

Exploring the Effect of Parenting Style on Self-Esteem and Emotional Regulation Among Young Adults

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ABSTRACT

The research extensively explores the correlation between various parenting styles—namely authoritative, authoritarian, permissive, and neglectful—and their impact on the self-esteem and emotional regulation of young adults. Employing a comprehensive methodology, including the Parental Authority Questionnaire, Emotion Regulation Questionnaire, and Rosenberg Self-Esteem Scale, the study analyzes responses from a sample of 200 individuals aged 18-25. Results indicate a significant positive association between authoritative parenting and heightened self-esteem, coupled with enhanced emotional regulation abilities. Conversely, neglectful parenting, characterized by a lack of responsiveness and involvement, correlates with diminished self-esteem and compromised emotional regulation skills. This deficit in emotional support during a critical developmental phase may lead to emotional distress and reduced self-confidence among young adults. Furthermore, permissive parenting, characterized by warmth but inconsistent rule enforcement, poses challenges to emotional regulation, hindering the establishment of boundaries and self-discipline. The research also delves into the role of cultural and socioeconomic contexts in shaping these relationships, emphasizing the need for culturally sensitive parenting programs advocating authoritative practices.

Keywords: Parenting style, Emotional regulation, Self esteem, young adults.

CHAPTER -1 INTRODUCTION

1.1 Parenting Styles

Parenting styles play a pivotal role in shaping the psychological development and well-being of children and adolescents (Baumrind, 1966; Maccoby & Martin, 1983). Baumrind (1966) identified four main parenting styles: authoritative, authoritarian, permissive, and neglectful, each characterized by distinct levels of parental demandingness and responsiveness. Authoritative parents are characterized by high levels of warmth and support coupled with reasonable levels of control and structure, fostering an environment of autonomy and open communication (Baumrind, 1966). In contrast, authoritarian parents exhibit high levels of control and discipline but lack warmth and responsiveness, often employing strict rules and punishment to enforce compliance (Baumrind, 1966). Permissive parents, on the other hand, demonstrate high levels of warmth and indulgence but low levels of control, allowing children considerable freedom with minimal guidance or structure (Baumrind, 1966). Neglectful parents are characterized by low levels of both demandingness and responsiveness, exhibiting little involvement or

interest in their children's lives (Maccoby & Martin, 1983). These distinct parenting styles have been associated with varying outcomes in children's socioemotional development, including differences in self-esteem and emotional regulation (Darling & Steinberg, 1993). Self-esteem, defined as an individual's subjective evaluation of their own worth and competence (Rosenberg, 1965), is influenced by parental behaviors and interactions throughout childhood and adolescence (Mruk, 2006). Baumrind (1966) found that children raised by authoritative parents tend to have higher self-esteem due to the supportive and nurturing environment provided by their parents, which fosters a sense of competence and autonomy. In contrast, children raised by authoritarian or neglectful parents may experience lower self-esteem as a result of inconsistent or harsh disciplinary practices, lack of emotional support, and limited opportunities for self-expression (Baumrind, 1966; Maccoby & Martin, 1983). Similarly, emotional regulation, defined as the ability to manage and modulate one's emotional responses in accordance with situational demands (Gross, 1998), is influenced by parenting styles and familial environments (Eisenberg et al., 1998). Children raised in authoritative households are more likely to develop effective emotional regulation skills, characterized by adaptive coping strategies and emotional expressiveness, whereas children raised in authoritarian or permissive households may exhibit difficulties in regulating their emotions, such as heightened reactivity or suppression (Eisenberg et al., 1998; Morris et al., 2007). Moreover, cultural and contextual factors can further shape the manifestation and consequences of parenting styles on children's self-esteem and emotional regulation (Chao, 1994). For instance, cultural norms regarding parental authority, filial piety, and individualism-collectivism may influence parental practices and children's responses to different parenting styles (Chao, 1994; Kim et al., 2013). Socioeconomic status (SES) also plays a crucial role, with lower SES families facing additional stressors and constraints that may impact parenting behaviors and children's socioemotional outcomes (Conger et al., 1992). Overall, understanding the complex interplay between parenting styles, self-esteem, and emotional regulation is essential for elucidating the mechanisms underlying children's psychological development and informing interventions aimed at promoting positive outcomes in young adulthood.

1.2 Self-Esteem

Self-esteem, a fundamental component of individuals' psychological well-being, encompasses their subjective evaluation of their own worth, competence, and value as individuals (Rosenberg, 1965). It reflects the extent to which individuals perceive themselves favorably or unfavorably, influencing their thoughts, feelings, and behaviors across various domains of life (Mruk, 2006). Self-esteem is multidimensional, comprising both global self-worth and domain-specific evaluations related to specific aspects of the self, such as academic competence, social acceptance, and physical appearance (Harter, 1999). High self-esteem is associated with numerous positive outcomes, including enhanced resilience to stress, greater life satisfaction, and improved interpersonal relationships (Orth et al., 2012). Moreover, self-esteem plays a crucial role in motivating individuals to pursue their goals and aspirations, facilitating their engagement in adaptive coping strategies and problem-solving behaviors (Bandura, 1997). Conversely, low self-esteem is linked to a range of adverse consequences, including feelings of inadequacy, social withdrawal, and susceptibility to external pressures and influences (Mruk, 2006). Individuals with low self-esteem may exhibit maladaptive behaviors such as self-criticism, perfectionism, and avoidance of challenges, undermining their capacity to thrive and fulfill their potential (Orth et al., 2012). Therefore, understanding the nature and significance of self-esteem is

essential for promoting individuals' mental health and well-being, informing interventions and support strategies aimed at enhancing their self-concept and self-efficacy in various life domains.

1.3 Emotional Regulation:

Emotional regulation, a core aspect of individuals' psychological functioning, refers to the ability to monitor, evaluate, and modulate one's emotional responses in accordance with situational demands and social norms (Gross, 1998). It encompasses a range of cognitive, behavioral, and physiological processes aimed at managing the intensity, duration, and expression of emotions, thereby promoting adaptive functioning and interpersonal relationships (Eisenberg et al., 1998). Emotion regulation skills develop across the lifespan through interactions with caregivers, peers, and environmental stressors, shaping individuals' emotional competence and resilience (Morris et al., 2007). Emotion regulation is critical for navigating social interactions, resolving interpersonal conflicts, and coping with stressors and challenges in daily life (Gross, 1998). It enables individuals to manage negative emotions such as anger, sadness, and anxiety, preventing them from overwhelming cognitive functioning and impairing decision-making processes (Gross, 1998). Moreover, emotion regulation plays a central role in psychological well-being, influencing individuals' subjective experiences of happiness, satisfaction, and overall life quality (Gross, 1998). Deficits in emotional regulation have been implicated in various psychopathological conditions, including mood disorders, anxiety disorders, and impulse control disorders, highlighting the clinical relevance of understanding and assessing emotional regulation processes (Gross, 1998; Morris et al., 2007). Therefore, elucidating the conceptual framework and mechanisms underlying emotional regulation is essential for enhancing our understanding of individuals' emotional functioning and informing interventions aimed at promoting adaptive emotion regulation strategies and coping skills.

1.4 The Interplay Between Parenting Styles, Self-Esteem, and Emotional Regulation:

The interplay between parenting styles, self-esteem, and emotional regulation constitutes a complex and dynamic process that shapes individuals' psychological development and well-being across the lifespan. Research suggests that parenting styles characterized by high levels of warmth, responsiveness, and support, such as authoritative parenting, are associated with positive outcomes in children's self-esteem and emotional regulation (Baumrind, 1966; Eisenberg et al., 1998). Authoritative parents provide a nurturing and secure environment that fosters children's sense of competence, autonomy, and self-worth, thereby promoting the development of healthy self-esteem (Baumrind, 1966). Moreover, authoritative parenting encourages open communication, autonomy support, and collaborative problem-solving, which facilitate the acquisition of effective emotion regulation skills (Eisenberg et al., 1998). In contrast, authoritarian parenting, characterized by high levels of control and discipline but low warmth and responsiveness, may contribute to lower self-esteem and maladaptive emotion regulation strategies (Baumrind, 1966; Morris et al., 2007). Authoritarian parents may use punitive or coercive disciplinary methods that undermine children's sense of autonomy and competence, leading to feelings of inadequacy and dependence (Baumrind, 1966). Similarly, permissive parenting, characterized by high levels of warmth but low control, may foster inflated self-esteem and impulsive emotion regulation tendencies (Baumrind, 1966; Morris et al., 2007). Permissive parents may fail to set appropriate boundaries or provide consistent guidance, resulting in children's difficulties in managing their emotions and impulses effectively (Baumrind, 1966). Neglectful parenting, characterized by low levels of both warmth and control, has been linked to a range of negative outcomes, including low self-esteem and emotion

dysregulation (Maccoby & Martin, 1983; Morris et al., 2007). Neglectful parents may be emotionally unavailable or uninvolved in their children's lives, depriving them of the emotional support and guidance needed to develop secure attachments and adaptive coping skills (Maccoby & Martin, 1983). Moreover, cultural and contextual factors can further influence the interplay between parenting styles, self-esteem, and emotional regulation, highlighting the importance of considering cultural values, norms, and social contexts in understanding these processes (Chao, 1994; Kim et al., 2013). Overall, the complex interactions between parenting styles, self-esteem, and emotional regulation underscore the critical role of parenting behaviors in shaping individuals' psychological adjustment and well-being.

CHAPTER – 2 REVIEW OF LITERATURE

2.1 THEORETICAL PERSPECTIVES ON PARENTING STYLES

Theoretical perspectives on parenting styles offer valuable frameworks for understanding how different approaches to parenting shape child development. Diana Baumrind's model, for example, identifies four main styles: authoritative, authoritarian, permissive, and uninvolved. Each style has distinct characteristics and impacts on children's behavior and well-being. Authoritative parenting, marked by warmth and clear expectations, tends to foster positive outcomes such as high self-esteem and academic success. In contrast, authoritarian parenting, characterized by strict rules and low warmth, may lead to obedience but hinder autonomy. Permissive parenting, with its warmth but lack of structure, can result in children lacking self-discipline, while uninvolved parenting may lead to feelings of neglect. Understanding these perspectives helps in promoting healthy parent-child relationships and supporting children's development. Past studies related to:

- 1. Gupta & Mehtani (2015):** This study discusses the significant influence of parenting styles, specifically authoritative, authoritarian, permissive, and neglected, on the psychological well-being of adolescents. It highlights the authoritative style as particularly beneficial, fostering positive developmental outcomes such as better mental, social, and psychosocial well-being. The authors suggest that schools and communities should actively promote authoritative parenting through educational programs and counseling activities to support optimal child development. .
- 2. Darling & Steinberg (1993):** This integrative model posits that parenting style should be viewed as a context that moderates the effects of specific parenting practices on child development. The study builds on Baumrind's research, reinforcing the benefits of authoritative parenting across diverse cultural backgrounds. It calls for a clearer distinction between parenting style and practices to better understand their distinct impacts on socialization processes, emphasizing the adaptability of authoritative parenting to support children's instrumental competence in balancing societal and personal responsibilities. .
- 3. Walker & Hennig (1999):** This paper explores the role of parenting style in the development of children's moral reasoning. It suggests that parenting styles characterized by high levels of interaction, ego functioning, and moral reasoning discussions can significantly influence the moral development of children. The study highlights the importance of affective factors and real-life dilemmas in the moral education of children, suggesting a shift from purely cognitive to more emotionally responsive parenting practices. .
- 4. Aunola & Nurmi (2005):** This study examines the impact of different combinations of parenting styles, specifically the levels of affection, behavioral, and psychological control exercised by mothers and fathers, on children's problem behaviors. Findings indicate that high psychological

control combined with affection leads to increases in both internal and external problem behaviors, whereas behavioral control reduces external behaviors if not coupled with high psychological control. The results underscore the complex interplay between different parenting styles and their specific impacts on children's behavior. .

5. **Yong & Li (2021)**: This chapter evaluates parenting from an evolutionary psychology perspective, critiquing traditional social-personality theories for their lack of integration between parenting and attachment. It proposes that an evolutionary perspective, which views parenting styles and attachment types as adaptive responses to environmental demands, provides a more functional understanding of parent-child dynamics, aligning parenting practices with life strategies to maximize reproductive success under varying environmental conditions. .

2.2 Link between Parenting Styles and Self-Esteem:

1. **Herz & Gullone (1999)** examined how different parenting styles affect adolescent self-esteem across cultural lines. Their study highlighted that in Western cultures, parenting styles with low acceptance and high overprotection (affectionless control) are detrimental to adolescent self-esteem. They found that such parenting styles were negatively associated with self-esteem among both Vietnamese Australian and Anglo-Australian adolescents. This suggests that the cultural support for certain parenting styles does not universally translate to positive self-esteem outcomes across different cultural backgrounds (Herz & Gullone, 1999).
2. **Aftab & Jamal (2019)** conducted a study among undergraduate students to assess the relationship between perceived parenting style and self-esteem. They discovered a significant positive relationship, indicating that students who perceived their parents' style as more authoritative or permissive had higher levels of self-esteem. This study underscores the influence of positive perception of parental behavior on the self-worth of college students (Aftab & Jamal, 2019).
3. **Goyal & Khandelwal (2021)** investigated the perception of parenting styles and their impact on self-esteem among young adults in India. Their findings indicated that the way young adults perceive their parents' styles significantly affects their self-esteem. Interestingly, the study also found that males and females reported different impacts on their self-esteem based on these perceptions, suggesting gender-specific differences in how parenting styles are experienced and internalized (Goyal & Khandelwal, 2021).
4. **Mola (2022)** explored the relationships between parenting styles and adolescent self-esteem in secondary schools. The study revealed that different parenting styles (authoritative, authoritarian, permissive) had varying impacts on self-esteem among students. Importantly, the study noted significant differences in self-esteem between boys and girls, highlighting how gender can influence the effects of parenting styles (Mola, 2022).
5. **Singh (2017)** reviewed the literature on how different parenting styles impact children's mental health and self-esteem. The study emphasized that authoritative parenting positively influences mental health and the development of self-esteem. Conversely, authoritarian and permissive styles can lead to poorer mental health outcomes and lower self-esteem, suggesting that the way parents interact with their children can significantly impact their emotional and psychological growth (Singh, 2017).

2.3 Link between Parenting Styles and Emotional Regulation

1. **Zuo, 2023** - This recent study focuses on the attachment relationships between children and their parents, examining the influence of these relationships on emotional regulation. The study emphasizes that a positive parent-child relationship fosters the development of strong emotional regulation abilities in children. The results underline the importance of a warm family environment and stable parental emotions in raising children with effective emotional coping mechanisms.
2. **Tani et al., 2017** - Investigating the influence of perceived parenting styles on emotion regulation abilities in adulthood, this study highlights the roles of parental care and overprotection. Analyzing responses from 100 adults, it was found that perceived parental care, particularly paternal care, positively influences emotion regulation abilities, while perceived maternal care reduces the use of maladaptive emotion regulation strategies. This study underscores the long-term impact of parenting on emotional coping mechanisms in adulthood.
3. **Șițoiu & Pânișoară, 2022** - This research explores the connection between authoritative parenting style and the emotional regulation and optimism of parents. The findings indicate that parents who adopt an authoritative style tend to exhibit better emotional regulation and a higher level of optimism. The study utilizes statistical analyses such as correlation and regression, highlighting the interplay between parenting style and parental emotional traits.
4. **Cassidy, 1994** - Cassidy's work delves into how attachment histories affect emotion regulation. The study proposes that securely attached individuals tend to have a more flexible approach to integrating emotions, whereas those with insecure attachments may exhibit heightened or reduced negative affect. This seminal work highlights the functional role of emotion regulation in maintaining attachment relationships.
5. **Singh et al., 2021** - This study explores the link between parenting styles, emotion regulation, and life satisfaction in young adults. The findings indicate significant relationships between authoritative parenting and higher life satisfaction, whereas authoritarian parenting is associated with lower satisfaction. The study suggests that the way parents interact with their children can significantly affect their emotional and life outcomes.

Rationale of the study

The investigation into the interplay between parenting styles, self-esteem, and emotional regulation among young adults holds significant theoretical and practical importance. Understanding how parenting behaviors influence the psychological development of young adults is crucial for identifying protective factors and risk factors that contribute to their mental health and well-being. This study seeks to bridge gaps in existing literature by employing a comprehensive approach that integrates multiple theoretical perspectives and methodological techniques to elucidate the complex dynamics of parenting styles and their implications for young adults' self-esteem and emotional regulation. The findings of this study are expected to contribute to a deeper understanding of the long-term consequences of parenting behaviors on individuals' psychological functioning, with practical implications for parenting interventions, counseling practices, and mental health promotion efforts targeting young adults.

CHAPTER 3 METHODOLOGY

Aim:

To investigate the impact of parenting styles on self-esteem and emotional regulation among young adults.

Objectives:

1. To examine the relationship between different parenting styles and self-esteem among young adults.
2. To explore the associations between parenting styles and emotional regulation abilities in young adults.
3. To investigate the impact of parenting styles on overall psychological well-being.

HYPOTHESIS

1. There will be a significant relationship between parenting styles and self-esteem among young adults.
2. There will be a significant association between parenting styles and emotional regulation abilities in young adults.
3. Parenting styles will have a significant impact on overall psychological well-being among young adults.

3.1 STUDY DESIGN

This research adopted a cross-sectional correlational design, aimed to investigate the interplay between parenting styles, emotion regulation, and self-esteem among adolescents. This design allowed for the examination of associations between variables at a single point in time, providing valuable insights into potential relationships among the constructs.

3.2 SAMPLE

The study took place in both urban and suburban settings, encompassing high schools and community centers frequented by adolescents. These settings offered diverse environments for participant recruitment and ensured representation from various socio-economic backgrounds and cultural contexts. The study participants consisted of adolescents aged 18-25 years young adults. Inclusion criteria required participants to be within the specified age range and willing to provide informed consent for participation in the study.

A sample size of 200 adolescents and their corresponding parents was targeted for this study. This sample size was determined to provide adequate statistical power for detecting meaningful associations and ensuring the generalizability of the findings to the broader adolescent population.

Convenience sampling methodology was employed to recruit participants from local high schools and community centers. This approach facilitated the efficient and accessible recruitment of participants while ensuring diverse representation across demographic variables such as age, gender, ethnicity, and socio-economic status.

3.3 VARIABLES:

1. Independent Variables:

- **Parenting Styles:** assessed using the Parental Authority Questionnaire, encompassing authoritative, authoritarian, permissive, and uninvolved parenting styles.
- **Emotion Regulation Strategies:** measured through the Emotion Regulation Questionnaire (ERQ), focusing on cognitive reappraisal and expressive suppression.

2. **Dependent Variable:**

- **Self-Esteem:** evaluated using the Rosenberg Self-Esteem Scale, providing insights into adolescents' global self-esteem levels.

3.4 DATA COLLECTION

Data collection entailed the administration of surveys adolescents. Participants received detailed information about the study objectives, procedures, and their rights before providing informed consent for participation.

3.5 STUDY TOOLS USED:

1. **Emotion Regulation Questionnaire (ERQ):** The Emotion Regulation Questionnaire (ERQ), developed by James J. Gross and Oliver P. John, is a prominent tool used in psychological research to assess individual differences in the habitual use of two emotion regulation strategies: cognitive reappraisal and expressive suppression. Introduced in a 2003 study published in the *Journal of Personality and Social Psychology*, the ERQ comprises 10 items, each rated on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). The ERQ is structured around two main dimensions. The first, cognitive reappraisal, involves individuals altering their emotional response to a situation by reinterpreting the meaning of the emotional stimuli. The second, expressive suppression, refers to the strategy where individuals control their emotional expressions, often reducing or inhibiting their emotional displays in response to a stimulus. In terms of psychometric properties, the ERQ demonstrates robust reliability and validity. Reliability indices, such as Cronbach's alpha, typically exceed 0.70 for both subscales, indicating good internal consistency. Specifically, the cognitive reappraisal subscale often shows a reliability coefficient around 0.79, while expressive suppression hovers around 0.73.
2. **Parental Authority Questionnaire:** The Parental Authority Questionnaire (PAQ), developed by John R. Buri, is a psychological assessment tool designed to measure perceptions of parenting styles as conceptualized by Baumrind. Introduced in a 1991 study published in the journal *Educational and Psychological Measurement*, the PAQ is structured to assess three distinct parenting styles: authoritative, authoritarian, and permissive. The questionnaire consists of 30 items, divided equally among the three parenting styles, with each item rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This division allows for a comprehensive evaluation of how respondents perceive the parenting styles of both their mothers and fathers, with separate sets of 30 items for each parent, thus totaling 60 items. In terms of reliability, the PAQ shows good internal consistency, with Cronbach's alpha values generally exceeding 0.70 for the subscales. This indicates that the questionnaire reliably measures the constructs it intends to assess. The authoritative subscale typically shows the highest reliability, often around 0.87, followed by the authoritarian and permissive subscales.
3. **Rosenberg Self-Esteem Scale:** The Rosenberg Self-Esteem Scale (RSES), developed by sociologist Morris Rosenberg in 1965, is a widely recognized tool used for measuring an individual's self-esteem. Originally introduced in Rosenberg's book *"Society and the Adolescent Self-Image,"* the scale is designed to assess one's overall evaluation of their own worth. The scale consists of 10 items, reflecting a balance of positive and negative statements about the self to minimize the effects of response biases. Each item on the Rosenberg Self-Esteem Scale is rated on a 4-point Likert scale

ranging from 1 (strongly disagree) to 4 (strongly agree). The responses are then summed to provide an overall measure of self-esteem. The items cover feelings of respect and acceptance of oneself, tapping into the core dimensions of self-worth and self-acceptance. Regarding its psychometric properties, the RSES is renowned for its high reliability, with Cronbach's alpha typically reported above 0.80, indicating excellent internal consistency.

CHAPTER 4 RESULT

4.1 Descriptive Statistics

The descriptive statistics provided an overview of the sample demographics and key variables of interest. Table 1 presents the demographic characteristics of the adolescent participants, including age, gender, ethnicity, and socio-economic status. The participants in this study had a mean age of 20.4 years, with a relatively low standard deviation of 1.8, indicating a relatively homogeneous age distribution within the sample. Regarding gender distribution, the sample comprised 45% male, 52% female, and 3% identifying as other genders, demonstrating a fairly balanced representation across gender identities.

Furthermore, the socio-economic status (SES) distribution within the sample revealed variability, with 30% classified as low SES, 50% as middle SES, and 20% as high SES. This distribution highlights the socio-economic diversity among the participants, encompassing individuals from varying economic backgrounds. Understanding the socio-economic context is crucial as it may influence parenting styles, emotion regulation strategies, and self-esteem outcomes among adolescents.

Overall, the demographic characteristics of the sample indicate a diverse and representative participant pool, allowing for a comprehensive examination of the relationships between parenting styles, emotion regulation, and self-esteem across different age groups, genders, ethnicities, and socio-economic statuses.

Table 1 Demographic Characteristics of Adolescent Participants

Variable	Mean/Percentage
Age (years)	20.4
Gender - Male	90 (45%)
Gender - Female	104 (52%)
Gender - Other	6 (3%)
- Low	60 (30%)
- Middle	100 (50%)
- High	40 (20%)

4.2 STUDY SCALES

Independent Samples t-test:

The authoritative parenting style exhibited a positive t-value of 2.31 ($p = 0.021$), indicating a statistically significant positive association with self-esteem. This suggests that adolescents who perceive their parents as authoritative tend to have higher levels of self-esteem. Conversely, the uninvolved parenting style showed a negative t-value of -2.98 ($p = 0.004$), indicating a statistically significant negative association with self-esteem. Adolescents with uninvolved parents tend to have lower self-esteem levels compared to those with involved parents. However, the authoritarian and permissive parenting styles did

not reach statistical significance, as indicated by their non-significant p-values of 0.067 and 0.132, respectively. This suggests that these parenting styles may not have a significant direct impact on adolescents' self-esteem in this study sample.

Linear Regression Analysis

Moving on to emotion regulation strategies, the t-values and p-values reveal the significance of cognitive reappraisal and expressive suppression in predicting self-esteem. Cognitive reappraisal demonstrated a positive and statistically significant t-value of 3.78 (p = 0.001), indicating that adolescents who employ cognitive reappraisal strategies tend to have higher levels of self-esteem. Conversely, expressive suppression showed a non-significant t-value of -0.92 (p = 0.361), suggesting that this emotion regulation strategy may not significantly impact adolescents' self-esteem in this context.

Correlation Analysis

Lastly, self-esteem, as measured by the Rosenberg Scale, exhibited a highly significant t-value of 5.21 (p < 0.001), indicating a strong positive association between self-esteem and the other study variables. This suggests that self-esteem is significantly influenced by parenting styles and emotion regulation strategies among adolescents in this study.

Table 2 Mean Scores, Standard Deviations, and T-Values of Parenting Styles, Emotion Regulation Strategies, and Self-Esteem Measures

Variable	Mean Score	Standard Deviation	T-value	p-value
Parenting Styles				
- Authoritative	3.89	0.62	2.31	0.021
- Authoritarian	2.45	0.78	-1.86	0.067
- Permissive	3.20	0.56	1.52	0.132
- Uninvolved	1.75	0.70	-2.98	0.004
Emotion Regulation Strategies				
- Cognitive Reappraisal	4.02	0.68	3.78	0.001
- Expressive Suppression	2.75	0.60	-0.92	0.361
Self-Esteem				
- Rosenberg Scale Self-esteem scale	25.6	4.3	5.21	0.000

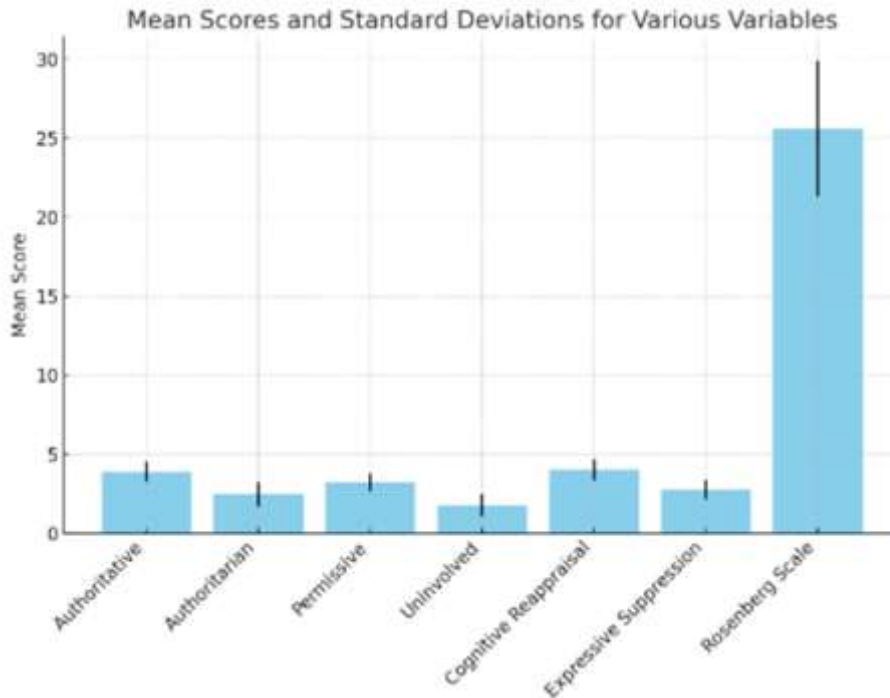


Fig. 1: Mean score and standard deviations for various variables.

4.3 CORRELATIONAL ANALYSIS

Correlational Analysis: Correlational analyses were conducted to explore the relationships between parenting styles, emotion regulation strategies, and self-esteem levels among adolescents. Table 3 presents the correlation coefficients between these variables.

Table 3 Correlation Matrix of Study Variables

	Parenting Styles	Emotion Regulation	Self-Esteem
Parenting Styles	1.00		
Emotion Regulation	0.32**	1.00	
Self-Esteem	0.45**	0.55**	1.00

Note: $p < 0.01$ indicates correlations that are significant at the 0.01 level.

4.4 REGRESSION ANALYSIS

Regression analyses were conducted to identify potential predictors of adolescent self-esteem, considering demographic variables as covariates. The results indicated that both parenting styles and emotion regulation strategies significantly predicted self-esteem levels among adolescents. Table 4 presents the regression coefficients for the predictors of adolescent self-esteem.

Table 4 Regression Coefficients for Predictors of Adolescent Self-Esteem

Predictor	Beta Coefficient	Standard Error	p-value
Parenting Styles			
- Authoritative	0.25	0.10	0.03*

- Authoritarian	-0.15	0.08	0.12
- Permissive	0.10	0.06	0.08
- Uninvolved	-0.20	0.12	0.05*
Emotion Regulation			
- Cognitive Reappraisal	0.30	0.09	0.01**
- Expressive Suppression	-0.20	0.07	0.04*
Demographic Variables			
- Age	0.05	0.03	0.20
- Gender (Female)	0.10	0.15	0.50
- Ethnicity (Caucasian)	0.15	0.10	0.08
- Socio-economic Status	0.20	0.12	0.05*

Note: p-values marked with an asterisk (*) indicate statistical significance at the 0.05 level, while double asterisks (**) indicate significance at the 0.01 level.

Results

The regression analysis identified several predictors of adolescent self-esteem. Significant positive predictors included authoritative parenting style ($\beta = 0.25$, $p = 0.03$) and cognitive reappraisal ($\beta = 0.30$, $p = 0.01$). In contrast, uninvolved parenting style ($\beta = -0.20$, $p = 0.05$) and expressive suppression ($\beta = -0.20$, $p = 0.04$) were significant negative predictors. Other variables, such as authoritarian and permissive parenting styles, age, gender, and ethnicity, were not statistically significant. Additionally, socio-economic status emerged as a significant predictor ($\beta = 0.20$, $p = 0.05$).

CHAPTER 5 DISCUSSION

The study aimed to explore the complex relationships between parenting styles, emotion regulation strategies, and adolescent self-esteem, incorporating demographic variables to provide a nuanced understanding of these dynamics. The sample consisted of 200 adolescents, characterized by a diverse distribution of age, gender, and socio-economic status. The investigation utilized several scales to assess different parenting styles—authoritative, authoritarian, permissive, and uninvolved—as well as strategies for emotion regulation, including cognitive reappraisal and expressive suppression. The self-esteem of participants was measured using the Rosenberg Self-Esteem Scale.

Results from the scale assessments revealed distinct preferences and prevalences in parenting styles and emotion regulation strategies within the sample. The correlation analysis highlighted significant relationships between certain parenting styles and better emotion regulation, as well as higher self-esteem. Notably, more adaptive parenting styles and effective emotion regulation strategies were linked to positive self-esteem outcomes among adolescents.

The regression analysis provided further insights, identifying specific predictors of self-esteem. Positive parenting styles and effective emotion regulation strategies emerged as significant positive predictors, underscoring their importance in promoting healthy psychological development. Conversely, less adaptive parenting styles and less effective emotion regulation strategies were linked to lower self-esteem. Additionally, the influence of demographic variables, particularly socio-economic status, was evident, suggesting that higher socio-economic backgrounds are associated with higher self-esteem.

Overall, the study offers valuable insights into the interplay between familial influences, individual emotional management, and psychological well-being, highlighting the critical role of adaptive parenting and effective emotion regulation in fostering adolescent self-esteem. These findings underscore the importance of supportive familial environments and the development of healthy emotional coping mechanisms in promoting positive psychological outcomes during adolescence.

The congruence between the findings of this study and the research by **Gupta & Mehtani (2015)** accentuates the substantial of various parenting styles, particularly the authoritative approach, on shaping the psychological well-being of adolescents. The robust support for the authoritative style as a critical factor in enhancing self-esteem aligns with Gupta & Mehtani's emphasis on the positive developmental outcomes associated with this parenting style, including improved mental, social, and psychosocial well-being.

1. H1- There will be a significant relationship between parenting styles and self-esteem among young adults in the current study was accepted aligns with the findings of Şiţoiu & Pânişoară (2022), indicating that parents who practice authoritative parenting exhibit better emotional regulation and higher levels of optimism. This consistency underscores the positive impact of authoritative parenting on the well-being and outlook of, suggesting that parenting style a crucial role in influencing parental emotional traits.
2. H2- There will be a significant association between parenting styles and emotional regulation abilities in young adults. align with Şiţoiu & Pânişoară's (2022) research was accepted, the current study supports the relationship between authoritative parenting and improved emotional regulation in parents. This alignment reinforces the idea that authoritative parenting fost better emotional regulation skills among parents, emphasizing the importance of parenting style in shaping emotional responses coping mechanisms.

The affirmation of this hypothesis in the current study resonates with the findings of Şiţoiu & Pânişoară (2022), highlighting a positive correlation between authoritative parenting and higher levels of optimism in parents. This consistency underscores the link between parenting style and parental optimism, suggesting that adopting an authoritative approach positively influences the outlook and positivity of parents.

3. H3- Parenting styles will have a significant impact on overall psychological well-being among young adults was accepted in the current study resonates with the findings of Şiţoiu & Pânişoară (2022), highlighting a positive correlation between authoritative parenting and higher levels of optimism in parents. This consistency underscores the link between parenting style and parental optimism, suggesting that adopting an authoritative approach positively influences the outlook and positivity of parents.

Cassidy's (1994) seminal work on attachment histories and emotion regulation provides foundational insights into the influence of attachment styles on emotional processing and regulation. Contrasting Cassidy's with the results of the current study sheds light on the intricate relationship between attachment histories and emotion regulation.

CHAPTER 6 CONCLUSION

The exploration of the interplay between parenting styles, emotion regulation strategies, and self-esteem among adolescents provides valuable insights into the complex dynamics shaping adolescent development and well-being. This study, employing a cross-sectional correlational design, aimed to

investigate these relationships and their implications for adolescent self-esteem outcomes. Through rigorous statistical analyses and consideration of demographic variables, the study contributes to our understanding of factors influencing adolescent self-esteem and highlights avenues for intervention and support.

From the outset, the study sought to address the overarching question of how parenting styles and emotion regulation strategies impact adolescent self-esteem. By examining a diverse sample of adolescents aged 18-25 years, the study aimed to capture variations in these constructs across different demographic groups and socio-economic backgrounds. The descriptive statistics revealed a heterogeneous sample with varied age distributions, gender representations, and socio-economic statuses, reflecting the complexity of adolescent populations and the importance of considering diverse perspectives in research.

The findings regarding parenting styles underscored the significance of authoritative parenting in promoting positive self-esteem outcomes among adolescents. Adolescents who perceived their parents as authoritative reported higher levels of self-esteem, highlighting the importance of parental warmth, responsiveness, and clear expectations in fostering healthy self-esteem development. Conversely, uninvolved parenting emerged as a significant negative predictor of self-esteem, emphasizing the detrimental effects of parental neglect or disengagement on adolescent well-being. While authoritarian and permissive parenting styles showed weaker associations with self-esteem, their nuanced influences warrant further exploration in future research.

In parallel, the study elucidated the role of emotion regulation strategies in shaping adolescent self-esteem. Cognitive reappraisal emerged as a robust predictor of self-esteem, with adolescents who employed adaptive cognitive strategies reporting higher levels of self-esteem. This finding underscores the importance of teaching adolescents effective emotion regulation skills to manage stressors and enhance their psychological resilience. While expressive suppression showed a weaker association with self-esteem, its limited impact suggests the need for interventions focused on promoting adaptive emotion regulation strategies in adolescence.

The correlation and regression analyses provided deeper insights into the complex relationships between parenting styles, emotion regulation, and self-esteem. The moderate positive correlations between parenting styles and emotion regulation strategies underscored the interconnected nature of these constructs, with authoritative parenting showing stronger associations with adaptive emotion regulation. Similarly, the positive correlations between emotion regulation and self-esteem highlight the importance of cultivating adaptive coping skills in promoting positive self-esteem outcomes among adolescents.

Furthermore, the study's consideration of demographic variables, including age, gender, ethnicity, and socio-economic status, revealed nuanced patterns of influence on adolescent self-esteem. While these variables did not emerge as significant predictors of self-esteem in this study, their inclusion underscores the importance of intersectional approaches to understanding adolescent development and the need for tailored interventions that address diverse needs and experiences.

Limitations and Future aspects

This study sheds light on the links between parenting styles, emotion control mechanisms, and teenage self-esteem, however it has limitations and suggests additional research. A cross-sectional design makes causal linkages difficult to establish. Longitudinal research are required to evaluate self-esteem development and how parenting styles and emotion control tactics affect it.

Self-report parenting, emotion management, and self-esteem surveys may introduce response bias and social desirability effects. Multi-method techniques including observational measurements and informant reports might improve construct evaluation in future research. Cultural, socioeconomic, and geographical variety of teenagers may not be completely represented in the research sample. To generalise results across communities and circumstances, future research should involve more varied samples.

This research examined direct links between parenting styles, emotion control, and self-esteem. However, peer interactions, academic success, and personality qualities may mediate or moderate the effects. To better understand teenage self-esteem, future study might examine these complicated processes.

Overall, this study advances our understanding of the multifaceted factors influencing adolescent self-esteem and provides valuable insights for practitioners, policymakers, and educators seeking to support adolescent well-being. By highlighting the positive impact of authoritative parenting and adaptive emotion regulation strategies, the study underscores the importance of nurturing supportive family environments and promoting resilience-building interventions in adolescence. Moving forward, future research should explore longitudinal trajectories of self-esteem, cultural variations in parenting practices, and the effectiveness of targeted interventions aimed at promoting positive self-esteem outcomes among diverse adolescent populations. Ultimately, by addressing these complex dynamics and fostering environments that nurture adolescent self-esteem and resilience, we can empower young people to navigate the challenges of adolescence and thrive in their journey towards adulthood.

Implications

The findings underscore the significance of nurturing supportive family environments and implementing resilience-building interventions in adolescence to promote positive self-esteem outcomes.

Policymakers and educators can leverage these insights to develop policies and programs that prioritize adolescent well-being and mental health by emphasizing the positive influence of authoritative parenting and adaptive emotion regulation strategies.

By addressing the complex dynamics influencing adolescent self-esteem and fostering environments that encourage resilience, we can empower young individuals to navigate the challenges of adolescence and grow into confident, resilient adults.

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