



Nurturing Self-Esteem: Understanding the Role of Parenting Styles

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ABSTRACT

Background: The New research thoroughly examines the intricate and challenging role of foster parents, which involves various stressors that go beyond the usual challenges of parenthood..

Objectives: The study explores the connection between parenting style and self-esteem to determine the relationship.

Methodology: A descriptive quantitative study design was initiated from the period of 1st November (2023) to 1st May (2024) that use the (Parenting Style Questionnaire) that consist of 38 questions to measure the parenting style. The sample of the study A non-probability (convenience sample) consists of 110 students in university of Kerbala. Sample were selected from the collegians nurses and accept to participated in research and accomplish the questionnaire.

Results: The result showed for those 110 students, the age of participants was 51.8% were 18-20 years, 93.6% of the sample was single and more than half of the sample was female the great percentage of participants have enough monthly income. The present study showed the parenting style was Negligent in 57.2 percent. The study showed that there was non-significant statistical correlation between the parenting style and the self-esteem, finally the self-esteem was moderate for 57.3% of the participants..

Conclusion: These results indicate the need to support positive parenting style (Authoritative) that support the correct upbringing of children through adolescence and then adulthood, which reflects positively on the personality.

Keywords: Nurturing, Self-Esteem, Parenting Styles.

INTRODUCTION

Philosophers have been debating since the seventeenth century on how parental values, goals, skills, and attitudes are passed down from one generation to the next. In his Essay Concerning Human Understanding, dr. Locke (1689) suggested that children are born with a "tabula rasa" or blank slate on which parents and society can easily impart their values and beliefs. On the other hand, that children are naturally good and it is the responsibility of parents and society to nurture and educate the innate values of children. Just like ancient

philosophers, contemporary educational and developmental psychologists are focused on comprehending how parents try to pass on their values, goals, skills, and attitudes to their children through the interactive socialization process (Grusec, J. E., & Kuczynski, 1997; Parke, R. D., and Buriel, 1998).

The theoretical framework used in the research on parenting styles and adolescent development is Social Cognitive Theory (SCT), developed by Albert Bandura (1986). SCT emphasizes the reciprocal

interaction between personal factors, environmental influences, and behaviour. It posits that individuals learn not only through their own experiences but also by observing and modeling the behaviours, attitudes, and outcomes of others. In the context of parenting styles and adolescent development, SCT suggest the following: Parenting styles shape the environment, Personal factors influence behaviour, Behaviour influences the environment (Albert Bandura, 1986).

Apart from the social Cognitive theory, other theories like Attachment theory, social relational theory, and the theory of emerging adulthood also describe the child and parent relationship and its impact on self-esteem. These theories propose that as emerging adults become more independent, the parent-child relationship undergoes changes over time (Lindell & Campione-Barr, 2016).

The literatures have frequently used the terms parenting styles and don't distinguish between it and parenting practices so it used interchangeably. when discussing their studies. Nevertheless, articles argue that it is crucial to differentiate between parenting practices and parenting styles to gain a better understanding of the socialization process. Parenting practices refer to particular actions parents employ to promote the development of their children (Darling, N., and Steinberg, 1993).

For instance, parents may engage in specific practices like assisting their children with homework, giving them time to read, and attending school events to help them excel in their education. On the other hand, 1993 the Philosophers describe a parenting style as the emotional atmosphere in which parents bring up their children. Parenting styles are defined by the levels of responsiveness and demandingness from parents (Spera, 2005).

Studies on parenting styles and aggression have shown that the way parents and children interact can lead to both favourable and unfavourable outcomes. A study on child learning and behaviour found that children's behaviour varies based on various parenting styles. These styles, including

authoritarian, authoritative, permissive, and uninvolved, directly affect children's psychological development (Muhammad et al., 2020).

A Short view of Parenting Styles: Authoritative parents offer support, establish rules, and strive to strike a balance between love and discipline. Authoritarian parenting involves strict rules and expectations for children to follow their parents' instructions, with punishment being a common component of this parenting style. Permissive parents allow their children to have their own choices and opinions. Parents who do not limit their children's social life and motivate them to plan according to their schedule (Masud et al., 2019).

Baumrind (1996) discovered that neglectful parents lack firm boundaries or expectations. They show no interest in needs of their children's and not involved in children's lives. These disengaged parents might have mental problems like depression, physical abuse, or neglect from their own childhood. Negligent parenting was also linked to children being more impulsive, lacking emotional self-regulation, facing increased issues with delinquency and addiction, and experiencing higher rates of mental health problems. (Muhammad et al., 2020)

argue that parental educational practices significantly affect adolescents' life satisfaction, self-esteem, and overall emotional and social well-being, shielding them from engaging in risky behaviours. Different parenting styles lead to children's behavioural and psychological adaptations. Included in these characteristics are academic performance, independence, social skills, substance abuse, choice of friends, and teenage alcohol consumption and misconduct (Pérez-Fuentes et al., 2019; Masud et al., 2019).

AIMS OF THE STUDY

The study explores the connection between parenting style and self-esteem to determine the relationship.

METHODOLOGY

A descriptive quantitative study design was conducted to identify Nurturing Self-Esteem: Understanding the Role of Parenting Styles. The study began after obtaining ethical approval from the College of Nursing, University of Kerbala at the 1st November (2023) and ended in the 1st may (2024), the current study uses the descriptive-correlational approach to achieve the objectives of the study. The sample of the study A non-probability (convenience sample) consists of 110 students. To conduct the research, the researchers first received written permission letter from educational deputy of Nursing college of University of Karbala. Sample were selected from the collegians nurse and accept to participated in research and accomplish the questionnaire. This study used Arabic version of questionnaire it was valid, reliable and the sample was completed it at the desired time interval even though some students were delay in completing the questionnaire and sampling was performed from 8:30 am to 2 pm. The sampling time was 25 days 1st des. (2023) to 26 des. (2023) and each questionnaire took an average of 15 to 30 minute. this study used arabic version of questionnaire it was valid, reliable. Finally; the objective of this study were to find out the level of Self-Esteem and Parenting Styles and the correlation between them and finally; the correlation between the demographical data and the Parenting Styles.

Scoring and Statistical Analyses:

Descriptive statistics: (Frequency, Percent) Used to describe the demographic data, parenting styles, and Self-esteem, Correlation Analysis (Pearson Correlation) used to measure the relationship between independent variable (parenting styles) and dependent variable (Self-esteem).

Calculation of parenting styles

Each Control Responsiveness domain: 19 items, minimum score =19 and maximum score = 76

- Low = ≤ 38 .
- High = 39 – 76.

Types of Parenting styles

- Negligent parenting Style = Low responsiveness and low control
- Authoritarian parenting Style = Low responsiveness and high control
- Permissive parenting Style = High responsiveness and low control
- Authoritative Parenting Style = High responsiveness and high control.

Calculation of Self-Esteem Scale

Scoring of Items (2, 5, 6, 8, 9) was reversed

Self-esteem: 10 items, Maximum= 40 and minimum = 10, Low= (10-20), Moderate= (21-30), High = (31-40).

RESULTS

Table (1): The general characteristic of the sample

General Characteristic	Sub group	Frequency	Percent	Valid Percent	Cumulative Percent
Age Groups	18 - 20	57	51.8	51.8	51.8
	21 - 23	43	39.1	39.1	90.9
	24 - 26	10	9.1	9.1	100
	Total	110	100	100	
Sex	male	42	38.2	38.2	38.2
	female	68	61.8	61.8	100
	Total	110	100	100	
Income	Enough	83	75.5	75.5	75.5
	Hardly enough	20	18.2	18.2	93.6
	Not enough	7	6.3	6.3	99.1
	Total	110	100	100	
Address	rural	21	19.1	19.1	19.1
	urban	89	80.9	80.9	100
	Total	110	100	100	
Type of Housing	your"s	102	92.7	92.7	92.7
	Rent	7	6.4	6.4	99.1
	Randomness	1	.9	.9	100
	Total	110	100	100	
Status of Marital	single	103	93.6	93.6	93.6
	married	7	6.4	6.4	100
	Total	110	100	100	

Table (2): The Levels of Responsiveness Control domains of parenting style.

Responsiveness Control Levels	Frequency	Percent	Valid Percent	Cumulative Percent
Low Responsiveness	70	63.6	63.6	63.6
High Responsiveness	40	36.4	36.4	100
Total	110	100	100	
Low Control	91	82.7	82.7	82.7
High Control	19	17.3	17.3	100
Total	110	100	100	

Table (3): Cross between the Levels of Responsiveness and Control domains of parenting style.

Responsiveness Levels	Control Levels			
	Low Control		High Control	
	Count	Row N %	Count	Row N %
Low Responsiveness	63	57.2%	7	6.4%
High Responsiveness	28	25.5%	12	10.9%

Table (4): The percent of type of parenting style

Parenting styles	f	%
Authoritative	12	10.9%
Authoritarian	7	6.4%
Permissive	28	25.5%
Negligent	63	57.2%

Table (5): The Levels of Self-esteem of participants

Self-esteem	Frequency	Percent	Valid Percent	Cumulative Percent
Low Self-esteem	46	41.8	41.8	41.8
Moderate self-esteem	63	57.3	57.3	99.1
High Self-esteem	1	.9	.9	100.0
Total	110	100.0	100.0	

Table (6): Correlation between self-esteem and Parental style domains

Relationship between self-esteem and Parental style domains		Self-esteem Score	Responsiveness	Control Score
Self-esteem Score	Pearson Correlation	1	.013	.037
	Sig. (2-tailed)		.896	.701
	N	110	110	110

DISCUSSION:

The current study shows that the majority of the sample were female represent 61.8% of the participants. the age was 51.8% ranges from 18-20, 75.5% of sample had Enough income, 80.9 of the total sample were live in urban, 93.6% of participants were singles, and 92.7% had have housing. The major parenting style was Negligent parenting style and represent by 57.2% from total sample. The current study was agree with Kashahu et al., (2014). that aimed to "explore the relationship between demographic characteristics, parenting styles and academic achievement involving elementary school students" that found 66.7% of total sample with age over 45 years have Negligent parents style. And 57.3% were had Moderate self-esteem this results consist with the Yassin et al., (2022) who found the most of the sample have moderate self-esteem. The result show that there is non-significant correlation between the self-esteem and the two Doman of

parenting style (control and responsiveness), the current study agree with some of the previous literature like Aremu et al., (2019) who mentioned that is non-significant correlation between the most domain of the parenting style of mother and the self-esteem this non-significant relationship depends on many factors such as complex Interaction of Factors, Sample Characteristics, and methodological Limitations Cross-Sectional Design: The study used a cross-sectional design, which limits the ability to establish causal relationships. Longitudinal studies would be better suited to examining the self-esteem. Self-Report Measures: the parenting style and self-esteem were assessed through self-report, which can be subject to social desirability bias and recall bias.

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