



FORMAN CHRISTIAN COLLEGE

(A CHARTERED UNIVERSITY)

Relationship between Parenting Styles and Self-esteem in University Students

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Abstract

This research aims to understand the relationship between parenting styles and self-esteem among university students. Furthermore, it aims to identify which socio-demographic characteristics are associated with low self-esteem. Literature shows parenting styles are categorized into three main different types- flexible parenting, authoritarian parenting, and permissive parenting. Flexible parenting style is a way of parenthood that combines the setting of limits with warmth and sensitivity. Parents use positive reasoning and reinforcement to counsel children. They avoid settling on punishments and threats. This approach is mostly found in middle class, educated families, and is linked with better outcomes in children's behavior throughout the world. Children brought up by flexible parents are more likely to become independent, confident, well-behaved, socially accepted, and academically successful.

Authoritarian parents discourage verbal give-and-take, demand obedience and expect their orders to be obeyed without any questions asked. Such parents are also status-oriented, and do not allow their orders and rules to be challenged or questioned. Authoritarian parents' resort to controlling their children through the withdrawal of love, shaming, and other forms of punishment. When parents are harsh with children and attempt to control them, such children are more likely to develop behavioral problems later in the future. Permissive parenting style is described as low in demand and high in responsiveness. Characteristics of this approach are that parents exhibit less control, maturity, and there is a higher level of two-way communication between parents and children. Permissive parenting is associated with a high level of fulfilment and self-esteem of children as they feel involved in the relationship and decision-making process within the family.

Attachment theory has been used to understand how parenting styles through childhood and

adolescence can affect a young adult's self-esteem. A stable bond and attachment with parents from infancy has a positive influence on mental well-being throughout one's life. It is important to understand the role of parenting in self-esteem of university students, which is an indicator of their well-being and future quality of life. The study is quantitative in design and convenience sampling has been used to collect data from 128 students of public and private universities of Lahore. SPSS has been used to analyze data. Descriptive statistics have been used to present frequencies and percentages. Reliability tests have been used to check the reliability of the study scales. To identify the relationship between the study variables (Authoritarian Parenting, Flexible Parenting, Permissive Parenting, and Self-esteem), Pearson correlation and multiple linear regression has been used. Independent sample T-tests have been used to identify which socio-demographic characteristics are associated with low self-esteem. Pearson correlation and regression results confirm that permissive parenting and flexible parenting lead to high self-esteem, whereas authoritarian parenting leads to low self-esteem. In addition, the female gender, belonging to Christian faith, having fathers who work in unskilled jobs, and having 4 or more siblings, show association with low-self-esteem. This study implies need for parental-level literacy interventions to support self-esteem in the youth of Pakistan. Furthermore, there is need for family-level, community-level, and organization-level interventions for improving self-esteem in different youth groups, such as females, Christian minorities, those from low wealth backgrounds and large families.

Keywords: Parenting styles, self-esteem

Introduction

Parents are the major role models for children and play the biggest role in building their character, morals, faith, and personality. Along with this, during the development process of children, parents are the main source of inspiration (Salasiah Khairollah, 2011). Even if parents are less attached to their children, they cannot be excluded from the development process of their children. Many agree that parents should be active participants of the children's world. Role models are needed in children's lives to learn values and morals. Family life is the first school for children to learn from and develop their personalities. Parent's role to enhance children's potential can be observed through the effective parenting styles concept. Parenting style aims to shape the children's character, so their behavior is fitting to the needs of their families and the community (Hong et al., 2015).

Baumrind (1991) categorized parenting styles into three main different types- flexible parenting, authoritarian parenting, and permissive parenting. Flexible parenting style is a way of parenthood that combines the setting of limits with warmth and sensitivity. Parents use positive reasoning and reinforcement to counsel children. They avoid settling on punishments and threats. This approach is mostly found in middle class, educated families, and is linked with better outcomes in children's behavior throughout the world. Children brought up by flexible parents are more likely to become independent, confident, well-behaved, socially accepted, and academically successful. They are also less probable to report anxiety and depression, and to exhibit antisocial behavior like misconduct and drug use (Dewar, 2017). Research shows that having even one flexible parent can make a huge difference on the positive development and self-esteem of children (Fletcher et al 1999).

Authoritarian parents, according to Baumrind, discourage verbal give-and-take, demand obedience and expect their orders to be obeyed without any questions asked. Such parents are also status-oriented, and do not allow their orders and rules to be challenged or questioned. Authoritarian parents' resort to controlling their children through the withdrawal of love, shaming, and other forms of punishment. Such parents also do not explain the reasons for their rules and demands (Dewar, 2017). When parents are harsh with children and attempt to control them, such children are more likely to develop behavioral problems later in the future (Pinquart, 2017).

Permissive parenting style is described as low in demand and high in responsiveness. Characteristics of this approach are that parents exhibit less control, maturity, and there is a higher level of two-way communication between parents and children. Permissive parenting is associated with high level of fulfilment and self-esteem of children as they feel involved in the relationship and decision-making process within the family (Dewar, 2017). According to Baumrind (1971), the permissive approach adopts a loose style, through which parents do not exert pressure to control their children, make less demands of their children, and also encourage them to communicate their feelings. With permissive parenting there are no demands for maturity in a child's behavior but rather the encouragement of independent behavior.

The term self-esteem describes a person's subjective sense of personal value and self-worth. It can also be defined as the amount of your appreciation and likeness toward yourself, no matter the circumstances. A person's self-esteem constitutes many factors which are inclusive of: self-confidence, feeling of security, identity, sense of belonging, and feeling of competence. Self-esteem affects a person's relationships, emotional health, decision-making process, and well-being as a whole.

Significance of Study

The focus of this study is on the main approaches of parenting styles - flexible, authoritarian, and permissive - and how these parenting styles throughout childhood and adolescence can affect a young adult's self-esteem. Even though considerable research has previously been done in this area globally, additional research is needed from a local Pakistan perspective. This research also suggests recommendations for future parenting programs to prevent the development of poor self-esteem in youth.

Study Aims

This study aims to:

- Identify the relationship between self-esteem and parenting styles.
- Identify which parenting style can be the leading cause of low self-esteem among university students.
- Identify associations between gender of university students and low self-esteem

Literature Review

Parenting styles are categorized into three different types: authoritarian, flexible, and permissive. The flexible parenting style is marked by an appropriate level of expectations and intense levels of response. While flexible parents may have high aspirations, these parents also provide their children with the help and opportunities they need to succeed in their endeavors. The authoritarian parenting style is characterized by high expectations and demanding and minimal response on the part of the parent while parents have strict rules and discipline. The permissive parenting style is defined by minimal expectations and great attentiveness (Baumrind, 1991). Permissive parents are often highly caring, yet they give little limits and regulations to their children. These mothers do not demand their children to behave maturely, and they often seem much more like friends than they do as a parental role. Children raised by indulgent permissive parents sometimes suffer from self-regulation and identity since there are so few rules, obligations, and demands. (Baumrind, 2005).

According to Coopersmith (1967) Self-esteem is described as an overall appraisal of one's worth made toward self and people with high self-esteem are believed to be self-assured, content with themselves, tenacious, and capable of problem-solving capabilities. Various past literature has mentioned that parenting styles impact on child's self-esteem. For children, their parents serve as the most significant role models and reference sources (Kamaliah, 2005). Children learn about themselves because they get meaningful experiences via their interactions with their parents, which helps them prepare for the obstacles they will face later. Additionally, child's views and behaviors towards everyone else and the community are shaped through their interactions with their parents and relatives (Smith, 2007).

According to Gota (2012), students' self-esteem level is associated with parenting styles. Therefore, parents play a vital role in influencing student's self-esteem. According to research, the parenting methods of parents are related to the growth of student's self-confidence. In particular, Lee (2001) has shown that various parenting approaches are connected with varying levels of self-esteem in students. According to Lee's (2001) research children of flexible parents have greater level of self-esteem than children of authoritarian parents. Researchers Parker and Benson (2004) discovered that having strong supportive and monitoring parents (flexible and permissive parenting) is connected with having a strong sense of self-worth in youth. Kwan (2004) conducted research on 100 participants at a university in Malaysia and discovered that most student's parents use a flexible parenting style. A substantial significant link was found between authoritative style approaches and pupils' self-esteem, and it was linked to high level of self-esteem. The study also reveals that the more authoritarian a parent is, the worse their children's self-esteem is. Permissive parenthood has a good impact on self-esteem.

According to Cohen & Rice's (1997) research, parents who always listen and respond to their children during their early adolescents and infancy stage that children build a high level of self-esteem. The study on the relationship between parenting style and self-esteem by Wan Mohd Agil (2009) reveals that permissive and flexible parenting styles positively impact the self-esteem of youth. In contrast, the authoritarian parenting style harms the self-esteem of youth. In a study conducted by Garcia and Gracia (2009) to identify if the flexible parenting style is the best parenting style for children's development, the 1416 participants were taken from Spanish students. The result suggested that in Spain most favorable parenting style is flexible parenting style and has better outcome in youth's self-esteem than authoritarian parenting style.

A study by Martinez & Garcia (2008) conducted in Brazil on 1,198 participants found that parenting is associated with two self-esteem elements--academic and family--and with all the self-preeminence and guardianship values. Students with permissive parents showed the highest self-esteem scores while students with authoritarian parents showed the worst self-esteem results. In contrast, there was no difference between with permissive and flexible parents while prioritizing the self-preeminence and guardianship values. On the other hand, children of parents with authoritarian parenting style allocate the lowest priority to these values.

Hong et al. (2015) conducted research on 120 student participants at a Malaysian university and found that most parents utilize a flexible parenting style. A statistically significant relationship was found between parenting style approaches and students' self-esteem, and authoritarian parenting is only associated with poor self-esteem in children. The study also found that children who have flexible parents are associated with positive ways of behaving, have great social abilities, satisfactory academic performance and have high self-esteem. Further, more studies talk about permissive parenting styles; according to Hong et al. (2015), parents who take on a permissive parenting style are bound to positively affect the self-esteem of students, and at times, the impact is better compared to flexible parenting style.

A local study from Pakistan investigated the relationship between self-esteem and academic performance (Arshad et al., 2015). The study found that there was a significant relationship between self-esteem and academic performance, and that female students have high scores on academic performance as compared to male students. However, male students were found to have high scores on self-esteem as compared to female students. The results suggest that females in Pakistan may have lower self-esteem due to the culture of son preference within

families and also the more authoritarian parenting styles for females in a conservative country such as Pakistan, where females are given less freedom and autonomy.

Theoretical Framework

Attachment theory is based on children's survival and proper growth during youth (Bowlby, 1969). The theory argues that a stable bond from infancy positively influences mental well-being throughout one's life (Bowlby, 1969). Kaplan (1986) asserts that attachment theory has a biological basis and that learning experience and cognitive abilities also play a role in developing attachment theory. According to Cassidy (1988), when a child views their parent as accessible, sensitively attentive, and effectively welcoming, he or she develops an attachment bond and the belief that they must be intrinsically deserving of such care and thus that they have worth. Upon examination of psychological disorders and the use of attachment theory, Crittenden (1997) found that a child can develop disorders if the child is fearful or has felt danger from a parent. The study concluded that when children are not supported by parents, they can develop low self-esteem.

Methodology

Conceptual Definitions

Parenting styles

Baumrind (1991) categorized parenting styles into three main different types- flexible parenting, authoritarian parenting, and permissive parenting. Flexible parenting style is marked by an appropriate level of expectations and intense levels of response. While flexible parents may have high aspirations, these parents also provide their children with the help and opportunities they need to succeed in their endeavors. Authoritarian parenting is characterized by high expectations and minimal response on the part of the parent, with parents having strict rules and discipline. Permissive parenting style is defined by minimal expectations and great attentiveness. Permissive parents are often highly caring, yet they assign few limits and rules for their children. Such parents do not demand their children to behave maturely, and they often seem much more like friends than they do parents.

Self Esteem

Self-esteem is described as an overall appraisal of one's worth made toward self, according to Coopersmith (1967). People with high self-esteem are believed to be self-assured, content with themselves, tenacious, and capable of problem-solving capabilities. Conversely, people with low self-esteem have less confidence, fear of failure, and experience worry and doubt.

Ethics of Research

This study received ethics clearance from the Department Ethics Committee and the FCCU IRB. All necessary measures were taken in this study to ensure anonymity and protect the confidentiality of the participants. An informed consent form was given to the participants to sign before beginning. Correct information about the study, its goals, objectives, and the

participant's role in it were provided. All participants' data has been kept securely with the researcher. No emotional or physical harm to any of the participants was involved. There was no compulsion and participation were completely voluntary. The participants were free to leave the study at any time and they were not obliged to complete the survey once it started.

Research Design

This study used a cross-sectional quantitative research design. A survey-based questionnaire is used to collect data from respondents.

Operationalization

Parenting styles

The Parental Authority Questionnaire developed by Dr. John R Buri (1991), used to measure parenting styles. The scale is divided into three subscales authoritarian, flexible, and permissive parenting and has a 5-point Likert scale.

Self-Esteem

The Rosenberg Self-Esteem Scale used to measure self-esteem developed by Morris Rosenberg (1965). A 5-point Likert scale be used to measure responses.

Hypothesis

H1. Both permissive and flexible parenting styles lead to high self-esteem among youth (Sharma & Pandey, 2015).

H2. Authoritarian parenting style leads to low self-esteem among youth. (Sharma & Pandey, 2015).

H3. Male university students have higher self-esteem, compared to female students (Arshad et al., 2015).

Variables

Independent Variable: Parenting style is the independent variable for this study.

Dependent Variable: Self-esteem is the dependent variable for this study.

Control Variables: Year of study, gender, and age of participants

Selection Criterion & Sample Size

The sample selection criteria for this study are currently enrolled university students above the age of 18, undergraduate and postgraduate. Both males and females from both public and private institutes were included in the sample.

Sampling Method and data collection

This research used a convenience sampling method to collect data. Initially, a Google Survey was posted in the universities' WhatsApp Facebook groups but didn't get responses online and so data was collected in person. Faculty members and the dean of chosen universities were contacted for permission to distribute the questionnaire to the university. Two hundred surveys were printed, but only a final 128 were completed, as the response was low. Data was collected from four universities: (i) 50 from Punjab universities, from which the faculty member lost 25 surveys, and 22 students responded (ii) 50 from GC university, of which 29 students responded. (iii) 50 from Comsats, of which 35 students responded and (iv) 50 from FCCU, of which 42 responded. Attempts were made to approach students based on their department and faculty belonging. In this way students from the following faculties were sampled: Social Science, Science, Humanities

Instruments

The survey consisted of three sections. Section A, which includes 10 demographic questions. In section B, the PAQ (Parental Authority Questionnaire) scale used and has 30 questions that measures three parenting styles authoritarian, flexible, and permissive. Question numbers 4, 5, 8, 11, 15, 20, 22, 23, 27, 28, and 30 measures flexible parenting style; question numbers 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29 measures authoritarian parenting style; and question numbers 1, 6, 10, 13, 14, 17, 18, 19, 21 and 24 measures permissive parenting style. Section C includes questions from the Rosenberg Self-Esteem scale which has 10 questions. On questions 1, 3, 4, 7, and 10, "disagree" or "strongly disagree" replies indicate low self-esteem and responses are "agree" or "strongly agree" on questions 2, 5, 6, 8 and 9.

Data Analysis

SPSS is used for all statistical data analysis. Descriptive statistics, regression, and Person's correlation results are reported in order to describe the relationship between parenting styles and self-esteem. Independent sample T-tests have been used to identify which socio-demographic characteristics are associated with low self-esteem. Table 1 represents the reliability of both dependent (self-esteem) and independent (parenting styles) variables. The results showed that the value for both variables (authoritarian, flexible, permissive and self-esteem) is significant as its greater than the recommended value i.e., 0.7.

Table 1

<i>Reliability tests</i>		
Variables	N	Cronbach's Alpha
Authoritarian	10	0.859
Flexible	10	0.758
Permissive	10	0.707
Self-esteem	10	0.879

Results

Socio-demographic results

Table 2 presents the socio-demographic information that was asked from the participants (for example data related to: age, marital status, occupation and social class). According to the results majority of participants are male (53.9%) and between the ages of 20-25 (57.0%). The majority of the participants are from private universities (62.5%). Most of the participants are Punjabi (78.9%) and Muslim (94.5%). The majority were from the Social Sciences (56.3%). With regards data for family characteristics, majority of the university students have mothers who are housewives (79.7%), and a few have fathers who are engaged in unskilled work (22.7%). The majority have a household income below PKR 100,000 per month (53.9%). Nearly (75.0%) have less than 4 siblings; whereas 33.6% are the first child.

Table 2

Descriptive results of socio-demographic variables of study participants (N=128)

Variable	Frequency	Percentage
Gender		
Male	69	53.9
Female	59	46.1
Age		
18-20	33	25.8
20-25	73	57.0
25-30	22	17.2
Academic level		
Bachelors	104	81.2
Masters	24	18.8
University		
Private	80	62.5
Public	48	37.5
Ethnicity		
Punjabi	101	78.9
Sindhi	08	6.3
Balochi	04	3.1
Pakhtoon	10	7.8
Kashmiri	05	3.9
Religion		
Muslim	121	94.5
Christianity	07	5.5

Hindu	02	1.6
Father's occupation		
Own Business	50	39.1
Skilled Job	49	38.2
Unskilled Job	29	22.7
Mother's occupation		
Housewife	102	79.7
Own Business	03	2.3
Skilled	18	14.1
Unskilled	05	3.9
Monthly household income		
10,000-50,000	29	22.6
60,000-100,000	40	31.3
110,000-500,000	57	44.5
510,000-1,000,000	02	1.6
No of siblings		
None	03	2.3
1-3	96	75.0
4 or more	29	22.7
Order of birth		
First child	43	33.6
Middle child	42	32.8
Youngest child	43	33.6
Major/ Specialization		
Life Science	45	35.1
Social Science	72	56.3
Humanities	11	8.6

Table 3 presents the descriptive statistics for authoritarian parenting style. Majority of the respondents agree or strongly agree that: (i) Even if they didn't agree with their parents, they were compelled to conform to what parents believed was right (59.4%); (ii) Their parents expect them to do things immediately without asking any questions (58.6%); and (iii) Parents often tell them exactly what they want them to do and how they expect them to do it (54.7%).

Table 3*Descriptive statistics for authoritarian parenting style of university students (N=128)*

Authoritarian Parenting	Strongly Disagree/ Disagree (f/%)		Neutral (f/%)		Strongly Agree/ Agree (f/%)	
Even if I didn't agree with them, parents felt it was for child's good if they conformed to what parents believed was right	18	14.0	34	26.6	76	59.4
Expected by parents to do things immediately without asking any questions	29	22.6	24	18.8	75	58.6
Not allowed to question any decision they parents made	59	46.1	21	16.4	48	37.5
Parents have always felt that more force should be used in order to get children to behave the way they are supposed to	28	21.9	42	32.8	58	45.3
Parents felt that they should teach their children early who the boss is in the family	36	28.1	42	32.8	50	39.1
Parents would get very upset if I tried to disagree with them	36	28.1	29	22.6	63	49.3
Parents let me know what behavior they expected of me, and if I didn't meet those expectations, they punished me.	49	38.2	40	31.3	39	30.5
Parents have always felt that most problems in society would be solved if children are strictly and forcibly dealt with	50	39.1	43	33.6	35	27.3
Parents often told me exactly what they wanted me to do and how they expected me to do it.	27	21.1	31	24.2	70	54.7
My parents insisted that I conform to their expectations out of respect for their authority	39	30.4	33	25.8	56	43.8

Table 4 Presents the descriptive statistics for flexible parenting style. The majority of the respondents agree or strongly agree that: (i) Their parents consistently give them direction and guidance in rational and objective ways (66.4%); (ii) Their parents always willing to listen to their concerns (61.0%); (iii) They feel free to discuss family policy with their parents when they feel that these are unreasonable (57.8%) and they thought that their parents set their standards of behavior according to the needs of children (55.5%).

Table 4*Descriptive statistics for flexible parenting style of university students (N=128)*

Flexible Parenting	Strongly Disagree/ Disagree (f/%)		Neutral (f/%)		Strongly Agree/ Agree (f/%)	
My parents discussed the reasoning behind the family policy with the children in the family	47	36.7	35	27.3	46	36.0
My parents have always encouraged verbal give-and-take whenever children felt that family rules and restrictions were unreasonable	39	30.4	40	31.3	49	38.3
My parents directed the children in the through reasoning and discipline.	28	21.9	33	25.8	67	52.3
I felt free to discuss about family policy with my parents when I felt that they were unreasonable	30	23.4	24	18.8	74	57.8
My parents consistently gave us direction and guidance in rational and objective ways.	18	14.1	25	19.5	85	66.4
My parents took the children's opinions into consideration when making family decisions	34	26.5	28	21.9	66	51.6
My parents set their standards of behavior according to the needs of children.	30	23.4	27	21.1	71	55.5
My parents always willing to listen to my concerns and to discuss that direction with me.	26	20.3	24	18.7	78	61.0
Parents understand when I disagreed with them.	23	17.9	34	26.6	71	55.5
My parents admit it if they had made a mistake.	34	26.5	28	21.9	66	51.6

Table 5 Presents the descriptive statistics for permissive parenting style. The majority of the respondents agree or strongly agree that: (i) Their parents rarely give them direction and guidance for their behavior (61.7%); (ii) Their parents feel that children should have their way in the family as often as the parents do (51.6%) and (iii) Their parents feel that children should be free to make their own decision (50.8%).

Table 5*Descriptive statistics for permissive parenting style of university students (N=128)*

Permissive Parenting	Strongly Disagree/ Disagree		Neutral		Strongly Agree/ Agree	
	(f/%)	(f/%)	(f/%)	(f/%)	(f/%)	(f/%)
My parents felt the children should have their way in the family as often as the parents do.	25	19.5	37	28.9	66	51.6
My parents felt that children need is to be free to make their own decisions	36	28.1	27	21.1	65	50.8
My parents did not feel that I needed to obey rules and regulations always.	67	52.5	31	24.2	30	23.5
My parents seldom gave me guidelines for my behavior	25	19.5	24	18.8	79	61.7
My parents did what the children in the family wanted when making family decisions.	45	35.2	37	28.9	46	35.9
My parents do not restrict their children's activities, decisions, and desires.	53	41.4	38	29.6	37	29.0
My parents allowed me to decide most things for myself.	43	33.6	37	28.9	48	37.5
Parents are not responsible for directing and guiding children's behavior.	90	70.4	19	14.8	19	14.8
My parents allowed me to form my own point of view on family matters.	43	33.5	23	18.0	62	48.5
My parents did not direct children in the family.	70	54.6	29	22.7	29	22.7

Table 6 Presents the descriptive statistics for self-esteem. The majority of the respondents agree or strongly agree that: (i) They have several good qualities (68.0%), (ii) They can do things as well as most other people (65.6%), and (iii) They feel they are a person of worth, at least on an equal plane with others (57.0%).

Table 6*Descriptive statistics for self-esteem parenting style of university students (N=128)*

Self esteem	Strongly Disagree/ Disagree (f/%)		Neutral (f/%)		Strongly Agree/ Agree (f/%)	
On the whole, I am satisfied with myself.	26	20.3	31	24.2	71	55.5
At times I think I am no good at all.	60	46.9	32	25.0	36	28.1
I have a number of good qualities.	11	8.6	30	23.4	87	68.0
I am able to do things as well as most other people.	11	8.6	33	25.8	84	65.6
I do not have much to be proud of.	50	39.1	30	23.4	48	37.5
I certainly feel useless at times.	60	46.9	25	19.5	43	33.6
I'm a person of worth, at least on an equal plane with others.	6	4.7	49	38.3	73	57.0
I wish I could have more respect for myself.	81	63.3	17	13.2	30	23.4
All in all, I am inclined to feel that I am a failure.	15	11.7	42	32.8	71	55.5
I take a positive attitude toward myself.	34	26.6	24	18.8	70	54.7

Correlation Results

Table 7: presents the relationship between parenting style and self- esteem university students.

Pearson correlation results show that all three types of parenting styles have a significant relationship with self- esteem. Authoritarian parenting style has negative correlation with self- esteem ($r = -0.470$, $p < 0.01$). Therefore, the hypothesis states that there is significant relationship between parenting style and students' self- esteem is accepted. In addition, flexible parenting style has positive correlation with self-esteem ($r = 0.400$, $p < 0.01$) and permissive parenting style has positive correlation with self- esteem ($r = 0.385$, $p < 0.01$).

Table 7*Person's Correlation Results for study variables*

Variables	Authoritarian	Flexible	Permissive	Self-esteem
Authoritarian	1			
Flexible	-.425**	1		
Permissive	-.451**	.766**	1	
Self-esteem	-.470**	.400**	.385**	1

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

Multiple Regression Results

Table 8 presents the regression results for self-esteem with respect to authoritarian parenting styles. A significant regression equation was found ($F(1,126)=35.800, p\leq.000$), with R^2 of .470. The model shows that when authoritarian parenting is high, self-esteem is low, and vice versa.

Table 8*Multiple linear regression model for Authoritarian parenting style with self-esteem*

Model	B	St. Error	Beta	T	Sig	95% CI	
						LB	UB
	48.797	2.790		17.487	.000	43.275	54.319
Authoritarian	-.504	.084	-.470	-5.983	.000	-.670	-.337

Dependent Variable= Self-esteem

The prediction model was statistically significant, $F(1, 126) = 35.800, p\leq.000$

$R^2 = .470$, Adjusted $R^2 = .221$

Table 9 presents the regression results for self-esteem with respect to flexible parenting style. A significant regression equation was found ($F(1,125)=23.744, p\leq.000$), with R^2 of .400. The model shows that when flexible parenting is high, self-esteem is also high.

Table 9*Multiple linear regression model for flexible parenting style with self-esteem*

Model	B	St. Error	Beta	T	Sig	95% CI	
						LB	UB
	14.641	3.721		3.935	.000	7.276	22.005
flexible	.494	.101	.400	4.873	.000	.294	.695

Dependent Variable= Self-esteem
The prediction model was statistically significant, $F(1, 125) = 23.744, p \leq .000$
 $R^2 = .400$, Adjusted $R^2 = .160$

Table 10 presents the regression results for self-esteem with respect permissive parenting style. A significant regression equation was found ($F(1, 126) = 21.943, p \leq .000$), with R^2 of .385. The model shows that when permissive parenting is high, self-esteem is also high.

Table 10:*Multiple linear regression model for permissive parenting style with self-esteem*

Model	B	St. Error	Beta	T	Sig	95% CI	
						LB	UB
	16.987	3.369		5.042	.000	10.320	23.654
Permissive	.569	.121	.385	4.684	.000	.329	.809

Dependent Variable= Self-esteem
The prediction model was statistically significant, $F(1, 126) = 21.943, p \leq .000$
 $R^2 = .385$, Adjusted $R^2 = .148$

Mean Analysis for socio-demographic comparisons for low self-esteem

The T-test results for differences between mean scores for self-esteem reveal the following:

- (i) university students from public sector have lower self-esteem compared to students from private sector ($M = 27.50$ vs. $M = 35.48, p = 0.000$);
- (ii) Christian university students have lower self-esteem compared to Muslim students ($M = 23.75$ vs. $M = 32.91, p = 0.018$);
- (iii) university

students who have fathers working in unskilled jobs have lower self-esteem compared to students who have fathers working in skilled jobs ($M = 28.07$ vs. $M = 31.91$, $p = 0.036$); and (iv) university students who have 4 or more siblings have lower self-esteem compared to students who three or less siblings ($M = 28.34$ vs. $M = 33.70$, $p = 0.001$).

Table 11

Univariate comparison between socio-demographic characteristics of university students and self-esteem

Variable	N	Mean	P Value
Gender			
Male	69	33.00	0.420
Female	59	31.89	
University Type			
Private	80	35.48	0.000
Public	48	27.50	
Ethnicity			
Punjabi	101	33.24	0.280
Other	27	30.12	
Religion			
Muslim	121	32.91	0.018
Christian	07	23.75	
Mother's Occupation			
Housewife	102	33.03	0.753
Other	26	31.66	
Father's Occupation			
Skilled	49	31.91	0.036
Unskilled	29	28.07	
Number of Siblings			
0-3	99	33.70	0.001
4 or more	29	28.34	

Discussion

The result shows the significant link between parenting styles and self-esteem. According to the study's findings, most university students have a high level of self-esteem. Lee (2011) asserts that parents who use an appropriate parenting approach (flexible and permissive) enable their children to have high levels of self-esteem. According to the results of a study, flexible parenting is the most common parenting style used by parents of university students, and this style is positively correlated with students' self-esteem. According to Sigelman and Rider (2008), a flexible parenting style that scores well on responsiveness and responsiveness aspects is related to high self-esteem. Parents who scored high on responsiveness provide their children with support and love. This situation allows children to be confident in their own decisions and develop a high level of self-esteem. An individual with a high level of self-esteem possesses qualities including confidence, emotional stability, social competence, and strong cognitive development. (Parker & Benson, 2004). People who have a high level of self-esteem are more likely to find solutions to their issues (Philipchalk, 1995). The result shows consistent with the hypothesis that is “Both permissive and flexible parenting style lead to high self-esteem among youth (Sharma & Pandey, 2015).”

Positive relationship between flexible parenting style and students’ self-esteem

This study indicates that the flexible parenting style positively impacts the development of students' self-esteem. Research by Weiten, Lloyd, Dunn & Hammer (2008) found a high positive correlation between a flexible parenting style and students' self-esteem, supported this study. According to Jas Laille Suzana (2000), the flexible parenting style can create a healthy environment for child development since flexible parents create a balance between freedom and

autonomy. This helps children grow in confidence in their abilities and awareness of the rules of behavior. Additionally, parents are open to hearing their children out and listening to them, but at the same time, they are also strict to help build the confidence and self-control they need. Smith (2007) asserts that children raised in a flexible parenting style have high levels of self-esteem and self-efficiency. Both characteristics enable the student to experience less homesickness and express more stable emotions and behaviors during their university life. (Smith, 2007).

Positive relationship between permissive parenting style and students' self-esteem

According to the results, the permissive parenting style and students' self-esteem are positively correlated, indicating that this parenting approach leads to a higher level of students' self-esteem. Baumrind (1996) defined permissive parents as those who do not discipline their children, accept them as they are, and grant their wishes. These parents talk to their kids about the outcomes of the policy, explain the house rules, and give them requests that might be relevant to their responsibilities and code of behavior. A permissive parenting approach also acts as a resource for the children when they need it, lets them choose the activities they want, avoids using control, and doesn't force them to live up to externally set norms (Baumrind, 1991). The Maccoby and Martin model can be used to explain the positive association between a permissive parenting style and a student's self-esteem. According to Maccoby & Murray (1983), a permissive parenting style positively affects children's psychosocial development and enhances their self-esteem.

Negative correlation between authoritarian parenting style and students' self-esteem

The result shows that poor parent-child relationships result in low self-esteem. The study's results are consistent with those of Kwan (2004) and Wan Mohd Agil (2009), who discovered

that an "authoritarian parenting style is negatively related to children's self-esteem." Baumrind (1971) claims that parents who choose an authoritarian parenting style desire to control, assess, and demand a set of behavioral norms from their children. Additionally, this parenting approach values compliance and penalties and closely supervises the children's behavior. The children must follow the rules established by their parents and are not permitted to reject the future instructions offered. Children who experience excessive parental control may suffer low self-esteem (Smith, 2007). Children that are raised in an authoritarian manner may show negative characteristics (Zhou et al., 2004). According to the findings of this study and other studies, parents who use an authoritarian parenting style with their children are more likely to have a negative effect on their self-esteem.

Sociodemographic associations with self-esteem

This study also found that the following five characteristics are associated with low self-esteem in university students: female gender, public university, belonging to Christian faith, having fathers who work in unskilled jobs, and having 4 or more siblings.

Lower self-esteem among students whose fathers have unprofessional jobs

Another research also shows that based on their fathers' occupations, college students' subjective well-being and self-esteem showed significant differences. College students with fathers who have skilled professions have a higher level of Subjective Well-being and Self-esteem than others (Farhang, Sananda Raj, 2015). According to the study of Lau K (2010) father's low income negatively affects the quality of father-child interaction. Another study finding is that children have a significant difference in their level of self-esteem concerning their parental profession (Khan et al., 2017).

Christian students have lower self-esteem.

According to a recent census of Pakistan, Minorities in Pakistan comprise a smaller percentage of the population, only 4%, among which Christians are 1.69%. Muslims, including Sunnis and Shias, are officially recognized as the dominant ethnic group in Pakistan, 96% of the total population.

Members of poor minority groups have lower self-esteem than their dominant peers (Hogg et al.,1987). Youth who belong to a disadvantaged ethnic minority group in the nation is sometimes described as having low self-esteem or a generally more negative attitude toward themselves (Verkuyten,1994). In Pakistan, Christian youth's self-esteem is based on comparisons to the country's majority population (dominant group of Muslims). Christian youth often perceive and believe that their group has a lower social status than the Muslim majority group (Iqbal et al., 2013).

Female students have lower self-esteem

Another study suggested that male students have higher self-esteem because gender-role stereotypes portray males as strong, independent, and capable while viewing women as weak, dependent, emotional, and inferior (Marron & Kayson, 1984).

Females have low self-esteem as both sexes (male and female) place higher importance on male attributes (Rosenkrantz et al.,1968). Due to traditional gender and social roles in the patriarchal Pakistani society, where boys are given more prominence and benefits than girls, male university students in that country reported higher levels of self-esteem than female students (Malik, S., & Saida, J.,2013).

Public university students have low self-esteem

The findings of another study showed that private institution students have higher self-esteem than public institutions (Colquhoun & Bourne, 2012).

Government-run public institutions lack infrastructure development, have a poor learning environment, have overcrowded classrooms, and could be compared to "motor parks" in terms of their organization. Some of the students come from extremely low-income families. Some of the pupils clean other people's homes, even those of their families. As a result, they exhibit low self-esteem compared to students of private institutions (Eremie & Chikweru, 2015)

Low self-esteem among students having 4 or more siblings

Parental difference treatment is a parenting technique that fits into the larger family unit. Higher levels of paternal difference treatment are predicted among more siblings, and paternal difference treatment causes low self-esteem among children. The researcher observed that older siblings who experienced the most paternal difference had low self-esteem (Rolan & Marceau, 2018). The younger child spends the most time with their parents and grows up with very high self-esteem, including confidence in themselves, appropriate problem-solving abilities, and a personality that completes them (Kris & Ritvo, 1983).

Limitations

This research could not include more respondents due to lack of time. Besides this, only students from four universities of Lahore were sampled. Therefore, the results cannot be generalized to all university students of Pakistan. Also, this study has investigated the role of parenting style on self-esteem, whereas there may be many other factors that may affect students' self-esteem, such as achievement motivation, peers, and teachers. Finally, some respondents may not recall the parenting style or record it honestly which is always a limitation of a perception-based survey.

Conclusion

Current research discovered a substantial correlation in both understudy variables, parenting methods, and self-esteem, demonstrating that the parenting method has a considerable impact on a child's mental growth and personality. It was discovered that authoritarian parents likely lead to low self-esteem. Specifically, the findings show when parents are harsh with children and attempt to control them; such children are more likely to develop behavioral problems later in the future person's ability to view and interpret society in his or her manner is essential. The other finding of this study is flexible and permissive parenting style leads to a high level of self-esteem in students. An individual with a high level of self-esteem possesses qualities including confidence, emotional stability, social competence, and strong cognitive development.

Authoritarian parents are open to hearing their children out and listening to them, but at the same time, they are also strict to help build the confidence and self-control they need. The flexible parenting style can create a healthy environment for child development since flexible parents create a balance between freedom and autonomy. This helps children grow in confidence in their abilities and awareness of the rules of behavior. Permissive parents, as those who do not discipline their children, accept them as they are, and grant their wishes. Socio-demographic variables that cause low self-esteem among students are the father's unskilled job, female gender, public university, belonging to the Christian faith, and having four or more siblings.

Recommendation

According to this research, most parents significantly influence their student's life. Students' behavior is, therefore, greatly influenced by parents' views on how to raise them. This study found a link between parenting approaches and self-esteem. In our society, parenting methods are not as highly valued. Parenting styles are associated with children's growth, behavior, and propensity to follow social norms. It is advised that parents conduct studies on various parenting techniques and their effects to secure the life progress of themselves and their children. To fill the knowledge gap, it suggested that future research be done in Pakistan while taking Pakistani culture into account. This study suggested that there should be programs for parents and children to help them learn the value of being a good parent. Mental health professionals should work to help parents realize that the family is a social structure that significantly influences the growth and development of their children.

In our globalized world, the necessity for improving student mental health is increasing. Psychological problems and mental disorders are frequent, and students need help at the places where they study, the counseling services provided in colleges or universities would help improve the self-esteem and well-being of college students. Furthermore, there is need for family-level, community-level, and organization-level interventions for improving self-esteem in different youth groups, such as females, Christian minorities, those from low wealth backgrounds and large families.

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Appendix A IRB form



FORMAN CHRISTIAN COLLEGE
(A CHARTERED UNIVERSITY)

INSTITUTIONAL REVIEW BOARD APPROVAL CERTIFICATE

IRB Approval Certificate

IRB Ref: IRB-391/05-2022

Date: 18-05-2022

Project Title: Exploring the phenomena of body modifications, specifically permanent tattoos and piercings, in FCCU University students: Reasons, Responses and Risks.

Principal Investigator: Tahreem Sajjad.

Supervisor: Dr. Sara Rizvi Jafree.

Institutional review board has examined your project in IRB meeting held on 18-05-2022 and has approved the proposed study. If during the conduct of your research any changes occur related to participant risk, study design, confidentiality or consent or any other change then IRB must be notified immediately.

Please be sure to include IRB reference number in all correspondence.

Dr. Kauser Abdulla Malik HI, SI, TI
Chairman, IRB
HEC Distinguished National Professor (Biotechnology)
Dean Postgraduate Studies
Director, Research, Innovation & Commercialization (ORIC)
Forman Christian College (A Chartered University)
Lahore

Appendix B: Informed Consent Form

Dear Respondents,

You are invited to participate in the study titled, “The relationship between parenting styles and self-esteem”. This study aims to understand how parenting styles are related to self-esteem in university students. The attached questionnaire will take approximately 10-15 minutes to answer. There is no compensation, and your participation is voluntary. You are not compelled to complete the survey once started and have full right to withdraw at any point. There is no kind of known risk involved. The information provided will not be shared with a third party, and no names will be asked. Your anonymity and the confidentiality are guaranteed. By signing this form, you are agreeing to have read this cover letter and give your consent to take part in this research study.

FCCU Student Researcher, Department of Sociology
Rahma Faisal (22-10524@formanite.fcollege.edu.pk)

Informed Consent of Participant (*Signature*):

Appendix C: Survey Questionnaire

Section A: Sociodemographic Questions

					Coding
1	Gender	Male	Female	Prefer not to say	
2	Age	18-20	20-25	25-30	
3	Academic level	Bachelors	Masters		
4	Year of study				
5	Ethnicity (e.g. Punjabi, Sindhi....)				
6	Religion (e.g. Muslim, Christian, prefer not to say...)				
7	Mother's Occupation				
8	Father's Occupation				
9	Monthly Household Income				
10	Number of family members living in house				
11	Number of siblings				
12	Order of birth (e.g. first child/ fifth child)				

Section B: Parenting Style (PAQ, Buri 1991)

The PAQ is designed to measure parental authority, or disciplinary practices, from the point of view of the child (of any age). The PAQ has three subscales:

(i) Permissive (P: items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28), (ii) Authoritarian (A: items 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29), and (iii) Flexible (F: items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30).

Scoring: The PAQ is scored easily by summing the individual items to comprise the subscale scores. Scores on each subscale range from 10 to 50.

NO	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Coding
1	While I was growing up my father/mother felt that in a well-run home the children should have their way in the family as often as the parents do.						
2	Even if the children didn't agree with them, my father/mother felt that it was for our own good if we were forced to conform to what they thought was right.						

3	Whenever my father/mother told me to do something as I was growing up, they expected me to do it immediately without asking any questions.						
4	As I was growing up, once family policy had been established, my father/mother discussed the reasoning behind the policy with the children in the family.						
5	My father/mother have always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.						
6	My father/mother have always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.						
7	As I was growing up my father/mother did not allow me to question any decision they had made.						
8	As I was growing up my father/mother directed the activities and decisions of the children in the family through reasoning and discipline.						
9	My father/mother have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.						
10	As I was growing up my father/mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.						
11	As I was growing up, I knew what my father/mother expected of me in my family, but I also felt free to discuss those expectations with my parents when I felt that they were unreasonable.						
12	My father/mother felt that wise parents should teach their children early just who is boss in the family.						
13	As I was growing up, my father/mother seldom gave me expectations and guidelines for my behavior.						
14	Most of the time as I was growing up my father/mother did what the children in the family wanted when making family decisions.						
15	As the children in my father/mother were growing up, my parents consistently gave us direction and guidance in rational and objective ways.						
16	As I was growing up my father/mother would get very upset if I tried to disagree with them.						
17	My father/mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.						
18	As I was growing up my father/mother let me know what behavior they expected of me, and if I didn't meet those expectations, they punished me.						

19	As I was growing up my father/mother allowed me to decide most things for myself without a lot of direction from them.						
20	As I was growing up my father/mother took the children's opinions into consideration when making family decisions, but they would not decide for something simply because the children wanted it.						
21	My father/mother did not view themselves as responsible for directing and guiding my behavior as I was growing up.						
22	My father/mother had clear standards of behavior for the children in our home as I was growing up, but they were willing to adjust those standards to the needs of each of the individual children in the family.						
23	My father/mother gave me direction for my behavior and activities as I was growing up and they expected me to follow their direction, but they were always willing to listen to my concerns and to discuss that direction with me.						
24	As I was growing up my father/mother allowed me to form my own point of view on family matters and they generally allowed me to decide for myself what I was going to do.						
25	My father/mother have always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.						
26	As I was growing up my father/mother often told me exactly what they wanted me to do and how they expected me to do it.						
27	As I was growing up my father/mother gave me clear direction for my behaviors and activities, but they were also understanding when I disagreed with them.						
28	As I was growing up my father/mother did not direct the behaviors, activities, and desires of the children in the family.						
29	As I was growing up, I knew what my father/mother expected of me in the family and they insisted that I conform to those expectations simply out of respect for their authority.						
30	As I was growing up, if my father/mother made a decision in the family that hurt me, they were shaming to discuss that decision with me and to admit it if they had made a mistake.						

Section C: Rosenberg's Self-Esteem Scale

No	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Coding
1	On the whole, I am satisfied with myself.						

2	At times I think I am no good at all.						
3	I feel that I have a number of good qualities.						
4	I am able to do things as well as most other people.						
5	I feel I do not have much to be proud of.						
6	I certainly feel useless at times.						
7	I feel that I'm a person of worth, at least on an equal plane with others.						
8	I wish I could have more respect for myself.						
9	All in all, I am inclined to feel that I am a failure.						
10	I take a positive attitude toward myself						