

**THE RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC
SELF-ESTEEM AMONG PRESCHOOL CHILDREN IN SABANG**

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Abstract

Parenting styles play an important role in child development. Extensive studies have been conducted concerning on the relationship between parenting styles and adolescents' self-esteem. However, the studies focusing on the relationship between parenting styles and preschool children's academic self-esteem are highly limited. Hence, this study observed the relationship between parenting styles and self-esteem among preschool children's in Sabang. A total of 107 preschool children's parents completed the Parenting Style Dimensional Questionnaires (PSDQ) and their children were observed by teachers using Behavioral Academic Self-Esteem (BASE). The result showed that authoritative parenting style was predominantly practiced by parents and most children displayed moderate academic self-esteem. A significant relationship was found between authoritarian and academic self-esteem ($r = -.461, p < .05$). In addition, a significant correlation was also found between authoritative parenting style and academic self-esteem ($r .348, p < .05$), while there was no significant relationship between permissive parenting style and academic self-esteem ($r = .000, p > .000$). The findings indicated that there were no differences in academic self-esteem among male students ($M= 1.85, SD= .583, n = 48$) and female students ($M= 2.10, SD= .51, n = 59$) and $t (-. 2300 (95) p < .05$. The implications and suggestions will also be discussed in the light of finding.

Keywords: Parenting styles, Self-Esteem, Preschool children

Introduction

Childhood period, particularly pre-school age, is an important milestone to the next stage of child development. Many studies reported that family and parenting styles have an important role in various child developments, particularly in childhood period. This is due to children spend much more time with family than their peers and schools. Birch, Ladd and Pianta (cited in Warash & Marrstom, 2001) stated that family process like the quality of parent-child relationship influences the development of a wide range of competencies during preschool years. Additionally, Baumrind (1966) argued that parenting applied at home gives effects to an individual's life and parenting tools influence child and adolescents.

Additionally, parents hold the important key in providing life experience for young children, and parents' attitudes are likely to be an influential factor in their children's self-esteem and self-adjustment, especially in the first five years of child's life (Barlow, Smailagic, Ferriter, Bennett, & Jones, 2010; Aderson & Hughes, 1989). Similarly, Baumrind (1971) also argued that parenting style gives effect to child's social competence and self-esteem. Self-esteem issues are generally associated with academic achievement, social functioning and psychopathology in childhood and adolescence (Bos, Muris, Mulkens, & Schaalma, 2006) and happiness ((Sanrock, 2009).

Early childhood years is a critical important milestone for the development of future mental health and self-esteem. Children with a healthy sense of self-esteem feel that adults in their life will love them, accept them, and go out of their way to ensure their safety and well-being. Meanwhile, children with low self-esteem (feeling unwanted, unloved, and unaccepted) can often lead to learning disabilities, disciplinary problems, and depression later in life. The followings are some essential elements for what young children need for a healthy emotional development (National Association for the Education of Young Children, 2010).

Lawrence (2006) said that children with high self-esteem are likely to be confident in social situation and in tackling school work. They will retain their nature of curiosity for learning and they will be eager and enthusiastic when presented with new challenge. In contrast, the children with low self-esteem will have lack of confidence in their ability to succeed. Consequently, they may try to avoid the situation which they see as a potential threat to ridicule themselves.

Harter (cited in Weiten, Llyd, Dunn, & Hammer, 2008) stated that the foundation of self-esteem is laid early in life and there are rich evidences that parental involvement, acceptance, support, and exposure to define limits have influenced self-esteem in children (as cited in Weiten et al., 2008). Different parenting styles tend to associate with different levels of self-esteem in which they 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 children with authoritarian parents possess low self-esteem (Sarac, 2001).

A specific form of self-esteem in this study is academic self-esteem which can be observed in the classroom. Coopersmith & Gilbert (1982) said that academic self-esteem can be described as how the children view their own learning abilities in relation to other classmates. Academic self-esteem of young children is an element that needs to further be investigated since a numerous children currently attend academic preschool setting (Warash & Marrstom, 2001)

Parenting Styles

In a famous study conducted in the 1960s, a psychologist, Diana Baumrind, utilized naturalistic observation, parental interviews and other research methods to study more than 100 preschool-aged children which thus identified four important dimensions of parenting, namely disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity, and control (Cherry, 2011). Based on her research, Baumrind (1991) derives four prototypes of parentings; authoritative, authoritarian, permissive and rejecting-neglecting. Latest developmentalists argued that permissive parenting comes in different forms which are neglectful and indulgent (Santrock, 2010).

Many researchers have conducted studies on parenting styles based on

Baumrind's parenting style theory. Baumrind (1991) reported that children from authoritative homes have consistently been found to be more instrumentally competent-agentic, communal, and cognitively competent than other children. The effects of authoritarian's upbringing in early childhood have proven to be more harmful for boys (middle class) than girls, for white girls than black girls, and for white boys than Hispanic boys. Preschool and primary school from permissive homes compared to those from authoritative homes were markedly less self-assertive. Similarly, preschool children of both sexes were less cognitively competent. Meanwhile, children from rejecting-neglecting homes tended to be the least competent of all.

Steinberg et al. (1994) found that children with authoritative parents are more competent than children coming from other parenting styles' families in social, emotional, and academic aspects while children with authoritarian parents have lower levels of well-being than other children. Children with indulgent parents have high levels of well-being but own lower levels of achievement. Finally, Steinberg et al. found that children with neglectful parents show the lowest levels in all areas. Similarly, Pomerantz et al (2005) found that children from authoritative parents show more proficient social skills, independent problem solving, psychological well-being and adjustment when compared to children raised by parents practicing other styles of parenting.

Many researchers have looked for connections between parenting styles and personal traits. For example, previous studies have explored the link between self-esteem and parenting styles. Most studies showed that there is indeed a connection between the two, namely a correlation between certain parenting styles and higher or lower levels of global self-esteem in children (Hosogi et al., 2012).

Querido, Warner, & Eyberg (2002) examined the relationship between parenting styles and child behavioral problem on 108 African-American preschool children. They used Parenting Style Dimensional Questionnaire by Robinson. The finding suggested that child behavioral problem is associated with three parenting styles; authoritarian, permissive and authoritative. In the study, they found that authoritative has fewer behavioral problems in African-American preschool children. Meanwhile, authoritarian and permissive styles are associated with higher behavioral problem. Similarly, it also suggested that family income and maternal education contribute to various parenting behaviors. In addition, it showed that lower income family and lower maternal education are associated with authoritarian and permissive parenting styles while higher income family endorse authoritative parenting.

Schary, Cardinal, & Loprinzi (2012), conducted a research on the association between parenting styles and sedentary behavior (screen-based) on preschool aged children. Data was collected in Oregon by using online survey method on 201 parents-

children. The research findings demonstrated that there is an association between parenting style and sedentary behavior in preschool aged children. The result also revealed that children with authoritative parents have lower 'screen time' behavior, whereas children of permissive and authoritarian parents have most reported 'screen time' behavior.

A study conducted by Ashiono & Mwoma (2013) in Kisauni District in Kenya investigated the role of parenting styles in enhancing or hindering children's performance in preschool activities. It was reported that there is a significant relationship between parenting styles and children's performance in preschool activities. This study involved 160 preschool children aged 5 to 6 and the researcher used purposive sampling on students' parents from 20 preschools. This study described that authoritarian is negatively correlated with children's performance in curriculum activities. This implies that higher scores in authoritarian parenting are closely related with lower children's performance in curriculum activities. In contrast, authoritative parenting is positively correlated with children's performance. This implies that higher scores in authoritative parenting styles are closely tied to higher children's performance in curriculum activities. Meanwhile, there is no significant correlation between permissive parenting style and children's performance in curriculum activities. Additionally, mothers are proven to play a major role in children's performance at school than fathers.

A research on authoritative parenting style on Chinese's immigrant mothers of preschool children was conducted by Cheah, Leung, Tahseen, & Schultz (2013) on 85 Chinese immigrant mothers and their preschool children. It claimed that authoritative parenting style increase children behavior/attention regulation abilities on preschool children. This implies that lower hyperactive children decrease teachers' difficulties in teaching.

Altay & Gure (2012) investigated the differences between social competence and pro-social behavior along with preschool pro-social behavior of preschoolers with mothers' different parenting styles on 344 mothers in a state and private school in Ankara. Parenting Style Dimensional Questionnaire (PSDQ) consisting of 32 items of three dimensional parenting styles was used to measure the effects of each parenting style applied to their children. Besides, Teacher Rating Scales for Social Competence and Pro-Social Behavior Scale were also utilized to determine the social competence and pro-social behavior on children. The result suggested that parenting styles have significant effect on social competence and pro-social behavior. Children whose authoritative parents have higher score in the social interaction with their peers than those whose permissive parents. In addition, children with authoritative parents demonstrated a more pro-social behavior than those with permissive parents.

Daglar, Melhuish, & Barnes (2011) examined the parenting styles and preschool

child behavior among Turkish immigrants, migrants and non-immigrant families. The study suggested that parents who have high school or university education are more likely to practice authoritative parenting style than those who merely have elementary/secondary school. Moreover, children with permissive and authoritarian parents have less social competence. Additionally, immigrant parents tend to practice authoritarian parenting style more than migrants or local parents. Children from immigrant families were also reported to have more internal problems, emotional dysregulation and less social competence than non-immigrant children.

According to Nordin (2012) who investigated three parenting styles namely authoritative, authoritarian and permissive on 25 children and their parents at Perpaduan Preschool in Malaysia, it was found that an authoritative style derives from their daily life. Besides, Malay, Chinese and Indian parents are proven to practice authoritative style in term nurturing their children. There are commonalities values among these ethnics such as their desire for the children to behave well and to engage in pro-social behavior in the context of the multi-ethnic preschool.

Berg (2011) studied the relationship between social emotional development of preschool aged children on three identified parenting styles (authoritative, authoritarian and permissive parenting styles). In this study, 14 parents at family resources were involved. The result indicated that 10 parents practiced authoritative parenting, 3 authoritarian and 1

permissive parenting style. It suggested that children whose parents with authoritative parenting style have higher score in social and emotional development.

In contrast with the studies above which showed that authoritative have more positive effects on children than authoritarian, Afriani, Baharuudin, Nor, & Nurdeng (2012) conducted a study in Banda Aceh, Indonesia, by involving 331 adolescents from several Junior and Senior High School. The study reported that authoritative parenting style has no correlation with adolescents in term of improving adolescent social responsibility while authoritarian and permissive parenting style do.

In term of relationship between parenting styles and self-esteem, Svenkerud (2006) observed the relationship between individuals' perceived parental authority, self-esteem and aggressive behavior that included anger, hostility, verbal and physical behavior. He said that there is a significant correlation between authoritative parenting style and self-esteem. Children raised by authoritative parents tend to possess higher self-esteem. However, there is no correlation found between authoritarian and permissive parenting styles with self-esteem. Additionally, the finding also stated that children raised by authoritarian parents exhibit hostile behavior and physical aggression while children raised by authoritative parents display an increase in verbal aggression, yet a decrease in hostile behavior. At last, he added

that there is no correlation found between permissive parenting style and self-esteem.

Merritt (2012) examined the relationship between parenting styles and academic self-esteem in 4 to 5-year-old children who attended academic preschool in Southeast Texas. The study involved 113 children which consisted of 61 (54%) males and 52 (46%) females. PSDQ (Robinson et al., 1995) and BASE (Coopersmith & Gilbert, 1982) were used to measure parenting styles and self-esteem. PSDQs were completed by parents while BASE were administered by teacher who interacted with children. The result yielded authoritative is the most dominant style (85%), permissive (11%) and authoritarian (5%). Her study also suggested that parents who were married more than once were likely to have children with higher self-esteem than those who are single parents. Furthermore, there is a significant correlation between parenting styles and academic self-esteem. Authoritative parenting style leads to moderate and higher self-esteem in children, whereas authoritarian resulted in lower self-esteem. In addition, boys tend to exhibit lower self-esteem than girls.

Self Esteem

Trzesniewski, Donnellan, & Robins (2003) examined the range order of self-esteem stability from people aged 6 to 83 by reviewing references from previous studies. 29,839 published articles and 74,381 ethnics studied on the stability of self-esteem. The outcome showed that there is low stability of self-esteem during childhood. Yet, it increases

in adolescent period and young adulthood and declined during midlife and old age.

Trzesniewski et al. (2006) did a longitudinal investigation on 1,037 participants in New Zealand. They observed whether self-esteem during adolescent period had impacts on adulthood in order to predict poor mental health, criminal behavior, and limited economic prospects. The finding suggested that adolescents with lower self-esteem have more mental health problems, such as anxiety, stress, and depression. Similarly, it showed that they are more likely to depend on tobacco than adolescents with higher self-esteem. Besides, adolescents with lower self-esteem are also more likely to have more physical health problem, more criminal conviction, fewer economic prospects and poor adulthood outcomes during adulthood than adolescents with higher self-esteem.

Svenkerud (2006) investigated the relationship between individuals' perceived parental authority, self-esteem and aggression behavior that included anger, hostility, verbal and physical behavior. A total of 260 participants completed Perceive Parenting Style, self-esteem inventory and aggression questionnaires. The findings suggested that there is a negative correlation between self-esteem and aggressive behavior. This implies that higher self-esteem is closely related to lower aggressive behavior whereas lower self-esteem is linked to higher aggressive behavior. There is a significant correlation between self-esteem, anger, and hostility while there is no

significant correlation found between self-esteem and verbal and physical aggression.

Evers (2008) explored the potential of familial religiosity to buffer against the risk of poor self-esteem to depression. This study used a cross-sectional study. 478 participants were chosen from five alternative high schools in Jefferson County in 2000 and 2001, ranged from 16 to 19 years old. Data was collected by using Brief Symptom Inventory (BSI; Derogatis, 1975), Rosenberg Self-Esteem Scale (RSE; 1965), and Religious Emphasis Subscale of Bloom's Family Functioning Scales (FFS; Bloom, 1985). The result of this study showed that there is a significant inverse relationships between self-esteem and depressive symptoms, and between familial religiosity and depressive symptoms. The interaction of self-esteem and familial religiosity significantly contribute to depressive symptoms. Moreover, there is a significant inverse relationship between self-esteem and depressive symptoms for individuals in the low familial religiosity group, but there is no significant relationship found between self-esteem and depressive symptoms for individuals in the high familial religiosity group.

Leung and Choi (2010) noted the effects of a peer support program in smoothing the transition to adolescence and secondary school for students in the first year by enhancing self-esteem, peer affiliations and academic performance. In Hong Kong, educators described students with low achievement in academic performance have

lack of focus on socio-emotional aspects, such as self-esteem, peer affiliation, and interpersonal relationships. However, students with low achievement can also be described differently in different contexts. Students who experience difficulties academically tend to have problems in studying, completing assignments and organizing information. This study used qualitative method by using data triangulation and time series design. Data was collected from teacher interviews, observational field notes, inter-rater checklists, and conversations with students. Participants in the study were students from a secondary school in Hong Kong. Seven students (five girls and two boys) participated three times weekly in groups facilitated by a trainer and older students. The results suggested that the peer support program has a great impact on students' academic outcomes (self-esteem, academic achievements, and social

competence) and peer affiliations. Effectiveness of the peer support program can enhance the students' academic performance (self-esteem, academic achievement, social competence) and peer affiliations. This was approved by the participants, teachers, trainers and researchers. Moreover, the school plays an important role in young adolescents' lives. Relationships between teachers and students can improve as well if there is more peer interaction.

Method

Participants and procedure

The samples in this study comprised 107 of 4 to 5-year-old preschool students and 107 parents in four preschools in Sabang. The samples were selected based on children age and the willingness of parents to be a participant and fill out the questionnaires. The distribution of sample can be seen in Table 1.1 below.

Table 1.1 Distribution of Samples

| No. | School | Size of Samples |
|-------|--------------|-----------------|
| 1. | TK Hangtuah | 36 |
| 2. | TK Pertiwi | 29 |
| 3. | TK N Pembina | 26 |
| 4. | TK N 10 Iboh | 16 |
| Total | | 107 |

All preschool students who took part in this study were observed by their teachers during teaching-learning process in the class. Before completing the questionnaires, the researcher explained to teacher about this study and how to use BASE Rating Scale. Teachers only observed students who were

permitted by their parents to be involved in this study.

The researcher along with teachers informed this study to parents when they picked their children up at the schools. Parents who agreed in participating in this study were asked to complete questionnaires while their

children were observed by teachers in the classes. Participants required to write down their demographic information including their address, age, educational background and works. The test procedures for parents were administered by researcher who was responsible for giving instruction to both teachers and parents as well as collecting questionnaires. This study was conducted in March to April 2014.

The original instruments were developed in English. However, they had to be translated into Indonesian language to make the participants be able to use them. The translation process was done by a bilingual English – Indonesian speaker. The original instruments were initially translated into Indonesian by the researcher. Then, they were checked in the aspects of correctness and appropriateness by Indonesian experts in the field of psychology and in the field of English language.

Measures

The first instrument was parenting styles. They were measured by using the PSDQ (Robinson et al., 1995). There were three types of parenting style measured namely authoritarian (high control, low warmth), authoritative (high control, high warmth) and permissive (low control, high warm). The PSDQ consisted of 62 items. The authoritarian parenting style contained 20 items, the authoritative parenting style included 27 items, and the permissive parenting style consisted of 15 items.

The second instrument was BASE (Coopersmith & Gilbert, 1982). It had 16 items rating scale that measured children's academic self-esteem by using direct observation of their classroom behavior in five areas. In this study, the researcher adapted this scale by adding some questions in some observed areas. The total of items added was 13 items based on coopersmith criteria which had been checked by experts in the field of psychology. Out of 13 additional items, 9 items could be used, 4 items were considered unreliable since the alpha value was low on the reliability test.

The original BASE by Coopersmith observes students' self-esteem in five areas: The students' initiative (6 items), the social attention (3 items), the success/failure (2 items), social attraction (3 items) and self-confidence (2 items). This observation scale should be completed by teachers. The total scores in this instrument ranging from 0 – 80 in which higher score (ranging from 69-80) indicates a higher self-esteem. Moderate self-esteem is obtained from score ranging from 44 – 68 while low self-esteem was determined from score ranging from 16 – 43.

BASE Rating Scale was also used in this study to measure students in five areas; the students initiative (6 items), the social attention (5 items), the success/failure (3 items), social attraction (6 Items), and self-confidence (5 items). The total score in this instruments was ranging from 0 – 125 which was further categorized into three levels.

Table 1.2 *Categorization of Self-Esteem Levels*

| Ranging Scores | Levels |
|----------------|----------|
| 25 – 65 | Low |
| 66 – 95 | Moderate |
| 96 – 125 | High |

Result

Types of parenting styles

In this study, parenting styles are divided to 3 types, namely Authoritarian, Permissive and Authoritative. The parenting

styles are operationally defined from the scores of PSDQ. Higher scores in certain parenting style indicates which parenting styles applied by respondents. For authoritarian, the maximum score is 80 and the minimum score is 20. For permissive, the maximum score is 60 and the minimum is 15, whereas for authoritative, the maximum score is 108 and the minimum is 27.

Table 1.3 *Types of Parenting*

| Levels | Frequency | Percentage (%) |
|---------------|-----------|----------------|
| Authoritarian | 21 | 19.6 |
| Permissive | 22 | 20.6 |
| Authoritative | 64 | 59.8 |
| Total | 107 | 100.0 |

Based on the breakdown of types of parenting styles adopted by the participants presented in Table 1.3 above, it yielded a finding that majority participants used authoritative parenting with 64 (59.8%), followed by permissive parenting with 22 (20.6) and authoritarian parenting 21 (19.6).

Relationship between authoritarian and academic self-esteem

Pearson Correlation was conducted to analyze the relationship between authoritarian and academic self-esteem among preschool children in Sabang. There is a significant relationship between authoritarian and academic self-esteem as shown in Table 1.4 below.

Table 1.4 *Relationship between Authoritarian and Academic Self-Esteem*

| Variables | Authoritarian | P | Self-Esteem |
|-----------|---------------|---|-------------|
|-----------|---------------|---|-------------|

| | | | |
|---------------|-------|------|-------|
| Authoritarian | - | .000 | -.461 |
| Self-Esteem | -.461 | | |

Based on Table 1.4, the relationship between authoritative and academic self-esteem is $r = -.461$, $p < .05$. Therefore, the hypothesis is rejected. It means that there is a significant relationship between authoritarian and academic self-esteem among preschool children in Sabang. Furthermore, there is also a strong negative correlation between authoritarian and academic self-esteem.

Relationship between Permissive and Academic Self Esteem

The relationship between permissive and academic self-esteem was investigated by using Pearson product-moment correlation coefficient. There is no significant relationship between those two variables.

Table 1.5 Relationship between Permissive and Academic Self-Esteem

| Variables | Permissive | P | Self-Esteem |
|-------------|------------|------|-------------|
| Permissive | - | .999 | .000 |
| Self-Esteem | .000 | | |

Table 1.5 reported that the relationship is $r = .000$, $p > .05$. It means that hypothesis is accepted. There is no significant relationship between permissive and academic self-esteem among preschool children in Sabang.

Relationship between Authoritative and Academic Self-Esteem

The Pearson product-moment correlation coefficient was utilized to analyze the relationship between authoritative parenting style and academic self-esteem among preschool children in Sabang. The result is shown in Table 1.6 below.

Table 1.6 Relationship between Authoritarian and Academic Self-Esteem

| Variables | Authoritative | P | Self-Esteem |
|---------------|---------------|------|-------------|
| Authoritative | - | .000 | .348 |
| Self-Esteem | .348 | | |

Table 1.6 shows that there is significant relationship between authoritative parenting and academic self-esteem among preschool children in Sabang ($r = .348, p > .05$). Therefore, hypothesis 5 is rejected. Moreover, there is also a positive relationship between authoritative parenting and academic self-esteem. The higher authoritative scores, the better academic self-esteem.

Discussion

Types of Parenting Styles among Preschool students' Parents in Sabang

When we discuss parenting styles applied by preschool students' parents in Sabang, we will refer to Table 1.3. The table described that authoritative parenting style is the most practicing style in Sabang (59.8%), followed by permissive (20%) and authoritarian ((19.6%). This finding is consistent with the study conducted by Afriani, Baharuudin, Nor, & Nurdeng (2012) which suggested that authoritative parenting is the most commonly used parenting style in Banda Aceh. The findings in Sabang and Banda Aceh might be consistent due to their close geographical locations so that the characteristic of the population were quite similar.

Likewise, the finding in this study are influenced by more female participants (students' mothers) as mothers are usually more authoritative than fathers. Zevalkink and Walraven (2001) who investigated the parenting styles in Indonesia suggested that most mothers have significant supportive and interactive behavior with their children. Similar study was also conducted in Orlando,

Florida. It suggested that mothers and fathers use different parenting styles for their children (McKinney & Renk, 2008). In addition, the study conducted by Conrade & Ho (2001) revealed that mothers are more likely to use authoritative style while fathers prefer applying authoritarian style.

Relationship between Authoritarian Parenting Style and Academic Self-Esteem

Referring to finding result in Table 1.4, there is a significant relationship between authoritarian parenting style and academic self-esteem among preschool children in Sabang $r = -.461 (p = .000), (p < .05)$. There is a strong negative correlation between authoritative parenting and academic self-esteem which denotes that higher level of authoritarian perceived is associated with lower academic self-esteem on their children.

This result is in line with Merritt (2012), Coopersmith (1967) and Baumrind (1967) who suggested that authoritarian parenting style has a strong connection to lower self-esteem. Authoritarian displays less of warmth, responsiveness, and high controlling. They are strict disciplinarians who assert their power freely and expect others' obedience. Because of their relatively intolerant behavior, authoritarian parents tend to set everything for their children. Not only that, they also rely on order than reason. Children with authoritarian parents are more inclined to have more problems, such as low academic performance, behavioral problems, high social problem, and low self-esteem (Baumrind, 1991; Querido et al., 2002; Leung

& Choi, 2010; Scharf, Mayseless, & Kivenson-Baron, 2011; Altay & Gure, 2012; Ashiono & Mwoma, 2013).

Relationship between Permissive Parenting Style and Academic Self-Esteem

There is no significant relationship between permissive parenting style and academic self-esteem in preschool's students. This finding is inconsistent with the finding of Baumrind (1967), Baumrind, Larzelere, & Owens (2010) and Merritt (2012). Baumrind (1967) said that preschool children raised by permissive parents are less competent and have low self-esteem. However, this current study appeared to show no significant relationship between permissive parenting styles.

This inconsistency between current study and studies mentioned above may be caused by different cultural and socioeconomic that exists in the area of the study. Besides, the samples' size can be a contributing factor as well. Permissive' samples were small in this study namely 22 participants. According to Pallant (2010), the statistical significant of coefficient correlation computed may be affected by the size of samples.

5.6 Relationship between Authoritative Parenting Style and Academic Self-Esteem

The result of relationship between authoritative parenting style and academic self-esteem is shown in Table 1.6. There is a significant relationship between authoritative parenting style and academic self-esteem, $r = .348$ ($p = .000$), $p < .05$. There is a positive

correlation which implies that higher authoritative parenting style is associated with higher level of academic self-esteem. This result is consistent with previous study conducted by Merritt (2012) who perceived children whose authoritative parents exhibit higher self-esteem compared to those whose permissive and authoritarian parents. This finding research is also in agreement with Baumrind who found that, authoritative parenting has positive effects on child development (1983). Prior study by Baumrind (1991) also suggested that authoritative parenting style is linked to self-esteem. Children whose authoritative parents have higher score in self-esteem and academic performance at the middle school in United States of America. Although those findings were obtained from older children, this study demonstrates that her research can be applied to preschool children as well.

In the light of this finding, Durkin (1995) cites, authoritative parenting provides children with explanation for their actions, high level of emotional security and engagement with their children in give-and-take communication. These attribute can be reasons why authoritative parenting style has positive effects on children' academic self-esteem. Providing explanation to children may increase their sense of awareness and understanding of their parents' value, morals and goals. These equip children with the tools needed to value themselves positively and reinforce their self-esteem. Moreover, emotional security provides children with

sense of comfort and independence as well as help them succeed in the school. Additionally, good communication with children grows and endures skill in interpersonal relations that help them to excel socially and academically.

According to Coopersmith (1967), respect, acceptance, and treatment received by the individual from the significant others are major factors that form and influence self-esteem. Moreover, Soetjningsih (2011) argued that authoritative parenting exhibits love, warmth, respect and support for their children that will positively impact on child development.

Limitation of Study

It is important to note that this current study has some limitation. First, the population of this study merely included the ongoing preschool children in Sabang. This implies that

the finding of this study can only be generalized for some specific preschools.

Second, data in this study was conducted by using self-administrated questionnaire, in which the reliability and validity of information were solely dependent on the honesty of respondents in filling out the questionnaires. Self-bias might influence the accuracy of information given by respondents.

Third, some items in PSDQ may not fully capture or reflect the specific parenting style, this is likely due to the inadequate validation from translated version of previous study. Last, the reliability and validity of the modified version of questionnaire from English to Bahasa Indonesia might affect the validity and reliability of the instruments used in this study.

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