

RELATIONSHIPS AMONG PARENTING STYLES AND LATINO ADOLESCENT
SELF-ESTEEM AND AGGRESSION

by

Jocelyn Evans-Shaw

Liberty University

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

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APPROVED BY:

Laura Rolen, Ph.D., Committee Chair

Kelly Gorbett, Ph.D., Committee Member

ABSTRACT

There is considerable evidence that parenting influences the development and growth of children. Research on the psychological effects of parenting styles on children has traditionally neglected some cultures, such as the Latino community. The proposed study explored Latino parenting (authoritarian, authoritative, and permissive) styles and how they affect children's wellbeing. This quantitative study used correlational analysis to examine the relationships among aggression, self-esteem, and parenting styles among Hispanic adolescents. The study sample consisted of 77 participants. Snowball sampling (technique used in which research participants are asked to identify other potential participants) and social media platforms were used to acquire a convenience sample of participants. Participants were male and female who met the inclusion requirements for this study. Results from the statistical analysis indicated a significant negative correlation was found between aggression and authoritarian parenting, as well as a significant positive correlation between self-esteem and authoritarian parenting. Results also found a significant negative correlation between self-esteem and authoritative parenting, but no significant correlation was found with permissive parenting. The findings also failed to support the hypothesis that there would be a correlation between aggression and either authoritative or permissive parenting. Further research is needed to explore the cultural differences and their implications for parenting styles and adolescent development within diverse communities.

Keywords: parenting styles, aggression, self-esteem, Latinos, adolescent

Dedication

This dissertation could not have been possible without the unwavering support and affection of my family. To my husband, Craig, I am deeply grateful for your constant encouragement during times when I felt overwhelmed and considered giving up. Your love, patience, and emotional support were crucial in keeping me steady throughout this journey. To my children, Kyle and Kevin, your time, understanding, and support were invaluable, even when the full extent of my doctoral pursuit was beyond your grasp. I appreciate all the sacrifices that you guys had to make, so I can reach my dreams and goals. I also want to thank the rest of my extended family (my dad, stepmom, siblings, sisters and brother in laws), for your continuous words of encouragement and for being my cheerleaders during difficult moments throughout this process. I truly love all of you so much. Thank you!

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CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction

The purpose of this study is to explore Latino parenting styles and how they affect children's wellbeing. The study investigated three parenting styles: authoritarian, authoritative, and permissive. Parenting is the act of preparing one's child for autonomy. There is considerable evidence that parenting influences the outcome of children as they grow and develop. The emotional framework in which parent-child interactions occur is parenting style (Park & Walton-Moss, 2012). The literature demonstrates that parenting has a tangible and direct impact on a child's development (Calzada et al., 2012).

Background

Parenting Styles

Parenting techniques have been demonstrated to impact children's development (Baumrind, 1991). Parenting style is defined as a set of views, aspirations, and patterns of parenting practices that are believed to shape the parent-child relationship's dynamic environment (Kuppens & Ceulemans, 2018; 2019). Different parenting styles occur in diverse cultures, with Baumrind's initial conceptualizations of authoritarian, authoritative, and permissive parenting styles constituting the most significant studies in this field (Aunula & Nurmi, 2005). Authoritarian parents use tremendous pressure, psychological control, verbal animosity, and physical reprimand (Baumrind et al., 2010). Literature suggests that Latino parents might use authoritarian parenting styles when raising their children (Varela et al., 2013). In Latin American cultures, parents place a more significant emphasis on unquestioned compliance and respect for authority and less voiced arguments and dialogue from their children. This type of parenting can result in a

higher risk of children developing mental health problems and other educational and behavioral issues (Varela et al., 2013). Baumrind explained that authoritative parents have high levels of control, supervision, demands, logic, autonomy, and nurturance (Baumrind et al., 2010). Authoritative parenting styles are associated with positive developmental outcomes such as educational engagement and achievement, social awareness and social acceptance, collaboration, self-regulation, perception, cognitive exploration, inquisitiveness, self-reliance, and personal autonomy in unstructured situations compared to authoritarian parenting styles (Jabaghourian et al., 2014).

The literature on Latino parenting techniques is limited and inconsistent (Domenech Rodriguez et al., 2009). Some researchers have indicated that Latinos have far more authoritarian parenting styles (Ayon et al., 2018), whereas others have shown more authoritative parenting styles (Varela et al., 2004). Hill et al. (2003) reported that Mexican American parents exhibited aggressive control and inconsistent discipline, indicating authoritarian parenting. On the other hand, Calzada et al. (2012) showed that their sampling of Mexican and Dominican parents employed more authoritative tactics, such as discussing choices and consequences with their children. Varela et al. (2004) conducted a study involving children of Mexican descent and American parents, indicating that, on average, parents of Mexican descent utilized authoritative methods more often. Still, they are more likely to adopt authoritarian practices than American parents.

Much research has found links between parenting styles and child externalizing behavior problems in Anglo families. For example, studies have found that low parental warmth, low praise, low engaging play, and low verbal approval lead to more conduct

issues in childhood among Anglo families (Boeldt et al., 2012), and reliable parenting results in fewer conduct issues in children among Anglo population samples (Boeldt et al., 2012). Although the links between these parenting approaches and externalizing behavioral problems are well documented in Anglo families, basic parenting research undertaken with Anglo families cannot be considered applicable to Mexican and Latino families (Calzada, 2010). There is a large body of evidence that parenting practices differ among cultures. Mexican American culture, for example, has been characterized as more collectivistic and interconnected than Anglo-American culture, with a preference for family and community harmony over individualism (McCabe et al., 2015; 2016). According to Calzada et al. (2012), the relationship between parenting techniques and child development in Latino families is poorly studied. Much research on Latino families, for example, has neglected to establish a link between authoritarian parenting and children's internalizing and externalizing issues, calling into question the concept of authoritative parenting as every day and optimum and authoritarian parenting as problematic.

Aggression

Over the years, aggression has become more prevalent among adolescents and young adults. Aggression is defined as the behaviors leading to psychological and physical harm of others (Verhoef et al., 2019). Adolescents may express outward aggressive behaviors to communicate how they are feeling. According to the Centers for Disease Control and Prevention (CDC, 2023), the rate of homicide incidents increased by 60% through 2021 in individuals aged 10-24, with Latino adolescents as the second highest population at risk.

There is the belief that aggression consists of physical and verbal abuse, such as bullying, assault, and even murder, but there is a lack of understanding of the individual's intent. Understanding the many types of aggressiveness is critical to comprehend the motivation behind these violent behaviors. The goal of an individual's hostility can be classified as either "overt" or "covert" (Connor et al., 2004). Covert aggression can be defined as an individual's goal to cause harm to others, but their actions are more covert, such as stealing, truancy, and arson. Overt aggressiveness causes harm to others by engaging in more visible behaviors such as physical fights, verbal threats, and bullying (Connor et al., 2004).

Lent and Murray-Close (2020) explored the association between parenting and adolescents' aggressive behaviors in Caucasian children, where authoritarian and permissive parenting styles predicted an increase in aggression within adolescents. Unfortunately, this study did not consider cultural and ethnic differences and how they affect parenting styles and adolescent aggressive behavior (Lent & Murray-Close, 2020). In another study done with adolescents, researchers found that parenting styles impact aggressive behaviors in adolescents (Batool, 2021). Understanding aggressive behaviors in adolescents can help parents recognize how specific parenting methods may impact aggressive behavior.

Self-Esteem

Self-esteem is described as a person's overall perception of their value and significance (Peng et al., 2021). Self-esteem, like other attitudes, is made up of a set of precise evaluative beliefs (Brown, 2014). According to research, adolescent self-esteem

may be one of the most important underlying factors affecting adolescent outcomes (Aremu et al., 2019).

Several studies have found reductions in self-esteem during childhood (Marsh, 1989; Marsh et al., 1984; Trowbridge, 1972) and early adolescence (Eccles et al., 1989; Robins et al., 2002; Simmons et al., 1973). Self-esteem often rises from late adolescence to middle adulthood (Erol & Orth, 2011; Galambos et al., 2006; Shaw et al., 2010). Research on the development of self-esteem patterns during adolescence is inconsistent, with some research indicating an upward trend (Von Soest et al., 2016; Wigfield et al., 1991) and others reporting a decrease in self-esteem (Keltikangas-Järvinen, 1990).

Adolescents have distinct developmental changes and obstacles that can impair their overall life satisfaction (Moksnes & Espnes, 2013). Self-esteem, or a person's subjective self-worth, may impact how adolescents react and respond to these obstacles (Orth & Robins, 2014), and hence how they behave as they age. Research regarding self-esteem is widely documented in the adult population compared to the adolescent population. Understanding how self-esteem influences the behavior of adolescents and how parenting styles can increase or decrease the adolescent view of their self-worth is of utmost important for the adolescent developmental growth.

Biblical Foundation

The Christian perspective of parenting is based on the parenting concepts contained in the Bible. Parenting that is both competent and effective is essential to any human culture. Furthermore, it is vital to God. Therefore, the Bible states: "Train up a child in the way he should go, and he will not deviate from it when he is old" (Proverbs 22:6). Many Bible verses talk about children in the Bible and how important they are to

God. Psalms 127:3-5 says, "Children are a heritage from the Lord, offspring a reward from him. Like arrows in the hands of a warrior, children are born in one's youth. Blessed is the man whose quiver is full of them. They will not be shamed when they contend with their opponents in court." Likewise, the incident reported in Matthew 19:13–14 demonstrates the significance of children and Jesus "Then people brought little children to Jesus for him to place his hands on them and pray for them. But the disciples rebuked them.

¹⁴ Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

God's concern for children's appropriate parenting, upbringing, and wellbeing has always been evident. Consequently, multiple verses discuss parental obligations toward children. As stated previously, Proverbs 22:6 looks to be an excellent illustration of what Christian parenting comprises. God commands parents in Proverbs 22:6 to instruct their children in the path they should go, that is, in the understanding or "in fear of God" (Nche et al., 2017), to ensure that their children will not stray from the right path when they become adults. As has been demonstrated, training could involve instructing or educating children. However, Nche et al. (2017) argue that training entails more than teaching. It also models godly morals for children by living holy lives in front of them. It involves providing children with practice and feedback to aid in their education. It requires commitment from the parents. According to Nche et al. (2017), the full attention of the verse is on the parent, not the child. In addition to its spiritual and moral meaning, Proverbs 22:6 also has sociocultural significance. It emphasizes the importance of good parenting in the lives of people and society. It highlights the family as the center of the

community, where the roots of personal actions are established. The family is the core of humanity. A nation's or culture's strength or weakness is proportional to that of its constituent families (Nche et al., 2017). As a result, parents should take their parental duties seriously, according to Nche et al. (2017). Good parenting could protect children from delinquency and other social problems.

Problem Statement

Researchers have indicated that Latinos have far more authoritarian parenting styles (Ayon et al., 2018), whereas others have shown that they have more authoritative parenting styles (Varela et al., 2004). Hill et al. (2003) reported that Mexican American parents exhibited aggressive control and inconsistent discipline, indicating authoritarian parenting. On the other hand, Calzada et al. (2012) showed that their sampling of Mexican and Dominican parents employed more authoritative tactics, such as discussing choices and consequences with their children. Much research has discovered relationships between diverse parenting styles and child externalizing and internalizing behavior problems in Anglo homes. For example, research has revealed that low parental warmth, low praise, engaging play, and verbal approval contribute to higher conduct and self-esteem issues in children in Anglo households (Boeldt et al., 2012). In contrast, responsible parenting leads to fewer conduct issues and higher self-esteem in children among Anglo community samples (Boeldt et al., 2012). Although the links between these parenting styles and externalizing and internalizing behavioral problems in Anglo families are well documented, basic parenting research conducted in Anglo families cannot be deemed comparable to Mexican and Latino households (Calzada, 2010).

Latinos make up 60.5 million of the U.S. population, according to 2019 Substance Abuse and Mental Health Services Administration (SAMHSA) figures. They are at a greater risk for depression, anxiety, and drug and alcohol addiction (SAMHSA, 2019), which is exacerbated by a severe lack of existing mental health practitioners who are culturally competent. According to a recent National Center for Health Statistics report, the suicide death rate among those aged 10–24 climbed by 56% between 2007 and 2017. According to Donath et al.'s (2014) research, teens have one of the most significant rates of suicide. Litrownik et al. (2000) found that Hispanic and Latino teenagers born in the United States are more prone to behavioral issues than their non-Hispanic and non-Latino counterparts. The literature on Latino parenting techniques is limited and inconsistent (Domenech Rodriguez et al., 2009). Understanding parenting styles among Latino families is expected to give insight into the psychosocial adjustment of the rapidly rising Latino adolescent population in the United States.

Purpose of the Study

The purpose of the quantitative, correlational study was to examine the relationships among authoritarian, authoritative, and permissive parenting styles and Latino adolescents' self-esteem and aggressive behavior.

Research Question and Hypotheses

Research Questions

RQ1: How does Latino parenting style (authoritarian, authoritative, and permissive) relate to adolescent self-esteem and aggression?

Hypotheses

Hypothesis 1: Higher levels of aggression in Latino adolescents will be negatively correlated with perceived authoritarian parenting styles.

Hypothesis 2: Higher levels of aggression in Latino adolescents will be positively correlated with perceived authoritative and permissive parenting styles.

Hypothesis 3: Higher levels of self-esteem in Latino adolescents will be positively correlated with perceived authoritarian parenting styles.

Hypothesis 4: Higher levels of self-esteem in Latino adolescents will be negatively correlated with perceived authoritative and permissive parenting styles.

Assumptions and Limitations of the Study

Assumptions

There are various assumptions to this study that must be considered. It is assumed that participants will provide honest and forthright responses to the survey questions. To support this, informed consent will be obtained, ensure confidentiality, guarantee anonymity to participants, and allow them to terminate the survey at any time. Second, gender and age are assumed to influence participants' self-esteem, aggression, and parenting style assessments. The participants will have the option of responding to the self-report questionnaire voluntarily.

Limitations

Regarding limitations, the study's findings may not be generalized to other ethnic/cultural groups due to being limited to the Hispanic population. The second possible limitation of this study could be the insufficient sample size. The number of participants could be lower since the sample will be recruited from social media sites. If the sample size is too small, it will be challenging to identify significant relationships in

the data, as statistical tests typically require a larger sample size to ensure a fair representation of the population.

A third limitation could be the perception of their parents' parenting styles, which can be different if their parents have lived long enough in the US to have assimilated to a more Westernized parenting style. A fourth limitation could be the self-report surveys. The survey could pose a limitation in that participants may want to give the "appropriate" answer to the questions when answering the surveys instead of how they feel. Lastly, another limitation is the use of correlational analysis due to the inability to establish causality.

Theoretical Foundations of the Study

Parenting Style Theory

The theoretical foundation for this study is guided by Baumrind's (1966) theory. Baumrind proposed that children's behavior can be related to the parenting style they were exposed to in their families. She created the Pillar Theory to define the fundamental parts of parenting that impact how parents connect with their children (Candelanza et al., 2021). Diana Baumrind's Pillar Theory highlights that a child's conduct as they grow and interact with new individuals relates to parenting approaches. Parenting methods have long been considered important in children's development (Candelanza et al., 2021). This foundation uses three parenting styles: authoritarian, authoritative, and permissive. Pillar theory seems to be the only theory that discusses the behavior of children while emphasizing the connection between the parenting style in the family's home and the behavior of the child by considering whether parenting styles influence children as they grow and interact with others within the family as well as out of their environment

(Baumrind, 1967). The authoritarian parenting style emphasizes parental control and the child's obedience. They limit their children's autonomy and select what is proper behavior for them (Baumrind, 1983). Permissive parents foster their children's autonomy by allowing them to make their own decisions and govern their own activities. They avoid conflict and tend to be nice, supporting people who do not want to be perceived as authority figures by their children. The authoritative style is a combination of the authoritarian and permissive approaches. This style of parenting is characterized by good caring abilities and a moderate level of parental control which enables the child to become increasingly autonomous (Baumrind, 1991; Reitman et al, 2002).

The parenting style used for raising children influences their personality traits and attitudes. Baumrind (1991) discovered that parenting styles are associated with distinct features, personalities, and levels of mental health and behavioral adjustment in children. Baumrind (1971, 1983) found that those who reported not having experienced warm, supportive interactions with their parents, or who did not receive adequate supervision and stability from them, had poorer implicit and explicit self-esteem, as well as an increase in disruptive behavior.

Authoritarian parenting style. According to Baumrind, the authoritarian parenting style shows a less supportive approach (Baumrind, 1967). Parents are usually more demanding of their children, and often blame the children for not meeting their expectations or show a less wanted behavior (Sorkhabi, 2005). Regarding control, Sorkhabi (2005) explained how parents show more restrictions toward their children; as a result, children are often rebellious and suffer from despair, low self-esteem, lack of responsibility, and difficulties making decisions (Baumrind, 1991).

Authoritative parenting style. In contrast, the authoritative parenting style is recognized as the most effective of the parenting approaches (Baumrind, 1991). One study showed that authoritative parenting style had more parental participation and support when compared to other parenting styles (Steinberg, Lamborn, Dornbusch, & Darling, 2012). Baumrind defined authoritative parents as firm, but not invasive and limiting. Authoritative parents are encouraging rather than retaliatory. Parents who use the authoritative parenting styles want their children to be self-confident as well as be able to self-regulate their emotions and behaviors (Baumrind, 1966, 1968, 2013). Children of authoritative parents have strong self-esteem and are self-sufficient, independent, and reliable (Wennar, 1994).

Permissive parenting style. Baumrind (1967) explained how parents who use the permissive parenting style tend to require less of their children with very limited control. Sorkhabi (2005) explained how with this lack of control from parents, children end up taking control and dictating to their own parents. According to Damon (1989), parents who use permissive parenting style show high levels of care but very low expectations and responsibility from their children. As a result, children raised by permissive parents have poor social abilities and low self-esteem (Baumrind, 1991; Reitman et al, 2002), and are frequently perceived as selfish, reliant, reckless, spoiled, rowdy, and dismissive of other people's needs (Binger, 1994; Wennar, 1994).

Definition of Terms

The following is a list of definitions of terms that are used in this study.

Aggressive behavior – Is the behaviors leading to psychological, physical harm of others (Verhoef et.al., 2019).

Authoritarian Parenting Style – A parenting style that focuses on being restrictive, directive, excessively demanding, and unresponsive to children's wants or desires (Baumrind, 1991).

Authoritative Parenting Style – A parenting style that is both responsive and demanding. It is characterized by a combination of warmth and control, focusing on logic and communication between parent and child (Baumrind, 1991).

Familismo - The prioritization of family (OntaiGrzebik & Raffaelli, 2004).

Parenting – The entirety of a parent's interactions with their child that affects their physical, emotional, social, and intellectual development can be referred to as their parenting style (Aremus et al., 2019).

Permissive Parenting Style – A less traditional parenting style that is high in responsiveness but low in demanding behavior, leaving self-regulation to the child with little parental engagement (Baumrind, 1991).

Respeto - The demonstration of respect (OntaiGrzebik & Raffaelli, 2004).

Self-esteem – Self-esteem is a person's overall perception of their value and significance (Peng et al., 2021).

Significance of the Study

Latinos are the fastest growing population group in the United States, numbering 62 million, according to 2019 Substance Abuse and Mental Health Services Administration (SAMHSA) figures. The importance of Latino young adults' response to their parents' parenting styles regarding self-esteem and aggression will give parents, teachers, and professional counselors insight into assessing and identifying adolescent problems and developing a culturally appropriate treatment plan. As a result, improving

the quality of the adolescent wellbeing can make a positive difference within the Latino population. The study aims to provide positive social changes by improving the understanding of the effect parenting styles have on Latino children's self-esteem and aggressive behavior. The results of this study will bring much needed attention to the Latino population and contribute to the existing research on parenting styles and how it affects the Latino community. According to Baumrind's theory, parenting style and children's behavior are closely related, and different parenting styles can impact children's development and outcomes differently.

Our Lord and Savior stressed the importance of good parenting, to nurture our children in the "discipline and instruction of the lord" (Eph. 6:4), and not to lead our children astray; "train up a child in the way he should go, and when he is old, he will not depart from it" (Prov. 22:6).

Summary

The Latino community is one of the fastest-growing populations in the United States. This quantitative study examined the relationships among authoritarian, permissive, and authoritative parenting styles and Latino adolescents' self-esteem and aggressive behavior. Parenting styles can affect the self-esteem required for comprehending self-worth and self-determination, influencing the quality of close and personal relationships. Self-esteem is essential during adolescence, as adolescents face numerous obstacles that can affect their self-esteem, such as peer pressure, body image issues, and increased responsibilities. Parenting styles can also affect how children and adolescents manifest problem behaviors, such as aggression, resulting in a lack of self-regulation skills. This study can aid in developing strategies to increase parental

responsiveness to their child's unique needs. These strategies can include communication skills, guidelines for setting boundaries, and places for discussing emotions.

CHAPTER 2: LITERATURE REVIEW

Overview

A review of the literature related to the studies on the relationships among parenting styles, aggression, and self-esteem in Latino adolescents is provided in this chapter. Both the theoretical foundations and findings from previous empirical studies about each topic in this chapter, while exploring the key concepts in each area of the study, are presented. The importance of the study is highlighted by examining the dynamics of the relationships among parenting styles, aggression, and self-esteem in Latino adolescents. The literature review explores parenting styles' influence on Latino adolescents' aggressiveness and self-esteem.

This literature review explores the significant impact and influence of parenting styles on adolescent aggression and self-esteem. Baumrind (1966) introduced the concept of parenting style, which pertains to the way a parent interacts with and disciplines their children. Individuals who elect to undertake the responsibility of parenthood invariably exhibit a unique parenting style, which eventually influences their approach to child-rearing. Baumrind (1971) introduced a classification of parenting styles, which encompasses three distinct types: authoritative, authoritarian, and permissive.

Description of Search Strategy

To explore the relationships among parenting styles, aggression, and self-esteem in Latino adolescents, extensive research was performed using keywords such as parenting styles, aggression, self-esteem, Latino adolescent, Latino parenting, and adolescent. To find relevant literature for this research study, the databases used included ProQuest (Psychology database), APA PsycNet, EBSCO Database, Sage Journals, and

Jerry Falwell Library. Furthermore, biblical research was conducted through word study (Journals) and Bible study.

Review of Literature

In this literature study, topics pertinent to Latino parenting practices, especially adolescent aggressiveness and self-esteem, will be emphasized. It will investigate the various aspects of parenting and how those affect the conduct of Latino adolescents. Additionally, it will briefly review the three parenting philosophies (authoritarian, authoritative, and permissive). The benefits and drawbacks of this exploratory study will be discussed in the literature review's conclusion. To develop a more thorough, larger-scale investigation, this section's objectives are to assess pertinent literature for the main elements of this exploratory study and to gain additional knowledge about the variables.

Baumrind's Parenting Styles and Cross-Cultural Application

According to Baumrind (1966), parenting style refers to how a parent conducts themselves when disciplining or interacting with their children. Baumrind proposed that the behavior of children can be related to the parenting style they were exposed to in their households. This narrative explores the influence of parenting during an individual's formative years and the impact of the environment during their upbringing. According to Parke (2004), an individual's familial background and personal experiences can significantly affect the parent-child connection during childhood.

Baumrind (1971) emerged as a pioneering researcher who spearheaded the investigation of parenting styles and their impact on the parent-child or primary caregiver-child relationship. Baumrind proposed a classification of parenting styles consisting of three types: authoritative, authoritarian, and permissive. This model has

become well recognized and is characterized by its emphasis on demandingness and responsiveness. Baumrind discovered that parental control has a significant impact on child behavior. The concept of demandingness refers to how parents impose expectations and requirements on their children, whereas responsiveness pertains to how parents react and address the demands made by their children (Pérez-Fuentez et al., 2019).

Parenting poses numerous challenges that can burden the caregiver with significant mental, physiological, and emotional burdens. According to Schechter et al. (2010), parents may undergo a psychological upheaval due to how they employ their parenting skills with their children. According to Baumrind (1991), a correlation exists between the parenting style used by parents and how a child internalizes societal standards and their immediate surroundings. When parents demonstrate friendliness and support, they encourage their children's development of independence and creativity.

According to Baumrind (1966), when children witness their parents providing support and approval, they develop an internal understanding that their emotional and psychological desires and requirements are being fulfilled. The authoritative parenting style is characterized by high levels of flexibility, exigency, affection, and control, while also placing significant emphasis on logic and interaction within the parent-child relationship (Baumrind, 1991).

Authoritative parenting provides children with the reasoning behind decisions, and open communication is encouraged. Children are required to follow rules, but their autonomy and uniqueness are also encouraged. They are the most self-reliant, and when compared to children raised in permissive and authoritarian households, they exhibit the

best behavioral, social, and cognitive traits, as well as the highest levels of self-esteem (Buri, Louiselle, Misukanis, & Mueller, 1988).

According to Baumrind (1971), the authoritarian parenting style is characterized by high demands placed on children, coupled with a low level of attention to their needs. Authoritarian parents have an absolute established ideal of behavior and utilize strong control to ensure that their children meet the criteria (Baumrind, 1966).

The authoritarian parents are continuously trying to maintain control and provide little warmth or affection. Children are instructed what to do, and parents discourage discussions between parent and child. The parents emphasize authority and following the rules. Authoritarian parents, according to Baumrind, are demanding but not receptive. Girls raised by authoritarian parents show less independence, whereas boys show less social obligation (Baumrind, 1971).

Finally, it may be seen that permissive parenting significantly emphasizes being sensitive to the child's needs while simultaneously displaying a relatively low level of demandingness, as noted by Baumrind in 1971. According to Baumrind's (1971) findings, it may be inferred that parents who choose a permissive parenting style perceive themselves as a readily available resource that their child can utilize at their discretion. The child is not expected to follow rules at home or outdoors, and instead governs his or her own conduct. Few chores are assigned to the child, and few expectations are set. The parent is not a role model for the child, but rather is accountable for the child's happiness. Contrary to popular belief, a child who is not disciplined may exhibit more antagonistic, defiant, and aggressive tendencies (Baumrind, 1968). Baumrind contended that a child who receives no demands, receives help effortlessly, and is held to low standards

may be under stimulated, resulting in difficulties becoming autonomous and a lack of impulse control. The child perceives the parent as lacking value, leading to the child's interpretation of the situation necessitating self-regulation of their emotions with minimal parental engagement.

Many researchers continue exploring authoritarian, authoritative, and permissive parenting behaviors, building on Diana Baumrind's (1971, 1997) work, which described different parenting styles as a mixed of varied responsiveness and demandingness. The parenting philosophies of (a) authoritative, (b) permissive, and (c) authoritarian are three that are commonly mentioned in the literature (Georgiou et al., 2018). Demandingness relates to the degree of power, while responsiveness typically corresponds to warm behaviors (Baumrind, 1971). The authoritative parenting style has consistently been viewed as the most adaptive, even though most recent studies on the applicability of Baumrind's (1971) classification has focused on practices of the "majority culture" (Domenech Rodriguez et al., 2009). According to Garcia and Garcia (2009), in past research conducted in the United States, an authoritative parenting technique correlates with the best outcomes for children.

Furthermore, research conducted in other countries using different adolescent results as standards sustained the idea that, compared to the authoritative style, a permissive parenting style was associated with the lowest achievement of children. While permissive and authoritarian parenting styles have been associated with poor developmental and health results in children across cultural settings, authoritative parenting helps support healthy child outcomes (Georgiou et al., 2018).

Authoritarian parenting is characterized by anger and negative affect, with little to no bargaining with the child. It is frequently associated with traditional or culturally acceptable Latinx homes (Minaie et al., 2015). Although permissive parenting is characterized by higher levels of parental responsiveness and supporting, it is also characterized by low levels of parental demandingness, which makes permissive parents more likely to accommodate their children, even when they disobey or show disdain for them (Minaie et al., 2015). According to studies, high levels of parental warmth, responsiveness, and involvement, combined with high levels of strictness, foster optimal adjustment in Euro-American children, offering emotional support through responsiveness and establishing appropriate rules and limits to control children's behavior through demandingness. However, these findings fail to consider different cultures and ethnic groupings (Martinez & Garcia, 2007).

Parenting Styles in Latino Families

Diana Baumrind's conceptualization of parenting styles may offer a structured framework for child-rearing practices; nevertheless, its applicability within the Latino population may be limited. Darling and Steinberg (1993) asserted in prior research on applying Baumrind's (1971) typology that parenting styles are best comprehended as cultural and environmental factors limiting parenting styles' impact on children (Mogro-Wilson & Cifuentes, 2021). According to Darling and Steinberg (1993), parenting styles that affect a child's openness to socialization are crucial for foreseeing not only the child-development outcomes but also the thoughts and behaviors of the parents toward their offspring concerning the parental behaviors of warm-heartedness, commitment, and support (Mogro-Wilson & Cifuentes, 2021).

Parenting in immigrant households is both tough and rewarding. Aside from the conventional parenting duties, obstacles for those parents with immigrant backgrounds encompass the pressure to conform to the mainstream environment while deciding which ethnic identity and values to keep and pass down to their children (Kiang et al., 2017). Latinos encompass a heterogeneous group of individuals originating from numerous Spanish-speaking nations, constituting over 50% of the overall population growth in the United States. Some researchers found authoritative parenting, or attentiveness to the children while setting behavior demands that develop autonomy, to be the most common type of Latino parenting, while others found other prevalent Latino parenting styles (Bámaca-Colbert et al., 2018).

Authoritarian parenting, or parental authority with inadequate responsiveness to the child, was identified as the second most common Latino parenting style by Varela et al. (2004). It is noteworthy to acknowledge that despite the heterogeneity within the Latino population, researchers concur that they have shared values (Fuller & Garcia Coll, 2010; Santiago-Rivera, 2003). Indeed, a significant portion of Latino cultural values may pertain directly to the realm of parenting, including familismo (the prioritization of family) and respeto (the demonstration of respect) (OntaiGrzebik & Raffaelli, 2004).

Adolescents may perceive parenting elements differently depending on their cultural upbringing. According to Crockett, Brown, Russell, and Shen (2007), regulating actions were described as a show of care by Mexican-origin adolescents. As a result, when combined with family stability and parental support, Latino teenagers may withstand psychological control and harsher disciplinary actions. Previous research on

Latino parenting styles includes factors such as encouragement, monitoring, behavioral control, and discipline (Domenech Rodriguez et al., 2009; White et al., 2013).

According to Calzada et al. (2013), "Latinos tend to value obedience and respect more than assertiveness and independence in children and to rely on physical discipline and hierarchical parent-child relationships to instill these values" (Calzada et al., 2013). This parenting approach and actions are more indicative of authoritarian parenting than authoritative parenting (Calzada et al., 2013). Particularly in Latin households, cultural values like the value of family and respect for elders have been proven to affect parental participation levels and child-development differences (Calzada et al., 2013; Perez-Brena et al., 2015).

According to Bámaca-Colbert et al. (2018), adolescents may experience parenting differently depending on their cultural upbringing. According to Crockett, Brown, Russell, and Shen (2007), when parents showed controlling actions, they were described as a show of care by Mexican-origin youth. As a result, when combined with family stability and parental support, Latino teenagers may withstand psychological control and punishments. Previous research on Latino parenting styles includes encouragement, monitoring, behavioral control, and punishment (Domenech Rodriguez et al., 2009; White et al., 2013).

Latino families place significant importance on familismo. Familismo is a major and connected value that is common among many Latinos and thought to influence how an individual views power inside a family (Buriel, 1993). Familismo is defined as either direct engagement or supporting behaviors that result in the family unit taking precedence over the individual's interests (Vega, 1990). Familismo is shown to be much more

common in Latino families than in Caucasian families, and Latino families tend to have huge networks of extended families whom they visit frequently. There is a strong sense of commitment to family, which frequently extends to nonrelative individuals who are not kin but are considered family (Harrison et al., 1990). Within consistent family emotional systems associated with familismo, a major component of most Latino cultures, authoritative and authoritarian parenting may exist in Latino families. Latino families frequently exhibit higher family cohesion when they have a strong sense of belonging through familismo (Bamaca-Colbert et al., 2018). Adolescent Latinos may view parenting through cultural filters that interact with familismo.

According to Bamaca-Colbert et al. (2018), Latino parental support is a crucial dimension of response at the subsystem level, consisting of affection, tenderness, support, and emotional closeness. Latino parental demandingness expresses respeto, founded on the notion that parental authority should be respected in parent-youth relationships. Thus, a family dynamic environment may influence Latino teenagers' assessments of parents' parenting methods, and thus parenting influences youth stability.

Numerous studies consistently demonstrate that children who receive parental support, monitoring, and are spared from harsh punishment tend to exhibit favorable outcomes. These outcomes encompass enhanced academic performance, reduced behavioral issues, improved mental wellbeing, heightened social skills, and a more positive self-perception (Amato & Fowler, 2002).

Parenting Styles and Aggressive Behavior in Adolescent

Societies have become concerned about the rise in aggressive and violent behaviors among adolescents in recent years. According to the World Health

Organization, aggression is a global concern to public health. Regrettably, despite government efforts to reduce the rates of violent acts among youth, this pandemic public health issue still exists (WHO, 1996, 2009, 2014). Aggression as a habit and attack as a personal propensity for violent behavior has been thoroughly studied (Wahl & Metzner, 2012).

The role of parenting is considered crucial in many prominent theories about the development of aggressive behaviors in children and adolescents (Frick & Viding, 2009). Aggression in adolescents is one of the most reliable and robust indicators of various health issues, including antisocial behavior, cognitive difficulties, and internalizing and externalizing harmful behaviors (Perez-Gramaje et al., 2019; 2020). For instance, aggressive teenagers use more drugs and have more mental health issues (Perez-Gramaje et al., 2019; 2020). Adolescence is not the only time when people become aggressive, and according to empirical research, some types of aggression develop in children and adolescents and persist into adulthood (Wahl & Metzner, 2012).

According to a comprehensive meta-analysis conducted by Pinquart and Kauser (2017), which encompassed a vast sample size of over one million children and adolescents across more than 1,400 studies, it was shown that the correlation between authoritarian parenting styles and indicators of aggressive, rebellious, and disruptive behaviors becomes increasingly pronounced as individuals progress through adolescence. The social influences of peers, broader social and contextual factors, cultural acceptance of violence, or even a genetic predisposition have all been shown to be strongly associated with aggressive behavior, though parents are among the main influences on the increase of aggressiveness in young children (Garcia, Lopez-Fernandez, & Serra,

2018; Moffitt, 2018). Much of the research on parenting typically distinguishes three parenting classification: authoritative, permissive, and authoritarian. Contrarily, research has come under fire for failing to account for differences in warmth and strictness (Stattin & Kerr, 2000).

According to Devi (2019), how parents exhibit their parenting style and cultivate a family atmosphere can either mitigate or amplify aggressive tendencies in their adolescent children. Parenting styles encompass the various ways in which a parent engages with their child, encompassing aspects such as providing support, expressing affection and control, and establishing boundaries (Baumrind, 1971). Understanding the correlation between aggression and parenting approaches can potentially reduce the incidence of conflicts among adolescents and their parents (Howenstein, 2015).

According to Howenstein (2015), empirical studies have demonstrated a significant association between parenting styles and adolescents' emergence of aggressive behavior. This relationship is attributed to the fact that parents can promote or discourage aggressive behaviors in their children.

The parenting style is indicative of the emotional climate within the household, wherein parents strive to achieve their major objectives of socialization. These objectives may include fostering maturity, adhering to societal standards, and promoting non-harmful behavior (Darling & Steinberg, 1993). Authoritarian parents enforce strict compliance with regulations and consistently impose them. However, they also offer remote parenting environments that facilitate solely unidirectional connections. Authoritarian parenting and authoritative parenting are distinct in their approach, as authoritative parents engage in a two-way dialogue and employ logic when interacting

with their children, despite exhibiting comparable adherence to rules and consistent enforcement of severe boundaries (Baumrind, 1983; Lewis, 1981). Despite both authoritative and authoritarian parenting styles being equally strict, only authoritative parents engage in reasonable and flexible treatment of their children using open communication and reciprocal reasoning (Martinez et al., 2007).

Numerous studies have demonstrated that diverse parenting philosophies, including authoritative, authoritarian, and permissive approaches, provide distinct impacts on a child's propensity for aggression. In general, scholarly investigations conducted in Anglo-Saxon settings, primarily with European-American participants, have consistently demonstrated that children and adolescents raised in authoritative households exhibit superior developmental outcomes compared to those raised in authoritarian or permissive family environments (Baumrind, 1967, 1971; Lamborn et al., 1991; Steinberg, 2001; Steinberg, Blatt-Eisengart, & Cauffman, 2006; Steinberg et al., 1994). The research conducted by Kawabata et al. (2011) has established a correlation between the use of an authoritative style and reduced levels of relational and physical violence as well as hostility. The presence of leniency has been found to be correlated with elevated levels of aggression, whereas the parental element of regulation may aid parents in achieving adherence to societal norms among their offspring.

The notion that the authoritative parenting style is constantly linked to the best outcomes in children and teenagers has been questioned by several studies across various cultures, environments, and societies (Baumrind, 1972; Clark et al., 2015). Early research from U.S. ethnic minority groups suggested that the parenting style used the most is authoritarian in low-income families, families with lack or little education, Middle

Eastern populations, and Asian societies (Dwairy et al., 2006, Hoff et al., 2002, Leung et al., 1998, Quoss & Zhao, 1995). Chao's (1994, 2001). Research findings indicate that Chinese American children who come from authoritarian households have higher academic performance compared to their counterparts raised in authoritative households. Quoss and Zhao (1995) found that Chinese children who were raised by authoritarian parents exhibited higher levels of satisfaction in their parent-child relationships compared to those who were raised by authoritative parents.

According to Garcia and Gracia (2009) and Steinberg et al. (2006), it is suggested that authoritarian parenting may not have as negative consequences and could potentially provide a protective influence in impoverished ethnic minority households and high-risk communities. This is attributed to the notion that individuals tend to adapt more effectively and experience greater satisfaction when they are exposed to environments that align with their attitudes, values, and personal experiences.

Previous research has indicated that the permissive parenting style can provide comparable or superior advantages when compared to the authoritative parenting style (Calafat et al., 2014; Garcia & Gracia, 2009, 2010; Di Maggio & Zappulla, 2014; Valente et al., 2017). Based on empirical studies, it has been found that European adolescents who come from households characterized by permissive parenting styles have comparable or even superior performance on measures of psychological adjustment (Calafat et al., 2014; Garcia & Gracia, 2009, 2010; Garcia et al., 2019) and self-esteem (Fuentes et al., 2015; Garcia & Serra, 2019; Garcia et al., 2018).

Permissive parenting has been found to serve as a protective factor against children's engagement in misbehavior, as supported by studies conducted by Garcia and

Gracia (2009, 2010), Moreno-Ruiz et al. (2018), and Suárez-Relinque et al. (2019).

Adolescents hailing from permissive households have indicated lower levels of aggression. Calafat et al. (2014) conducted a comparative study including six European countries, whereby they noticed that children hailing from permissive households exhibited greater levels of self-esteem and academic achievement in comparison to children from families using authoritarian parenting styles.

Latino Parenting Styles and Aggressive Behavior in Adolescence

The Latino community is one of the fastest-growing populations in the United States. Latino adolescents may be at higher risk for aggressive behavior (Moreno-Ruiz et al., 2018). Wang et al. (2020) found a common challenge for Latino adolescents was how to navigate between Latino culture and the American culture. There is evidence that Latino youth violence is more prevalent than other racial/ethnic groups (Rios et al., 2020). According to Kim et al. (2010), Latino male adolescents reported higher levels of verbal and physical aggression, while Latino females reported higher levels of aggression when their reputation was at stake (McLaughlin et al., 2007). Some research revealed that Latino youth were more likely than White youth to engage in fighting, whereas others found no racial/ethnic differences (Rios et al., 2020).

According to Perez-Gramaje et al. (2020), Latino parenting styles have various effects on child development, including aggressiveness. Moreno-Ruiz et al. (2018) found that Latino teenagers' aggressive behavior is linked to unsuccessful supervision and direction from parents and feeling less connected with their families. In their study, Moreno-Ruiz et al. (2018) aimed to examine the correlation between several parenting styles (authoritative, permissive, authoritarian, and neglectful) and reactive and proactive

school violence among a sample of 2399 Spanish teenagers. These adolescents varied in age from 12 to 18 years old. The researchers expected that adolescents who grew up with authoritative and permissive parenting styles would score lower in all the functions of aggression studied. Adolescents in households with authoritarian and neglectful parenting styles, on the other hand, would have higher scores on all facets of violence. Finally, the researchers expected that adolescents raised by indulgent parents would be the least aggressive of all groups. The analysis of the results indicated a significant association between the authoritarian parenting style and increased involvement in both proactive and reactive violent behaviors. Regarding the impact of the interplay among gender, age, and parenting styles, it was revealed that adolescents belonging to indulgent homes, irrespective of their gender or age group, achieved lower scores in proactive violence. In this respect, families of students who engage in violent behavior face significant challenges when managing their children's behavior.

On the other hand, adolescents who are emotionally connected with their families have improved confidence and independence and a lesser inclination to engage in violent acts (Moreno-Ruiz et al., 2018). Moreno-Ruiz et al. (2018) discovered that Spanish females aged 15 to 18 had lower aggression levels than males. Furthermore, compared to the other parenting styles, the sample of adolescents from an authoritarian parenting style scored higher on aggressiveness.

Based on scholarly research, it has been shown that many Latino families tend to live in towns and neighborhoods characterized by a higher risk factor. This occurrence can be attributed to their ethnic minority status, as highlighted by Jargowsky (2013). Latino parents may exhibit heightened levels of involvement in their adolescent children's

lives to mitigate the potential risks associated with residing in environments characterized by elevated levels of danger, with the goal of securing favorable outcomes for their children. In addition, it is common for Latino parents to impart significant cultural traditions, conventions, and values to their adolescent children through socialization. One illustrative example pertains to the cultural significance placed on familial relationships, as evidenced by cultural values such as familismo. Hence, it is plausible that Latino parents exhibit a culturally appropriate pattern of displaying significant levels of parental participation in their adolescent children's lives, even though adolescence is generally perceived as a phase characterized by less parental influence (Maiya et al., 2020).

According to Hernández and Bámaca-Colbert (2016), Latino cultural norms, such as familismo, have been observed to deter individuals from associating with disruptive peers and engaging in harmful behaviors. It is crucial to understand how parenting styles influence adolescent aggression and how aggression has been reported to lower self-esteem (Donnellan et al., 2005).

Parenting Styles and Self-Esteem in Adolescence

The psychological notion of self-esteem has generated much confusion and garnered significant attention in scholarly research (Wolff, 2000). According to Rizzo et al. (2010), self-esteem is widely identified as having a beneficial impact on individuals' ability to navigate fundamental challenges in life. It is characterized by competence, worthiness, and contentment in pursuing and attaining personal objectives. Chao (1994) proposed that parenting methods have influenced children's academic achievement, self-esteem, psychological growth, and conduct. Adolescents are a population that

experiences developmental changes as they handle the intricacies of growing up, which can have a lasting impact on their adult lives.

Adolescents go through significant physical, social, and psychological changes when they reach puberty. Still, they also learn to gain autonomy, develop a sense of self, and strengthen connections (Christie & Viner, 2005). According to research, adolescent self-esteem may be one of the most important underlying determinants on outcomes for adolescents (Aremu et al., 2019). Adolescents being raised in an authoritative parenting style, with parenting styles and behaviors associated with affection, relationships, and consequences, mediates psychosocial regulation (Newman et al., 2008). Adolescent problems with self-esteem present a significant issue that parenting practices can affect (Martinez et al., 2020). According to Peng et al. (2021), parenting style and self-esteem are associated. It has been established that a warm and affectionate parenting style helps children develop strong self-esteem (Du et al., 2022). Meanwhile, a child's self-esteem can be harmed by a parenting style where rejection is the norm, leading to low self-esteem (Peng et al., 2021).

According to research, adolescent self-esteem may be one of the most important underlying factors affecting adolescent outcomes (Aremu et al., 2019). The findings of a study conducted by Hunter et al. (2015) indicated that the influence of parental psychological control on teenage depression and antisocial behavior was mediated by two dimensions of self-esteem, namely positive self-esteem, and self-derogation. Additionally, the study demonstrated that the impacts of both maternal and paternal support, as well as behavioral control, were not influenced by adolescent self-esteem.

Despite the impacts of peers during adolescence, it is believed that parenting style significantly influences the formation of teenagers' sense of self (Gorostiaga et al., 2019).

According to research, families are the primary source of an individual's behavioral problems and transgressions, and most adolescents with behavioral problems come from homes with inadequate parenting practices (Aremu et al., 2019). A recent study has provided empirical evidence supporting the notion that parenting techniques exert a significant influence on the development of children's self-esteem within the cultural contexts of Brazil, Spain, and Portugal. The correlation between the parents' chosen parenting technique and several aspects of self-esteem, including academic, social, emotional, family, and physical features, has been observed. Indulgent parenting emerges as the most favorable parenting style for fostering higher levels of adolescent self-esteem, particularly in the domains of academic, emotional, family, and physical self-esteem. In contrast, authoritative parenting does not exhibit a significant difference in promoting social self-esteem among adolescents. According to Martinez et al. (2020), the parenting styles associated with the least favorable levels of self-esteem are authoritarian and neglectful. In addition, Pinguart and Gerke (2019) found that authoritative parenting is associated with higher levels of self-esteem, although authoritarian and neglectful parenting are not. The relationship between permissive parenting and self-esteem was inconclusive.

Latino Parenting Styles and Self-Esteem in Adolescence

Self-esteem in Latino adolescents has been linked to perceived parenting style (Yomtov et al., 2015). In contrast to their non-Latino counterparts, Latino youth exhibit diminished levels of self-esteem, as indicated by findings from a study conducted by

Greene and Way in 2005. According to Kuhlberg et al. (2010), during adolescence, individuals begin to critically examine the norms, perspectives, and customs that seem to be enforced rather than mutually agreed upon. The level of autonomy desired by adolescents, as well as the level of autonomy granted by parents, exhibits variation across different cultural contexts. The presence of intrafamilial conflict and intergenerational discord between parents and their offspring has been linked to a multitude of adverse consequences in teenagers, such as the manifestation of internalizing tendencies and lower self-esteem (Kuhlberg et al., 2010).

The perception of psychological control exerted by parents can weaken the sense of autonomy among teenagers and instill uncertainty regarding their worth and ability. Consequently, this can lead to a drop in their self-efficacy. In their study, Bamaca et al. (2005) investigated the correlations among parental influence, self-esteem, and the level of risk within the neighborhood in a cohort of 324 Latino teenagers. According to Bamaca's research findings, it was shown that the self-esteem of boys is affected by the parenting behaviors of both parents, whereas the self-esteem of girls is influenced by the parenting behaviors specifically exhibited by their mothers. While there is a substantial body of research on adolescent wellbeing, there is a noticeable lack of studies specifically investigating the wellbeing of Hispanic or Latino adolescents (Bean & Northup, 2009).

The study conducted by Yomtov et al. (2015) investigated the potential correlation between the perceptions of maternal and paternal actions among Latino adolescents and their levels of general self-efficacy and relational self-esteem. A total of 662 Latino ninth grade students from three public high schools in Los Angeles participated in the study by providing self-reported survey responses. The findings of the

study indicate a significant and positive correlation between the perception of supportive behaviors from both mothers and fathers and the general self-efficacy and relational self-esteem of boys and girls. Conversely, there is a significant and negative correlation between the perception of psychologically controlling behaviors from both mothers and fathers and general self-efficacy. According to Yomtov et al. (2015), research has indicated a correlation between both mothers' and fathers' overbearing, severe, and psychologically dominating behaviors and decreased levels of general self-efficacy among adolescents.

In another study, Plunkett et al. (2007) investigated the associations between perceived parenting actions and self-esteem among Latino youth. The data obtained by the researchers consisted of self-reported responses from a sample of 807 Latino adolescents attending high schools in Los Angeles. The findings indicated that parental psychological control and support had a greater impact on the self-esteem of Latino children compared to monitoring and punitiveness. Bean and Northup (2009) have established that parental approval is a highly influential factor in determining positive psychosocial adjustment in children. According to the study conducted by Driscoll, Russell, and Crockett (2008), adolescents raised in authoritative and permissive parenting styles had greater self-esteem than those raised in an authoritarian parenting style.

Biblical Foundations of the Study

The notion of family occupies a central position within God's overarching purpose for humanity, thereby bestowing upon us the imperative to fulfill our parental duties with utmost proficiency. Jesus was born into a familial unit and frequently drew parallels between the Church and a familial structure. In the biblical passage Romans 8:17, the

apostle Paul employs the term "co-heirs" to designate our relationship with Christ. Similarly, in Galatians 3:26, we are identified as offspring of God. In Scripture, God is frequently denoted as our paternal figure. In essence, it may be argued that families are formed by God with the purpose of instructing children on the principles of living in accordance with His teachings. Furthermore, God provides us with the necessary guidance and knowledge through His written word to fulfill our parental responsibilities in a competent and steadfast manner. The Bible in Proverbs 22:6 instructs for children to be brought up in accordance with God's words, and it is likely that they will remain steadfast in their adherence to it even in their later years.

The Bible provides various instances of parenting methods, including authoritarian, authoritative, and permissive approaches. The manifestation of authoritarian parenting can be observed prominently in the life of King Saul. The individual in question exhibited characteristics of anger, intimidation, and a desire for revenge. The actions of King Saul against David were characterized by severity to such an extent that he ultimately incurred the loss of esteem from his own son Jonathan, as documented in the biblical account of 1 Samuel 20:30.

The authoritarian parenting exercises strict control over the household. The child often has a significant degree of self-doubt and insecurity regarding their personal identity and familial status. This parent typically exhibits a control-oriented approach. Children residing in an authoritarian environment are deprived of any form of agency or opportunity for self-expression. The prevailing expectation is for them to maintain a low profile and refrain from expressing their opinions. An authoritarian parent tends to prioritize adherence to regulations, often employing an approach characterized by the

phrase "do it because I said so," while typically providing minimal or no justification or rationale for the rules. Nevertheless, such conduct might exacerbate and lead to a child's discouragement (Colossians 3:21).

The concept of the authoritative parent should not be mixed with that of the authoritarian parent. The authoritative parenting style is considered an ideal approach to strive for inside the household. Solomon epitomizes the archetype of an authoritative parent. Solomon undergoes a significant change in his personal trajectory after his upbringing characterized by a lack of paternal involvement. Solomon's writings in the book of Proverbs extensively address the topics of love, discipline, and guidance of children, emphasizing the importance of instilling in them a path aligned with the teachings of the Lord. The authorship of these proverbs can be attributed to Solomon, who composed them with the intention of providing direction to his son. In the biblical passage of Proverbs 1:8, the speaker imparts a cautionary message, advising the addressee, presumably a male offspring, to attentively heed the guidance provided by their paternal figure, while also emphasizing the need of not disregarding the moral principles instilled by their maternal authority. Solomon, on 26 occasions, directed his instructions towards an individual whom he referred to as "My son."

The authoritative parenting style aims to guide a child's emotional development rather than exerting control. An authoritative parent exhibits assertiveness while maintaining a non-intrusive approach towards their child's life. Consequently, Solomon provided instruction, wisdom, and affectionate guidance to his offspring. The individual emphasizes the importance of their son's wise heart, expressing that their own heart and innermost being will experience joy when their son speaks words that are morally

upright. "Listen attentively, my offspring, and acquire wisdom; direct the inclinations of your innermost being towards the path of righteousness" (Proverbs 23:15-16; 19).

Lastly, the permissive parent is one who avoids discipline. The story of King David is a great example of a permissive parent. David's permissiveness is shown in his decision to abstain from disciplining his son Adonijah. According to the biblical text, it is stated that David did not reprimand him on any occasion (1 Kings 1:5-6). David exhibited a complete lack of involvement in his son's disciplinary matters. Furthermore, David declined to engage with Absalom because of his act of fratricide, which occurred after the rape of his sister Tamar. David demonstrated a failure to uphold God's law and Israel's justice system in addressing the actions of Amnon and Absalom. Despite granting Absalom permission to return to Jerusalem, David failed to arrange a meeting with him to address the unresolved matters, as documented in 2 Samuel 14:28. David exhibited characteristics of an uninvolved and permissive parenting style.

In the Bible, God promise to us "I will be a Father to you, and you shall be My sons and daughters, says the Lord Almighty" (2 Cor. 6:18). God has consistently conveyed in scriptures a desire for active involvement, authoritative guidance, and educational influence upon us, his children.

Summary

This study investigates the impact of Latino parenting methods on adolescent aggressiveness and self-esteem, focusing on the multifaceted dimensions of parenting within the Latino community. The parenting theory proposed by Baumrind (1971) encompasses three distinct styles, namely authoritative, authoritarian, and permissive. The authoritative parenting style is distinguished by the imposition of high expectations

on children, whereas the authoritarian parenting style is distinguished by the imposition of high expectations on children, accompanied by a limited degree of attentiveness to their needs. Permissive parenting is characterized by a focus on the child's needs, coupled with a comparatively low degree of expectations or demands. The authoritative parenting style has been widely regarded as the most adaptable approach. Recent research has revealed a positive correlation between this parenting style and favorable results for children. The practice of permissive parenting has been found to be correlated with the lowest levels of success in children, whereas authoritative parenting has been shown to contribute to positive and healthy results for children.

The influence of cultural and environmental influences on children in Latino homes may impose constraints on the range of parenting approaches employed. Latinos, a diverse population originating from different Spanish-speaking countries, exhibit common cultural values, such as familismo and respeto, that can have a direct impact on parenting practices. This parenting technique, which takes cultural sensitivity into consideration, aligns more closely with the characteristics of authoritarian parenting rather than authoritative parenting. Latino homes have been found to exhibit cultural norms that prioritize family and emphasize respect for elders, which in turn have been associated with variations in parental involvement and child development. The culturally sensitive role of the father as the primary earner in Puerto Rican households underscores the significance of paternal engagement in a child's psychological and social development. In general, this literature review offers significant contributions in understanding Latino parenting methods and their influence on teenage behavior and self-esteem. The experiences of adolescents in relation to parenting exhibit variability

contingent upon their cultural background, while Latino families attribute considerable significance to familismo, a prominent element among many Latino cultures.

The impact of parenting methods on the manifestation of aggressive behavior in teenagers is a matter of significant global concern within the realm of public health. Aggression, being a robust indication of diverse health-related problems, further underscores the urgency of addressing this issue. Aggressive conduct has been found to be significantly correlated with various elements, including social effects, broader social and environmental factors, cultural acceptability of violence, and genetic predisposition. The way parents choose to raise their children can have the effect of either reducing or intensifying aggressive inclinations in adolescents. Various parenting styles, such as authoritative, authoritarian, and permissive methods, have discernible effects on a child's likelihood of displaying aggressive behavior.

There exists a significant association between parenting styles and self-esteem, whereby the provision of warm and caring parenting contributes to the cultivation of robust self-esteem in children. Nevertheless, parenting characterized by rejection has been found to be associated with the development of diminished self-esteem. The impact of self-esteem during adolescence is a crucial determinant of various outcomes experienced by adolescents. According to the literature research, there exists a correlation between perceived parenting style and self-esteem among Latino teenagers. The adolescent population may have a diminished sense of autonomy and more ambiguity regarding their self-worth and abilities because of seeing psychological control from their parents, ultimately leading to a decline in their self-efficacy.

Insufficient scholarly research exists regarding how different parenting styles can affect the well-being of Hispanic or Latino teenagers. Research findings indicate that parental approval has a significant role in shaping the positive psychosocial adjustment of children. The concept of family holds significant importance in God's plan for humanity, and it is imperative that each parent parenting responsibilities is completed with utmost competence. The Bible offers a range of parenting methodologies, encompassing authoritarian, authoritative, and permissive approaches.

CHAPTER 3: RESEARCH METHOD

Overview

The purpose of this correlational study was to explore the relationships among authoritarian, authoritative, and permissive parenting styles and Latino adolescents' self-esteem and aggressive behavior. Furthermore, this study hypothesized that there will be a relationship between authoritarian, authoritative, and permissive parenting style, and self-esteem in Latino adolescents. It was also hypothesized that there will be a relationship between authoritarian, authoritative, and permissive parenting style, and aggression in Latino adolescents. Current research demonstrates how parenting styles with low parental warmth, low praise, low engaging play, and low verbal approval contribute to higher conduct and self-esteem issues in children in Anglo households (Boeldt et al., 2012). In contrast, responsible parenting leads to fewer conduct issues and higher self-esteem in children among Anglo community samples (Boeldt et al., 2012). Although the links between these parenting styles and externalizing and internalizing behavioral problems in Anglo families are well documented, basic parenting research conducted in Anglo families cannot be deemed comparable to Latino households (Calzada, 2010). Insufficient scholarly research exists regarding how different parenting styles can affect the well-being of Hispanic or Latino teenagers. Research findings indicate that parental approval has a significant role in shaping the positive psychosocial adjustment of children. For this study, a quantitative, correlational method was used to measure the relationship between Latino parenting style and adolescent self-esteem and aggressive behavior.

Research Questions and Hypotheses

Research Questions

RQ1: How does Latino parenting style relate to adolescent self-esteem and aggression?

Hypotheses

Hypothesis 1: Higher levels of aggression in Latino adolescents will be negatively correlated with perceived authoritarian parenting styles.

Hypothesis 2: Higher levels of aggression in Latino adolescents will be positively correlated with perceived authoritative and permissive parenting styles.

Hypothesis 3: Higher levels of self-esteem in Latino adolescents will be positively correlated with perceived authoritarian parenting styles.

Hypothesis 4: Higher levels of self-esteem in Latino adolescents will be negatively correlated with perceived authoritative and permissive parenting styles.

Research Design

A quantitative correlational research design was used to examine the relationship between parenting styles (authoritarian, authoritative and permissive), and aggression, and self-esteem among Hispanic adolescents. The use of a correlational design allows the investigating of the relationship between the variables without controlling or manipulating them. Furthermore, Creswell (2017) stated that correlational design is perfect for gathering data quickly and helps a researcher generalize their findings in an externally effective way. In addition, the correlational design explains occurrences using numerical data and statistically measuring the information collected (Haig, 2018). As Apuke (2017) suggested, the correlational design provides the basis for quantifying and analyzing data that could be used to assess the relationship between two or several variables.

Participants

The study sample consisted of 87 Latino background individuals. Snowball sampling (technique used in which research participants are asked to identify other potential participants) and social media platforms were used to acquire a convenience sample of participants. The social media platforms used to recruit participants were Facebook (Appendix F), Instagram (Appendix G), and X (Appendix H). Only people 18 years and older were permitted to participate in this study since they could grant consent. Based on the power analysis with medium effect size and an alpha of .05, 84 participants were needed. Participants were male and female, all with a Latino background. Exclusion criteria consisted of (a) Participants younger than 18 years old, (b) Other ethnicities. To meet the inclusion requirements for this study, participants were: (a) 18 and older (b) able to read in English, and (c) had a Latino background. There was no compensation provided for the study.

Study Procedures

Approval was requested and received from Liberty University Institutional Review Board (IRB) prior to conducting this study. After approval from IRB, data collection began. Initial contact with participants included explaining the purpose of the study, the age requirement, and ethnic background. The survey was estimated to take 20 minutes to complete. Information was gathered from participants using a web-based survey using Qualtrics. Those who were interested in participating in the study clicked on the link. Participants were asked to answer the inclusionary questions to decide if they qualified to continue in the study. Participants who did not qualify for the study were thanked for their time and asked to leave and close the study. Qualifying participants

continue to the consent page where consent was obtained. After giving consent, participants were directed to fill out the following: the Demographic Questionnaire (Appendix D), Aggression Questionnaire (Appendix A), Self-Esteem Inventory (Appendix B), and Parental Authority Questionnaire (Appendix C). After finishing all the measures, participants were taken to another page and thanked for their time and cooperation. This page also provided a list of resources to participants if they had any concerns or safety issues regarding this study and encourage participants to forward the study to qualified peers. If a participant wanted the study results, they were given the email address of the investigator of the study and were told that they could contact the investigator for a summary which would be shared after the study is completed. There was no compensation provided by the researcher.

Instrumentation and Measurement

Three self-report surveys and questionnaires were administered to measure parenting styles, self-esteem, and aggression. After carefully reviewing existing literature, The Aggression Questionnaire, Self-Esteem Inventory, and the Parental Authority Questionnaire were selected. These measures were chosen due to the shortness of each questionnaire and a high rate of validity and reliability. Furthermore, each questionnaire can be easily understood and adequately allow respondents to assess and select the most relevant response to each question.

The Aggression Questionnaire. Buss and Warren (2000) developed The Aggression Questionnaire. It is a quick and easy way to screen large groups or individuals for aggressive tendencies, and it may be used on persons ranging in age from 9 to 88 years old. The test consists of 34 items that responder's rate on a 5-point scale

ranging from “1” indicating "Not at all like me" and “5” indicating "Completely like me" with higher scores indicating higher levels of aggression. Physical Aggression, Hostility, Verbal Aggression, Indirect Aggression, and Anger are additional subscales. The questionnaire has high reliability and validity, the overall score has an internal consistency of .94, and the criteria validity is similarly satisfactory (Ranjana & Moudgil, 2017).

Self-Esteem Inventory (SEI). Stanley Coopersmith (1989) created the SEI to examine self-evaluative attitudes in social, academic, family, and personal contexts. The tool is a brief self-report questionnaire with responses ranging from "like me" to "unlike me." The form consists of 25 items adapted from the School Short Form. Even though there is no time limit, examinations often last 10 minutes. The dependability of the form was determined to be .74 for males and .71 for females. The construct validity of the test has also been shown. SEI scores have been linked to creativity, academic achievement, perceptual consistency, family adjustment, and effective communication (Ranjana & Moudgil, 2017). To score the Coopersmith Self-Esteem inventory a point is awarded every time a participant answered questions number 1, 4, 5, 8, 9, 14, 19, and 20 with a “like me” response. A point is also awarded if a participant answered number 2, 3, 6, 7, 10, 11, 12, 13, 15, 17, 18, 21, 23, 24, and 25 with a “unlike me” response. The total point are calculated and then multiplied by four to give a “percentage of self-esteem” (Coopersmith Self-Esteem Inventory Adult Form and Scoring Key).

Parental Authority Questionnaire (PAQ). The PAQ (Buri, 1991) is designed to evaluate parental authority or disciplinary measures from the adults’ point of view (of any age). It is appropriate for both men and women who are older teenagers or adults, and

it helps evaluate parental control exercised by both mothers and fathers. The 30-item questionnaire yields permissive, authoritarian, and authoritative scores for both the mother and father. It considers three parental authority prototypes Baumrind (1971) proposed: permissiveness, authoritarianism, and authoritative. The three parenting style questions are embedded in the survey in random order. The question that would measure authoritative parenting are item 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30. Questions measuring authoritarian parenting are item 2, 3, 7, 9, 12, 16, 18, 25, 26, and 29. Lastly, questions measuring permissive parenting are item 1, 6, 10, 13, 14, 17, 19, 21, 24, and 28. To score the PAQ, the participants items number for each subtype are summed. The score of each subscale are from to a maximum of 30. Regarding reliability and validity, the PAQ has proven reliable and valid. Internal consistency coefficients range between .74 and .87, whereas test-retest reliabilities range between .77 and .92 (Ranjana & Moudgil, 2017).

Operationalization of Variables

Variable One – Aggression. Adolescent aggression was measured using The Aggression Questionnaire developed by Buss and Warren (2000). The test consists of 34 items that responder's rate on a 5-point scale ranging from "Not at all like me" to "Completely like me." This ratio variable will be measured by the total score on the Example Questionnaire (Ranjana & Moudgil, 2017).

Variable Two – Self-Esteem. Adolescent self-esteem was measured using The Self-esteem Inventory developed by Smith (1989). The inventory comprises 25 items

ranging from "like me" to "dislike me." This ratio variable will be measured by the total score on the Example Questionnaire (Ranjana & Moudgil, 2017).

Data Analysis

For this quantitative research design, Correlation matrix was used to determine relationship among the dependent variables: aggression, self-esteem, and the independent variable: parenting styles (authoritarian, authoritative and permissive) by using the scores on the Aggression questionnaire and the Self-Esteem inventory. The use of a correlational design allowed to find the effect of parenting styles on aggressive behavior and self-esteem. Following data collection, responses were downloaded from Qualtrics and imported into SPSS 28.0 for analysis. Incomplete surveys were removed from data.

Delimitations, Assumptions, and Limitations

Limitations: This study had some limitations, such as insufficient sample size. The number of participants were lower since the sample was recruited from online social media platforms. There were only 87 participants who completed all the questions and 10 were excluded due to incomplete answers. Another limitation of the study was generalizability and self-report biases. Because the study was conducted on Latino population, it cannot be generalized to other ethnicities. Using self-report surveys poses a limitation in that participants may want to give the "appropriate" answer to the questions when answering the surveys instead of how they felt or relied only on one's memory; hence, there is a chance that validity and reliability will be decreased.

Delimitation: For this study, inclusion of only participants of the Latino population and the exclusion of all other ethnicities was a necessary delimitation. The delimitation was necessary because the study aimed to investigate relationship between authoritarian,

authoritative, and permissive parenting styles and Latino adolescents' self-esteem and aggressive behavior.

Summary

This chapter provided an overview of the methodology, and instruments used during the study. The researcher recruited 87 participants, and from those participants, 10 participants were excluded due to incomplete survey response. The study recruited participants from social media platforms: Facebook, Instagram, and X between ages 18 years old and older. The study used three self-reports surveys and questionnaires measuring parenting styles, self-esteem, and aggression. Upon completion of surveys, the data was transferred to SPSS 28.0 software for data analysis.

CHAPTER 4: RESULTS

Overview

The purpose of this quantitative correlational study was to explore the relationship between parenting styles, aggression, and self-esteem among Hispanic adolescents. Data were collected using a snowball sampling and social media platforms (Facebook, Instagram, and X). This chapter will include a description of the results, research findings, and a quick summary of the key results.

Research Questions and Hypotheses

Research Questions

RQ1: How does Latino parenting style relate adolescent self-esteem and aggression?

Hypotheses

Hypothesis 1: Higher levels of aggression in Latino adolescents will be negatively correlated with perceived authoritarian parenting styles.

Hypothesis 2: Higher levels of aggression in Latino adolescents will be positively correlated with perceived authoritative and permissive parenting styles.

Hypothesis 3: Higher levels of self-esteem in Latino adolescents will be positively correlated with perceived authoritarian parenting styles.

Hypothesis 4: Higher levels of self-esteem in Latino adolescents will be negatively correlated with perceived authoritative and permissive parenting styles.

Descriptive Results

The demographic data was collected using the demographic questionnaire (Appendix D). The data set originally included 87 participants. Ten participants were not

included because they did not complete the survey(s) in its entirety. After excluding 10 participants, the final data consisted of a total of 77 participants. Participants were recruited from social media sites, and snowball sampling (X, Instagram, Facebook). The frequency distributions for the participant's reported gender is presented in Table 1. Table 1 shows the number (n) and percentage (%) of the participants reported gender. Most participants identified as female (54.5%).

Table 1. *Reported Gender*

Gender	N	%
Male	33	42.9
Female	42	54.5
Non-binary/third gender	1	1.3
Prefer not to say	1	1.3
Total	77	100.0

Descriptive statistics for the Authoritative, Authoritarian, and Permissive parenting styles variables of the study are presented in Table 2.

Table 2. *Descriptive Statistics for Parenting Styles Variables*

Types of Parenting Styles	Mean (M)	Std. Deviation (SD)	Sample Size (n)
Authoritative	28.17	6.691	77
Authoritarian	24.96	7.203	77
Permissive	37.39	6.812	77

Note. $n=77$

Participants reported having higher levels of Permissive parenting styles (M=37.39; SD=6.812), with a decrease in Authoritative parenting styles (M=28.17; SD=6.691).

Participants also reported having relatively low Authoritarian parenting styles ($M=24.96$; $SD=7.203$).

Presented in Table 3 are the descriptive statistics for the Self-Esteem variable of this study. The Self-Esteem variable has the following information ($M=70.23$; $SD=22.20$).

Table 3. *Descriptive Statistics for Self-Esteem Variable*

	Mean (M)	Std. Deviation (SD)	Sample Size (n)
Self-Esteem	70.23	22.20	77

Note. $n=77$

The Aggression variable has the following information ($M=58.74$; $SD=18.02$) as presented in Table 4.

Table 4. *Descriptive Statistics for Aggression Variable*

	Mean (M)	Std. Deviation (SD)	Sample Size (n)
Aggression	58.74	18.02	77

Note. $n=77$

Study Findings

Hypothesis Testing

Hypothesis 1

The first hypothesis predicted that higher levels of aggression will be negatively correlated with perceived authoritarian parenting styles. The hypothesis was tested using a correlation test with a two-tailed Alpha level test of significance at .05 being used to

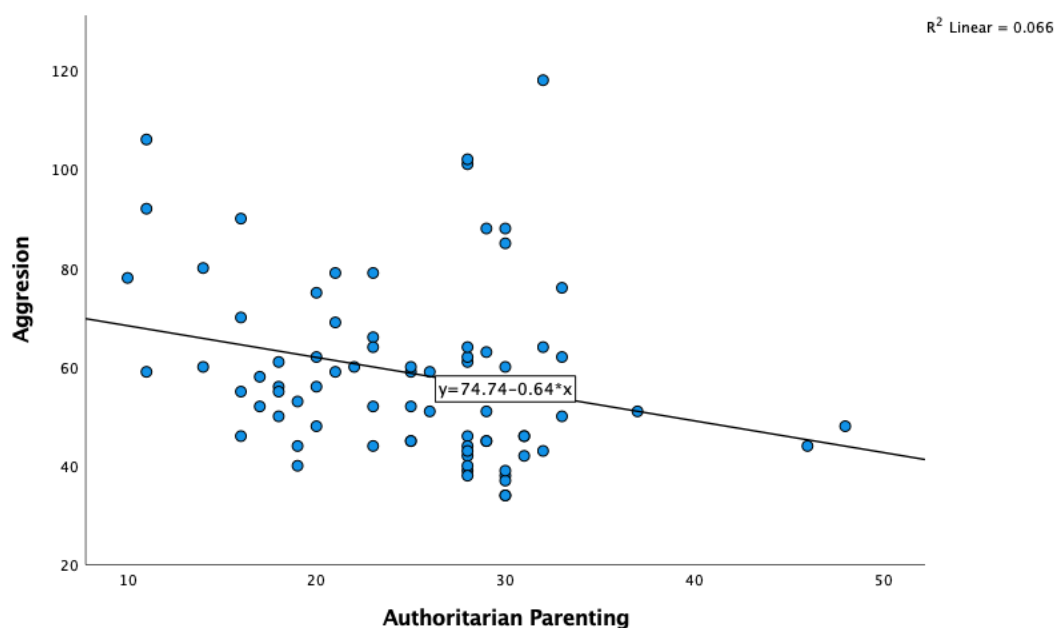
determine the statistical significance of the correlation. The results are presented in Table 5.

Table 5. *Correlation Between Aggression and Authoritarian Parenting Style*

		Authoritarian
Aggression	Pearson Correlation	-.256
	Sig. (2-tailed)	.025
	N	77

*.Correlation is significant at the 0.05 level (2-tailed).

Figure 1. *Correlation Between Aggression and Authoritarian Parenting*



The result of the first hypothesis showed that aggression in Latino adolescents was negatively correlated with perceived authoritarian parenting styles ($r = .256$, $N = 77$, $p < 0.05$), accepting the hypothesis. These results suggest that the correlation is

statistically significant between the variables. Thus, it can be inferred that as perceived authoritarian parenting increases, aggression tends to decrease.

Hypothesis 2

The second hypothesis predicted that higher levels of aggression will be positively correlated with perceived authoritative and permissive parenting styles. The hypothesis was tested using a correlation test with a two-tailed Alpha level test of significance at .05 being used to determine the statistical significance of the correlation. The results are presented in Table 6.

Table 6. *Correlation Between Aggression, Authoritative and Permissive Parenting Style*

		Authoritative	Permissive
Aggression	Pearson Correlation	.159	-.048
	Sig. (2-tailed)	.167	.676
	N	77	77

Figure 2. *Correlation Between Aggression and Authoritative parenting Style*

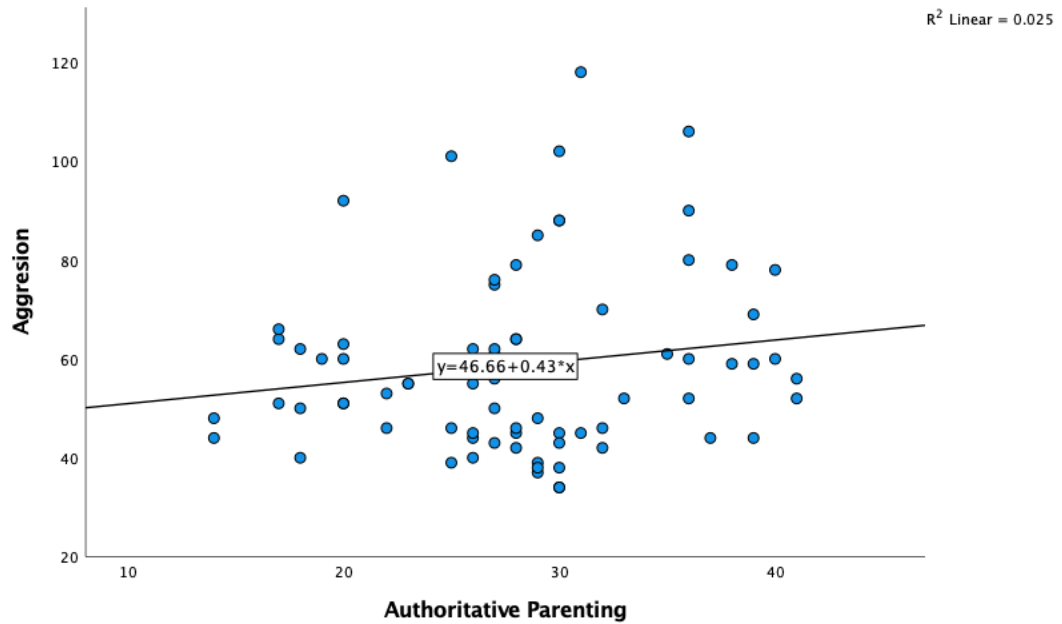
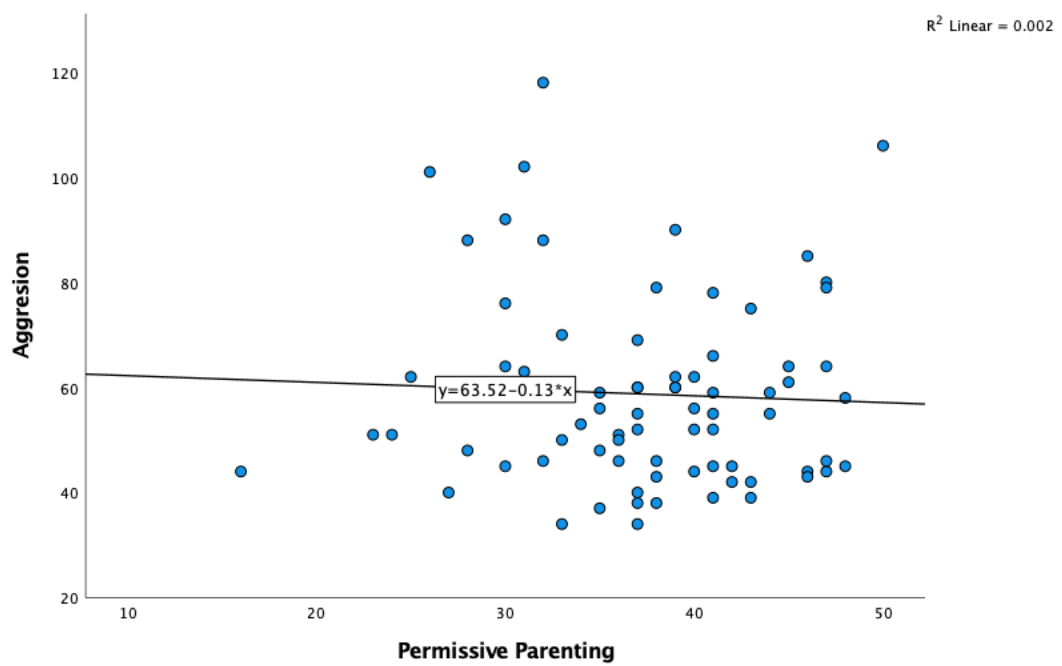


Figure 3. *Correlation Between Aggression and Permissive Parenting Style*



Hypothesis two stating that higher levels of aggression will be positively correlated with perceived authoritative and permissive parenting styles was rejected on

both parenting styles. Authoritative ($r = .159$, $N = 77$, $p = .167$) and permissive ($r = -.048$, $N = 77$, $p = .676$). These results suggest that the correlation is not statistically significant between the variables. Thus, it can be inferred that there is no relationship between aggression and perceived authoritative and permissive parenting styles.

Hypothesis 3

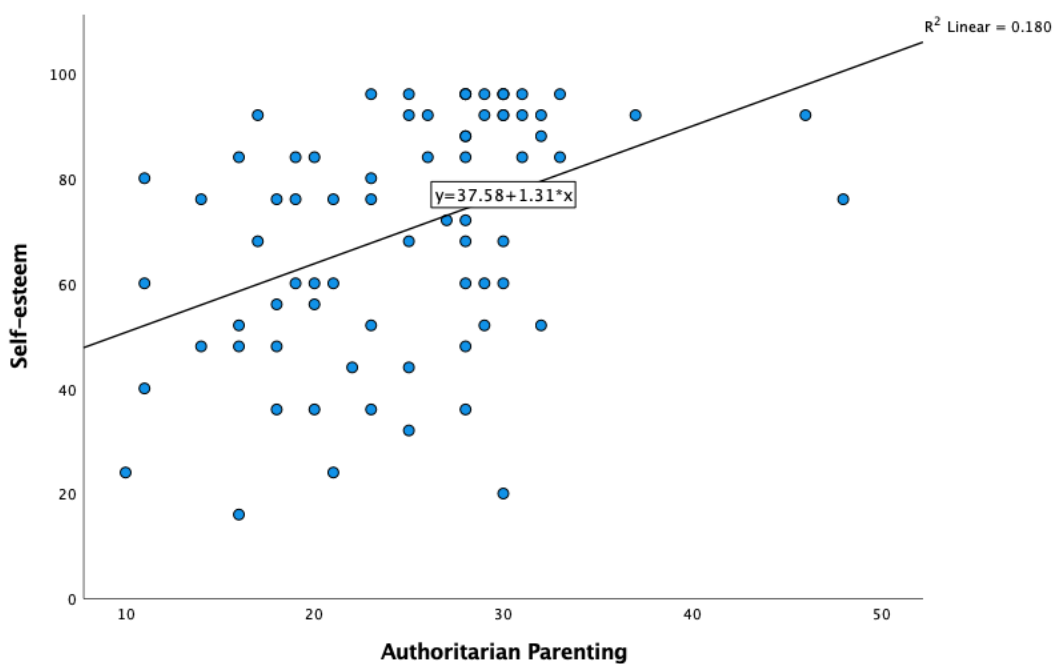
The third hypothesis predicted that higher levels of self-esteem will be positively correlated with perceived authoritarian parenting styles. The hypothesis was tested using a correlation test with a two-tailed Alpha level test of significance at .05 being used to determine the statistical significance of the correlation. The results are presented in Table 7.

Table 7. *Correlation Between Self-Esteem and Authoritarian Parenting Style*

		Authoritarian
Self-Esteem	Pearson Correlation	.424
	Sig. (2-tailed)	<.001
	N	77

*.Correlation is significant at the 0.01 level (2-tailed).

Figure 4. *Correlation Between Self-Esteem and Authoritarian Parenting Style*



Results for hypothesis three was accepted. The results showed that there was a positive correlation ($r = .424$, $N = 77$, $p = <0.001$) between higher levels of self-esteem with perceived authoritarian parenting styles. The relationship is statistically significant. Thus, it can be inferred that higher levels of self-esteem in Latino adolescents are associated with higher levels of perceived authoritarian parenting styles.

Hypothesis 4

The fourth and last hypothesis predicted that higher levels of self-esteem will be negatively correlated with perceived authoritative and permissive parenting styles. The hypothesis was tested using a correlation test with a two-tailed Alpha level test of

significance at .05 being used to determine the statistical significance of the correlation.

The results are presented in Table 8.

Table 8. *Correlation Between Self-Esteem, Authoritative and Permissive Parenting Style*

		Authoritative	Permissive
Self-Esteem	Pearson Correlation	-.346	-.007
	Sig. (2-tailed)	.002	.953
	N	77	77

*.Correlation is significant at the 0.01 level (2-tailed).

Figure 5. *Correlation Between Self-Esteem and Authoritative Parenting Style*

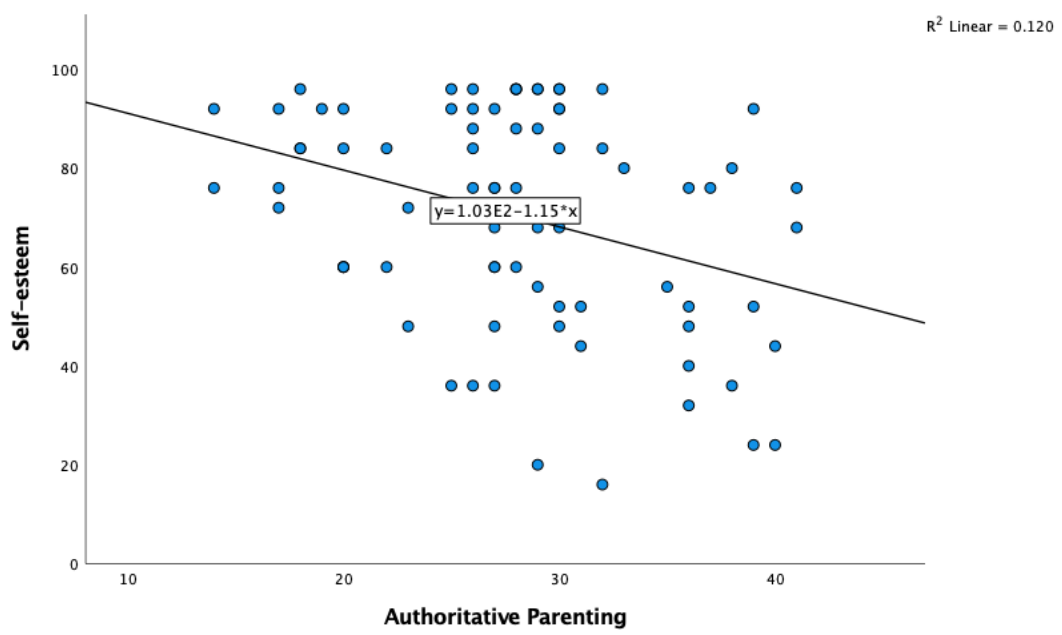
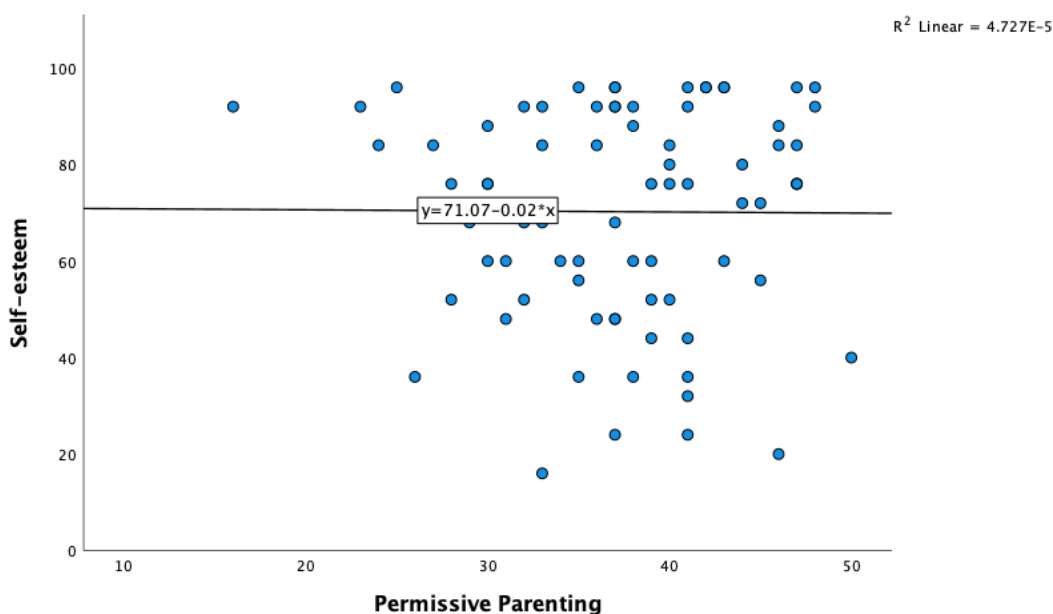


Figure 6. *Correlation Between Self-Esteem and Permissive Parenting Style*

The results partially supported the hypothesis. There was a statistically significant negative correlation between self-esteem and perceived authoritative parenting style ($r = -.346$, $N = 77$, $p = <0.002$); on the other hand, the correlation was not statistically significant between self-esteem and perceived permissive parenting styles ($r = -.007$, $N = 77$, $p = .953$). Thus, it can be inferred that as self-esteem increases in the Latino adolescent, perceived authoritative parenting styles tends to decrease. Contrarily, there is no evidence to support relationship between self-esteem and perceived permissive parenting styles.

Summary

Chapter four presented the results obtained from the analysis of the data, providing information on the demographic of the participants, instruments used and the hypothesis of the current study.

Results from the statistical analysis indicated a significant negative correlation between aggression and authoritarian parenting, as well as a significant positive correlation between self-esteem and authoritarian parenting. Results also found a significant negative correlation between self-esteem and authoritative parenting, but no significant correlation was found with permissive parenting. The findings also failed to support the hypothesis that there would be a correlation between aggression and authoritative or permissive parenting.

The next chapter will begin by restating the purpose of the study. Chapter 5 will provide a thorough discussion of the findings, and the chapter will conclude by presenting implications, limitations and recommendations for future research.

CHAPTER 5: DISCUSSION

Overview

The purpose of this correlation study was to explore the relationships among authoritarian, authoritative, and permissive parenting styles and Latino adolescents' self-esteem and aggressive behavior. Furthermore, this study hypothesized that there would be a relationship between authoritarian, authoritative, and permissive parenting styles and self-esteem in Latino adolescents. It is also hypothesized that there would be a relationship between authoritarian, authoritative, and permissive parenting styles and aggression in Latino adolescents. The study sample consisted of 77 participants who were recruited from social media sites and snowball sampling. Data were collected using Qualtrics software.

A four-part questionnaire was administered to participants to collect demographic information, self-esteem levels, aggression scores, and perceived parenting style information. This chapter will summarize and discuss findings, implications, limitations, and recommendations for future research.

Summary of Findings

Results from the statistical analysis indicated a significant negative correlation between aggression and authoritarian parenting. Results also showed a significant positive correlation between self-esteem and authoritarian parenting. Results also found a significant negative correlation between self-esteem and authoritative parenting, but no significant correlation was found with permissive parenting. The findings failed to support part of the hypothesis when no correlation was found between self-esteem and perceived permissive parenting styles. The findings also failed to support the hypothesis

that there would be a correlation between aggression and authoritative or permissive parenting.

Discussion of Findings

The Latino community is one of the fastest-growing populations in the United States. Research in parenting styles, aggression, and self-esteem in adolescents has been studied extensively in the Anglo-American community; however, there needs to be more research involving the Latino community. Current research interests aim to identify how parenting styles can affect self-esteem and problem behaviors, such as aggression, resulting in a lack of self-regulation skills. However, these studies fail to consider different cultures and ethnic groupings (Martinez & Garcia, 2007).

Based on the review of previous studies, researchers have indicated that Latinos have far more authoritarian parenting styles (Ayon et al., 2018). In contrast, others have shown that they have more authoritative parenting styles (Varela et al., 2004). Hill et al. (2003) reported that Mexican American parents exhibited aggressive control and inconsistent discipline, indicating authoritarian parenting. On the other hand, Calzada et al. (2012) showed that their sampling of Mexican and Dominican parents employed more authoritative tactics, such as discussing choices and consequences with their children. There are mixed findings on how Latino parenting styles affect Latino adolescent well-being. The literature on Latino parenting techniques must be more extensive and consistent (Domenech Rodriguez et al., 2009), suggesting that more research is needed to identify how Latino parenting styles impact adolescent self-esteem and aggressive behaviors. This correlation study explored the relationship between Latino Parenting styles and adolescent self-esteem and aggression.

It was hypothesized that higher levels of aggression would be negatively correlated with perceived authoritarian parenting style. A correlation analysis was used to assess the relationship between aggression and authoritarian parenting style. The results of the correlation analysis presented in Table 5 suggest that the correlation is statistically significant between the variables. Since these results were statistically significant, it can be inferred that aggression tends to decrease as perceived authoritarian parenting increases. Past research has demonstrated that authoritarian parenting styles are linked to higher aggression in adolescents. A meta-analysis by Pinquart and Kauser (2017), which analyzed data from over 1,400 studies, found a correlation between authoritarian parenting and aggressive behaviors during adolescence. While the connections between these parenting styles and externalizing and internalizing behavioral problems are well documented in Anglo families, this research may not be directly applicable to Latino households (Calzada, 2010). The findings suggest that authoritarian parenting styles are perceived more positively among Latino adolescents, consistent with Crockett, Brown, Russell, and Shen (2007), who reported that Mexican-origin adolescents viewed controlling parental actions (an authoritarian parenting style) as a sign of care. In addition, "Latinos tend to value obedience and respect more than assertiveness and independence in children and to rely on physical discipline and hierarchical parent-child relationships to instill these values" (Calzada et al., 2013, p.363).

It was also hypothesized that higher levels of aggression would be positively correlated with perceived authoritative and permissive parenting styles. A correlation analysis was used to assess the relationship between aggression and authoritative and permissive parenting styles. The results of the correlation analysis presented in Table 6

suggest that the correlation between the variables is not statistically significant. Thus, it can be inferred that there is no relationship between aggression and perceived authoritative and permissive parenting styles. The literature reviewed supported these findings. Moreno-Ruiz et al. (2018) found that Latino adolescents belonging to indulgent/permissive homes, irrespective of their gender or age group, achieved lower scores in proactive violence. Adolescents who are emotionally connected with their families have improved confidence and independence and a lesser inclination to engage in violent acts (Moreno-Ruiz et al., 2018). Previous research has indicated that the permissive parenting style can provide comparable or superior advantages when compared to the authoritative parenting style (Calafat et al., 2014; Garcia & Gracia, 2009, 2010; Di Maggio & Zappulla, 2014; Valente et al., 2017). Permissive parenting has been found to serve as a protective factor against children's engagement in misbehavior, as supported by studies conducted by Garcia and Garcia (2009, 2010), Moreno-Ruiz et al. (2018), and Suárez-Relinque et al. (2019). Adolescents hailing from permissive and authoritative households have indicated lower levels of aggression. For Latino adolescents specifically, these findings imply that the permissive parenting style might not only be perceived positively but also function as an effective strategy for mitigating aggressive behavior. This contrasts with more traditional views that emphasize authoritative parenting as optimal approach as shown in past research conducted in the United States, an authoritative parenting technique correlates with the best outcomes for children (Garcia & Garcia, 2009).

The observation that adolescents from permissive and authoritative Latino households tend to show lower levels of aggression could be attributed to several factors

related to the dynamics and emotional climates of these parenting styles. Adolescents in permissive and authoritative Latino households often experience high levels of emotional support and understanding from their parents. This supportive environment can foster a strong sense of security and reduce their inclination toward aggressive behavior.

Research has shown that Latino adolescents place a high value on familial bonds and emotional connections (Garcia & Garcia, 2009, 2010; Moreno-Ruiz et al., 2018; Suarez-Relinque et al., 2019). These factors can be particularly influential in mitigating aggression. For Latino adolescents, these benefits are likely amplified by cultural values that prioritize family cohesion and emotional connection, which can further mitigate aggression.

The third hypothesis predicted that higher levels of self-esteem would be positively correlated with perceived authoritarian parenting styles. A correlation analysis was used to assess the relationship between self-esteem and authoritarian parenting style. The results of the correlation analysis presented in Table 7 suggest a significant positive correlation between self-esteem and authoritarian parenting. Thus, it can be inferred that higher levels of self-esteem in Latino adolescents are associated with higher levels of perceived authoritarian parenting styles. There was limited research supporting these findings. According to Yomtov et al. (2015), research has indicated a correlation between parent's authoritarian parenting style and decreased levels of general self-efficacy among adolescents. Plunkett et al. (2007) investigated the associations between perceived parenting actions and self-esteem among Latino youth in another study. The findings indicated that parental psychological control and support had a more significant impact on the self-esteem of Latino children compared to monitoring and punitiveness.

The hypothesis that higher levels of self-esteem would be positively correlated with perceived authoritarian parenting styles might seem counterintuitive given some existing research. However, several factors could explain why this hypothesis was proposed, particularly within the context of Latino adolescents. First, in many Latino cultures, authoritarian parenting might be associated with respect and adherence to family values. For Latino adolescents, authoritarian parenting might be seen as a demonstration of care (Crockett et al., 2007). The structure and guidance provided by authoritarian parenting could foster a sense of achievement, potentially enhancing self-esteem. Secondly, in Latino families, the concept of authoritarianism might differ from its interpretation in other cultural contexts. This perception could positively impact their self-esteem, especially if they view their parent's control as a form of care and guidance.

Lastly, the findings from Yomtov et al. (2015) and Plunkett et al. (2007) suggest that authoritarian parenting might have complex effects on self-esteem, potentially varying by cultural context and personal experiences. While some studies have linked authoritarian parenting with decreased self-efficacy, the impact on self-esteem could be influenced by how adolescents perceive and react to parental control within their cultural framework. In the case of Latino adolescents, the positive aspects of authoritarian parenting, such as high involvement, might increase self-esteem despite the general negative associations found in other studies.

The hypothesis that higher self-esteem would be positively correlated with perceived authoritarian parenting styles among Latino adolescents was based on the understanding that, within this cultural context, authoritarian parenting could be perceived as a form of support and parental commitment. This perception, as shown in

the results, enhanced self-esteem, contrary to the general associations found in past research.

It was also hypothesized that higher levels of self-esteem would be negatively correlated with perceived authoritative and permissive parenting styles. The results of the correlation analysis presented in Table 8 suggest a significant negative correlation between self-esteem and authoritative parenting, but no significant correlation was found with permissive parenting. Thus, it can be inferred that as self-esteem increases in Latino adolescents, perceived authoritative parenting styles tend to decrease. Contrarily, no evidence supports the relationship between self-esteem and perceived permissive parenting styles. According to the study by Driscoll, Russell, and Crockett (2008), adolescents raised in authoritative and permissive parenting styles had greater self-esteem than those raised in an authoritarian one. The findings suggest an intriguing contrast with other studies. In many studies, authoritative parenting is generally associated with positive outcomes in self-esteem. However, in Latino cultures, where family dynamics and values may differ, the impact of parenting styles on self-esteem might not align with western norms. Latino families often place high value on respect, family cohesion, and collectivism. Latino families frequently exhibit higher family cohesion when they have a strong sense of belonging through familismo (Bamaca-Colbert et al., 2018). In this context, authoritative parenting could be perceived differently compared to Western cultures. The Latino adolescent could perceive authoritative parenting as overly demanding, which could negatively impact self-esteem. This perception might be different from other cultures where authoritative parenting is generally associated with positive outcomes for self-esteem. However, this generalization cannot be applied across

all cultures, particularly where cultural values and norms influence how parenting styles are perceived and experienced.

The findings suggest that cultural factors played a crucial role in the relationship between parenting styles and self-esteem among Latino adolescents. The negative correlation between self-esteem and authoritative parenting may reflect unique cultural perceptions of authority and control, while the lack of correlation with permissive parenting might indicate cultural differences in the impact of this parenting style.

Baumrind's theoretical framework suggests that a child's behavior is closely linked to the parenting style they experience within their family. Diana Baumrind's Pillar Theory underscores that a child's behavior, as they grow and interact with others, is influenced by the parenting methods they encounter. Parenting styles have long been recognized as crucial to child development (Candelanza et al., 2021). The way parents raise their children impacts their personality traits and attitudes. Baumrind (1991) identified that different parenting styles correlate with various personality traits, mental health problems, and behavioral adjustments in children. Additionally, Baumrind (1971, 1983) found that children who lacked warm, supportive interactions or adequate supervision from their parents, is generally linked to more negative outcomes in traditional Western contexts. However, when considering Latino adolescents, cultural factors can influence how these parenting styles are perceived and their effects on development. What Baumrind describes as authoritarian may include elements in Latino culture that promote family unity and respect. For example, what might be labeled as authoritarian in one context could encompass warm and caring elements in another, leading to different self-esteem and behavioral outcomes. In summary, while Baumrind's

framework provides a foundational understanding of how parenting styles affect child development, cultural context plays an important role in shaping these effects.

Furthermore, religious beliefs might also influence how parents select different parenting styles, particularly in culturally rich Latino communities. Thus, the traditional theory might need to be adapted to account for cultural differences.

This study was grounded on the rich biblical truths found in the scriptures. The notion of family occupies a central position within God's purpose for humanity, thereby bestowing us the imperative to fulfill our parental duties with the utmost proficiency. The Bible provides various parenting methods, including authoritarian, authoritative, and permissive approaches, and the ramifications each parenting style can have on children. In the Bible, God promises to us, "I will be a father to you, and you shall be My sons and daughters, says the Lord" (2 Cor. 6:18). God has consistently conveyed in the scriptures a desire for active involvement, authoritative guidance, and educational influence upon us, his children.

Implications

Authoritarian Parenting Styles and Adolescent Aggression

The role of parenting is considered crucial in many prominent theories about the development of aggressive behaviors in children and adolescents (Frick & Viding, 2009). The study findings suggest a significant relationship between perceived authoritarian parenting and aggression, but in an unexpected direction. This unexpected result challenges the conventional view of authoritarian parenting, leading to increased aggression. The cultural context may influence how adolescents perceive and react to authoritarian parenting. The findings highlight the importance of more research that

examines the extent to which authoritarian parenting might be associated with lower aggression in this population, thus adding to the body of existing literature.

Authoritative and Permissive Parenting and Aggression:

The lack of significant correlation between authoritative and permissive parenting styles and aggression suggests that these parenting styles may not have a straightforward impact on adolescent aggression within this sample. This finding indicates that while authoritative and permissive parenting styles have been associated with various outcomes in other contexts, their effects on aggression may be less prominent or vary by cultural context. It highlights the need for more research to understand how different parenting styles influence aggression among Latino adolescents specifically.

Authoritarian Parenting and Self-Esteem

Self-esteem is a challenge that everyone faces at some point in life. Struggling with self-esteem can impact a child's ability to overcome future challenges, and if it is not addressed effectively, it may contribute to lower self-esteem. According to Hsieh et al. (1998), ethnicity, culture, and beliefs influence an individual's unique parenting style. Contrary to the past research, the study found a significant positive correlation between perceived authoritarian parenting and self-esteem. The study findings suggest that higher levels of self-esteem were associated with perceived authoritarian parenting styles. This finding challenges the standard view that authoritarian parenting negatively impacts self-esteem for Latino adolescents. It indicates that, within the Latino community, authoritarian parenting might be associated with higher self-esteem, potentially due to perceived parental care or support. It implies that cultural factors, such as the importance

of family structure and authority, might influence how authoritarian parenting impacts self-esteem.

Authoritative Parenting and Self-Esteem

The negative correlation between self-esteem and authoritative parenting, along with no significant relationship with permissive parenting, implies that these parenting styles might not positively impact self-esteem in this sample. This finding raises questions about the universal applicability of Baumrind's theory across different cultural contexts. It implies that authoritative and permissive parenting styles might not produce the expected outcomes in terms of self-esteem for Latino adolescents. The finding suggests that cultural values and expectations may influence how different parenting styles impact self-esteem.

The inconsistent results across studies indicate that parenting styles can only be universally applied when considering cultural differences. Researchers and practitioners should be careful when generalizing findings from one cultural context to another.

The study findings contribute to the ongoing discussion and research about the relevance and application of Baumrind's theory in different cultural contexts. While Baumrind's theory provides a foundational understanding of how parenting styles impact child development, this study implied that cultural factors may change these relationships. Additionally, religious beliefs should be considered on how parents select different parenting styles, particularly in culturally rich Latino communities.

Limitations

The study had some limitations that should be considered when evaluating the findings. The most significant limitation was the number of participants. A total of 87

surveys were collected. The incomplete responses were removed, resulting in 10 participants being removed. Nevertheless, unexpected and meaningful results were still found despite reduced number of participants. Another limitation of the study was generalizability and self-report biases. Because the study was conducted on the Latino population, it cannot be generalized to other ethnicities.

An additional limitation was using self-report surveys. Self-reports pose a limitation in that participants may want to give the "appropriate" answer to the questions when answering the surveys instead of how they felt or relying only on their memory; hence, there is a chance that validity and reliability will be decreased.

Cultural influences may have also been a limitation. The mixed findings regarding Latino parenting styles underscore the importance of considering cultural context when evaluating parenting styles and their effect on adolescents.

Recommendations for Future Research

Despite the limitations, this study highlighted the importance of parenting styles and their effect on Latino adolescents. However, future research should study a larger sample size to expand the findings and the literature. The mixed findings regarding Latino parenting styles emphasized the importance of cultural differences. Further research should incorporate cultural variables to understand better how parenting styles affect adolescent development in diverse populations.

The results also call for further exploration into how cultural values and practices shape the impact of parenting styles on adolescent outcomes. Future research should explore these relationships more deeply and consider cultural factors when applying parenting theories.

Summary

The study highlighted the significant impact of parenting styles on Latino adolescents, emphasizing the role of cultural differences in shaping these effects. Key results indicate that while the study's findings underscore the importance of understanding parenting styles within a cultural context, there are mixed results that suggest variability in how these styles affect adolescents. The limitations of the study, including a potentially small sample size, underscore the importance of broader research to validate and expand upon these findings.

The implications of this study suggest that future research should focus on incorporating cultural variables to understand better the nuances of how parenting styles influence adolescent development across diverse populations. There is a need to explore how specific cultural values and practices affect the relationship between parenting styles and adolescent outcomes. Research should aim to deepen our understanding of these dynamics and consider cultural factors more thoroughly when applying parenting theories.

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APPENDIX A: AGGRESSION QUESTIONNAIRE

Instructions: The following statements concern how you generally feel in regards of aggression (e.g., with friends, strangers, coworkers, or yourself). Respond to each statement by indicating how much it sounds like you or doesn't sound like you. Write the number in the space provided, using the following rating scale:

1	2	3	4	5
Not at all	A little	Somewhat	Very much	Completely
like me	like me	Like me	Like me	Like me

1. My friends say that I argue a lot. _____
2. Other people always seem to get the breaks. _____
3. I flare up quickly but get over it quickly. _____
4. I often find myself disagreeing with people. _____
5. At times I feel I have gotten a raw deal out of life. _____
6. I can't help getting into arguments when people disagree with me. _____
7. At times I get very angry for no good reason. _____
8. I may hit someone if he or she provokes me. _____
9. I wonder why sometimes I feel so bitter about things. _____
10. I have threatened people I know. _____
11. Someone has pushed me so far that I hit him or her. _____
12. I have trouble controlling my temper. _____
13. If I'm angry enough, I may mess up someone's work. _____
14. I have been mad enough to slam a door when leaving someone behind in the room. _____

15. When people are bossy, I take my time doing what they want, just to show them.

16. I wonder what people want when they are nice to me. _____

17. I have become so mad that I have broken things. _____

18. I sometimes spread gossip about people I don't like. _____

19. I am a calm person. _____

20. When people annoy me, I may tell them what I think of them. _____

21. I sometimes feel that people are laughing at me behind my back. _____

22. I let my anger show when I do not get what I want. _____

23. At times I can't control the urge to hit someone. _____

24. I get into fights more than most people. _____

25. If somebody hits me, I hit back. _____

26. I tell my friends openly when I disagree with them. _____

27. If I have to resort to violence to protect my rights, I will. _____

28. I do not trust strangers who are too friendly. _____

29. At times I feel like a bomb ready to explode. _____

30. When someone really irritates me, I might give him or her silent treatment. _____

31. I know that "friends" talk about me behind my back. _____

32. Some of my friends think I am a hothead. _____

33. At times I am so jealous I can't think of anything else. _____

34. I like to play practical jokes. _____

APPENDIX B: SELF-ESTEEM INVENTORY

SELF-ESTEEM INVENTORY (SEI)

Read each of the following statements; check the “like me” column if it describes how, you usually feel and the “unlike me” column if it does not describe how, you usually feel.

	Like me	Unlike me
1. Things don't usually bother me.		
2. I find it hard to talk in front of a group.		
3. There are lots of things about myself I'd change if I could.		
4. I can make up my mind without too much trouble.		
5. I'm a lot of fun to be with.		
6. I get upset easily at home.		
7. It takes me a long time to get used to anything new		
8. I'm popular with persons my own age.		
9. My family usually considers my feelings.		
10. I usually give in very easily.		
11. My family expects too much from me.		
12. It's pretty tough to be me.		
13. Things are all mixed up in my life.		
14. People usually don't follow my ideas.		
15. I have a low opinion of myself.		
16. There are many times when I would like to leave home.		

17. I often feel upset with my work.		
18. I'm not as nice looking as most people.		
19. If I have something to say, I usually say it.		
20. My family understands me.		
21. Most people are better liked than I am.		
22. I usually feel as if my family is pushing me.		
23. I often get discouraged with what I am doing.		
24. I often wish I were someone else.		
25. I can't be depended on.		

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APPENDIX C: PARENTAL AUTHORITY QUESTIONNAIRE (PAQ).

PARENTAL AUTHORITY QUESTIONNAIRE (PAQ).

Instructions: For each of the following statements, please write the number in the space provided, using the following rating scale:

1	2	3	4	5
Strongly agree	Agree	Partially agree	Disagree	Strongly disagree

Answer which best applies to you and your parent(s) during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement.

1. While I was growing up my parents felt that in a well-run home the children should have their way in the family as often as the parent(s) do. _____
2. Even if the children didn't agree with them, my parent(s) felt that it was for our own good if we were forced to conform to what they thought was right. _____
3. Whenever my parent(s) told me to do something as I was growing up, they expected me to do it immediately without asking any questions. _____
4. As I was growing up, once family policy had been established, my parent(s) discussed the reasoning behind the policy with the other children in the family. _____
5. My parent(s) have always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable. _____
6. My parent(s) have always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their

parent(s) might want. _____

7. As I was growing up my parent(s) did not allow me to question any decision they had made. _____

8. As I was growing up my parent(s) directed the activities and decisions of the children in the family through reasoning and discipline. _____

9. My parent(s) have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to. _____

10. As I was growing up my parent(s) did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them. _____

11. As I was growing up, I knew what my parent(s) expected of me in my family, but I also felt free to discuss those expectations with my parent(s) when I felt that they were unreasonable. _____

12. My parent(s) felt that wise parents should teach their children early just who is boss in the family. _____

13. As I was growing up, my parent(s) seldom gave me expectations and guidelines for my behavior. _____

14. Most of the time as I was growing up, my parent(s) did what the children in the family wanted when making family decisions. _____

15. As the children in my family were growing up, my parent(s) consistently gave us direction and guidance in rational and objective ways. _____

16. As I was growing up my parent(s) would get very upset if I tried to disagree with them. _____

17. My parent(s) feel that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up. _____
18. As I was growing up my parent(s) let me know what behavior they expected of me, and if X didn't meet those expectations, they would punish me. _____
19. As I was growing up my parent(s) allowed me to decide most things for myself without a lot of direction from them. _____
20. As I was growing up my parent(s) took the children's opinion into consideration when making family decisions, but they would not decide for something simply because the children wanted it. _____
21. My parent(s) did not view themselves as responsible for directing and guiding my behavior as I was growing up. _____
22. My parent(s) had clear standards of behavior for the children in our home as I was growing up, but they were willing to adjust those standards to the needs of each individual child in the family. _____
23. My parent(s) gave me direction for my behavior and activities as I was growing up and they expected me to follow their direction, but they were willing to listen to my concerns and to discuss that direction with me. _____
24. As I was growing up my parent(s) allowed me to form my own point of view on family matters and they generally allowed me to decide for myself what I was going to do. _____
25. My parent(s) have always felt that most problems in society would be solved if we could get parents to deal with their children strictly and forcibly when they don't do what they are supposed to as they are growing up. _____

26. As I was growing up my parent(s) often told me exactly what they wanted me to do and how they expected me to do it. _____
27. As I was growing up my parent(s) gave clear direction for my behaviors and activities, but they were also understanding when I disagreed with them. _____
28. As I was growing up my parent(s) did not direct the behaviors, activities, and desires of the children in the family. _____
29. As I was growing up, I knew what my parent(s) expected of me in the family, and they insisted that I conform to those expectations simply out of respect for their authority. _____
30. As I was growing up, if my parent(s) made a decision in the family that hurt me, they were willing to discuss that to admit it if they had made a mistake. _____

APPENDIX D: DEMOGRAPHIC INFORMATION**DEMOGRAPHICS QUESTIONNAIRE**

Please provide some background information about yourself. As a reminder, your responses are completely anonymous and cannot be connected to you directly.

1. Are you 18 years or older?
 - Yes
 - No

2. Do you identify as Latino or having Latino background?
 - Yes
 - No

3. What is your gender?
 - Male
 - Female
 - Transgender Male
 - Transgender Female
 - Non-binary
 - Other
 - Prefer Not to Answer

APPENDIX E: CONSENT FORM

Consent

Title of the Project: RELATIONSHIP BETWEEN PARENTING STYLES AND LATINO ADOLESCENT SELF-ESTEEM AND AGGRESSION

Principal Investigator: Jocelyn Evans-Shaw, MS, LPC, PhD Candidate, Liberty University School of Behavioral Science

Invitation to be Part of a Research Study
--

You are invited to participate in a research study. To participate, you must be 18 years of age or older, English speaking and reading, and have a Latino background. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?
--

The purpose of the study is to examine the relationship between authoritarian, authoritative, and permissive parenting styles and Latino adolescents' self-esteem and aggressive behavior.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:

1. Complete the Aggression Questionnaire. This questionnaire will take approximately 5-10 minutes.
2. Complete Self-Esteem Inventory. This inventory will take approximately 5-10 minutes.
3. Complete Parental Authority Questionnaire. This inventory will take approximately 5-10 minutes.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Understanding parenting styles among Latino families is expected to give insight into the psychosocial adjustment of the rapidly rising Latino adolescent population in the United States.

What risks might you experience from being in this study?
--

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?
--

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be anonymous.
- Data will be stored on a password-locked computer. After three years, all electronic records will be deleted.

Is study participation voluntary?
--

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the survey without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Jocelyn Evans-Shaw. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [REDACTED]. You may also contact the researcher's faculty sponsor, Dr. Laura Rolen, at [REDACTED].

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. If you have any questions about the study later, you can contact the researcher using the information provided above.

Printed Subject Name

Signature

Date

APPENDIX F: FACEBOOK RECRUITMENT

ATTENTION FACEBOOK FRIENDS: I am conducting research as part of the requirements for a Doctor of Philosophy at Liberty University. The purpose of my research is to better understand the relationship between Latino parenting styles and adolescent self-esteem and aggressive behavior. To participate, you must be 18 years of age or older, able to read in English, and have a Latino background. Participants will be asked to complete 3 anonymous online surveys, which should take about 15 minutes to complete. If you would like to participate and meet the study criteria, please click the link provided at the end of this post. A consent document will be provided as the first page of the survey. Please review this page, and if you agree to participate, click the “proceed to survey” button at the end.

To take the survey, click here: (Link)

APPENDIX G: INSTAGRAM RECRUITMENT

ATTENTION INSTAGRAM FRIENDS: I am conducting research as part of the requirements for a Doctor of Philosophy at Liberty University. The purpose of my research is to better understand the relationship between Latino parenting styles and adolescent self-esteem and aggressive behavior. To participate, you must be 18 years of age or older, able to read in English, and have a Latino background. Participants will be asked to complete 3 anonymous online surveys, which should take about 15 minutes to complete. If you would like to participate and meet the study criteria, please click the link provided at the end of this post. A consent document will be provided as the first page of the survey. Please review this page, and if you agree to participate, click the “proceed to survey” button at the end.

To take the survey, click here: (Link)

APPENDIX H: X RECRUITMENT

Are you 18 years of age or older, able to read in English, and have a Latino background?

Click here for information about a research study on the effect of Latino parenting style

and adolescent self-esteem and aggressive behaviors: ([Link](#))

APPENDIX I: PERMISSION TO USE AGGRESSION QUESTIONNAIRE

Permission to use the Aggression Questionnaire was not needed as referenced in the article by Buss and Perry (1992) on page 453.

APPENDIX J: PERMISSION TO USE PAQ

Re: [External] Parental Authority Questionnaire

Buri, John R. [REDACTED]

Wed 2/21/2024 1:59 PM

To: Evans-Shaw, Jocelyn [REDACTED]

2 attachments (3 MB)

Parental Authority Questionnaire.pdf; Journal of Personality Assessment.pdf;

You don't often get email from jrhuri@stthomas.edu. [Learn why this is important](#)

Dear Jocelyn:

Thank you for your interest in the Parental Authority Questionnaire (PAQ). Please feel free to use the PAQ for any not-for-profit purposes. For further information about the PAQ (for example, scoring details, norms, reliability measures, validity), please see the following journal article:

Buri, J. R. (1991). Parental authority questionnaire. *Journal of Personality Assessment*, 57, 110-119.

I wish you the best with your research project.

John R. Buri, Ph.D.

Professor

Department of Psychology

University of St. Thomas

From: Evans-Shaw, Jocelyn [REDACTED]

Sent: Tuesday, February 20, 2024 4:26 PM

To: Buri, John R. [REDACTED]

Subject: [External] Parental Authority Questionnaire

Hello Dr. Buri,

My name is Jocelyn Evans-Shaw, and I am a doctoral student beginning my dissertation.

I am interested in using the questionnaire you developed (PAQ) in my dissertation. My dissertation topic is Relationship between Latino parenting styles and self-esteem and aggression in the Latino adolescent. Will you give me permission to use your questionnaire and/or if you do not own publishing rights can you direct me as to who I can get permission from?

Thank You,

Jocelyn Evans-Shaw

Liberty University

**APPENDIX K: PERMISSION TO USE COOPERSMITH SEL-ESTEEM
INVENTORY**

For use by Jocelyn Evans-Shaw only. Received from Mind Garden, Inc. on March 8, 2024

Permission for Jocelyn Evans-Shaw to administer 100 copies within three years of March 8, 2024

Coopersmith Self-Esteem Inventory Adult Form and Scoring Key

License to Administer

by Stanley Coopersmith, Ph.D.

Published by Mind Garden, Inc. www.mindgarden.com

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For use by Jocelyn Evans-Shaw only. Received from Mind Garden, Inc. on March 8, 2024

www.mindgarden.com

To Whom It May Concern,

Permission Letter



The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Coopersmith Self-Esteem Inventory – Adult Form

The license holder has permission to administer the complete instrument in their research, however, only five sample items from this instrument as specified below may be included in the research write-up, thesis, or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument form may not be included or reproduced at any time in any other published material. Citation of the instrument must include the applicable copyright statement listed below.

Sample Items:

Things usually don't bother me.

I find it very hard to talk in front of a group.

There are lots of things about myself I'd change if I could. I can make up my mind

without too much trouble.

I'm a lot of fun to be with.

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Published by Mind Garden, Inc., www.mindgarden.com

Sincerely,

Robert Most

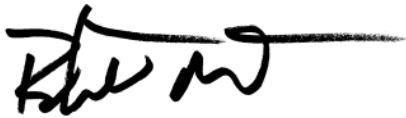
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Please understand that disclosing more than we

have authorized will compromise the integrity and value of the test.

A handwritten signature in black ink, appearing to read "Robert Most", with a long horizontal line extending to the right from the end of the signature.

APPENDIX L: IRB APPROVAL LETTER

LIBERTY UNIVERSITY
INSTITUTIONAL REVIEW BOARD

April 17, 2024

Jocelyn Evans-Shaw Laura Rolen

Re: IRB Approval - IRB-FY23-24-1540 RELATIONSHIP BETWEEN PARENTING
STYLES AND LATINO ADOLESCENT SELF-ESTEEM AND AGGRESSION

Dear Jocelyn Evans-Shaw, Laura Rolen,

We are pleased to inform you that your study has been approved by the Liberty University Institutional Review Board (IRB). This approval is extended to you for one year from the following date: April 17, 2024. If you need to make changes to the methodology as it pertains to human subjects, you must submit a modification to the IRB. Modifications can be completed through your Cayuse IRB account.

Your study falls under the expedited review category (45 CFR 46.110), which is applicable to specific, minimal risk studies and minor changes to approved studies for the following reason(s):

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)

For a PDF of your approval letter, click on your study number in the My Studies card on your Cayuse dashboard. Next, click the Submissions bar beside the Study Details bar on the Study Details page. Finally, click Initial under Submission Type and choose the Letters tab toward the bottom of the Submission Details page. Your stamped consent form(s) and final versions of your study documents can be found on the same page under the Attachments tab. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

G. Michele Baker, PhD, CIP

Administrative Chair

Research Ethics Office
