



THE ROLE OF PARENTING STYLES IN THE DEVELOPMENT OF SELF-CONFIDENCE IN STUDENT

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Abstract: Parenting styles are widely acknowledged as a key determinant in shaping a child's psychological development, including the formation of self-confidence. This article examines how different parenting styles—authoritative, authoritarian, permissive, and neglectful—affect students' sense of self-confidence. The influence of parental support, expectations, and autonomy granted to students is discussed within the context of self-confidence development. The findings suggest that authoritative parenting is most conducive to fostering self-assurance in students, while authoritarian and neglectful parenting may hinder it. Educational implications and strategies for parents and educators are proposed.

Keywords: Parenting styles, self-confidence, authoritative parenting, authoritarian parenting, permissive parenting, neglectful parenting, self-esteem, academic achievement, child development, family influence.

INTRODUCTION

The development of self-confidence is a fundamental aspect of students' emotional and psychological growth. It is shaped by a variety of internal and external factors, including individual cognitive abilities, social experiences, and the environment in which a student is raised. One of the most influential external factors is the style of parenting. Parenting styles directly impact a child's self-esteem, coping mechanisms, and their ability to engage with challenges, which in turn influences their sense of self-confidence.

This article explores how different parenting styles—specifically authoritative, authoritarian, permissive, and neglectful—affect the development of self-confidence in students. Understanding these dynamics provides crucial insights for educators, psychologists, and parents seeking to nurture self-assured and resilient students.

Parenting styles, as categorized by Diana Baumrind (1966), serve as a framework for understanding how parents' attitudes and behaviors influence their children's psychological outcomes. Research has shown that the type of parenting a child receives can significantly impact their self-confidence development.

Authoritative parenting is characterized by warmth, responsiveness, and high expectations. Research suggests that children raised by authoritative parents tend to have higher self-esteem and self-confidence. These parents provide guidance and set clear standards, but also encourage independence and allow their children to express themselves (Baumrind, 1966). This balanced approach helps children develop a strong sense of competence and autonomy, which are critical for the development of self-confidence.

In contrast, authoritarian parenting, which is marked by strict rules, high control, and low warmth, can negatively impact a child's sense of self-worth. Children raised in authoritarian environments may experience lower self-confidence because they are less likely to develop the skills needed for independent problem-solving. They may struggle with self-regulation and feel inadequate when faced with challenges (Maccoby & Martin, 1983).

Permissive parents are warm and lenient but set few boundaries or expectations. While these children may feel loved and accepted, they might not develop the resilience and self-efficacy needed to build lasting self-confidence. Without clear boundaries, students may struggle with self-discipline and face difficulties in situations that require perseverance and effort (Baumrind, 1966).

Neglectful parenting, where emotional and physical needs are unmet, leads to the most significant negative effects on self-confidence. Children who experience neglect tend to develop low self-esteem, as they lack the emotional support and validation needed to feel competent and valued. This type of parenting often results in students who have difficulty trusting their abilities and who may struggle with anxiety and self-doubt (Cohen & Wills, 1985).

Numerous studies have demonstrated the critical role of parenting in shaping self-confidence. Research by Grolnick and Ryan (1989) found that children of authoritative parents showed higher levels of academic and social competence compared to children of authoritarian or permissive parents. Similarly, Laursen and Collins (2009) found that children with supportive and demanding parents were more likely to display higher levels of confidence and were more resilient in the face of failure.

Understanding the impact of parenting styles on self-confidence can help inform educational practices. Educators should recognize the importance of fostering supportive environments for students, particularly those who may come from authoritarian or neglectful backgrounds. Collaboration between schools and parents is essential for reinforcing the development of self-confidence in students. Educational programs aimed at teaching parents how to adopt more authoritative approaches could improve children's overall self-esteem and academic outcomes.

CONCLUSION

Parenting styles play a crucial role in shaping a child's development of self-confidence. Authoritative parenting, characterized by warmth, high expectations, and encouragement of independence, is most conducive to fostering self-assurance. Conversely, authoritarian, permissive, and neglectful parenting can hinder the development of self-confidence. By understanding the psychological dynamics involved, educators and parents can work together to create environments that foster the growth of resilient, confident students.

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