

Impact of Authoritative Parenting Style on Self-Esteem and Resilience Among Undergraduate Students

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Abstract

The aims of undertaking the following research have to assess the relationship between authoritative parenting and self-esteem as well as the levels of resilience among undergraduate students. According to this research, the authoritative style of parenting has a positive relation to self-esteem and resilience as two interrelated factors. For this study, a sample of 250 undergraduate students from AWKUM was used and research techniques like descriptive analysis and Pearson correlation coefficients. The results indicate a significant positive correlation between authoritative parenting and resilience ($r = .638, p < .01$), as well as between authoritative parenting and self-esteem ($r = .664, p < .01$). Furthermore, a strong correlation was observed between resilience and self-esteem ($r = .934, p < .01$). These findings highlight the importance of authoritative parenting in promoting psychological well-being among undergraduate students.

Keywords: Authoritative Parenting Style, Resilience, Self-esteem, Undergraduate Students.

Introduction

A person's parents greatly influence their lives (Kordi & Baharudin, 2010). Everything parents do to ensure their children's well-being is seen as an essential aspect of parenting (Schaffer et al., 2009). Excitingly, the methods employed by parents in child-rearing are influenced by many factors, including culture, society, finances, and beliefs. Furthermore, social class also significantly influences children's upbringing (Jadon & Tripathi, 2017). Parenting style is a psychological construct encompassing parents' common methods of raising children (Jadon & Tripathi, 2017). During the initial decade of the 21st century, parenting styles became a focus of attention (Caporella, 2007). The role of parenting in shaping the future of our nation is significant. To have a positive impact, parents should adopt effective parenting practices. Research has extensively been conducted on the importance of parenting style in child development (Gale Encyclopedia of Education, 2002). Parenting that is rigid or strict can lead to emotional harm. Through hostile or misguided behavior, parents convey the message that they don't love or appreciate their children, which leads to low self-esteem and hinders development (Iwaniec et al., 2007). Authoritative parenting is a more lenient style of child-rearing, where parents provide freedom while setting clear expectations and rules, explaining their reasoning, and ensuring adherence (Baumrind, 1991).

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Parents who exhibit authoritative styles often involve their children in family discussions and decision-making, fostering competence and deterring problematic behaviors (Baumrind, 1991). Conversely, unsupportive parents can cause issues like perfectionism and low self-worth, potentially leading to depression (McArdle, 2009). Self-esteem and resilience are known to be influenced by parenting style, varying across different cultures (Dwairy et al., 2006). Resilience is generally defined as the ability to adapt and recover from adversity, a key factor in overall psychological well-being (Masten et al., 1990).

Therefore, this study aims to investigate the impact of authoritative parenting on the self-esteem and resilience of undergraduate students. The term "resilience" usually refers to the propensity to bounce back, recover, or withdraw. It is described as the ability, method, or result of successfully adapting to difficult or dangerous situations, producing positive results even in situations where there is a high degree of risk, and maintaining competence in circumstances full of danger (Masten et al., 1990).

According to the National Center for Education Statistics (NCES), the fall of 2015 saw a 4.9 million increase in American college and university enrollment, reaching a total of 20.2 million students. The demand for mental health services among young adults aged 18-24 has risen, with 25% of college students receiving treatment for mental health conditions in the past year (Chardon State College, 2016). Therefore, the purpose of the current study is to investigate the Impact of parenting styles on self-esteem and resilience among undergraduate students.

Objectives

1. To examine the relationship between an authoritative parenting style and the self-esteem of undergraduate students.
2. To study the relationship between an authoritative parenting style and the resilience of undergraduate students.
3. To evaluate the relationship between the self-esteem and resilience of undergraduate students

Hypotheses

Based on the research questions, the following hypotheses are formulated.

H₁: The self-esteem of undergraduate students is positively linked to an authoritative parenting style.

H₂: There is a positive relationship between an authoritative parenting style and the resilience of undergraduate students.

H₃: There is a positive correlation between the self-esteem and resilience of undergraduate students.

Literature Review

Numerous studies have examined the effect of an individual's parenting style on many aspects, including self-esteem, with Baumrind's conclusion that parenting style affects a variety of factors (Heaven & Ciarrochi, 2008). Furthermore, Gecas and Schwalbe (1986) found a reciprocal relationship between parenting and self-esteem (Bulanda & Majumdar, 2008). Families and parenting styles play an important role in enabling or preventing an individual's self-esteem development (Warash & Markstrom, 2001).

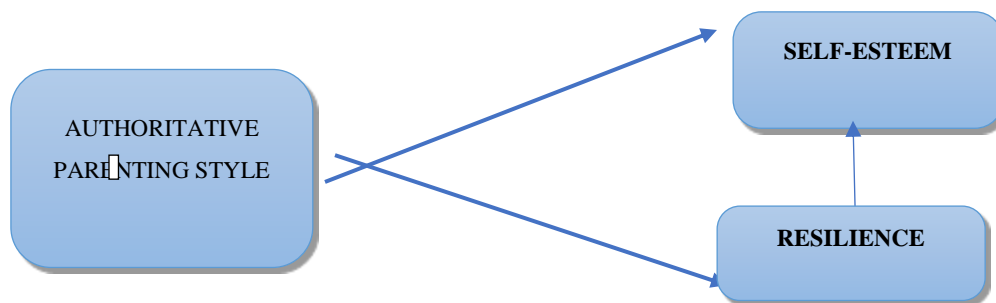
Based on the Canadian Council on Learning's (2007) study, children with authoritative parenting are more socially competent, and their self-esteem is higher. As Baumrind and Black noted, adolescents who are treated authoritatively develop a greater sense of social adjustment and

independence than their peers (Cardinali & D'Allura, 2001). For children to feel confident in them, authoritative parenting behaviors are crucial (Bornstein & Zlotnik, 2008). Arbuckle & Mackinnon's (1988) earlier research has shown that authoritative parents with a stronger internal sense of control are more likely to foster positive interactions with their kids by fostering their sense of control and boosting their self-esteem (Ginsburg & Bronstein, 1993). Based on a study on undergraduate students, parental authoritative parenting was generally positively associated with greater self-functioning, particularly self-esteem (Trumpeter et al., 2008).

In contrast, authoritarian and permissive parenting styles are most typically associated with low levels of resiliency (Ritter, 2005). Previous studies have repeatedly found that authoritative parenting positively impacts young resilience (Baumrind, 1991). Steinberg's longitudinal study confirmed that children raised by authoritative parents have stronger self-esteem and coping abilities, contributing to resilience in the face of adversity (Steinberg, 2001).

The relationship between self-esteem and resilience among undergraduate students has been widely studied. In the longitudinal study by Orth et al., (2010) the authors focused on testing the course of self-esteem among a group of undergraduate students for several years and concluded that high self-esteem degree leads to increased ability to handle life challenges (Orth et al., 2010). Luthar in this paper discussed this paper, synthesized other studies on resilience and noted that a high self-esteem is one aspect of resilient people (Luthar et al., 2000). The results indicate that self-esteem that is considered as higher may also act as a buffer and moderate the effects of stress on mental health results. The current meta-analysis focused on the longitudinal surveys and established that self-esteem had a negative association with depression and anxiety and that low self-esteem may lead to higher estimates of these mental health consequences (Sowislo & Orth, 2013). This theory was developed by the well-known psychologist Diana Baumrind, with her research having taken place in the 1960s and 1970s. Her work has greatly contributed to our understanding of the various ways in which parenting approaches can shape child development (Baumrind, 1966). Aside from that, Baumrind noted two dimensions of parenting behavior: responsiveness and demandingness. Based on these two dimensions and the four dimensions revealed above, three parenting styles can be identified, namely authoritarian, authoritative, and permissive parenting styles (Huver et al., 2009). One of these styles (Authoritative Parenting Style) is used for this study.

Figure 1: Theoretical Framework



Research Methodology

The research methodology used in this study was quantitative correlational design targeting undergraduate students. The first objective was, therefore, to estimate these associations' strength.

The participants were 250 undergraduate students studying at Abdul Wali Khan University Mardan (AWKUM) and convenient sampling was used. Half of the sample was male 51% while the other half, that is, 49% were female participants. Majority of the participants 66% were between 18 -22 years. Subjects were sampled from various academic fields to make sure that the subjects sample intercepted a broad chunk of the university population.

Information from the participants was obtained through three standard and validated questionnaires. Authoritative parenting was assessed by the PSDQ (Cronbach's alpha = 0.868) while self-esteem was examined using RSES (Cronbach's alpha = 0.860) and resilience using the BRS (Cronbach's alpha = 0.787). All of these instruments employed Likert scale type response format using whole integer responses from 1 = strongly disagree to 5 = strongly agree.

The data was gathered online and physically after several weeks of the study. Identified participants were explained the purpose of the study and all of them agreed to participate in the study voluntarily and anonymously. In data analysis for this study, SPSS version 26 was used for descriptive statistics of the key variables. The Pearson's correlation coefficients were used to compare the relations between authoritative parenting the self-esteem and resilience, with the set alpha level of .05. The study was also very ethical and the process followed included getting consent from the participants and respecting their anonymity. Participants were made aware of their study rights by being told that they have the right to withdraw from the study at any time.

Nevertheless, the knowledge gained from the current study is beneficial but the fact that the current study was conducted at one university and included only convenient sample restricts the generalization of the findings. In the future research, it has been recommended that the study participants should be a diverse group drawn from different institutions, and the research designs used should be longitudinal to establish the long term effects of authoritative parenting on self-esteem and resilience.

Results

Demographic Information

We distributed 250 questionnaires using a convenient sampling technique and received all 250 completed questionnaires. Among the total respondents, the majority were male (51%, n=127) and the remaining were female (49%, n=123). The largest proportion of respondents (66%, n=164) fell within the age range of 18-22 years, while the remainder (34%, n=86) were between 23-28 years old. Regarding academic programs, the overwhelming majority of respondents (99%, n=248) were enrolled in Bachelor of Science (BS) programs, with only 1% (n=2) pursuing a Master of Philosophy (MPhil) degree. This study examined students from Abdul Wali Khan University of Mardan (AWKUM) across various departments, including 34% (n=85) from the psychology department, 14% (n=37) from the political science department, 12% (n=29) from the law department, 14% (n=34) from the international relations department, 16% (n=41) from the English department, and 9% (n=24) from the department of Pak studies. The total number of respondents in the sample was 250, representing 100% (see Table 1).

Table 1: Respondents Demographic Information

Demographic Information	Frequency	Percentage
Gender		
Male	127	51%
Female	123	49%
Age		
18-22	164	66%
23-28	86	34%
Study Program		
BS	248	99%
MPhil	2	1%
Department		
Psychology	85	34%
Political Science	37	15%
Law	29	12%
International relationship	34	14%
English	41	16%
Pak studies	24	9%
Total	250	100%

Note: *f*=Frequency; %=Percentage; *M*=Mean; *S.D.*=Standard Deviation

Table 2 presenting, descriptive statistics and reliability measures for three scales utilized in the study, namely, APS, BRS, and RSES. The table displays the mean (*M*), standard deviation (*SD*), range, and Cronbach's alpha (α) for each scale. The APS (Authoritative parenting style) scale exhibits a mean score of 3.62 (*SD* = 0.78), a range of 4.00, and a high level of internal consistency (α = .868). The BRS (Brief resilience scale) scale demonstrates a mean score of 3.56 (*SD* = 0.86), a range of 4.00, and a moderate level of internal consistency (α = .787). Lastly, the RSES (Rosenberg self-esteem scale) scale reveals a mean score of 3.59 (*SD* = 0.82), a range of 4.00, and a high level of internal consistency (α = .860). The analysis was conducted on a sample size of 250 participants.

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

Scales	<i>M</i>	<i>SD</i>	Range	Cronbach's α
APS	3.6200	.77848	4.00	.868
BRS	3.5620	.85679	4.00	.787
RSES	3.5860	.81748	4.00	.860

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

Pearson correlation analysis was used to examine the correlation between APS, BRS and RSES. According to the Pearson correlation coefficients and their significance measures and sample sizes shown in table 3 below. The purpose of this analysis is two-fold, to determine the degree of overlap between the aforementioned psychological constructs and, in so doing, provide future facilitates and researchers with an understanding of potential factors that may affect growth and psychological functioning.

Table 3: Pearson Correlation Coefficients between APS, BRS, and RSES

		APS	BRS	RSES
APS	Pearson Correlation	1	.638**	.664**
	Sig. (2-tailed)		.000	.000
	N	250	250	250
BRS	Pearson Correlation	.638**	1	.934**
	Sig. (2-tailed)	.000		.000
	N	250	250	250
RSES	Pearson Correlation	.664**	.934**	1
	Sig. (2-tailed)	.000	.000	
	N	250	250	250

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

Evaluations of co-relations indicate that APS, BRS and RSES are positively correlated with each other. The results also reveal a moderate to strong positive relationship between APS and both BRS ($r = .638$, $p < .01$) and RSES ($r = .664$, $p < .01$); therefore, participants reared with authoritative style of parenting are more likely to have higher level of resilience and self-esteem. Furthermore, BRS has a highly significant positive relationship with RSES; ($r = .934$, $p < .01$), asserting the evidence of positive relationship between resilience and self-esteem. The results provided here also support the beneficial impact of authoritative parenting for increased resilience self-esteem points to the interconnectedness of the concepts.

Discussion

Therefore, the aim of this research was to examine the relationship between the resilience, self-esteem and authoritative parenting of the undergraduate students. Thus, the participants for this study comprised 250 young adults, randomly selected from various departments of the Abdul Wali Khan University of Mardan (AWKUM) facility. It was therefore a quantitative research design, with a convenient sampling technique. To collect data, three reliable and valid questionnaires were administered: For measuring parenting style the researcher used the Parenting Styles & Dimensions Questionnaire (PSDQ) developed by Robinson et al. in 1995, for measuring resilience the researcher used the Brief Resilience Scale (BRS) by Smith et al. (2008) and for measuring self-esteem the researcher used Rosenberg Self-esteem Scale (RSES) created by Morris Rosenberg in 1965.

The research questions focused on the following aspects: Relationship between authoritative parenting and self-esteem, the Relationship between authoritative parenting and resilience, and Relationship between self-esteem and resilience. The empirical work provides supportive evidence for the hypotheses and reveals the developmental outcomes linked to authoritative parenting among young adults.

The hypotheses formulated were that authoritative parenting would have a direct positive relationship with self-esteem (H1) and resilience (H2) and that there would be positive relationship between self-esteem and resilience (H3). These hypotheses are well supported by the results, which shed a useful light on the nature of the basic psychological processes involved in development, as mediated by parenting styles in young adults.

The first research question of the study is: There is a positive correlation between authoritative parenting style and self-esteem of the undergraduate youth. The results show that H1 is supported

because there is a strong positive correlation between self-esteem and authoritative parenting, ($r = .664, p < .01$). According to Weiten et al. (2008), another type of parenting known as authoritative parenting is highly related with self-esteem. According to Grusec (Rathus 2007) high self-esteem and moral internalizations was noticed in children whose parents adopted the authoritative style of parenting.

In addition, this finding is consistent with the prior academic research on the positive outcomes of authoritative parenting style, described as warm, responsive, and demanding, with regards to developments in a number of areas of a child (Baumrind, 1991; Maccoby & Martin, 1983). This parenting style fosters a child's environment that they feel they are wanted and appreciated making them more valuable and confident. The present research adds to prior research supporting the finding that such a style of parenting retains a beneficial effect on self-esteem during the young adult stage of development, supporting the conclusion that the effects of authoritative parenting are long-standing and beneficial to the psychological well-being of an individual.

The second hypothesis posits to a positive association between the authoritative parenting style and the resilience of undergraduate students, and revealed a significant positive relationship between authoritative parenting and resilience ($r = .638, p < .01$), thus providing support for H2. Resilience, which is defined as the capacity to recover from adversity, is crucial for both success and well-being, particularly within the demanding context of higher education (Connor & Davidson, 2003). Authoritative parenting, characterized by a combination of support and autonomy, appears to promote the development of resilience by fostering problem-solving abilities, emotional regulation, and a sense of competence (Steinberg, 2001). These findings highlight the significance of authoritative parenting in cultivating resilience, a quality essential for navigating the challenges encountered during the undergraduate years.

The overall findings of the third hypothesis of the study— There is a positive relationship between self-esteem and resilience in undergraduate students—all pointed to a highly significant positive correlation between self-esteem and resilience and indicated strong positive correlation coefficient of 0.934 at $p < 0.01$. This also support H3 and suggest the magnitude of interaction between these two constructs. A high level of self-esteem because of psychological resources helps human increase the level of resilience during the period of stress by providing persons with positive picture of themselves and strengthening their confident expectations of being able to solve problems (Rutter, 1987). Conversely, resilient individuals are more likely to maintain a positive self-image despite setbacks, thus reinforcing their self-esteem. The profound interconnectedness between self-esteem and resilience underscores the potential for reciprocal reinforcement, suggesting that interventions targeting the enhancement of one attribute may concurrently promote the other.

Practical Implications

The study proposes that educators and mental health professionals should integrate authoritative parenting techniques to foster improved self-esteem and resilience in children. Educational programs and workshops can serve as effective means to attain this objective. Policymakers should likewise prioritize the implementation of family-centered policies that facilitate positive parenting strategies and offer resources for authoritative parenting skills. This approach will yield favorable outcomes for both parents and children.

Limitations and Future Research Suggestions

While the findings of the study are noteworthy, it is important to acknowledge its limitations. These limitations encompass the small sample size and the use of convenience sampling from a single university, which restricts the generalization of the results. The demographic characteristics of the sample may not accurately represent all undergraduate students, and as such, future research should strive to obtain a more diverse sample from multiple institutions to enhance the external validity of the findings.

Longitudinal studies would provide vital insights into the long-term effects of authoritative parenting on self-esteem and resilience beyond undergraduate years. However, the study lacks causality and could benefit from incorporating experimental or longitudinal designs to gain a more thorough understanding of the causal relationships between these variables. Future research could also explore potential mediating factors such as peer relationships and academic achievement that may impact these associations.

Conclusion

The research on the impact of authoritative parenting style on self-esteem and resilience among undergraduate students provides insightful conclusions about the relationship between parenting approaches and psychological well-being. The study reveals that authoritative parenting, characterized by warmth, responsiveness, and clear boundaries, is strongly correlated with higher self-esteem and resilience among students. Those who experience this parenting style tend to have a stronger sense of self-worth and are better equipped to handle adversity. Furthermore, the study highlights the interconnected nature of self-esteem and resilience, showing that students with higher self-esteem are more likely to exhibit resilience, and vice versa. This mutual reinforcement between the two constructs underscores the importance of supportive parenting in fostering both traits.

In practical terms, these findings suggest that promoting authoritative parenting practices can play a vital role in improving the psychological well-being of young adults, which in turn can enhance their academic success and overall life satisfaction. Programs aimed at educating parents and students about the benefits of authoritative parenting could be beneficial in fostering environments that support emotional development. However, the study's limitations—such as its focus on a single university and a relatively small sample size—call for future research with more diverse populations and longitudinal designs to explore the long-term effects of authoritative parenting on self-esteem and resilience. Nonetheless, this research underscores the critical importance of authoritative parenting in promoting positive psychological outcomes, providing a solid foundation for future studies and practical interventions aimed at supporting young adults.

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