



RELATIONSHIP BETWEEN PARENTING STYLE, SELF-ESTEEM, AND ACADEMIC MOTIVATION AMONG THE TEENAGERS

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ABSTRACT

This research paper investigates the relationship between parenting styles and two crucial psychological factors affecting the development of adolescents: self-esteem and academic motivation. A sample of 150 adolescents aged between 13 and 19 years participated in this study. The study employed three standardized psychometric tools to measure parenting styles, self-esteem, and academic motivation: the Parental Authority Questionnaire, Rosenberg's Self-Esteem Scale, and the Academic Motivation Scale.

The findings revealed significant associations between parenting styles and adolescents self-esteem and academic motivation. Specifically, authoritative parenting demonstrated a positive correlation with higher levels of self-esteem and intrinsic academic motivation, while authoritarian and permissive parenting styles showed negative correlations. Adolescents raised in authoritative households showed to have greater self-esteem and intrinsic motivation to excel academically, attributed to the balance of warmth and structure provided by authoritative parents. Conversely, authoritarian parenting, characterized by high control and low warmth, was associated with lower self-esteem and motivation, potentially due to restricted autonomy and harsh disciplinary practices. Similarly, permissive parenting, marked by low control and high warmth, exhibited negative effects on adolescents self-esteem and academic motivation, possibly stemming from the lack of clear boundaries and expectations.

These findings underscore the critical role of parenting style in shaping adolescents psychological well-being and academic outcomes. Understanding the influence of parenting practices on self-esteem and academic motivation is vital for designing effective interventions and support systems aimed at promoting positive youth development. Future research should explore additional contextual factors and longitudinal effects to further understand the complex interplay between parenting, self-esteem, and academic motivation among adolescents.

INTRODUCTION

In the intricate tapestry of adolescent development, the roles of parenting authority, self-esteem, and motivation intertwine to shape the trajectory of teenagers' lives. Understanding the dynamics between these factors is crucial for comprehending the intricacies of adolescent behavior and psychological well-being. This research aims to delve into the relationship between parenting authority, self-esteem, and motivation among teenagers, offering insights into how these elements interact and influence each other.

This research endeavors to explore the intricate relationships between parenting authority, self-esteem, and motivation among teenagers, utilizing a multidimensional approach to unravel the complexities of adolescent development. By elucidating the interplay between these factors, this study aims to provide valuable insights for parents, educators, and mental health professionals seeking to promote positive outcomes in adolescents' lives.

METHODOLOGY

Aim:

- The study aims to find the effects of parenting style and how it effects the self esteem and academic motivation among the teenagers.

Objective

- To find out the positive and negative parenting style by examining the perspective of the teenagers.
- To get an insight about the degree of influence the parenting style has on the academic wellbeing of the teenagers.
- To examine the relationship of parenting style on self-esteem.
- To examine the relationship of parenting style on academic motivation.

Hypotheses

- There will be a positive correlation between parenting style and the self esteem of the teenagers.
- Authoritative and neglectful parenting style is associated with lowers self esteem and low academic motivation.
- Supportive parenting style is positively associated with greater acceptance high self esteem and high academic motivation among the teenagers.

Variables

This research consists of 3 variables.

1. Independent variable (parenting style)
2. Dependent variable (self-esteem and academic motivation)

Sample

Target population

- Teenagers aged 13-19yrs

Population size

- 150-200 teenagers

Sampling methods

- Purposive sampling: is a non-probability sampling technique. This is a technique in which units are selected because they have characteristics that you need in your sample or in other words selecting participants who have certain characteristics that are of interest in one's study, this sampling technique is commonly used in qualitative research.
- Cross-sectional sampling design: is a research method that will be used while collecting the data. Here data is collected at a point in time from the population or sample of interest.

Inclusion Criteria

1. Teenagers aged 13-19 years.
2. Individual who are educated and can read and comprehend the questionnaires, and are willing participate in the quantitative assessment

Exclusion Criteria

1. Individual with severe mental health condition.
2. Those with cognitive impairment affecting there ability to provide informed consent.

Description of the Tools

The assessment tools were merged in one questionnaire without reflecting the name, participants did not know the measures of the questionnaire, as to decrease the skewness of the results. Three questionnaires were used for the assessment namely, PAQ for parenting style, RSES for self-esteem and AMS to see the academic motivation.

PAQ : Parental authority questionnaire was developed by Baumrind's (1971) and measures the permissive, authoritarian, and authoritative parental authority. The questionnaire consists of 30 items, and scored in 5 point scale. This scale is used to find out the different parenting styles of adolescents.

RSES: Rosenberg self-esteem scale was developed by Morris Rosenberg (1979), and consists of 10 items. It is score from strongly agree to strongly disagree basis.

AMS : Academic motivation developed by Robert J Vallerand (1992) is a scale that consists of 28 items that is marked on a seven point Likert scale. The scale showed a very high level of internal and external consistency in various researches and is used to measure the academic motivation of adolescents.

ANALYSIS OF DATA

4.1 Table Showing Mean, Median, and Mode

	PARENTIN G STYLE	SELF- ESTEEM	ACADEMIC MOTIVATIO N
N Valid	150	150	98
Mean	42.96	19.05	36.70
Median	43.00	18.00	34.00
Mode	45	17	32

4.4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PARENTING STYLE	150	30	50	42.96	4.088
SELF-ESTEEM	150	13	26	19.05	3.429
ACADEMIC MOTIVATION	150	30	49	36.70	6.331

4.5 ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
SELF-ESTEEM	Between Groups	956.455	14	68.318	11.599	.05
	Within Groups	795.118	135	5.890		
	Total	1751.573	149			
ACADEMIC MOTIVATION	Between Groups	2618.754	13	201.443	13.327	.05
	Within Groups	1269.665	84	15.115		
	Total	3888.418	97			

Table showing the Analysis of Variance

DISCUSSION

The current research topic relationship between parenting style, self-esteem, and academic motivation among adolescents, reflects whether there is an effect of different parenting styles among adolescents or not.

The provided table 4.1 displays the mean, median, and mode for three variables: parenting style, self-esteem, and academic motivation.

1. Parenting Style:

- Mean: The average parenting style score across all observations is approximately 42.96.
- Median: The middle value of the parenting style scores is 43.00.
- Mode: The most frequently occurring parenting style score is 45.

2. Self-Esteem:

- Mean: The average self-esteem score across all observations is approximately 19.05.
- Median: The middle value of the self-esteem scores is 18.00.
- Mode: The most frequently occurring self-esteem score is 17.

3. Academic Motivation:

- Mean: The average academic motivation score across all observations is approximately 36.70.
- Median: The middle value of the academic motivation scores is 34.00.
- Mode: The most frequently occurring academic motivation score is 32.

For parenting style, the mean and median are relatively close, suggesting a symmetric distribution with a slight skewness towards higher values. The mode being 45 indicates that this score occurs most frequently.

Self-esteem shows a similar pattern, with the mean and median being close. The mode of 17 suggests that this score is most common among respondents.

Academic motivation also exhibits a similar trend, with the mean and median being relatively close. The mode of 32 indicates that this score occurs most frequently among respondents.

In summary, these measures provide a summary of the central tendency and distribution characteristics of the scores for each variable, offering insights into the typical values and the most common responses in the dataset.

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