

The Relationship between The Perceived Parenting Styles and Self Esteem among Secondary School Students in Zanzibar.

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Abstract:

This research aimed to examine the relationship between perceived parenting styles and self-esteem, the relationship between parenting style and self-esteem, and the differences between male and female self-esteem among secondary school students in Zanzibar. A quantitative research approach was employed, involving a sample of 100 students selected from various secondary schools 40 male and 60 female. Data were collected using two standardized instruments: the Rosenberg Self-Esteem Scale (RSES) to assess the level of self-esteem, and the Perceived Parenting Styles Scale to evaluate students' perceptions of their parents' parenting styles. The data manipulated Statistical Package for Social Sciences (SPSS) through, T.test one sample, T.test two independent sample and the results show that there is no statistically significant relationship between perceived parenting styles and self-esteem among the students. However, the overall level of self-esteem among the participants was found to be high. Additionally, the perceived parenting styles were generally characterized positively, indicating a constructive perception of parental behaviors. Notably, the study identified a statistically significant difference in self-esteem levels between male and female students, suggesting gender as a relevant factor in adolescents' self-perception. These results highlight the complexity of factors influencing self-esteem among adolescents and suggest the need for further research into other contextual and psychosocial variables. The study also recommends the development of gender-responsive programs that support students' emotional and psychological well-being across different backgrounds.

Keywords:

Parenting styles, Self – esteem, students, secondary schools

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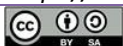
1. Introduction

The secondary education level which known as the period between the ages of 13 and 20 years is often a critical phase in the life cycle of each person because there are major changes biological, social and psychological occur, in addition the transition between childhood and adulthood (World Health Organization, WHO, 2021). The period is a time of strain and stress fraught with many problems, and thus, classified by instability and susceptibility to the development of psychological distress (Alika et al., 2016).

Adolescents' perceptions of themselves are largely shaped through social interactions and the ways in which they are interpreted by significant others. The foundation of this process is established within the parent-child relationship and is later reinforced through peer interactions and broader social relationships. Parents exert a strong influence on their children not only through genetic inheritance but also through parenting practices and nurturing behaviors that shape emotional and psychological development (Donath et al., 2014).

Parenting style occupies a central position in psychological research due to its substantial impact on child development and long-term psychological well-being across the lifespan. The manner in which parents nurture, discipline, and interact with their children plays a crucial role in shaping

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cognitive, emotional, and social outcomes (Prasana & Sam, 2024). Within psychological literature, four primary parenting styles have been identified: authoritative, authoritarian, permissive, and rejecting or neglectful. Authoritative parenting is characterized by a balance of warmth and firm control, whereas authoritarian parenting emphasizes strict discipline and control, often accompanied by punishment. In contrast, permissive parenting involves high levels of acceptance and freedom with minimal control or demands (Shyny, 2017; Prasana & Sam, 2024).

In addition to parenting style, parenting practices are also essential in understanding child outcomes. Parenting practices refer to specific behaviors parents employ to achieve socialization goals, such as assisting children with homework or engaging in shared learning activities at home. Parenting style, on the other hand, reflects broader parental attitudes and emotional climates that indirectly influence children's development. The combined examination of parenting styles and parenting practices provides a more comprehensive understanding of their effects on adolescents' psychological outcomes (Banstola et al., 2020). Parenting styles are generally consistent across time and situations, although variations may occur across cultural and socioeconomic contexts (Bornstein & Zlotnik, 2014).

Psychosocial well-being among secondary school students includes a positive sense of identity, self-worth, and emotional stability (WHO, 2017). Self-esteem is therefore a fundamental component of mental health and overall life satisfaction, reflecting how individuals perceive their abilities, achievements, and personal value (Lalngaihawmi et al., 2024). According to the American Psychological Association, self-esteem refers to the extent to which individuals evaluate their self-concept positively, encompassing self-image, perceived competence, personal values, and perceived success in meeting life expectations. High self-esteem is widely regarded as an essential element of mental health, whereas low self-esteem is often associated with depressive symptoms and feelings of worthlessness (APA Dictionary of Psychology, n.d.).

Historically, the concept of self-esteem was introduced by William James in 1890, who described it as a sense of self-worth derived from achieving personally meaningful goals (Atalan, 2018). Later, Rosenberg conceptualized self-esteem as an individual's overall positive evaluation of the self, emphasizing self-respect and a sense of personal worth as defining characteristics of high self-esteem (Winch & Rosenberg, 1965).

In contemporary society, many adolescents struggle to develop a clear sense of identity and self-belief, and some experience mental health problems such as depression, anxiety, and phobias. These difficulties are often linked to the parenting styles employed by parents during child-rearing, which can either support or hinder the development of healthy self-esteem among youths.

Previous empirical studies have demonstrated meaningful associations between parenting styles and adolescents' psychological outcomes. Akunne et al., (2023) reported moderate to strong positive relationships between authoritarian and permissive parenting styles and self-esteem among secondary school students in Anambra State. Lalngaihawmi et al., (2024) identified a statistically significant correlation between gender and self-esteem. Prasana and Keziah (2024) found that perceived parenting style significantly influences adolescents' self-esteem, although it was not significantly related to stress, and gender differences were found to be insignificant. Furthermore, Zhao et al., (2023) demonstrated that controlling and rejecting parenting styles strongly predict psychological crises among adolescents. Additional studies have shown that self-esteem plays a mediating role between parenting practices and resilience (Tian et al., 2018), highlighting the central role of self-esteem in adolescents' psychological adjustment.

This study aims to examine adolescents' perceptions of parenting styles and their association with self-esteem among secondary school students in Zanzibar. Specifically, the study seeks to explore students' general perceptions of their parents' parenting styles, identify potential differences in self-esteem levels between male and female students, and determine the relationship between perceived parenting styles and self-esteem.

It is hypothesized that secondary school students in Zanzibar tend to perceive parenting styles positively, that there are no significant differences in self-esteem levels between male and female students, and that a significant relationship exists between self-esteem and perceived parenting styles.

2. Methods

The method used in this study is correlational and descriptive quantitative methods (Sugiyono, 2016) explained that the correlational descriptive research method is a method that investigates the conditions of human groups, objects, situations, thoughts, or events occurring at present. The sampling technique used in this study is purposive sampling, which is a technique for determining the sample based on the researcher's criteria (Sugiyono, 2018). The sample criteria in this study were female and male, domiciled in Zanzibar. The sample obtained was 100 people aged 14 - 20 years, consisting of 40 female and 60 male. Data was collected by distributing scales directly to the students. In this study, the parental style is the independent variable, self-esteem is the dependent variable.

In this study, Perceived parental style is measured using Perceived parental style scale, which can be used to assess a person's level of Perceived parental style. The Perceived parental style scale in this study was modified by the researcher from the original copy developed by (Divya and Manikandan, 2013). The researcher then re-tested the modified Perceived parental style scale. The Perceived parental style scale consists of five answer choices: Completely agree, Agree, Neutral, Dis agree, completely disagree. The total item correlation coefficient or item discrimination power results ranged from 0.318 to 0.659, with a Cronbach's alpha value of 0.912.

The self-esteem variable in this study was measured using the Rosenberg Self-esteem Scale (RSE), developed by Morris Rosenberg (1965), the scale designed to measure the self-esteem of high school students. However, since its development, the scale has been used with a variety of groups including adults, with norms available for many of those groups. Consistency value of 85.

Hypothesis testing of correlation involving variables done using correlation analysis procedure this correlation analysis is done through Statistical Package for Social Sciences (SPSS). The correlation analysis will calculate the magnitude of the contribution expressed by the coefficient between the two variables, namely the perceived parental styles (independent variable), self-esteem (dependent variable).

3. Results

Table 1. Demographic Characteristic of Research Subjects Based on Sex

Sex	Frequency	Percentage
Male	60	60%
Female	40	40%
Total	100	100%

Table 1 shows the demographic data of the research subjects, based on sex. The data collected by the researchers were 40 male subjects with a percentage of 40%, while there were 60 female subjects with a percentage of 60%.

Table 2. Demographic Characteristics of Research Subjects Based on Age

Age	Frequency	Percentage
14	20	20%
15	28	28%
16	7	7%
17	15	15%
18	9	9%
19	11	11%
20	10	10%
Total	100	100%

Then, regarding age, the most dominant subjects were those aged 15 with 28 people (28%), then those who have 14 years are 20 people equal to 20%, and those who have 17 years are 15 with percentage 15%, in addition those who have 19 years are 11 with percentage equal to 11% , and those

who have 20 years are 10 students with percentage equal to 10%, and those who have 18 years are 9 students with percentage 9%. and lastly those who have 16 years are 7 with percentage equal to 7%.

Table 3. The Results of The Independent Sample T-Test Analysis

Comparative Groups	Standard Deviation	Arithmetic Mean	T. Value	Significance
Male	2.12501	23.3947	2.20	0.314
Female	2.70964	22.2581		

Table 3 shows the analysis of gender differences in self-esteem among secondary school students in Zanzibar was conducted using an independent-sample t-test. The findings revealed that male students had a higher mean self-esteem score ($M = 23.39$, $SD = 2.13$) compared to female students ($M = 22.26$, $SD = 2.71$). However, the t-value of 2.20 and a significance level of $p = 0.314$ indicate that this difference is not statistically significant at the conventional threshold of 0.05.

In other words, although males scored slightly higher, this difference could be due to chance rather than a real gender effect. The mean self-esteem score for male students (23.39) was slightly higher than that of female students (22.26), with a mean difference of 1.13 points. This difference is relatively small. The standard deviation for female students (2.71) was greater than that for male students (2.12), indicating that female student's self-esteem scores were more variable, whereas male student's scores were more tightly clustered around the mean. The independent samples t-test yielded a t-value of 2.20. While larger t-values generally suggest greater differences between groups relative to variability, the associated p-value was 0.314. Since this p-value is greater than the conventional threshold of 0.05, the difference in self-esteem scores between male and female students is not statistically significant. Although male students scored slightly higher on average, the difference in self-esteem between male and female students is not statistically significant.

The results align with the results of Prasana & Sam (2024). Same results of Singh (2017), results shows that there is also much difference found on level of self-esteem between male and female. And the results align also with Tungdim et al., (2024). The results is not aligned with the result of Aremu et al., (2019). There is a significant statistical difference between girls and boys in self-esteem.

To understand these findings within theoretical frameworks, Rosenberg's Self-Esteem Theory (1965) is relevant. The theory does not claim inherent gender differences in self-esteem but focuses on how individuals perceive their worth. However, some studies based on this theory have observed slight differences during adolescence, often with males scoring slightly higher due to societal expectations and gender roles that encourage assertiveness and confidence in boys more than girls.

Furthermore, social role theory offers a sociocultural explanation. According to social role theory (Eagly, 1987) the theory suggests that gender differences in self-perception, including self-esteem, stem from traditional roles and social expectations. Boys are often socialized to value independence and achievement—factors that correlate with higher self-esteem—while girls may be more influenced by relational and appearance-based feedback, which can lead to fluctuations in self-esteem during adolescence.

Table 4. The Results of The One Sample T-Sample T-Test Analysis

Sample Size	Arithmetic Mean	Standard Deviation	t-value	Significance
100	22.69	2.55	88.86	0.000

From table 4, the mean (M): 22.69, Standard deviation (SD): 2.55, t-value: 88.86 significance (p-value): 0.000. The results revealed a mean score of 22.69 ($SD = 2.55$), which was significantly higher than the test value, $t(99) = 88.86$, $p < 0.001$. These findings indicate that secondary school students generally perceive parenting styles in a positive manner.

The results align with the results from Prasana & Sam (2024). The findings indicate that adolescents who perceive a lower quality of parenting style tend to have higher self-esteem. In

addition, the results align with Singh (2017) found that permissive and authoritative parenting styles were most common associated with high self-esteem.

Table 5. The Results of Pearson Correlation Analysis

Variable	Significance Value	Correlation Value
Perceived Parenting Styles Self-esteem	0.889	-0.014

Table 5 shows the p-value of 0.889 is far above the conventional thresholds for statistical significance ($p < 0.05$). And the correlation coefficient is very close to zero value of -0.014 indicates an extremely weak negative relationship between perceived parenting styles and self-esteem. This finding align with the study of Prasana & Sam (2024) which found a strong negative correlation between perceived parenting style and self-esteem while did not align with the result of Aremu et al., (2019). which found a positive significant correlation between parenting styles and self-esteem, also, did not align with the results of this study of Akunne et al., (2023) which showed that among secondary school students in Anambra State, there was a high positive relationship (0.65) between permissive parenting style and self-esteem and a moderate positive relationship (0.54) between authoritarian parenting style and self-esteem.

4. Discussion

This study aimed to examine perceived parenting styles and their relationship with self-esteem among secondary school students in Zanzibar, as well as to explore differences in self-esteem based on gender. The findings provide important empirical insights into adolescents' psychological dynamics within familial and cultural contexts.

The analysis of the first hypothesis, concerning gender differences in self-esteem among secondary school students in Zanzibar, was conducted using an independent-sample t-test. The results indicated that male students had a higher mean self-esteem score ($M = 23.39$, $SD = 2.13$) compared to female students ($M = 22.26$, $SD = 2.71$). However, the obtained t-value of 2.20 with a significance level of $p = 0.314$ suggests that this difference is not statistically significant at the conventional alpha level of 0.05.

These findings imply that although male students demonstrated slightly higher self-esteem scores, the observed difference is not substantial enough to indicate a meaningful gender effect. This result supports the notion that gender alone does not play a decisive role in shaping self-esteem among secondary school students in Zanzibar.

This result is consistent with previous studies by Prasana and Sam (2024) as well as Singh (2017), which similarly reported no significant gender differences in adolescents' self-esteem. From a theoretical perspective, Rosenberg's self-esteem theory (1965) posits that self-esteem is primarily shaped by individuals' subjective evaluations of self-worth rather than demographic characteristics such as gender. Accordingly, both male and female students may have comparable opportunities to develop healthy self-esteem depending on their psychosocial experiences and environmental contexts.

However, the present findings are not in line with those of Aremu et al., (2019), who reported significant gender differences in self-esteem. Such discrepancies may be attributed to cultural variations, differences in social norms, and distinct patterns of gender socialization across contexts. In the context of Zanzibar, sociocultural and educational values may promote relatively balanced opportunities for both male and female adolescents to develop self-confidence and a sense of personal worth.

The analysis of the second hypothesis revealed that secondary school students generally perceive parenting styles in a positive manner. The results of the one-sample t-test showed that the mean score of perceived parenting styles was significantly higher than the test value, indicating that most students view their parents' parenting practices positively.

These findings align with the results reported by Prasana and Sam (2024), which suggest that adolescents who perceive lower-quality parenting styles tend to report variations in self-esteem levels. Additionally, Singh (2017) found that permissive and authoritative parenting styles were most

commonly associated with higher self-esteem among adolescents. Positive perceptions of parenting styles may reflect effective parent–child communication and supportive family environments that foster emotional security during adolescence.

Such family conditions are particularly important during secondary education, a developmental period characterized by heightened emotional sensitivity and identity formation. Parents who demonstrate warmth, responsiveness, and reasonable control may help adolescents develop adaptive coping mechanisms and a more positive self-concept.

The analysis of the third hypothesis indicated an extremely weak negative relationship between perceived parenting styles and self-esteem among secondary school students in Zanzibar. The Pearson correlation analysis yielded a correlation coefficient close to zero, accompanied by a non-significant p-value, suggesting that perceived parenting styles were not meaningfully associated with students' levels of self-esteem.

This finding is consistent with the results of Prasana and Sam (2024), who also reported a weak and non-significant association between perceived parenting style and self-esteem. However, it contrasts with the findings of Akunne et al., (2023) and Aremu et al., (2019), which demonstrated significant positive relationships between certain parenting styles and adolescents' self-esteem. These inconsistencies may be explained by differences in cultural settings, measurement instruments, and sample characteristics across studies.

From a theoretical standpoint, the results suggest that adolescents' self-esteem is influenced by multiple factors beyond parenting styles alone. Peer relationships, academic experiences, school climate, and broader sociocultural influences may play more prominent roles in shaping self-esteem during adolescence. In the context of Zanzibar, community values, religious influences, and social norms may significantly contribute to adolescents' self-evaluations, thereby attenuating the direct influence of perceived parenting styles.

The findings of this study contribute to and extend existing research on parenting styles and self-esteem among adolescents. Consistent with previous studies (Prasana & Sam, 2024; Singh, 2017), the present results indicate that gender differences in self-esteem are not statistically significant and that adolescents generally perceive parenting styles in a positive manner. However, the absence of a significant relationship between perceived parenting styles and self-esteem contrasts with several prior studies that reported positive associations (Akunne et al., 2023; Aremu et al., 2019). These similarities and differences highlight the importance of contextual and cultural factors in shaping adolescents' psychological outcomes and suggest that findings from one sociocultural setting may not be directly generalized to another.

One of the main strengths of this study lies in its focus on secondary school students in Zanzibar, a population that has received relatively limited empirical attention in psychological research. By examining perceived parenting styles and self-esteem within this specific cultural and social context, the study provides valuable insights that enrich the existing literature. Additionally, the use of well-established and reliable measurement instruments, such as the modified Perceived Parenting Style Scale and the Rosenberg Self-Esteem Scale, enhances the credibility and robustness of the findings. The inclusion of both male and female participants across a broad adolescent age range further strengthens the representativeness of the sample.

Despite its contributions, this study has several limitations that should be considered when interpreting the findings. First, the cross-sectional design limits the ability to draw causal conclusions regarding the relationship between perceived parenting styles and self-esteem. Second, data were collected using self-report instruments, which may be subject to social desirability bias and subjective interpretation by participants. Third, the study focused solely on perceived parenting styles without examining other influential factors, such as peer relationships, academic achievement, or school climate, which may also play significant roles in shaping adolescents' self-esteem. Finally, the sample was limited to secondary school students in Zanzibar, which may restrict the generalizability of the findings to other cultural or geographical contexts.

Overall, the findings of this study highlight the complex and multidimensional nature of self-esteem in adolescence. Although students generally reported positive perceptions of their parents' parenting styles, these perceptions were not significantly related to self-esteem. This suggests that

interventions aimed at enhancing adolescents' self-esteem should not focus solely on family-related factors but should also incorporate school-based programs and broader social support systems. Future research is recommended to employ longitudinal designs, include additional psychosocial variables, and involve more diverse samples to further clarify the factors that contribute to adolescents' self-esteem development.

5. Conclusions

Based on the results of the research that was done, it can be concluded that parenting style have not a significant influence on self-esteem from the points of view of children, but the positive side of parenting styles has positive effect on self –esteem and vice versa, also, another important indicator is that there is no differences between male and female in self-esteem.

Based on the findings of this study, several suggestions and recommendations can be proposed. First, although parenting style was not found to have a statistically significant influence on self-esteem, parents are encouraged to maintain positive parenting practices characterized by warmth, support, and effective communication, as these factors may still contribute indirectly to adolescents' psychological well-being. Second, schools and educational institutions are recommended to implement programs that foster self-esteem development among students, such as counseling services, life-skills training, and peer-support activities, given that self-esteem is influenced by multiple environmental factors beyond the family context. Third, future researchers are encouraged to examine additional variables that may affect adolescents' self-esteem, including peer relationships, academic achievement, school climate, and cultural or religious values, using more comprehensive models. Finally, further studies employing longitudinal designs and larger, more diverse samples are recommended to better understand the dynamic relationship between parenting styles and self-esteem across different developmental stages and sociocultural settings.

6. CRediT Authorship Contribution Statement

Eltaher Ali Eltaher Eldaffa: Conceptualization, Methodology, Investigation, Data curation, Formal analysis, Writing – original draft, and Writing – review & editing. **Aboubakari Bashiru Bakari:** Methodology, Data curation, Formal analysis, Software, Validation, and Writing – review & editing. **Mwanaidi Ramadhani Mchuchuli:** Investigation, Data collection, Resources, Validation, and Writing – review & editing. **Leticia Nestory Sangalala:** Literature review, Visualization, Data interpretation, and Writing – review & editing. **Sumaiya Mohamed Othman:** Project administration, Investigation, Data collection, and Writing – review & editing. **Salumu Amour Jabil:** Supervision, Conceptual guidance, Validation, and Writing – review & editing.

7. Declaration of Competing Interest

The authors confirm that there are no conflicts of interest associated with this publication. The research was conducted independently, and no financial, institutional, or personal relationships existed that could have influenced the study design, data analysis, interpretation of findings, or the preparation of the manuscript.

8. Declaration of Generative AI and Assistive Technologies in the Writing Process

In the process of preparing this manuscript, the authors made limited use of generative AI and assistive digital tools to support language editing, improve coherence, and enhance academic writing quality. These tools were not employed for data analysis, theoretical development, or interpretation of results. Full responsibility for the scientific content and conclusions remains with the authors.

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10. Ethical Approval

Ethical considerations were carefully observed throughout the research process. Approval was obtained from the appropriate institutional authority prior to data collection. All participants were informed about the purpose of the study and their rights as participants, and informed consent was secured. Ethical principles regarding voluntary participation, confidentiality, and anonymity were strictly applied.

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