



# Topic of Seminar: Association of different parenting styles with the emergence of internet addiction and the level of self-esteem among adolescents

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## ABSTRACT

This study looks at the relationship between adolescent self-esteem, internet addiction, and parenting practices. Standardized measures for self-esteem, internet addiction, and perceived parenting style were used to gather data from [100 adolescents]. The findings suggest that there are weak but significant associations between permissive parenting and greater internet addiction, authoritative parenting and decreased internet addiction, and authoritarian parenting and higher internet addiction. Parenting styles were also shown to be associated with self-esteem; authoritative parenting was associated with higher self-esteem, whereas authoritarian parenting was associated with lower self-esteem. T-tests verify that parenting approaches that are authoritative or authoritarian differ significantly in terms of mean internet addiction and self-esteem scores. The results emphasize the role that parenting styles have in adolescents' overall wellbeing and recommend treatments that support authoritative parenting in order to foster better adolescent development. Ethical principles were strictly adhered to during the study.

## CHAPTER:1 INTRODUCTION

## 1.1 Introduction: relationship between variables

In today's era dominated by digital technology, the role of parenting styles in shaping various aspects of child development is under heightened scrutiny. With children and adolescents increasingly immersed in the digital world, there's growing concern about how parental behaviors influence their use of technology, particularly the internet. The rise in young people's internet addiction, which is typified by obsessive and excessive internet use that interferes with everyday tasks, is especially concerning. Alongside this issue is the recognition of the significance of self-esteem in molding individuals' overall mental health and well-being. Therefore, it's imperative to comprehend how different parenting styles contribute to the onset of internet addiction and its potential repercussions on levels of self-esteem among young individuals.

## 1.2 Theories: Frameworks for Understanding

Within this context, Theoretical frameworks provide important insights into the complex interactions of teenage self-esteem, internet addiction, and parenting practices. By exploring these dynamics, researchers aim to unravel the underlying mechanisms and identify effective strategies for addressing the challenges posed by excessive internet use. This exploration not only sheds light on the role of parental guidance in navigating the digital landscape but also underscores the importance of fostering positive self-esteem among youth for their overall well-being.

John Bowlby's attachment theory postulates that early interactions between children and their caregivers mold their internal working models of relationships, which subsequently impact the children's behaviors and ability to control their emotions for the rest of their lives. This idea holds that children who have safe attachments with their caretakers are more likely to grow up with strong self-esteem and confidence, as well as useful coping mechanisms for handling stressful situations. Conversely, children who experience insecure attachments, such as those characterized by neglect or inconsistency in caregiving, may struggle with feelings of inadequacy and vulnerability.

Regarding internet addiction and self-esteem, parenting styles can significantly impact attachment relationships and subsequently influence children's psychological well-being. For example:

Children raised in authoritative households, characterized by warmth, responsiveness, and clear boundaries, are more likely to develop secure attachments with their parents. This secure attachment provides a foundation of emotional security and self-esteem, reducing the likelihood of turning to the internet as a coping mechanism for emotional distress.

In contrast, children raised in authoritarian or neglectful households may experience insecure attachments, leading to lower self-esteem and maladaptive coping strategies such as excessive internet use to fill emotional voids or escape from negative feelings.

## Social Learning Theory:

Albert Bandura's social learning theory places a strong emphasis on how reinforcement and observational learning shape behavior. This idea holds that people learn by seeing the actions of others, especially parents and other authority figures, and the results of those actions. While negative reinforcement reduces the likelihood that a behavior will be repeated, positive reward increases the likelihood of it.

In the context of the parenting styles and the internet addiction:

Children raised in authoritative households are likely to observe their parents modeling healthy technology use and self-regulation behaviors. They may receive positive reinforcement, such as praise or attention, for engaging in balanced activities and managing their time effectively. As a result, they are more likely to develop self-control and responsible internet usage habits, which can mitigate the risk of internet addiction.

Conversely, children raised in authoritarian or permissive households may observe inconsistent or excessive technology use by their parents, or experience harsh punishment or lack of supervision. This may lead to imitating similar behaviors or using the internet as a means of seeking attention, escape, or self-soothing, potentially contributing to the rise of internet addiction and negatively impacting self-esteem.

By understanding these theoretical frameworks within the context of parenting styles, we can gain insights into the underlying mechanisms that influence children's internet use patterns and self-esteem levels.

The pervasive use of the internet among youth has brought both opportunities and challenges. On one hand, the internet facilitates access to vast amounts of information, communication with peers, and entertainment options. On the other hand, excessive and uncontrolled internet usage has been associated with various negative consequences, including diminished academic performance, social withdrawal, and impaired mental health. Moreover, self-esteem, a fundamental component of psychological well-being, can be significantly influenced by both external factors, such as parental behaviors, and internal perceptions, making it an essential aspect to consider in understanding the impact of internet addiction. Therefore, exploring the interplay between parenting styles, an internet addiction, and the level of self-esteem among adolescents is essential for gaining a comprehensive understanding of these complex phenomena.

This research holds significant implications for both academic understanding and practical intervention. By identifying the specific parenting styles that are associated with heightened risks of internet addiction and compromised self-esteem, targeted interventions can be developed by educators, mental health experts, and policymakers. Support programs aimed at promoting healthier parent-child relationships and fostering positive psychological development among young individuals. Furthermore, gaining a deeper understanding of the complex interplay between parental behaviors and youth psychological well-being in the digital age can inform the

development of evidence-based strategies for preventing and addressing internet addiction and its associated consequences.

A mixed-methods strategy will be used to accomplish these goals; the quantitative component will involve giving out standardized surveys to gauge self-esteem, internet addiction, and parenting styles. To investigate the links between these variables, statistical analysis including regression and correlation analyses will be performed.

### 1.3 PARENTING STYLES (VARIABLE-1)

Parenting styles constitute the intricate framework of parental behavior, attitudes, and interactions that profoundly shape the development of children across various domains. These styles encompass the broad spectrum of approaches that parents adopt in nurturing, guiding, and disciplining their children. They reflect not only the values and beliefs of parents but also the broader cultural and societal contexts in which families operate. Since parenting styles have a significant influence on children's actions, beliefs, and emotional health, it is critical for child development researchers to comprehend parenting styles. Children's cognitive, social, and emotional development is greatly impacted by the consistency of parenting techniques and the quality of parent-child interactions from early infancy through adolescence and beyond. Parenting approaches, whether they are characterized by strict discipline, loving warmth, or a laissez-faire attitude, provide the foundation for how children view themselves, interact with others, and navigate the complex world they live in. Therefore, understanding the subtleties of parenting approaches is crucial to encouraging positive growth and resolving behavioral issues in kids and teenagers. By recognizing the diverse array of parenting approaches and their implications for child outcomes, researchers, educators, and practitioners can better support families in fostering environments that nurture resilience, autonomy, and well-being in children.

A summary of the widely accepted parenting style typologies. Four primary parenting styles are included in the most well-known typology, which was put forth by Diana Baumrind: permissive, authoritarian, authoritative, and neglectful.

Baumrind's Parenting Styles:

Authoritative Parenting:

Warmth, attentiveness, and support are all in balance when it comes to authoritative parenting, along with realistic expectations and steady punishment. This type of parenting is kind and encouraging, but it also sets clear limits and expectations for their kids. They actively listen to their children's wants and worries, communicate openly with them, and offer support and encouragement. In addition, authoritative parents instill independence and autonomy in their kids while establishing clear guidelines and standards for behavior and enforcing regular punishments for transgression. Positive parent-child relationships built on trust, respect, and understanding are fostered by this

parenting approach. Children who grow up in authoritative homes typically have good social skills, self-discipline, self-worth, and a sense of autonomy and responsibility.

#### Authoritarian Parenting:

High degrees of discipline, control, and rigorous adherence to rules are hallmarks of authoritarian parenting; warmth and responsiveness are lacking. This type of parenting places a high value on their children's compliance and obedience. They employ punitive tactics like yelling, scolding, or physical punishment to keep things under control. They also establish clear expectations for behavior and enforce them strictly. Although they may have high standards for behavior and performance, authoritarian parents rarely offer empathy or emotional support. Children raised in authoritarian homes may therefore display low self-esteem, anxiety, and depression in addition to having trouble interacting with others and being independent. They might also develop a grudge or revolt against those in positions of control.

#### Permissive Parenting:

High levels of warmth and responsiveness coupled with a lack of control and discipline define permissive parenting. This type of parenting is indulgent and lax, giving their kids a lot of freedom without establishing clear expectations or boundaries. They might shy away from disagreement or confrontation, put their kids' pleasure and freedom ahead of rules and punishments, and are reluctant to impose penalties. In addition, permissive parents may behave more like friends than as authoritative figures, putting their children's needs ahead of enforcing rules or regulating their conduct. Although kids from permissive homes could feel more independent and free, they might also be less disciplined, have trouble controlling their impulses, and struggle with boundaries and authority figures.

#### Neglectful Parenting:

Neglectful parenting is distinguished by low degrees of warmth/responsiveness and control/discipline. Parents that adopt this method are disconnected and uninvolved in their children's lives, frequently ignoring their emotional and physical needs.

In conclusion, Baumrind's parenting styles provide a framework for understanding the many ways parents engage with and influence their children's development. While authoritative parenting is most often connected with beneficial outcomes for children, authoritarian, permissive, and neglectful parenting styles can all have negative implications.

Theoretical underpinnings of parenting styles draw heavily from developmental psychology and attachment theory. Understanding these theories provides insights into the origins and mechanisms through which parenting styles emerge and influence child development.

## Developmental Psychology:

Developmental psychology focuses on the study of how individuals grow, change, and develop across the lifespan. Within this framework, parenting styles are viewed as critical factors that shape children's cognitive, emotional, and social development. For example, the pioneering work of Erik Erikson highlighted the role of parenting in fostering children's sense of trust, autonomy, and initiative during different stages of psychosocial development.

## Attachment Theory:

Attachment theory, established by John Bowlby and expanded upon by Mary Ainsworth, offers a framework for comprehending the creation and consequences of parent-child interactions. Attachment theory states that children's early experiences with caregivers shape their internal working models of relationships. These mental models shape their future relationship expectations, behaviors, and emotional responses. Secure attachment, which is defined by attentive and responsive caring, helps a kid feel safe, explore, and regulate their emotions. In contrast, insecure attachment caused by inconsistent or neglectful caring can make it difficult to develop trusting relationships and regulate emotions.

## Cultural, Social, and Psychological Factors:

A variety of cultural, social, and psychological factors influence parenting approaches. Cultural norms, beliefs, and values influence parenting practices since they govern society expectations for child rearing and discipline. For example, collectivist cultures may value obedience and respect for authority, resulting in more authoritarian parenting styles, whereas individualistic cultures may value autonomy and independence, resulting in more authoritative or permissive parenting styles.

Social factors, such as socioeconomic status, family structure, and community resources, also influence parenting styles. Parents facing economic hardship or social stressors may adopt different parenting strategies to cope with challenges and meet their children's needs. Additionally, peer influences, media portrayals, and societal trends can shape parents' beliefs and behaviors regarding child-rearing practices.

Psychological factors, including parents' own upbringing, personality traits, and attachment history, also play a role in shaping parenting styles. Parents may replicate the parenting practices they experienced in their own childhoods or seek to correct perceived shortcomings by adopting different approaches. Individual differences in parenting styles may also reflect parents' personalities, coping strategies, and parenting efficacy beliefs.

The theoretical foundations of parenting styles draw from developmental psychology and attachment theory. Parenting styles are shaped by a combination of cultural, social, and psychological factors, as well as parents' own upbringing and beliefs about child-rearing.

Empirical research on parenting styles and their effects on child development outcomes has provided valuable insights into how different approaches to parenting shape children's cognitive, social, emotional, and academic functioning. Numerous studies have examined the associations between specific parenting methods and various outcomes, highlighting both the benefits and drawbacks of each style.

#### Cognitive Development:

Research indicates that authoritative parenting is consistently connected with excellent cognitive results in children. Children reared by authoritative parents had better levels of academic accomplishment, cognitive competence, and problem-solving skills compared to those raised by authoritarian, permissive, or neglectful parents (Steinberg, 2001). The warm and supportive environment provided by authoritative parents fosters children's curiosity, motivation, and engagement in learning activities, which in turn promotes cognitive development.

#### Social Skills:

Authoritarian parenting is reliably linked to positive social outcomes in children, such as increased social competence, prosocial behavior, and peer acceptability (Steinberg et al. 1994).

#### Emotional Regulation:

Authoritarian parenting is consistently connected with improved emotional regulation in children. In contrast, authoritarian parenting may have a negative impact on emotional regulation.

#### Academic Achievement:

Authoritative parenting consistently predicts higher academic achievement and success in children across various studies (Dornbusch et al., 1987; Steinberg et al., 1992). Authoritarian parenting may initially lead to higher academic achievement due to strict discipline and high expectations, but the lack of warmth and autonomy support may undermine children's intrinsic motivation and long-term academic success (Darling & Steinberg, 1993).

#### Psychological Well-being:

Authoritarian parenting is consistently related with improved psychological well-being and mental health outcomes in children.

This has offered a thorough examination of parenting styles and their effects on child development outcomes. The range of parenting styles, from authoritative to neglectful, has been thoroughly examined, revealing the distinct qualities and impacts of each technique on children's cognitive, social, emotional, academic, and psychological well-being.

Key findings from empirical research show that authoritative parenting, defined by warmth, responsiveness, and fair expectations, reliably predicts positive outcomes for children in a variety of categories. Children raised in authoritative households tend to have greater levels of academic success, social competence, emotional regulation, and psychological well-being than those reared in authoritarian, permissive, or negligent homes.

In contrast, authoritarian, permissive, and neglectful parenting styles may have a negative impact on child development. Authoritarian parenting, characterized by strong discipline and little warmth, can result in compliance but also in low self-esteem, social challenges, and emotional regulation problems. Permissive parenting, which is characterized by indulgence and lack of control, can lead to dependence, entitlement, and poor academic achievement. Neglectful parenting, characterized by low involvement and responsiveness, can have profound negative effects on children's overall well-being, including lower cognitive abilities, social difficulties, emotional instability, and psychological issues.

Recognizing the variety of parenting styles and their effects on child development emphasizes the necessity of assisting parents in creating caring, supportive settings that enhance the well-being of children and adolescents. Understanding the complex dynamics of parent-child relationships, as well as the implications of various parenting approaches, allows educators, clinicians, policymakers, and parents to collaborate to improve parenting practices, strengthen parent-child bonds, and foster positive outcomes for children.

#### 1.4 INTERNET ADDICTION (2 VARIABLE)

Adolescence marks a critical period of development characterized by heightened exploration, identity formation, and increased autonomy. In today's digital era, adolescents are growing up in a world where the Internet plays a central role in their daily lives, offering unprecedented opportunities for communication, learning, and socialization. Alongside these advantages, though, the rise in adolescent Internet addiction has drawn increasing attention from psychologists. The excessive and compulsive use of the Internet that results in bad outcomes is known as internet addiction, and it puts teenagers' psychological development and well-being at serious danger.

The transition from childhood to adolescence is accompanied by a myriad of physical, cognitive, and socio-emotional changes, which can contribute to vulnerability to Internet addiction. Adolescents, in their quest for autonomy and identity exploration, may turn to the Internet as a means of self-expression, social connection, and escape from the challenges of adolescence. However, the attraction of social networking, online gaming, and other digital platforms combined with unfettered access to the Internet can lead to the development of unhealthy Internet usage patterns that eventually become addictive.

Moreover, adolescents' still-developing cognitive and self-regulatory abilities may render them particularly susceptible to the lure of the Internet and its potential addictive qualities. The instant gratification, novelty, and social rewards offered by online activities can hijack adolescents' attention and impede their ability to regulate their online behavior effectively. Furthermore, the peer-oriented nature of adolescence may exacerbate the risk of



Internet addiction, as adolescents may feel pressure to conform to online norms and maintain virtual social connections at the expense of real-life interactions.

The development of Internet addiction among adolescents is not merely a matter of excessive screen time but also reflects underlying psychological processes and individual vulnerabilities. Psychological theories, such as the cognitive-behavioral model and socio-cultural perspectives, provide valuable insights into the etiology and maintenance of Internet addiction among adolescents, highlighting the role of cognitive biases, reinforcement mechanisms, and social influences in shaping adolescents' online behavior.

Furthermore, the consequences of Internet addiction among adolescents extend beyond individual well-being to encompass academic performance, social relationships, and overall adjustment during a critical developmental period. Excessive Internet use has been associated with academic underachievement, sleep disturbances, interpersonal conflicts, and mental health problems, including depression, anxiety, and loneliness.

Considering these concerns, understanding the emergence of Internet addiction among adolescents requires a multidimensional approach that considers the interplay of biological, psychological, and socio-environmental factors shaping adolescents' online behavior. By elucidating the mechanisms underlying Internet addiction and its impact on adolescent development, researchers and practitioners can develop targeted prevention and intervention strategies to promote healthy digital habits and support adolescents in navigating the challenges of the online world.

### 1.5 SELF – ESTEEM (VARIABLE 3)

Self-esteem, a fundamental aspect of psychological well-being, plays a pivotal role in shaping individuals' thoughts, feelings, and behaviors across various domains of life. Self-esteem is the subjective assessment of one's own value and worth. It includes opinions about one's competence, deservingness, and sufficiency. Because of the significant effects that the concept of self-esteem has on mental health, interpersonal relationships, and general quality of life, psychology has given it a lot of attention.

From a psychological perspective, self-esteem is intricately linked to numerous psychological theories and frameworks, reflecting its significance in understanding human behavior and functioning. Social cognitive theories, such as Bandura's self-efficacy theory, emphasize the role that self-beliefs play in influencing a person's drive, fortitude, and success. These ideas suggest that people who have high self-esteem are more inclined to set difficult objectives, keep going in the face of difficulties, and show higher levels of psychological well-being. Moreover, self-esteem is closely intertwined with psychodynamic perspectives, which highlight the role of early childhood experiences and interpersonal relationships in shaping individuals' self-concept. Parental attitudes, societal standards, and interactions with significant individuals all play a role in the development of internalized views about one's own value and lovability, which in turn shapes one's sense of self-worth. Individuals who experience supportive, nurturing environments during childhood are more likely to develop positive self-esteem, whereas those exposed to criticism, rejection, or neglect may struggle with feelings of inadequacy and low self-worth.

The significance of self-esteem extends beyond individual well-being to encompass broader societal implications, including academic achievement, job performance, and interpersonal functioning. Research has consistently demonstrated positive associations between high self-esteem and various indicators of success and adjustment across the lifespan, underscoring the importance of nurturing healthy self-esteem in individuals from early childhood through adulthood.

Psychodynamic theories, rooted in the work of Sigmund Freud and expanded upon by later theorists such as Erik Erikson, emphasize the role of unconscious processes, early childhood experiences, and interpersonal relationships in shaping individuals' self-concept and self-esteem. Despite its pervasive influence, self-esteem is not immune to fluctuations and vulnerabilities, with individuals susceptible to experiencing fluctuations in self-esteem in response to life events, social comparisons, and internalized beliefs. A lack of self-worth has been linked to the emergence and sustenance of multiple psychological issues, such as anxiety, depression, and interpersonal challenges. This emphasizes the necessity of focused interventions designed to build psychological resilience and boost self-worth.

In light of the multifaceted nature of self-esteem and its far-reaching implications for individual and societal well-being, research on self-esteem continues to be a vibrant and evolving area within psychology. In order to improve therapies and programs intended to promote good self-esteem and improve people's quality of life, this research aims to expand our knowledge of the factors that influence, are correlated with, and have repercussions related to self-esteem in a variety of groups and circumstances.

This research adds to a better understanding of the complex interactions between parental behaviors, teenage self-esteem, and psychological well-being in the digital age by examining the relationship of different approaches to parenting on the development of internet addiction and teenage self-esteem. Ultimately, it is hoped that the insights gained from this study will inform efforts to support healthy parent-child relationships and promote positive outcomes for young individuals in an increasingly interconnected world.

## CHAPTER 2: REVIEW OF LITERATURE

Aremu et. al. (2021) examined the relationship between gender disparities and the self-esteem of adolescents enrolled in school in Ibadan, Nigeria, as well as the perceived parenting practices. 504 student data were gathered through the use of questionnaires. The findings indicated a strong positive correlation between both mothers' and fathers' flexible parenting methods and their adolescents' sense of self-worth. These results demonstrate how parenting practices affect teenagers' self-esteem.

Zhang et. al. (2019) examined conscientiousness as a mediator and teacher support as a moderator in an investigation on the relationship between parenting practices and Internet addiction in Chinese teenagers. Structural equation modeling (SEM) was used to examine data from 1783 Chinese students, ages 11 to 18, who were from Henan. The findings showed that parenting practices had an indirect impact on Internet addiction by encouraging conscientiousness. Additionally, the relationship between parental resistance and Internet addiction was mediated by teacher support; for teenagers with high teacher support, this relationship was positively significant, but not for those with poor support. Teachers, parents, and parent educators can benefit from the preventative and intervention measures provided by the study.

Karaer and Akdemir (2019) conducted research on how parents' perspectives, social support, and ability to control their emotions affect teenagers who suffer from Internet addiction (IA). They evaluated parenting philosophies, perceptions of social support, and capacity for emotion control through surveys. The results showed that adolescents with IA had notable deficiencies in these areas, underscoring the necessity of focused interventions to successfully address these issues.

Özğür (2019) examines the effect of digital parenting practices on the addiction to online games among teenagers. Results from a correlational survey method with 1336 secondary and high school kids show that parents' online personas are primarily viewed as laissez-faire, with authoritative, authoritarian, and permissive styles coming in second and third. Males are more likely than females to report high levels of disruption from online gaming, which affects 14.22% of teenagers. Adolescents who grow up in homes with more affectionate and authoritative (or authoritarian) online parenting tend to be less dependent on video games. Maternal education level, playing time, and socioeconomic status were found to be significantly different from one another, however father education level and age did not significantly correlate with online gaming addiction.

Pinquart and Gerke (2019) examined the connection between methods of parenting and kids' and teens' self-esteem. 116 studies were combined into this meta-analysis. The results showed that whereas authoritarian and negligent parenting were linked to lower levels of self-esteem, authoritative parenting was positively correlated with self-esteem. Self-esteem and permissive parenting were somewhat positively correlated, especially when the latter was marked by little control and strong warmth. Additionally, the study found very weak evidence that parenting style changes are influenced by children, suggesting the need for more long-term studies.

Kumar and Mondal (2018) examined the connection between college students' use of the Internet and their self-esteem and psychopathology. Using random sampling, 200 college students from different colleges in Kolkata were chosen as part of the approach. After the students were chosen, the researchers assessed their Internet usage, psychopathology, and self-esteem using the Young's Internet Addiction Scale, Symptom Checklist-90-Revised, and Rosenberg Self-Esteem Scale. The results showed relationships between despair, anxiety, and interpersonal sensitivity and Internet addiction. Furthermore, it was discovered that pupils exhibiting potential indicators of Internet addiction had poorer self-esteem.

Chou and Lee (2017) examined the association between parental Internet practices and a tendency for Internet addiction and how Taiwanese junior high school students perceive their parents' Internet parenting styles. Boys perceived more permissive or neglectful styles, while girls perceived more authoritarian or authoritative styles. The findings suggest that parental warmth and control positively correlate with Internet addiction tendency across all parenting styles. This highlights the importance of family dynamics in shaping children's Internet use and suggests the need for effective Internet parenting strategies.

Singh (2017) examined the effects on children's mental health and self-esteem of different parenting styles, including authoritative, authoritarian, permissive, and uninvolved. It emphasizes the vital role parents play in shaping children's attitudes, approaches to challenges, and overall well-being from an early age. The study underscores the significance of parental interaction in promoting good mental health and addressing behavioral issues in children. Furthermore, it stresses the importance of early childhood experiences in establishing the groundwork for self-esteem.

Singh and Tripathi (2017) examined the effects of strict parenting on kids' self-esteem from the age of 6 to 19. Authoritarian parenting, characterized by strictness and control, aims to ensure children's safety but often overlooks its effects on mental health. Reviewing 10 research papers, the study found that authoritative parenting, with its balanced approach, positively influences children's self-esteem. Conversely, authoritarian parenting consistently leads to lower self-esteem, undermining confidence and fostering insecurity. The findings underscore the importance of choosing effective parenting styles to promote children's well-being and future independence.

Firouzkouhi Moghaddam et. al. (2017) sought to investigate the relationship between parenting practices and kids' self-esteem. It concentrated on Zahedan City's elementary school students from 2013 to 2014. The Diana Baumrind Parenting Style Inventory and the Coopersmith Self-Esteem Inventory were used to gather data. While multivariate regression, the Pearson correlation coefficient, and SPSS version 16 were utilized for analysis, descriptive statistics like mean, standard deviation, and frequency were used to describe the data. The children who took part in the study had an average self-esteem score of  $5.6 \pm 32.5$ , and 80.6% of the moms used an authoritative parenting style. Notably, a significant correlation ( $p < 0.05$ ) was discovered between authoritative parenting style and self-esteem. In the end, the results revealed that kids with authoritative parenting styles typically had significantly greater self-esteem.

Seabra et. Al. (2017) examined the relationship between self-esteem and Internet addiction. 1399 Brazilian and Portuguese Internet users, ages 14 to 83, participated in the survey. The Internet Addiction Test (IAT) and the Rosenberg Self-Esteem Scale (RSES) were finished by the participants. A negative association between Internet addiction and self-esteem was revealed using Pearson correlation analysis. The results of a linear regression analysis showed that while negative feelings brought on by Internet addiction (withdrawal & concealment) explained 13% of self-esteem, low self-esteem accounted for 11% of Internet addiction. Furthermore, the examination of the IAT showed that the majority of those with greater levels of Internet addiction were male, Brazilian, and young people between the ages of 14 and 25.

Özgur (2016) examines how parenting practices affect kids' internet usage while looking at how both kids and parents are seen. It involves 1289 students, 20 parents, and 23 kids, using both qualitative and quantitative methodologies. The results indicate a substantial correlation between the mother's educational attainment and the gender of the kid, classifying internet parenting styles as authoritative, authoritarian, permissive, and laissez-faire. Furthermore, initially authoritative techniques tend to become more laissez-faire as pupils get older and reach higher grade levels, suggesting a tendency toward less strict internet parenting as kids become older.

Dogan et. Al. (2015) investigated how adolescents perceive parenting styles as indicators of Internet addiction. Their study involved 419 high school students, with an average age of 16.5 years, comprising 238 females and 181 boys. The "Internet Addiction Test," the "Perceived Parenting Style Scale," and a personal information form were among the instruments used in the study to gather data. Analysis techniques like t-tests, F-tests, simple correlation, and regression analysis were utilized. Results revealed significant differences in perceived parenting styles among adolescents with varying levels of Internet addiction.

Naseri et. al.(2015)aimed to investigate how female students at Al-Zahra University in Tehran, Iran, felt about their self-worth, social support, and internet addiction. A total of 101 residents of the university dorm were chosen at random to participate in the study. They answered the Yang Internet Addiction Test, Rosenberg's Self-esteem Scale, and the Multidimensional Scale of Perceived Social Support. The data were analyzed using stepwise regression and correlation tests. The findings showed a strong relationship between internet addiction, perceived social support, and support from family members and self-esteem. There was a substantial correlation found between internet addiction and the perception of social and familial support. Regression analysis also showed that family support and internet addiction were predicted factors for self-esteem.

Yao et. Al. (2014) surveyed 2,095 college students in five well-known Chinese cities to look into the connections between internet addiction, parental practices, personality factors, and self-esteem. The findings showed a favorable correlation between neuroticism and psychoticism and Internet addiction. Parental behaviors also had a substantial impact on Internet addiction; rejection from moms and overprotection from fathers both increased the likelihood of addiction. Addiction was impacted by parents' emotional warmth in part because of how it affected self-esteem.

Furthermore, the influence of parental actions on a child's vulnerability to Internet addiction differed for boys and girls.

Moazedian et. al. (2014) aimed to investigate the impact of parenting style on problematic internet use. Utilizing a multi-phase clustery sampling method, 379 university students were chosen as participants. The study employed the Problematic Internet Use Questionnaire and Schaefer Parenting Style as measurement tools, with ANOVA serving as the statistical analysis method. Results revealed that the Permissive and Authoritative parenting styles exhibited the least influence, while the Authoritarian style had the greatest impact on problematic internet use.

Sariyska et. al (2014) aimed to confirm the negative correlation found in Bulgaria, Germany, Spain, Colombia, China, Taiwan, and Sweden between IA and the self-directedness personality characteristic. investigated the connection in Bulgaria, Spain, Germany, and Colombia between low self-esteem and an increased risk of developing an online addiction. The study included 989 participants in all. The self-directedness personality factor and IA scores showed a constant negative connection, according to the results, in every sample. Nevertheless, there was no discernible interaction impact between implicit and explicit self-esteem and IA.

Bahramiyan et. al. (2014) aimed to investigate the relationship among college students between Internet addiction, despair, and self-esteem. 408 students from Birjand Islamic Azad University—150 females and 258 males—were chosen by cluster sampling for a descriptive-analytic correlation research. Results showed that 40.7% of students had an Internet addiction, and there were strong connections between Internet addiction, sadness, and self-esteem. According to regression study, the variance of Internet addiction may be partially predicted by melancholy and self-esteem. The study highlights the significance of measuring melancholy and self-esteem in Internet addicts and highlights the necessity of using cognitive-behavioral therapy to address these factors in Internet addiction treatment.

Leung and Lee (2011) conducted a study with the aim of investigating the predictive factors of 'internet risks,' incorporating information literacy, internet usage, parenting philosophies, addiction symptoms, and demographics. 718 Hong Kong-based teenagers and adolescents, ages 9 to 19, who made up a random sample, were interviewed face-to-face in order to gather data. The results show that older males from wealthier homes are more often the targets of harassment. This group is probably being targeted because of how much they use social networking sites (SNSs) and how much they appreciate interacting online.

Aydm and San (2011) aimed to find out how teenagers' self-esteem affected their use of the Internet. The study employed the "Internet Addiction Scale" and the "Coopersmith Self-Esteem Scale" to gather data from 324 teenagers residing in Trabzon, Turkey. Multiple linear regression analysis and the Pearson-Product-Moment correlation coefficient were used in the data analysis. The findings showed a substantial negative association between Internet addiction and general, social, family-home, and total self-esteem. Furthermore, it was found that

family-home and social self-esteem were highly important predictors of Internet addiction. The results were examined and conclusions were reached as a consequence of the findings.

Zakeri and Karimpour (2011) examined the relationship between parenting practices and students' self-esteem among 546 Shiraz University students, 306 of whom were boys and 240 of whom were girls. The study used simultaneous multiple regression analysis with Coopersmith's self-esteem measure (CSEI) and Steinberg's Parenting Styles measure (2005). The results showed that better self-esteem was strongly predicted by "acceptance-involvement" and "psychological autonomy-granting" parenting approaches. Furthermore, girls scored substantially higher than boys in the "behavioral strictness-supervision" parenting style, according to t-test results.

Tunç and Tezer (2006) aimed to explore how different perceived parenting styles relate to self-esteem, while also examining gender differences. Using the Parenting Style Inventory (PSI) and the Rosenberg Self-esteem Scale (RSS), the researchers polled 755 high school students. The five parenting philosophies that students fell into were authoritative, permissive/indulgent, authoritarian, permissive/neglectful, and undifferentiated, based on their PSI ratings. Results from ANOVA showed significant differences in self-esteem scores among students perceiving authoritarian, authoritative, and permissive/indulgent parenting styles. Those perceiving authoritarian parenting reported lower self-esteem compared to those perceiving authoritative and permissive/indulgent parenting styles.

DeHart et. al. (2006) explored a potential source of implicit self-esteem. It was discovered through three different studies that young adults with higher implicit self-esteem tended to consider their parents as more nurturing than those with lower implicit self-esteem. Furthermore, a measure of overprotectiveness was added to studies 2 and 3, which showed that people with lower implicit self-esteem reported feeling that their parents were overprotective. Additionally, Study 3 showed a correlation between the implicit self-esteem of the children and the mothers' independent accounts of their early contacts with them. Significantly, these results held true even after participants' explicit self-esteem was statistically adjusted for. All things considered, these findings add to the expanding corpus of research that backs the idea of implicit self-esteem.

## RATIONALE OF THE STUDY

This research investigated the "Association of Different Parenting Styles with the Rise of Internet Addiction and the Degree of Self-Esteem Among Adolescents" is prompted by the mounting apprehension regarding youth's excessive internet use and the acknowledged impact of parental upbringing styles on adolescent growth. Through examining the role of different parenting styles in shaping adolescents' tendencies towards internet addiction and their self-esteem levels, this study seeks to address a significant gap in current understanding. Understanding these relationships can provide valuable insights for designing targeted interventions and preventative measures to promote healthier parent-child dynamics and mitigate the negative effects of internet addiction on adolescent well-being.

## CHAPTER 3: METHODOLOGY

## Aim:

The aim of this study is to investigate the association of various parenting styles with the development of internet addiction and the degree of self-esteem among adolescents, using the perceived parenting style scale(PPSS), the Rosenberg self-esteem scale(RESS) and an internet addiction test(IAT).

## Objectives:

To do correlational analyses in order to determine the direction and degree of the association between teenage internet addiction and self-esteem.

To investigate the relationship between teenage internet addiction and several methods of parenting (permissive, authoritative, and authoritarian).

To investigate the connections between different methods of parenting and teenage self-esteem levels.

To examine the mean scores for internet addiction between participants who had authoritative and authoritarian parenting styles.

To compare participants' mean self-esteem levels between those who had authoritative and authoritarian parenting styles.

To clarify the possible function of parental interventions in treating internet addiction and encouraging teenagers to have a positive sense of self.

In order to improve teenage well-being with regard to internet use and self-esteem, interventions and tactics that support adaptive parenting styles should be recommended.

To add to the body of knowledge regarding the connection between teenage self-esteem, internet addiction, and parenting practices.

## HYPOTHESIS:

Hypothesis 1: Self-esteem and internet addiction are significantly correlated among adolescents.

Hypothesis 2: Different parenting styles (permissive, authoritative, authoritarian) are significantly correlated with self-esteem among adolescents.

Hypothesis 3: Different parenting styles (permissive, authoritative, authoritarian) are significantly correlated with internet addiction among adolescents.



Hypothesis 4: Participants with an authoritarian parenting style and those with an authoritative parenting style had significantly different mean scores on internet addiction.

Hypothesis 5: Participants with an authoritarian parenting style and those with an authoritative parenting style had significantly different mean self-esteem scores.

#### Research Design:

This study looks into the relationship between different styles of parenting and the rise in internet addiction as well as adolescent self-esteem using both correlation and t-test approaches. To comprehend the research gaps 23 In the previous and current literature, an exhaustive literature assessment was conducted. Snowball sampling was employed in this study to collect the relevant data.

#### Description of the Sample:

This study is having a sample of adolescents from the age of 14-19 that are taken for answering the questions and filling the questionnaire in accordance with their perspective and experience regarding parenting style, internet usage and self-esteem. Snowball sampling is done in this study. Total number of subjects was 100.

#### Description of the Tools:

The data in this study was obtained by Perceived parenting style scale, an internet addiction test and The Rosenberg self-esteem scale.

#### The Perceived parenting style scale

The "Perceived Parenting Style Scale" developed by Divya, T. V. and Prof. (Dr) K. Manikandan from the Department of Psychology at the University of Calicut in 2013 aims to assess individuals' perceptions of their parents' parenting styles.

The scale is designed to measure how individuals perceive their parents' parenting styles, including dimensions such as warmth, control, responsiveness, and autonomy support. The scale likely consists of a series of items or statements related to parenting behaviors. Respondents are typically asked to rate the extent to which each statement reflects their parents' behavior or attitudes using a Likert-type scale.

**Validation:** The scale may have undergone validation procedures to establish its reliability and validity. The scale is likely intended for use with adolescents or adults who can provide accurate perceptions of their parents' behaviors. It may be applicable across different cultural and demographic groups.

## The Internet Addiction Test (IAT)

Dr. Kimberly Young created this self-report questionnaire in 1998 to assess the extent and prevalence of internet addiction. One of the most popular instruments for measuring problematic internet use is this one. The Internet Addiction Test's main goal is to determine how addicted a person is to the internet. It assists in identifying people who might be suffering from unfavorable effects as a result of excessive internet browsing.

The self-administered IAT is a questionnaire made up of a series of statements related to internet use behaviors. Respondents are asked to indicate the frequency with which they engage in these behaviors on a range of 1 (rarely) to 5 (always).

The questionnaire addresses a number of internet-related topics, including time spent online, impact on daily life, control over internet use, and consequences of internet use on relationships and responsibilities.

**Scoring:** After completing the questionnaire, respondents' scores are totaled to determine their level of internet addiction. A higher probability of internet addiction is indicated by higher overall scores.

**Interpretation:** People can be categorized into several internet usage groups based on their overall score:

- (0-30) - Minimal internet use
- (31-49) - Low internet addiction
- (50-79) - Moderate internet addiction
- (80-100) - Severe internet addiction

**Validity and Reliability:** The IAT has shown strong validity and reliability during its extensive use in clinical and research contexts. It corresponds with other measures of internet addiction and associated dimensions and has been proven to have a high internal consistency.

The rosenberg self-esteem scale-

The Rosenberg Self-Esteem Scale was created by sociologist Morris Rosenberg in 1965 and is a commonly used instrument for evaluating self-esteem. The purpose of the Rosenberg Self-Esteem Scale is to assess self-esteem, which is the overall evaluation of oneself and one's worthiness. It assesses individuals' feelings of self-worth, self-acceptance, and self-respect. The scale typically consists of ten statements related to self-esteem. Respondents use a four-point Likert scale, from strongly agree to strongly disagree, to indicate how much they agree with each statement.

The statements on the scale address a range of topics related to self-esteem, such as confidence, self-worth, self-acceptance, and self-satisfaction.

The responses to each item on the Rosenberg Self-Esteem Scale are added up to determine the score. Higher total scores correspond to higher levels of self-esteem; the range of possible values is 10 to 40.

In general, scores above a certain threshold may indicate high self-esteem, while scores below the threshold may imply a low sense of self.

**Validity and Reliability:** The Rosenberg Self-Esteem Scale has shown strong validity and reliability and has been used extensively in clinical and research contexts. It has been found to have high internal consistency and correlates with other measures of self-esteem and related constructs.

### Procedure

The participants were required to sign a consent form and then, 30 items of perceived parenting style scale (PPSS), 20 items of an internet addiction test (IAT), 10 items of Rosenberg self-esteem scale and demographic form were used. To reach out to individuals from the age of 14-19 from various domains, questionnaires were being administered in the message box as well as various places to volunteer. Questionnaires were distributed in the message box along with opportunities for volunteers in order to reach out to people from other domains who were between the ages of 14 and 19. Following an explanation of the study's goals and methodology, they were asked to participate. They were also given a set of questionnaires that included information about the study, confidentiality concerns, the contact details of the topic researcher, and study scales. After the process of data collection, the scoring was done for every scale and the total scores were obtained for the individuals and the mean and standard deviation was calculated for each scale. The relationship between each variable—variable A to variable B, variable B to variable C, and variable C to variable A—was then found by correlation. And then To compare the degrees of internet addiction and self-esteem, the t-test was used between adolescents raised under authoritarian parenting Style and those under authoritative parenting Style using an independent sample test. After that, the summary and conclusion were formed.

### Statistical Analysis

The sample has been examined using descriptive statistics, namely the mean and standard deviation. It has been determined to what extent parenting style, internet addiction, and self-esteem are related using correlation (A-B; B-C; C-A). Next, a t-test was implemented to compare the levels of self-esteem and internet addiction between adolescents raised under authoritarian parenting Style and those under authoritative parenting Style using independent sample tests. Consequently, correlation and independent sample test, two inferential statistics, were applied.

## CHAPTER 4: RESULT

Table no. 4.1: Descriptive Statistics for Perceived parenting style scale for adolescents

VARIABLES	N	MEAN	STANDARD DEVIATION
<i>PARENTING STYLES</i>	100	104.94	10.21072916

Table no. 4.2: Descriptive Statistics for Internet addiction test for adolescents

VARIABLES	N	MEAN	STANDARD DEVIATION
Internet Addiction	100	40.47	80.28

Table no. 4.3: Descriptive Statistics for Rosenberg self-esteem scale for adolescents

VARIABLES	N	MEAN	STANDARD DEVIATION
Self Esteem	100	27.57	6.107215471

Table no. 4.4 Correlation matrix between parenting styles and internet addiction.

VARIABLES	1	2	3.	4.
Internet Addiction	-	.470**	.393**	-.344**
Authoritarian parents	-	-	-	-
Authoritative parents	-	-	-	-
Permissive parents	-	-	-	-

Table no. 4.5 Correlation matrix between parenting styles and self esteem.

VARIABLES	1	2	3.	4.
Self esteem	-	-.308**	.334**	-.267**
Authoritarian parents	-	-	-	-
Authoritative parents	-	-	-	-
Permissive parents	-	-	-	-

Table no 4.6 correlation matrix between self esteem and internet addiction

VARIABLES	1.	2.
Internet Addiction	-	-.365**
Self esteem	-	-

Table no 4.7 T-Test Analysis of Parenting Styles and Internet Addiction

VARIABLES	PARENTING STYLES	MEAN	STANDARD DEVIATION	T VALUE	SIG.
Internet Addiction	Authoritarian	48.6522	15.12857	3.430	.001
	Authoritative	36.2836	14.85160	3.399	.002

Table no 4.8 T-Test Analysis of Parenting Styles and Self esteem

VARIABLES	PARENTING STYLES	MEAN	STANDARD DEVIATION	T VALUE	SIG.
Self esteem	Authoritarian	24.5652	8.09504	-3.053	.003
	Authoritative	28.9552	5.03453	-2.444	.021

## NOTE

Correlations between the different parenting styles, internet addiction and level of self-esteem are shown in the table. We computed the correlations between every pair of variables to see if they were related.

Variable A (The perceived parenting style scale) and variable B (An internet addiction test) –

Internet addiction and authoritarian parenting have a weakly positive connection ( $r = 0.470$ ,  $p < 0.01$ ).

The relationship between authoritative parenting and internet addiction is weakly negative ( $r = -0.393$ ,  $p < 0.01$ ).

The relationship between permissive parenting and internet addiction is weakly positive ( $r = 0.344$ ,  $p < 0.01$ ).

Variable B (An internet addiction test) and variable C (The Rosenberg self-esteem scale)-

Self-esteem and internet addiction have a weakly negative connection ( $r = -0.365$ ,  $p < 0.01$ ).

Variable C ( The Rosenberg self-esteem scale) and variable A (The Perceived parenting style scale)

Authoritarian parenting and self-esteem have a weakly negative connection ( $r = -0.308$ ,  $p < 0.01$ ).

Authoritative parenting and self-esteem have a weakly positive connection ( $r = 0.334$ ,  $p < 0.01$ ).

Self-esteem and permissive parenting have a slight connection ( $r = -0.267$ ,  $p < 0.01$ ).

These findings show that the correlations between variable A, B AND C are weak but they were found to be statistically significant at  $p < 0.01$ . This suggests that the observed correlations between these variables can be considered highly credible.

T-test analysis shows that there is a significant difference in mean internet addiction scores ( $p < .05$ ) among individuals who have an authoritative parenting style and those who have an authoritarian parenting style.

There is a significant difference in mean self-esteem scores ( $p < .05$ ) among individuals who have an authoritative parenting style and those who have an authoritarian parenting style.

## CHAPTER 5: DISCUSSION

This study aims to examine the relationship between different parenting styles and the development of internet addiction as well as the degree of self-esteem among adolescents., using the perceived parenting style scale(PPSS), the Rosenberg self-esteem scale(RESS) and an internet addiction test(IAT).

Parenting styles, characterized by varying levels of control and support, have been identified as significant determinants of adolescent outcomes. Nonetheless, there is still much to learn about the relationship between different parenting approaches and adolescent self-esteem and the development of internet addiction.

The study examined the complex connections between teenage internet addiction, parenting practices, and self-esteem levels, aiming to shed light on the nuanced dynamics within familial environments. Through the lens of perceived parenting style, the research explored how parental behaviors and attitudes shape adolescent behavior and psychological well-being in the digital age. By employing established measures such as the Perceived Parenting Style Scale (PPSS), Rosenberg Self-Esteem Scale (RESS), and Internet Addiction Test (IAT), the study provided a comprehensive examination of these interconnected variables.

Firouzkouhi Moghaddam et. al. (2017) carried out a study in Zahedan City to look into the relationship between parenting practices and kids' self-esteem in elementary school. To gather information, they used the Diana Baumrind Parenting Style Inventory and the Coopersmith Self-Esteem Inventory. Using SPSS version 16, the analysis included multivariate regression and descriptive statistics. The majority of mothers (80.6%) used an authoritarian parenting style, and the children's mean self-esteem score was  $5.6 \pm 32.5$ , according to the study. Interestingly, there was a strong correlation ( $p < 0.05$ ) found between self-esteem and authoritative parenting style, indicating that children raised by authoritative parents typically have much greater self-esteem.

Yao et al. (2014) conducted a survey with 2,095 college students in five well-known Chinese cities to investigate the connections between internet addiction, parental behaviors, personality factors, and self-esteem. The results of the study indicated a positive correlation between neuroticism and psychoticism and internet addiction. Additionally, parental behaviors had a substantial impact on internet addiction; rejection from moms and overprotection from fathers both increased the likelihood of addiction. The impact of parental emotional warmth on addiction was partially mediated through its effect on self-esteem. It's interesting to note that parental practices have different effects on male and female vulnerability to internet addiction.

From Table 4.1, it can be inferred that the current study's sample size is 100 with mean = 104.94 and standard deviation = 10.21072916 for the variable perceived parenting style

Similarly, from Table 8.2, it can infer that the sample size for the present study is 100 with mean = 40.47 and standard deviation = 80.28 for internet addiction test.

Lastly, From Table 8.3, it can be inferred that the sample size for the present study is 100 with mean = 27.57 and standard deviation = 6.107215471 for self esteem.

According to table 4.4,

The correlations between the variables A (the perceived parenting style scale), B (an internet addiction test), and C (the Rosenberg self-esteem scale) are weak but statistically significant at  $p < 0.01$ , indicating a high level of confidence in the observed relationships between these variables.

#### **Variable A (Perceived Parenting Style Scale) and Variable B (Internet Addiction Test):**

Internet addiction and authoritarian parenting have a weak positive correlation ( $r = 0.470$ ,  $p < 0.01$ ), which suggests that adolescents who think their parents are authoritarian are more likely to have greater internet addiction levels.

A weak negative correlation ( $r = -0.393$ ,  $p < 0.01$ ) was found between internet addiction and authoritative parenting, suggesting that adolescents who feel their parents are in charge are less likely to be online addicts.

The relationship between permissive parenting and internet addiction is weakly favorable ( $r = 0.344$ ,  $p < 0.01$ ), implying that adolescents who perceive their parents as permissive may also exhibit higher levels of internet addiction.

#### **Variable B (Internet Addiction Test) and Variable C (Rosenberg Self-Esteem Scale):**

The relationship between internet addiction and self-esteem is weakly negative ( $r = -0.365$ ,  $p < 0.01$ ), indicating that those who have lower self-esteem are more likely to get addicted to the internet.

#### **Variable C (Rosenberg Self-Esteem Scale) and Variable A (Perceived Parenting Style Scale):**



There is a weak negative correlation between self-esteem and authoritarian parenting ( $r = -0.308$ ,  $p < 0.01$ ), indicating that adolescents who perceive their parents as authoritarian may have lower self-esteem.

There is a weak positive correlation between self-esteem and authoritative parenting ( $r = 0.334$ ,  $p < 0.01$ ), indicating that adolescents who experience high levels of authoritative parenting may also have greater levels of self-esteem.

There is a weak correlation between self-esteem and permissive parenting ( $r = -0.267$ ,  $p < 0.01$ ), implying that adolescents who perceive their parents as permissive may have lower self-esteem.

Overall, these results demonstrate the intricate interactions that exist between adolescent internet addiction, parental practices, and self-esteem. The statistically significant correlations provide evidence for the relationships between these variables, despite the weak magnitudes of the correlations.

**The t-test analysis indicates that there is a significant difference in mean scores of internet addiction ( $p < .05$ ) between individuals who used an authoritative parenting style and those who used an authoritarian style.**

**Additionally, there is a significant difference in mean scores of self-esteem ( $p < .05$ ) between individuals who used an authoritarian parenting style and those who used an authoritative parenting style.**

According to these findings, people who believe their parents are authoritarian have a tendency to be more internet addicted and have worse self-esteem than people who believe their parents are authoritative. This highlights the importance of parenting styles in shaping both internet addiction tendencies and self-esteem levels among adolescents. Specifically, authoritarian parenting may be associated with adverse outcomes in terms of internet addiction and self-esteem, while authoritative parenting may be linked to more positive outcomes in these areas.

## CHAPTER 6: CONCLUSION

In conclusion, this study underscores the significant role of parenting styles in influencing adolescent internet addiction and self-esteem. The results emphasize the value of authoritative parenting, which is defined by kindness and appropriate discipline, in mitigating internet addiction and fostering positive self-esteem. Conversely, authoritarian parenting is associated with higher internet addiction and lower self-esteem levels. These results emphasize the need for interventions promoting authoritative parenting practices to support healthy adolescent development in the digital age.

This study emphasizes the critical need for interventions targeting parenting practices to address adolescent internet addiction and self-esteem issues effectively. Specifically, interventions should focus on promoting authoritative parenting styles characterized by warmth, support, and reasonable limits. Parenting programs and workshops can be developed to educate parents on the importance of nurturing family environments and effective communication strategies. Additionally, providing resources and support networks for parents to enhance their parenting skills and

create positive relationships with their adolescents is essential. By implementing these interventions, we can support healthy adolescent development and mitigate the risks associated with excessive internet use.

## LIMITATIONS

Reliance on self-report measures, such as the Perceived Parenting Style Scale and Internet Addiction Test, introduces the potential for response bias and inaccuracies in reporting.

The study's sample may not be representative of the broader population, as it focused on specific demographics or geographic regions.

The sample consisted of adolescents, aged 14-19 years, therefore we cannot generalize the findings to all age groups.

## STRENGTHS

Despite the weak correlations observed, the findings were statistically significant, demonstrating a consistent link between self-esteem, internet addiction, and parenting practices.

This study employed a multifaceted analysis, examining correlations between variables and conducting t-tests to assess mean differences, providing a comprehensive understanding of the relationships under investigation.

Adhering to ethical standards ensures the protection of participants' rights and well-being during participant selection, data collection, and confidentiality measures. By upholding these standards, researchers safeguard the integrity and credibility of the study while prioritizing the welfare of those involved.

## IMPLICATIONS

**Parenting Interventions:** The study highlights the importance of parenting interventions aimed at promoting authoritative parenting styles to mitigate internet addiction and enhance adolescent self-esteem.

Educational programs targeting parents, educators, and mental health professionals can be developed to raise awareness about the effect of parenting approaches on the wellbeing of adolescents and provide strategies for fostering positive family dynamics.

Future research should explore the underlying mechanisms driving the observed relationships, such as the role of family communication patterns and parental involvement in moderating adolescent outcomes. To clarify the long-term impacts of parental practices on adolescent development, longitudinal research is required.

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## CHAPTER 8: APPENDICES

## Perceived Parenting Styles Scale (PPSS)

Respond to each statement which is true to your life. There are the Five (5) possible answers provided for each question viz: 1) Never, 2) Rarely, 3) Sometimes, 4) Often and 5) Always. Select one among them for each question and put a 'X' mark in the corresponding number in the answer sheet.

1. Capable of making me to understand about "Right" and "Wrong".
2. View everything with a critical mind.
3. Never find time for me to help during difficult situations.
4. Congratulate me when I pass the exams.
5. I am compared with other friends / classmates.
6. Never help me in doing day-to-day activities on time.
7. My suggestions and ideas are considered.
8. Insult and beat me in front of others.
9. No directions are given while doing things.
10. I have freedom to discuss about anything.
11. I often feel that I am being rejected for affection.
12. No inquiries are made for the decisions taken by me.
13. During the crisis situation they inquire about it.
14. Blame me even for minor things/issues
15. Never provide an atmosphere for my studies.
16. I get love and care from parents
17. Behave to me in a strict manner.
18. Never do anything to satisfy my needs.
19. Being pursued for taking my own decisions.
20. Being scolded for not coming up to their expectations.
21. Fail to inquire about the disturbances and suggest remedial measures.
22. My opinions are considered in all important decisions related to home.
23. Blame me for not doing things properly.
24. No effort is made to know about the progress of my studies
25. Provide guidance in studies and suggest ways for character formation.
26. Being scolded without knowing the reasons for late from the College.
27. No inquiries are made about my likes and interests.
28. At free time they spent time with me.
29. There is control over each of my activities.
30. They will not inquire about my abilities and goals.

## INTERNET ADDICTION TEST

0 = Not Applicable 1 = Rarely 2 = Occasionally 3 = Frequently 4 = Often 5 = Always

1. How often do you find that you stay

online longer than you intended?

2. How often do you neglect household

chores to spend more time online?

3. How often do you prefer the excitement

of the Internet to intimacy with your

partner?

4. How often do you form new

relationships with fellow online users?

5. How often do others in your life

complain to you about the amount of time

you spend online?

6. How often do your grades or school

work suffer because of the amount of time

you spend online?

7. How often do you check your email

before something else that you need to do?

8. How often does your job performance or

productivity suffer because of the Internet?

9. How often do you become defensive or

secretive when anyone asks you what you

do online?

10. How often do you block out disturbing

thoughts about your life with soothing

thoughts of the Internet?

11. How often do you find yourself

anticipating when you will go online again?

12. How often do you fear that life without

the Internet would be boring, empty, and

joyless?

13. How often do you snap, yell, or act

annoyed if someone bothers you while you

are online?

14. How often do you lose sleep due to

being online?

15. How often do you feel preoccupied with

the Internet when off-line, or fantasize about

being online?

16. How often do you find yourself saying

"just a few more minutes" when online?

17. How often do you try to cut down the

amount of time you spend online and fail?

18. How often do you try to hide how long

you've been online?

19. How often do you choose to spend more

time online over going out with others?

20. How often do you feel depressed,

moody, or nervous when you are off-line,

which goes away once you are back online?

## Rosenberg's Self-Esteem Scale

1. On the whole, I am satisfied with myself.

Strongly Agree Agree Disagree Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times.

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Strongly Agree Agree Disagree Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

Strongly Agree Agree Disagree Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree Agree Disagree Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree Agree Disagree Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree Agree Disagree Strongly Disagree