# Parenting Styles and Self-Esteem Of Junior High School Parents For Parenting Program Implementation

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**Abstract**

The study investigated and described the relationship between parenting styles and self-esteem among parents of Junior High School students at Commissioner Luis R. Asis National High School.This study utilized a descriptive-correlational research design which was conducted using a stratified random sample of 654 public Junior High School students in Commissioner Luis R. Asis National High School within the academic year 2022-2023, as a basis also of the sample size of the respondents which is their parents. A research-made instrument validated and tested for reliability was used to gather the data on the socio-demographic profile of the respondents; the level of parenting styles used and the degree of self-esteem of the parents. Descriptive and inferential statistics of the SPSS were analyzed and interpreted using frequency count, percentage, mean, t-test, ANOVA, and Pearson-r. Findings revealed that the level of parenting styles perceived by the respondents as a whole and in terms of authoritative, authoritarian, permissive, and neglectful was high. The degree of self-esteem of parents as a whole and in terms of self-confidence, identity, belongingness, and competence was also high. There was no significant difference in the level of parenting styles perceived by the respondents when grouped according to sex but different when respondents are grouped according to age and educational attainment.There were no significant differences in the degree of self-esteem of the respondents when grouped according to sex, age, and educational attainment. Lastly, the level of parenting styles and the degree of self-esteem of the parents has a positive correlation. It is recommended by the researcher to promote and provide intervention programs in connection to parenting styles and self-esteem development and enhancement of parents.

**Keywords:** Parenting styles, authoritative, authoritarian, permissive, neglectful, self-esteem, self-confidence, identity, belongingness, and competence.

# 1. Introduction

Parenting is a special mission and role of parents in their children’s lives. It is a series of guidance, nurturance, and support to the social, emotional, psychological, and intellectual development of their offspring. Its concept is explained by using the two elements-- parents’ *demandingness* or the degree to which parent standards are to be followed by the child and *responsiveness* or the degree of parents’ support for their children’s needs and satisfaction to be ensured and fulfilled (Alicia, 2018). Thus, parents have to be multi-faceted—strict yet supportive, firm yet gentle, disciplinarian yet democratic.

Commonly, parenting styles are categorized into four. Zeltser (2021) considered these as its categories: permissive, neglectful, authoritarian, and authoritative. To describe it, a parent would say to an 11-year-old kid who does not like to go to practice: “It’s up to you.” for a permissive parent; “Whatever you want ... it’s your life.” for a neglectful parent; “You have to. I don’t want to hear another word from you.” for an authoritarian; and “I understand that you don’t want to go. But sometimes, fighting the urge to avoid doing something hard is how you get better!” for being authoritative. Parenting style can be a talent developed as more experiences accumulate. However, at times, it works with self-esteem.

Rosenberg, creator of the Self-Esteem Scale, defined self-esteem  
as a positive or negative attitude towards oneself and one's evaluation  
of overall thoughts and feelings (Park and Park, 2019). Having high self-esteem possessed a high level of social adjustment with their environment while having low self-esteem tends to have otherwise (Martin et al., 2014). Thus, it can be concluded that a parent with high self-esteem can easily adjust their parenting style according to the needs of the context or behavior of a child, while people with low self-esteem are more likely to react or view negative situations negatively.

Parenting style and parents’ self-esteem can be correlated or compared. Research that has been done in Americaprovided evidence of the significant association between parental self-esteem and parenting behavior employed. This association was more common among mothers than fathers. As expected, mothers are more likely active with children when it comes to controlling and communication support than conflict dimensions. Mothers who have higher self-esteem were more expectedly to give freedom to their children in decision-making, better conversation, trust in behavior as an independent person, and great satisfaction. However, fathers who had higher self-esteem stated that they have greater and better communication with their children and reported less physical discipline  (Yang, 2015).

Likewise, parenting styles can vary from one culture to another. In Qatar, researchers pointed out that high confidence in the parenting style they utilized for their children was (90%). A similar percentage was noted to describe that several were authoritative parents; 60 percent were authoritarian, and two-thirds were permissive (Ghrasim, et al, 2017). However, in West Countries and India, most parents utilized authoritarian and neglectful parenting styles while a low percentage preferred the permissive style (Sahithya, 2012).

In the Philippine setting, the study of Alampay & Jocson (2011) discovered in a study that both parents’ fathers and mothers are used to being authoritarian. On the contrary, Gilongos and Guarin’s study in Aklan, Philippines in 2013 interpreted that the majority (96 percent) of the households supported authoritative parenting, and few made use of permissive (2.67%) and authoritarian (1.33%) parenting styles.

In Panay, Capiz, it can be observed that parents nowadays can be less comparable to the traditional ones. It can be claimed that they are likely unfamiliar and unaware of their parenting style and self-esteem which could affect the way they nurture their children. However, it cannot be denied that ways are highly influenced by the information exposed by social media which can affect parents’ knowledge and skills in parenting.

While the above premises can be true in some instances, it can be an inquiry into how parenting style and self-esteem go together with parents. The researcher feels driven to conduct this kind of study so that it will deliver and sustain not only knowledge but awareness of the different sources of parenting styles and self-esteem of the parents. The researcher believes that through this, parents will be aware of the advantages and disadvantages of the respective parenting styles they used. Thus, the researcher deemed the significance of the investigation regarding parenting styles and self-esteem of parents of Junior High School students..

# 2. Literature review

Parenting style is known as the approach in child-rearing. It is a broad concept that can be controversial to talk about and discuss. Diana Baumrind, a well-known researcher, did a further investigation to navigate concepts about parenting styles. She gathered and combined the different scopes of parenting behaviors and attitudes that can denote and describe the level of control and maturity of demands, clarity of conversation, and nurturance (Bornstein & Zlotnik, 2018). She also mentioned that parenting behaviors and attitudes consist of two essential proportions that are needed to be present and noticeable, which are responsiveness and demandingness. Responsiveness describes the parental level of support of parents toward children’s needs. Meanwhile, demandingness is defined as control over the child through parental regulations. Moreover, Huver et al., (2013) emphasized that Baumrind also highlighted the three distinct parenting styles, such as authoritarian, authoritative, and permissive. However, Maccoby & Martin later added neglectful parenting as one of the possible parenting styles used by the parents.

Parenting Styles and Self Esteem. Individuals' perceptions of parenting style have been studied and observed in a variety of contexts, demonstrating similarities to the conclusions of Baumrind, who found that parenting style is correlated to various aspects, including self-esteem. On the other hand, the relationship between parenting styles and a parent's self-esteem is likely to be reciprocated. Families have an important role as they are the one who has the power to impose parenting styles on their children, in relation that they are responsible to facilitate the development of individual self-esteem (Heaven & Ciarrochi, 2008). Parenting style has become one of the most controversial and important topics of the past few centuries. It is socially important because it plays a vital role in the development of children. Effective and good parenting practices create positive effects (Caporella, 2007). Since the concept of parenting styles and its significance to different developmental styles are well documented, a wide variety of studies have been conducted (Chiew, 2011). In addition, studies have been conducted to investigate correlations among parenting constellations and developmental outcomes (Ding & Littleton, 2015). In Macedonia, research studies have established a relationship between self-esteem and parenting style. Researchers demonstrated an ample evidence that parental involvement affects parental self-esteem. It tends to be related to each other. (Harter 2018).

A study in Canada found that authoritative parenting styles were associated with developing social skills, and that individuals with these parenting styles had better self-esteem (Canadian Council Learning, 2017). Maccoby and Martin supported this work with an original outcome study. They found that those adolescents who experienced authoritative parenting had better social development and better self-esteem. Authoritative parenting behaviors such as responsiveness, support, and caring for children help improve their self-concept and create a positive outlook on life. As self-concept develops, so does self-esteem (Cardinali & D'Allura, 2011). A Canadian study, supported by previous research, showed that parents who adopted an authoritative approach had a sense of internal control. Parents with a positive sense of control are more effective in interacting with their children and have higher self-esteem (Arbuckle & Mackinnon (2016).

Additionally, a study conducted in southern Nigeria found that people with higher self-esteem were more likely to be satisfied with themselves and their progress in life. People with low self-esteem often feel shame, self-doubt, and self-crisis. We often spend a lot of time criticizing ourselves. In general, existing evidence suggests that people with high self-esteem are more competent in life (Amsel, 2013).

Research results from Tunku Abdul Rahman University showed a strong relationship between parenting style and self-esteem. Among all the styles reported from the study, the authoritative parenting style was highlighted as the predominant style that produced many parents with higher self-esteem compared to parents from permissive families, and also found a positive correlation with self-esteem between authoritative and authoritarian parenting styles. Overall, the study showed self-esteem is influenced by parental roles represented by parenting styles (Lee, 2011).

A cross-sectional study in Western countries found a better and higher involvement of fathers engaged in their children. However, in a recent study conducted in China, researchers had 180 couple respondents, results showed that both Chinese mothers and fathers felt more competent and happier in parenting, when they experience moral social support and if their partners are more competent. For mothers, social support and paternal competence rated for 21% of the variance in scores for competence, meanwhile, fathers’ social support and maternal competence accumulated 14% of the variance. In short, fathers reported less social support than mothers. The survey also found that only one-third of fathers have taken parenting courses. In addition, Western values and transformations in major Chinese cities are affecting young fathers' societal expectations and values. Despite the continuous differences in gender roles over -time the study indicated only 12% of fathers helped mothers with house chores and childcare, indeed fathers are becoming more involved in caring for their children (Yang X, Sun K & Gao Ling-Ling 2020).

Additionally, research on parental self-esteem in the United States has shown that there is a correlation between parental self-esteem and the behaviors they adopt when interacting with their growing children and striving for independence and autonomy. The results of this relationship study are more common in mothers than in fathers. Mothers tend to engage and respond more positively to their children when it comes to control and communication support than they do to conflict issues. They were more likely to improve communication, feel more confident in acting as independent individuals and give greater satisfaction in the support their children deserved. Higher self-esteem fathers, on the other hand, reported better communication with their children and less physical discipline (Yang, 2015).

In the Philippine context, researchers from different regions have used different approaches to parenting to determine how parenting affects child development. The adoption of factors influences this. Perhaps Filipino parents can be easily categorized as authoritarian, authoritarian, permissive and neglectful, given the vast differences in cultural beliefs that influence them.

A study conducted at the University of the Philippines in Batangas, found that the parents of criminology students had a significant impact on how the students were perceived by those surveyed. They say their parents have high self-esteem because they demonstrate democratic and positive behavior. They are articulate, consistent, reasonable and generous, fully supporting and encouraging them. In this regard, their freshman year of criminology and their junior year self-esteem are about the same. On the other hand, a sophomore and senior were found to have higher levels of self-esteem. This study demonstrated that criminology students display and project competence and confidence in their behavior from what their parents projected onto them. (Dalisay, 2014). Another study by the Angeles University Foundation in Angeles City found that most respondents who identified their parents as authoritarian had high self-esteem, perceived their parents as inactive or negligent, and rated low self-esteem. (Galang, 2011).

Various past and recent studies have shown that parent demographics are strongly related to parenting behavior (parenting style) and how parents influence their youngsters' adjustment, development, and academic performance..

# 3. Research Method

A descriptive correlation design and quantitative data were used in this study. Descriptive quantitative research studies collect aggregate data by using validated questionnaires to observe and calculate behavior and make responses to specific questions such as attitudes, knowledge, opinions and motivations (Cuneen et al. and Tobar, 2015).

Descriptive research is used to investigate one or more variables. Researchers cannot control or manipulate variables, only observe and measure them. Suitable when the research objective is to classify traits, frequencies, trends and categories (McCombes, 2019). Furthermore, correlation study designs used to study relationships between variables do not allow researchers to control or manipulate the variables. It reflects the strength or direction of the relationship between two or more variables (Bhandari, 2021).

This study was descriptive because it investigated the level of parenting styles and degree self-esteem of the both male and female parents of Junior High School (JHS) students in Commissioner Luis R. Asis National High School as a whole. Furthermore, this study was also correlational because it presented (1) the level of the parenting style of the respondents as a whole and as classified into authoritarian, authoritative, and permissive, neglectful; (2) the degree of self-esteem of the respondents as a whole and in terms of self-confidence, identity, belongingness, and competence; (3) the significant difference in the level of parenting styles of the respondents when grouped according to age, sex, and educational attainment; (4) the significant difference in the degree of self-esteem of the respondents when grouped according to age, sex, and educational attainment; (5) the significant relationship between the level of parenting styles and the degree of self-esteem of the parents of JHS students in Commissioner Luis R. Asis National High School.

A descriptive correlation design was appropriate in this study because it described and correlated the parenting style and self-esteem of the respondents, as well as their socio-demographic profile. It described not only the socio-demographic profile regarding age, sex, and education levels but also determined significant differences between variables. It examined the relationship between respondents' level of parenting style and their degree of self-esteem.

Research Participants and Sampling Procedure

Research participants in this study were both male and female parents of Junior High School students of Commissioner Luis R. Asis National High School for the school year 2022-2023. The researcher adopted a stratified random sampling procedure as stated by Agresil & Franklin (2017). Members of the population were first stratified and then randomly selected as part of the sample (Williams, 2015). The total population was 1,592 with the following breakdown: 407 Grade 7 students, 393 Grade 8, 387 Grade 9, and 405 Grade 10. The sample size of 654 was taken from these grade levels.

Research Instrument Used

The instrument used in the study to gather the needed data was a research-made questionnaire. The questionnaire is appropriate when data needed is from varied and broadly scattered sources and when it is not possible to explain briefly the objectives of the survey (Reganit, 2014).

The researcher-made questionnaire was developed containing measurement of the socio-demographic variables and the multi-item measures of parenting styles and self-esteem. A cover letter explaining its purposes and assuring the respondents of the confidentiality of their participation and responses were included (See Appendix B pg. 117). The instrument was made up of three parts having three (3) items for Part I, four (4) statements with eight (8) statements each for Part II, and last was Part III which had four statements also with ten (10) statements each.

Part 1 – Socio-Demographic Profile. This part contained questions dealing with respondents’ socio-demographic profiles such as sex, age, and parents’ educational attainment. In this part, the respondents were requested to put a check in the space provided for the needed information.

Part II –Parenting Styles. This part contained questions describing the level of parenting styles among the parents of Junior High School students in terms of authoritarian, authoritative, permissive, and neglectful. Each component had eight (8) statements. Each item had five (5) responses from which the respondents can choose one according to his/her preference namely: 5 – all the time (very high), 4 – most of the time (high), 3 – sometimes (moderate), 2 – rarely (low), and 1 – never (very low). The questions were based on the statement of the problem pertaining to the level of parenting styles of the respondents

Part III – Self-esteem. This part contained questions describing the degree of self-esteem of the parents. This part contained four (4) sections (self-confidence, identity, belongingness, and competence) and each section had ten (10) statements. Each item had the same five (5) responses as that of the second part from which the respondents could choose one according to his/her preference.

The instrument consisted of 72 items which measured the level of parenting styles and degree of self-esteem among the parents of Junior High School students as a basis for parenting program implementation in Commissioner Luis R. Asis National High School. The names and the address of the respondents were not reflected on the questionnaire to ensure the confidentiality of their responses.

To determine the level of parenting styles and degree of self-esteem, the researcher made an instrument that employed five rating scales from which every respondent had to choose his/her answer from. There were five options to choose from: very high (5), high (4), moderate (3), low (2), and very low (1).

Each category was scored 5, 4, 3, 2, and 1, respectively. The responses were scored and given interpretation as follows.

SCORE INTERVAL

VERBAL INTERPRETATION

MEANING OF VERBAL INTERPRETATION

5

(4.21 – 5.00)

Very High

The condition stated is manifested in a highly remarkable manner; there is extra evidence to support it.

4

3.41 - 4.20

High

The condition stated is regularly manifested to a certain degree; there is consistent evidence to prove it.

3

2.61 - 3.40

Moderate

The condition stated is simply manifested now and then; there is evidence to prove it but only in an inconsistent manner.

2

1.81 - 2.60

Low The condition stated is hardly manifested; the evidence is rare to prove it. The situation needs attention.

1

1.00 - 1.80

Very Low The condition stated is not manifested at all; there is no evidence to prove it. The situation needs serious attention.

Note: Responses for negative statements had reverse value.

The instrument was validated by a panel of experts. The validators were experts in linguistics, statistics, and course content and it was approved by the committee on thesis writing. The researcher secured the approval from the school principal in conducting the pilot testing.The validity of measuring the instrument had something to do with its soundness, its effectiveness, and how well it could be applied. To do this, the experts carefully examined the content of every item in the questionnaire. They also looked into the relevance of the statements in the questionnaire with the problem statements present in the study and decided whether the instrument could measure what it intended to measure.

On the other hand, the reliability of the instrument or the state of being reliable is the accuracy based on the consistency of the observed data using a valid instrument for gathering information (Latada, 2017).

To test the reliability of the questionnaire, it was subjected to a pre-test. It was administered to 30 parents who was chosen at random and not included in the actual survey.

Data collected from the pilot tests were aggregated and computed using the Social Science Statistical Package (SPSS). Cronbach's alpha was a reliability test that researchers used to measure internal consistency. That is, how thoroughly related to the set of elements as a group. This is considered a measure of scale reliability (Mori, 2014).

Reliability computation of this instrument stated in Cronbach’s alpha result was .946 and interpreted by the expert as reliable. Thus, the questioner used by the researcher was valid and reliable.

Data Analysis and Interpretation of Data

After the data were collected, consolidated, and coded, they were analyzed using descriptive and inferential statistics from the Social Science Statistics Package (SPSS). Frequency, percentage weighted mean, and grand mean were used for descriptive data. F-test or Anova, T-test, and Pearson r were used to answer the inferential questions.

To measure and analyze the data for the socio-demographic profile of the respondents in terms of age, sex, and educational attainment of parents, the measurements used were frequency, percentage, and weighted mean.

To answer the questions regarding the level of parenting styles and the degree of self-esteem, for research questions numbers 1 and 2, the weighted mean, and grand mean were used.

To determine the significant difference when respondents are grouped according to age, educational attainment in the level of parenting styles, and degree of self-esteem about their socio-demographic profile with three variances, the F – test or ANOVA were used for research questions 3 and 4.

To determine the significant difference when the respondents are grouped according to sex in the level of parenting styles and the degree of self-esteem of the respondents to their socio-demographic profile with two variances, the T-test was used for research questions 3 and 4.

To determine the significant relationship between the level of parenting styles and the degree of elf-esteem, Pearson r was used for research question 5.

The Statistical Package for Social Sciences (SPSS) software was used in computing all statistical data. The level of significance was set at an alpha of 0.05.

# 4. Result and Discussion

**Level of Parenting Style as a whole**

Table 2 presents the level of parenting styles of the parents of Commissioner Luis R. Asis National High School as perceived by the respondents in terms of authoritative, authoritarian, permissive, and neglectful.

Table 2. The level of parenting style of the respondents as whole.

|  |  |  |
| --- | --- | --- |
| **Components** | **Mean** | **Verbal Interpretation** |
| Authoritative | 4.03 | High |
| Permissive | 3.62 | High |
| Authoritarian | 3.39 | Moderate |
| Neglectful | 3.07 | Moderate |
| **Grand Mean** | **3.53** | **High** |

The result showed, that the overall grand mean of the respondent’s perception of the level of parenting styles when taken as a whole is “high” (M=3.53), this indicates that parenting is manifested to a certain degree and that parents believe that the utmost responsibility is to raise their children, provide them with protection and care in order to ensure their healthy development to adulthood at the higher level. Furthermore, the data above exhibits the components of parenting used which had a grand mean ranging from 3.07 to 4.03. Among the components listed the highest of which is “authoritative” with a grand mean of 4.03, interpreted as “high”. On the other hand, the lowest of the grand mean is seen in “neglectful” with a mean score of 3.07, verbally interpreted as “moderate”. This suggests that authoritative and permissive parenting style is dominant among the respondents and moderate on authoritarian and neglectful.

Research shows that parenting experiences are closely related to the importance of family matter, bringing new challenges and conflicts to deal with. In addition, the concept of parenthood lends a new flavor and dimension to parental identities. It evolves through transactional processes in different personal contexts that bring new challenges that contribute to personal development.  (Kunnen, 2011).

The given efforts of the parents to nurture their children are undeniably incredible, as they believe that their chosen parenting style is the best for their children. Therefore, different styles may cause and create different impacts on the degree of affection expressed, warmth, emotional diversity, consciousness, and moral practices (Zhang, 2018).

Indeed, parenting style has become one of the most controversial and important topics. It is socially important for the reason that it plays an essential part in the development of offspring. Effective and good parenting practices can have positive effects (Caporella, 2007). These results imply that in a country like the Philippines, parents still regard themselves as the ones in control over their children. However, it may also be noted that some parents have already adopted Western beliefs by allowing their children to think, choose, and decide for themselves in such a manner that they can only facilitate and guide them toward better decisions.

**Authoritative Parenting Style.** The authoritative parenting style approach applies strong control and requires children to conform and obey a practical and rational sets of rules and regulations. The firmness obliges children to observe and conform to necessary guidelines set by the parents to ensure that children follow them. Parents allow their children to speak for themselves while maintaining the idea that they are still in charge even if they have given their children the right to speak and decide for themselves. Respondents assessed themselves as “high” in this dimension with a mean score of 4.03.

As shown in table 3 below, the result displayed that the respondents had a “high” rating in the authoritative component of parenting style with mean ranging from 3.35-4.34. However, the statement “I am friendly to my child” and “I allow my child to share everything with me” gathered the highest mean (M=4.34) and (M=4.25) verbally interpreted as “very high”.

Table 3.The level of parenting style in terms of authoritative.

|  |  |  |
| --- | --- | --- |
| **Level of Parenting Style Statements** | **Mean** | **Verbal Interpretation** |
| 1. I am a friend to my child.  *(Abyan ako sangakon bata.)* | 4.34 | Very High |
| 3. I allow my child to share everything with me.  *(Gina tagaan ko gid hilway ang akon bata sa*  *pag pa ambit sang iya gusto ipaabot sa akon.)* | 4.25 | Very High |
| 7. I talk to my child to remind him/her when he/she  did something wrong.  *(Gina istorya ang akon bata para ipahanumdom*  *sa iya ang sala nya nga naubra.)* | 4.13 | High |
| 2. I try to understand the feelings of my child.  *(Nasanay ako nga gina intindi ang balatyagon*  *sang akon bata.)* | 4.07 | High |
| 4. I give friendly corrections to my child.  *(Gahatag ako sang ma inabyanon nga*  *koreksyon sa akon bata.)* | 4.05 | High |
| 8. I try to have enough time to check on my child.  *(Ginatinguhaan ko nga bastante gid akon oras*  *para hibaluon ang parte sakon bata.)* | 4.03 | High |
| 6. I remind my child of the consequences with a  touch of love and affection.  *(Gina pahanumdom ko sa akon bata ang mga*  *konsenkwensya nga may pahigugma.)* | 4.02 | High |
| 5. I do not force my child to do something he/she  doesn’t like.  *(Wala ko gina pwersa ang akon bata para mag*  *ubra sang indi nya gusto ubrahon.)* | 3.35 | Moderate |
| **GRAND MEAN** | **4.03** | **High** |

Note: Responses for negative statements had reverse value.

The data specifies that parents utilize reasons and control to create and impose disciplinary decisions while harsh forms of punishment are discouraged to apply and use. This was followed by statements rated as “high”; “I talk to my child to remind him/her when he/she did something wrong.” (M=4.13); “I try to understand the feelings of my child” (M=4.07) and “I give friendly corrections to my child” (M=4.05). The statement which had the lowest score is “I do not force my child to do something he/she doesn’t like” (M=3.35), verbally interpreted as “moderate”.

This study result simply shows that parents with an authoritative parenting style provide warmth, tender love, and acceptance to their children to educate them to become well-developed and more autonomous beings. Parents have high regards for their children to make them think and decide on their own but are still bind by limits. Children are given the freedom but are ensured that what they have decided upon will bring them no harm.

The findings are associated with the concept of Bunag (2020) support that authoritative parents used to talk; they listen as well they listen to them. Furthermore, they will explain why they need limits, they already set their expectations, boundaries, and explained the consequences, and should those expectations not be met. They also stipulated the emphasis on verbal gestures between parents and children relationship through open communication and mutual discussion as cited by (Dwairy & Menshar, 2015).

Authoritative parenting approaches use strong control and governance over their children’s lives. Parents who perform this style require their children to conform to a practical and rational set of rules and regulations. They apply detailed motives and control to create and impose disciplinary choices and decisions, while harsh formulations of punishments are discouraged to be applied (Bornstein & Zlotnik, 2018).

Although this parenting strategy is common among the parents in this study, parents may be warm and understanding but have a set of rules and regulations to be obeyed by their children, as their way of disciplining them. This is to ensure that they are still in control but gives their children the leeway to think and act for themselves but with limitations and conditions.

**Permissive Parenting Style**. Permissive parenting styles are seen as more responsive and less demanding. This rarely leads to rules that children follow and practice.  It talks about indulgence and is characterized by high responsiveness and low demands. Parents are very sensitive to their children's emotional needs, but they do not set boundaries and can be very inconsistent. They are lenient and lax in a discipline which often leads to children being abusive of the leniency given to them. Parents tend to be loving, yet they give few guidelines and rules and are often to be more of a companion than a parental figure to their children.

Data in table 4 below displayed that two items in the inventory such “I am a very affectionate parent to my child” and “I am a very soft-hearted with my child had mean ratings verbally interpreted as “very high” while 4 statements had ratings from the respondents “moderate” among this were “I give valuable rewards to my child for obeying me with the mean 3.35 and the lowest mean of 3.11 showed that parents threaten their child with punishment but do not mean it. The grand mean of 3.62 suggests that respondents who are parents have “high” permissive parenting style.

Table 4.The level of parenting style in terms of permissive.

|  |  |  |
| --- | --- | --- |
| **Level of Parenting Style Statements** | **Mean** | **Verbal Interpretation** |
| 6. I am a very affectionate parent to my child.  *(Mapinalangga-on ako nga ginakanan sa akon*  *bata.)* | 4.32 | Very High |
| 1. I am very soft-hearted with my child.  *(Mahumok akon balatyagon sa akon bata.)* | 4.23 | Very High |
| 8. I show excessive patience for my child’s  wrongdoings.  *(Sobra kag mahaba gid ang akon pasensya*  *sa sala nga gina-himu sang akon bata.)* | 3.81 | High |
| 2. I do not give punishment when the child  gets a low mark in school.  *(Wala ako ga hatag sang pina sa akon bata*  *kung manubo ang iya marka sa skwelahan.)* | 3.75 | High |
| 3. I give valuable rewards to my child for obeying me.  *(Gina tagaan ko ang akon bata sang*  *manami nga premyu sa pag sunod sa akon.)* | 3.35 | Moderate |
| 5. I am very liberal with my child.  *(Gina pasugtan ko ang akon bata sa iya*  *luyag nga ubrahon.)* | 3.22 | Moderate |
| 4. I do not give strict rules because of my leniency.  *(Indi ako makahatag sang strikto nga*  *patakaran sa akon bata tungod naluoy ako.)* | 3.18 | Moderate |
| 7. I threaten my child with punishment but I do not  mean it.  *(Permi ko gina-pahug ang akon bata*  *nga pinahan, pero wala ko man ini gina-obra.)* | 3.11 | Moderate |
| **GRAND MEAN** | **3.62** | **High** |

Note: Responses for negative statements had reverse value.

The results of this study confirmed the findings of Bernstein et. al, (2018) that permissive parents practice applying a high degree of nurturance and clear communication while maintaining a low-level of control and maturity demands on the children.

Parents inspire and motivate their children to develop a greater sense of autonomy and ability to make their own decisions in life. They significantly support their children’s impulses, necessities, and behaviors to avoid problems and reprimands (Dwairy & Menshar, 2015).

Moreover, local literature also described permissive parents as not demanding but highly responsive. Most often, they focus on child’s behaviors to avoid confrontation. Some reports said that children with permissive parents may possess impulsiveness and might experience a lack of self-control. Due to the parents being permissive, children could be aimless and rebellious. In the end, there are no expectations regarding the consequences of the child’s actions. Furthermore, parents will not take any steps to correct the wrongdoings of their children (Bantug 2022).

However, Baumrind also noted in her observation that permissive parents seem likely with parents who had an authoritative style of parenting. Parents both showed an excessive level of comfort towards their children. Parents are defined as emotionally supportive and accessible to their children’s needs. Both styles concern children’s policy-making. However, there is no evidence stating permissive parents are likely inferior to authoritative parents (Dewar, 2022).

The abovementioned concept is also supported by the result of this study which shows the same verbal interpretation between authoritative and permissive leveled as high. It means parents in this study are likely to become more permissive or authoritative parents’ overtime. As they used similar techniques applied in their parenting as also supported in the findings of (Garcia and Gracia 2009) that teenagers that were raised in a permissive and authoritative manner had no significant differences.

**Authoritarian Parenting Style.** In authoritarian parenting, parents require a higher extent of demand on their children rather than fostering them with open and warm communication. In this study, it ranked third in the perception of respondents.

Table 5.The level of parenting style in terms of authoritarian.

|  |  |  |
| --- | --- | --- |
| **Level of Parenting Style Statements** | **Mean** | **Verbal Interpretation** |
| 1. I want my child to follow my instructions.  *(Gusto ko tumanon sang akon bata ang*  *akon mga ginasugo.)* | 4.44 | Very High |
| 6. I control my child from excessive spending.  *(Gina-kontrol ko akon bata sa pagpinabuang*  *gasto.)* | 4.15 | Very High |
| 4. I have clear expectations as to my child’s  behavior.  *(Klaru akon ekspektasyon sa batasan sang*  *akon bata.)* | 3.92 | High |
| 3. I strictly impose rules for my child to follow.  *(Gina strikto ko gid ang pag implementar*  *sang patakaran sa akon bata para mag pati.)* | 3.75 | High |
| 2. I have little patience to tolerate misbehavior  of my child.  *(Malip-ot ang akon pasensya para pasugtan*  *ang indi maayo nga pamatasan sang bata ko.* | 3.47 | High |
| 8. I scold my child when he disobeys my rules.  *(Gina-akigan ko ang akon bata kung wala*  *sya ga pati sa akon mga patakaran.)* | 3.39 | Moderate |
| 7. The punishment I give to my child  depends upon my mood.  *(Ang pinalidad nga gina hatag ko sa akon*  *bata naka depinde sa akon mudo.)* | 2.79 | Moderate |
| 5. I usually like to give physical punishment to  my child when he/she disobeys.  *(Masami ko gina pinahan ang akon bata*  *kung wala sya ga pati sa akon.)* | 2.43 | Moderate |
| **GRAND MEAN** | **3.39** | **Moderate** |

Note: Responses for negative statements had reverse value.

Table 5 reflects the result of the authoritarian parenting style of the respondents. Data revealed that the respondents generally had a “moderate” level of authoritarian parenting style (M=3.39). It can be gleaned from the result that only one item in the instrument “I want my child to follow my instructions” had a mean score rating of “very high”. This suggests that respondents are high on demandingness but low or without responsiveness.

On the other hand, 3 items (4, 3 ,2) of the instrument were rated “high” by the respondents. This indicates that children with authoritarian parents experience punishment when they disobey or violate the rules and guidelines imposed on their parents.

In the study of Bornstein & Zlotnick (2018), authoritarian parents choose to impose and practice a high level of demand on their children instead of nurturing them through better and warm communication. They discourage autonomy and own decisions made by their children, it is more on compliance, suitability, parental control, and respect for authority. .

The result of this study is also affirmed by Bunag (2022) that parents express high expectations but show low support and most of the time they prefer to control their children. Due to their strict nature, communication always tends to end up in arguments and fighting.

Parents concerned in this parenting are conformity, compliance, authority respect, and parental control. This means parents are merely strict and cold while treating their children. This result further implies that being an authoritative parent is still prevalent in the current Philippine setting where parents regard themselves as the boss and the head of the family. The concept of “anak ka lang, ginikanan ako” is still practiced today and is still one of the parenting styles that is chosen by most Filipino parents.

**Neglectful Parenting Style.** The fourth parenting style which is denoted as the neglectful parenting style. Unresponsive or indifferent parents who are in control of their children. The lowest among the 4 dimensions of parenting style.

Table 6**.** The level of parenting style in terms of neglectful.

|  |  |  |
| --- | --- | --- |
| **Level of Parenting Style Statements** | **Mean** | **Verbal Interpretation** |
| 5. I give less importance to my child’s needs and  misbehavior.  *(Wala ko gina hatagan importansya ang*  *kinahanglanon kag indi maayu nga pamatasan*  *sang akon bata.)\** | 3.40 | Moderate |
| 6. I allow my child to make own decisions.  *(Gina pasugtan ko ang akon bata sa pag*  *desisyon sa iya kaugalingon.)* | 3.40 | Moderate |
| 1. I do not have control over what my child wants.  *(Indi ko kontrolado ang gusto sang akon bata.)\** | 3.18 | Moderate |
| 3. I have less time to be involved with my child’s needs.  *(Gamay lang ang akon tyempo sa pag hatag*  *sang kinahanglanon sang akon bata.)\** | 3.09 | Moderate |
| 2. I do not show much care for my child.  *(Indi ko mapakita ang sobra nga pag alaga ko*  *sa akon bata.)\** | 2.97 | Moderate |
| 8. I have less conversation or bonding with my child.  *(Kis-a lang kami naga-istorya or gaupdanay*  *sang akon bata.)\** | 2.87 | Moderate |
| 7. I have only little idea about the life of my child  outside the house.  *(Gamay lang ang akon nabal-an parte sa iya*  *kabuhi sa guwa sang balay.)\** | 2.81 | Moderate |
| 4. I cannot take care of my child’s welfare due to stress.  *(Indi ko maatipan ang akon bata tungod sa stress ako.)\** | 2.35 | Low |
| **GRAND MEAN** | **3.07** | **Moderate** |

Note: Responses for negative statements had reverse value.

This component of parenting style measures the ability of the respondent’s unresponsiveness (Table 6). Data exhibited that respondents had moderate (M=3.07) level of neglectful parenting style, denoting that sometimes they do not have control over what their child wants (item 1) respondents have less time to be involved with their children needs (item 3) they have minimal communication or bonding with their children (item 8) and they have no idea the whereabouts of their children outside (item 7).

Parents in the neglectful style are not involved or not interested in parenting roles or guiding child development. Parents prefer to be their children's friends rather than authority figures. They have a parent-centered lifestyle that is more focused on their own interests and needs rather than prioritizing and focusing on the interests of their children (Kuppens and Ceulemans, 2019).

Furthermore, the study of Antonio (2019), characterized neglectful parents as low in love and low in demand. Parents rarely participate in their children's lives, they do not bother to sustain and provide the needs of them.

These parents are intended to project a low degree of demandingness, because they already set a low expectation to their children, like assigning them in house chores. Moreover, they also project the same level of responsiveness as demandingness showed, as they are literally uninvolved with their children's lives. Parents do not pay attention and give efforts to communicate and reach out to their children, in short, they are less communicative with their offspring. They imposed a high degree of independence on their children. Thus, the associated outcomes of this approach are very predictable. In the four dimensions of parenting styles, neglect parenting style has been the lowest when it comes to disciplinary techniques, communications style, affections and cooperation to the expectations and control over their children (Mensah, 2018).

This result may be due to the fact that in a country like the Philippines, parents still care for their children’s welfare and well-being from the moment a child is born until they mature. Being neglectful is least as a result of this study since Filipino parents have a high regard for their children to grow up as responsible and noble individuals.

**Degree of Self-Esteem as a whole**

The result of the degree of self-esteem of respondents is displayed in table 7. It represents the descriptive statistics of the respondent’s self-esteem in terms of identity, self-confidence, competence and belongingness.

Table 7**.** The degree of the self-esteem of the respondents as a whole.

|  |  |  |
| --- | --- | --- |
| **Components** | **Mean** | **Verbal Interpretation** |
| Identity | 4.34 | Very High |
| Self-Confidence | 4.05 | High |
| Competence | 4.05 | High |
| Belongingness | 3.96 | High |
| **Grand Mean** | **4.10** | **High** |

The degree of the respondent’s self-esteem when taken as a whole as presented above is “high” having a mean score 4.10 as well as the self-esteem in terms of identity (M=4.34), self-confidence (M4.05), competence (M=4.05) and belongingness (M=3.96) respectively. Among the 4 components, identity reveals the highest mean score verbally interpreted as “very high”.

Self-esteem is a very popular research variable in various types of research. Self-esteem is commonly introduced as an important assessment of an individual's self-worth. This universal definition, which considers internal and external forces, is also known as global self-worth. Inner forces are related to emotions, genetic traits, and personality traits, while extrinsic forces define things like specific events, family, school, and career. In addition, there are also self-esteem traits that relate to the amount of regard over time. This type is called a part of personality because it is fairly continuous and can be used to define a person's uniqueness (Lightfoot, Cole &Cole,2019).

In Sociometer Theory for Self-Esteem (Leary, 2016), the theory describes self-esteem as a relational evaluation of how an individual evaluates himself with self-esteem through how others perceive him effectively in social relationships. Individuals see his/her worth based on how he/she is valuable, important, or close to others. Self-esteem is subjectively perceived and influenced by other responses toward him/her. It has the function to monitor and maintain the quality of interpersonal relationships to obtain high self-esteem.

Another theory by Abraham Maslow in Hierarchy of Needs (2016) identifies self-esteem as one of the basic needs of human motivation. In his hierarchical pyramid model, self-esteem is at the top, followed by self-actualization. Both internal and external factors influence self-esteem, such as how individuals perceive themselves and how others perceive them.

Possessing high self-esteem seems to be an asset to lead in being likable and attractive to others. It leads to the development of better, more desirable relationships with others and creates a better impression of others, unlike people with low self-esteem who struggle to be themselves(Arshad, 2015).

**Identity.** Identity has something to do with who you think you are and how one perceives himself/herself. Identity as the first component of self-esteem ranked highest in mean as shown in table 8. The following statements demonstrate the characteristics of the respondents in terms of identity.

Generally, identity obtained the grand mean of 4.34. The result in the table below illustrates that respondents had a “very high” degree of identity denoting that they accept who they are, they know what to improve with themselves, they see themselves as whole and complete, and they feel comfortable about themselves and qualities registering mean score of 4.54, 4.49, 4.43, and 4.39 respectively.

Table 8. The degree of self-esteem in terms of identity.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Degree of Self-Esteem Statements** | **Mean** | **Verbal Interpretation** |
| 7. | I accept who I am.  (Batun ko kung sin o ako.) | 4.54 | Very High |
| 4. | I truly know who I am.  (Kilala ko gid ang akon kaugalingon.) | 4.49 | Very High |
| 9. | I know what to improve with myself.  (Nahibaluan ko kon ano ang akon paumwadon  sa kaugalingon.) | 4.49 | Very High |
| 8.  3. | I see myself as whole and complete.  (Nakikita ko ang akon kaugalingon nga buo  kag kompleto.)  I feel comfortable about myself and qualities.  *(Komportable ako sa akon pagkatawo.)* | 4.43  4.39 | Very High  Very High |
| 1. | I know exactly what I feel and what I want.  *(Naintindihan ko kon ano akon nabatyagan*  *kag gusto.)* | 4.36 | Very High |
| 2. | It is very important for me to think about myself.  *(Importante sa akon nga panumdomon ko*  *man ang akon kaugalingon.)* | 4.22 | Very High |
| 5. | I am secure in my self-worth.  *(Kampante sa importansya sang akon*  *kaugalingon.)* | 4.19 | High |
| 10. | I am always aware of my priorities.  *(Nahibaluan ko ang akon mga prayoridad.)* | 4.18 | High |
| 6. | I am excited to explore myself.  *(Naga kalangkag ako nga makilala pa gid*  *ang akon kaugalingon.)* | 4.06 | High |
|  | **Grand Mean:** | **4.34** | **Very High** |

Note: Responses for negative statements had reverse value.

Engaging in the new obligation to the new parental identity and successful confirmation as a parent’s role has create also impact for the well-being of both individuals and their marital relationship. Considering identity differences between parenting roles, a study finding of (Elam et al., 2017) stated that parenting is more exposed to female identities than males. Therefore, men rarely define their parental identities as parenting roles, and their commitments to parenting vary widely. They usually find it difficult to accommodate such personal needs and expectations in parenting duties and responsibilities.  cited by Bosma & Kunnen ( [2011](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4784482/#CIT0008)) which is associated on the findings.

**Self-Confidence.** Self-confidence is the second component of self-esteem in the table and rated with a mean score of 4.05 with a “high’ verbal interpretation as presented in previous table (7). It revealed that respondents marked considerably high in self-confidence. Similar to the other components enumerated above (table 7).

Table 9.The degree of self-esteem in terms of self-confidence.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Degree of Self-Esteem Statements** | **Mean** | **Verbal Interpretation** |
| 4. | I have respect for myself.  *(Ako may ara respeto sa akon kaugalingon.)* | 4.54 | Very High |
| 10. | I am satisfied with myself.  *(Kontento ako sa akon kaugalingon.)* | 4.40 | Very High |
| 3. | I feel that I am a person with worth.  *(Nabatyagan ko nga isa ako ka tawo nga importante.)* | 4.23 | Very High |
| 1. | I want to maintain a positive attitude.  *(Positibo ang akon pamatasan sa akon kaugalingon.)* | 4.04 | High |
| 9. | I have good qualities in myself.  *(May ara ako sang maayo nga kalidad sa akon kaugalingon.)* | 4.02 | High |
| 7. | I can manage my emotions properly in front of people.  *(Kaya ko plastaron ang akon mga balatyagon sa atubang sang mga tawo.)* | 3.99 | High |
| 5. | I know I can contribute something out of what I know.  *(Nahibaluan ko nga may mapa-ambit ako paagi sa akon mga nahibaluan.)* | 3.95 | High |
| 8. | I feel that I have something to be proud of.  *(Nabatyagan ko nga may ara man ako sang ipabugal.)* | 3.82 | High |
| 6. | I feel appreciation from others.  *(Nabatyagan ko nga gina apresyar ako sang mga tawo.)* | 3.75 | High |
| 2. | I appreciate failures as learning opportunities.  *(Ginakabig ko ang kapaslawan nga oportunidad para mag-antigo.)* | 3.70 | High |
|  | **Grand Mean:** | **4.05** | **High** |

Note: Responses for negative statements had reverse value.

The table (9) revealed the degree of self-confidence as a component of self-esteem. Within the range of 3.70-4.54, the three highest mean scores were in the statements no. 4 “I have respect for myself” (M=4.54) statement no. 10 (M=4.40) “I am satisfied with myself” and statement no. 3 (M=4.23) “I feel that I am a person with worth”.

Gaining self confidence is another positive factor that will help an individual in his parental style. A high self-confidence also may mean a high regard for one’s self that can lead to positive feelings that leads to positive behavior and outlook in life. This, then brings positive concepts in one’s self and positive effects on parenting style.

Hence, Warren (2015) establishes that parents believe in their ability to be successful in their role as parents based on the level of confidence they have, and being a parent is one of the most demanding jobs as an individual such is shown in the table above on statement no. 7 (M=3.99); “I can manage my emotions properly in front of people”; statement no. 5 (M=3.95) “I know I can contribute something of what I know”; and statement no. 8 (M=3.82) “I feel that I have something to be proud of”. Furthermore, the lowest statements, still interrupted as “high”, manifest a higher confidence in themselves. This statement is no. 10 (M=3.70) “I appreciate failures as learning opportunities”.

Parents’ principles and beliefs about how they portray themselves in actual scenarios of their parenting behaviors, and parent-child relationships should be accorded with them. Functioning as parents integrate all that individual motivation, values, actions, abilities, skills, and principles correlated to the child's nurturing behavior for children. Parents believe in their ability to succeed with their role as a parent based on the level of confidence they have. Parents assume that it is an essential component as one of the good parenting behaviors that can sustain and help them in their parenthood journey (Warren, 2015).

The result of this study affirmed the findings of (Brandon & Vance 2017) that parents who feel being more confident in themselves while performing their duty as a parent, perceive not only themselves as effective but more likely to aim for successful parenting practices for their children. The more parents are aware of their confidence and the more parents explore becoming a successful parent will not only bring a positive impact on the well-being and progression of their children but the possibility to influence others to become a better member of the whole family.

Indeed, parents should develop and possess self-confidence specifically in functioning their roles in parenting as it is an important component, to help them become more resilient and help their journey in the child-rearing process. It may be required for parents to adopt from adjustment in order to have benefits to acquire and develop new skills and techniques for harmonious life experience with their children (Jones, 2013).

**Competence.** The competence of the respondents is presented and scored in table 10. The following statements in the table below discusses the respondent’s characteristics in terms of competence as a component of self-esteem.

Table 10. Degree of self-esteem in terms of competence.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Degree of Self-Esteem Statements** | **Mean** | **Verbal Interpretation** |
| 10. | I always give my full effort in my job.  *(Ga hatag ako sang bilog ko nga masarangan sa pag ubra sang akon trabaho.)* | 4.45 | Very High |
| 9. | I accept hardships in life.  *(Gina batun ko ang mga kabudlayan sa akon kabuhi.)* | 4.17 | High |
| 4. | I deal positively with challenges in life.  *(Positibo ako sa pag atubang sa mga problema sa akon kabuhi.)* | 4.10 | High |
| 3. | I am aware of my capacities.  *(Ma abilidad ako nga tawo.)* | 3.92 | High |
| 8. | I am competent.  *(May ara ako ikasarang sa akon kaugalingon.)* | 3.86 | High |
| 7. | I perform well and effectively in many things.  *(Epektibo ako mag ubra sang madamo nga mga butang.)* | 3.85 | High |
| 6. | I perform adequately and actively in important situations.  *(Sa mga importante nga sitwasyon, madasig ako kag epektibo mag ubra.)* | 3.80 | High |
| 2. | I am looking forward to success.  *(Permi ko ga panumdom sang kadalag an.)* | 3.77 | High |
| 5. | I am a talented person.  *(Talentado ako nga klase sang tawo.)* | 3.74 | High |
| 1. | I have much potential to offer.  *(Madamo ako nga abilidad nga e presentar.)* | 3.69 | High |
|  | **Grand Mean:** | **4.05** | **High** |

Note: Responses for negative statements had reverse value.

Table 10 shows that the highest mean score of 4.45 and verbally interpreted as “very high” was in statement “I always give my full effort in my job” the rest of the statements “I accept hardship in life” and “I deal positively with challenges in life”; “I am aware of my capacities”; “I am competent” had mean ratings within the range of 4.17-3.86 verbally interpreted as “high”. The rest of the statements are also rated “high”.

To support the results of this study, Barudy & Dantangan (2012) stated from their findings that parental competence is a response to their children’s necessities for the successful implementation of the child-rearing process. Thus, parental competence is described as the practical and unique abilities of parents to upbringing, protect, and educate their children to ensure sufficient or healthy environment and development.

Holdens (2012) believes that a parent's sense of competence is important in children. Hence, his findings support this study. The concept of ideas of Bogenschneider (2017) is that whether parents are competent or not, the upbringing of children matters. Reasonable standards and ideas should still be exhibited to achieve great difference in this regard.

Moreover, ([Lindhiem et al., 2020](https://www.frontiersin.org/articles/10.3389/fpsyg.2021.652884/full" \l "B53)) also considered it as a key element in promoting and practicing positive parenting. Competent parents can do things without hesitations, reprimands, or caring physical harm or abuse to their children (Blair et. al, 2011).

**Belongingness.** Belongingness is the last component of self-esteem which is considered a significant need that affects the individuals emotionally, mentally and socially in all family structures or groups. This last component of self-esteem measures the feeling of belongingness of the respondents which includes feelings of being understood, connected and having fun together.

Table 11. Degree of self-esteem in terms of belongingness.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Belongingness** | **Mean** | **Verbal Interpretation** |
| 7. | I have a close bond with my family and friends.  *(Malapit ako sa akon pamilya kag abyan.)* | 4.19 | High |
| 1. | When I am with other people, I feel I belong.  *(Kung ara ako sa kadamuan sang mga tawo, nabatyagan ko nga ako isa sa ilsa.)* | 4.12 | High |
| 5. | I feel accepted by others.  *(Nabatyagan ko nga batun ako sang iban.)* | 4.09 | High |
| 8. | My friends and family always involve me in their plans.  *(Ang akon kaabyanan kag pamilya permi ako gina upod sa ila planu.)* | 4.06 | High |
| 10. | I find it easy to mingle with others.  *(Mahapos sa akon nga makipag-halubilo sa iban.)* | 4.03 | High |
| 6. | I feel free in my environment.  *(Nabatyagan ko ang hilwayan sa akon palibot.)* | 3.96 | High |
| 2. | I do not feel like an outsider.  *(Indi ko mabatyagan na iban ako sa ila.)* | 3.89 | High |
| 9. | I have a sense that I belong to the group.  *(Nabatyagan ko nga parte ako sang grupo.)* | 3.83 | High |
| 3. | I feel connected with others.  *(Na batyagan ko nga konektado ako sa iban.)* | 3.79 | High |
| 4. | I feel that other people always care about me.  *(Nabatyagan ko nga naga kabalaka ang iban nga tawo sa akon.)* | 3.68 | High |
|  | **Grand Mean:** | **3.96** | **High** |

Note: Responses for negative statements had reverse value.

The following statements in Table 11 describe the respondent’s self-esteem in terms of belongingness. Data showed that respondents had “high” (M=4.19 degree of belongingness denoting that they have a close bond with their families and friends (item 7); when they are with other people, they feel they belong (item 1); their friends and family always involved them in their plans (item 8); and they feel that other people always care about me (4). These statements had “high” ratings from the respondents.

[Cavanagh (2018](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5054750/#R12)) supports these ideas, representing parent-child relationships and children's and parents' sense of family belonging are common independent predictors of happiness. Evidence proved that family membership contributes to child and parent well-being and quality of the parent-child relationship. Having a sense of belonging protects from psychological issues like stress and anxiety. It has been found important for the parents (Haslam, 2019).

**Difference in the Level of Parenting Styles**

**when Grouped according to the**

**Socio-demographic Profile**

To explicitly verify the difference in the level of parenting styles of the respondents when grouped according to their socio-demographic profiles such as sex, age, and educational attainment, the actual profile is exhibited in table 12.

Table 12. Demographic profile of the respondents.

|  |  |  |
| --- | --- | --- |
| **Variables** | **Frequency** | **Percentage** |
| **Sex**  Female  Male    **Age**  30-40  41-65  66 above  **Educational Attainment**  Elementary  High School  College | 396  258  210  294  150  15  292  211 | 60.6%  39.4%  32.1  45  22.9  23.1  44.6  32.3 |

Statistics revealed that out of sex-hundred fifty-four (654) respondents, the females were predominant because they constituted 396 (60.6%) with only 258 (39.4%) males. The highest percentage of the respondents (45%) were 41-65 years old and (32.1%) were in the age bracket between 30-40 years old. A little percentage were 66 years old and above (22.9%). Majority of the respondents are high school graduates: 292 (44.6%), 211 (32.3%) were college graduates and 15 (23.1%) were elementary graduates. This indicates that most of the parents are high school graduates.

To identify the significant differences in the level of parenting styles of the respondents in terms of demographic profile, Table 13 displays the data with the result which reveal the number of the scores of the compared variables, the T of F value, the sig. value and respective description which shows the variables or the respondents is significantly different in terms of parenting styles as perceived by the respondents themselves.

Table 13. Result for significantly difference in the level of parenting style in terms of demographic profile of the respondents.

|  |  |  |  |
| --- | --- | --- | --- |
| **Compared variables** | **T/F Value** | **Sig. Value** | **Description** |
| **Level of Parenting Style (GM=3.53)** |  |  |  |
| Sex | 1.046 | 0.296 | ns |
| Age | 5.22 | .006 | S |
| Educational Attainment | 5.963 | .003 | S |

As shown in Table 2, the overall average for the level of parenting style among respondents is 3.53, which literally translates to "high".

The findings on the table 13 above revealed no significant difference in the level of parenting style when sex is considered as shown by the computed value of t=1.046 and sig. value=0.296. However, a significant difference was seen in age (F=5.22) with sig. value of .006 and in educational attainment (F=5.963) with sig. value of .003. Hence, the result rejects the null hypothesis stating that there is no significant difference in the level of parenting style of the respondents in both age and educational attainment.

**Parenting style and sex.** There was no significant difference in the parenting styles of the respondents when disaggregated by sex (t value = 1.046, sig value = .296). Since, the sig. value is greater than 0.05 alpha, the hypothesis was not rejected. This denotes that the level of parenting style of the male respondents was the same with their female counterparts.

This supported the study of Alampay and Jocson, (2011) that mothers and fathers make no difference in being authoritarian or having authoritarian attitudes. The agreement between mothers and fathers with authoritarian beliefs in terms of gender difference showed they had a consistent response in this overall domain. The important matter is that the expectations that children obey the authorities of adults and report to parental orders and commands were equally held by mothers and fathers with a consistency of practicing the usual sociocultural value of respect and obedience towards elders.

The study cited by Bushati, et. al (2014) refutes the results of this study. The results show that gender differences, especially mothers, appear to be more relevant than fathers, who have a higher proportion of authoritarian styles.

Nevertheless, in this study, the result was found to be no significant difference in the level of parenting styles of the respondents regardless of their sex. This is clearly seen in the mean result of parenting level 3.52 for male and 3.57 for female.

**Parenting style and age.** On the same table (13) discloses that there was a significant difference in the respondent’s level of parenting style when they were grouped according to age (F-ratio=5.22, sig. value=.006), rejecting the hypothesis of no difference in this variable. The result is significant at .05 alpha. The findings imply that the level of parenting style in terms of age was not the same.

This was also evident in the study of Bushati et.al (2014) that in terms of the age of the respondents, the result showed that parents at a younger age (under 34) were described as authoritarian and constituted a higher percentage in terms of negligence. Moreover, in the category of age older than 45, one in two parents reported practicing the authoritarian style.

The significant difference in the respondent’s level of parenting style with regard to age was in two combinations because the p-value were less than 0.05 alpha. These combinations were 30-40 versus 41-65 years old and 66 years old and above in favor of the older respondents as reflected in the appendices on Post Hoc Statistical Analysis.

**Parenting style and educational attainment.** Reflected on the same table (13) is the ANOVA result, F=5.963, and sig. value=.003, indicating that there is a significant difference in the level of parenting of the respondents when classified by educational attainment. This implies that parenting level varies among respondents. Hence, the null hypothesis that no difference existed among the variables is rejected.

These findings agreed with Yollsef et al. (2021) that parents with high levels of educational attainment helped parents to nurture their children in a better way and approach rather than parents with low educational attainment. Moreover, an expected possible explanation of this result also was due to the poor parenting skills of parents with low educational attainment. This can lead to a negative attitude towards the treatment and upbringing of the child.

In study findings Coleman and Karraker (2020) started from their findings that educated mothers appear to have a broader knowledge of child development, use more effective and positive parenting practices and strategies, and achieve better interactions with their children.

(Bezeveggis 2012) found out also from his findings that less educated parents appeared to be more tolerant while engaging in more authoritarian parenting practices. The children of these parents enjoyed better family relationships. Achieved better outcomes and higher self-esteem than uneducated parents.

The significant difference in the respondent’s level of parenting in terms of educational attainment was in one combination because the p-value was less than 0.05 alpha. This is between elementary graduate versus high school graduate and college graduate in favor of college graduate.

**Difference in the Degree of Self-esteem**

**when Grouped according to the**

**Socio-demographic Profile**

To clearly determine the significant differences in the degree of self-esteem when grouped according to socio-demographic profile, table 14 presents the data with results which reveal the mean scores of the compared variables, the T or F value, the sig. The value and description of the compared variables is significantly different in terms of self-esteem.

Table 14. Result for significant difference in the degree of self-esteem of the respondents in terms of socio-demographic profile.

|  |  |  |  |
| --- | --- | --- | --- |
| **Compared Variables** | **T/F Value** | **Sig. value** | **Description** |
| **Degree of Self-Esteem (GM=4.10)** |  |  |  |
| Sex | 1.222 | .222 | Ns |
| Age | 1.928 | .146 | Ns |
| Educational Attainment | .914 | .401 | Ns |

Generally, the grand mean of degree of self-esteem in table 7 is 4.10 verbally interpreted as “High”. The result on the table above revealed no significant differences in the degree of self-esteem when sex (t=1.222), sig. value=.222; age (t=1.928) sig. value=.146; educational attainment (t=.914) sig. value=.401 were considered. Hence, the result fails to reject the null hypothesis stated in chapter 1 as to self-esteem.

**Self-esteem and sex.** Table 14 disclosed that there was a mean difference of .074. This mean difference was not significant because the t-value of 1.22 had a sig. value of .222 which was greater than 0.05 level of significance.

This result means that there was no significant difference in the degree of self-esteem of the respondents when sex was considered. Therefore, the null hypothesis that sex has nothing to do with self-esteem level is accepted. This finding suggests that sex cannot affect the degree of self-esteem of respondents.

This result contrasted with the findings of the study of Yang X et al (2020) which exposed that mothers social supports and paternal competence rated 21% of the variance in scores for competence and fathers’ social support and material competence accumulated 14% of the variance. Fathers reported less support than mothers.

The study of Elam et al. (2017) also negates the findings of this study considering the identity differences between parental roles, the study found in the Netherlands parenthood has been shown to be more exposed to women’s identity than to men. Women always feel an obligation in taking care of their children's duty as a parent rather than men. Hence men hardly define their parenting identity as a parent role rather than women leading to more variation of obligation in parenting.

**Self-esteem and age.** Similarly, the result in table 14 reflected no significant difference in the degree of self-esteem of the respondents when they were grouped according to age.

The computed value of F=1.928 with sig. value of .146 signifies no difference among the variables compared, thus the null hypothesis of no difference was not rejected. The result indicates that regardless of their age category, their self-esteem is the same.

This negates the findings of Singh et al. (2021) that self-esteem was rated lower in fathers who are older adults. His analysis also creates a conclusion that stress is prone to older fathers.

**Self-esteem and educational attainment.** F-test result in table 14 revealed a no significant difference in the degree of self-esteem of the respondents when they grouped according to educational attainment (F=.914, sig. value=.401) which was not significant at .05 alpha. This prompted the researcher not to reject the null hypothesis which states that there is no significant difference in the degree of self-esteem related to the level of education of the respondents.

The results also showed that educational level had no significant effect on respondents' degree of self-esteem. The conclusion explains that self-esteem appeared equally among the respondents.

The result is in contrast Singh et al. (2021) his study showed high self-esteem among uneducated older fathers which is associated due to low social status and fewer expectations.

**Relationship Between the Level of Parenting Styles**

**and the Degree of Self-esteem**

**of the Respondents**

The correlation between the level of parenting styles and the degree of self-esteem was disclosed in table 15. It presents the score to basically find out whether one is related to the other and vice versa.

Table 15. Result for relationship between level of parenting style and degree of self-esteem of the respondents.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators** | **N** | **R** | **Sig.value** | **Description** |
| Level of Parenting Style | 654 | .749 | 0.000 | s |
| Degree of Self-Esteem | 654 |

Table 15 shows the r-value of the relationship between parenting styles and self-esteem is .749 and sig. value of .000 which is less than .05 alpha. This indicates that there was a high significant relationship between the two variables. This further implies that how parents treat their children would affect their self-confidence, identity, belongingness, and competence. Therefore, the null hypothesis is rejected.

This result is in parallel with the result of Harter (2018) who proved that there is ample evidence that parental involvement affects parental self-esteem. Different parenting styles tend to be associated with and relate with different levels and scales of self-esteem, which can vary between groups and communities.

A study by Lee (2011) supports these findings, and the results of his study showed a strong relationship between parenting style and self-esteem. Among all the styles reported in the study, the authoritative parenting style was highlighted as the predominant style, producing many parents with high self-esteem compared to those from permissive families. A positive correlation in the levels of self-esteem was also found between authoritative and authoritarian parenting styles. Overall, this study showed that self-esteem is affected by parental roles portrayed by parenting styles.

Moreover, (Pelham and Tenne 2015) support this finding as they found a significant association between parenting style and self-esteem. The results of their data showed that parents who reported having high self-esteem tended to behave more lovingly and caringly than parents who had lower self-esteem are reported being overprotective.

(Arshad, 2015) also believed that people with high self-esteem seemed to have the advantage of being likeable and attractive to others. It leads to the development of better and more desirable relationships with others and makes a better impression on others, unlike those who have low self-esteem and struggle to be themselves.

Gecas and Schwalbe (2018), also noted in their study that hat parenting style is related to self-esteem. Self-esteem is influenced by various factors such as the parent's mental, psychological and emotional factors. The type of parenting adopted by parents has a significant impact on the development of self-esteem through physical, social, emotional and cognitive development during the parenting process.

**OUTPUT ANALYSIS**

**PROPOSED COLLABORATIVE PROGRAM TOWARDS PARENTING STYLES AND SELF-ESTEEM OF THE PARENTS**

**RATIONALE**

Based on the findings, the study concluded that parents of Junior High School students in Commissioner Luis R. Asis National High School have a high level of parenting of being authoritative and a high degree of self-esteem possessed. Consequently, this proposed collaborative program was constructed, which aims to provide further support and guidance to the parent-respondents of the study geared towards the enhancement in self-esteem and skills in parenting. Furthermore, the said proposed program will be conducted to the grades 7 to 9 parent-respondents who will be parents of grades 8 to 10 in school year 2023-2024, or the school may opt to conduct the program to the whole population

**GENERAL OBJECTIVES**

The greatest challenge to every parent intends to develop awareness on parenting styles/skills, requiring knowledge and sacrifice. Enhance school and community awareness towards intervention and provide parents programs such as orientation, trainings, workshops, and activities to promote and enhance self-esteem and effective parenting styles; forge an active and stronger collaboration between and among stakeholders, e.g school, local government officials, barangay officials, and parents are suggested from this study.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Objectives | Topic | Expected Output  (Activities) | Verifiable Indicators | Expected Outcomes | Time Frame |
| PART 1 – INDIVIDUAL LEVEL STRATEGIES | | | | | |
| To gather and provide information on what parents know and are able to do prior to the activity  Expand knowledge in managing oneself as a parent | Personal information and experience as a parent  Self-awareness and self-management skills | Conduct pre-assessment activity  Conduct a symposium and talk on self-awareness and better strategies and techniques as a parent | Learn basic knowledge about the backgrounds of the parents  Learn their strength and weaknesses, develop and enhance their managing skills as a parent | Parents share and provide their personal information and experiences  Parents are fully aware, prepared, and equipped in managing children | August, September October (s.y 2023-2024)  3 sessions  3 hours per session |
| Objectives | Topic | Expected Output  (Activities) | Verifiable Indicators | Expected Outcomes | Time Frame |
| PART 2 – HOME LEVEL STRATEGIES | | | | | |
| To develop knowledge about the different concepts of parenting styles and have the ability to determine the effectiveness of each parenting style. | Child-rearing and effective parenting | Conduct a symposium and talk on the effective parenting styles and techniques for raising their children | Parents adapt suitable effective, achievable strategies in parenting styles | Parents are knowledgeable about the different parenting styles and learned the positive and negative impacts of the respective parenting styles. | November- January (s.y 2023-2024)  3 sessions  3 hours per session |
| PART 3 – RELATIONSHIP LEVEL | | | | | |
| To develop and improve the parent-child relationship and enhance proper care and guidance | Positive Parent-Child relationship | Conduct workshops on Parent-child relationships and proper guidance. | Uphold better communication and relationship between parent and child and provide care, love, and a comfortable environment for their children | Parents are determined to guide and promote good and productive relationships among children | February- March (s.y 2023-2024)  2 sessions  3 hours per session |
| Objectives | Topic | Expected Outcomes | Verifiable Indicators | Expected Outcomes | Time Frame |
| PART 4 – INTERVENTION ACTIVITY | | | | | |
| To provide support for parents’ progression and further concern  To know the range of effects or impacts on parents’ awareness and knowledge of the program’s activities conducted | Follow-up through small group sharing  Post-assessment interview | Conduct monitoring process through small group sharing  Conduct an interview | Parents share their learning and experiences during the parenting process after the prior programs conducted  Parents share their perspectives about the conducted programs | Parents are more knowledgeable about themselves and the parenting style they used for their children  Parents are more challenged to explore certain things that help in their parenting process as a parent | April-May (s.y 2023-2024) |

# 5. Conclusion and Implications

This study aimed to determine the level of parenting styles in terms of authoritative, authoritarian, permissive and neglectful and to determine if there was significant difference when the respondents grouped according to sex, age, and educational attainment. This also aimed to determine the degree of self-esteem in terms of confidence, identity, belongingness, and competence and determine if there was significant difference when the respondents grouped according to sex, age, and educational attainment.

It further aimed to establish a relationship between the level of parenting style and the degree of self-esteem among the parents in Commissioner Luis R. Asis National High School. The respondents of the study were 654 parents of Junior High School students in Commissioner Luis R. Asis National High School.

Data were gathered through the use of a researcher-made survey questionnaire pilot tested with 0.946 or 94.6 percent reliability using Cronbach alpha and validated by the experts including the advisory committee. A three-part researcher – made survey questionnaire includes, the first part is the respondents’ profile, the second and third part of the instrument is the parenting styles and self-esteem statements.

All data collected were subjected to computer processed statistical analysis using the Statistical Package for Social Science (SPSS) software with the mean and percentage, for descriptive analysis and t-test independent analysis of variance and Pearson product moment coefficient correlation for inferential statistics. The alpha level was set at .05.

The following are the major findings of the study.

1. The level of parenting styles perceived by the parents of Junior High School students in Commissioner Luis R. Asis National High School was rated as high.

2. The degree of self-esteem possessed by the parents of Junior High School students in Commissioner Luis R. Asis National High School was indicated as high.

3. There was no significant difference in the level of parenting styles perceived by the respondents when grouped according to sex but different when respondents are grouped according to age and educational attainment.

4. There were no significant differences in the degree of self-esteem of the respondents when grouped according to sex, age, and educational attainment.

5. There was a significant relationship between the level of parenting styles and the degree of self-esteem among the parents of junior high students in Commissioner Luis R. Asis National High School.

**Conclusions**

Based on the findings of the study, the following conclusions were drawn.

1. Respondents are warm and understanding to their children but yet they set firm limits.
2. High degree of self-esteem can be observed among respondents specifically in engaging commitment to their identity as a parent.
3. The level of parenting styles varied only when the age and educational attainment of the respondents are considered.
4. The degree of self-esteem of the parents in Commissioner Luis R. Asis National High School does not vary even when the respondents’ sex, age, and educational attainment were considered.
5. The parenting styles and self-esteem among the parents of Junior High School students in Commissioner Luis R. National High School are mutually dependent.

**Recommendations**

Based on the aforementioned findings and conclusions, the following are recommended:

1. Create programs that will educate parents on appropriate parenting styles/strategies. Promoting and conducting seminar workshops are recommended.
2. Proposing seminars and workshops catering on self-awareness to develop and improve self-esteem is suggested to further enhanced and maintain this.
3. Considering roles in crafting the programs and reinforcing counseling and comforts to parents who are facing difficulties and struggling with their child.
4. Considering some factors that would contribute to the development of self-esteem. It is recommended to propose seminars and workshops focusing on self-esteem exploration, development and enhancement.
5. Seeking cooperation and support from the principal and head teacher/ designated Guidance Counselor; Organizing workshops, and inviting resource speakers to talk on parenting techniques and practices.
6. Create and implement effective policies on instilling and encouraging positive parenting methods/styles through holding workshops/symposiums on high lightening self-awareness and self-esteem since interventions are not just concentrated on teaching specific, positive discipline but also on contextual elements that affect the application of specific techniques.

# References

In this section, the author (s) must list all the reference documents cited in the text. In writing the reference, the author(s) are recommended to use reference management tools, such as [Mendeley](https://www.mendeley.com/download-mendeley-desktop/). The citation and reference list should follow **the American Psychological Association (APA)** referencing style (7th edition). Otherwise, please follow the format of the sample references and citations, as shown in this guide.

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A basic format to list the reference documents as follows:

1. The reference list is arranged in alphabetical order by the authors’ last names
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3. If there is no author the title moves to that position, and the entry is alphabetised by the first significant word, excluding words such as “A” or “The”. If the title is long, it may be shortened when citing in text.
4. The first line of the reference list entry is left-hand justified, while all subsequent lines are consistently indented.
5. Use “&” instead of “and” when listing multiple authors of a source.
6. Capitalise only the first word of the title and of the subtitle, if there is one, plus any proper names – i. e. only those words that would normally be capitalised.
7. Italicise the title of the book, the title of the journal/serial and the title of the web document.
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