



Impact of Perceived Parenting Styles on Adolescent's Self Esteem and Social Skills

Hina Jabbar¹, Qurat Ul Ain² & Rimsha Irshad³

¹ Department of Applied Psychology, National University of Modern Languages (NUML), Multan Campus
Email: hina.jabbar@numl.edu.pk

² Lecturer, Department of Applied Psychology, The Islamia University of Bahawalpur, Bahwalnagar Campus
Email: quratulain.annie@gmail.com

³ Department of Applied Psychology, The Govt. Sadiq College Woman University, Bahawalpur
Email: rimsha.irshad@gscwu.edu.pk

Abstract

Parenting has significant impact in fostering self-esteem and social skills among children. The purpose of this study is to observe the impact of perceived parenting styles on adolescents' self-esteem and social skills among a sample of 500 adolescents (250 male, 250 female) aged 11 to 22, drawn from various schools, colleges, and universities using a convenience sampling method. The Parental Authority Questionnaire, Social Competency Inventory, Social Interaction Checklist, and Rosenberg Self-Esteem Scale were employed for data collection. Results revealed no significant differences across demographic variables such as gender, age, family status and birth order. Pro-social orientation correlated positively with all variables. Social initiative was significantly associated with authoritative parenting styles, while social activity linked to self-esteem and the perceived benefits of social skills. Authoritative and authoritarian styles positively impacted self-esteem, whereas self-esteem showed no significant relationships with demographic factors. Notably, authoritative parenting styles exhibited significant differences related to adolescent age. Overall, the study underlines the critical role of parenting styles in shaping social competencies among adolescents.

Keywords

Parenting Styles, Self-esteem, Social Skills

Introduction

Perceived Parenting Styles

Styles of parenting can be distinct as –the way through parents act, contrary with, castigation, screen, and provision their children (Slicker et al. 2005). Baumrind (1991) methods of parenting are accepted world widely. Authoritative, authoritarian, neglectful and permissive, Baumrind (1991) defines 4 these Parenting styles. (Baumrind 1991).

The Authoritarian Parenting Style

Parents with Authoritarian style are bad in responsiveness and good in demandingness. They hoped to obey their orders without asking them about their demands (Baumrind 1991).

The Authoritative Parenting Style

These parents worth the both like independent self-will and well-organized conformity (Baumrind 1991).

The Permissive Parenting Style

Parents are not the active participants for shaping, altering and directing the behavior of Children (Baumrind 1991). Childs regulate their own activities according to their own choice.

Self-Esteem

Self-esteem is grade one's actions and potentials as negative or positive, (Ellis, 1994), evaluating the self was the basics which results in crucial the self as solemn or non-solemn. Self-esteem explains the

individual classifies as an individual's overall knowledge of themselves. It can be ingenious a kind of portion of how much a person "approves of, prizes, appreciates or likes him or herself and values" (Adler & Stewart, 2004).

Types of Self-Esteem

Global self-esteem

Brown and Marshall explain that Global self-esteem implies as a sagacity of warmth for himself that is not resulting from critical, coherent procedures. (Brown & Marshall, 2001). It is highlighted as emotional processes (Brown & Marshall, 2001).

Trait self-esteem

The admiration a person has himself/herself over the time is called trait self- esteem (Gilovich, Nisbett & Keltner, 2006). Some time it is considered as a part of one's personality.

Academic self-esteem

The performance a person, do academically. It is the feeling of self-value (Valizadeh, 2012).

Low Self-Esteem

As social-bonding theory explains the low self-esteem deteriorates bonds to society; (Hirschi, T. 1969) feeble bonds to society increase delinquency & decrease conformity to social norms (Hirschi, T. 1969). They associated this with parental rejection in early childhood. More precisely, Tracy and Robins (2003) a person blame himself that creates the feeling of hostility towards others, by this a person protecting himself from feeling of inferiority.

Connection between Self-esteem & Parenting Styles

Gecas and Schwalbe (1986) study that parenting style & self-esteem are closely related to each other, they possess positive relationship (Gecas and Schwalbe 1986). Researches in several states have proved adolescent's development is directly linked to diverse parenting styles (Maccoby and Martin 1983). Maccoby and Martin (1983) discussed on receptiveness (the extent to which parents respond to their children's demands) and demandingness (the extent to which the parents make demands on their children).

Social Skill

Social skills, the adaptation and maintaining existing social relationship in short-term and long-term effects on an individual's life (Gulay H., Akman B 2009).

Social skills development

Skills processes, it comes under bioecological model these are the principal apparatuses of human social development, (i.e., in the microsystem interactions between individuals such as family, peers, and school) (Bronfenbrenner & Morris, 2007). Viewed from a transactional point of view (Sameroff & Mackenzie, 2003), social settings provided the growing environment for children in social settings, it alters the enduring connections (Sameroff & Mackenzie, 2003). The proximal procedures should be predominately supportive, consistent, positive, and occur on a steady foundation over time in order to substitute children's development of social skills (Davis, 2003).

Attributes of Social Skills

- Social capacities must to be below the psychological regulator of the individual - learning them contains apprehending when to operate exact practices, and in addition what practices to employ, or how to employ them (Van Meter, 1994).
- Thoughtfulness: "thinking ahead" about what may be a decent thing to accomplish for individual's companion. (Slicker, 2005)

Literature Review

Maziti (2014) accompanied a study to regulate the association between self-esteem and parenting styles among adolescents in Zimunya. The examinees age range 16-18 year old were (N=98) who were strained from Form 6 and 4 classes. Results of study indicate the negative correlation between self-esteem and authoritarian parenting style a positive correlation between authoritative parenting style and self-esteem. Research indicates that positive parenting styles has important role in building self-esteem in teenage children, parents be fortified with associate on the effects of the parenting styles on the establishment of self-esteem and skills appropriate to the growth and needs.

Chiew (2011) conducted a study on University Tunku Abdul Rahman (UTAR). (N=100) a sample of 100 UTAR students were designated for this investigation. The study defined the relationship between self-esteem and parenting styles. Result shown that important connotation was originated between authoritative and authoritarian parenting style on levels on self-esteem. It was

intricate that dominant parenting style was authoritative parenting style importantly related to self-esteem. Results display that authoritative children’s have high level of self-esteem than authoritarian children.

Henry and Roxanne (2010) conducted a study on Mitchell's Plain, a suburb in the Western Cape. (N=239) participants were adolescent students drawn from 3 schools from grade 10 and 11. This study observes the connotation between adolescent substance use and perceived parenting styles. Results indicate that perceived authoritative parenting style was related to substance use reduction. However, no substantial associations could be indicated between authoritarian parenting styles and perceived permissive. Important modification was indicated in the results obtained for female and male adolescents, with males usually appearing to use more substances. Adolescent substance abuse was directly linked to perceived authoritative parenting styles.

Bartholomeu et al. (2016) revealed significant correlations between parenting styles and children’s social skills. The study sample included 202 children both male and female with ages between 7-10 years. The findings indicated that positive parenting styles predict altruistic behaviors, while negative styles correlated with higher levels of assertiveness, conversational skills, and social confidence. In terms of overall social skills, the most effective predictors included positive monitoring, lax discipline, moral behavior, and experiences of physical abuse; ultimately suggesting that greater social skill levels are associated with lower instances of abusive parenting.

Objectives of the Study

1. To examine the association among perceived parenting style, self-esteem and social skill.

Hypothesis

There is a significant relationship among Parenting style (authoritarian, authoritative, permissive parenting style) self-esteem and social skills.

Methods

Research Design

In this Research Correlational research design was used to identify the relationship between the variables.

Participants & Instrument

The participants were recruited from different schools, colleges and universities, comprised of 500 adolescents (250 Male & 250 Female) by using convenient sampling technique. Participant age ranged was from 11-22 years of age. Parental authority questionnaire: Buri’s (1991) (Shorted Version)

Social competency inventory: (Rydell, A. M., Hagekull, B., and Bohlin, G 1997) Social Interaction Checklist: Danny Wayne Pettry II (2006). Rosenberg self-esteem scale: Florence Rosenberg (1965) was used.

Procedure

The data was collected from the students (250 Male & 250 Female) of different schools, colleges, and universities. The participants were approached separately and then questionnaires along with consent form and demographic sheet were given to them. The entire participant had taken minimum time to fill the questionnaires. They all are very cooperative and showed great attitude. All the respondents were acknowledged for their collaboration.

Results

The data was analyzed using the SPSS (statistical packages of social science 21.00). Significant level of 0.05 was used for all the analysis. Linear regression analysis was computed to find out the association between the dependent variables and predictor. Independent sample t-test also used to find out the compression between variables.

Table No. 1.

There is a significant relationship among Parenting style (authoritarian, authoritative, permissive, parenting style) self-esteem and social skills.

Pro-orientation	Social Initiative	Social Activity	Social skills	Benefits of social Skills	Self-Esteem Scale	Authoritative	Authoritarian	Permissive	
Pro-social Orientation	1	.247**	.103*	.416**	.262**	-.144**	.305**	.222**	.155**
Social Initiative		1	.068	.103*	-.009	-.084	.128**	.090*	.062
			1	.335**			.016	.003	

Impact of Perceived Parenting Styles on Adolescent's Self Esteem-----Jabbar, Ain & Irshad

Social Activity		.263**	-.156**	.056		
Social Skills	1	.657**	-.278**	.269**	.185**	.036
Benefits of Social Skills		1	-.257**	.178**	.138**	.018
Self-esteem Scale			1	.030	-.001	.029
Authoritative				1	.393**	.212**
Authoritarian					1	.441**
Permissive						

Conclusion

Table showing the correlational coefficient matrix of variables, Pro-social orientation shows significant relationship with all variables. Social initiative is significantly correlated to the authoritative style of parenting. Social activity is significantly correlated to the social skills, benefits of social skills and self-esteem. Social skills significantly correlated to the benefits of social skills, self-esteem, authoritative, authoritarian parenting styles. Benefits of social skills are significantly correlated to the self-esteem, authoritarian, and authoritative parenting styles. Self-esteem has no significant relationship with other variables. Statistical analysis of hypothesis reveals that there is no significant difference in perceived parenting style self-esteem and social skills on the basics of demographic variables like, gender, age, birth order and family status.

Recommendations

It is recommended for the further research that the Sample size should be increased. Nation wise study should be done to have more reliable results. These variables should be tested with others variable like personality trait, depression, anxiety, mood disorders, emotional expressiveness, psychological wellbeing.

References

- Adler, N., & Stewart, J. (2004). Self-esteem. *Psychosocial Working Group*. Retrieved from <http://www.macses.ucsf.edu/research/psychosocial/selfesteem.php>
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 4(1, Pt.2), 1-103.
- Baumrind D. Authoritarian vs. authoritative parental control. *Adolescence*. 1968; 3:255-272.
- Bronfenbrenner, U., & Morris, P. A. (2007). The bioecological model of human development. In R. M. Lerner (Ed.), *Handbook of child psychology* (Vol. 1, pp. 793-828). John Wiley & Sons, Inc.
- Brown, J. D., & Marshall, M. A. (2001). Self-esteem and emotion: Some thoughts about feelings. *Personality and Social Psychology Bulletin*, 27, 575- 584.
- Davis, H. A. (2003). Conceptualizing the role and influence of student-teacher relationships on children's' social and cognitive development. *Educational Psychologist*, 38(4), 207-234. https://doi.org/https://doi.org/10.1207/S1532698SEP3804_2
- Ellis, A. (1994). *Reason and emotion in psychotherapy*. Birch Lane Press.
- Gecas, Viktor, and Michael L. Schwalbe. 1986. "Beyond the Looking-glass Self: Social Structure and Efficacy-Based Self-Esteem." *Social Psychology Quarterly* 46:77-88.
- Gilovich, T., Keltner, D., Nisbett, R. (2006). *Social psychology*. New York: W.W. Norton & Company.
- Gulay H., Akman B. *Social Skills in Preschool Period*. PEGEM-A Publishing; Ankara, Turkey: 2009.
- Hirschi, T. (1969). *Causes of delinquency*. Berkeley: University of California Press.
- Maccoby E.E., Martin J.A. Socialization in the context of the family: Parent-child interaction. In: Hetherington E.M., Mussen P.H., editors. *Handbook of Child Psychology: Vol. IV: Socialization, Personality and Social Development*. 4th ed. Volume 4. Wiley; New York, NY, USA: 1983. pp. 1-101.
- Slicker, E. K., Picklesmier, B. K., Guzak, A. K., & Fuller, D. K. (2005). The relationship of parenting style to older adolescent life-skills development in the United States. *Young*, 13(3), 227-245.

- Sameroff, A. J., & Mackenzie, M. J. (2003). Research strategies for capturing transactional models of development: The limits of the possible. *Development and Psychopathology*, 15(3), 613–640. <https://doi.org/https://doi.org/10.1017/S0954579403000312>
- Tracy, J.L., & Robins, R.W. (2003). “Death of a (narcissistic) salesman”: An integrative model of fragile self-esteem. *Psychological Inquiry*, 14, 57–62.
- Valizadeh, S. (2012). Parenting styles and academic achievement: Mediating role of self-concept or self-esteem? *Journal OF Iranian Psychologists*, 8(30), 143- 161.
- Van Meter, E. J. (1994). *Implementing school-based decision making in Kentucky*. NASSP Bull., 78: 61–70.
- Walker, H.M. (1983). *The ACCESS program: Adolescent curriculum for communication and effective social skills: Student study guide*. Austin, TX: Pro-Ed.