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Parenting Style, Self-Esteem and Academic Performance among College Students

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ABSTRACT: This study examines the relationship between parenting styles, self-esteem, and academic performance among college students. A sample of 100 participants completed measures assessing parenting styles, self-esteem, and academic performance. Results indicate a significant association between authoritative parenting and higher levels of self-esteem and academic performance. However, authoritarian and permissive parenting styles did not significantly predict self-esteem or academic performance. These findings highlight the importance of authoritative parenting in promoting positive outcomes among college students. Future research should explore the underlying mechanisms and cultural variations in parenting practices to inform interventions aimed at enhancing students' well-being and academic success.

KEYWORDS: Parenting styles, self-esteem, academic performance, college students, authoritative parenting.

I. INTRODUCTION

Parenting styles play a crucial role in shaping the psychological and academic development of individuals, particularly during the formative years of childhood and adolescence. Research indicates that parenting practices significantly influence children's self-esteem and academic performance, which in turn impact their overall well-being and future prospects. Understanding these dynamics is of paramount importance, especially among college students who navigate the challenges of emerging adulthood.

In India, where familial bonds are deeply ingrained in cultural norms, parenting practices often reflect a blend of traditional values and modern influences. In [3], approximately 70% of Indian parents exhibit authoritarian or authoritarian-leaning parenting styles, characterized by high levels of control and low levels of warmth and responsiveness. In [12], This parenting approach has been associated with lower levels of self-esteem and academic motivation among Indian adolescents. Conversely, authoritative parenting, characterized by high levels of support and guidance combined with reasonable expectations and boundaries, has been linked to better psychological well-being and academic outcomes among Indian youth [2].

Similarly, research conducted abroad provides valuable insights into the relationship between parenting styles, self-esteem, and academic performance. For instance, studies in the United States have consistently demonstrated that adolescents raised in authoritative households tend to have higher self-esteem and academic achievement compared to their peers raised in authoritarian, permissive, or neglectful environments [15]. Moreover, cross-cultural studies have revealed variations in the prevalence and effects of different parenting styles on children's development, highlighting the importance of considering cultural context in understanding these dynamics [6].

Despite the wealth of research on parenting styles and child outcomes, there is a paucity of studies specifically examining these relationships among college students, especially in the Indian context. Given the unique challenges and transitions faced by young adults during their college years, such as increased autonomy and academic pressure, it is imperative to explore how parenting styles continue to influence their self-esteem and academic performance during this critical period of development. The relationship between parenting styles and child development has been extensively studied in psychology literature. Diana Baumrind, a renowned developmental psychologist, identified three primary parenting styles: authoritarian, authoritative, and permissive.

These styles differ in their levels of control, warmth, and responsiveness, consequently impacting various aspects of children's lives, including their self-esteem and academic performance. Authoritarian parenting is characterized by high

levels of control and low levels of warmth. Parents exhibiting this style often enforce strict rules and discipline, expecting unquestioning obedience from their children. This parenting approach may result in children with lower self-esteem and poorer academic performance due to the lack of emotional support and autonomy in decision-making. In contrast, authoritative parenting combines high levels of control with warmth and responsiveness. Parents adopting this style set clear expectations for their children while providing emotional support and encouragement. Research suggests that children raised in authoritative households tend to have higher self-esteem and better academic outcomes, as they feel valued and supported in their endeavors. Permissive parenting is characterized by high levels of warmth and low levels of control. Parents following this style are indulgent and lenient, often avoiding confrontation and allowing their children considerable freedom. While permissive parenting may foster high self-esteem by granting children autonomy, it can also lead to academic underachievement due to the lack of structure and guidance.

Self-esteem plays a crucial role in shaping individuals' perceptions of themselves and their capabilities. College students with high self-esteem are more likely to exhibit resilience, motivation, and academic engagement, whereas those with low self-esteem may experience feelings of inadequacy and struggle to perform academically. The parenting style experienced during childhood significantly influences the development of self-esteem, with authoritative parenting often associated with higher levels of self-worth and confidence. Furthermore, academic performance is closely intertwined with both parenting styles and self-esteem among college students. Students who perceive themselves as capable and worthy are more likely to set ambitious goals, persist in the face of challenges, and achieve academic success. Conversely, students with low self-esteem may doubt their abilities, succumb to academic stress, and experience difficulties in reaching their full potential.

II. RELATED WORK

Parenting styles play a pivotal role in shaping individuals' psychological development and academic trajectories. As college students navigate the challenges of higher education, the influence of parental upbringing remains salient, albeit in evolving ways. In [1], they conducted pioneering research on parenting styles, particularly authoritative parenting, and its effects on child behavior. This study emphasized the importance of balanced parental control and warmth in promoting positive outcomes for children. Baumrind's work laid the foundation for subsequent research on parenting styles and their impact on various aspects of child development. In [2] focus on parenting styles and academic achievement among Indian adolescents, providing insights into the cultural context of parenting practices and their implications for educational outcomes. This study contributes to understanding the unique dynamics of parenting in the Indian context and its impact on college students' academic success. In [3], explore the relationship between parenting styles and academic achievement among adolescents in India, further elucidating the prevalence and effects of different parenting styles in the Indian cultural context. Their findings contribute to understanding how parenting practices influence academic outcomes among college students in India. In [4] examine the relationship between parenting style and adolescent school performance, providing empirical evidence for the impact of parenting practices on academic outcomes during adolescence, which is relevant for understanding college students' academic success. In [5] propose an integrative model of parenting styles as context, emphasizing the interaction between parenting practices and the broader socio-cultural context. This framework is valuable for understanding how parenting styles operate within diverse cultural settings and their impact on child outcomes, including those relevant to college students. In [6] examine the effects of maternal involvement on children's academic achievement, considering variations based on socioeconomic status and culture. Their study highlights the significance of parental involvement in shaping academic outcomes, which is relevant for understanding the relationship between parenting styles and academic performance among college students. In [7] investigates the relationship between parenting styles and the mental health of Palestinian-Arab adolescents in Israel. While not directly focused on self-esteem and academic performance, this study underscores the importance of cultural variations in parenting practices and their impact on adolescents' well-being, which is relevant for understanding college students' experiences. In [8] examine the association between parenting styles and academic achievement among school-going adolescents, providing insights into how parenting practices influence academic outcomes during adolescence. Although not specific to college students, their findings contribute to understanding the broader relationship between parenting styles and academic performance. In [9] investigate patterns of competence and adjustment among adolescents from various parenting backgrounds, contributing to understanding how different parenting styles shape adolescents' development, including their academic performance and psychological well-being during the college years. In [10] explore how ethnicity and community context moderate the relationship between family decision-making processes and adolescent adjustment. Although not directly focused on parenting styles, this study underscores the importance of considering contextual factors in understanding the impact of family dynamics on adolescent outcomes, including those relevant to college students. In [11], provides a

comprehensive review of self-esteem research, offering insights into theoretical frameworks and practical implications for enhancing self-esteem. This source is valuable for understanding the role of self-esteem in the context of parenting styles and its influence on academic performance among college students. In [12], conducts a meta-analysis on the associations between parenting styles and academic achievement in children and adolescents. This comprehensive review provides quantitative insights into the overall effects of different parenting styles on educational outcomes, which is relevant for understanding college students' academic performance. In [13], develop a new measure to assess authoritative, authoritarian, and permissive parenting practices, enhancing researchers' ability to accurately classify parenting styles and investigate their effects on child outcomes, including those relevant to college students. In [14], investigate the relationship between authoritative parenting, psychosocial maturity, and academic success among adolescents, highlighting the importance of authoritative parenting for promoting adolescents' academic achievement during the college years. In [15], investigate longitudinal changes in adolescents' adjustment and competence across different parenting styles. Their study contributes to understanding the long-term effects of parenting styles on adolescents' development, including their self-esteem and academic performance during the college years.

III. METHODOLOGY

Hypothesis

- Null Hypothesis (H₀): There would not be a relationship between parenting styles and self-esteem among college students.
- Null Hypothesis (H₀): There would not be a relationship between parenting styles and academic performance among college students.

Sample

The sample population which I chose for this study was College students, preferably between the ages of 18 and 25 years of age and the type of sampling method which I used for this study is Purposive Sampling.

Inclusion Criteria

- College students between the ages of 18 to 25 years.
- Students who are enrolled in a full-time undergraduate program.
- Who are willing to participate in the study voluntarily.
- Who can comprehend and complete the questionnaire accurately.

Exclusion Criteria

- Individuals who are unwilling to provide informed consent.
- Students who are unable to comprehend the questionnaire.
- Non-English speakers.

Tools

- **Perceived Parenting Style Scale (Divya & Manikandan, 2013)**: This scale will be used to assess participants' perceptions of their parents' parenting styles. The scale consists of 30 items scored on a 5-point Likert scale and has demonstrated acceptable reliability ($\alpha = 0.79-0.86$).
- **Academic Performance Scale (APS) (Birchmeier et al., 1997)**: The APS will be utilized to measure participants' academic performance. It comprises 8 items scored on a 5-point Likert scale and has demonstrated high internal consistency ($\alpha = 0.89$) and test-retest reliability (0.85).
- **Rosenberg Self-Esteem Scale (Rosenberg, 1965)**: This scale will be employed to assess participants' self-esteem. It consists of 10 items scored on a 4-point Likert scale and has been validated in previous research.



IV. EXPERIMENTAL RESULTS

Table 1. Mean and Standard Deviation of Authoritative Parenting Style(P1), Authoritarian Parenting Style(P2), Permissive Parenting Style(P3), Self-Esteem and Academic Performance among college students.

	Mean	Standard Deviation
P1	36.2600	7.85425
P2	24.3600	7.56857
P3	24.8400	6.95254
SE	28.5400	5.18042
AP	28.5600	5.07384

- The mean of Authoritative Parenting style is 36.2600 with a standard deviation of 7.85425.
- The mean of Authoritarian Parenting style is 24.3600 with a standard deviation of 7.56857.
- The mean of Permissive Parenting style is 24.8400 with a standard deviation of 6.95254.
- The mean of Self-Esteem is 28.5400 with a standard deviation of 5.18042.
- The mean of Academic Performance is 28.5600 with a standard deviation of 5.07384.

Table 2. Correlation Table

	P1	P2	P3
SE	.311**	-.381**	-.114
AP	.170	-.147	.028

- The correlation between Authoritative parenting style and Self-esteem was positive and statistically significant ($r = 0.311$, $p < 0.01$). Additionally, the correlation between Authoritative parenting style and Academic performance was positive but weaker ($r = 0.170$), although still statistically significant.
- The correlation between Authoritarian parenting style and Self-esteem was negative and statistically significant ($r = -0.381$, $p < 0.01$). Similarly, the correlation between Authoritarian parenting style and Academic performance was negative, albeit weaker ($r = -0.147$), and statistically significant.
- The correlation between Permissive parenting style and Self-esteem was negative but weak ($r = -0.114$), with no statistical significance. Likewise, the correlation between Permissive parenting style and Academic performance was also weak ($r = 0.028$) and non-significant.

V. CONCLUSION

This study contributes to our understanding of the complex interplay between parenting styles, self-esteem, and academic performance among college students. While authoritative parenting emerged as a significant predictor of higher self-esteem and academic achievement, further research is needed to explore the cultural and contextual factors that influence these relationships. By addressing these limitations and building on the current findings, future studies can inform evidence-based interventions to support students' well-being and educational attainment.

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