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Analyzing the Relationship Between Parenting Styles and Children Self-Esteem in Early Childhood: A quantitative Study

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Abstract

Self-esteem is an essential part of early childhood development, and plays a large part in a child's developing sense of self, emotional wellbeing and interpersonal relationships. Here the paper focuses on analyzing the impact of the four styles of parenting, namely authoritative, authoritarian, permissive, and neglectful, on the self-esteem of children. Hypothesis testing in the study was done using descriptive-correlational research design where information was gathered from primary school students with the intention of examining the correlation between parenting and children's self-esteem. Parents were asked to fill questionnaires based on the treatment methods used and the levels of self-esteem and correlation coefficients were computed to determine the relationship between the variables.

The revelations sought in the study showed that parent, which attempts warmth, support, and suitable retribution was positively correlated with self-esteem in children. On the other hand, where the parents had despotic or indifferent parental attitudes of punishment, criticism or indifference, lower self-esteem level were associated. The study also revealed that culture and emotions played a great role in influencing children's self-esteem especially on issues to do with emotional regulation and cultural values.

From the study it can be deduced that positive parenting behaviors play crucial roles in enhancing the child's emotional well-being and self-esteem. The implications of the findings are that more research needs to be done on the practices of parenting as well as the outcomes of such practices in the development of the children.

Keywords: *Parenting styles, Self-esteem, Early childhood, Authoritative parenting, Emotional development, Cultural factors.*

1. Introduction

Self-esteem can be described as an essential component of early childhood development since it determines the child's feelings about themselves, interaction, and overall well-being (Cvencek et al., 2024). It includes what a person thinks and how they feel about themselves and influences from their family, friends, and culture (Allaili et al., 2021). When parents and teachers encourage their children, they gain confidence and have positive self-esteem, while those who receive negative comments or rebukes have low self-esteem (Karadeniz, 2023). The assessment resulting from comparison with others constitutes another considerable aspect of self-esteem to which the social environment contributes immensely (Singhal & Prakash, 2021). Positive transactions and peer relations contribute positively to self-worth (Veenstra & Laninga-Wijnen, 2023). On the other hand, negative social experiences such as rejection worsens self-worth (Zimmer-Gembeck et al., 2021). The relationships between children and among the carers and educators are critical for the ability of children to learn how the social world works and how to interact with others in various settings.

Another external component in self-esteem is culture, which may have different standards of achievement, independence and conformity as perceived in different cultures (Queiroz et al., 2020). Promoting self-esteem by capturing the specifics of such cultural differences in the contemporary world is only possible (Orth & Robins, 2022). Emotional regulation is also related to self-esteem since children who can talk and manage their feelings and disappointments they face will have adjustment and positive self-esteem (Surzykiewicz et al., 2022). Teaching children emotional intelligence from their age allows them to control their feelings, which enhances their self-esteem (Casino-García et al., 2021). It means that any activity one can undertake to develop a positive attitude towards oneself can enhance the development of a positive self-concept.

1.1 Research Questions

The study attempts to answer several questions;

1. What are the parenting styles for children?
2. What is self-esteem in children?

3. What is the effect of positive parenting styles on a child's self-esteem?
4. What is the effect of negative parenting styles on a child's self-esteem?

1.2 Literature Review

1.2.1 Self-Esteem Development in Early Childhood

Parenting practices are found to have profound effects on children, mainly their self-perception, while in the context of this study, the children's environment (Dong et al., 2022). Research identifies four primary parenting styles: Authoritative, authoritarian, permissive, and neglectful, each of which affects children's self-esteem in its unique way (Jinan et al., 2022). The authoritative style of child-rearing, where the parent is warm supportive, yet firm with the child, yields the highest levels of self-esteem in children (Tsela et al., 2022). They demonstrate independence with direction, so the children feel wanted and capable of completing tasks (Fuentes et al., 2022). Therefore, children and youths raised in such a setting that develop positive self-images and the ability to face challenges.

Moreover, the authoritarian style of child-rearing that consists of strict control of the child's behavior, numerous and rigorous demands, lack of affection, and control can negatively affect the child's self-esteem (Khan, 2024). Children in such environments may fear that they are somehow not good enough or are, in fact, too criticized; therefore, they begin to gain low self-esteem (Isserow, 2023). Likewise, with permissive parenting, parents provide much affection but few rules and expectations; this makes the children overly cautious about their capabilities and the demands that may be placed on them, which weakens their self-esteem (Dewan & Dewan, 2023). Low caregiving, characterized by lack of care and supervision, can be more dangerous because it may cause the kid to feel unwanted, unimportant, or even worthless, thus significantly affecting his/her self-esteem.

Besides, it is argued that parenting styles impact children's social interactions and academic performance and foster their self-esteem in terms of the produced emotional climate (Salavera et al., 2022). It proves that children who feel valued confidently embrace polite interaction with children or grown-up individuals, thus

enhancing their self-worth (TUMKAYA, 2024). Arguably, the parenting practices that the caregivers choose significantly affect children's self-esteem and emotional and social well-being, hence the need for responsible and caregiver-competent practices.

1.2.2 Parental Influence

The role of parents remains critical in the social, emotional, and cognitive development of children utilizing behavioral interventions (Yong et al., 2023). Starting as early as infancy, the parent's ability to be responsive to their children's needs sets the stage for attachment and is vital for emotional well-being (Juffer et al., 2023). When parents are sensitive and responsive to their child's emotional signals and are supportive, the child can manage their emotions and navigate through adversities (Laurent, 2024). This strong foundation gives children confidence, making them explore the environment and interact with other children (Cerino, 2023). Also, parental behavior dramatically affects children's self-esteem and identity development (Lan & Wang, 2023). Parents' encouragement, affirmation, and rewards help children to enjoy positive feelings about themselves.

On the other hand, some behaviors are destructive, and these include criticism, neglect or overprotection, and these tend to make the psychological development of the child diminish as he or she develops feelings of inadequacy or anxiety (Sojta & Strzelecki, 2023). Parents play the role of modelling; the child emulates how the parent handles challenges, relationships and conflict-solving (Steck). Parental involvement in activities that take place in educational institutions, as well as effective communication, also aids in intellectual disability, problem-solving and reasoning ability (Oranga et al., 2022). Finally, it can be emphasized that the dynamics of parental behaviors and attitudes create the child's future life paths and patterns regarding mental health, interpersonal skills and coping with life's adversities, focusing on the significance of appropriate positive parenting practices.

1.2.3 Parenting Style

1.2.3.1 Authoritative Parenting

Authoritative parenting is where the child is disciplined, and the parent uses both positive and negative enforcement equally (Lavrič & Naterer, 2020). The parents who use this style are nurturing to the children's needs but at the same time set appropriate standards and restrictions (Hayek et al., 2022). They respect individuality and freedom and make the children feel important and accepted (Kang & Guo, 2022). This style helps build a healthy self-image and positive social functioning because when a child faces difficulties, he/she is not alone with parents who give encouraging words or directions.

1.2.3.2 Authoritarian Parenting

Authoritarianism is a disciplinarian style characterized by strict control, punishment, and demand for obedience (Hartini et al., 2022). In this parenting style, parents demand a lot from the child and punish them a lot but rarely encourage them (Tan & Yasin, 2020). Although it is intended to instil respect together with orderliness in the child, it has negative consequences on the child (Supriyatno & Susilawati, 2020). The general self-esteem of children raised by such parents is likely to be low, and difficult to forge adequate social skills as most of them are forced to compete with unrealistic goals (Bhattacharjee et al., 2022). They may also have higher anxiety and rebellious behaviors due to poor communication as well as the absence of emotional support.

1.2.3.3 Permissive Parenting

The permissive parenting style has a high degree of monitoring and responsive warmth but little demands and control (Kaniušonytė & Laursen, 2021). This type of parent is relatively permissive, providing children with a lot of autonomy and freedom (Marciano, 2022). Such children may experience concerns in such areas as school achievements and interpersonal relations due to lack of definite measures dictating responsibility and obedience (Fisher & Refael Fanyo, 2022). Inconsistencies in the rules may affect their chances of mastering what can be considered common knowledge in most societies, including decision-making and self-control, among others.

1.2.3.4 Neglectful/Uninvolved Parenting

Inattentive or unengaged child-rearing is characterized by parents paying little attention to their children and not supporting them morally (Arafat et al., 2020). In this style, parents may be unresponsive to their children's emotions and physical needs (Nnani et al., 2020). Such negligence may make children psychologically unstable and give them the impression that no one cares for them and that they are useless in society (Thwal, 2022). Children who grow up in such homes' self-esteem, management of emotions and socialization skills are negatively affected (Thwal, 2022). They might face problems building proper interpersonal relationships and attaining study objectives as they cannot receive proper parenting for their growth and development.

1.3 Aims and Objectives

The main objective of the current study will be to establish how parenting styles actually influence the self-esteem of children. First, it aims at finding out different types of parenting and their features, to get a clear picture of how these approaches affect children. Second, the focus of the research will be on the identification of self-esteem in children, as we look at the ways and the processes of self-esteem in the process of its formation with children of early ages. Last but not the least; the study also seeks to establish outcomes of various forms of parental battering on self-esteem to document how supportiveness or oppressiveness by parents affect a child's perception of self-worth and capabilities. The interlinkage of these elements in the study aimed at establish extent of the importance of parenting in the promotion of positive self-esteem among children.

1.4 Study Assumptions

Based on the research questions, the study hypotheses are as follows:

There is a correlation between positive parenting styles and a child's self-esteem.

There is a correlation between negative parental treatment methods and the child's self-esteem.

1.5 Importance of the Study

The importance of this study is highlighted in two aspects:

Theoretical importance: It aims to enrich studies related to childhood psychology regarding the impact of parental treatment methods on children's self-esteem.

Practical importance: This study is a resource for parents to provide them with positive parenting techniques and ways to deal with their child. Shedding light on some of the abnormal parenting methods through which parents mistreat their children.

2. Theoretical Framework

2.1 Carl Rogers' Theory of Self

Carl Rogers is held to be the father of the humanistic theory of the self that encompasses an organized model of perceived characteristics (ego) and values associated with such symbols (Borla et al.). The self-concept evolves from the childhood and accumulates gradually and to attain it, an individual focus on positive evaluation, affectionate feelings, and recognition from other people (Dolejš et al., 2022). As noted by Carl, we long to achieve, interact and be in a manner that aligns to the person that we wish to be, our actual self. The more similar the self-image and the ideal-self is, the more integrated or congruent we, are and the more positive is the self-esteem. (Joseph, 2021). This is particularly the case because a child's fulfilled or otherwise relationship with his/her mother is likely to have a significant bearing on the child's self (Surbakti et al., 2024). Carl Rogers' readings of self-focused on components such as self, self-concept, experience, individual, behavior and phenomenal domain (Burleigh, 2021). Carl stresses the fact that the foundation of the personality is man's volition for the sanctity per se and defines the self as a body having human features and all forms of wealth that accompany this status.

Ideal realization of personality implies perfect adjustment with the self and the environment and this is possible only if the environment is harmoniously adjusted with the self (von Fircks, 2024). It is in this spirit that Rogers wants it to be; an atmosphere of mutual, unconditional positive regard, where people are accepted, appreciated and cherished for what they are (Snider, 2024). However, most people appear to be socialized in a culture of proposed positive regard in which positive regard is offered for certain behaviors while other ones are considered unacceptable

(Soenens & Vansteenkiste, 2020). Basically, love and affection of parents can be gained only when the child behaves in accordance to the conditions given by parents, therefore, fake emotions replace the true emotions. This can cause conflict as well as self-deception resulting in violent, anxious, threatened and insecure persons. According to Rogers, psychotherapeutic approaches assist the person to rearrange the experiences once they have looked and erased ones, which do not tally with self-concept, in a safe environment that encourages this review of the self and assimilation of conflicts with it (De Smet et al., 2020).

The study issue can be explained through Carl Rogers' theory of the self through several issues that the researcher is trying to formulate, which are:

The first issue: Every child needs to receive positive regard, emotional warmth, and acceptance from significant others (parents).

The second issue: Positive parenting styles have a positive impact on the development of children's self-esteem.

The third issue: Negative parenting styles negatively affect the development of self-esteem in children, which is reflected in children's behavior.

2.2 Previous Studies

Presenting previous studies is important in knowing the topics that were studied, the methods that were used, the results that were reached, and their relationship to the study problem. Previous studies are presented as follows:

Study	Author(s)	Year	Objective	Sample	Methods	Key Findings
1	(Al-Hajri, 2023)	2023	To explore the relationship between different parental treatment styles (democratic, authoritarian, neglectful, overprotective) and children's self-esteem.	50 children (12 girls, 38 boys, ages 5-6)	Descriptive correlational approach using questionnaires for parents and observation cards for self-esteem.	Found a positive correlation between the democratic style and self-esteem, while authoritarian and neglectful styles were negatively correlated with self-esteem.

2	(Shawan Al-Ghamdi, 2021)	2021	To examine the impact of perceived verbal abuse from parents on self-esteem among secondary school students and assess gender differences.	300 secondary school students (male and female)	Descriptive approach including comparative, correlational, and predictive analyses using self-report scales.	A significant negative correlation was observed between perceived verbal abuse and self-esteem; gender differences showed males perceived more verbal abuse while females reported higher self-acceptance.
3	(Peng et al., 2021)	2021	To investigate how parenting styles affect adolescent mental health through self-esteem and psychological inflexibility.	916 Chinese adolescents (mean age 14.44 years)	Utilized various self-report scales assessing parenting style, self-esteem, and mental health.	Identified that parental emotional warmth positively influences mental health via self-esteem, while parental rejection and overprotection had detrimental effects.
4	(Queiroz et al., 2020).	2020	To assess how different parenting styles contribute to adolescents' self-esteem and their internalization of environmental values.	308 Spanish adolescents (171 females)	Analyzed relationships between parenting styles (authoritative, permissive, authoritarian, neglectful) and self-esteem and environmental values.	Adolescents from warm parenting backgrounds had higher self-esteem and greater environmental values, challenging the notion that strict parenting is always beneficial.

5	(Fahd, 2019)	2019	To explore the relationship between family climate dimensions and self-esteem among secondary school students.	200 secondary school students (both genders)	Descriptive comparative correlational approach using validated scales for family climate and self-esteem.	Found a significant inverse correlation between family climate and self-esteem; only male students showed differences regarding the impact of artificial love from parents.
6	(Afnan Abdullah Mohammed Bayazid, 2019)	2019	To investigate how parental treatment methods relate to self-esteem in female students with learning difficulties.	150 female students with learning difficulties (3rd grade)	Descriptive correlational approach using scales for parental attitudes and self-esteem.	Reported that authoritarian and neglectful parenting styles were most prevalent, with a negative correlation observed between these styles and family self-esteem.
7	(Felefel, 2017)	2017	To identify prevalent parental treatment methods and their relationship with self-esteem in sixth-grade students.	200 students (6th grade)	Descriptive approach using scales to measure parental treatment and self-esteem.	Indicated that punitive methods were most common; significant correlations were found between punitive and love withdrawal methods and self-esteem, with notable gender differences in responses to punishment.

3. Methodology

3.1 Study Method

In the current study, the researcher used the descriptive correlational approach to obtain the information and data necessary to analyze the results, due to its suitability for the purposes and objectives of the research, as correlational research is applied to determine whether or not there is a relationship between two or more variables.

3.2 Study Sample

The application was carried out on a sample of fourth grade primary school students, consisting of 120 male and female students from the school of....

3.3 Data Collection

3.3.1 Parental Treatment Methods

It is the main tool through which the sample data was collected. The questionnaire included a number of paragraphs, the answers to which were given by placing a check mark in front of one of the following answers (I agree, I somewhat agree, I disagree). It included 39 phrases that represented all the negative and positive parental treatment methods that the study sought to identify their effect on children's self-esteem. Each dimension included 3 phrases, so that there were 3 x 13 dimensions (8 negative dimensions, 5 positive dimensions).

As for the length of the cells, it is shown in Table 1:

Table.1: Weight Average

<i>Weight average</i>	<i>Level</i>
<i>If the mean value of the expression or dimension ranges between 1: 1.67</i>	low
<i>If the mean value of the statement or dimension ranges between more than 1.67: 2.34</i>	middle
<i>If the mean value of the statement or dimension ranges between more than 2.34:3</i>	high

Validity of Study Scales

To ensure the validity of the study's criteria, the researcher did two things:

Apparent honesty (honesty of the arbitrators):

To verify the validity of the scale of parental treatment styles, face validity was used, by presenting Scale On arbitrators, to express an opinion on the validity of the study scales, in terms of the linguistic integrity of the phrases on the one hand and their connection to the study variables on the other hand, and based on that some questions and phrases were modified, added and deleted according to a degree of agreement of no less than 80%, and at the end of this stage the scales were put in their final form.

Content Validity

To test the content validity of the study scales, the Pearson correlation coefficient was used to determine the relationship between the result of each sentence and the total score of the whole statements of the study scale. The study scale statements had a statistically significant relationship at the 0.01 level, which is evident that the study scale is valid and measures the aspects it was prepared to measure as demonstrated in Table 2

Table.2: The internal consistency validity of the Parental Treatment Style Scale is demonstrated by Pearson's correlation coefficient.

<i>Negative dimensions</i>	<i>Correlation coefficient</i>	<i>Positive dimensions</i>	<i>Correlation coefficient</i>
Overprotective style	0.881**	Educational control method	0.782**
Oscillation method in dealing	0.889**	Autonomy granting style	0.812**
Dominant style	0.832**	Appreciation and interest style	0.772**
Indulgence and excessive pampering	0.816**	Parental Acceptance Style	0.902**
Discrimination in treatment	0.845**	Style of Encouragement and guidance for the better	0.842**
Style of cruelty and rejection	0.882**		
Rejection style	0.88**		
Neglect Style	0.804**		

The previous table also showed the internal consistency of the scale of parental treatment of dimensions as all were significant at the 0.01. As shown by the analysis and confirmed by the application, the elements make up a logically coherent and empirically applicable tool.

Stability Gauge of the Study

In the case of the parental treatment styles scale, as depicted in Table 3, internal consistency reliability in terms of Cronbach's alpha coefficient is computed. This statistical measure assesses the degree of internal consistency mean in the scale and whether the various items within the scale are strongly related. This Cronbach's Alpha scores reveal a more reliable scale, which implies the extent to which the scale assesses the intended parental treatment styles. This makes sure that the results, gotten from the scale are reliable and hence can be used in research and practice.

Table.3: Reliability of the Parental Treatment Styles Scale Using Cronbach's Alpha Coefficient

Scale Dimensions Parenting Styles	Cronbach's Alpha Coefficient Value
Overprotective Style	0.9551
Oscillation Method In Dealing	0.7005
Dominant Style	0.8402
Indulgence And Excessive Pampering	0.9104
Discrimination In Treatment	0.8712
Style Of Cruelty And Rejection	0.9392
Rejection Style	0.8092
Neglect Style	0.945
Educational Control Method	0.9321
Autonomy Granting Style	0.835
Appreciation And Interest Style	0.866
Parental Acceptance Style	0.852
Encouragement And Guidance For The Better Style	0.724

In Table 3, it can be seen that all correlation coefficients between the scores of each scale are according to the alpha coefficient. All Cronbach's alpha coefficients were greater than (0.6), which is the minimum acceptable and recognized limit in the social sciences, indicating the stability gauge in the study.

3.3.2 Assessments or Observational Tools to Measure Children's Self-Esteem.

It is an observation card prepared by the researcher after reviewing previous studies and previous measures of self-esteem. It contains (20) paragraphs to measure the child's self-esteem and confidence. In front of each paragraph is a three-point scale (agree, somewhat agree, disagree). Each dimension includes 4 paragraphs.

A. Validity of the observation scale (arbitrator validity)

The validity of the scale was verified through the validity of the arbitrators. The observation card was presented in its initial form by presenting the scale's paragraphs, fields, instructions, and alternatives to a group of experts and arbitrators in the field of psychology to estimate the validity of the paragraphs for measuring self-esteem. The arbitrators suggested a group of amendments that were made to reach the tool in its final form.

Table.4: The internal consistency of the self-esteem scale is demonstrated by calculating Pearson's correlation coefficient

Dimensions	Correlation coefficient
Self-Awareness	0.656*
Self-Respect	0.765**
Self-Acceptance	0.589*
Self-Efficiency	0.625*
Self-Satisfaction	0.864*

The table below supports the reliability analysis of the internal consistency coefficient of the self-esteem scale by computing Pearson's correlation coefficient, 'r,' which was significant at 0.01 level. This will be an indication that it is valid for the study.

B. Stability Gauge of the Study

Cronbach's Alpha Coefficient is used to test the dependability of the Parental Treatment Styles Scale as presented in Table 5. This statistical measure reflects internal consistency of the scale and indicates the extent to which the items of the scale are interrelated. Higher value of Cronbach's Alpha indicates greater reliability in the sense that use of the scale reflects the types of parental treatment it purports to measure consistently. This ensures the reliability as well as the applicability of the scale's findings in practice as well as research with confidence.

Table.5: Stability of the self-esteem scale using the Cronbach's alpha coefficient

Dimensions	Self-esteem Gauge
Self-Awareness	0.8712
Self-Respect	0.7815
Self-Acceptance	0.911
Self-Efficiency	0.7714
Self-Satisfaction	0.8112

The researcher checked the reliability of the self-esteem scale using Cronbach's alpha coefficient and all the results were found to be greater than (0.6), while this is the lowest acceptable and recognized range for social sciences. This suggests that the scale is reliable or in other words, the scale is consistent with itself over time.

3.4 Research Design

Incorporating the following measures in the study, we paid significant attention to the validity of the research. This was done by firstly considering the articles on this type of studies and then to make sure the instruments used are suitable for my target population. Subsequently, the parental treatment scale was administered to all the subjects, so as not to miss any of the aspects of parental styles. Last but not the least, the self-esteem scale was given to the same sample to measure the participants' self-esteem regarding the parental treatment styles, which we have identified.

3.5 Data Analysis

In our study, (t) test was used in order to determine the probabilities of the difference of the means of the groups. Furthermore, we used the Pearson correlation coefficients to establish the type of relationship between parenting style and self-esteem of the sample individuals. Thus we were able to compare as well as find relations between the variables in the data set.

4. Results

4.1 Findings

Our work has revealed some correlations between different types of parental treatment and self-esteem of the subjects. The findings of the (t) test further showed significant differences in self-esteem scores thus implying that certain parenting styles had these or that effect on students' self-esteem. Moreover, Pearson's coefficients clarified that some of the parenting practices were significantly correlated with the dimensions of self-esteems, including those relating to self-consciousness and acceptance. These are the findings that indicate that the type of parent care has a significant bearing on the self-esteem of the child thereby stressing the need to promote positive child rearing practices for healthy child development.

4.2 Patterns and Relationships

4.2.1 Negative Parenting Styles with Children

Negative parenting styles can be described as those that are likely to produce adverse effects on the child's emotional and psychological health (Mak et al., 2020). These styles also produce counterproductive consequences on different aspects of the self-organism including self-esteem, self-image, and well-being parameters.

As indicated in Table 6 below shows the occurrence of negative parenting styles has been of great concern due to the effects on children. The highly rated self-organization styles that actually influence children's self-esteem include indulgence, overprotective parenting, and cruel in contrast to rejection and neglect that appears from time to time. These findings depict negative parenting as rather common.

Table.6: Explaining Negative Parenting Styles with Children

<i>Parenting Styles</i>	<i>Arithmetic mean</i>	<i>Standard deviation</i>	<i>Arrangement</i>
Overprotective Style	2.73	0.49	2
Oscillation Method In Dealing	2.18	0.7	6
Dominant Style	2.24	0.62	5
Indulgence And Excessive Pampering	2.86	0.42	1
Discrimination In Treatment	2.4	0.59	4
Style Of Cruelty And Rejection	2.53	0.61	3
Rejection Style	1.99	0.83	8
Neglect Style	2.03	0.75	7

The following table (Table.6) shows the multiple negative parental treatment styles with children, according to the weighted average:

Some dimensions came at a medium level according to the weighted average, such as (the style of rejection, the style of neglect, the style of fluctuation in treatment, and the style of domination, where the averages ranged between (1.99-2.24).

Some dimensions were highly rated according to the weighted average, and were represented in (the overprotective style, the indulgence and excessive pampering style, the discrimination in treatment style, the cruelty and rejection style), and the averages ranged between (2.40-2.86).

These data confirm that children are exposed to negative parenting styles, which can affect their self-image, self-esteem, and other dimensions of self-esteem.

4.2.2 Positive Parenting Techniques for Children

Positive disciplining relates to child rearing practices that are encouraging to the child's psychological development and healthy self-regard (Guterman, 2020). These styles focus on positive, encouraging, and instructional communication of the parent with the child.

Table 7 provides the summary of positive parenting techniques accompanied by an indication of the developmental effects of each. Non-controlled methods such as educational control have the highest ranking whereas, appreciation, interest, parental acceptance and encouragement have been rated average. These results provide support for positive parenting as protective mechanism for emotional development.

Table.7: Positive Parenting Techniques for Children

<i>Parenting styles</i>	<i>Arithmetic mean</i>	<i>Standard deviation</i>	<i>Arrangement</i>
Educational control method	2.38	0.65	1
Autonomy Granting Style	2.16	0.78	5
Appreciation and Interest Style	2.24	0.71	3
Parental Acceptance Style	2.19	0.68	4
Encouragement and Guidance for the Better Style	2.31	0.59	2

The following table (Table.7) shows the variety of positive parental treatment methods with children, according to the weighted average:

- Some dimensions came in at an average level according to the weighted average, such as (appreciation and interest style, Parental acceptance, encouragement and guidance style for the better, and independence granting style) where the averages ranged between (2.16-2.31).
- The educational control method came in at a high level according to the weighted average with an average of 2.38.

These data suggest that these methods can influence children's self-esteem.

4.2.3 Self-Esteem in Children

Self-esteem, which has subcomponents such as self-identification, self-evaluation, and self-acceptance, are critical in the emotional and psychological growth of the children and more

importantly need support for the child's inner strength and well-being (Cingel et al., 2022).

Table 8 focuses on self-esteem measurement in children; a higher score for self-awareness and self-respect but an average score for self-acceptance, self-satisfaction and self-efficiency indicates areas that need improvement. The present study advances knowledge concerning self-esteem and well-being as well as the role of positive parenting in enhancing the quality of emotions.

Table.8: Self-esteem in Children

<i>Dimensions</i>	<i>Scale</i>	<i>Arithmetic mean</i>	<i>Standard deviation</i>	<i>Arrangement</i>
Self-Awareness		2.37	0.65	2
Self-Respect		2.41	0.7	1
Self-Acceptance		2.11	0.71	5
Self-Efficiency		2.32	0.73	3
Self-Satisfaction		2.24	0.72	4

The following table (Table 8) shows the multiple dimensions of self-esteem in children, according to the weighted average:

Some dimensions came in at an average level according to the weighted average, such as (Self-acceptance, self-satisfaction, self-efficacy) where the averages ranged between (2.11-2.32).

Other dimensions (Self-awareness and self-respect) were highly correlated with the weighted average of 2.37 and 2.41.

These data indicate that children have multiple forms of self-esteem, and that increased self-awareness and self-respect reflect some positive parental approaches to children.

4.3 Statistical Significance

4.3.1 Correlation Between Negative Parenting Style and Self-Esteem

Table.9: Correlations between negative parenting styles and self-esteem

Self-esteem / Negative Parenting Styles	Self-Awareness	Self-Respect	Self-Acceptance	Self-Satisfaction	Self-Efficiency
Overprotective Style	-0.227*	-0.254*	-0.225*	-0.297**	-0.243*
Oscillation Method In Dealing	-0.287**	-0.245*	-0.232*	-0.238*	-0.262*
Dominant Style	-0.274*	-0.252*	-0.256*	-0.263*	-0.248*
Indulgence And Excessive Pampering	-0.211**	-0.222*	-0.231*	-0.237*	-0.254*
Discrimination In Treatment	-0.269*	-0.227*	-0.289**	-0.214**	-0.266*
Style Of Cruelty And Rejection	-0.254*	-0.234*	-0.272*	-0.252*	-0.244*
Rejection Style	-0.202*	-0.220*	-0.244*	-0.292*	-0.270*
Neglect Style	-0.264*	-0.226*	-0.228*	-0.280*	-0.267*

i. Significance level at (0.01) to (0.05)

From the previous table it can be seen that there is negative relationship at a significant level of (0.01) & (0.05) between the dimensions of negative parental treatment methods and self-esteem. This outcome suggests that as the subject engages in negative parental treatment methods, his or her self-esteem takes a knock and this can be seen in the reverse correlation in the scores.

The study further establishes the following questionable negative associations between various types of parenting and the different dimensions of children's self-esteem.

Overprotection: Negative correlation which vary from - 0.225 to - 0.297, Self-esteem is hampered where parents are overprotective or overly attached to the child especially if such a child is an only child or has some health complications.

Oscillatory Treatment: This style has low to moderate negative relation with self-esteem ranging from -0.232 to -0.287. The children fail to reason how parents will respond to them, thus suffering loss of self-esteem.

Authoritarian Style: In other words, there has to be an inverse relationship between two variables, which could be as low as -0.252 to -0.274 shows that high levels of restrictive parenting, which includes limiting children's autonomy about choices has negative impact on their self-esteem.

Indulgence and Excessive Pampering: A correlation between -0.211 and -0.254 argues that reckless indulgence leads to dependency and also a person's self-esteem is also affected negatively.

Discrimination: The negative coefficients were recorded as -0.214 to -0.289 show how families with bias in their treatment of the siblings, especially regarding gender or birth order, affect self-esteem.

Cruelty and Rejection: A correlation of -0.234 to -0.272 in the case if children receive a lot of negative treatment from parents, including scolding and criticism, their self-esteem will inevitably drop.

Neglectful Treatment: The nature of correlation that was established in this study was negative, ranging between -0.226 to -0.280 shows that children's self-esteem becomes a victim any time the parents neglect them due to other activities.

Therefore, these research outcomes evidence the fact that the parenting styles play an essential part in the formation of the children's self-esteem and their emotional health.

4.3.2 Correlation Between Positive Parenting Styles and Self-Esteem

Table.10: Correlation between positive parenting styles and self-esteem

Self-esteem/ Positive parenting techniques	Self- Awarenes s	Self- Respec t	Self- Acceptanc e	Self- Satisfactio n	Self- Efficienc y
Educational control method	0.467**	0.445* *	0.509**	0.352**	0.470**
Autonomy Granting style	0.519**	0.465* *	0.560**	0.306*	0.521**
Appreciation and interest style	0.467**	0.488* *	0.525**	0.358**	0.497**
Parental acceptance	0.532**	0.512* *	0.588**	0.451**	0.518**
Encouragement and guidance for the better	0.537**	0.549* *	0.514**	0.496**	0.541**

By observing the following table number 10, it is clear that there is a high likelihood that the parental positive treatment methods enhance self-esteem at a significance level of 0.01 as arbitrarily increase in the parental positive treatment methods; the same extends to the improvement in child self-esteem.

The analysis reveals several statistically significant positive correlations between various parenting styles and children's self-esteem: A number of statistically significant positive relationships between different types of parenting and self-esteem of children are shown in the analysis:

Educational Control: The values of correlation can be range between 0.352 to 0.509 it has positive contribution to self-esteem on the aspect of educational control.

Granting Independence: As stated in the present analysis, a positive and stronger correlation is equivalent to a value of 0.560 to 0.306 also uses independence as one of the means through which personal advancement occurs hence enhancing the self-efficacy.

Appreciation and Interest: Correlation value ranging 0.358 and 0.525 reveals that esteem of parents enhances self-acceptance and self-esteem.

Parental Acceptance: A correlation may be of a certain type depending on some factors and it can be between 0.451 to 0.588 stated that parental acceptance boosts up self-esteem through which people have a healthy image about themselves.

Encouragement and Guidance: The correlation that was determined was Pearson correlation coefficient hence the correlation values were 0.496 to 0.549. Among the highly noteworthy findings identified in such studies, therefore, debus go to the pointing out that encouragement and constructive directions can actually boost self-esteem.

Hence, such papers focus on such supportive type of parenting which has a strong influence on the social and psychological development of the children.

5. Discussion

The findings of this study provide significant insights into the relationship between parenting styles and children's self-esteem, emphasizing the crucial role that parental treatment plays in shaping a child's emotional and psychological well-being. The results highlight both negative and positive correlations between various parenting styles and self-esteem dimensions, shedding light on how different approaches can either hinder or promote a child's self-worth.

The analysis reveals a range of negative parenting styles—overprotective, oscillatory, authoritarian, indulgent, discriminatory, cruel, rejecting, and neglectful—that correlate negatively with children's self-esteem. For instance, the overprotective style, with a correlation range of -0.225 to -0.297, suggests that excessive parental involvement can lead to dependency, preventing children from developing autonomy and self-confidence. This is consistent with assertion that overprotection can inhibit a child's ability to navigate challenges independently, ultimately affecting their self-esteem (Saygan, 2020).

Similarly, the oscillatory treatment style, characterized by inconsistent responses from parents, correlates negatively with self-esteem (-0.232 to -0.287). This inconsistency can create an environment of uncertainty for children, making them feel insecure and unsure of themselves (Picione & Lozzi, 2021). Such unpredictability in parental behavior can lead to difficulties in developing self-awareness and self-acceptance, as children may constantly second-guess their actions in an effort to elicit a positive response from their parents (Dorfman, 2023). The authoritarian style also exhibits a notable negative correlation (-0.252 to -0.274), indicating that restrictive parenting practices limit children's autonomy and decision-making abilities. (Dewan & Dewan, 2023)The findings align with authoritarian parenting, which suggests that children raised in such environments tend to internalize negative beliefs about themselves.

Furthermore, styles characterized by cruelty, rejection, and neglect correlate significantly with low self-esteem. The cruel and rejecting styles, with correlations ranging from -0.202 to -0.272, demonstrate the detrimental impact of harsh parenting on children's emotional development. Constant criticism and lack of acceptance can lead children to develop a negative self-image, as they may internalize these negative messages as reflections of their worth (Birni & Eryilmaz, 2024). Neglectful parenting, which correlates from -0.226 to -0.280, further exacerbates this issue. In an era where parents are often distracted by work or technology, neglect can lead to feelings of invisibility and unworthiness in children.

Conversely, the study identifies several positive parenting techniques that correlate positively with self-esteem, including educational control, granting independence, appreciation, parental acceptance, and encouragement. The educational control method shows a significant correlation (0.352 to 0.509), highlighting its role in fostering a supportive learning environment. This finding suggests that when parents engage in educational control, they not only guide their children academically but also contribute to their emotional development, reinforcing their self-worth through achievement and competence (Jang & Lee, 2021). The granting of independence, with a strong correlation of 0.560 to 0.306,

underscores the importance of allowing children to make their own choices. This autonomy fosters self-reliance and decision-making skills, which are vital for developing self-esteem (King et al., 2024). Encouraging independence can empower children to face challenges confidently, reinforcing their belief in their abilities.

Additionally, the appreciation and interest style (0.358 to 0.525) emphasizes the significance of parental recognition in enhancing a child's self-acceptance and self-esteem. When parents express genuine interest and appreciation for their children's efforts and achievements, it cultivates a sense of value and worth (Wojciechowska, 2020). This aligns with the notion that positive reinforcement is a powerful tool in shaping children's self-perception. Parental acceptance (0.451 to 0.588) and encouragement (0.496 to 0.549) further illustrate how supportive parenting practices can significantly enhance children's self-esteem. Acceptance fosters a sense of belonging and security, while encouragement motivates children to pursue their goals and develop resilience against setbacks (Sulimani-Aidan & Tayri-Schwartz, 2021). These positive interactions contribute to a healthier self-image and emotional well-being.

Finally, the findings of this study highlight the dual impact of parenting styles on children's self-esteem, emphasizing that negative practices can detrimentally affect self-worth, while positive techniques can foster healthy emotional development (Sanchez, 2024). These insights underscore the importance of promoting positive parenting strategies to enhance children's self-esteem and overall psychological well-being, ultimately contributing to healthier future generations (Buehler, 2020). Parents, educators, and policymakers should prioritize the cultivation of nurturing environments that support children's emotional and social development.

6. Conclusion

This study is thus relevant as it shows implication of parenting on child self-esteem, the negative as well as the positive. A cross-sectional study of various approaches used in the upbringing of children enables the understanding of the effect of the overprotective as well as the authoritarian parenting style. On the

other hand, educational control, giving autonomy, and giving appreciation label as meaningful to support children's emotional wellbeing and positive self-images (Siraj et al., 2023).

These findings shed light on the reality that self-esteem is not unidimensional, but instead, it has different dimensions, to include self-identity, self-acceptance, and self-respect (Mingli et al.). The results have found that the aspects of self-awareness, self-respect and the positive parenting strategies have a direct relationship with each other: thus, the positive influence of nurturing environments upon the emotional life is proven (King et al., 2024). Therefore, it is important that parents give the child a positive environment to help him or her develop good self-esteem (Khan, 2024). Moreover, investment in positive parenting also facilitates healthier self-perceptions about life course regarding handling of aspects of difficult situations and relationship (Queiroz et al., 2020). Further, it's crucial, in the future, to parents invest in and examine the practices supportive of the high valuation of children's emotional well-being for generations to come.

6.1 Recommendations

- Help children to be independent in many things so that they develop self-esteem.
- Educating parents not to discriminate between children in upbringing and treatment, because this affects their psychological upbringing.
- Urging parents to use proper parenting methods in raising their children in general.
- Focus on educating parents about the importance and necessity of involving their children in family discussions, and giving them the opportunity to express their opinions.
- Educating parents not to discriminate between children in upbringing and treatment, because this affects their psychological upbringing.
- Conducting guidance and orientation programs for parents in schools to educate them on the best methods for raising their children.

6.2 Suggestions for Future Research

- Methods of parenting and proper upbringing of children.
- The role of the father in the proper upbringing of children in early childhood.

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