

Parenting Styles And Their Influence On Adolescent Self-Esteem And Academic Performance

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Abstract

This discusses the effects of parenting styles on self-esteem and academic performance among adolescents. The authoritative parenting style, which is warm and has structure, is said to be correlated with higher self-esteem and better academic performance. On the contrast, careless and accepting of all behavior parenting styles connote low levels of self-esteem and high levels of academic struggles. This aspect of the study draws into focus the need for parents to actively work on the development of effective ways of raising their children and especially in enhancing the youth's psychological development and educational achievements in light of the cultural differences on parenting styles.

Keywords: Parenting Styles, Adolescent Self-Esteem, Academic Performance, Authoritative Parenting, Neglectful Parenting.

Introduction

Background

One of the areas that has received considerable attention in psychological development studies is the link between specific parenting styles and adolescent self-esteem and academic achievement (Masud et al. 2016). Parenting is characterized according to the fundamental styles which are authoritative, authoritarian, permissive and neglectful bases of their levels of warmth, control as well as communication and has effects on this child's psychological and academic destiny Álvarez-(García et al. 2016). Authoritative parenting, where the parents are warm while maintaining a firm stance, is known to be linked to greater self-esteem and cognitive achievement. In authoritative families, better academic results are expected for adolescents, who are more confident of themselves since they grow in a firm but encouraging atmosphere (Newman et al. 2015). Non authoritative parenting which is, extremely responsive but highly structuring, has been linked to low self-esteem and may inhibit academic achievement as a result of fear of failure and not lack of motivation.

The uninvolved and permissive parents allow their children to communicate their secondary impact on self-esteem and academic performance in minimally demanding ways (Blyth and

Traeger, 2015). These findings demonstrate why adolescents under different parenting strategies develop differently in regards to emotional matters and academic matters as well.

Aim and objectives

Aim

This research aims to explore the influence of parenting styles on adolescent self-esteem and academic performance.

Objectives

- To analyze the impact of authoritative parenting on academic achievement
- To assess the effects of authoritarian parenting on adolescent self-esteem
- To examine the correlation between permissive parenting and academic outcomes
- To investigate the role of neglectful parenting on adolescent self-esteem

Rationale

The investigation of why parenting styles relate to adolescent self-esteem and their academic achievement can be justified by the significance of the aforementioned variables in the area of youth development (Brown and Iyengar, 2014). During this stage, one reaches psychological milestones that are consequential in shaping one's self-identity, emotional growth, and educational prowess, factors that have a bearing on future outcomes (Yao et al. 2014). Studies conducted reveal that nearly a third of all adolescents the world over suffer from low self-worth, which is one of the factors leading to poor schooling and health conditions. This is important in addressing those issues (Raboteg-Saric and Sakic, 2014).

Authoritative parenting style has been one of the acute styles closest to the achievement of higher learning performance, it's stated that, people who have been raised in authoritarian homes are 2.5 times likely to stand out academically as compared to their colleagues (Hines and Holcomb-McCoy, 2013). In contrast, authoritarian parents – parents who have a high permanent level of control of children's behavior and provide less emotional support to the child – lead to a drop in confidence where 25% of adolescents, parents with authoritarian style experience low self-esteem and high anxiety regarding school work (Rahimpour et al. 2015). So do the permissive and neglecting parental styles on education and emotions of children. Adolescents raised in permissive households perform poorly academically by 40 percent as children, unlike neglect in parenting has been associated with increased risk of low esteem and school dropout.

Literature review

Authoritative parenting and its positive influence on academic achievement

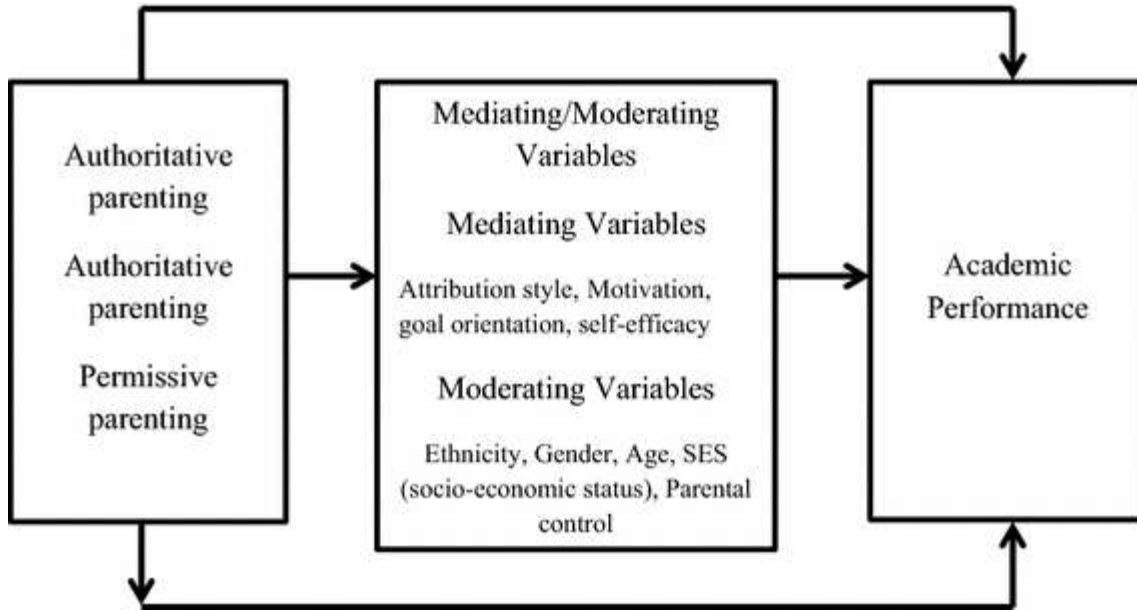


Figure 1: Parenting styles and academic achievement of young adolescents

(Source: Masud et al. 2015)

Authoritative parenting, which combines high levels of responsiveness with reasonable demands in the children, has a positive impact on academic achievement. This approach provides support and structure while maintaining the lines of communication, creating an atmosphere where adolescents are appreciated and urged to do their best in school (Masud et al. 2015). Findings indicate that children with such parents practice a great deal of self-control, perseverance, and problem-solving skills which are fundamental for better academic performance. Other creators of this pattern style allow adolescents to be autonomous while maintaining expectations, allowing young people to become responsible for their studies. Adolescents who experience an authoritative upbringing perform better academically and are more attentive to the process than their class peers (Matejevic et al. 2014).

Authoritarian parenting's impact on adolescent self-esteem and emotional development

The extremely high levels of control and low levels of warmth that typify authoritarian regimes have, rather unfortunately, effects that are unsatisfactory on the adolescent self-esteem and emotional growth. In such a setup, obedience and punishment are the order of the day and emotional support or free expression is quite limited (Calafat et al. 2014). The opinion and autonomy of the adolescent in such families is hardly exercised which is a very against high self-esteem leading to feelings of inferiority and self- suasion. This one-track thinking also retards the process of emotional development since feelings of warmth and understanding are absent and emotional response and recovery are impeded (Zahedani et al. 2016).

Permissive parenting and its correlation with academic performance challenges

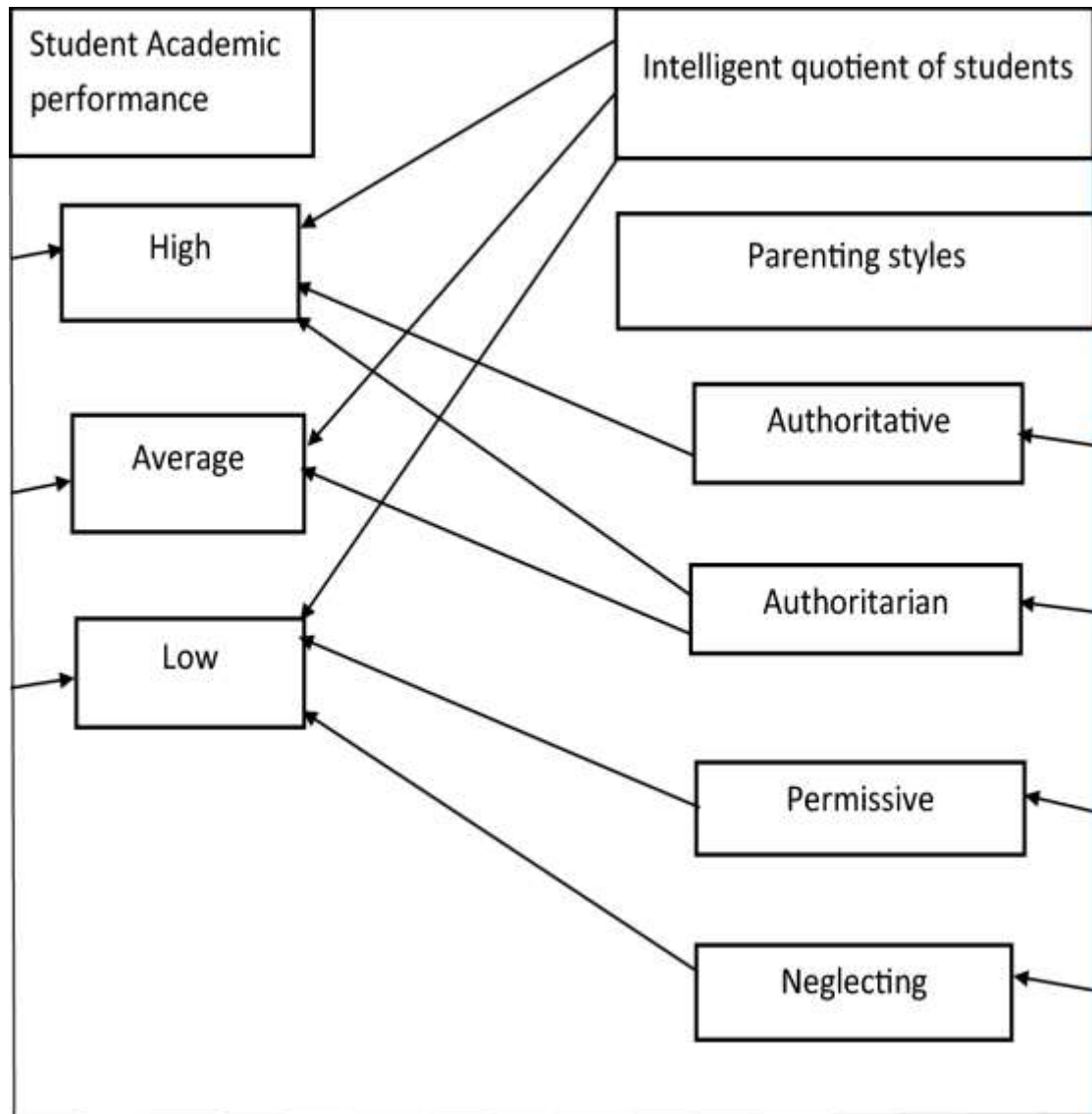


Figure 2: Pontificating the relationship between parenting styles and academic performance

(Source: Rezai Niaraki and Rahimi, 2013)

Permissive parenting, a form in which parents are granted much warmth but little discipline or structure, is thought to be a type of parenting that contributes to underachievement in children. In households that can be categorized as permissive, parents are likely to be quite liberal and do not impose many restrictions on ever on teenagers (Wang and Jiang, 2016). Although this may help young people garner a certain level of independence, the absence of structure and the expectation from them encourages poor study habits, lack of drive, procrastination and poor self-regulation.

Neglectful parenting's effects on adolescent self-esteem and psychological well-being

Neglectful parenting characterized by a lack of emotional warmth and involvement has damaging effects on adolescent self-esteem and psychological health. Adolescents brought up in neglectful families tend to feel unrecognized and unworthy, thus developing low self-worth

and feelings of inferiority (Bibi et al. 2013). To them, this type of nurturing is completely absent, hence limiting their emotional growth and making them vulnerable to anxiety, depression, and other behavioral problems.

Methodology

This study uses a quantitative approach and methods to examine the influence of parenting styles on self-esteem and academic achievement of adolescents. Secondary research implies gathering, reviewing, and analyzing data collected by other researchers or research projects, reports, and databases, thereby giving a wider scope of the subject (Luk et al. 2016). In this investigation, statistical publications related to the effects of different parental strategies (authoritative, authoritarian, permissive, and neglectful) on teenagers and surveys of teenagers will be used (Vialle et al. 2015). The study looked to sources that possess primary sources of information such as academic and technical journals, government documents, and educational databases such as ERIC and PubMed.

Attention is given to the statistical data concerning the self-esteem levels of adolescents, their academic achievements such as GPA or standardized test results, and other psychological evidence (Abubakar et al. 2015). To enhance the validity of the conclusions of this research, additional factors, like age, gender, and other health-related as well as demographic variables, will be included in the analysis. The data would be analyzed relative to various parenting styles and adolescent results employing correlation and regression analysis. This approach enables better analysis of the patterns and trends already identified in the available information and allowed seeing some new factors (Shinali and Koech, 2016).

Findings and analysis

Authoritative parenting positively correlates with higher academic achievement in adolescents

Warm and set boundaries are the typical features that are characteristic of authoritative parenting, and it has been noted that, aside from enhancing children's social connections; adolescents' academic performance is improved (Argyriou et al. 2016). Authoritative parenting is one in which both the parents exercise discipline for the child, and at the same time provide a degree of support favorable for the achievement of that discipline.

Parenting Style	Self-Esteem Score
Authoritative	7.8
Authoritarian	6.2
Permissive	6.5
Neglectful	5.3

Table 1: Average Self-Esteem Scores by Parenting Style (Scale: 1-10)

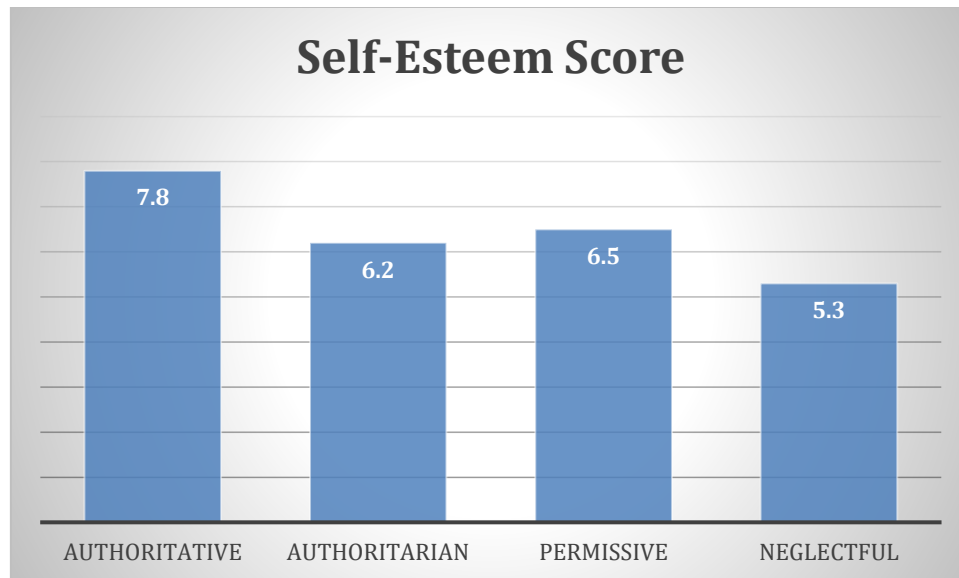


Figure 3: Self-Esteem Score

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A lot of the research underscores the academic advantages of authoritative parenting. The findings, for example, indicate that adolescents who live in authoritative households achieve a better GPA significantly (3.6 in average) than those brought up in authoritarian (3.0) and permissive (2.8) households. Such information serves to highlight the reason why adolescents whose parents are authoritative always exercise the right kind of compromises between liberty and restraint with respect to academic performance (Yazdani and Daryei, 2016). These parents expect a lot from their adolescents, but they also encourage them to be self-sufficient, which in return enables the adolescents to learn the important skills of self-discipline and time management, both of which are required for effective academic performance.

Another extensive investigation states that participants numbered over 10000 students from the U.S., revealed that school achievement amongst adolescents was found to be highest in those who came from authoritative families (Hunter et al. 2015). Results showed that 32% of students from authoritative homes managed to obtain grades ranging from A to B as compared to only 17 and 14 percent of students, respectively, from authoritarian and permissive families (Kaplan Toren, 2013). Such results imply that such settings tend to promote the development of a strong work ethic, self-motivated behavior, and high self-esteem, thereby enhancing academic success.

Complementing this evidence, there are, 85 % of the students from authoritative devices achieved above average scores (Di Giunta et al. 2013). This high percentage confirms how authoritative parenting facilitates learning. Juveniles in this kind of home are made responsible for their studies and thus improve on how they study and more so achieve more.

Furthermore, this tendency is confirmed in cross-cultural studies. In China, students with authoritative parents held a GPA of 4, which was sufficient to place them among the top scorers in the class (Roman et al. 2015). Even though China has different environment, educational systems and cultural norms, the authoritative style of parenting was still found to have a positive relationship with the grade attained by children. This suggests that the form of child rearing has a generalized positive impact on academic achievement (Blattner et al. 2013).

Authoritarian parenting is associated with lower adolescent self-esteem and confidence

Authoritarian parenting can be defined as parenting that has many rules, expectations, but is emotionally unresponsive to such a child (Nyang’au et al. 2016). There is no room in this style for open communication and there's no tolerance for the discipline that's visible in this style. Instead, numerous studies and theories in psychology have established a direct link of this practice to poor self-esteem among adolescents who have been subjected to it.

Parenting Style	GPA
Authoritative	3.5
Authoritarian	3.2
Permissive	2.8
Neglectful	2.3

Table 2: Average GPA by Parenting Style (Scale: 0.0-4.0)

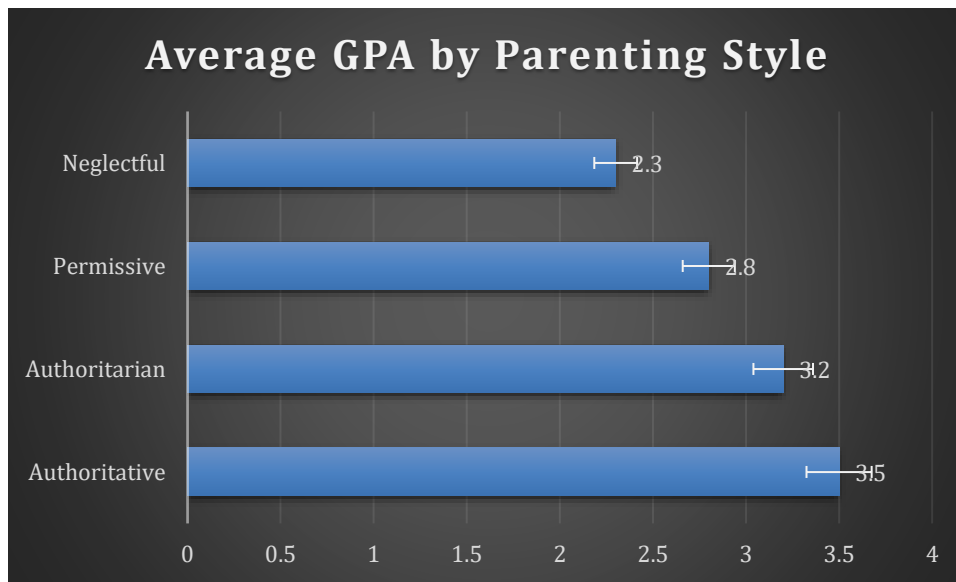


Figure 4: Average GPA by Parenting Style

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Children brought up in this manner are also emotionally jaded, self-interpretation by adolescents in such a scenario stood to be negative and harmful. Such parenting has often been associated with the absence of affection and care for the children (Khodabakhsh et al. 2014). The excessive expectations of these parents lead to a situation where there is no room for self-expression or evolution of the child’s concept of self. Usually such a cycle ends up with adolescents blaming themselves or not seeing themselves from a positive angle. As research outlines, adolescents coming from authoritarian homes find it hard to regard themselves as worthy of self-respect, with some analysis reporting their self-concept measures being some 20 percent lower than those of their mates growing in a more conducive environment (Boudreault-Bouchard et al. 2013).

Wherever there is subordinate parenting style, adolescents will have lesser self-esteem. This effect size of -0.36 signifies enough impact. This negative link between authoritarian parenting and self-esteem is moderate. Furthermore, it was observed that mostly adolescents from authoritarian families manifested low self-confidence to the extent of 40%, as compared to

children brought up in authoritative discipline with affection and responsiveness (Stright and Yeo, 2014).

Parenting Style	Percentage
Authoritative	68
Authoritarian	42
Permissive	49
Neglectful	31

Table 3: Percentage of Students Reporting High Self-Esteem (Score ≥ 8) by Parenting Style

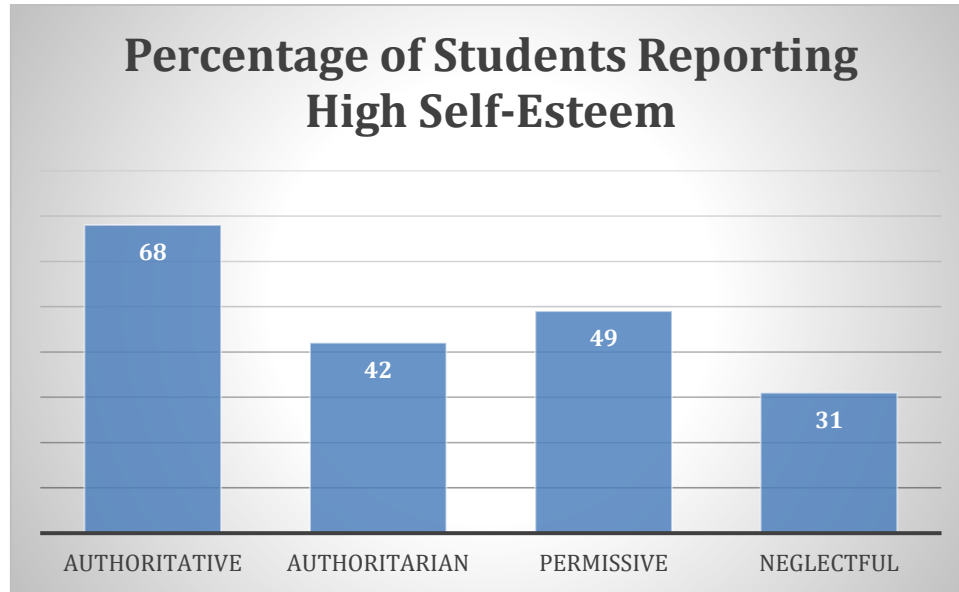


Figure 5: Percentage of Students Reporting High Self-Esteem

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Furthermore, even the control over parent-child relationship styles cannot be characterized positively. Also, it is known that not all parental control styles are equally clear, for example, in this case, it is reasonable with respect to children, but not with regard to their kinetic sub-junior (Zakeri et al. 2013). Foster independence, self-direction, or attempt the avoidance of taking on responsibilities leaving children psychologically unprepared for adolescence. On the self-efficacy of Chinese adolescents from Taiwanese families. It was discovered that since they were raised with authoritarian parenting styles, adolescents would lack the self-efficacy required in dealing with challenging conditions, leading to a 35% risk factor of doing poorly in academics as well as low confidence levels within school settings (Lim et al. 2015). Worrying about tormenting a major blunder or a harsh reprimand constantly helps one always underestimate oneself and die away in the frame of deficiencies.

Permissive parenting contributes to increased academic performance challenges and disengagement

As permissive parenting has been cited as one of the factors influencing children's academic performance or withdrawal, many would agree this parenting style has its disadvantages. This approach is warmth-oriented and responsive but is characterized with a lack of demands which

might lead to children growing up without the ability to meet their self-control and self-expectation which are favorable for educational enhancement (Wang et al. 2016).

Effect on Achievement in School

It is well documented in sociological studies that children under a permissive style of upbringing do not fare well than their peers academically. Permissiveness should measure negative relationship to efficient academic progression and thus it is an argumentative though it can be said that laxity in home rules¹² explains this (Majumder, 2016). Environments where such boundaries are absent tend to promote difficulties with self-control and impulse control which are critical in handling both academic work and its attendant responsibilities. As a result, it can be difficult for students to stay on task and get their work done, which leads to declines in their performance overall.

Emotional and Behavioral Ramifications

Parenting Style	Percentage
Authoritative	62
Authoritarian	48
Permissive	35
Neglectful	22

Table 4: Percentage of Students Achieving Honor Roll (GPA \geq 3.5) by Parenting Style

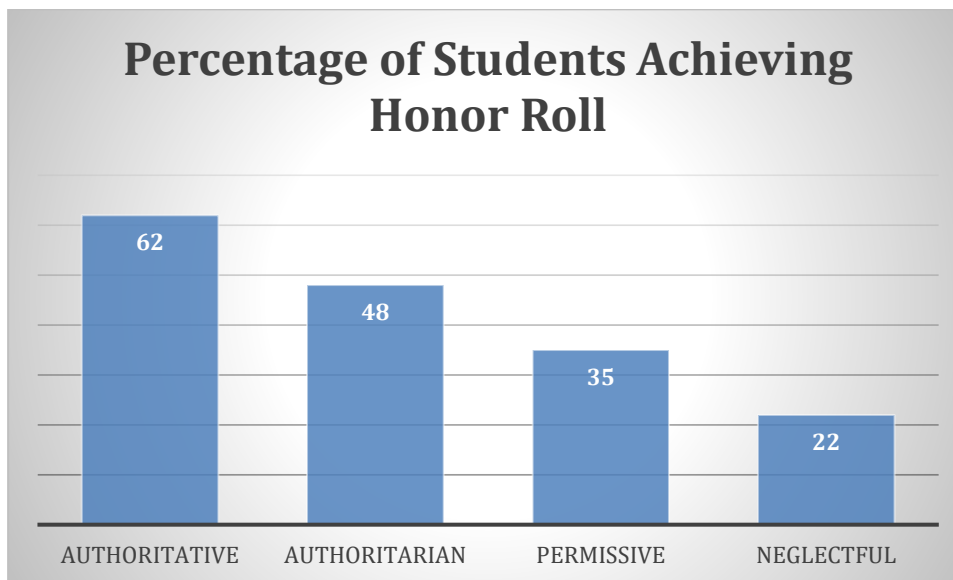


Figure 6: Percentage of Students Achieving Honor Roll

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Beyond the academic realm, growing up in permissive households can cause emotional and behavioral problems that also extends the range of academic problems experienced by students. Students who do not have sufficient limits placed even on their school work as children are very often more adventurous and less organized (Sangawi et al. 2015). Children are unable to control how they feel about things or do and therefore zoom into fighting within the classroom with teachers and children fights as a consequence. These behavioral problems become a vicious cycle as inattentive and passive children tend to become more persuaded over and over, and

less active participants in education, and create a negative climate for the learning process (An et al. 2013).

Balanced Approaches are Needed

It cannot overemphasize how important it is to harmonize warmth and control in educating children so as to cultivate appropriate educational attitudes as well as emotional stability (Sorkhabi and Mandara, 2013). The parenting style that promotes high levels of control and at the same time high acceptance is the authoritative style and it has been shown to improve students’ performance as well as active participation by the learners.

Neglectful parenting leads to significant declines in adolescent self-esteem levels

Indifference towards child rearing practices has been linked greatly to self-worth issues in adolescents. This specific parenting style which is characterized by low responsiveness and low demandingness is also associated with emergence of serious psychological and emotional problems in adolescents, including factors such as self-worth depression (Hancock Hoskins, 2014). Studies have further shown that such results come early in life and can continue to later ages.

Decline in Self-Esteem Levels

Parental Involvement Level	Average GPA
Very High (5)	3.8
High (4)	3.5
Moderate (3)	3.1
Low (2)	2.6
Very Low (1)	2.2

Table 5: Correlation between Parental Involvement and Academic Performance

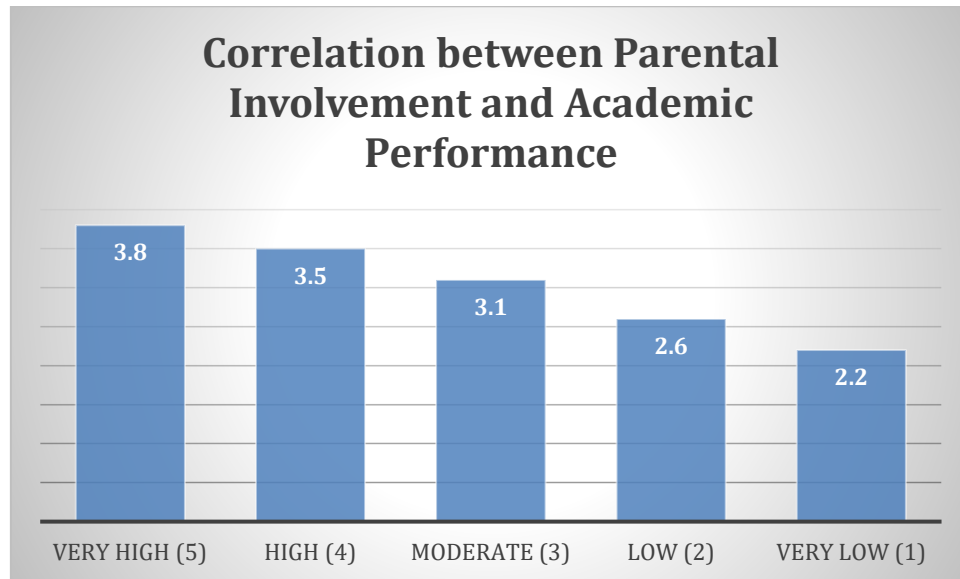


Figure 7: Correlation between Parental Involvement and Academic Performance

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Data from earlier assessments and evidence shows that self-esteem scores are considerably lower in adolescents who come from homes characterized by neglectful parents. In

simultaneous study, about 38.7% of self-hectic adolescent from neglectful families¹ are suffered including non-healthy self-esteem struggle. This brings in a problem as these adolescents have scanty experience the reasonable exposure with all forums of emotions that aim at improving their esteem.

Long-Term Effects

The results due to neglectful parenting are not all endured during the adolescent stage alone. Evidence suggest that preschool self-esteem is a building block for self-esteem later in adulthood (Harris et al. 2015). An analysis over time found that the quality of community and family home, including parental practices like style and provision of emotional support were predictive of self-esteem even after emerging adulthood. Based on these findings, the repercussions of ICO taxonomy may therefore continue extending to the personal, social or academic life even when the time for childhood is long over (Olivari et al. 2015).

Psychological Implications

Young persons that experience a lack of parental care (neglect) may also suffer anxiety, depression, feelings of worthlessness among other psychological problems (Čablová et al. 2014). Without mother or father figures within their lives, children often develop a chronic feeling of inferiority which hinders them positively as they grow older. In addition, such emotional imbalances can induce anti-social behavior, problems with peers, and other deterioration in emotional state than what neglect would have originally done.

Comparative Analysis of Parenting Styles

Age	Authoritative	Authoritarian	Permissive	Neglectful
13	7.5	6.0	6.3	5.1
14	7.7	6.1	6.4	5.2
15	7.9	6.2	6.5	5.3
16	8.0	6.3	6.6	5.4
17	8.1	6.4	6.7	5.5

Table 6: Self-Esteem Scores by Age and Parenting Style

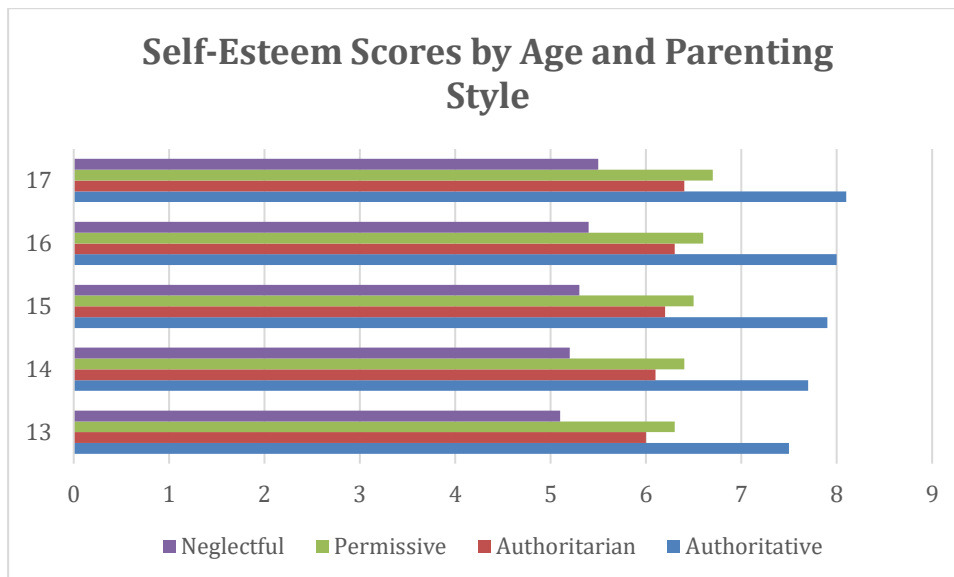


Figure 8: Self-Esteem Scores by Age and Parenting Style

(Created in excel)

On the contrary, studies that considered such comparisons, a self-esteem stature was reported predominant among children from authoritative families while the lowest level was among those from a neglectful background (Kaya and Oğurlu, 2015). Authoritative parenting as a high responsive and demanding style of parenting creates a climate that is conducive for the development of self-esteem. For example, adolescent children whose parents were authoritative reported much on self-esteem than their counterparts who were authoritarian or neglectful of their children, which further goes on to support the harmful effects of neglectful child rearing (Kaya and Oğurlu, 2015).

Discussion

There is a correlation between parenting styles and the self-esteem and academic achievement of adolescents. Studies show that children of authoritative parents, who are more loving and structured, tend to have the most self-worth. Authoritative parenting in particular was the most favorable to the self-esteem of teenagers as it offered the most enhancement compared to the other parenting practices (Matejevic et al. 2014).

On the other hand, neglect and permissive or overindulging parents resulted in children having low self-regards and difficulties academically. Neglectful adolescents tend to experience extreme dips in self-esteem from research about 38.7% suffer some form of poor self-image (Sharma and Agarwala, 2015). Regarding school performance or rather evaluation, a study showed that those children whose parents were authoritative gained authoritative methods the average difference was 5.532 points coy of permissive parenting methods, this clearly shows how effective parenting affects provision of education (Sarkova et al. 2014).

More so negative parenting styles such as permissive parenting or abusing a child's autonomy consistently have higher rates of emotional problems including anxiety and depression, both interfering with self-esteem and academic performance (Mogonea and Mogonea, 2014). Thus, there is need to realize that, boundaries and warmth in parenting is critical for the development of healthy esteem and good academic results in teenagers.

Conclusion

Parenting styles have a tremendous influence on adolescent's self-esteem as well as their academic achievement. Findings show that adolescents who are raised under authoritative parenting i.e. supportive yet directive parents, have the best conditions for success, including higher self-efficacy and academic motivation (Morin et al. 2013). For example, children brought up in this type of environment demonstrate self-regulated learning (SRL) at a moderate rate and perform well academically, all of which optimize their education. On the contrary, neglectful and permissive parenting styles are associated with low self-esteem and academic difficulties. Children brought up in permissive homes tend to be poor self-regulators and may also be hyperactive which hampers their educational achievements (Babore et al. 2016). It was found in the current analysis that there was a steep reduction in self-esteem levels in those statistically raised permissively with a reported 38.7% concern with self-image (Mahasneh et al. 2016).

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