

Parenting Styles and their Relationship with Self-Esteem and Self-Confidence in Secondary School Adolescents

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Abstract:

The current study aims to investigate the nature of the relationship between parental treatment styles and their relationship with self-esteem and self-confidence in secondary school adolescents. The study adopted a descriptive correlational approach and was conducted on a sample of secondary school students. The research used the Parental Treatment Styles Scale developed by Abed Abdullah Al-Nafii and the Psychological Compatibility Scale developed by Zainab Shaqeer. After collecting the data, it was processed and analysed statistically using SPSS software for social sciences.

Keywords: Parenting styles, self-esteem, self-confidence, school-aged adolescents, secondary school.

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Introduction:

An examination of the human psyche reveals that God has endowed it with numerous positive qualities and abilities that enable the individual to cope with various environmental influences. These qualities and abilities need to be nurtured, developed and used to transform them into tangible external realities. Otherwise, they may weaken to the point of becoming a hindrance and lead to missed opportunities for success, ultimately resulting in misery and unhappiness. Ideally, these qualities should serve as pillars of progress and success.

Self-esteem and self-confidence are considered to be fundamental traits and key determinants of success and advancement in life. These traits are manifested through an individual's sense of and

belief in their own abilities, as well as their perception of their physical, psychological and social competence. They include an individual's belief in their ability to achieve their aspirations and their perception of acceptance and trust from others.

Both self-esteem and self-confidence are crucial emotional traits that form the psychological foundation of an individual, especially during adolescence when individuals are constantly seeking to discover and appreciate their own identity, achieve psychological and social harmony, and develop the ability to face challenges and strive for success and excellence.

These characteristics are influenced by various factors, including individual characteristics and the environment, especially the family, which plays a significant and prominent role in building and developing both self-esteem and self-confidence in children. This role is reflected in the quality of the parenting styles that parents use with their children. The love, understanding, support, encouragement, praise and rewards provided by parents are fundamental factors in the adjustment and harmony of their children.

A study by Lamb (1976) suggests a strong relationship between children's self-esteem and their acceptance by their parents, and a negative relationship between self-esteem and parental rejection. This is consistent with the concept of self-confidence and self-relationships between the child and the father.

Similarly, the results of Hoffman's (1991) study indicate that positive and tolerant relationships between children and their parents generate feelings of self-confidence, increase children's effectiveness in building social communication with others, and the absence of such relationships negatively affects children's psychological and social growth.

Positive and appropriate treatment by parents helps children to perceive their parents' love and support, enabling them to develop desirable qualities, positive self-esteem, confidence in themselves and feelings of security and calm. Conversely, negative and inappropriate treatment leads children to believe that their parents do not love or accept them, resulting in feelings of inadequacy and a shattered sense of self, which weakens their self-esteem and self-confidence.

The idea therefore arose to investigate the most effective parenting styles and their relationship to self-esteem and self-confidence in adolescents. Adolescence is a critical period during which the development and formation of self-esteem and self-confidence are significantly influenced by the physical, emotional, intellectual and social changes that adolescents experience. Adolescents are particularly affected by their parents' treatment because their psychological development at this stage is characterised by anxiety, conflict and over-sensitivity to everything.

Problem:

The family is the first image of life through which the adolescent develops a sense of security and acceptance. Compatible adolescence is a reflection of a stable family life, relatively free of conflict, in which parents play an important role in shaping the personality of the adolescent through their treatment of him/her. However, unbalanced methods of treatment threaten his personality with disorders. Psychologists emphasise that mistreatment makes teenagers feel insecure, sows the seeds of emotional contradiction and promotes feelings of inadequacy and lack of self-confidence, which contribute to low self-esteem.

Self-esteem is considered one of the most important emotional characteristics influenced by parental treatment. The family is the most important environment for the development and growth of self-esteem in individuals. Several studies have found that parental support that gives children independence and freedom is positively associated with high self-esteem in children. When parents trust their children and see them as responsible, their self-esteem increases.

"Smith (1967) identified three parenting styles that seem to be associated with higher levels of self-esteem: parental acceptance, reinforcement of positive behaviour, and respect for children's initiative and freedom.

Healthy parenting styles contribute to children's ability to internally control their behaviour, which in turn contributes to the formation of high self-esteem in these children. This was demonstrated by studies by "Nasser Aymen" (1999) and "Jabril Musa" (1998), which showed a statistically significant correlation between internal locus of control and high self-esteem, based on a sample of middle and high school students.

Studies by "Nolan" (2002), "Schult" (2002) and "Pinaroblès" (2004) showed that difficult family conditions and unhealthy parenting styles lead to a decrease in self-esteem.

In addition, studies have shown that another characteristic affected by parental treatment is self-confidence. Psychologists believe that poor parental treatment makes children feel a loss of psychological security and instils feelings of inadequacy, which in turn weakens self-confidence. This was noted by "Adler" (1931) who stated that excessive indulgence undermines children's confidence in themselves, makes them feel inadequate in their abilities, deprives them of their independence, and deepens feelings of inadequacy through physical punishment.

Parents regulate contentment and security. Through parental care, affection, consistency, continuity and similarity of experience, children learn to trust themselves. "Becker & Peterson (1959) found a positive relationship between parental tolerance and children's automatic

behaviour and self-confidence. Mussin's (1963) results showed the importance of parental acceptance for children's self-confidence and their tendency to avoid feelings of inadequacy and inferiority.

On this basis, our study aims to identify parenting styles and their effects on self-esteem and self-confidence in a sample of secondary school adolescents.

The questions we will try to answer in this study are as follows:

- Is there a correlational relationship between punitive parenting style (father, mother) and self-esteem?
- Is there a correlation between depriving parenting style (father, mother) and self-esteem?
- Is there a correlation between directive guidance parenting style (father, mother) and self-esteem?
- Is there a correlation between punitive parenting style (father, mother) and self-esteem?
- Is there a correlation between love deprivation parenting style (father, mother) and self-confidence?
- Is there a correlational relationship between?

Hypotheses:

Based on the previous questions, the following hypotheses can be formulated:

- There is a correlational relationship between punitive parenting style (father, mother) and self-esteem.
- There is a correlational relationship between depriving parenting style (father, mother) and self-esteem.
- There is a correlational relationship between the directive guidance parenting style (father, mother) and self-esteem.
- There is a correlational relationship between the punitive parenting style (father, mother) and self-esteem.

- There is a correlational relationship between the love deprivation parenting style (father, mother) and self-confidence.
- There is a correlational relationship between the directive guidance parenting style (father, mother) and self-confidence.

Aims of the study:

- The purpose of this study is to determine the relationship between parenting styles and both self-esteem and self-confidence in a sample of secondary school adolescents.
- To answer the research questions and test the hypotheses.
- To determine if there is a relationship between parenting styles and self-esteem in the study sample.
- To determine if there is a relationship between parenting styles and self-confidence in the study sample.
- In addition, the study aims to identify the most influential parenting styles that may have a positive or negative impact on self-esteem and self-confidence.

Significance of the study:

Theoretical Significance:

- This study elucidates the relationship between parenting styles and both self-esteem and self-confidence. It highlights some of the parenting styles that influence adolescent personality and alerts parents to the impact of their parenting styles on their children's personalities. It also emphasises the importance of self-esteem and self-confidence in the general and academic lives of their children.
- This study adds to the psychological literature on self-esteem and self-confidence in secondary school. It enriches the psychological framework with various facts, information and references from different studies on parenting styles, self-esteem and self-confidence.

Practical significance:

-The results of this study help to identify parenting styles that are closely related to children's psychological well-being and education, as well as their relationship with self-esteem and self-confidence. Consequently, the results can be used to guide parents in their role of promoting healthy personality development in their children.

-This study is conducted in the Algerian context, specifically on a sample of secondary school adolescents. Therefore, it has practical implications within the Algerian educational system and can contribute to understanding the factors that influence self-esteem and self-confidence in this particular context.

Conceptual definition:

Concept of Parenting Styles:

Al-Nafie (1988) defines parenting styles as the methods used by parents in their interactions with their children, whether they are positive and appropriate, facilitating the child's healthy growth and protecting it from deviation, or negative and inappropriate, hindering its development towards the right path and leading to deviations in various aspects of its life. As a result, the child lacks the ability to achieve personal and social harmony.

Al-Nafie (1988) categorised parenting styles into three main types:

- Punitive style or power assertion: This involves physical punishment or the threat of deprivation of material possessions or privileges.
- Deprivation of love style (psychological punishment): Parents express their anger and disapproval by ignoring their children, refusing to communicate or listen to them, or threatening to abandon them.
- Guidance and directive style: This includes methods of encouragement by which parents explain and interpret to their children the reasons for their actions and decisions.

This style involves methods of encouragement through which parents explain and interpret to their children the reasons behind their desire to change their behaviour. (Ad-Dahiri, 2015, p. 12)

Therefore, the operational definition of parenting styles is: the educational methods used by parents in their interactions with their children.

Self-esteem:

Cooper Smith (1967) defines self-esteem as an individual's evaluation of himself or herself, including the maintenance of positive or negative attitudes toward oneself, and the extent to which the individual believes that he or she is capable, important, successful, and competent. (Zubaida, 2021, p. 23)

Operationally, it is defined as an individual's attitude towards themselves and the social environment in which they live.

Self-confidence:

Sidney Shrauger (1997) defines self-confidence as an individual's perception of his or her competence or skills and ability to deal effectively with different situations. (Zubaida, 2021, p. 25)

Operationally, it is an individual's orientation towards themselves and their social environment.

Adolescence:

Adolescence is a transitional stage of development involving a range of physical, cognitive, social and emotional changes and spanning 12 to 21 years of age. For the purposes of the current study, it is defined as the period between the ages of 16 and 20. (Barakat, 2017, p. 14)

Operationally, it refers to the stage corresponding to secondary education, from which the study sample was selected.

Field study:

Study locations:

The field study was conducted in "Karkoubia Khalifa" secondary school and "Laqraa Mohammed Bouziane" secondary school in Rabah municipality, Wadi Souf province, during the academic year.(2023–2022)

Study design:

The nature of the subject determines the research design and, accordingly, the appropriate design for this type of study is the descriptive correlational design.

Study population and sample:

The study population consists of all students (in all three levels) of the "Karkoubia Khalifa" secondary school in the Rabah municipality, Wadi Souf province, with a total of 832 male and female students. In addition, it includes all students (at all three levels) of the "Laqraa Mohammed Bouziane" secondary school in the Rabah municipality, Wadi Souf province, with a total of 795 male and female students. The study sample consists of 100 male and female students from all levels of the above-mentioned secondary schools, aged between 16 and 20 years.

The following table shows the distribution of the research sample:

Gender	Karkoubi Khalifa Secondary School	Lakraa Mohamed Bouziane Secondary School	Total
Males	20	26	46
Females	25	29	54
Total	45	55	100

Table 1 shows the distribution of the study sample. The sample was selected randomly, taking into account the following criteria: age range of 16-20 years, selection of students living with both parents and exclusion of special cases such as divorce or death of a parent. However, gender and educational level were not taken into account.

Survey study:

A pilot study was conducted to test the scales to be used in the main study. The pilot study involved a sample of 30 male and female students from Al-Aqid Al-Hawas Secondary School. The purpose was to ensure the clarity and comprehensibility of the scale items and to identify any difficulties in responding to them. It also aimed to confirm the reliability of the scale in the local context. The results were as follows:

Parenting styles scale:

Reliability:

The reliability of the scale was calculated using the split-half method with the help of SPSS software in order to obtain more accurate results. Each dimension or parenting style was divided into two parts: one part contained odd-numbered items and the other contained even-numbered items.

The reliability coefficients were as follows:

–Punitive style: Father (0.80), Mother(0.87)

–Depriving style: Father (0.63), Mother(0.62)

–Control style: Father (0.69), Mother(0.79)

–Total scale(0.67)

The reliability coefficients of the scale in the pilot study show that all coefficients tend to be high, indicating satisfactory reliability for use in the main study.

Validity:

The statistical validity of the scale was calculated by taking the square root of the reliability coefficient for each dimension. The following table illustrates the above results:

Dimension or Style	Correlation Coefficient between Parts	Reliability Coefficient	Statistical Validity
Punitive Style (Father)	0.72	0.80	0.89
Withdrawal of Love Style (Father)	0.46	0.63	0.79
Guidance and Directional Style (Father)	0.47	0.64	0.80
Punitive Style (Mother)	0.77	0.87	0.93
Withdrawal of Love Style (Mother)	0.44	0.62	0.78
Guidance and Directional Style (Mother)	0.65	0.79	0.88

Overall Scale"	0.67	0.80	0.89
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Table 2 shows the reliability and validity coefficients for the Self-Esteem Scale.

Self-Esteem Scale:

Reliability:

The reliability of the scale was calculated using the split-half method with the help of SPSS software in order to obtain more accurate results. The items of the scale were divided into two parts: one part contained items with odd numbers and the other part contained items with even numbers.

After calculating the correlation coefficient between the two halves and the Spearman-Brown correction coefficient, the reliability coefficient was found to be (0.72). This coefficient tends to be high, indicating good reliability for the application of the scale.

Validity:

The statistical validity of the scale was measured by calculating the square root of its reliability coefficient. The following table shows the above results:

Scale	Correlation Coefficient	Reliability Coefficient	Statistical Validity
Self-Esteem	0.56	0.72	0.84

Table 3 shows the reliability and validity coefficients for the Self-Esteem Scale.

Self-Esteem Scale:

Reliability:

The reliability of the scale was calculated using the split-half method with the help of SPSS software in order to obtain more accurate results. The items of the scale were divided into two parts: one part contained items with odd numbers and the other part contained items with even numbers.

After calculating the correlation coefficient between the two halves and the Spearman-Brown correction coefficient, the reliability coefficient was found to be 0.66. This value is rather high and indicates a good reliability for the application of the scale.

Validity:

The statistical validity of the scale was measured by calculating the square root of its reliability coefficient.

The following table shows the values obtained:

Scale	Correlation Coefficient	Reliability Coefficient	Statistical Validity
Self-Confidence	0.50	0.66	0.81

Table 4 shows the reliability and validity coefficients for the Parenting Styles Scale developed by Abed Abdullah Al-Nufaie in 1988. The scale measures the parenting styles used by fathers and mothers in raising and educating their children and adolescents. The scale has two versions: Version A for fathers and Version B for mothers. Each version contains 35 statements and each statement is rated on a four-point Likert scale: Always = 4, Sometimes = 3, Rarely = 2, Never = 1 (except for statement 23 in version B, which is reversed).

Reliability of the scale:

The internal consistency of the scale was calculated in its original form by applying it to a sample of 30 students from the fourth grade of Al-Quray schools. The scale developer found that some statements had low consistency, which led to their removal, resulting in each version containing 35 statements.

The scale was also administered to 55 students at the baccalaureate level, with version A administered to 27 students and version B administered to 28 students. Participants were asked to respond individually to each statement by selecting one of the four response dimensions. The items were analysed for internal consistency and the reliability coefficients were as follows:

For version B (mother's version):

- Authoritative Style and Reinforcement: 0.89
- Withdrawal of love style: 0.63
- Guidance and counselling style: 0.78
- Total scale: 0.87

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For version A (father's version)

- Authoritative and reinforcing style: 0.89
- Withdrawal of love style: 0.87
- Guidance and counselling style: 0.80
- Total scale: 0.88

The scale showed high reliability when applied to a sample of 265 secondary school students. The alpha reliability coefficients were as follows

For version A (father's version):

- Authoritative Style and Reinforcement: 0.89
- Withdrawing love style: 0.74
- Guidance and counselling style: 0.80
- Total scale: 0.88

For version B (mother's version):

- Authoritative style and reinforcement:0.89
- Withdrawal of love style:0.63
- Guidance and counselling style: 0.78- Total scale:0.87

The statistical methods used:

Statistics is considered a fundamental tool in any scientific research because it helps researchers to analyse and describe data with greater accuracy. The nature of the hypotheses determines the choice of tools and methods used by the researcher to test their hypotheses. The hypotheses of this study require the use of the Pearson correlation coefficient to determine the relationship between the study variables.

Statistical analysis was carried out using computer software such as the Statistical Package for the Social Sciences (SPSS), a programme commonly used in social science research, in order to obtain more accurate results.

Presentation, analysis and discussion of the study hypotheses and their interpretation:

Hypothesis 1: There is a relationship between punitive parenting style (father, mother) and self-esteem.

Variables	Correlation Value	Type of Relationship
Punitive Style (Father) and Self-Esteem	-0.15	Negative Weak
Punitive Style (Mother) and Self-Esteem	-0.18	Negative Weak

Table 5 shows the correlation coefficient values between punitive parenting style (father, mother) and self-esteem. The table shows a weak negative correlation between the punitive parenting style of both father and mother and self-esteem. This suggests that the use of punishment by parents has a negative effect on children's self-esteem, but the effect is weak.

The existence of a negative correlation between punitive parenting style (father, mother) and self-esteem can be explained by the fact that some parents prefer punishment as a parenting method, which limits their children's ability to meet their own needs and undermines their self-perception. This leads to weakened self-esteem.

These findings are consistent with the results of a study by Kawash et al (1985) who also found a statistically significant negative correlation between children's perceptions of parental control and discipline and their self-esteem.

Hypothesis 2: There is a relationship between deprivation of affectionate parenting style (father, mother) and self-esteem.

Variables	Correlation Value	Type of Relationship
Withdrawal of Love Style (Father) and Self-Esteem	-0.17	Negative Weak
Withdrawal of Love Style (Mother) and Self-Esteem	-0.27	Negative Weak

Table 6 shows the correlation coefficient values between the withdrawal of the love parenting style (father, mother) and self-esteem. The table shows a weak negative correlation between withdrawal of love parenting style, both from father and mother, and self-esteem. This suggests

that parents' practice of withdrawing love or emotional deprivation has a negative effect on children's self-esteem, although the effect is weak.

This negative relationship can be explained by the fact that some parents neglect their children, ignore them and fail to provide care, attention, guidance, encouragement and praise for desirable behaviour. This makes children feel unaccepted by their parents, leading to a shaky sense of self and a negative impact on their self-esteem. Bruno (1980) confirms that parenting styles are the characteristics and features of parental behaviour towards children and adolescents, which in turn determine the future behaviour of adolescents. Therefore, parents should pay attention to the psychological well-being of the child as it is the key to the various aspects of the individual's personality. By providing children with sufficient affection, parents can help them meet future challenges, develop self-esteem and avoid psychological and physical disorders.

Freud was one of the first to recognise the importance of parental influence on the development of the child's personality. He introduced the concept of attachment and sought to explain it in terms of the relationship between the ego and the superego. He emphasised the role of both father and mother in reducing the level of attachment in children at psychosexual stages. The integration of the parent's characteristics with the child's autistic traits completes the development of the superego.

The need for self-expression and validation is the need to express oneself and one's abilities within one's limitations. Encouraging parents to support their children in expressing and realising their identities helps them in emotional maturity, psychological growth and in avoiding low self-esteem and psychosomatic problems.

Phenomenological researchers have also highlighted the importance of parental influence on the child's personality. They emphasise that the need to express oneself and validate one's abilities is essential for emotional and psychological growth and helps children to overcome self-esteem problems and the resulting psychosomatic problems.

One of the most prominent theorists in this field is Carl Rogers, who based his theory of the self on the concept of the field in explaining behaviour. Rogers' theory is based on the phenomenological idea that each individual has a subjective field that includes their definition of events and phenomena as they appear to them. The individual's behaviour is determined by the conditions of their field. The more the parent values and appreciates the child, the higher the child's esteem and self-esteem. Conversely, the devaluation and labelling of this self contributes to the undermining of self-authority and the marginalisation of its position, which weakens the individual's personality and makes them susceptible to fragile behaviour that lowers their social status. Moreover, their behaviour can be predicted by understanding this field or this type of

caregiving style through the withdrawal of love that nourishes and develops the self within the realm of psychological security.

The function of parents is to provide doses of love, affection and mercy to their children. This responsibility is crucial in determining the social status of their children and in giving meaning or value to their lives. It is one of the functions that contributes to the development of a child's mental health and protects them from deviance and psychological disorders. The style, which includes love and emotional support, helps the child to find a purpose for living and to realise the value of their life.

Rogers emphasises the importance of containing, nurturing and protecting the child's self, which increases the child's self-esteem.

He believes that attention and care provide a positive self-image for the self, and it integrates with the self. On the other hand, if the child experiences a harsh style of parenting, if the dose of love is taken away and replaced with cruelty, this is seen as a threat and danger to the self. The self is in a continuous process of growth and change as a result of the ongoing interaction and reinforcement it receives in the form of treatment style.

Hypothesis 3: There is a correlational relationship between directive parenting style (father, mother) and self-esteem.

Variables	Correlation Value	Type of Relationship
Guidance and Directional Style (Father) and Self-Esteem	0.26	Positive Weak
Guidance and Directional Style (Mother) and Self-Esteem	0.13	Positive Weak

Table 7 shows the correlation coefficient between the directive counselling style (father, mother) and self-esteem. Table 7 shows that there is a weak positive correlation between the directive counselling style of both parents (father and mother) and self-esteem. This suggests that parents' use of this style has a positive but weak effect on their children's self-esteem.

The need for parental care and guidance is important because children need it to fulfil this need. It is important for parents to provide their children with care, pride, acceptance and appreciation, as this increases their self-esteem and enhances their abilities. This enables children

to have a positive acceptance of life and helps them to achieve their aspirations by acquiring positive behaviours that prepare them for future challenges. Parental care is the foundation of psychological growth, and the absence of parents negatively affects the psychological development of the child, as children rely on their parents to meet all their needs.

Some parents use a directive style of parenting based on democracy, freedom, reward, encouragement and independence. This makes children feel competent and able to take responsibility and be accepted by others, and in particular contributes to the development of positive self-esteem.

Furthermore, many positive and appropriate parenting styles give children ample opportunity to adapt to their environment and adopt the same style in the future.

Parents must fulfil their role in dealing with the child in a balanced way in order to be able to influence it and transform it into a social being. One of the most important approaches is the directive style of parenting, which shows the child the correct and healthy steps to take in their future interactions. Proper guidance is essential for their mental health, enabling them to build a strong foundation of psychological wellbeing that enables them to be more confident in themselves and in others. This is essential for the development of the child's personality.

This finding is somewhat consistent with the results of Mahmoud Abdelkader's (1966) study, which emphasised the influence of emotional warmth and family harmony on the child's personality. The results showed a correlation between parental acceptance of their children and family harmony, indicating that children living in families characterised by emotional warmth and family harmony are more accepting of themselves, more free from anxiety factors and experience a greater sense of satisfaction. This is also supported by Skinner's interpretation of socialisation in terms of the laws of reinforcement, where parents use or follow the methods of reward and punishment. The child tends to repeat behaviour that is rewarded and to avoid behaviour that is not rewarded. Consequently, the child learns from the parent responses associated with positive reinforcement, which strengthens the association between a particular stimulus and reinforcement, or weakens and extinguishes the association between a particular stimulus and reinforcement. This confirms that guiding and counselling children will strengthen responses that have received positive reinforcement from parents.

Hypothesis 4: There is a correlation between punishment style (father, mother) and self-confidence.

Variables	Correlation Value	Type of Relationship
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Punitive Style (Father) and Self-Confidence	-0.23	Negative Weak
Punitive Style (Mother) and Self-Confidence	-0.24	Negative Weak

Table 8 shows the correlation coefficient between punishment style (father, mother) and self-confidence. From Table 8 we can see that there is a weak negative correlation between the punitive style of both parents (father and mother) and self-confidence. This suggests that this style has a negative but weak effect on children's self-confidence.

The existence of a negative correlation can be explained by the fact that some parents use punishment or the exercise of power as a disciplinary method in raising their children. They use their authority to enforce strict rules to control their children's negative behaviour, whether through physical punishment, harmful criticism or depriving them of things they enjoy. As a result, children lose confidence in themselves and become reluctant to engage in any behaviour for fear of punishment or losing the approval of authority figures. In addition, this style of parenting can lead to the development of an insecure and withdrawn personality .

Parental care and nurturing are crucial factors in the physical and psychological development of individuals from childhood to old age. It provides protection against deviations and diseases, addresses their behavioural problems and helps them to overcome crises and challenges. By adopting an approach that enables individuals to build their self-confidence, any parenting style that includes punitive measures increases the likelihood that the individual will lose confidence in themselves and their environment.

These results are somewhat consistent with the results of a study by Becke and Peterson (1959), which found a relationship between excessive parental restriction and feelings of inadequacy and lack of self-confidence in children.

They are also somewhat consistent with the findings of a study by Faiqa Omar Juwana (1992), which found a negative correlation between harsh parenting style, the experience of pain and self-confidence in children. The constant blaming of the child by the parent, the absence of parental affection and acceptance, and the presence of punishment all send a message to the child that they are unloved and unwanted. This can lead to the development of a tense and unstable personality, negatively affecting their psychological and social growth and undermining their self-confidence.

Hypothesis 5: There is a correlation between deprivation of love (father, mother) and self-confidence.

Variables	Correlation Value	Type of Relationship
Withdrawal of Love Style (Father) and Self-Confidence	-0.24	Negative Weak
Withdrawal of Love Style (Mother) and Self-Confidence	-0.26	Negative Weak

Table 9 shows the correlation coefficient between the love withholding style (father, mother) and self-confidence. From Table 9 it can be seen that there is a weak negative correlation between the love withdrawal style of both parents (father and mother) and self-confidence. This suggests that this style has a negative but weak effect on children's self-confidence.

The existence of a negative correlation can be explained by the fact that the withdrawal of love style can be explicit (such as hatred) or implicit (such as ignoring, rejecting or neglecting). It includes actions such as not talking to or guiding children, not praising or rewarding their positive behaviour. These actions hinder their progress and learning and deprive them of the need to feel successful, which is crucial for building self-confidence.

These findings are consistent with the results of a study by Mussen (1963) which showed that children who receive insufficient parental affection are less secure, have less self-confidence, less social harmony, are less integrated into society and experience more tension and anxiety than those who receive sufficient parental affection. This is also consistent with Bandura's social interaction approach, which emphasises that children learn most forms of behaviour by observing models available in the family. The child who is treated as rejected and unwanted by one or both parents and is treated harshly may exhibit behaviours such as lying, stealing, extreme aggression, cruelty and lack of security. Hatred can always hinder the teenager's adjustment to life by removing their sense of security, undermining their self-confidence and hindering their growth.

The love withdrawal style also has an impact on the child's social development as it affects the relationship between family members.

It is a factor that contributes to the formation of the child's personality and coping mechanisms.

Emotional well-being plays a fundamental role in emotional development, and parents who provide a warm and emotionally fulfilling home life are successful in their parenting role. Deprivation of affection and love is one of the most dangerous factors for children as it leads to psychological anxiety, loss of trust and a sense of unhappiness. This type of parenting style often

generates resentment in children and is closely associated with lack of emotional well-being and family harmony.

Hypothesis 6: There is a correlation between parenting style (father, mother) and self-confidence.

Variables	Correlation Value	Type of Relationship
Guidance and Directional Style (Father) and Self-Confidence	0.23	Positive Weak
Guidance and Directional Style (Mother) and Self-Confidence	0.27	Positive Weak

Table 10 shows the correlation coefficient between the directive parenting style (father, mother) and self-confidence. Based on Table 10, there is a weak positive correlation between the directive parenting style of both parents (father and mother) and self-confidence. This suggests that this style has a positive but weak effect on children's self-confidence.

The existence of a positive correlation can be explained by the fact that parents rely on a directive style of parenting, which is based on continuous dialogue and consultation with their children on various matters and family issues, while respecting their opinions and avoiding rejection and dominance in the upbringing of their children. This approach contributes significantly to the development of balanced, non-judgmental and self-confident personalities. Parents who adopt this style in their interactions and parenting often foster high self-confidence in their children.

These results are also consistent with the findings of a study by Mohammed Zidan (1983), who found a significant correlation at the 0.01 level between independence style, parental trust and self-confidence in children.

The weakness of the correlation may be due to the small sample size, some individuals in the sample not perceiving this style as a form of parental treatment, or their lack of sincere responses to the scale items.

Result:

The present study aimed to investigate the relationship between parental parenting styles and self-esteem and self-confidence among secondary school students. The study was conducted on a

sample of 100 male and female students. The results revealed several findings regarding the relationship between punishment style (father, mother) and self-esteem.

The results showed a weak negative correlation between the punishment style of both parents (father and mother) and self-esteem. This suggests that the more punitive a parent's style, the more it negatively affects their children's self-esteem, although the effect is weak. The researcher attributed the weakness of the correlation to several factors, including the small sample size, some individuals in the sample not perceiving the punitive style as a form of parental treatment, or insincere responses to the scale items by some sample participants.

The researchers also examined the relationship between depriving style (father, mother) and self-esteem. The results showed a weak negative correlation between the love deprivation style of both parents (father and mother) and self-esteem. This means that self-esteem is negatively and weakly influenced by parental treatment based on deprivation and love withdrawal. The weakness of the correlation was attributed to factors such as some individuals in the sample not perceiving love withdrawal as a form of parental treatment.

The study also found a weak positive correlation between directive parenting style (father, mother) and self-esteem. This suggests that parental treatment characterised by guidance, support and granting of independence has a positive effect on children's self-esteem. However, the weak correlation was attributed to factors such as the fact that not all individuals in the study sample perceived guidance and direction as parental styles.

The study also found a weak negative correlation between punitive style (father, mother) and self-confidence. This suggests that when parents adopt a punitive style of parenting, it has a negative effect on their children's self-confidence, although the effect is weak. The researcher attributed the weakness of the correlation to factors such as some individuals in the study sample not perceiving the punitive style as a form of parental treatment.

Finally, the results of the study showed a weak positive correlation between the directive parenting style (father, mother) and self-confidence. This suggests that when parents adopt a directive style of parenting, characterised by acceptance, encouragement and allowing children to express their opinions, it has a positive effect on their self-confidence. The researcher also attributed the weakness of the correlation to the factors mentioned above

Conclusion:

The topic of parental parenting styles has received considerable attention from researchers and psychologists, as these styles play a crucial and influential role in the lives of children, shaping and developing their personalities, especially in terms of desirable traits and habits.

As this study shows, self-esteem and self-confidence are two important personality traits that are influenced by the types of parenting styles parents use in their interactions with their children. This finding is consistent with many other studies in this area.

The study shows that parenting styles based on acceptance, care, attention, guidance and support have a positive impact on children's psychological well-being, adjustment and social harmony within the family, school and community. Positive parenting helps to promote psychological and social adjustment, enhances a sense of self-acceptance and acceptance by others, and strengthens the individual's belief in his or her abilities and competence. Self-acceptance, feeling accepted by others and a sense of competence are fundamental components of self-esteem and self-confidence. Conversely, negative parenting styles characterised by rejection, neglect, deprivation and withdrawal have a detrimental effect on children, deepening their feelings of inadequacy, undermining their self-confidence and affecting their self-image.

It is important to emphasise that the healthy development of children requires, above all, a family environment characterised by harmony and empathy between its members. Such an environment can only be fostered if parents have a level of cultural awareness that enables them to understand the needs and requirements of their sons and daughters. Among these needs are love, acceptance, care, encouragement and tolerance, which go beyond parental authority.

Parents must also give their children the freedom to develop independent personalities and decision-making skills as they move from the classroom to the practical realities of life. However, parents must also exercise their right to monitor their children's behaviour and to guide and correct them when they make mistakes.

In conclusion, the results of this study remain within the time, space and human limitations of the study. They are also limited by the measurement tools used and the psychological, social and material conditions under which the study was conducted. These conditions can have a direct and rapid impact on the negative and positive dimensions surrounding the sensitive issues of parental styles, self-esteem and self-confidence. Further comprehensive field studies are warranted, conducted by a team of specialised researchers, to explore the three interrelated variables of greatest importance within the family and educational domains for children. Such studies should

include a large sample size, covering all levels of education and different regions and sectors within the country.

Recommendations:

In light of the findings of the study, several future studies can be suggested:

- Conduct a similar study with middle school students.
- Replicate the current study with adolescents, comparing between genders to identify the parental treatment styles that contribute most to the formation of self-esteem and self-confidence for each gender.
- To examine the impact of differences in parental parenting styles on personality traits such as self-esteem, self-confidence and psychological well-being.
- To investigate the effects of parental absence or deprivation on certain personality traits.
- To explore the relationship between parental parenting styles and other personality traits not addressed in the current study.
- Investigate preventive approaches to promoting children's social integration based on scientific research and studies.
- Evaluate the impact of counselling programmes on modifying unhealthy parenting styles in a sample of parents.
- Investigate the relationship between adolescence and both self-esteem and self-confidence in middle school students.
- To conduct a study on the development and enhancement of self-esteem in children of different ages.
- To carry out a study to develop and enhance self-confidence in children of different ages.
- To investigate gender differences in self-esteem and confidence.
- Develop a self-confidence scale appropriate to the Algerian context.

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