritarian parents attempt to influence, resist, and assess their children's behaviour per a comprehensive set of standards. Interestingly, lenient guardians are hotter, less controlling, and award more independence. Baumrind believed that parenting with authority fell somewhere in between those two extremes.

Maccoby and Martin identified four parenting styles by combining the two dimensions of responsiveness and demandingness. authoritative (i.e., highly responsive and demanding); authoritarian (i.e., with a lot of demand but not enough people responding); indulgent (highly responsive but not overly demanding); and careless (i.e., not demanding enough and not responding enough). Parental support and behavioural control are similar to these parenting dimensions. This research reliably proved that children with authoritative parents had the best developmental conclusions; Negative developmental effects were found in children of neglectful parents, while authoritarian and permissive parenting had the worst results. Different specialists have likewise recreated these affiliations.



- An authoritative parenting style is linked to positive youth developmental outcomes like academic achievement and psychosocial competence (maturity, resilience, optimism, self-reliance, social competence, and self-esteem) (Lamborn et al., 1991). 1994 Steinberg).
- Both internalizing (such as anxiety, depression, reserved behaviour, and bodily grievances) and voicing (such as institute misbehaviour and felony) communal services, self-confidence, self-understanding, and active problem-solving have been inconsistently connected to permissive and indulgent parenting (such as Lamborn et al.). 1991; 1994; Steinberg and others 2009, Williams and others; (Wolfradt et al., 2003)
- Bad developmental outcomes like aggression, destructive behaviour, physical complaints, reification, and nervousness have always been associated to an authoritarian parenting style (Hoeve et al., for instance. 2008; 1994 Steinberg; 2009, Williams and others; (Wolfradt et al., 2003)

- Low self-control and social responsibility, low self-reliance and social competence, low school competence, antisocial behaviour, delinquency, anxiety, depression, and physical complaints are among the worst outcomes for children of negligent parents (e.g., Baumrind 1991; Hoeve and co. 2008; Lamborn and co 1991; Steinberg et al. 1994)

Impact of Parenting Styles

Research recommends that nurturing styles can have a scope of consequences for kids. The following factors have the potential to affect a child's life now and in the future:

- Studies: Parenting styles can have an impact on academic success and motivation.
- Mental wellness: The mental health of children can also be affected by parenting styles. Kids raised by tyrant, lenient, or uninvolved guardians will quite often encounter more tension, discouragement, and other psychological well-being issues.
- Confidence: Kids raised by guardians with a legitimate style will generally areas of strength for have regard than kids raised by guardians with different styles.
- Social connections: How children interact with others can be impacted by parenting styles. For instance, children whose parents are permissive are more likely to be bullied, whereas children whose parents are authoritarian are more likely to bully others.
- Grown-up connections: Additionally, it may be more likely for children of strict, authoritarian parents to experience emotional abuse in adult romantic relationships, according to research.

Current trends

For instance, it has been demonstrated that authoritative parenting helps young children and adolescents mature influential capability, considered by psychosocial adulthood, assistance by peers and grown-ups, accountable individuality, and theoretical accomplishment (Baumrind, 1971–1991). The current methods used to descend Baumrind's three key classifications have numerous limitations.

The significance of parenting styles over time is the subject of one study by Wentzel (1994). Wentzel's outcomes show the significance of nurturing style at first increments during the earliest stages of preschool. Liable on the parent's emphasis, the status of childrearing style can change when the youngster reaches elementary school. The significance of nurturing style could increment assuming the focal point of the youngster is on discipline or instruction, or diminishing if significance is put on responsiveness or awareness. If the parental emphasis is solely on the child's overall well-being or safety, the status level may also remain the equivalent as it was during the preschool years. The vitality of parenting graces and methods eventually diminishes as the child crosses the

offset of puberty and onset of maturity threshold (Wentzel, 1994). These findings demonstrate that parenting styles should adapt to the needs of the child at various ages.

b) Self-esteem

Definition:

Your idiosyncratic awareness of your value is your self-esteem. It is parallel to self-worth in that it designates your poise in your capabilities and assets.

There are many different kinds of self-esteem to study in the field of self-esteem research. According to Lightfoot, Cole, & Cole (2009), one's assessment of one's self-worth is the broad definition of the term "self-esteem." Taking into account both internal and external factors, this broad definition can be referred to as one's universal self-esteem. The terms "internal factors" and "external factors" denote to a person's feelings, inherited makeup, and character. However, there are a few distinct types of self-esteem covered by that definition. The amount of respect we have for ourselves over time is referred to as trait self-esteem (Gilovich, Keltner, & Nisbett, 2006). According to Block & Robins (1993), this kind of self-esteem has a tendency to stay the same throughout a person's life, which is why some people refer to it as a part of a person's personality. One more sort of confidence is state confidence. According to Heatherton and Polivy (1991), state self-confidence is much more unsolidified and is exaggerated by emotional state and circumstances. It has to do with how one is feeling about oneself at one point in time. Academic self-esteem, for example, is a more specialized type of self-esteem in which one's sense of self-worth is somewhat influenced by one's academic performance (Valizadeh, 2012).

Importance of Self-Esteem

- Your self-esteem impacts your relationships, emotional well-being, decision-making process, and overall well-being. Individuals with a solid, peppy perspective on themselves perceive their actual capacity and might be inspired to take on new difficulties. This likewise affects inspiration.

Healthy self-esteem has four key characteristics:

- Strong comprehension of one's capacities
- The ability to keep up with sound associations with others because of having a solid relationship with oneself
- Individual assumptions that are proper and given the real world
- Comprehension of one's requirements and the capacity to communicate those necessities

As they progress through higher academic institutes and come across new and more complex circumstances in the speculative, voluptuous, radical, and interactive domains, teens entail enhanced abilities and possessions. It

is commonly believed that people can better cope with adversity if they have self-esteem and hope (Cheavens, 2000; 2007 by Ciarrochi, Heaven, and Davies; Updegraff and Umana-Taylor, 2007). Confidence is a notable build and spotlights on assessments of worldwide self-esteem, though trust centres around the conviction that one can accomplish significant objectives throughout everyday life. Recent study has demonstrated that self-esteem and confidence do not foresee the same outcomes, despite being somewhat related (Ciarrochi et al., 2007).

Theories of Self-Esteem

The Theory of Self-Esteem by Stanley Coopersmith: The prevalent belief in this day and age is that a foundation of trust, unreserved love, security, and security is established in early childhood. As natural life grows, a mix of optimistic and undesirable assessments has an impact on self-esteem. The self-evaluation scale developed by Stanley Coopersmith (1967; cited in Seligman, 1996, p. 32) measured children's self-esteem and assessed the child-rearing practices of those with high self-esteem. The study concluded that parents' clear rules and limits were the source of high self-esteem.

Self-Determination Theory (SDT) declares that the birth of a person is with an inherent drive to investigate, comprehend, and dominate his environment and that factual self-esteem (Deci & Ryan, 1995, cited in Ryan & Deci, 2004) occurs when the fundamental emotional wants or desires of the lifecycle (understanding, aptitude, and independence), are in steadiness (Reis, Sheldon, Gable, Roscoe, and Ryan, 2000; Ryan and Deci, 2004).

Because it plays a role in healthy human development, self-esteem is important. Self-esteem was one of Abraham Maslow's elementary human incentives. According to his philosophy of the order of desires, esteem is near the top. Primary is actual requirements, for example, food and rest, then, at that point, security or well-being needs, next friendly necessities, significant dear and fondness from others surveyed by regard requirements, an impression of individual wealth and achievement, trailed exclusively by self-completion, where one can at long last live up to their maximum capacity (Maslow, 1987). A child's level of self-esteem can be used to gauge the parenting style's success based on this hierarchy of needs. Self-esteem can be viewed in a variety of ways and a variety of settings.

Classification of Self-Esteem according to Rosenberg

A person with a lower sense of self-esteem is more likely than one with a higher sense of self-esteem to engross in self-destructive behaviors, according to the Basic Behavioral Science Task Force (Basic Behavioral Science Task Force, 1996).

Unfortunate confidence remains commonly connected with uneasiness in addition to hopelessness (Dumont and Executive, 1999) and expanded degrees of pity in youths (Ciarrochi et al., 2007), whereas those with high self-esteem score exceedingly on alteration guides, such as idiosyncratic security measures (DeNeve & Cooper, 1998), professional accomplishment measures (Elliott, 1996), encouraging aristocrat support measures (Paulhus, 1998), and dynamic surviving approaches measures (Dumont & Provost, 1999). According to Deater-Deckard,

Ivy, & Smith (2006), people with high self-esteem have the tools and possessions to shield themselves from stressors (Showers, Buswell, Kling, and Hyde, 1999).

A) POPULATION:

Definition:

Adolescence or teenagers is a life stage between childhood and adulthood. It lies in the middle age groups of 10 and 19 years. Here, most of the foundation for good health and communication is laid. It is also considered a one-of-a-kind period in human development.

B) PRESENT STUDY

a) Statement of the problem:

- a. Effect of authoritarian parenting on adolescent male and female Self-esteem
- b. Effect of authoritative parenting on adolescent male and female Self-esteem
- c. Effect of permissive parenting on adolescent male and female Self-esteem

b) Aim:

This research aims to investigate the impact of different parenting styles on adolescent males and females' self-esteem.

c) Objectives:

The objectives of this study are:

1. To determine how various parenting styles affect female adolescents' self-esteem.
2. To determine how various parenting styles affect male adolescents' self-esteem.
3. To compare the impact of parenting styles on male and female adolescents' self-esteem.

RATIONALE OF THE STUDY

According to Steinberg & Morris (2001), adolescence is a period of fast transformation, a time of promise, and a time of "disruption and transition" (Larson, Moneta, Richards, & Wilson, 2002, p. 1152), when teenagers and their parents face new challenges. These are among the most stressful years for many parents (Smetana et al., 2006), and even though the majority of teenagers successfully navigate these transitions, this time also marks an increase in adverse emotive conditions (Ciarrochi, Heaven, & Supavadeeprasit, 2008; Larson and other, 2002) and decreases in confidence (Robins and Trzesniewski, 2005).

Pullman et al. (2006), Roberts (2000), DelVecchio (2000), and Trzesniewski et al. (2003) concluded that rank-request for self-esteem and strength was significant at 0.50. Robins and Trzesniewski (2005) found that the sample's mean self-esteem would be lower in the future. They also concluded that the mean hope would reduce over time as a result of this failure. It was also predicted that perceptions of permissiveness and authoritarianism

would be linked with less expectation in addition to self-esteem; whereas perceptions of authoritative parenting would be linked with increase in hope and self-esteem (Heaven & Ciarrochi, 2000, 2006; McDermott & Hastings, 2000; Stern, 2000). Lastly, it was also investigated that gender of the kid and the parenting style would be connected to the development of self-esteem and hope.

The study's primary objective was to investigate the connection between a teen's self-esteem at two distinct points and the three distinct parenting styles. The goal of this research is to ascertain the effect of parenting styles on different adolescent age groups. It also assumes that self-esteem will be impacted across the age group 13 to 19 years by different parenting styles. It is estimated that the lenient nurturing style will be connected with the most elevated confidence levels at all ages tried. Teens who report reliable parenting flairs may have higher self-esteem, according to another hypothesis. The study's final hypothesis is that children will have higher levels of self-esteem when their parents are less controlling.

II. RESEARCH METHODOLOGY

Variables:

1. Independent variable:

a. Parenting Styles:

Conceptual definition: Nurturing style is characterized as a star grouping of caretakers' approaches and ways of performing toward youngsters and a familial atmosphere in which the caretakers' ways of comporting yourself are linked (Dear and Steinberg, 1993). The four parenting styles that have been identified by Baumrind and other researchers are – authoritarian, authoritative, permissive, and uninvolved or neglected parenting styles.

Operational definition: Survey of parental authority containing 30 items each for mother and father ranging from permissive to authoritative parenting. The meaning-making assessments of a parent's command over their child are the sources of each of these scores.

b. Self-esteem:

Conceptual definition: Your idiosyncratic insight of your value or worth is your self-esteem. It is comparable to self-respect in that it designates how confident you are in your abilities and qualities.

Operational definition: Item response theory was used to investigate the widely used self-report instrument known as the Rosenberg Self-Esteem Scale, which measures an individual's self-esteem. The Rosenberg Self-Esteem Scale's 10 items are not correspondingly discriminating and are differentially related to self-esteem, conferring to the test of significance, which showed that the unimpeded typical well fits the data. The content of the items was examined in terms of their pattern of functioning, and the findings have implications for validating and developing new personality instruments.

2. **Controlled variables:** Age range of the participants will be restricted to 13 to 19 years of age and individuals residing only in Delhi and NCR region will be included in the study.

Hypotheses:

1. Parents with an authoritarian parenting style will have adolescents with poor self-esteem.
2. Parents with an authoritative parenting style will have adolescents with higher self-esteem.
3. Parents with a permissive parenting style will have adolescents with higher self-esteem.

Method:

This study measures the influence of different parenting styles on the self-esteem in adolescents.

Sample criteria:

The sample for this study was taken from Delhi & NCR. Both males and females were involved in the study. The age bracket was 13 to 19 years of age. A total of 109 individuals were used for the study. The selected age range is called adolescents.

a) Inclusion criteria:

- a. Individuals from the age range 13 to 19 years were included in the study.
- b. Both males and females were included in the study.
- c. Population belonging to majorly Delhi and NCR regions were involved in the research.

b) Exclusion criteria:

- a. Individuals below the bracket of 13 and above the age of 19 were excluded from the study.
- b. Population with severe mental illness were excluded from the study.
- c. Individuals from other cities were excluded from the study.

Sampling method:

Systematic sampling method: This method is chosen for selecting from a target group, e.g., every 4th person in the list could be used in the sample. It doesn't give each individual in the target group an equal chance of selection.

Procedure:

Before the start of the study, a consent letter was drafted and distributed to the participants following approval of the research proposal. The research could only involve those who had given their consent. Additionally, it was made distinct to each participant that their input in the study is entirely intentional, that they are free to pull out at any time if they feel uneasy, and that no personal information will be shared with anyone. Version 26 of SPSS was used to analyze the data. A debriefing of the research was conducted with people ranging in age from 13 to 19 years. The participants were given access to three standard questionnaires. The authoritarian,

authoritative, and permissive parenting styles were the 3 types of parenting styles examined in the first questionnaire. The questionnaire was given by John Buri. Post this, the Rosenberg Self-Esteem Scale was shared to study the self-esteem in males & females in the study. The study would require 100 participants as its sample size. The collected data will be calculated and analysed through multiple regression and compared via t-test. After all the data and results have been calculated, hypotheses testing will be done to measure whether to accept or reject the null hypotheses.

a) Tools to be used:

- a. Consent form
- b. Socio-demographic details
- c. Parental Authority Questionnaire by John Buri: It has 30 items individually for parents, and scores for the mother and father array from permissive to authoritative; The intentionality estimations of the parents' command over their children are the foundation of these scores.
- d. Self-Esteem Scale: The Rosenberg Self-Esteem Scale, Item response theory was used to investigate a widely used self-report instrument for assessing individual self-esteem. According to the assessment of meaning, which revealed that the unrestrained model well matched the data, the 10 things of the Rosenberg Self-Esteem Scale are not equally discriminating and are distinctively connected to self-esteem. The findings have implications for validating and developing new personality instruments and were examined in terms of the items' functioning patterns.

b) Experimental design:

This is a correlational design with two variables – one independent variable and one dependent variables.

c) Statistical method:

Multiple regression analysis will be calculated by SPSS version 26.

III. RESULTS

Preparation of the data

After approval of the research proposal, an informed consent form was completed and given to participants prior to the initiation of the study. Only participants who gave informed consent were allowed to participate in the study. Each participant was informed that their information would not be shared with anyone and that they could pull out from the study at slightly discomfort. Signing a confidentiality consent form was required. The pilot

study's data were analyzed with the help of SPSS version 26. A debriefing of the research was conducted with people ranging in age from 13 to 19 years.

Before the start of the study, a consent letter was drafted and distributed to the participants following approval of the research proposal. The research could only involve those who had given their consent. Additionally, it was made distinct to each participant that their involvement in the study is entirely intentional, that they are free to take out at any time if they feel uneasy, and that no personal information will be shared with anyone. Version 26 of SPSS was used to analyze the data. A debriefing of the research was conducted with people ranging in age from 13 to 19 years.

The participants each received two standard questionnaires. The authoritarian, authoritative, and permissive parenting styles were the three types of parenting styles examined in the first questionnaire. The questionnaire was given by John Buri. Post that, the Rosenberg Self-Esteem Scale was shared to study the self-esteem in males & females in the study. The study would require 100 participants as its sample size. After all the data has been coded and calculated, the results will then be compared to the hypotheses to measure whether to accept or reject the null hypotheses. In addition, the participants were given an email address in case they wanted to get in touch with the researcher about the study. The questionnaire was scored and recorded after each participant completed it, with no mention of their identities.

The statistical analysis used was Multiple Regression. They were done using SPSS version 26. Several descriptive statistics and frequency tables were also made use of.

This chapter gives an in-detailed overview of the results found via Regression of Parenting Styles and Self-Esteem of Adolescents.

Descriptive Statistics

Table 1: Descriptive Statistics for the Age of the Participants

Age	Frequency	Percent (%)
13	13	11.8
14	16	14.5
15	19	17.3
16	17	15.5
17	13	11.8
18	18	16.4
19	14	12.7
Total	110	100

The above-drawn table shows that there were 110 participants for the study. The Mean was 16.01 and the SD was 1.94.

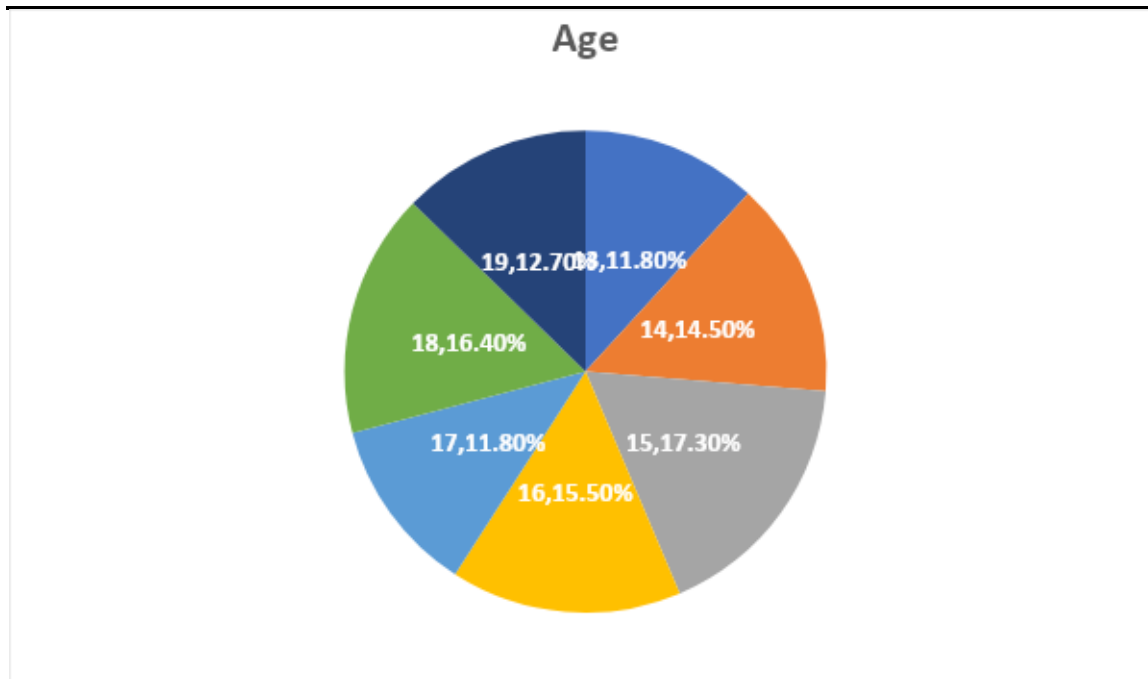
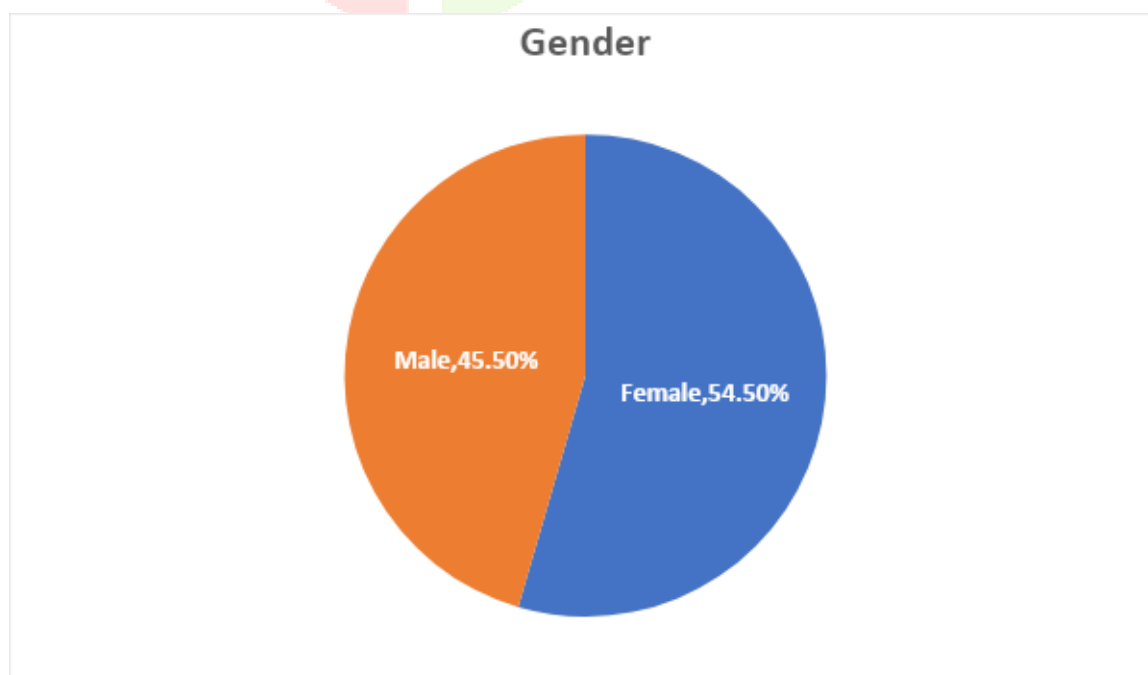


Fig. 1: Pie-Chart for the descriptives statistics of Age of the Participants

Table 2: Descriptive Statistics for Gender of the Participants

Gender	Frequency	Percent (%)
Female	60	54.5
Male	50	45.5
Total	110	100

The above-drawn table shows that there more females than males. The Mean was 1.55 and the SD was 0.50.



*Fig. 2: Pie-Chart for the Descriptive Statistics of Gender of the Participants***Table 3: Descriptive Statistics for Location of the Participants**

Location	Frequency	Percent (%)
Delhi	43	39.1
NCR	35	31.8
Outside Delhi	32	29.1
Total	110	100

The above-drawn table shows that most of the participants were from the state of Delhi. The Mean was 2.10 and the SD was 0.82.

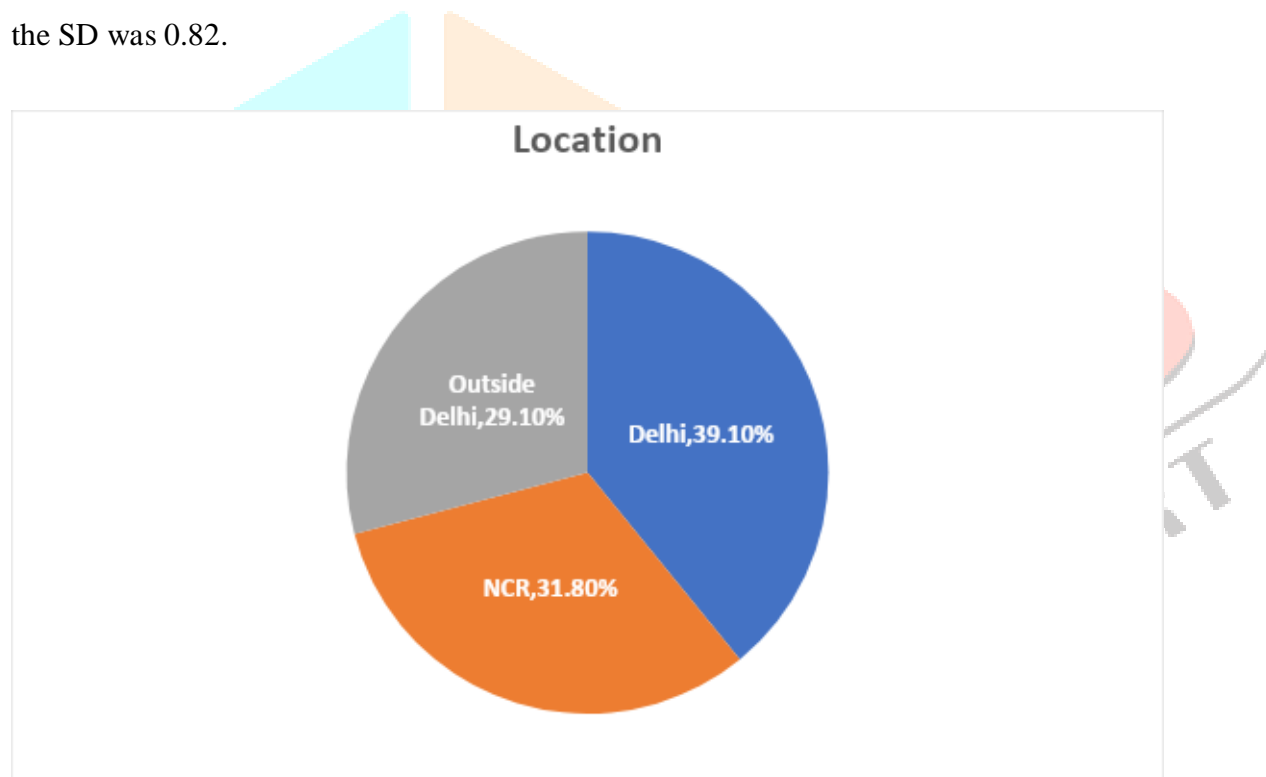
*Fig. 3: Pie-Chart for the Descriptive Statistics of Location of the Participants*

Table 4: Descriptive Statistics for Urban or Rural location of the Participants

Location Area	Frequency	Percent (%)
Urban	59	53.6
Rural	51	46.4
Total	110	100

The above-drawn table shows that major of the participants was situated in the urban parts of Delhi. The Mean was 1.54 and the SD was 0.50.

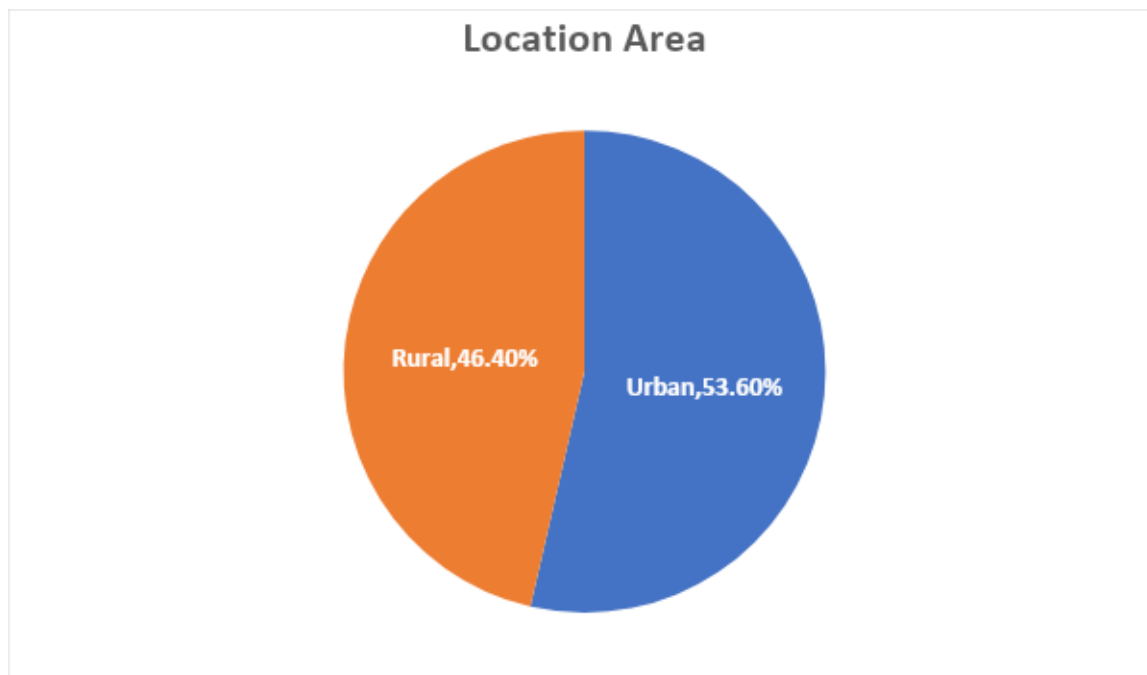


Fig. 4: Pie-Chart for the Descriptive Statistics of the Location Area of the Participants

Table 5: Descriptive Statistics for Male Participants and their Self-Esteem

Gender	Self-Esteem Score	Frequency	Percent (%)
Male	22	2	4
	23	3	6
	24	7	14
	25	7	14
	26	2	4
	27	5	10
	28	6	12
	29	5	10
	30	6	12
	31	2	4
	32	5	10
Total		50	100

The above-drawn table shows that majority of the male participants scored 24-25 on the self-esteem scale. The Mean was 27.16 and the SD was 2.95.

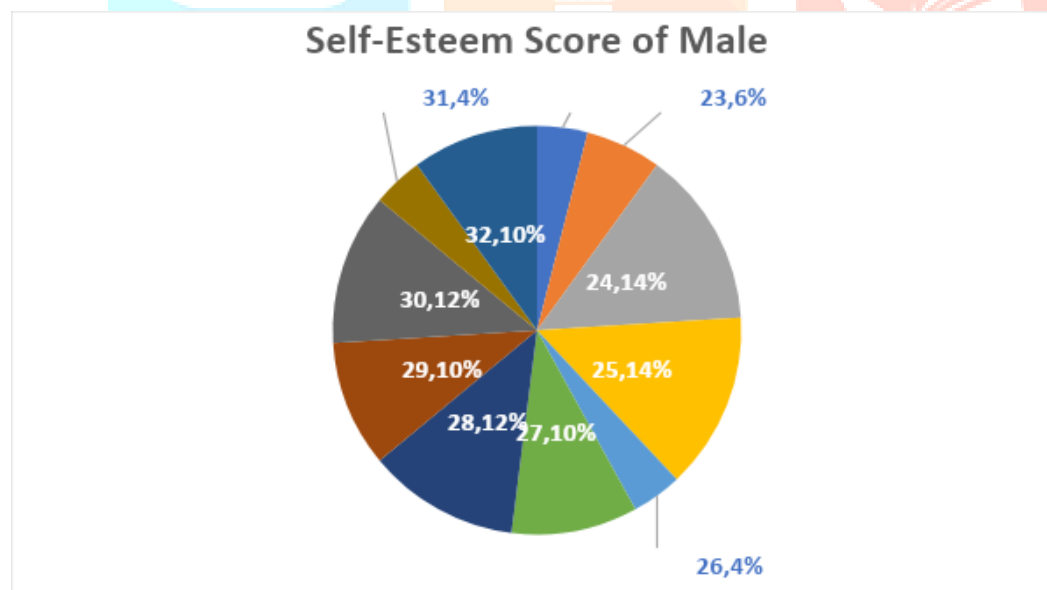


Fig. 5: Pie-Chart for Descriptive Statistics of Self-Esteem Scores of Male Participants

Table 6: Descriptive Statistics for Female Participants and their Self-Esteem

Gender	Self-Esteem Score	Frequency	Percent (%)
Female	21	2	3.3
	22	2	3.3
	23	6	10
	24	7	11.7
	25	14	23.3
	26	7	11.7
	27	9	15
	28	7	11.7
	29	3	5
	30	3	5
Total		60	100

The above-drawn table shows that the majority of the female participants scored 25 on the self-esteem scale. The Mean was 25.67 and the SD was 2.19.

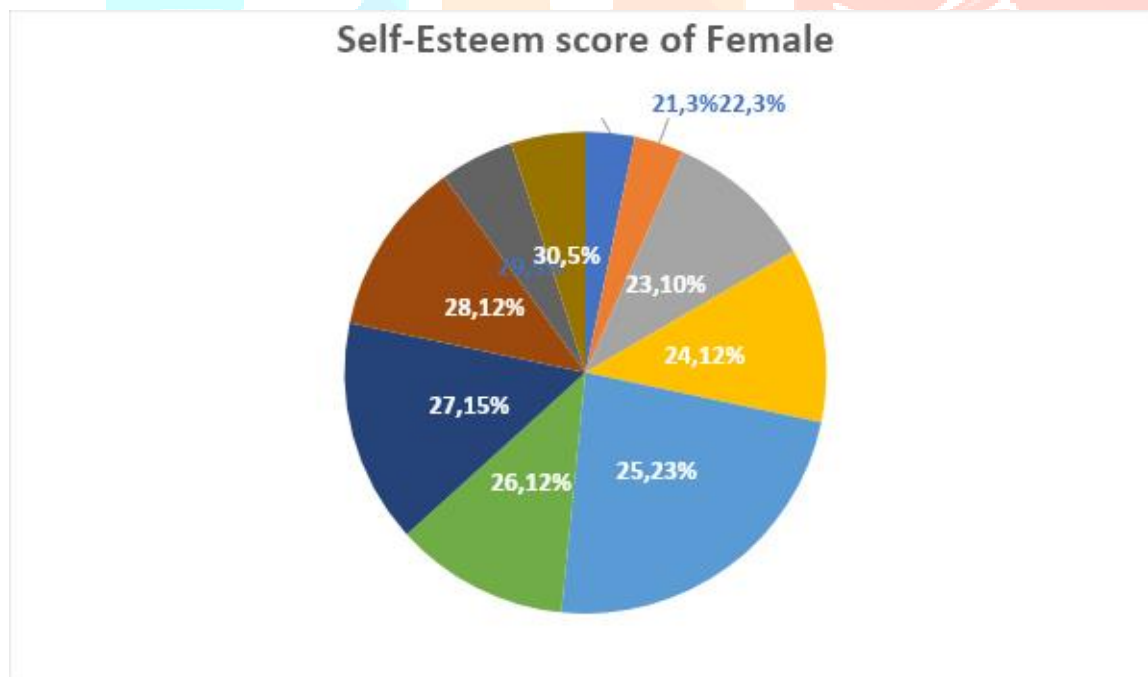


Fig. 6: Pie-Chart for Descriptive Statistics of Self-Esteem Scores of Female Participants

Table 7: Descriptive Statistics for Age-13 and their Self-Esteem

Age	Self-Esteem Score	Frequency	Percent (%)
13	23	3	23.1
	24	2	15.4
	25	2	15.4
	27	1	7.7
	28	1	7.7
	29	1	7.7
	30	2	15.4
	32	1	7.7
Total		13	100

The above-drawn table shows that most of the 13-year-olds scored 23 on their self-esteem scale. The Mean was 26.38 and the SD was 3.12.

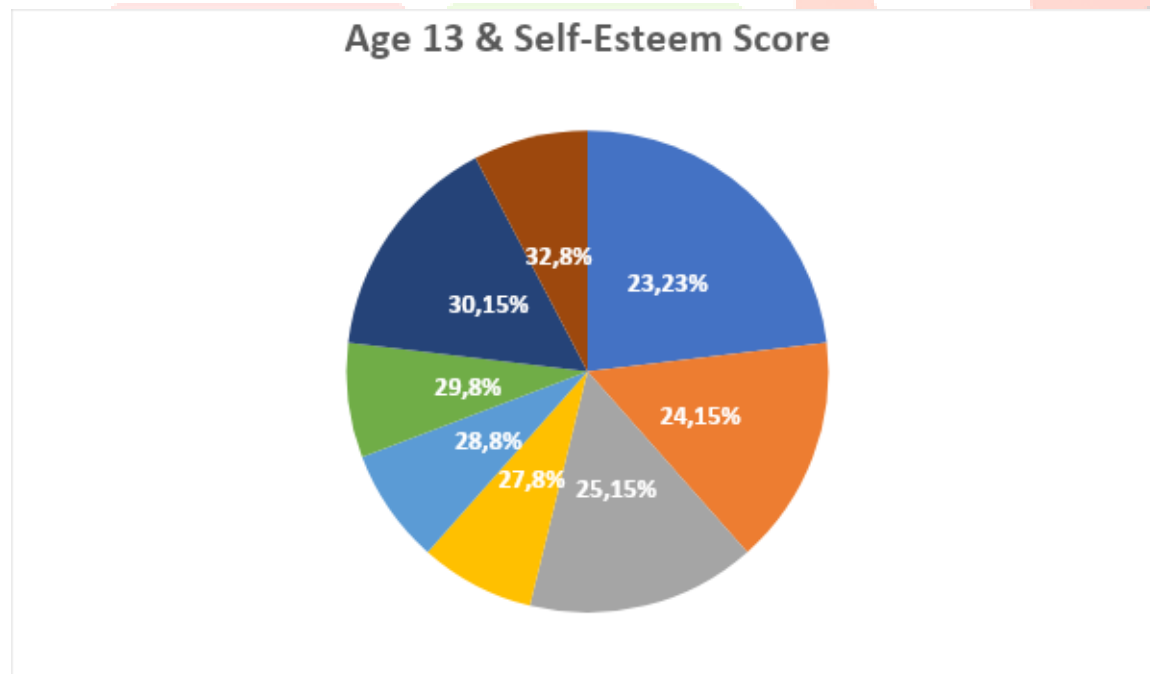
*Fig. 7: Pie-Chart for Descriptive Statistics of Age 13 and their Self-Esteem Scores*

Table 8: Descriptive Statistics for Age-14 and their Self-Esteem

Age	Self-Esteem Score	Frequency	Percent (%)
14	21	1	6.3
	23	1	6.3
	24	3	18.8
	25	2	12.5
	26	2	12.5
	27	1	6.3
	28	2	12.5
	29	1	6.3
	30	2	12.5
	32	1	6.3
Total		16	100

The above-drawn table shows that most of the 14-year-olds scored 24 on their self-esteem scale. The Mean was 26.38 and the SD was 2.96.

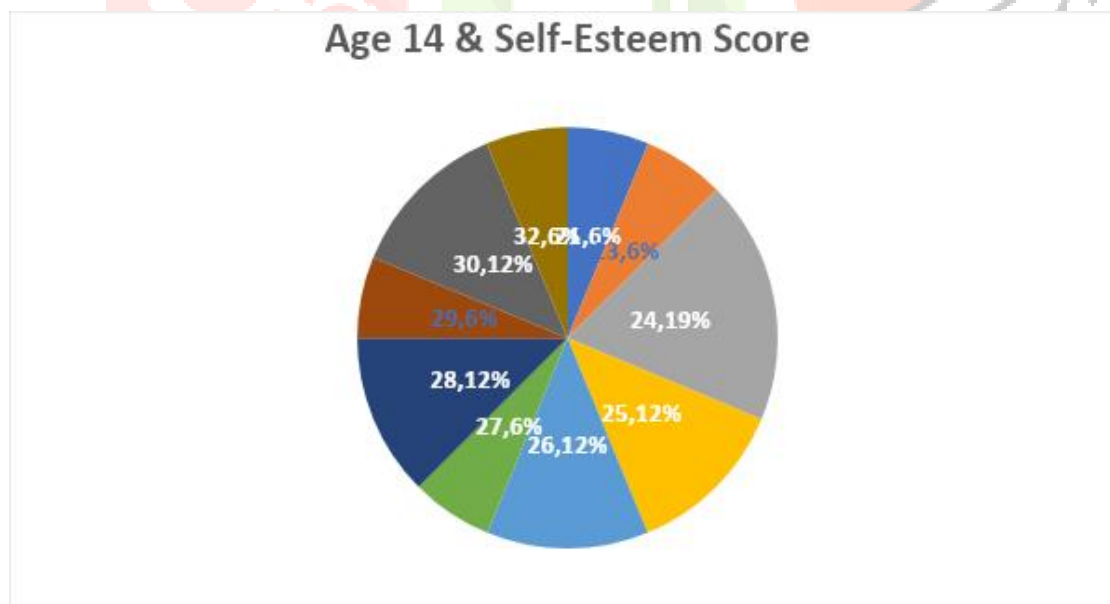
*Fig. 8: Pie-Chart for Descriptive Statistics of Age 14 and their Self-Esteem Scores*

Table 9: Descriptive Statistics for Age 15 and their Self-Esteem

Age	Self-Esteem Score	Frequency	Percent (%)
15	23	1	5.3
	25	5	26.3
	26	1	5.3
	27	4	21.1
	28	2	10.5
	29	2	10.5
	30	3	15.8
	31	1	5.3
Total		19	100

The above-drawn table shows that most of the 15-year-olds scored 25 on their self-esteem scale. The Mean was 27.21 and the SD was 2.22.

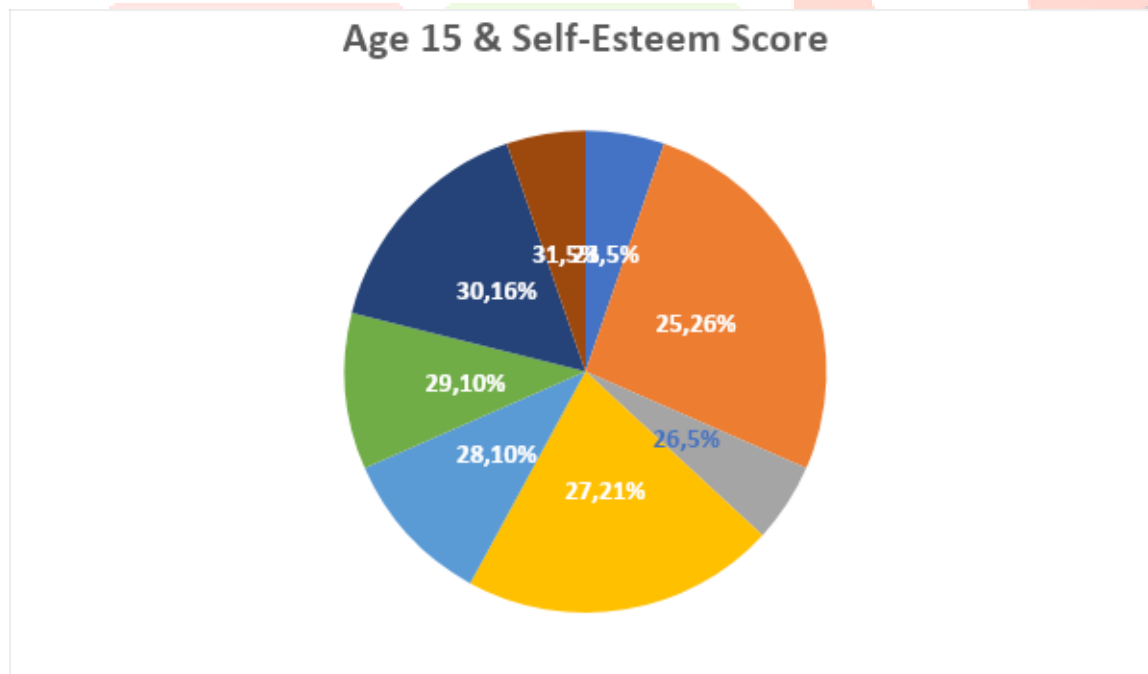
*Fig. 9: Pie-Chart for Descriptive Statistics of Age 15 and their Self-Esteem Scores*

Table 10: Descriptive Statistics for Age 16 and their Self-Esteem

Age	Self-Esteem Score	Frequency	Percent (%)
16	24	2	11.8
	25	5	29.4
	26	2	11.8
	28	3	17.6
	29	2	11.8
	30	1	5.9
	31	1	5.9
	32	1	5.9
Total		17	100

The above-drawn table shows that most of the 16-year-olds scored 25 on their self-esteem scale. The Mean was 27.06 and the SD was 2.51.

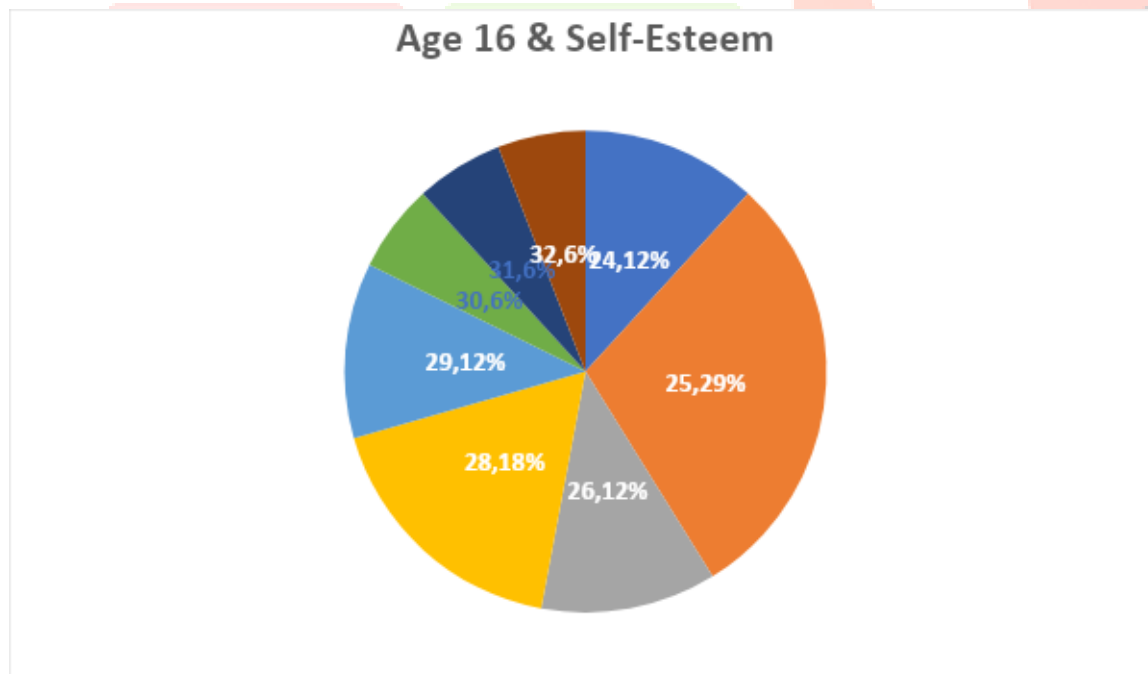
*Fig. 10: Pie-Chart for Descriptive Statistics of Age 16 and their Self-Esteem Scores*

Table 11: Descriptive Statistics for Age 17 and their Self-Esteem

Age	Self-Esteem Score	Frequency	Percent (%)
17	22	2	15.4
	24	4	30.8
	25	2	15.4
	27	2	15.4
	28	1	7.7
	29	1	7.7
	32	1	7.7
Total		13	100

The above-drawn table shows that most of the 17-year-olds scored 24 on their self-esteem scale. The Mean was 25.62 and the SD was 2.87.

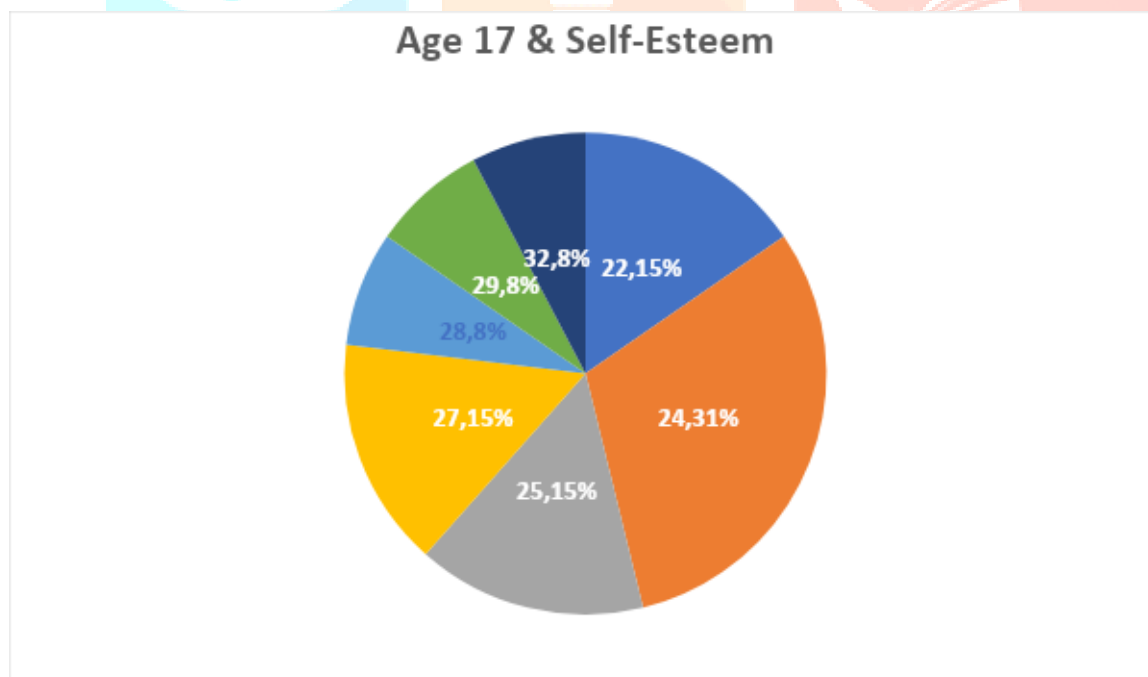
*Fig. 11: Pie-Chart for Descriptive Statistics of Age 17 and their Self-Esteem Scores*

Table 12: Descriptive Statistics for Age 18 and their Self-Esteem

Age	Self-Esteem Score	Frequency	Percent (%)
18	21	1	5.6
	23	2	11.1
	24	2	11.1
	25	3	16.7
	27	3	16.7
	28	4	22.2
	29	1	5.6
	30	1	5.6
	32	1	5.6
Total		18	100

The above-drawn table shows that most of the 18-year-olds scored 28 on their self-esteem scale. The Mean was 26.33 and the SD was 2.78.

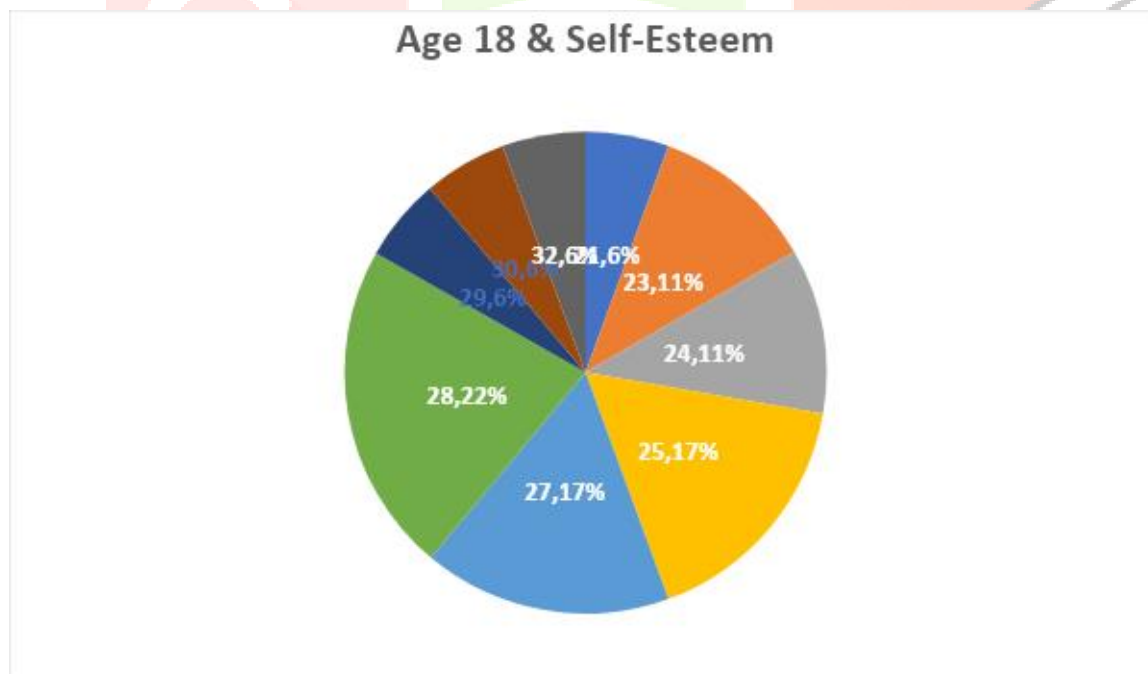
*Fig. 12: Pie-Chart for Descriptive Statistics of Age 18 and their Self-Esteem Scores*

Table 13: Descriptive Statistics for Age 19 and their Self-Esteem

Age	Self-Esteem Score	Frequency	Percent (%)
19	22	2	14.3
	23	2	14.3
	24	1	7.1
	25	2	14.3
	26	4	28.6
	27	3	21.4
Total		14	100

The above-drawn table shows that most of the 19-year-olds scored 26 on their self-esteem scale. The Mean was 24.93 and the SD was 1.81.

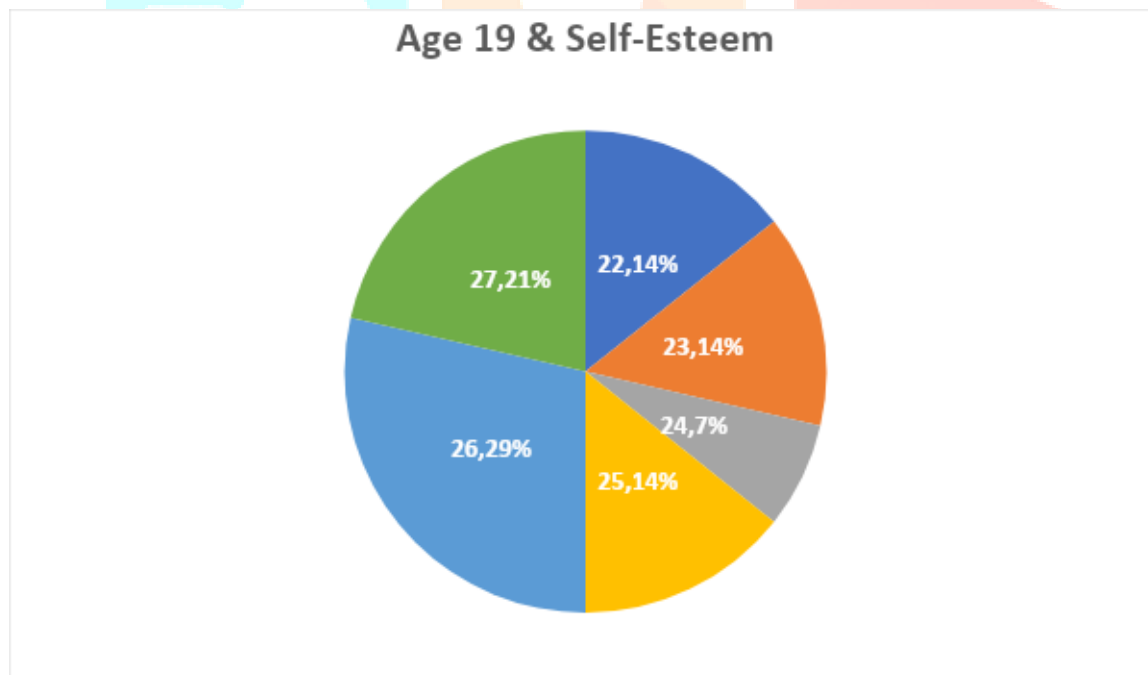


Fig. 12: Pie-Chart for Descriptive Statistics of Age 19 and their Self-Esteem Scores

Multiple regression

The association between numerous autonomous or predictor factors and one dependent or principal factor is explained by multiple regression. The constant term is used to model a dependent variable as a purpose of more than a few independent factors with conforming portions. Numerous retrogressions require two or further indicator factors, and therefore it's called different retrogression. Retrogression models are used to describe connections between variables by correcting a line to the observed data. Retrogression allows you to evaluate how a dependent variable changes as the independent variables change.

Table 13 (a): Multiple Regression for Father's Authoritative Parenting Style and Male Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Father's Authoritative Style	Male adolescents	2.50	6.28	0.01

The above-drawn table shows the data for father's authoritative parenting style towards male adolescents. The p value was found significant at 0.05 level. The mean for Father's Authoritative Parenting Style was 30.70 and the SD was 5.21. The mean for male adolescents' self-esteem was 27.16 and the SD was 2.95.

Table 13 (b): Multiple Regression for Father's Authoritative Parenting Style and Female Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Father's Authoritative Style	Female adolescents	1.05	1.12	0.29

The above-drawn table shows the data for father's authoritative parenting style towards female adolescents. The p value was found not significant at 0.05 level. The mean for Father's Authoritative Parenting Style was 30.25 and the SD was 4.37. The mean for female adolescents' self-esteem was 25.67 and the SD was 2.19.

Table 13 (c): Multiple Regression for Father's Authoritative Parenting Style, Adolescents' Self-Esteem

Parenting Style	Age	T	F	Sig. Value
Father's Authoritative Parenting Style	13	-0.19	0.03	0.85
	14	3.65	13.35	0.01
	15	0.08	0.01	0.93
	16	0.04	0.02	0.96
	17	3.33	11.14	0.01
	18	0.33	0.11	0.74
	19	0.01	0.02	1.00

The above-drawn table shows the data for father's authoritative parenting style towards 13 to 19-year-old adolescents. The p value for ages 14 and 17 was found significant at 0.05 level. The Mean and the SD for the age groups were as follows:

Age 13 (Father's Authoritative Parenting Style Mean = 28.85, SD = 4.29; 13-year-old's Mean = 26.38, SD = 3.12)

Age 14 (Father's Authoritative Parenting Style Mean = 31.81, SD = 6.02; 14-year-old's Mean = 26.38, SD = 2.96)

Age 15 (Father's Authoritative Parenting Style Mean = 29.26, SD = 4.66; 15-year-old's Mean = 27.21, SD = 2.22)

Age 16 (Father's Authoritative Parenting Style Mean = 32.06, SD = 4.54; 16-year-old's Mean = 27.06, SD = 2.51)

Age 17 (Father's Authoritative Parenting Style Mean = 31.23, SD = 5.40; 17-year-old's Mean = 25.62, SD = 2.87)

Age 18 (Father's Authoritative Parenting Style Mean = 30.72, SD = 3.99; 18-year-old's Mean = 26.33, SD = 2.78)

Age 19 (Father's Authoritative Parenting Style Mean = 29.00, SD = 3.76; 19-year-old's Mean = 24.93, SD = 1.81)

Table 14 (a): Multiple Regression for Father's Authoritarian Parenting Style and Male Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Father's Authoritarian Style	Male adolescents	-0.50	0.25	0.61

The above-drawn table shows the data for father's authoritarian parenting style towards male adolescents. The p value was found not significant at 0.05 level. The mean for Father's Authoritarian Parenting Style was 29.82 and the SD was 4.89. The mean for male adolescents' self-esteem was 27.16 and the SD was 2.95.

Table 14 (b): Multiple Regression for Father's Authoritarian Parenting Style and Female Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Father's Authoritarian Style	Female adolescents	-0.87	0.77	0.38

The above-drawn table shows the data for father's authoritarian parenting style towards female adolescents. The p value was found not significant at 0.05 level. The mean for Father's Authoritarian Parenting Style was 30.68 and the SD was 5.22. The mean for female adolescents' self-esteem was 25.67 and the SD was 2.19.

Table 14 (c): Multiple Regression for Father's Authoritarian Parenting Style, Adolescents' Self-Esteem

Parenting Style	Age	T	F	Sig. Value
Father's Authoritarian Parenting Style	13	0.58	0.34	0.57
	14	-0.39	0.15	0.69
	15	0.01	0.01	0.98
	16	-1.58	2.52	0.13
	17	-1.18	1.40	0.26
	18	-0.58	0.34	0.56
	19	0.04	0.02	0.96

The above-drawn table shows the data for father's authoritarian parenting style towards 13 to 19-year-old adolescents. The p value were found not significant at 0.05 level. The Mean and the SD for the age groups were as follows:

Age 13 (Father's Authoritarian Parenting Style Mean = 29.69, SD = 3.92; 13-year-old's Mean = 26.38, SD = 3.12)

Age 14 (Father's Authoritarian Parenting Style Mean = 29.31, SD = 5.06; 14-year-old's Mean = 26.38, SD = 2.96)

Age 15 (Father's Authoritarian Parenting Style Mean = 30.32, SD = 4.61; 15-year-old's Mean = 27.21, SD = 2.22)

Age 16 (Father's Authoritarian Parenting Style Mean = 31.41, SD = 5.92; 16-year-old's Mean = 27.06, SD = 2.51)

Age 17 (Father's Authoritarian Parenting Style Mean = 31.38, SD = 4.84; 17-year-old's Mean = 25.62, SD = 2.87)

Age 18 (Father's Authoritarian Parenting Style Mean = 30.22, SD = 5.45; 18-year-old's Mean = 26.33, SD = 2.78)

Age 19 (Father's Authoritarian Parenting Style Mean = 29.64, SD = 5.82; 19-year-old's Mean = 24.93, SD = 1.81)

Table 15 (a): Multiple Regression for Father's Permissive Parenting Style and Male Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Father's Permissive Style	Male adolescents	2.09	4.38	0.04

The above-drawn table shows the data for father's permissive parenting style towards male adolescents. The p value was found significant at 0.05 level. The mean for Father's Permissive Parenting Style was 30.28 and the SD was 3.69. The mean for male adolescents' self-esteem was 27.16 and the SD was 2.95.

Table 15 (b): Multiple Regression for Father's Permissive Parenting Style and Female Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Father's Permissive Style	Female adolescents	0.92	0.85	0.36

The above-drawn table shows the data for father's permissive parenting style towards female adolescents. The p value was found not significant at 0.05 level. The mean for Father's Permissive Parenting Style was 30.43 and the SD was 4.15. The mean for female adolescents' self-esteem was 25.67 and the SD was 2.19.

Table 15 (c): Multiple Regression for Father's Permissive Parenting Style and Adolescents' Self-Esteem

Parenting Style	Age	T	F	Sig. Value
Father's Permissive Parenting Style	13	0.83	0.70	0.42
	14	0.81	0.66	0.42
	15	1.09	1.01	0.32
	16	-0.76	0.57	0.45
	17	-0.11	0.01	0.91
	18	1.74	3.06	0.01
	19	1.43	2.06	0.17

The above-drawn table shows the data for father's permissive parenting style towards 13 to 19-year-old adolescents. The p value for age 18 was found significant at 0.05 level. The Mean and the SD for the age groups were as follows:

Age 13 (Father's Permissive Parenting Style Mean = 31.08, SD = 5.07; 13-year-old's Mean = 26.38, SD = 3.12)

Age 14 (Father's Permissive Parenting Style Mean = 30.94, SD = 3.21; 14-year-old's Mean = 26.38, SD = 2.96)

Age 15 (Father's Permissive Parenting Style Mean = 31.00, SD = 2.62; 15-year-old's Mean = 27.21, SD = 2.22)

Age 16 (Father's Permissive Parenting Style Mean = 29.82, SD = 3.20; 16-year-old's Mean = 27.06, SD = 2.51)

Age 17 (Father's Permissive Parenting Style Mean = 30.77, SD = 5.11; 17-year-old's Mean = 25.62, SD = 2.87)

Age 18 (Father's Permissive Parenting Style Mean = 29.67, SD = 4.21; 18-year-old's Mean = 26.33, SD = 2.78)

Age 19 (Father's Permissive Parenting Style Mean = 29.36, SD = 4.56; 19-year-old's Mean = 24.93, SD = 1.81)

Table 16 (a): Multiple Regression for Mother's Authoritative Parenting Style and Male Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Mother's Authoritative Style	Male adolescents	-1.63	2.66	0.10

The above-drawn table shows the data for mother's authoritative parenting style towards male adolescents. The p value was found not significant at 0.05 level. The mean for Mother's Authoritative Parenting Style was 30.68 and the SD was 3.60. The mean for male adolescents' self-esteem was 27.16 and the SD was 2.95.

Table 16 (b): Multiple Regression for Mother's Authoritative Parenting Style and Female Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Mother's Authoritative Style	Female adolescents	0.09	0.09	0.92

The above-drawn table shows the data for mother's authoritative parenting style towards female adolescents. The p value was found not significant at 0.05 level. The mean for Mother's Authoritative Parenting Style was 29.20 and the SD was 3.67. The mean for female adolescents' self-esteem was 25.67 and the SD was 2.19.

Table 16 (c): Multiple Regression for Mother's Authoritative Parenting Style and Adolescents' Self-Esteem

Parenting Style	Age	T	F	Sig. Value
Mother's Authoritative Parenting Style	13	-2.29	5.26	0.04
	14	-0.37	0.13	0.71
	15	0.19	0.03	0.84
	16	0.58	0.34	0.56
	17	1.48	2.19	0.16
	18	0.16	0.02	0.86
	19	-1.70	2.91	0.11

The above-drawn table shows the data for mother's authoritative parenting style towards 13 to 19-year-old adolescents. The p value for 13 was found significant at 0.05 level. The Mean and the SD for the age groups were as follows:

Age 13 (Mother's Authoritative Parenting Style Mean = 30.31, SD = 3.44; 13-year-old's Mean = 26.38, SD = 3.12)

Age 14 (Mother's Authoritative Parenting Style Mean = 31.38, SD = 3.68; 14-year-old's Mean = 26.38, SD = 2.96)

Age 15 (Mother's Authoritative Parenting Style Mean = 28.26, SD = 3.69; 15-year-old's Mean = 27.21, SD = 2.22)

Age 16 (Mother's Authoritative Parenting Style Mean = 29.88, SD = 4.48; 16-year-old's Mean = 27.06, SD = 2.51)

Age 17 (Mother's Authoritative Parenting Style Mean = 29.31, SD = 3.52; 17-year-old's Mean = 25.62, SD = 2.87)

Age 18 (Mother's Authoritative Parenting Style Mean = 30.44, SD = 3.18; 18-year-old's Mean = 26.33, SD = 2.78)

Age 19 (Mother's Authoritative Parenting Style Mean = 29.71, SD = 3.47; 19-year-old's Mean = 24.93, SD = 1.81)

Table 17 (a): Multiple Regression for Mother's Authoritarian Parenting Style and Male Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Mother's Authoritative Style	Male adolescents	-0.39	0.15	0.69

The above-drawn table shows the data for mothers' authoritarian parenting style towards male adolescents. The *p-value* was found not significant at 0.05 level. The mean for Mother's Authoritarian Parenting Style was 29.22 and the SD was 4.72. The mean for male adolescents' self-esteem was 27.16 and the SD was 2.95.

Table 17 (b): Multiple Regression for Mother's Authoritarian Parenting Style and Female Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Mother's Authoritarian Style	Female adolescents	-0.50	0.25	0.61

The above-drawn table shows the data for mother's authoritarian parenting style towards female adolescents. The *p* value was found not significant at 0.05 level. The mean for Mother's Authoritarian Parenting Style was 30.90 and the SD was 4.76. The mean for female adolescents' self-esteem was 25.67 and the SD was 2.19.

Table 17 (c): Multiple Regression for Mother's Authoritarian Parenting Style and Adolescents' Self-Esteem

Parenting Style	Age	T	F	Sig. Value
Mother's Authoritarian Parenting Style	13	0.05	0.03	0.95
	14	0.39	0.15	0.70
	15	0.65	0.43	0.52
	16	-1.92	3.69	0.04
	17	-0.61	0.37	0.55
	18	-2.01	4.05	0.05
	19	0.49	0.24	0.63

The above-drawn table shows the data for mother's authoritarian parenting style towards 13 to 19-year-old adolescents. The p value were found not significant at 0.05 level. The Mean and the SD for the age groups were as follows:

Age 13 (Mother's Authoritarian Parenting Style Mean = 31.00, SD = 4.76; 13-year-old's Mean = 26.38, SD = 3.12)

Age 14 (Mother's Authoritarian Parenting Style Mean = 32.88, SD = 5.32; 14-year-old's Mean = 26.38, SD = 2.96)

Age 15 (Mother's Authoritarian Parenting Style Mean = 28.84, SD = 3.27; 15-year-old's Mean = 27.21, SD = 2.22)

Age 16 (Mother's Authoritarian Parenting Style Mean = 30.76, SD = 5.58; 16-year-old's Mean = 27.06, SD = 2.51)

Age 17 (Mother's Authoritarian Parenting Style Mean = 28.69, SD = 5.05; 17-year-old's Mean = 25.62, SD = 2.87)

Age 18 (Mother's Authoritarian Parenting Style Mean = 29.56, SD = 4.61; 18-year-old's Mean = 26.33, SD = 2.78)

Age 19 (Mother's Authoritarian Parenting Style Mean = 29.29, SD = 4.26; 19-year-old's Mean = 24.93, SD = 1.81)

Table 18 (a): Multiple Regression for Mother's Permissive Parenting Style and Male Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Mother's Permissive Style	Male adolescents	-0.58	0.34	0.56

The above-drawn table shows the data for mother's permissive parenting style towards male adolescents. The p value was found not significant at 0.05 level. The mean for Mother's Permissive Parenting Style was 29.18 and the SD was 5.06. The mean for male adolescents' self-esteem was 27.16 and the SD was 2.95.

Table 18 (b): Multiple Regression for Mother's Permissive Parenting Style and Female Adolescents' Self-Esteem

Parenting Style	Gender	T	F	Sig. value
Mother's Permissive Style	Female adolescents	0.49	0.24	0.62

The above-drawn table shows the data for mother's permissive parenting style towards female adolescents. The p value was found not significant at 0.05 level. The mean for Mother's Permissive Parenting Style was 29.82 and the SD was 4.94. The mean for female adolescents' self-esteem was 25.67 and the SD was 2.19.

Table 18 (c): Multiple Regression for Mother's Permissive Parenting Style and Adolescents' Self-Esteem

Parenting Style	Age	T	F	Sig. Value
Mother's Permissive Parenting Style	13	0.22	0.05	0.82
	14	-0.21	0.04	0.83
	15	-0.12	0.01	0.90
	16	-0.66	0.44	0.51
	17	-1.01	1.02	0.33
	18	-1.06	1.13	0.30
	19	1.00	1.00	0.33

The above-drawn table shows the data for mother's permissive parenting style towards 13 to 19-year-old adolescents. The p value was found not significant at 0.05 level. The Mean and the SD for the age groups were as follows:

Age 13 (Mother's Permissive Parenting Style Mean = 30.08, SD = 5.34; 13-year-old's Mean = 26.38, SD = 3.12)

Age 14 (Mother's Permissive Parenting Style Mean = 37.63, SD = 5.81; 14-year-old's Mean = 26.38, SD = 2.96)

Age 15 (Mother's Permissive Parenting Style Mean = 31.53, SD = 4.33; 15-year-old's Mean = 27.21, SD = 2.22)

Age 16 (Mother's Permissive Parenting Style Mean = 30.35, SD = 5.49; 16-year-old's Mean = 27.06, SD = 2.51)

Age 17 (Mother's Permissive Parenting Style Mean = 27.77, SD = 3.39; 17-year-old's Mean = 25.62, SD = 2.87)

Age 18 (Mother's Permissive Parenting Style Mean = 29.44, SD = 5.14; 18-year-old's Mean = 26.33, SD = 2.78)

Age 19 (Mother's Permissive Parenting Style Mean = 29.21, SD = 4.45; 19-year-old's Mean = 24.93, SD = 1.81).

IV. CONCLUSION

After approval of the research proposal, an informed consent form was completed and given to participants prior to the initiation of the study. The study could only be conducted with informed consent from participants. Each participant was informed that their information would not be shared with anyone and that they could pull out from the research at any time if they felt uneasy. Signing a confidentiality consent form was required. The pilot study's data were analyzed with the help of SPSS version 26. A debriefing of the research was conducted with people ranging in age from 13 to 19 years.

Before the start of the study, a consent letter was drafted and distributed to the participants following approval of the research proposal. The research could only involve those who had given their consent. Additionally, it was made distinct to each participant that their contribution in the study is entirely intentional, that they are free to pull out at any time if they feel uneasy, and that no personal information will be shared with anyone. Version 26 of SPSS was used to evaluate the data.

The participants each received two standard questionnaires. The first survey, Parental Authority, examined three parenting styles: authoritarian, authoritative, and permissive in both the mother's and father's domains. The questionnaire was given by John Buri. Post that, the Rosenberg Self-Esteem Scale was shared to study the self-esteem in males & females in the study. The study would require 100 participants as its sample size. After all the data has been coded and calculated, the results will then be compared to the hypotheses to measure whether to accept or reject the null hypotheses. The participants were also provided with an email address if at any point they want to contact the researcher about the study. After all the participants had filled out the questionnaire, it was scored and recorded with no mention of their personal identities anywhere.

The statistical analyses used was Multiple Regression. They were done using SPSS version 26. Several descriptive statistics and frequency tables were also made use of.

The summary of the research includes that there were more of females in the study than males. The total number of participants were 110. The data was collected majorly from the urban sections of Delhi & NCR. It was concluded that male participants had a higher sense of self-esteem than females. Moreover, fathers who were perceived to be authoritative, the male adolescents had a higher sense of self-esteem than females. But, at the same time, with mothers being perceived as authoritative, both males and females had a lower sense of self-esteem. Only, the start of teens, i.e., 13-year-olds had an inclination towards a higher sense of self-esteem. The parents who were perceived to be authoritarian, both males and females had a lower sense of self-esteem. The fathers who had a permissive style of parenting, the male adolescents had a much better sense of self-esteem than females. Males showed a higher sense of self-esteem whereas females showed a moderate sense of self-esteem. For mothers who were perceived as having a permissive style of parenting, both the males and females had a lower sense of self-esteem.

While testing the hypotheses, it was found that one out of the three was accepted. In hypothesis 1, the null hypothesis was accepted and the alternative was rejected, which stated that authoritarian style of parenting had a poor sense of self-esteem. In hypothesis 2, the alternative hypothesis was accepted and the null was rejected, which stated that authoritative style of parenting had a higher sense of self-esteem. In hypothesis 3, the null hypothesis was accepted and the alternative was rejected, which stated that permissive style of parenting had moderate to higher sense of self-esteem.

Implications

This study's findings may notify interposition approaches aimed at lowering the prevalence of highly perilous behaviour among adolescents and unfortunate psychological well-being that may be caused by low self-esteem.

Through well-being instruction and statistics, all revelries could hypothesize self-esteem, the significance of strong self-esteem, the hazards of low self-esteem, and the significance of decent parenting.

Taking into account the unique characteristics of the study population, the cultural context and the adolescent's age, gender, and other characteristics should all be taken into consideration when designing programs.

Because it demonstrates that authoritative parenting is associated with constructive progressive results, this study makes a significant involvement to the ground of parenting studies in some parts of India but cannot be generalized to the entire country.

Limitations

The study was set only in one region of the state. It may not have included participants from different regions. Thus, the data cannot be used to test out casual hypotheses.

The study was not longitudinal. It could not study the cross-section for either the growth or decline of self-esteem in males and females.

The study had a very less sample size. Thus, none of the results can be generalized to other parts of India.

Despite a few creators in nurturing research having found comparable outcomes when guardians completed the actual evaluation (Aunola et al.), the way that the youngsters revealed their folks' way of behaving may have affected the outcomes. 2000; Kim, 2001).

In addition, the adolescents' self-reports of how they perceive their parents' parenting styles were the only data used in this study. As a result, memory biases may have an impact on the current conclusion regarding the recall of adolescents.

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