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The Effect of Authoritative Parenting on Self-Esteem among Undergraduate Students: A Quantitative Study

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Abstract

Authoritative Parenting and Self-Esteem Among Undergraduate Students: A Binary Logistic Regression Analysis It adopted a quantitative research design that made use of two main instruments namely, the Parenting Styles and Dimensions Questionnaire (PSDQ) and the Rosenberg Self-Esteem Scale (RSES). The population of the study is 250 Abdul Wali Khan University Mardan (AWKUM) students. Results showed a medium positive relationship ($r = .664, p < .01$) between authoritative parenting and self-esteem, suggesting that students who experience their parents as authoritative are more likely to have higher levels. These findings highlight the importance of authoritative parenting in promoting positive psychological outcomes, providing essential insights for educators, counselors, and policymakers.

Keywords: Authoritative Parenting, Self-Esteem, PSDQ (Parenting Styles and Dimensions Questionnaire), RSES (Rosenberg Self-Esteem Scale), Positive Psychological Outcomes



Introduction

Throughout their growing years, the parenting styles which children and young adults are exposed to, highly impact their psychological growth. One of the most influential theories of parenting was proposed by Diana Baumrind (1966), who outlined three primary parenting styles: authoritarian, permissive, and authoritative. When it comes to raising kids one parenting style stand out the most: authoritative parenting. This approach is all about finding a balance between setting clear boundaries and being supportive. By doing so parents can help their kids develop a strong sense of self worth achieve academic success and build social skills that will serve them well throughout your lives (Baumrind,1966; Maccoby & Martin, 1983). Authoritative parents are like guides providing their kids with the direction in guidance they need while also being responsive to the unique needs and feelings. This approach helps kids develop the self confidence and emotional resilience they need to thrive in life by being both firm and loving parents can set their kids up for success in help them become happy well adjusted and capable individuals (Baumrind, 1991; Steinberg, 2001). Decade of research have consistently shown that the authoritative preventing style is the key to unlock in positive outcomes for the kids

Raising kids in an authoritative household can have a profoundly positive impact on their lives research has shown that children from these household tends to grow up with higher self esteem Excel academically and developed strong social skills (Weitens et al. 2008; Robinson et al. 1995). But that's not all the benefits of authoritative parenting extend farr beyond childhood as kids enter adolescence and young adulthood this pending style continues to support them in navigating life's challenges from academics to personal growth(Pinquant, 2015). Understanding the power of authoritative parenting is crucial for helping children and young adults developed a strong sense of psychological well being by embracing this approach parents can set their kids up for success and help them thrive in all areas of life.

Self esteem our over all sense of self worth is a vital part of a psychological well being it influences how we cope with challenges form relationships and maintain our mental health adolescence and early adulthood are critical periods for developing self esteem as we navigate identity formation academic pressures social relationship and emotional ups and downs(Steinberg et al. 1994). While research has explore the link between parenting styles and self esteem one area remain under studied the impact of authoritative parenting on self esteem in young adulthood particularly among University students this study fills this gap by investigating how authoritative parenting affects self esteem and undergraduate students at Abdul Wali Khan University Mardan (AWKUM).

Specifically the study examines the relationship between students perceptions of their parents authoritative parenting style and their reported levels of self esteem according to Baumrind's 1991 ground breaking work at authoritative parenting characterized by warmth clear expectation and high responsiveness posters positive self esteem in adolescents and young adulthood research has consistently shown that students who perceive their parents as authoritative tends to have higher self esteem then those who experience a authoritarian, permissive, or neglectful parenting (Robinson, Mandleco, Olsen l, & Hart, 1995)

Research Questions



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1. How does authority parenting impact the self esteem of undergraduate students at Abdul Wali Khan University Mardan (AWKUM).
2. Do students have perceive their parents as authoritative have higher self esteem compared to those who experienced other parenting style

Objectives

1. To investigate the link between authority parenting and self esteem among AWKUM undergraduate students.
2. To explore how self esteem levels vary among students who perceive their parents as authoritative authoritarian and permissive or neglectful

Significance of the Study

Parent-child relationships are the backbone of a family's dynamics that's why it is essential for both society and undergraduate student to understand the different parenting styles that shape these relationships(Curties & Newman, 2004). This study aims to raise awareness about the importance of authoritative parenting and its impact on children's lives

By exploring how authoritative parenting effects self esteem in undergraduate we can gain valuable insights that inform developmental psychology and education. This research supports initiative that promote authoritative parenting and helps students understand the benefits of this approach. As students become more aware of authority parenting they may become more interested in learning how this style can positively impact their own lives and relationships

Literature Review

Parenting Styles and Their Impact

Parenting styles play a significant role in shaping child development Baumrind's 1967 pioneering work lead the ground work for research into parenting's impact on children (Steinberg et al 1992) identified for keep printing styles authoritative authoritarian permissive and neglectful. Among these authoritative parenting consistently yields positive outcomes including high self esteem emotional regulation academic success and social competence (Hart & Risely, 1996; Maccoby & Martin, 1983). Authoritative parents strike a balance between warmth and structure setting clear expectations while being responsive to their children's emotional needs(Dornbusch et al.1987; Gray & Steinberg, 1999).

This approach fosters autonomy self control and the sense of competence crucial for developing high self esteem (Amato, 1994; Baumrind, 1991). Research consistently shows that children raised by authoritative parents tends to have higher self esteem and better psychological adjustment(Weitens et al. 2008). Across cultures authority parenting is positively linked to self esteem particularly among adolescents (Chen et al., 2000). This parenting style promotes a secure attachment contributing to positive self worth (Shulman et al.,2001).

In contrast to authoritative parenting, authoritarian parenting is marked by strict control and a lack of emotional worth parents with this style demand obedience and often used punishment to enforce rules as a result there children may struggle with low self esteem valued and supported (Baumrind, 1991). Research on that authoritarian parenting can lead to lower self esteem higher anxiety and increased depression (Lamborn et al., 1991). Permissive parenting on the other hand is characterized by high emotional worth but low control while this



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approach create a nurturing environment the lack of structure and guidance can hinder children's development of responsibility and self discipline ultimately affecting their self esteem (Baumrind, 1991; Maccoby & Martin 1983). Neglectful parenting marked by low warmth and low control can have severe consequences neglectful parents or uninvolved failing to provide necessary support in guidance their children often struggle with low self esteem difficulty forming healthy relationships and emotional regulation challenges(Baumrind, 1991). Research consistently highlights authoritative parenting is the most effective approach for promoting healthy psychological development including high self esteem by combining emotional warmth support and high expectations authoritative parents provide the foundation for positive self worth(Baumrind, 1991; Lamborn et al 1991).

The Role of Self-Esteem in Psychological Well-being

Self esteem is the foundation of our psychological well being reflecting how we value ourselves as individuals. It's shaped by various internal and external factors(Gilovich et al., 2006). Having high self esteem brings numerous benefits including greater life satisfaction emotional resilience and effective coping strategies(Winch, 1965). On the other hand low self esteem can lead to negative outcomes like depression anxiety and poor social functioning(Orth et al., 2012).

During adolescence and early adulthood self esteem is particularly vulnerable as individual form their identities and navigate new challenges. Parenting plays a vital role in shaping self esteem during this critical period. Research shows that adolescence and young adults who feel a supported by their parents tends to have higher self esteem(Baumrind, 1991; Moffit et al., 2006). Self esteem has a profound impact on various aspects of life including academic achievement studies have found that individuals with highest self esteem perform better academically as they are more confident and resilient in the face of challenges (Moffit et al., 2006). Moreover high self esteem fosters healthier interpersonal relationships as individual with positive self worth engage in more satisfying social interactions (Sowislo & Orth, 2013). Understanding the factors that influence self esteem is crucial for promoting psychological well being and academic success. Authoritative parenting characterized by warmth support and reasonable expectations has been identified as a key factor in promoting healthy self esteem in young adults (Baumrind, 1991; Moffit et al., 2006)

Authoritative Parenting and Self-Esteem in Undergraduate Students

Research has shown that parenting styles significantly impact children's self esteem. For instance children who feel monitored by their mothers experience fluctuations in self esteem (McArdle, 2009). In contrast youths who receive acceptance and involvement from their father tends to have higher self esteem. Parental acceptance is crucial for child welfare while and unsupportive parents or conditional warmth can lead to perfectionism low self worth depression and suicidal thoughts (McArdle, 2009). Harter (1998) emphasizes that self worth develops from a young age highlighting the significance of parenting in shaping self esteem.

Studies have consistently shown that authoritative parenting characterized by acceptance support and clear boundaries positively impacts self esteem (Weitens et al., 2008). Research in western countries has linked authoritative parenting to



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enhanced adaptive functioning self esteem and psychological maturity (Ang & Goh, 2006; Cardinali & D'Allura, 2001; Chan & Koo, 2010). In fact studies have ranked authoritative parenting as the most effective style in promoting self esteem followed by authoritarian permissive and neglectful parenting styles (Weitens & Dunn 2008).

Hypotheses

1. There is a significant positive correlation between authoritative parent in self esteem among AWKUM undergraduate students.
2. Students who perceive their parents as authoritative will report higher levels of self esteem compared to students who perceive their parents as authoritarian permissive or neglectful.

Methodology

This section outlines the research design participant selection instrument used and data analysis procedures employed in this study

Research Design

A quantitative research design was chosen to examine the relationship between authoritative parenting and self esteem in a large sample. Pearson's correlation analysis was used to access the strength and direction of this relationship (Field, 2013).

Sample Size

The study included a 250 undergraduate students from Abdul Ali Khan university Mardan Pakistan convenience sampling was used due to time and resource constraint. The sample represented various academic discipline in head a balance gender distribution (Etikan et al., 2016).

The participant's ages ranged from 18 to 24 with most being in their second or third year of University the general distribution was balance with male comprising 48% in female 52% mirroring typical University demographics (Babbie, 2020).

Measuring Instruments

Participants completed 3 questionnaires

1. **Demographics form:** gathered information on a gender and academic discipline
2. **Parental style in dimension questionnaire (PSDQ):** assist student perceptions of their parents parenting style focusing on month responsiveness and control.
3. **Rosenberg Self-Esteem Scale (RSES):** Measured global self-esteem through 10 items

Parenting Styles and Dimensions Questionnaire (PSDQ)

The PSDQ, developed by Robinson Mandelco, Olsen and Hart (1995), assesses is various parenting dimensions. For this study the authoritative subscale measured students perception of their parents parenting style focusing on warmth responsiveness and control the PSDQ has consistently shown high reliability and validity across cultures (Robinson et al., 1995)



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Rosenberg Self-Esteem Scale (RSES)

The RSES, developed by Morris Rosenberg 1965, measures global self-esteem. Participants rated their agreement with statements like “I am satisfied with myself” and “I have good qualities” highest scores indicate higher self-esteem the RSES has excellent reliability and validity in adolescent and adult population (Rosenberg, 1965; Schmitt & Allik, 2005).

Data Analysis

Pearson’s correlation coefficient analyzed the relationship between authoritative parenting and self-esteem (Field, 2013). SPSS version 26 was used for descriptive statistics including means, standard deviation, and reliability coefficients (Cronbach’s alpha), assessed the internal consistency of the APS and RSES (Cohen et al., 2018).

Results and Analysis

Descriptive Statistics

Table 2 presents the descriptive statistics for authoritative parenting style APS and self-esteem RSES. The results show relatively high mean scores for both scales, indicating that participants generally view their parents as authoritative and report high levels of self-esteem. The moderate standard deviation suggests more variability in responses.

Table 2: Descriptive Statistics and Reliability Measures of the Two Different Scales.

Scales	M	SD	Range	Cronbach’s α
APS	3.6200	.78848	4.00	.868
RSES	3.5960	.82748	4.00	.860

Note: N=Number of Participants=250; M = Mean; S. D= Standard Deviation; k= Number of items; α =Cronbach’s Alpha

The mean scores for both authoritative parenting style APS and self-esteem RSES scale were relatively high, indicating that participants generally view their parents as authoritative and reported high self-esteem. Moderate standard deviations suggested variability in responses but without extreme differences. Notably, both APS ($\alpha = 0.868$) and RSES ($\alpha = 0.860$) Cronbach’s alpha values exceed the 0.70 threshold, demonstrating high internal consistency and reliability for measuring authoritative parenting and self-esteem constructs.

Correlation Analysis

Pearson’s correlation analysis examined the relationship between authoritative parenting APS and self-esteem RSES. Table 3 summarizes the results.

Table 3: Pearson Correlation Coefficients Between APS, and RSES

	APS	RSES
APS	1	.664**



	Sig. (2-tailed)		.000
	N	250	250
	Sig. (2-tailed)	.000	.000
	N	250	250
RSES	Pearson Correlation	.664**	1
	Sig. (2-tailed)	.000	
	N	250	250

The Pearson’s correlation coefficient ($r=0.664$) is statistically significant at the 0.01 level ($p<0.01$), indicating a moderate to strong positive relationship between authoritative parenting and self esteem. This has supported the hypothesis of this research paper.

Comparison of Self-Esteem Based on Perception of Parenting Style

ANOVA examine the difference in self esteem scores based on perceived parenting style table 4 summarize the results

Table 4: ANOVA Results for Self-Esteem Based on Perceived Parenting Style

Parenting Style	N	M	SD	F	P Value
Authoritative	120	3.74	0.81	6.85	0.000**
Authoritarian	60	3.42	0.78		
Permissive	50	3.30	0.75		
Neglectful	20	3.12	0.68		

Note: $p < 0.01$ ** (significant).

The ANOVA results indicate a significant difference in self esteem scored based on received parenting style ($F(3,246) = 6.85, p<0.01$). Post-hoc pairwise comparisons revealed that students who perceived their parents as authoritative reported significantly higher levels of self esteem than those who received their parents as authoritarian, permissive, or neglectful.

Discussion

Result Explanation

Our study confirms the second hypothesis, stating that self-esteem levels Vary across parenting styles. Students who viewed their parents as authoritative had significantly higher self-esteem ($M= 3.74$) Compared to those who perceived their parents as authoritarian ($M= 3.42$), permissive ($M= 3.30$), or neglectful ($M= 3.12$). This suggests that authoritative parenting is linked to higher self-esteem, while other styles are associated with lower self-esteem.

Our findings support Baumrind, (1991) idea that authoritative parenting fosters a positive and confident sense of self and young people. This style combines warmth, responsiveness, clear boundaries, and expectations, providing children with security and support for healthy self-esteem development.

In contrast, authoritarian parenting (high control, low warmth) can negatively impact self- esteem, as children may feel overly controlled and unsupported,



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Leading to lower self-esteem and negative self-perceptions (Maccoby & Martin, 1983). Permissive and neglectful parenting styles also hinder self-esteem development. Permissive parents provide warmth but lack clear boundaries, while neglectful parents offer neither warmth nor guidance, resulting in lower self-esteem scores.

The positive correlation between authoritative parenting and self-esteem in this study aligns with existing research highlighting the crucial role of parental styles in shaping young adult's psychological development (Baumrind, 1991; Weiten, Dunn, & Hupner, 2008). This convergence reinforces the notion that authoritative parenting promotes positive psychological outcomes including self-esteem during this critical life stage. Notably, this study extends the existing literature by demonstrating the authoritative parenting's positive impact on self-esteem persists into young adulthood beyond childhood and adolescence. This finding is crucial as young adulthood is a pivotal period for self-concept formation and psychological resilience development under the enduring influence of authoritative parenting on psychological well-being.

The studies finding is strengthened by the high reliability of the measurement tools with Cronbach's alpha values of 0.868 for the authoritative parenting scale APS and 0.860 for the Rosenberg self-esteem scale RSES. This confirms that both the parenting style and dimensions questionnaire PSDQ and the RSES are psychometrically sound for assessing parenting styles and self-esteem (Tavakol & Dennick, 2011). By adopting authoritative parenting practices, we can profoundly impact students' self-esteem and mental health. Research shows that self-esteem strongly predicts achievement and well-being (Schmitt & Allick, 2005), highlighting the importance of fostering healthy self-esteem. Our findings suggest that educators, mental health professionals, and policy makers can promote authoritative parenting to help prevent issues like low self-esteem, poor academic performance, and mental health struggles by supporting parents in adopting this parenting style. We can create a positive impact benefiting students and society.

Practical Implications

To foster healthy self-esteem in children, our study recommends incorporating authoritative parenting techniques into educational programs and workshops. Policy makers should implement family-centered policies providing resources and support for parents to develop skills. A collaborative approach can create a society valuing the well-being of both parents and children.

Limitations in future research suggestion

While our study's findings are significant, limitations include a relatively small sample size and convenience sampling from a single university. Future studies recruiting divorce samples from multiple institutions to increase external validity. Longitudinal studies can uncover the lasting effect of authoritative parenting on self-esteem. Experimental or longitudinal designs can establish causality and exploring factors like peer relationships and academic achievements can provide our understanding.

Conclusion

Our study confirms the positive link between authoritative parenting and self-esteem in undergraduate students. Students who perceive their parents as warm



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supportive and guidance oriented tend to have higher self esteem essential for good mental health and academic success the findings emphasize the important of encouraging authoritative parenting practices which can have a lasting positive impact on self esteem and overall well being. By adopting parenting strategies parents can help their children developed a strong sense of self worth. Promoting authoritative parenting is crucial for boosting self esteem and promoting positive psychological outcomes. Future research should explore the Dynamics between parenting styles and self esteem in divorce cultural context. By broadening our understanding we can develop targeted interventions catering to diverse populations, fostering healthier and more resilient young adults.

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