

A STUDY OF RELATIONSHIP BETWEEN PARENTING STYLES AND SELF-ESTEEM:
SELF-ESTEEM'S INDICATOR- PARENTING STYLES

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RESEARCH PROJECT
SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF SOCIAL SCIENCE (HONS) PSYCHOLOGY
FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

APRIL 2011

ACKNOWLEDGEMENTS

Deepest appreciation is given to everyone who has participated in this Final Year Project as without the contributions of supervisor and participants, it is impossible for this project to complete on time.

First of all, I would like to take this opportunity to convey my sincere appreciation to Dr. Kok Jin Kuan, my supervisor for providing me opportunity, guidance and advises to do my project on “A Study of Relationship between Parenting Styles and Self-esteem: Self-esteem’s Indicator- Parenting Styles” throughout the whole process and to ensure the completion of this project.

Greatest thanks and appreciation are given to all the participants, who are students from Universiti Tunku Abdul Rahman (UTAR) for their participation, cooperation and patience to the completion of questionnaire and data collection.

I would like to express my gratitude for my beloved family especially my parents and friends for providing their warmth and encouragement as well as moral support during this stressful period. I would like to thank all of my coursemates and classmates that have been contributed by guiding, helping, and supporting me in this project from the beginning until it is fully completed.

Again, I would like to express my appreciation to everyone of you by showing efforts and contributions in this project.

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Approval Form

This research paper attached hereto, entitled **“A Study of Relationship between Parenting Styles and Self-esteem: Self-esteem’s Indicator –Parenting Styles”** prepared and submitted by Lee Yen Chiew in partial fulfillment of the requirements for the Bachelor of Social Science (HONS) Psychology is hereby accepted.

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ABSTRACT

Parenting style is an important topic to discuss nowadays. Previous research has reported a relation between parenting styles and self-esteem across different ethnic groups as well as various countries. This study examines the association and relationship between different parenting styles and self-esteem on Universiti Tunku Abdul Rahman (UTAR). A sample of 100 UTAR students completed questionnaires that include Parental Authority Questionnaire (PAQ) and Rosenberg Self-esteem Scale (RSE). Result displayed that authoritative parenting style is the predominant parenting style and there was significant correlation between different parenting styles and self-esteem. Significant association was found between authoritative and authoritarian parenting style on levels on self-esteem. Greater numbers of students from authoritative families have high level of self-esteem than authoritarian families. Limitations have been stated and recommendations are provided in the discussion part. As a conclusion, present study stated that parents' roles and their parenting styles play critical role in influencing self-esteem of children.

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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CHAPTER I

INTRODUCTION

Background of Study

Parenting styles become main focus in the early part of 21st century (Caporella, 2007). It is significant to society as it plays a pivotal role on development of children and adolescents who are important to the future. Good parenting practices can positively impact both of their development. Much research has been conducted due to the well-documented importance of parenting style on various developments (Gale Encyclopedia of Education, 2002). Additionally, it is started since 1920s (Darling, 2010). Similar research has been done by Baumrind and Black (1967), an American psychologist and her colleague, to examine the relationship between specific child-rearing patterns and developmental outcomes (as cited in Ding & Littleton, 2005).

Harter (as cited in Weiten, Lloyd, Dunn, & Hammer, 2008) stated that foundation of self-esteem is laid early in life, so the role of parenting in self-esteem development has been focused much by psychologists. Indeed, Harter (1998) mentioned there are rich evidences that parental involvement, acceptance, support, and exposure to define limits have placed influence on self-esteem of children (as cited in Weiten et al., 2008). Different parenting styles tend to associate with different levels of self-esteem and levels may change based on various groups and community (Dwairy, Achoui, Abouserie, Farah, Ghazal, Fayad et al., 2006). For instance, children from authoritative homes are more likely to develop high self-esteem while authoritarian, vice versa (Sarac, 2001).

Nowadays, parenting style certainly is an interesting and important topic (Caporella, 2007). Aim of this present study is to increase better understanding about different parenting

approaches bring different effectiveness in development especially self-esteem among undergraduates' students.

Statement of Problems

In a landmark series of studies, Diana Baumrind has been collected information about child rearing by investigating how parents interact with their children (Berk, 2009). Basically, a variety of countries found that they have their main or optimum parenting styles that are different with each others. It depends on the differences in ethnics, cultures and beliefs within this multicultural society (Hsieh, 1998). For example, result of one study supported that indulgent parenting style is the optimum style in Spain (Garcia & Gracia, 2009). Authoritative parenting style is the most common parenting among Euro-American families (Cheung & McBride-Chang, 2008).

Research over many years has confirmed that parenting style has a direct effect in shaping individual's development. For instance, Baumrind and many researchers have well documented the relationship between parenting practices and self-esteem (Gale Encyclopedia of Education, 2002). Much research has proven that the way parents interact with their children has a direct impact on their level of confidence and self-esteem (*The Importance of Parenting*, 2009). Yet, there are lack of association between parenting and self-esteem in Germany adolescents if compare to United States. So, there is possibility that parental styles have dissimilar meanings in each culture (Barber, Chadwick, & Oerter, 1992).

Berk (2009) showed that different kind of parenting styles associated with different adolescent development. New and Cochran (2007) mentioned that authoritative parenting style brings children with higher self-esteem than other parenting style especially in mainstream Western culture. Generally, authoritative parents tend to be more conducive to

develop self-esteem in their children (Mruk, 2006). However, researchers have identified some caveats recently. Chao (1994) mentioned that authoritarian parenting style has more beneficial on feelings of esteem in some cultures which perceived authoritarian as caring and loving (as cited in New and Cochran, 2007). Tumbokon (n.d.) stated that authoritarian parents, who are more in China and the East, believed that treating their children in a tough way makes them strong.

Significance of Study

According to Curtis and Newman (2004), parenting is a family dynamic that often have a direct impact toward and within a family. So, have a basic understanding of parenting styles and relevant knowledge in either undergraduates' students or public is important. Moreover, this study helps to increase awareness of students and public about the importance of parenting style and how it influences their children.

Besides that, present study provides clearer picture about predominant parenting style in UTAR after completed the research. Thus, students might start concern about the relation between parenting styles and self-esteem.

Different parenting styles have relationship to self-esteem differently, either positively or negatively. However, much research was only done in Western countries and it is still a myth for Asian population regarding the unpopular statistics between parenting styles and self-esteem. As a result, insight will be gained from the result done in this population and examine the differences between Western sample and Asian sample.

Objectives of Study

1. To provide better understanding on parenting styles and self-esteem among students and public.
2. To identify the most practiced parenting style by parents of undergraduates' students in Universiti Tunku Abdul Rahman.
3. To examine the relationship between different parenting styles and self-esteem of undergraduates' students in Universiti Tunku Abdul Rahman.
4. To focus on association between authoritative parenting style and authoritarian parenting style on levels of self-esteem among students in Universiti Tunku Abdul Rahman.

Research Questions

In conducting this study, there are three research questions were formulated:

1. What is the most practiced parenting style by parents of undergraduates' students in Universiti Tunku Abdul Rahman?
2. Is there any significant correlation between different parenting styles and self-esteem of undergraduates' students in Universiti Tunku Abdul Rahman?
 - a. Is there any significant correlation between authoritative parenting style and self-esteem of undergraduates' students in Universiti Tunku Abdul Rahman?
 - b. Is there any significant correlation between authoritarian parenting style and self-esteem of undergraduates' students in Universiti Tunku Abdul Rahman?
 - c. Is there any significant correlation between permissive parenting style and self-esteem of undergraduates' students in Universiti Tunku Abdul Rahman?

3. Is there any association between authoritative parenting style and authoritarian parenting style on levels of self-esteem among undergraduates' students in Universiti Tunku Abdul Rahman?

Hypotheses

The following hypotheses are formulated based on the research questions.

1. Authoritarian parenting style is the most practiced by parents of undergraduates' students in Universiti Tunku Abdul Rahman.
2. There is significant correlation between different parenting styles and self-esteem of undergraduates' students in Universiti Tunku Abdul Rahman.
 - a. There is significant correlation between authoritative parenting style and self-esteem of undergraduates' students in Universiti Tunku Abdul Rahman.
 - b. There is significant correlation between authoritarian parenting style and self-esteem of undergraduates' students in Universiti Tunku Abdul Rahman.
 - c. There is significant correlation between permissive parenting style and self-esteem of undergraduates' students in Universiti Tunku Abdul Rahman.
3. There is significant association between authoritative parenting style and authoritarian parenting style on levels of self-esteem among undergraduates' students in Universiti Tunku Abdul Rahman.

Definition of Concepts

Parenting styles. Darling and Steinberg (as cited in Huver, Otten, Vries, & Engels, 2009) defined parenting styles as a universal climate in which a family functions and in which child rearing behavior of parents or other primary caregivers involve.

Dimensions of parenting styles. Maccoby and Martin identified two parenting dimensions which are demandingness and responsiveness (Gould & Martindale, 2009). Responsiveness is the extent to which parents respond to and fulfill the needs of their children (Knox & Schacht, 2007).

Bengston (2005) stated that demandingness corresponds to the degree to which parents try to control their children performance and the level to which parents expect mature and responsible behavior from their children (as cited in Knox & Schacht, 2007).

Authoritative parenting style. Authoritative parenting style offers a balance of warmth and control and emphasize on reasoning and communication between parents and children (Knox & Schacht, 2007).

Authoritarian parenting style. Authoritarian parenting style is restrictive, directive, highly demanding and not responsive to the needs or demands of children (Gould & Martindale, 2009).

Permissive parenting style. Baumrind (1991) stated this parenting style is nontraditional, lenient and allows substantial self-regulation to children and yet, avoid confrontation (as cited in Gould & Martindale, 2009).

Neglectful parenting style. This parenting style is characterized by few demands, low responsiveness and less communication and neglectful parents generally detached from life of their children (Cherry, 2011).

Self-esteem. Judgment that individual make about his own worth and the feelings connected with those judgment is the definition of self-esteem (Berk, 2009).

CHAPTER II

LITERATURE REVIEW

Theoretical Frameworks

Baumrind's typology of parenting style. Diana Baumrind, a well-known parenting style researcher created parenting style theory at the year of 1966. She combined the ranges of parenting behaviors that reflect the level of control, clarity of communication, maturity demands and nurturance are four important dimensions in this typology (Bornstein & Zlotnik, 2008). Besides that, Baumrind mentioned that parenting behavior consists of two dimensions which are responsiveness (also known as parental support) and demandingness (also known as strict control). Based on the four dimensions that have mentioned above and these two dimensions, three distinct parenting styles have been distinguished and labeled as authoritarian, authoritative and permissive (as cited in Huver et al, 2009).

Baumrind (1991) stated that authoritative parenting style is high in both demandingness and responsiveness (as cited in Pellerin, 2005). Authoritative parents apply firm control and require their children obey with a reasonable set of rules and guidelines. They utilize reason and control to make disciplinary decisions while harsh forms of punishment are discouraged to use (Bornstein & Zlotnik, 2008). Authoritative parenting style provides warmth, love, and acceptance for their children in order to educate them to become progressively more autonomous. Another important characteristic need to be highlighted is verbal give-and-take between parents and children. Open communication and reciprocal dialogue can be found within this parenting (Dwairy & Menshar, 2005).

Authoritarian style tends to be high on demandingness and low or without in responsiveness (Huver et al., 2009). Compliance, conformity, parental control and respect for authority are the major concern of authoritarian parents. They prefer exercising high degree of demands on their children rather than nurturance and open communication. Children from authoritarian homes will be punished when they disobey the strict rules and regulations which are set by their parents. Authoritarian parents usually discourage autonomy and disallowed

decision making by their children (Bornstein & Zlotnik, 2008). Authoritarian parents can be divided into two types which are nonauthoritarian-directive and authoritarian-directive.

Nonauthoritarian-directive parents are directive but will not either be invasive or tyrannical in their use of power while authoritarian-directive parents are highly intrusive and autocratic in the way using their power (Gould & Martindale, 2009).

Baumrind stated that permissive (indulgent parenting style) is high on responsiveness and low on demandingness, which is rarely enforcing rules for their children to follow (as cited in Jr., Overbey, & Brewer, 2005). Permissive parents are different with authoritarian parents. They are practicing high level of nurturance and clarity of communication while exercising low level of control and maturity demands (Bornstein & Zlotnik, 2008).

Permissive parents encourage autonomy and decision making by their children. They tend to accept and support greatly towards impulses, needs, and behaviors of their children while avoid confrontation and punishment (Dwairy & Menshar, 2005). On the other hand, it has been divided into permissive-neglectful and permissive-indulgent based on responsiveness of parenting. Permissive-neglectful parents show their love, express low level of support and low level of parental control to their children so their children experience excessive autonomy normally (Gullotta, Blau, & Ramos, 2007). Permissive-indulgent parents are warm, cuddly and responsive, convey low level of parental control such as provide little direction and instruction to their children (Edwards, 1999). However, they show high level of parental support and emotional nurturance (Gullota, Blau, & Ramos, 2007).

However, Maccoby and Martin have suggested the fourth parenting style, neglectful parenting style (referred as indifferent parenting style) after they done their further research on the dimensions of parenting which are responsiveness and demandingness (as cited in Chan & Koo, 2010). Indifferent parents are neither responsive nor controlling to their children (Pellerin, 2005). They are not involved in parenting roles and are not interested in

guiding development of their children. Besides that, children who perceived indifferent parenting style have less or no rules and regulations to obey and their parents prefer being the children's friends instead of authority characters. Moreover, they have their own parent-centered lifestyle which focuses more on their own personal interest and needs rather than concern more on their children (Bornstein & Zlotnik, 2008).

Maccoby and Martin's Two-Dimension Model. Building on Baumrind's typology, Eleanor Maccoby and John Martin advanced and conceptualized parenting styles as being assessable along two separate dimensions, responsiveness and demandingness, in 1983. These dimensions combine to produce four parenting styles (Bornstein & Zlotnik, 2008).

Responsiveness refers to parental warm qualities and associated with various characteristics such as parental warmth, acceptance, involvement, and supportiveness (Huver et al., 2009). Bowlby studies (as cited in Weiner & Craighead, 2010) showed that parents who demonstrate responsiveness will provide loving environment which sensitive and accommodative toward children's demands.

Stattin and Kerr in the year of 2000 (as cited in Huver et al., 2009) stated that parental control is reflected by parents' demandingness on child control activities including parental knowledge and active monitoring attempts.

In Maccoby and Martin study (as cited in Pellerin, 2005) mentioned that, despite the differences, parents of these four parenting styles use their effort toward their child rearing behaviour considerably. Thus, different parenting styles may provide different levels of affection, emotionally available, awareness on development of their children and disciplinary practices.

Table 1

A Scheme for Classifying Parenting Styles According to the Dimensions of Responsiveness and Demandingness Done by Maccoby and Martin

	High Demandingness	Low Demandingness
High Responsiveness	Authoritative	Permissive
Low Responsiveness	Authoritarian	Indifferent

(Pellerin, 2005)

Symbolic Interaction Theory. Symbolic Interaction Theory is one of the many theories in social sciences. It has been developed by groups of theorists such as Dewey (1930), Cooley (1902), Parks (1915), and Mead (1938) (as cited in Aksan, Kisac, Aydin, & Demirbukan, 2009).

This theory claims that people live both in the natural and symbolic environment whereas the information and reality are based on and directed by symbols (Aksan et al., 2009). In Ashworth study (as cited in Aksan et al., 2009), Mead, one of the theorists, stated that mentality is developed by symbols and people used symbols to think and communicate. Symbolic interaction is a process that examines the meanings emerging from the reciprocal interaction of individuals in social setting when they deal with other individuals (Aksan et al., 2009). Different theorists have different perspectives regarding the significance of interaction perspectives. However, Stryker & Vryan (as cited in Aksan et al., 2009) stated that general agreement has been made among theorists is the key subjects of symbolic interaction which are the perspectives and empathy develop the abilities of individual.

Symbolic Interaction Theory is often used to explain the processes that involved in adolescence's self-esteem development (MacDonald, Steger, Adams, & Marshall, n.d.).

Based on Margolin, Blyth, and Carbone (1988), this theory mentioned that adolescents' self-esteem is shaped by parental appraisals towards inherent worth of adolescents (as cited in MacDonald et al., n.d.).

Predominant Parenting Styles in Different Populations

Parenting styles are associated closely with the social-political system within a country. Besides that, culture contributes an important factor in structuring parenting styles as it provides guidelines to parenting (Dwairy et al., 2006). Thus, different countries and different ethnic groups have their own predominant parenting style.

Several studies have been done to examine parental practices across various groups. For instance, most parents from Western like Australia adopt authoritative parenting (Dwairy et al., 2006). Besides that, Steinberg and his associates identified that authoritative parenting is most common among white families (as cited in Zeleke & Tadesse, 1998). In United States, European American parents are practicing this style as well (Damon & Lerner, 2006).

On the other hand, some studies exposed that authoritarian parenting is most common in Ethiopia (Zeleke & Tadesse, 1998). For Vietnamese adolescents, a study showed that they perceived traditional authoritarian parenting style that is predominant in Eastern culture (Nguyen, 2008). A research done in Arab societies stated that Egyptians, Algerians and Palestinians in Israel scored high in both authoritarian and permissive styles (Dwairy et al., 2006). Moreover, authoritarian parenting is more prevalent in African-American and Asian-American parents in United States (Net Industries, 2011). In East Asia (Kim & Choi, 1994), Africa (LeVine et al., 1994), and Mexico (Delgado- Gaitan, 1994), authoritarian is more common than other parenting styles (as cited in Damon & Lerner, 2006).

Parenting styles seemed to be different within the whole world. However, Abesha (as cited in Zeleke & Tadesse, 1998) stated that in some studies authoritative parenting is relatively predominant in many ethnic groups recently. For example, based on parents in Ethiopia, amount of authoritarian parents is decreasing. In addition, Berk (1991) stated that a study conducted by Rohner and Rohner in 186 societies concluded that the most common pattern of child-rearing is authoritative parenting (as cited in Zeleke & Tadesse, 1998).

Relationship between Different Parenting Styles and Self-esteem

The effect of an individual perceived parenting style has been examined in a wide variety of contexts and finally same with the conclusion of Baumrind at 1971 which is parenting styles related to various aspects, including self-esteem (Heaven & Ciarrochi, 2008). Meanwhile, Gecas and Schwalbe (1986) stated that relationship between parenting and self-esteem of an individual is likely to be reciprocal (as cited in Bulanda & Majumdar, 2009). Thus, families and parenting styles play important role in facilitate or inhibit development of individual's self-esteem (Warash & Markstrom, 2001).

Canadian Council on Learning (2007) showed that authoritative parenting style is linked to greater social competence and children of this parenting related to better self-esteem while Baumrind and Black (as cited in Cardinali & D'Allura, 2001) mentioned that adolescents who are treated authoritatively become more socially adjusted and independent compare to their peers. Maccoby and Martin did the similar study (as cited in Bornstein & Zlotnik, 2008) stated that youngsters who experienced authoritative parenting have higher social development and self-esteem than other parenting. Authoritative parental behaviors play important role in influencing self-esteem of children. Gecas and Schwalbe (as cited in Warash & Markstrom, 2001) mentioned that authoritative parental behavior such as

responsiveness, support, and concern in children will enhance their self-concept and raise their positive connotations. Self-esteem increased at the same time because self-concept is intrinsically and significantly related to it (Cardinali & D'Allura, 2001). A study has supported by Arbuckle & Mackinnon in the year of 1988 (as cited in Ginsburg & Bronstein, 1993) stated that previous research indicated authoritative parents who have more internal sense of control are more likely to interact well with their children by engender their internal sense of control of their children and increase their self-esteem. Furthermore, adolescents believed that help and encouragement that provided by their authoritative parents bring high self-esteem to them (Martinez & Garcia, 2008).

Overall, parental authoritativeness was showed linked positively with healthier self-functioning, including self-esteem based on a study investigated on undergraduates' students (Trumpeter, Watson, O'Leary, & Weathington, 2008).

Dimensions of parenting style that are conceptualized by Maccoby and Martin have been considered to analyze the relationship between parenting and outcomes of adolescents. Permissive parents are high in responsiveness and low in demandingness. They are affectionate and caring (Martinez & Garcia, 2007). Therefore, children who experienced permissive parenting are positively related to their self-esteem as Buri stated that empirical research showed parental affection, acceptance and respect are related to self-esteem positively (as cited in Chen & Kaplan, 2001). Musitu and Garcia (as cited in Martinez & Garcia, 2007) stated that some studies have measured the impact of parenting on self-esteem in Italy and Brazil and the result revealed that adolescents from permissive homes have similar and higher self-esteem than authoritative homes. In contrast, Chen and Dornbusch (1998) examined that children who are lack of parental support have parental devaluation and affectionless control which are associated with lower self-esteem (as cited in Chen & Kaplan, 2001).

Furthermore, permissive parents believe children's natural tendencies and self-actualization will be inhibited by any types of control and discipline. Thus, children from permissive families have autonomy to make decisions and opportunities to express their individuality (Heaven & Ciarrochi, 2008). Autonomy plays a significant role in enhancing self-esteem and self-worth (Gray & Steinberg, 1999). As a result, children from permissive families who have experienced psychological autonomy tend to have higher self-esteem.

Much research around the world has shown the beneficial effects of authoritative parenting toward self-esteem of individual and yet, these may not be true for individual who comes from different background as he grows up in different circumstances and situations (Bornstein & Bornstein, 2007). Chao and Tseng (as cited in Grusec & Hastings, 2007) stated that nature of various parenting styles differ across culture and relate to outcomes of individual in different ways.

Authoritarian parenting is linked together with positive social outcomes among Asian ethnic families (Bornstein & Bornstein, 2007). From the findings of Steinberg, Lamborn, Dornbusch, and Darling (1994), Asian Americans more benefited in their adjustment from authoritarian than authoritative parenting (as cited in Dwairy & Menshar, 2005). According to Dwairy (2004b), a research study in Arab-Palestinians in Israel mentioned that unlike the results in the West, authoritarian parenting was not associated with less mental health in terms of self-concept and self-esteem (as cited in Dwairy et al., 2006). Furthermore, a study investigated collectivist parents like Egyptian or Indian parents endorsed authoritarian parenting and yet, they did not feel negatively about their children and children of collectivist were not lower in self-esteem (Rudy & Grusec, 2006).

Authoritarian socialization has a meaning and consequence different from that known in the West when it is applied within an authoritarian culture, Arab or Muslim. Based on Hatab and Makki (1978), some studies specified that Arab children and youth are satisfied

with authoritarian style and Dwairy (1997) mentioned that youth consider application of authoritarian style of teaching and punishment as the normal duty of parents within their culture (as cited in Dwairy et al., 2006). Additionally, Baumrind stated that some studies have shown authoritarian parenting produced the most assertive and independent African American girls and Baldwin, Baldwin, and Cole (1990) indicated that they have higher competence in a high-risk environment (as cited in Dwairy & Menshar, 2005).

By contrary, not every study showed positive relationship between authoritarian parenting style and self-esteem even though in Asian countries. At 1997, Chen, Dong, and Zhou's finding (as cited in Ang & Goh, 2006), 304 second-grade children from Beijing showed that authoritarian parenting is positively associated with aggression whereas linked negatively with sociability-competence which included self-esteem and peer acceptance.

On the other hand, based on dimensions of parenting style, authoritarian parents are high on demandingness (Huver et al., 2009) and they are more focusing on parental control (Bornstein & Zlotnik, 2008). Amato (as cited in MacDonald et al., n.d.) stated that adolescents who are over protected by their parents and have higher restrictiveness from their parents were associated with low self-esteem. Similarly, Joubert (as cited in McDonald et al., n.d.) mentioned that late adolescent girls who were rose by strictly controlling fathers have higher chances to get low self-esteem. Moreover, with specific regard to the relationship between personal and interpersonal adjustment variables and authoritarian parenting, Herz and Gullone (as cited in Ang & Goh, 2006) found parenting characterized by high levels of control which is similar to Baumrind's authoritarian parenting are negatively related to self-esteem and confidence of both Vietnamese-Australian and Anglo-Australian adolescents.

Association between Authoritative and Authoritarian Parenting Style on Levels of Self-esteem

Due to different cultural system, Carlson, Uppal, and Prosser (as cited in Ang & Goh, 2006) stated that much research from West revealed several beneficial effects such as adaptive functioning and self-esteem of authoritative parenting compared to authoritarian. In Western, Elmen and Mounts's longitudinal study (as cited in Cardinali & D'Allura, 2001) has concluded 120 adolescents and reported that authoritative parenting is highly associated with their psychosocial maturity and adjustment. Similarly, another study in United Kingdom done by Chan and Koo (2010) showed the reliability and strong associations between authoritative parenting style and various youth outcomes, including subjective well-being and self-esteem. Moreover, Weiten et al. (2008) showed authoritative parenting is associated with the highest self-esteem scores while authoritarian, permissive, and neglectful parenting are second, third, and fourth accordingly. Generally, authoritative parenting viewed as best parenting style in Western countries (Ang & Goh, 2006).

However, scoring high on authoritarian provides different meanings and implications for Asian than for Caucasians (Ang & Goh, 2006). Millon (as cited in Keshavarz & Baharudin, 2009) showed a research that has been conducted among Asian-American and mentioned that authoritarian parenting associated with positive development such as self-esteem and self-confident in adolescents when the social setting of family and community respond favorably with authoritarian parenting within that community. Besides that, Bornstein and Zlotnik (2008) stated that findings of Asian families in United States and Hong Kong investigated that authoritative parenting did not bring beneficial outcomes for Asian children.

Meanwhile, Stewart and Bond (as cited in Dwairy & Menshar, 2006) stated that there seem to have contradictory results regarding the effects of parenting style on development of children among non-white cultures from research. This has been proven by different findings among Asia countries. Zeleke and Tadesse (1998) mentioned that most parents agreed

authoritarian parenting bring more disadvantages than advantages among some selected ethnic groups in Ethiopia.

Perhaps parenting style acts as a key role in family life, authoritative parenting is associated with better optimal outcomes across several domains such as subjective well-being, self-esteem, health, and risky behaviors and yet, authoritarian parenting is associated with suboptimal outcomes if compare to authoritative parenting. One of the studies that has been done was supported this view which is children in United Kingdom who experienced authoritative parenting style associates with higher self-esteem and less involved in fights (Chan & Koo, 2010).

Additionally, there are study showed that variety of child-rearing behaviors have been associated with children' self-esteem development (MacDonald et al., n.d.). Level of parental support (Joubert, 1991), low level of parental control (Feldman & Wentel, 1990), and low level of harsh parental discipline (Joubert, 1991) are some of the examples of parent-child interactions and influences of them that are positively associated with self-esteem are supported consistently by study (as cited in MacDonald et al., n.d.). Findings showed that family support has the greatest effect on self-concept variables which included self-esteem of children, no matter girls and boys. These findings agreed with the past scholarship that adolescents who are higher perceived parental support is associated with higher self-esteem (MacDonald et al., n.d.). Since Baumrind stated that authoritative parents has higher demandingness (as cited in Pellerin, 2005) and they showed characteristics of parental support such as warmth and affection (Dwairy & Menshar, 2005), prediction can be made that children from authoritative home have higher self-esteem.

Li, Costanzo, and Putallaz (2010) showed that Chinese participants in their study perceived more authoritarian parenting than European American participants. Although majority of Chinese are perceived authoritarian parenting style, the result of this study

demonstrated that people tend to be more perceived maternal authoritative parenting was associated with stronger self-esteem between both cultural groups. This finding was similar to Supple and colleagues's study (as cited in Li, Costanzo, & Putallaz, 2010) because they identified that perception among Chinese adolescents of maternal authoritative parenting was positively related to their self-esteem and conformity while there is only little association between maternal authoritarian parenting and self-esteem of adolescents.

As a conclusion, some results make clear evidence that there have important interactive effects on parental involvement toward adolescent self-esteem (Martinez & Garcia, 2008). There might be different in practicing parenting styles within different ethnic groups. However, cross-culturally similar relations between socialization goals and parenting practices may exist due to the goals and beliefs holding by parents. For parents who focus on self-development socialization goals which are more concern about their children's development of the self such as self-reliance, authoritative style is encouraging to practice as it enhance self-development, including self-esteem (as cited in Li, Costanzo, & Putallaz, 2010). Therefore, no matter which parenting style is practicing by parents, as well as it is suitable for their children, it is a good parenting style for them.

CHAPTER III

METHODOLOGY

Research Design

In order to collect data and answer research questions of this study, survey method will be used in this study. The most common form of nonprobability sampling, convenient sampling has been applied as it involves choosing participants primarily on the basis of their availability and willingness to respond (Shaughnessy, Zechmeister, & Zechmeister, 2009). Thus, questionnaire was distributed to 100 students in library and canteen of University Tunku Abdul Rahman (UTAR).

Subjects

There are 100 participants without specific gender will be selected to conduct this study. All participants are students from UTAR, Kampar whose age ranged from 18 to 25 years old. A set of questionnaire (Appendix A) which consists of two parts, which are Parental Authority Questionnaire (PAQ) and Rosenberg Self-esteem Scale (RSE) were distributed in hard copies for participants to complete in campus.

Instrument and Ratings

Parental Authority Questionnaire. Parental Authority Questionnaire (PAQ) is one of the instruments in this study. This questionnaire was created by John R. Buri at 1989 and the purpose of it used to measure parental authority or disciplinary practices from the perspectives of child at any age. PAQ consists of 30-items that have three subscales based on the parental authority prototypes and each subscale consists of 10 items (Ang & Goh, 2006).

There are permissive (P: items 1,6,10,13,14,17,19,21,24 and 18), authoritarian (A: items 2,3, 7,9,12,16,18,25,26 and 29), and authoritative (T: items 4,5,8,11,15,20,22,23,27 and 30). The scores on each range are from 10 to 50 (Buri, 1991).

Participants will be asked to respond to each item on a 5-point Likert scales ranging from strongly disagree (scored 1) to strongly agree (scored 5) that best describes how that statement applies to participants and their parents (Dwairy & Menshar, 2005). Example of item is “As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family”. PAQ is calculated easily by adding the individual items within each subscale. Higher scores signify a greater level of the specific parenting style (Ang & Goh, 2006).

Buri (as cited in Wang & Taylor, 2000) stated that PAQ has good internal consistency measured by the alpha Cronbach’s coefficient that .75 for permissive, .85 for authoritarian and .82 for authoritative scale while good stability in test-retest reliability that .81, .86, .78 for permissive, authoritarian, and authoritative scales respectively. According to Buri, Louiselle, Misukanis, and Mueller (1988), PAQ has high criterion and content validity (as cited in Timpano, Keough, Mahaffey, Schmidt, & Abramowitz, 2010).

Rosenberg Self-esteem Scale. Morris Rosenberg created this instrument in 1965 and is widely used in various countries worldwide today. It used to measure global feelings of self-worth and was created for use with adult populations. RSE has high internal reliability which is .92 and strong construct validity. Besides that, it consists of 10 items (“On the whole, I am satisfied with myself”) that examines rate on a four-point Likert scale, from strongly agree (scored 3) to strongly disagree (scored 0) (Kaplan & Saccuzzo, 2008). Possible total scores are ranging from 0 to 30. The higher scores correspond to higher levels of self-esteem (Di lorio, 2005).

This instrument consists of three unique properties. First, scale is designed to measure global self-esteem of individuals, so items do not specify exacting areas of activity or qualities that individuals must take into consideration when judging themselves and the scale attempts to measure the basic attitude toward their own worth by allowing them to raise their own frame of reference. Besides that, RSE used to capture individual's enduring self-estimate and emphasized on more permanent and stable components of the self-image. Finally, individuals who score high on RSE reflect the feelings that they are "good enough" in self-worth and self-respect (Mecca, Smelser, & Vasconcellos, 1989).

Research Procedure

Firstly, a short consent explanation will be attached with questionnaire for participants to understand the topic of this study. For them who agreed with the term, they were asked to complete the questionnaire and any question can be asked if they are not understood. All questionnaires will be given to participants and collected personally and this activity was conducted in library and canteen.

Data Analysis

The collected data were analyzed by using statistical methods. Firstly, parenting style that is most practiced by parents of UTAR's students will be analyzed by using simple percentage. Besides that, *Pearson Correlation* will be using to identify relationship between different parenting styles and self-esteem among undergraduate's students while *Chi-Square* will be apply to examine the association between authoritative parenting style and authoritarian parenting style on levels of self-esteem. Additionally, either authoritative or authoritarian parenting style that has the higher level of self-esteem can be found by using

Chi-Square's percentage. Median was needed to categorize the high and low level of self-esteem and has been showed in appendix F.

CHAPTER IV

FINDINGS AND ANALYSIS

In this chapter, data that have been collected from students of Universiti Tunku Abdul Rahman (UTAR) have been analyzed through statistical methods and research questions can be answered based on the analyzed data.

Research Question 1: Most Practiced Parenting Style by Students' Parents

Hypothesis: What is the most practiced parenting style by parents of undergraduates' students in Universiti Tunku Abdul Rahman?

Percentage will be applied to assess the answer of this research question. Result is presented in Figure 1 while the process of calculation has been attached as Appendix C.

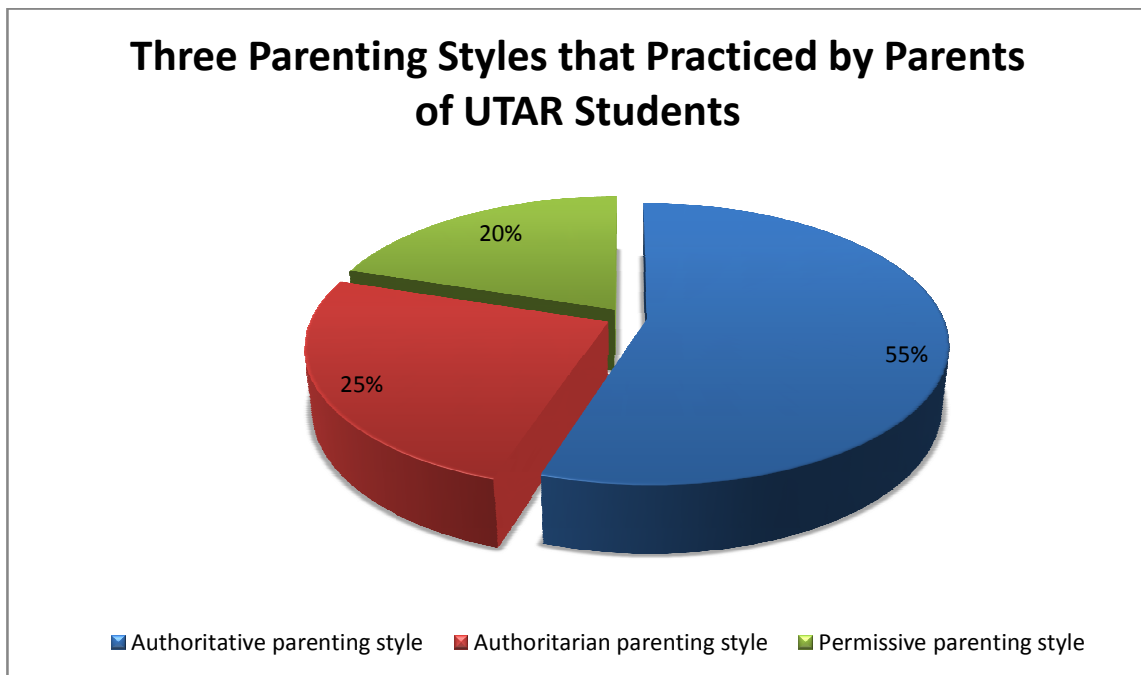


Figure 1: *Percentage of three parenting styles that practiced by students' parents*

Figure 1 showed three parenting styles which are authoritative, authoritarian and permissive that are practicing by parents of undergraduates' students in UTAR. The result of

percentage showed that authoritative parenting style have the highest percentage which is 55% ($n=55$) and followed by the authoritarian parenting which is 25% ($n=25$). Permissive parenting consists of lowest percentage which is 20% ($n=20$). As a result, the most practiced parenting style by parents of undergraduates' students in UTAR is authoritative parenting style.

Research Question 2: Correlation between Different Parenting Styles and Self-esteem

The second research question can be divided into three sub-questions due to three types of parenting styles. There are:

1. Correlation between authoritative parenting style and self-esteem.
2. Correlation between authoritarian parenting style and self-esteem.
3. Correlation between permissive parenting style and self-esteem.

In this finding, *Pearson correlation* was conducted to address this research question. The results have been shown in Table 2, Table 3, and Table 4 while the process of calculation has been attached as Appendix C.

Correlation between Authoritative Parenting Style and Self-esteem.

Research Hypothesis (H_i): There is significant correlation between authoritative parenting style and self-esteem of UTAR' students.

Null Hypothesis (H_o): There is no significant correlation between authoritative parenting style and self-esteem of UTAR' students.

Table 2

Correlation between Authoritative Parenting Style and Self-esteem

Correlation coefficient, r	Critical value, CV
0.534	0.261 ($df = 53$)
Note: df = degree of freedom. (Appendix C)	

The result of *Pearson's correlation* showed that there is significant positive correlation between authoritative parenting style and self-esteem among undergraduates' students in UTAR, $r(55) = +0.534$, $p < 0.05$ while critical value, $CV=0.261$. Since $r > CV$,

therefore reject null hypothesis. This indicated that parents who practice more authoritatively, the higher self-esteem of their children have.

Correlation between Authoritarian Parenting Style and Self-esteem.

Research Hypothesis (Hi): There is significant correlation between authoritarian parenting style and self-esteem of UTAR' students.

Null Hypothesis (Ho): There is no significant correlation between authoritarian parenting style and self-esteem of UTAR' students.

Table 3

Correlation between Authoritarian Parenting Style and Self-esteem

Correlation coefficient, r	Critical value, CV
-0.488	0.396 ($df = 23$)
Note: df = degree of freedom. (Appendix C)	

The result of *Pearson's correlation* showed that there is significant negative correlation between authoritarian parenting style and self-esteem among undergraduates' students in UTAR, $r(25) = -0.488$, $p < 0.05$ while critical value, $CV = 0.396$. Since $r > CV$, therefore reject null hypothesis. This indicated that the more authoritarian the parents are, the lower self-esteem of their children have.

Correlation between Permissive Parenting Style and Self-esteem.

Research Hypothesis (Hi): There is significant correlation between permissive parenting style and self-esteem of UTAR' students.

Null Hypothesis (Ho): There is no significant correlation between permissive parenting style and self-esteem of UTAR' students.

Table 4

Correlation between Permissive Parenting Style and Self-esteem

Correlation coefficient, r	Critical value, CV
+ 0.641	0.444 ($df = 18$)
Note: df = degree of freedom. (Appendix C)	

The result of *Pearson's correlation* showed that there is significant positive correlation between permissive parenting style and self-esteem among undergraduates' students in UTAR, $r(55) = +0.641$, $p < 0.05$ while critical value, $CV = 0.444$. Since $r > CV$, therefore reject null hypothesis. This indicated that parents who practice more permissively, the higher level of self-esteem of their children have.

Research Question 3: Association between authoritative and authoritarian parenting style on levels of self-esteem

In this finding, data were analyzed by using method of *Chi-Square*. Median was calculated so that scores of self-esteem can be divided into 2 levels which are low level of self-esteem and high level of self-esteem. The results have shown in Table 6 while the process of calculation has been attached as Appendix C.

Research hypothesis (H_i): There is significant association between authoritative and authoritarian parenting style on levels of self-esteem among UTAR's students.

Null hypothesis (H_o): There is no significant association between authoritative and authoritarian parenting style on levels of self-esteem among UTAR's students.

Table 5

Association between Authoritative and Authoritarian Parenting Style on Levels of Self-esteem

χ^2	Critical value, CV
6.776	3.841 ($df = 1$)

Note: df = degree of freedom, $p < 0.05$ (Appendix C)

The result of *Chi-Square Test for Independent* showed that there is significant association between authoritative and authoritarian parenting style on levels of self-esteem among undergraduates' students in UTAR, $\chi^2 (1, n = 80) = 6.776$, s. Hence reject null hypothesis.

Since there is significant association between authoritative and authoritarian parenting style on levels of self-esteem among undergraduates' students in UTAR, percentage has been calculated and comparison has been done between these two parenting styles on the levels of self-esteem. The result has been shown in Table 7 while the process of calculation has been attached same as above, Appendix C.

Table 6

Percentage between Authoritative Parenting Style and Authoritarian Parenting Style on Levels of Self-esteem

	Authoritative parenting style	Authoritarian parenting style
High level of self-esteem	84.848% (n= 28)	15.152% (n= 5)
Low level of self-esteem	57.447% (n= 27)	42.553% (n= 20)

(Appendix C)

Based on Table 7, result showed that there are more students who rose by authoritative parenting style have high level of self-esteem than authoritarian parenting style (84.848% versus 15.152%).

DISCUSSION AND CONCLUSION

Discussion

First research question of this study was to examine the most practiced parenting style by parents of students in UTAR. The results of this study revealed that authoritative is the most practiced parenting style by parents of undergraduates' students in UTAR while followed by authoritarian parenting. Discrepancies were found between hypothesis and result since majority of the sample is Chinese, Asians. This result is inconsistent with the previous studies like Chinese perceived more authoritarian parenting (Li, Costanzo, & Putallaz, 2010). In addition, result finding is contradicted with study that was conducted by Steinberg and his associates mentioned that authoritative parenting is uncommon among Asians (Zelege & Tadesse, 1998).

Besides that, Shek (as cited in Zervides & Knowles, 2007) stated that findings from collectivist culture have varied. This is because Shwalb, Imaizumi, and Nakazawa's Japanese finding (as cited in Zervides & Knowles, 2007) has examined that Japanese children perceived authoritative parenting style from their Japanese parents. Therefore, from the findings, we understand that not all the collectivist societies are restricted and practiced the unitary parenting style, authoritarian.

Possible explanation for this phenomenon could be due to generational changes and results of change in parenting styles. A study stated that second generation Greek-Australian parents changed their parenting style from authoritarian which were practicing by the previous generation of parents to authoritative. This possibly due to less establishment of old value nowadays (Zervides & Knowles, 2007). From this study, generational changes are found in indicating changes in predominant parenting style in present study.

Dornbusch et al. showed that there is association between high levels of parental education and authoritative parenting style. It was supported by the finding that identified second generation parents have higher education level compared to their parents and most of them practiced authoritative parenting (as cited in Zervides & Knowles, 2007). Thus, education of parents could be another factor to explain differences because parents of these undergraduates' students are more highly educated than their grandparents.

Zelege and Tadesse (1998) mentioned that parents are step by step giving up the beliefs of being authoritarian parents are helpful to their children as they were aware of the consequences of traditional beliefs and practices on their children development. For example, a decreasing number of authoritarian parents in Ethiopia were found. Harris (2000) stated that change in parenting styles occurred gradually as parents have influenced by the advice regarding parenting and associated outcomes of experts nowadays. Most parents are encourage to provide warmth and praise rather than punishments and reprimands as the information stated that spankings and criticism destroy some aspects of development of children.

As an overall, parenting styles have no specific provision to practice in family, group, society and even country.

Second research question was to identify correlation between different parenting styles and self-esteem. Results of this study examined that there are significant correlation between different parenting styles and self-esteem among undergraduates' students in Universiti Tunku Abdul Rahman. Authoritative and permissive parenting styles are positively related to self-esteem while authoritarian parenting style is correlated negatively. This result is similar to a research that identified early interactions of children with their parents are related to their self-esteem, both implicit and explicit (DeHart, Pelham, & Tennen, 2005).

Thus, based on much research, we can understand that parenting styles are important in influencing self-esteem of children.

Present study showed that students who experienced authoritative and permissive parenting style are positively related to their self-esteem. This result is supported by a finding identified that there are strong positive relationship between authoritative parenting and self-esteem (Weiten et al., 2008). Grusec (as cited in Rathus, 2007) mentioned that children of authoritative parents showed high self-esteem. Much research emphasized this finding holds true across various ethnic groups and other cultures (Weiten et al., 2008). Hence, it proves that even different ethnic background's children and adolescence experienced authoritative parenting tend to be higher self-esteem as long as they are suitable on it.

Additionally, a deeper analysis has been presented. This analysis stated that the better coordination between acceptance-involvement, strictness-supervision, and psychological-autonomy which are three of the components of authoritative parenting that adolescent perceived from their parents, the more positive evaluation from them towards their psychosocial adjustment and mental health. Autonomy is strongly emphasized as the major component to enhance self-esteem and self-worth (Gray & Steinberg, 1999). Thus, children who perceived good coordination among three components especially high in psychological autonomy that provided by their authoritative parents, they have higher self-esteem.

Besides authoritative parenting style is practicing autonomy, children who experienced permissive parenting have autonomy and decision power that granted by their parents who are lack of parental leadership resulted them taking initiative to complete tasks and making decision by their own. Since finding of Silk, Morris, Kanaya, and Steinberg (as cited in Furlong, 2009) proposed that high autonomy granting co-occurs with high self-concept, as well as self-esteem. Self-esteem and independence of children who rose by permissive parenting will be enhanced (Daniels, 2007).

On the other hand, as mentioned earlier, Two-Dimension Model of Maccoby and Martin proposed that both authoritative and permissive parenting styles consist of high responsiveness (Bornstein & Zlotnik, 2008). Based on Dwairy and Menshar (2005), authoritative parents provide warmth, love, and acceptance for their children in order to educate them to become progressively more autonomous. Additionally, responsive parents provide encouragement toward individual expression and decision making of their children (Furlong, 2009). Thus, high responsiveness showed related to higher self-esteem (Sigelman & Rider, 2008). This could explain the reason of university students has higher level of self-esteem from authoritative and permissive families as they can make decisions by their own due to the acceptance and encouragement provided. Dimensions of parenting are significant and level of autonomy should be adjusted and balance carefully to make sure their optimal development.

The result of present study showed that authoritarian parenting style is correlated with self-esteem of undergraduates' students. This result is consistent with the previous studies stated that there are relations between these two variables. Even though correlation is showed in authoritarian parenting style and self-esteem, it was negative correlation. Discrepancy was found because some studies done in Asian context mentioned that authoritarian parents may not bring lower self-esteem for their children. For instance, Rudy and Grusec (2006) proved that collectivist parents such as Indian parents endorsed authoritarian parenting and yet, their children were not lower in self-esteem. Thus, authoritative parenting may not be appropriate for everyone such as different ethnic groups especially for those who have different background with majority population (Bornstein & Bornstein, 2007).

There are some possible reasons to explain why negative correlation exists in this present study since majority of participants of Universiti Tunku Abdul Rahman are Chinese, Asians. First of all may be dimensions of parenting style. Park, Kim, Chiang, and Ju (2010)

stated that high level of control tend to be negatively related to self-esteem and confidence. Lau and Cheung's finding (as cited in Park et al., 2010) has proposed the examples of parental control in authoritarian parenting. For instance, the restrictiveness is given and limits are set from authoritarian parents to help their children in organizing their behaviors. Besides that, evidence has been provided by cross-sectional study from Finkenauer, Engels, and Baumeister (2005) stated that parents' psychological control is related to emotional problem such as low self-esteem and stress of children directly and independently. Decision making and independence that needed in university life are less likely to occur among students from authoritarian families as their parents settled everything for them. Hence, students have lower self-esteem.

Third research question in this study was to analyze association between authoritative parenting style and authoritarian parenting style on levels of self-esteem among undergraduates' students in UTAR. Result showed that there is significant association between authoritative and authoritarian parenting style on levels of self-esteem. The result of this present study is similar with the past research that has been reported there are association between parenting behavior and self-esteem of adolescents (MacDonald et al., n.d.). Weiten et al. (2008) stated that authoritative parenting is associated with the highest self-esteem scores while the second is authoritarian parenting. Thus, based on many research findings, an understanding about parenting styles especially authoritative are important in associating with self-esteem can be gained.

Authoritative parenting style is being viewed as optimal parenting among Caucasians whereas in Asian, authoritarian parenting is common for parents to practice (Li, Costanzo, and Putallaz, 2010). Thus, a comparison is done between authoritative and authoritarian parenting styles on high and low level of self-esteem in this study by calculating their percentage since the present finding showed that there is significant association between

authoritative and authoritarian parenting style on levels of self-esteem. Comparison is done in order to identify which parenting style associates with high level of self-esteem among UTAR students.

Result showed that students who experienced authoritative parenting style have higher level of self-esteem compared to authoritarian parenting. This result is consistent with a study done by Chan and Koo (2010) showed that there are high reliability and strong association between authoritative parenting style and self-esteem. Based on studies that have been mentioned in literature review, majority of Chinese are perceived authoritarian parenting style and result of those studies demonstrated that people who are more perceived maternal authoritative parenting was associated with stronger self-esteem between both Chinese and American groups (Chan & Koo, 2010).

There are some reasons that can be discussed about issue above. These days, professionals and psychologists suggest and encourage parents, educators, and also society try to change to focus more on individual humanities and the values of self-development such as self-respect, self-esteem, and authority instead of academic performance. Authoritative parenting consists of several components that mentioned earlier such as warmth that help in ensuring conformity to group standards (Marion, 1999) and provides self-empowerment (as cited in Sarac, 2011). Thus, authoritative parents are helped in develop high self-esteem, socially responsible, and peer acceptance among adolescents nowadays if compare to authoritarian, a parent-centered approach (Sarac, 2011).

In this present study, another reason can be discussed since participants are emerging adulthood. Based on McKinney and Renk (as cited in Li, Costanzo, and Putallaz, 2010), there are some studies identified the influence of parenting styles on adjustment outcomes in between the period of late adolescence and young adulthood. Arnett stated that a unique developmental transition from adolescence to adulthood period may experience by young

adult (as cited in Li, Costanzo, and Putallaz, 2010). During emerging adulthood, parenting style that young adults received at either their younger time or present plays critical role in their adjustment. Positive parenting style that experienced by young adult showed significantly associated to their emotional adjustment, including self-esteem (McKinney & Renk, 2008) and quality of their current relationship (Dalton, Frick-Horbury, & Kitzmann, 2006) (as cited in Li, Costanzo, and Putallaz, 2010). Research above has supported the result of present study again which adolescents who rose by authoritative parenting style have high level of self-esteem than authoritarian parenting style.

On the other hand, researchers have mentioned that children from authoritarian families tend to have weaker socially-adaptation, lesser capability and creativity (Dewar, 2011). This generalization may apply across various cultures and examples such as China and United States are provided. In China, Chen et al. (as cited in Dewar, 2011) stated that children who experienced authoritarian parenting style were weaker in social competent. Similarly, Rothrauff et al. (as cited in Dewar, 2011) mentioned that Americans who are from authoritarian families were more likely to have poor psychological adjustment such as low level of self-esteem.

However, one important point need to be highlighted is the percentage of students who experienced authoritative parenting style on low level of self-esteem is little higher than authoritarian parenting style. This result is inconsistent with the supported literature and journals and can be explained as the problem of imbalance number of sampling. The numbers of participants from authoritative families are double compare to students from authoritarian families.

Last but not least, contradictory studies argued that authoritarian parenting style is associated with beneficial effects (Leung et al., 1998) while others are not (as cited in Ang & Goh, 2006). The present study suggested that culture plays a critical role and different

parenting styles may be practiced as long as their children perceived that particular parenting style is beneficial in their daily life and their development.

Limitations and Recommendations

There are several limitations to be highlighted in present study.

Lack of generalizability. This study is lack of generalizability by using convenient sampling. Participants were not selected from Universiti Tunku Abdul Rahman randomly according to the population. Questionnaires were completed in library and canteen.

Small size of sampling. Sample is small and insufficient (100 participants). Besides that, Chinese students are majority of the participants. There are difficulties to generalize the result in the study. Due to this sampling limitation, findings of this present study have small problem and have been mentioned in discussion part.

Questionnaire. There is no latest and advance parenting questionnaire nowadays so researchers can only measure parenting by using PAQ which is the questionnaire to measure three parenting styles. However, there are four parenting styles today. Besides that, participants have to answer two sets of questionnaires in this study and it is tiring to answer too many questions. Besides that, some specific words in questionnaire are difficult to understand and some of the questions are lengthy. Questionnaire plays important role because finding may be affected by these problems.

Limited researches in Asian context. Limited researches that are related to parenting style have been done in Asian context especially Malaysia. Most of the current investigations and existing studies that related to parenting styles and self-esteem have been conducted in Western societies. Moreover, there is limited published empirical research examined the relationship between parenting styles and self-esteem of adolescents especially

authoritative parenting by using Asian samples and contexts. Thus, it is hard to find sufficient information, journals, and studies that related to Asia countries as well as our country.

Several recommendations are provided for future study.

Generally, this study discussed about parenting styles and self-esteem. It is recommended that future research can be done to explore the relations between parenting styles and various aspects of adolescents' development such as self-worth. For instance, authoritative parents have higher responsiveness and provide sufficient encouragement to their children. These characteristics of parents may bring higher self-worth to their children and thus, new ideas are formed. By studying the relationship between parenting styles and different variables such as academic performance provide new insight to parents in our country as well.

Furthermore, it is recommended for future research that demographic variables may take into consideration to identify the role of them in parenting styles. Future researches are advised to use more diverse sample to study about how age, gender, race, birth order and SES can influence parenting styles. These findings suggested future researchers to concern about the importance of multicultural since Malaysia is a multicultural country.

Future researchers are recommended to recruit larger amount of sample to produce a more accurate results. Not only size of sampling, they are advised to apply probability sampling to conduct their survey as this sampling provide equal chance for all members in the selected population. These recommendations help in increasing reliability of findings.

Last but not least, questionnaire is suggested to be amended in a more easy-comprehensive way. Understanding of participants should be expected if simpler words are being used. Additionally, a combination of qualitative and quantitative method is recommended for this study. Quantifiable result are produced by using quantitative method

while using qualitative such as interview may understand more about opinion and perspectives of participants.

Conclusion

Over the years, parenting style is a hot topic that studied greatly by researchers all over the world. Much research has been done about this topic in various groups, societies, cities, countries and also based on different ethnicities. From the previous research, parenting style often associated with various factors such as academic performance (CGPA). Besides parenting, self-esteem is another important factor that can be discussed in adolescents nowadays. Hence, this study examines the most practiced parenting style by parents of undergraduates' students in Universiti Tunku Abdul Rahman. This study has revealed there is correlation between different parenting styles and levels of self-esteem. Parenting styles here divided into three which are authoritative, authoritarian and permissive. Association and comparison on levels of self-esteem between authoritative parenting and authoritarian parenting is identified.

Participants of this study are 100 students from Universiti Tunku Abdul Rahman that are selected by using convenient sampling. Instruments used for data collection are PAQ and RSE. Data were analyzed by using percentage, *Pearson Correlation* and *Chi-Square*. Result of this study showed that authoritative parenting style is most practiced by parents of UTAR students and proved that there is significant correlation between different parenting styles and self-esteem. Besides that, result showed that there is significant association between authoritative and authoritarian parenting style on levels of self-esteem and bigger number of students from authoritative families has high level of self-esteem compared to authoritarian families.

Limitations that encountered in this study have been mentioned such as lack of generalizability and small sampling size while recommendations are provided like demographic variables may take into consideration for future research. More and more research that is similar and related to this topic is recommended to do as parenting is important in affecting children and adolescents who play significant role in society and community and also newest findings and ideas can be updated.

This study showed that prevalence of practiced parenting style is change from authoritarian parenting to authoritative parenting style even though in Chinese culture. Parents are prone to more concern on the development of their children so parenting style is selected carefully in order to provide a suitable and optimal development and life for their children.

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Appendix A

Questionnaire



I am current final year student who study Bachelor of Social Science (HONS) Psychology in Universiti Tunku Abdul Rahman (UTAR), Kampar. I am now conducting a research study regarding the topic of relationship between parenting style and self-esteem among undergraduate students.

This questionnaire consists of two parts, Part A and Part B and both parts are requiring to be completed. All the information will be kept confidential and the result will be used only for my Final Year Project research purpose.

Your honest and active participation in this research study is greatly appreciated.

Part A

Parental Authority Questionnaire

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = *strongly disagree*, 5 = *strongly agree*) that best describes how that statement applies to you and your mother. **Try to read and think about each statement as it applies to you and your mother during your years of growing up at home.** There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly Agree

1.	While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.	1 2 3 4 5
2.	Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.	1 2 3 4 5
3.	Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions.	1 2 3 4 5
4.	As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.	1 2 3 4 5
5.	My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1 2 3 4 5
6.	My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1 2 3 4 5
7.	As I was growing up my mother did not allow me to question any decision she had made.	1 2 3 4 5
8.	As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline.	1 2 3 4 5
9.	My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1 2 3 4 5
10.	As I was growing up my mother did <i>not</i> feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	1 2 3 4 5
11.	As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable.	1 2 3 4 5
12.	My mother felt that wise parents should teach their children early just who is boss in the family.	1 2 3 4 5
13.	As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.	1 2 3 4 5
14.	Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions.	1 2 3 4 5
15.	As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways.	1 2 3 4 5
16.	As I was growing up my mother would get very upset if I tried to disagree with her.	1 2 3 4 5
17.	My mother feels that most problems in society would be solved if parents would <i>not</i> restrict their children's activities, decisions, and desires as they are growing up.	1 2 3 4 5
18.	As I was growing up my mother let me know what behavior she expected of me, and if I didn't meet those expectations, she	1 2 3 4 5

	punished me.	
19.	As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her.	1 2 3 4 5
20.	As I was growing up my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.	1 2 3 4 5
21.	My mother did not view herself as responsible for directing and guiding my behavior as I was growing up.	1 2 3 4 5
22.	My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.	1 2 3 4 5
23.	My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me.	1 2 3 4 5
24.	As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.	1 2 3 4 5
25.	My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.	1 2 3 4 5
26.	As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it.	1 2 3 4 5
27.	As I was growing up my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her.	1 2 3 4 5
28.	As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family.	1 2 3 4 5
29.	As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority.	1 2 3 4 5
30.	As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.	1 2 3 4 5

Part B

Rosenberg Self-Esteem Scale

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

1. On the whole, I am satisfied with myself. SA - A - D - SD
- 2.* At times, I think I am no good at all. SA - A - D - SD
3. I feel that I have a number of good qualities. SA - A - D - SD

4. I am able to do things as well as most other people. SA - A - D - SD
5. * I feel I do not have much to be proud of. SA - A - D - SD
6. * I certainly feel useless at times. SA - A - D - SD
7. I feel that I'm a person of worth, at least on an equal plane with others. SA - A - D - SD
8. * I wish I could have more respect for myself. SA - A - D - SD
9. * All in all, I am inclined to feel that I am a failure. SA - A - D - SD
10. I take a positive attitude toward myself. SA - A - D - SD

Appendix B
Original Data

Student	Parenting Style	Scores of Parenting Style	Scores of Self-esteem
1	Authoritative	22	15
2	Authoritative	24	11
3	Authoritative	23	10
4	Authoritative	26	13
5	Authoritative	27	10
6	Authoritative	25	14
7	Authoritative	22	20
8	Authoritative	26	11
9	Authoritative	39	26
10	Authoritative	33	22
11	Authoritative	32	13
12	Authoritative	32	18
13	Authoritative	41	29
14	Authoritative	30	15
15	Authoritative	34	15
16	Authoritative	34	25
17	Authoritative	29	13
18	Authoritative	35	18
19	Authoritative	35	11
20	Authoritative	26	14
21	Authoritative	35	22
22	Authoritative	27	11
23	Authoritative	25	11
24	Authoritative	27	9
25	Authoritative	25	10
26	Authoritative	24	11
27	Authoritative	29	14
28	Authoritative	23	14

29	Authoritative	26	15
30	Authoritative	40	22
31	Authoritative	24	18
32	Authoritative	35	22
33	Authoritative	39	25
34	Authoritative	30	22
35	Authoritative	37	25
36	Authoritative	33	22
37	Authoritative	40	23
38	Authoritative	44	28
39	Authoritative	33	22
40	Authoritative	27	15
41	Authoritative	28	12
42	Authoritative	22	13
43	Authoritative	35	28
44	Authoritative	28	15
45	Authoritative	26	22
46	Authoritative	30	17
47	Authoritative	35	22
48	Authoritative	43	28
49	Authoritative	26	22
50	Authoritative	48	26
51	Authoritative	45	25
52	Authoritative	25	14
53	Authoritative	30	10
54	Authoritative	45	26
55	Authoritative	36	22
56	Authoritarian	40	12
57	Authoritarian	38	19
58	Authoritarian	40	15
59	Authoritarian	44	16
60	Authoritarian	39	17
61	Authoritarian	32	14
62	Authoritarian	34	17
63	Authoritarian	34	15
64	Authoritarian	36	15
65	Authoritarian	46	14
66	Authoritarian	31	15
67	Authoritarian	32	15
68	Authoritarian	33	13
69	Authoritarian	36	14
70	Authoritarian	36	14
71	Authoritarian	44	12
72	Authoritarian	46	10
73	Authoritarian	45	10
74	Authoritarian	34	15
75	Authoritarian	38	15
76	Authoritarian	35	17
77	Authoritarian	38	15
78	Authoritarian	40	13

79	Authoritarian	48	15
80	Authoritarian	46	8
81	Permissive	25	18
82	Permissive	27	13
83	Permissive	22	10
84	Permissive	33	17
85	Permissive	28	11
86	Permissive	27	16
87	Permissive	24	22
88	Permissive	25	10
89	Permissive	38	25
90	Permissive	35	22
91	Permissive	35	15
92	Permissive	35	20
93	Permissive	40	28
94	Permissive	32	15
95	Permissive	36	18
96	Permissive	35	25
97	Permissive	30	15
98	Permissive	38	20
99	Permissive	40	18
100	Permissive	28	16

Appendix C

Results

Result 1: Calculation of Percentage of Three Parenting Styles that Practiced by Parents of Students in UTAR

I. Authoritative parenting style

$$= (\text{Total participants of authoritative parenting style} / \text{total of participants}) \times 100\%$$

$$= (55/100) \times 100\%$$

$$= 55\%$$

II. Authoritarian parenting style

$$= (\text{Total participants of authoritarian parenting style} / \text{total of participants}) \times 100\%$$

$$= (25/100) \times 100\%$$

$$= 25\%$$

III. Permissive parenting style

$$= (\text{Total participants of permissive parenting style} / \text{total of participants}) \times 100\%$$

$$= (20/100) \times 100\%$$

$$= 20\%$$

Appendix C

Result 2: Calculation of Correlation between Authoritative Parenting Style and

Self-esteem

Student	Authoritative Parenting Style (X)	Self-esteem Score (Y)	XY	X^2	Y^2
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1	22	15	330	484	225
2	24	11	264	576	121
3	23	10	230	529	100
4	26	13	338	676	169
5	27	10	270	729	100
6	25	14	350	625	196
7	22	20	440	484	400
8	26	11	286	676	121
9	39	26	1014	1521	676
10	33	22	726	1089	484
11	32	13	416	1024	169
12	32	18	576	1024	324
13	41	29	1189	1681	841
14	30	15	450	900	225
15	34	15	510	1156	225
16	34	25	850	1156	625
17	29	13	377	841	169
18	35	18	630	1225	324
19	35	11	385	1225	121
20	26	14	364	676	196
21	35	22	770	1225	484
22	27	11	407	729	121
23	25	11	275	625	121
24	27	9	243	729	81
25	25	10	250	625	100
26	24	11	264	576	121
27	29	14	406	841	196
28	23	14	322	529	196
29	26	15	390	676	225
30	40	22	880	1600	484
31	24	18	432	576	324
32	35	22	770	1225	484
33	39	25	975	1521	625
34	30	22	660	900	484
35	37	25	925	1369	625
36	33	22	726	1089	484
37	40	23	920	1600	529
38	44	28	1232	1936	784
39	33	22	726	1089	484
40	27	15	405	729	225

41	28	12	336	784	144
42	22	13	286	484	169
43	35	28	980	1225	784
44	28	15	420	784	225
45	26	22	572	676	484
46	30	17	510	900	289
47	35	22	770	1225	484
48	43	28	1204	1849	784
49	26	22	572	676	484
50	48	26	1248	2304	676
51	45	25	1125	2025	625
52	25	14	350	625	196
53	30	10	300	900	100
54	45	26	1170	2025	676
55	36	22	792	1296	484
$\Sigma X = 1720$		$\Sigma Y = 986$	$\Sigma XY = 31813$	$\Sigma X^2 = 55452$	$\Sigma Y^2 = 19691$

$$\begin{aligned}
\text{Correlation coefficient, } r &= \frac{(n \times \Sigma XY) - (\Sigma X \times \Sigma Y)}{\sqrt{[(n \times \Sigma X^2) - (\Sigma X)^2] \times [(n \times \Sigma Y^2) - (\Sigma Y)^2]}} \\
&= \frac{(55 \times 31813) - (1720 \times 986)}{\sqrt{[(55 \times 55452) - (1720)^2] \times [(55 \times 19691) - (986)^2]}} \\
&= \frac{(1749715) - (1695920)}{\sqrt{[(3049860) - (2958400)] \times [(1083005) - (972196)]}} \\
&= \frac{53795}{\sqrt{[91460] \times [110809]}} \\
&= 0.53436 \\
&= 0.534
\end{aligned}$$

Degree of freedom, $df = (n - 2)$

$$= 53$$

As $df = 53$ is not found in the Table R, $df = 55$ will be selected. Thus, critical value in Table

R= 0.261. Since $r = 0.534 > CV$, therefore reject null hypothesis.

Appendix C

Result 3: Calculation of Correlation between Authoritarian Parenting Style and

Self-esteem

Student	Authoritarian Parenting Style (X)	Self-esteem Score (Y)	XY	X ²	Y ²
1	40	12	480	1600	144
2	38	19	722	1444	361
3	40	15	600	1600	225
4	44	16	704	1936	256
5	39	17	663	1521	289
6	32	14	448	1024	196
7	34	17	578	1156	289
8	34	15	510	1156	225
9	36	15	540	1296	225
10	46	14	644	2116	196
11	31	15	465	961	225
12	32	15	480	1024	225
13	33	13	429	1089	169
14	36	14	504	1296	196
15	36	14	504	1296	196
16	44	12	528	1936	144
17	46	10	460	2116	100
18	45	10	450	2025	100
19	34	15	510	1156	225
20	38	15	570	1444	225
21	35	17	595	1225	289
22	38	15	570	1444	225
23	40	13	520	1600	169
24	48	15	720	2304	225
25	46	8	368	2116	64
$\Sigma X = 965$		$\Sigma Y = 355$	$\Sigma XY = 13562$	$\Sigma X^2 = 37881$	$\Sigma Y^2 = 5173$

$$\begin{aligned}
 \text{Correlation coefficient, } r &= \frac{(25 \times 13562) - (965 \times 355)}{\sqrt{[(25 \times 37881) - (965)^2] \times [(25 \times 5173) - (355)^2]}} \\
 &= \frac{(339050) - (342575)}{\sqrt{[(947025) - (931225)] \times [(129325) - (126025)]}} \\
 &= \frac{-3525}{\sqrt{[15800] \times [3300]}}
 \end{aligned}$$

$$= -0.48817$$

$$= -0.488$$

Degree of freedom, $df = (n - 2)$

$$= 23$$

The critical value in Table R= 0.396. Since $r = 0.488 > CV$, therefore reject null hypothesis.

Appendix C

Result 4: Calculation of Correlation between Permissive Parenting Style and Self-esteem

Student	Permissive Parenting Style (X)	Self-esteem Score (Y)	XY	X ²	Y ²
1	25	18	450	625	324
2	27	13	351	729	169
3	22	10	220	484	100
4	33	17	561	1089	289
5	28	11	308	784	121
6	27	16	432	729	256
7	24	22	528	576	484
8	25	10	250	625	100
9	38	25	950	1444	625
10	35	22	770	1225	484
11	35	15	525	1225	225
12	35	20	700	1225	400
13	40	28	1120	1600	784
14	32	15	480	1024	225
15	36	18	648	1296	324
16	35	25	875	1225	625
17	30	15	450	900	225
18	38	20	760	1444	400
19	40	18	720	1600	324
20	28	16	448	784	256
ΣX = 633		ΣY = 354	ΣXY = 11546	ΣX² = 20633	ΣY² = 6740

$$\begin{aligned}
 \text{Correlation coefficient, } r &= \frac{(n \times \Sigma XY) - (\Sigma X \times \Sigma Y)}{\sqrt{[(n \times \Sigma X^2) - (\Sigma X)^2] \times [(n \times \Sigma Y^2) - (\Sigma Y)^2]}} \\
 &= \frac{(20 \times 11546) - (633 \times 354)}{\sqrt{[(20 \times 20633) - (633)^2] \times [(20 \times 6740) - (354)^2]}} \\
 &= \frac{(230920) - (224082)}{\sqrt{[412660 - (400689)] \times [(134800) - (125316)]}} \\
 &= 0.641
 \end{aligned}$$

Degree of freedom, $df = (n - 2)$

$$= 18$$

The critical value in Table R= 0.444. Since $r = 0.641 > CV$, therefore reject null hypothesis.

Appendix C

Result 5: Calculation of Median

In order to categorize the high and low level of self-esteem among undergraduates' students in UTAR, median has been calculated.

Student	Self-esteem Score
1	8
2	9
3	10
4	10
5	10
6	10
7	10
8	10
9	10
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13	11
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36	14
37	15

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51	15
52	15
53	15
54	15
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69	19
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72	20
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74	22
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78	22
79	22
80	22
81	22
82	22
83	22
84	22
85	22
86	23
87	25

88	25
89	25
90	25
91	25
92	25
93	26
94	26
95	26
96	28
97	28
98	28
99	28
100	29

$$\text{Median} = \frac{[(n+2)/2]\text{th score} + [n/2]\text{th score}}{2}$$

$$= \frac{[(100+2)/2]\text{th score} + [100/2]\text{th score}}{2}$$

$$= \frac{[(102)/2]\text{th score} + [50]\text{th score}}{2}$$

$$= \frac{51\text{th score} + 50\text{th score}}{2}$$

$$= \frac{15 + 15}{2}$$

Median is 15. Therefore, low level of self-esteem is 1-15 while high level of self-esteem is 16-30.

Appendix C

Result 6: Calculation of Association between Authoritative and Authoritarian Parenting Style on Levels of Self-esteem

Expected frequencies, $E = (R_{\text{row}}/N_{\text{total}}) \times C_{\text{column}}$

1. $(33/80) \times 55 = 22.688$
2. $(33/80) \times 25 = 10.313$
3. $(47/80) \times 55 = 32.313$
4. $(47/80) \times 25 = 14.688$

Percentage of each value = $(N_{\text{observed}}/R_{\text{row}}) \times 100\%$

1. $(28/33) \times 100\% = 84.848\%$
2. $(5/33) \times 100\% = 15.152\%$
3. $(27/47) \times 100\% = 57.447\%$
4. $(20/47) \times 100\% = 42.553\%$

	Authoritative parenting style	Authoritarian parenting style	Total
High level of self- esteem	O= 28 E ₁ = 22.688 (84.848%)	O= 5 E ₂ = 10.313 (15.152%)	33
Low level of self- esteem	O = 27 E ₃ = 32.313 (57.447%)	O = 20 E ₄ = 14.688 (42.553%)	47
Total	55	25	80

Degree of freedom, $df = (N_{\text{column}} - 1) \times (N_{\text{rows}} - 1)$

$$= (2 - 1) \times (2 - 1)$$

$$= 1$$

Critical Value, $CV = 3.841$

$$\chi^2 = \frac{(\text{Observed frequencies} - \text{expected frequencies})^2}{\text{expected frequencies}}$$

$$= \frac{(O - E)^2}{E}$$

$$= \frac{(28-22.688)^2}{22.688} + \frac{(5-10.313)^2}{10.313} + \frac{(27-32.313)^2}{32.313} + \frac{(20-14.688)^2}{14.688}$$

$$= 1.244 + 2.737 + 0.874 + 1.921$$

$$= 6.776$$

When $\chi^2 = 6.776 > CV = 3.841$, then accept research hypothesis.