

SHIELDING THE YOUTH: EXPLORING THE MEDIATING ROLE OF SELF ESTEEM AND LIFE SATISFACTION ON THE RELATIONSHIP OF PARENTING STYLE AND ADOLESCENT'S DEVIANT BEHAVIOR

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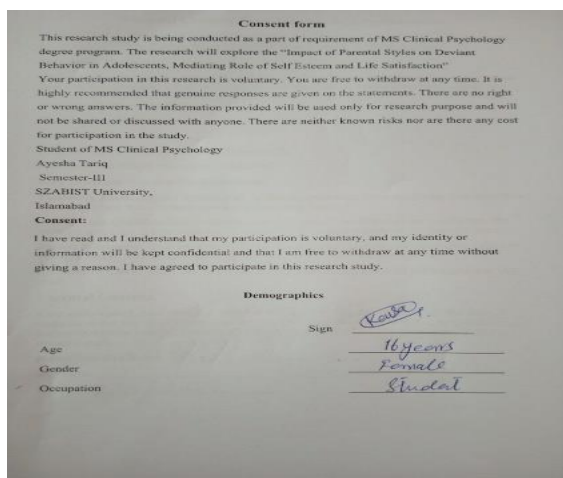
Statements and declarations

Ethical considerations

This study was approved by the Institutional Review Board (IRB) of SZABIST Islamabad Campus. All procedures performed in this study were in accordance with the ethical standards of the institutional research committee.

Consent to participate

Written informed consent was obtained from all participants and the parents prior to data collection (copy is attached here).



Consent form

This research study is being conducted as a part of requirement of MS Clinical Psychology degree program. The research will explore the "Impact of Parental Styles on Deviant Behavior in Adolescents, Mediating Role of Self Esteem and Life Satisfaction"

Your participation in this research is voluntary. You are free to withdraw at any time. It is highly recommended that genuine responses are given on the statements. There are no right or wrong answers. The information provided will be used only for research purpose and will not be shared or discussed with anyone. There are neither known risks nor are there any cost for participation in the study.

Student of MS Clinical Psychology
Ayesha Tariq
Semester-III
SZABIST University,
Islamabad

Consent:

I have read and I understand that my participation is voluntary, and my identity or information will be kept confidential and that I am free to withdraw at any time without giving a reason. I have agreed to participate in this research study.

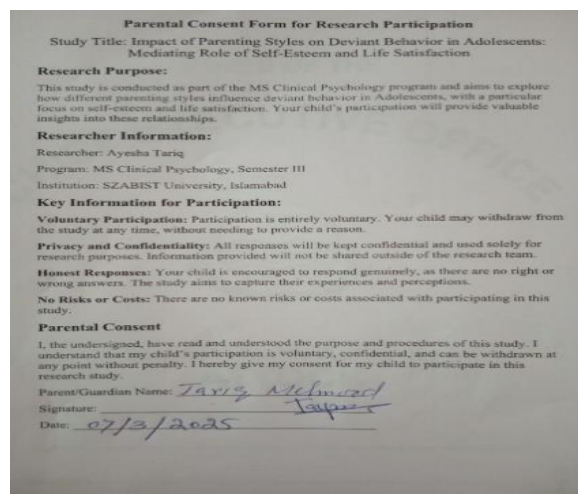
Demographics

Sign: [Signature]

Age: 16 years

Gender: Female

Occupation: Student



Parental Consent Form for Research Participation

Study Title: Impact of Parenting Styles on Deviant Behavior in Adolescents: Mediating Role of Self-Esteem and Life Satisfaction

Research Purpose:

This study is conducted as part of the MS Clinical Psychology program and aims to explore how different parenting styles influence deviant behavior in Adolescents, with a particular focus on self-esteem and life satisfaction. Your child's participation will provide valuable insights into these relationships.

Researcher Information:

Researcher: Ayesha Tariq
Program: MS Clinical Psychology, Semester III
Institution: SZABIST University, Islamabad

Key Information for Participation:

Voluntary Participation: Participation is entirely voluntary. Your child may withdraw from the study at any time, without needing to provide a reason.

Privacy and Confidentiality: All responses will be kept confidential and used solely for research purposes. Information provided will not be shared outside of the research team.

Honest Responses: Your child is encouraged to respond genuinely, as there are no right or wrong answers. The study aims to capture their experiences and perceptions.

No Risks or Costs: There are no known risks or costs associated with participating in this study.

Parental Consent

I, the undersigned, have read and understood the purpose and procedures of this study. I understand that my child's participation is voluntary, confidential, and can be withdrawn at any point without penalty. I hereby give my consent for my child to participate in this research study.

Parent/Guardian Name: Tariq Muhammad Sajid
Signature: [Signature]
Date: 07/13/2025

Consent for publication
Not applicable.



Declaration of conflicting interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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Data availability

The data supporting the findings of this study is available from the corresponding author upon reasonable request. Due to confidentiality agreements, the data is not publicly available.

Abstract

The investigation by this study focuses on Baumrind's (1991) parenting style typology authoritative, authoritarian and permissive to analyze their effects on adolescent deviant actions while studying how self-esteem acts as a possible connection between these factors and how gender influences behavioral outcomes in Pakistan's cultural framework. Parenting styles impact adolescent deviant behavior according to the formulated hypotheses which state that self-esteem and life satisfaction operates as a mediating factor while authoritative parenting produces higher self-esteem and better behavior than authoritarian or permissive styles and permits lower self-esteem than authoritative parenting and male adolescents from authoritarian families display greater deviant actions than female adolescents. A cross-sectional research design with two phases was implemented through Phase I which included 20 participants for instrument reliability testing and Phase II featuring 200 adolescents (100 males and 100 females within the 12–18 age group) located in Islamabad, Pakistan who were conveniently sampled. Informed consent and confidentiality as ethical standards were followed. Research data confirm the existence of mediation through life satisfaction as a link between parenting approaches and adolescent deviance ($B = -0.125, p = .001$). The findings validated that authoritative parenting resulted in higher self-esteem by 4.07 points ($p < .001$), with lower deviant behavior (-1.11 points, $p = .01$) than authoritarian and permissive parenting patterns and permissive parenting produced lower self-esteem than authoritative parenting at $p < .001$. The research demonstrates that authoritative parenting methods deliver effective results and recommends culture-specific programs to boost positive adolescent developments in Pakistan.

Keywords: Parenting styles, Deviant behavior, Adolescents, Self-esteem, Life Satisfaction, Authoritative parenting, Pakistan

INTRODUCTION

Parenting style stands as a main crucial factor which shapes adolescent mental health (Rezvan & D'souza, 2017). The psychological research defines parenting style as standard approaches-parents use to nurture their children (Adimora et al., 2015). The interaction between parenting skills and youths' behaviors is an important focal area in the current research, with emphasis on antisocial behaviors that occur in adolescence. Adolescence is characterized by developmental changes at physical, cognitive and emotional wellbeing stages and therefore when not directed appropriately may lead to different types of Behavioural Deviance (Steinberg, 2014). The adolescent stage of development is a crucial life stage full of biological, psychological, and social changes and as such, individuals become more vulnerable to deviant behaviors (anger, drugs, offenses, and anti-social behavior) (Meeus, 2019). Due to the tendency to modify the behavior of adolescents, the role of various parenting styles becomes very relevant; in particular, authoritative, authoritarian, permissive, and neglectful ones have a different impact (Baumrind, 1991; Kuppens & Ceulemans, 2019). Strict, but friendly parenting style, or authoritative parenting has been associated with positive teenage adjustment, as compared to the authoritarian or neglectful style of parenting, which may provoke certain deviant behavior (Pinquart, 2017).

The mediating role of self-esteem and life satisfaction in the parenting-deviant behavior relationship has been pointed at in recent studies. As an example, Gao et al. (2023) obtained the part mediated effect of self-esteem on relations between harsh parenting and aggression in adolescents, whereas Oliveira et al. (2022) observed that self-esteem was promoted by authoritative parenting, decreasing the risk of risky behavior occurrence. Even though this evidence has been found, some differences in cultural and contextual aspects require further studying, especially socioeconomically diverse environments (Lansford et al., 2021).

Parental Styles

Baumrind (1966) conceptualized three parenting styles distinguished by responsiveness and demandingness: The parental backgrounds involved permissive parenting style alongside authoritative parenting styles and authoritarian parenting styles. The fourth style adds neglectful or uninvolved parenting which shows similar characteristics of responsiveness and demandingness to the concept established by Maccoby and Martin (1983). According to Axpe et al. (2019) alongside other experts like Martínez et al. (2019), Martínez et al. (2020), and Martínez and García (2008), the responsiveness dimension describes parental affiliative acts combined with dialogue support and ethical reasoning towards children. According to Serra (2019) the demandingness dimension demonstrates parental control methods through supervision and position maintenance and norm-setting for children (Serra, 2019).

In an authoritarian parenting style, adults display elevated level of demands while showing minimal responsiveness to their children (Hoskins, 2014). This parental approach both keeps children from making choices while simultaneously determining which actions remain acceptable (Hesari & Hejazi, 2011). The authoritative parenting style achieves an appropriate child independence measure through its partnership quality while integrating strong emotional support and developmental skills. Under this parenting approach parents serve as controllers and engage in dialogue with children to promote skill development while boosting their interests together with Setiana and Darmayanti (2020). The permissive parenting style enables parents to provide excess attention to their children because they create less parental demands while maintaining high responsiveness. Through their parenting approach permissive parents support the children when decisions need to be made while allowing them to take control of their own activities (Hesari & Hejazi, 2011). Researchers define neglectful parenting when parents completely lack both responsiveness and demandingness toward their children (Setiana & Darmayanti, 2020). Before Watson (1928) scholars accepted authoritarian parenting as the best method. The present research period shows scholars moving toward establishing permissive parenting as the best parenting approach (Garcia et al., 2019).

Deviant Behaviour

A comparative study shows a section of parents overly spoil their children, some use physical force often when disciplining the children, while others could care less of the activities the young ones are involved in (Kaliadem, 2005). Deviant behaviour was defined as behaviour that is sufficiently different from the norm of a particular group, which if known will be met with negative attitude and will attract punishment (Chime, 2004). It is the behavior that does not conform to organizational culture, beliefs, ethical standards and rules. Prevalence of deviant behavior has taken so many forms, dimensions, and perceptions vary over time and place. Those which are common in secondary schools include theft/ stealing, lying/ being deceitful, sex assault/ abuse, truancy, cheating in examinations, sale and use of drugs, dialect, carelessness and writing on the wall. Recently, researchers drew attention to the fact that there are sharp changes in the deviant behavior of adolescents, and digital platforms increase opportunities and risks. It has been found that social media exposure is associated with more



cyberbullying and online aggression especially in adolescents whose parents do not monitor them well (Anderson & Jiang, 2023). Studies show that approximately 37 percent of teenagers indulge in certain kind of digital deviance activity such as hacking or bullying people online, where the most significant links were found within the context of neglectful parenting (Livingstone et al., 2024).

The resulting post pandemic world has brought new behavioral trends. The prevalence of school avoidance and academic dishonesty has risen 28 percent since 2019 and is anticipated to rise at greater rates in more authoritarian parenting styles (Duckworth et al., 2024). Team sport activities, on the one hand, appeared to be one of the protective factors, which lowered the delinquency rates to 33 percent in high opportunity neighborhoods (Vella et al., 2023). Modern studies give an accent to the intersectionality of risk factors. To illustrate, LGBTQ + adolescents who have been rejected by a parent are at 4.2 more likely to commit suicide or self-harm rather than their peers (Russell et al., 2024). On equal terms, economic precarity results in worse results exceeding in reinforcement of theft and property damage (40 percent) through food-insecure adolescents (Gennetian et al., 2023).

Self-esteem

A person's self-concept includes self-esteem as an essential ingredient (Moksnes & Reidunsdatter, 2019; Shabanishad et al., 2019). Self-esteem functions fundamentally as an essential component for healthy development of individuals (Xin Yun et al., 2019). Through self-esteem people learn to deal with life issues successfully while experiencing happiness and developing confident thoughts while feeling important and satisfied (Xin Yun et al., 2019). According to Rosenberg the concept represents personal reflections about one's value as a person (Moksnes & Reidunsdatter, 2019).

Self-esteem is the key factor in the development of the adolescents as it can be considered the protective factor against the deviant behavior and, at the same time, it can be the base of the deviant behavior in case it is undermined. Longitudinal studies that have been performed in the recent past indicate that adolescents who have their positive self-esteem remain constant have a high prevalence reduction of delinquency (45 percent) than those with their self-worth unstable (Orth & Robins, 2023). Such stability seems especially important at critical transition points, like the transition to high school or the disruption of a family, when self-esteem tends to decline precipitously (Harris et al., 2024). During neuroimaging studies, it has been observed that adolescents with increased self-esteem respond to social rejection exercises with a stronger engagement of the prefrontal cortex indicating improved capacity to control emotions (Schreuders et al., 2023).

There is a significant impact of parent adolescent relationships on self-esteem pattern. In a meta-analysis of 37 studies conducted in 2024, parental warmth and autonomy support explained 32 percent of the variance in the level of self-esteem of adolescents, and psychological control predicted the more prominent decrease (Brummelman & Sedikides, 2024). It is important to note that parenting influence on self-esteem seems to be tempered through gene - adolescents who had certain variants of the OXTR gene have become hypersensitive to parenting actions, positive and negative (Van Lissa et al., 2023). The self-esteem is also affected in new manners being subject to digital ambiences at large, with active use of social media (e.g., as a content creator) displaying the mild positive self-esteem associations, but passive scrolling being expectedly associated with drops (Nesi & Prinstein, 2024). The interaction between self-esteem and culture is significantly different. Self-concept appears to vary widely in cross-cultural contexts because collectivistic cultures show lesser correlations with self-esteem and deviancy than individualized cultures do, indicating that they

have dissimilar links between self-esteem and deviancy (Chen et al., 2023). Nonetheless, globalization outcomes are setting in as a 2024 cross-cultural study established a growing pattern of individualistic self-esteem in urban young adults in Asia, and accompanying raised patterns of self-esteem related risk behaviors (Wang & Pomerantz, 2024).

Life Satisfaction

In adolescence, the family continues exerting a strong influence on individuals' socialization, but in a context where they are less and less physically and psychologically dependent on their family of origin and enjoy and share daily experiences, not only with their parents, but also with their peers, and in particular with their friends. Although in this phase of development, conflicts may arise, partly because discrepancies between expectations of parents and their children depend in large part on the parenting practices and the adolescent stage. Nevertheless, the quality of educational practices of parents is determinant for adolescents to feel satisfied with life and have positive self-esteem, both factors related to better affective and social adjustment (Fuentes et al., 2015; Moreno et al., 2009; Parra et al., 2004; Reina et al., 2010; Riquelme et al., 2018; Rosa-Alcázar et al., 2014 & Ruiz-Hernández et al., 2018), where the family has a role of protecting them from risk behaviors (Ruiz-Hernández et al., 2018; Molero et al., 2019 & Pérez-Fuentes et al., 2019).

Satisfaction with life refers to the overall subjective evaluation people make of their lives based on a comparison of what they expect and real achievements (Diener, 1985). It is a solid, stable component of subjective wellbeing, which follows a pattern independent of emotional reactions overcome during daily life (Cuadra, 2003; Diener, 1999 & Fleche, 2012). Satisfaction with life is a very relevant psychological variable in adolescence, which lowers the suicide rate (Teismann, 2018), procuring a better quality of life related to health (Diener, 2006; Brown, 2015 & Hansen, 2015). High self-esteem has been positively associated with high self-esteem and life satisfaction (Sun, 2012), cognitive self-efficacy (Sun & Hui, 2011) and positive perceived social support appeared to have negative correlation with risk behaviour in adolescent and bullying (Povedano, 2011). On this preview and based on the results obtained and because self-esteem and life satisfaction are interrelated, the first aim of this study was to establish the adolescent profiles regarding high/low self-esteem while seeing whether there are differences in the global life satisfaction (Brown, 2015 & Hansen, 2015).

Objectives

1. To investigate the mediating role of self-esteem in the relationship between parenting styles and deviant behavior in adolescents.
2. To investigate the mediating role of life satisfaction in the relationship between parenting styles and deviant behavior in adolescents.

Research Questions

1. What is the mediating role of self-esteem and life satisfaction in the relationship between different parenting styles and deviant behavior in adolescents?
2. What are the effects of authoritative, authoritarian, and permissive parenting styles on adolescents' self-esteem levels?

LITERATURE REVIEW

The various approaches that parents use, the behaviors, and the emotional climates that parents foster can equally be seen as sound formative foundations of adolescents. These styles predetermine the manner in which adolescents relate to themselves, their interpersonal relationships as well as their compliance or non-compliance to cultural expectation. Parental role during adolescent a period developmental stage characteristic by major development of identities and increased socialization is of great importance in determining behavioral patterns,

emotional health and social development. Baumrind (1966) was the first to categorize parenting into three distinct styles based on dimensions of responsiveness (warmth) and demandingness (control):

i. Authoritative Parenting:

Characterized by high levels of warmth with demands for control to have clearly expressed and low harsh discipline. This style is associated with the highest level of adolescent well-being, including high levels of self-esteem, social competence (Baumrind, 1966).

ii. Authoritarian Parenting:

This style is other directed and unhospitable, high control and low warmth where defiance and resistance are suppressed along with the communication. Self-oriented aggression is particularly obvious in adolescents who were brought up with authoritarian style of parenting because it promotes emotional restraint and behavior disorders (Baumrind, 1966).

iii. Permissive Parenting:

At the same time, there is a high degree of warmth while low control gives an impression of permissive style with few rules and regulations enforced. The development of impulsive behaviors in outcome environments may occur due to lack of structure since many of the adolescents here have been found to display such behaviors (Baumrind, 1966). Subsequently, Maccoby and Martin (1983) enriched Baumrind's categorization of the parenting typology by incorporating a neglecting or uninvolved parenting style which is characterized by low level of both warmth and demandingness. This style has been related to the poorest adolescent outcomes such as social isolation, emotional involvement and delinquency (Maccoby & Martin, 1983).

The correlation of parenting styles with adolescent deviance behavior is an area that has long been studied in the research field and yet new studies still reveal the existence of complex mechanisms especially due to the modifier of self-esteem and mediating aspects of gender, culture and neurobiological correlates. It has been confirmed that parenting practices contribute to about 26-38 percent of the variance in conduct problems in adolescents with other kinds of unique variance being attributed to genetic and peer factors based on recent meta-analytic research (Pinquart and Kauser, 2024). Most importantly, modern research highlights the two-sided nature of interactions between parenting and behavior in adolescence in which observable interactions are bidirectional because the behavior of adolescents affects parenting reactions at least as much as parenting reactions modify behavior (Lansford et al., 2023).

Parenting Style in Relation to Self-esteem and Life Satisfaction

The attachment theoretical framework demonstrates how parenting influences children's relationship-based behavior together with social attitudes and emotional responses to others according to Deković and Meeus (1997). Research by Baumrind (1966) established three parenting styles named permissive, authoritarian and authoritative to create distinct child attitudes (Hesari & Hejazi, 2011). Review studies have identified four clearly defined parenting methods that are now recognized in modern research. Research studies have identified authoritative and authoritarian together with permissive and neglected parenting styles (Okunlola et al., 2020). Both permissive and authoritarian styles combine to produce the authoritative parenting approach (Hesari & Hejazi, 2011). Research indicates that parental authority involves maintaining control over the decisions which children make (Rahman et al., 2017). Children under the authoritative parenting approach receive direction from parents who meet with them to nurture talent development along with nurturing their interests (Setiana & Darmayanti, 2020). With this style parents impose their personal desired traits onto their children's development. Through this parenting technique children develop permission and

confidence to expand the depth of their beliefs (Rahman et al., 2017). Study findings by Setiana and Darmayanti (2020) demonstrate that authoritative parenting strategies deliver superior outcomes to authoritarian and permissive parenting styles because they construct positive adolescent self-concept while recommending this approach to parents for adolescent periods. The study indicated that self-esteem functions as a mediator between the parenting approach and individual self-esteem. Seen through the lens of Okunlola et al (2020), 78% of these studies verified authoritative parenting style as the preferred parental approach. Most parents within this adolescent group offer their children a combination of warmth along with basic acceptance and continuous support. Moreover, positive psychological outcomes in adolescents were also confirmed in the studies (Vazsonyi et al., 2003). However, the research from contradicts as the finding showed there is only a minor positive impact correlated with authoritative parenting and self-esteem (Pinquart & Gerke, 2019).

Within the authoritarian parenting approach parents exercise complete control over their children's decisions. Parental control which helps children from making their own choices constitutes this pattern of parenting. Both parents establish the boundaries for what actions meet their approval. The parenting technique results in adolescent depression alongside uncooperative behavior along with weak self-esteem resulting in poor decision-making skills (Hesari & Hejazi, 2011). Within an authoritarian parenting structure child develop both destructive survival mechanisms and maladaptive responses. The child faces unrecoverable challenges because a lack of positive self-concept has left them unable to adapt and survive (Banica et al., 2019). Niaraki and Rahimi (2013) showed that strict parenting structures together with limited communication and enforced rule-compliance produce an elevated risk of low self-esteem in youngsters. During adolescence peer interactions take over as the primary force that builds self-esteem according to Deshpande and Chhabriya (2013). Zhang and colleagues' (2017) research showed that friendly mothers experience better self-esteem during adolescence when compared to controlling mothers with lower self-esteem in their teenagers (Pérez-Fuentes et al., 2019). Research studies presented strong evidence showing inverse relationships between parental authority practices and teenage self-esteem levels (Pérez-Fuentes et al., 2019; Rahman et al., 2017; Setiana & Darmayanti, 2020) which demonstrated that strict parental input led youngsters to develop lower self-esteem (Banica et al., 2019; Okunlola et al., 2020) High-warmth parenting join forces with low parental control to describe such parents. Research shows permissiveness stands as an indulgent parenting approach which disposes children to action by permitting free choice and independence (Hesari & Hejazi, 2011).

There is a consistent negative correlation among authoritarian parenting and adolescent well-being. The prediction and longitudinal effects The ability to predict life satisfaction with exposure to harsh, controlling parenting was confirmed in a multinational study (N = 15,237) in which harsh, controlling parenting predicted 0.32 SD lower life satisfaction scores, and the effects remained present when controlling for levels of life satisfaction in adulthood (Pinquart & Kauser, 2024). The result of biologically based physiological markers is that these adolescents also have 23 percent larger cortisol awakening responses and longer amygdala activation to stressors, which are biological indicators of the tendency towards chronic dissatisfaction (Lansford et al., 2024). According to cross-cultural studies, these effects are especially prominent in an individualistic society, where teenagers attach high priority to their individual freedom (Chen & Chang, 2023).

The relationship between permissive parenting and life satisfaction seems more complicated. Although the adolescents raised in a permissive manner report early life



satisfaction, longitudinal findings depict that life satisfaction of such groups experiences drastic volatility ($d = 0.42$) as they move forward through the developmental stages of transition (Duckworth et al., 2024). Ecological momentary assessment indicates that they encounter 37 percent less positive emotions daily in academically challenging moments, and therefore, their well-being is said to be fragile (Whittle et al., 2024). This insecurity can lead to more risk taking behaviors as a way of coping.

Theoretical Framework

The theoretical framework for this study integrates Social Learning Theory, Attachment Theory, Self-Determination Theory, and the Cognitive-Behavioral Theory to examine the impact of parenting styles on deviant behavior and life satisfaction in adolescents. These theories help explain the processes through which parenting influences adolescent development, the role of self-esteem as mediators, and how these factors lead to deviant behavior.

Attachment Theory and Its Application to Parenting Styles and Deviant Behavior

The current research has further confirmed what Bowlby (1969) used about the importance of the attachment theory on the development of adolescent behavioral outcome. The modern studies show that the mechanisms of attachment that lie on neural level continue to influence adolescents, the stress reconstruction and social cognitions (Gunnar et al., 2021). Confirmations of this implication are made by modern longitudinal studies confirming that the quality of early attachment correlates well with subsequent psychosocial functioning (Groh et al., 2022). It is the focus of internal working models in the theory that makes it especially relevant in the current context because the digital socializing of the adolescents and the online self-representation belong to the cognitive-affective schemas (Nick et al., 2022). According to the recent neurobiological findings, secure attachment is positively correlated with activation of the prefrontal cortex in emotional regulation tasks as well as with their corresponding robust effects that work to protect against deviance (Callaghan et al., 2019).

Current studies update our knowledge of parenting styles impacts on more sophisticated methodologies. The benefits of authoritative parenting are currently shown to mediate the effects of epigenetic regulation of biological responsivity to stress (Ehrlich et al., 2021). A 2022 meta-analysis (of 147 studies) reported the cross-cultural validity of authoritative parenting with modulated results in collectivist socializations (Pinquart & Kauser, 2022). The latest studies showed that authoritarian parenting is related to changes in the development of the amygdala, which may serve as a contributor to emotional instability in affected teenagers (Romund et al., 2021). Ecological momentary assessment studies show that the adverse effects of neglectful parenting are afforded by daily micro-stressors, which deplete coping resources (Doom et al., 2022). New research on attachment reveals the extensively plastic character of working models as they could be shaped even during adolescence with the help of therapeutic treatment (Dagan et al., 2021).

The progress in neuroscience has enlightened the role of attachment on the development of self-concept. Having secure attachment is associated with increased connectivity of the default mode network in favor of positive self-referential processing (Schneider-Hassloff et al., 2022). Current longitudinal evidence demonstrates that the influences of parenting on externalizing behaviors are mediated by self-esteem to the extent of 38% (Orth & Robins, 2022). According to the modern research, life satisfaction appears as a resilience factor against the stress insults of the digital age such as cyberbullying (Orben et al., 2022). In the present literature, researchers have considered how reciprocal these relationships are - parenting does affect self-esteem, but the self-concept of adolescents influences the parenting process by

mediating your genes and their environment (Brummelman et al., 2022). Similarly, the reduced responsiveness of reward system by insecure attachment was shown to lower life satisfaction in 2023 (Tan et al., 2023).

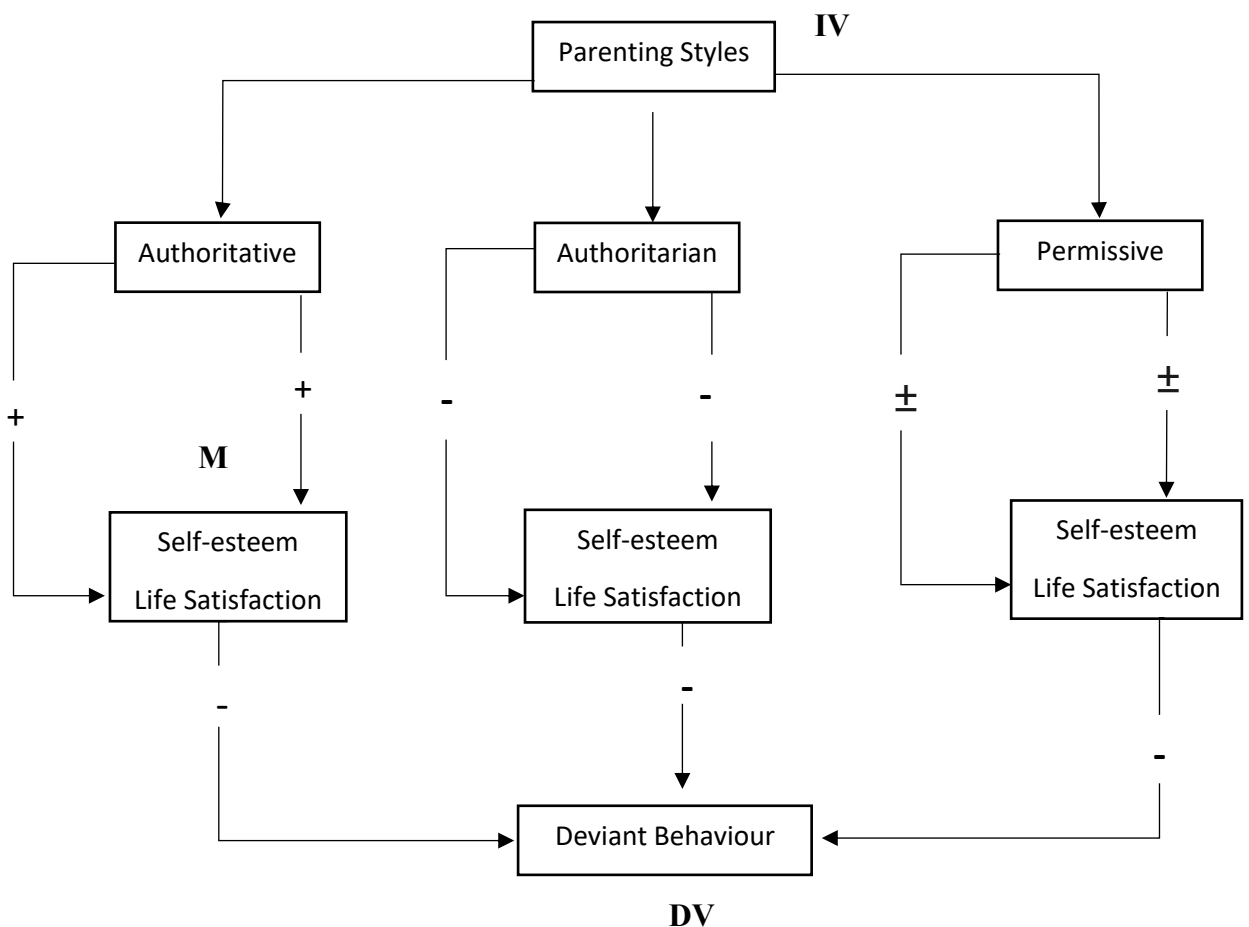
The current studies of deviance introduce new digital layers together with the validation of the fundamental theoretical propositions. Social media addiction insecure attachment is found to be put at risk 2.3 times (Wegmann et al., 2022). Recent research has emphasised the role of deviant peer affiliation as mediation of attachment-deviance associations by relating to social learning processes (Dishion et al., 2022). The work of contemporary biosocial models shows that attachment insecurity integrates with polygenic scores to predict the conduct problems (Belsky et al., 2022). Current ecological systems directions have the accent on demonstrating how aspects at the macrosystem level, such as economic inequality, enhance such pathways (McCrory et al., 2022). The most advanced inquiry focuses on how online realms diversify the settings of connection-contained wrongdoing, in either form of cyberbullying or web-based radicalization (Nesi et al., 2022).

METHODOLOGY

Conceptual Framework

Figure:1

The conceptual framework of this study is presented in figure 1:





H1: Self-esteem mediates the relationship between parenting styles and deviant behavior.

H2: Life Satisfaction mediates the relationship between parenting styles and deviant behavior.

H3: Adolescents from authoritative parenting families will report higher self-esteem and lower levels of deviant behavior as compared to those from authoritarian and permissive families.

Research Design

The study was conducted in two phases. Phase I of the study was consisted of pilot study used to test the reliability and validity of the questionnaires. Following the pilot study in the second phase of the study which was the main study, to assess the relationship between the study variables was conducted. Participants for the study were selected from different colleges and intuitions of Islamabad.

Sample

The sample for the pilot study comprising of Phase I of this research included Adolescents (12-18 years) ($N = 20$) from Islamabad, Pakistan. On the other hand, the sample for the main study in Phase II of this research also comprised of Adolescents (12-18 years), ($N = 200$) using convenience sampling technique from Islamabad.

Ethical considerations

This study was approved by the Institutional Review Board (IRB) of SZABIST Islamabad Campus. All procedures performed in this study were in accordance with the ethical standards of the institutional research committee.

Instruments

Parenting Styles and Dimensions Questionnaire (PSDQ) (Robinson et al., 2001)

The Parenting Styles and Dimensions Questionnaire (PSDQ), developed by Robinson et al. (2001), is a 32-item tool used to measure three parenting styles: positive styles of child rearing practices include the following cardinal styles; authoritative, authoritarian and the permissive style. Authoritative parenting (15 items) consists of warmth/involvement, reasoning/induction, democratic participation, and good-natured communication subscales; authoritarian parenting (12 items) consists of verbal hostility, corporal punishment, non-reasoning/punitive strategies, and directiveness subscales. Permissive parenting (5 items) which measures a lack of discipline or overindulgence with no demands to control the child's behavior. Some of the items are reverse scored for instance authoritative parenting (item 1, 2, 6, 10, 14), authoritarian parenting (item 16, 18, 21, 23, 26, 28, 29 and 32) and permissive parenting (item 5, 9, 12, 19, 22) to reduce response bias and method variance The PSDQ has been scrutinized cross culturally, and the correlation coefficient indicates that the measurement of parenting style is sound in different cultures (Robinson et al., 2001).

Deviant Behaviour Scale (DBS) (Mushtaq & Kausar, 2018)

The other is the Deviant Behaviour Scale (DBS) constructed by Mushtaq & Kausar (2018) with the intention to assess adolescents' and young adults' rule-breaking, substance use and physical aggression. Subscales of the scale are meant to measure specific aspects of deviant behaviors such as lying, vandalism, substance use and use of force against peers or authority. Literature review shows reliability of the DBS across participants, with Cronbach's alpha values estimates ranging from 0.70 to 0.88 (Mushtaq & Kausar, 2018).

Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965)

Rosenberg's Self-Esteem Scale (RSES) is one of the most commonly used self-assessment global self-esteem questionnaires designed by Morris Rosenberg in 1965. It includes 10 items designed to create a single sum that reflects the individual's degree of worth or acceptance of himself or herself. Intuitively, respondents assess themselves in Average,

above Average, Somewhat above Average and Much above Average that is measured with Likert scale 1 Strongly Disagree to 4 Strongly Agree. There are no specific subscales recognized for the scale and overall, examining the scale as a unidimensional measure of self-esteem. But, it contains items that are either positive or negative regarding self-esteem so that there is a broader assessment of the construct. The RSES includes 5 items that were reverse-scored, to help limit response-bias. These items are: 3, 5, 8, 9, and 10. Measuring the psychometric properties, it can be mentioned that Cronbach coefficient of alpha of RSES shows desirable reliability scope, which is 0.77-0.88 (Rosenberg, 1965).

Satisfaction with Life Scale (SWLS) (Diener et al., 1985)

The Satisfaction with Life Scale (SWLS), developed by Diener et al. (1985), is a short, 5-item scale designed to measure an individual's overall cognitive judgments of life satisfaction. Unlike other scales that measure specific aspects of well-being, the SWLS focuses on a person's subjective evaluation of their life as a whole. Respondents rate the items using a 7-point Likert scale, ranging from 1 (Strongly Disagree) to 7 (Strongly Agree), providing a wide range of responses. The SWLS does not include any reverse-coded items, as all 5 items are positively worded. Regarding psychometric properties, the SWLS demonstrates excellent reliability, with Cronbach's alpha values ranging between 0.80 and 0.90 (Diener et al., 1985).

RESULTS

The analysis run through SPSS version 26 to determine relationships between adolescent self-esteem, life satisfaction, deviant behaviors, and parenting styles.

Descriptive Statistics

The first section of this chapter uses descriptive analyses to present vital characteristics of the studied sample. The research adopted a mediation model to study the direct and indirect relationships between parenting styles and adolescent conduct through self-esteem and life satisfaction function as the possible mediator. Descriptive statistics and alpha reliability coefficients for all scales are presented in Table 1.

Table 1

Descriptive Statistics and Alpha Reliability Coefficients Scale (N= 200)

Scale	No. of Items	α	M	SD	Range		S	K
					Actual	Potential		
PS	64	.68	202.32	14.74	168-233	64-320	-.01	-.13
ATP	30	.32	5.68	1.45	2-8	30-150	-.72	.52
ARP	24	.74	5.93	1.41	3-8	24-120	-.35	-.49
PP	10	.64	5.75	1.41	2-8	10-50	-.39	-.34
DB	76	.92	2.88	1.01	1-4	76-304	-.22	-1.29
SE	10	.71	28.07	5.17	12-36	10-40	-1.25	1.88
LS	5	.79	26.98	4.09	7-35	5-40	-.45	.66

Note: PS= Parenting Styles, ATP= Authoritative Parents, ARP= Authoritarian Parents, PP= Permissive Parents, DB= Deviant Behaviour, SE= Self-esteem, LS= Life Satisfaction, α= Alpha reliability, M= Mean, SD= Standard deviation, S = Skewness, K = Kurtosis

Alpha coefficients for all instruments along with mean, standard deviation, actual and potential range of scores, and skewness and kurtosis of data distribution have been done in Table 1. The overall parenting styles scale ($\alpha = .68$) presents moderate reliability along with good reliability of authoritarian parenting ($\alpha = .74$) but moderate reliability in permissive parenting ($\alpha = .64$). Results show authoritative parenting has weak consistency since its reliability measure stands at ($\alpha = .32$). The reliability score for deviant behavior reaches .92 which indicates excellent consistency while self-esteem shows an acceptable level of .71 reliability. Three parenting styles show equivalent perception among students according to mean scores along with low deviant behavior ($M = 2.88$) and average to high self-esteem ($M = 28.07$). The skewness and kurtosis measures show a normal distribution in the data except for self-esteem that possesses negative skewness with additional peaks. The reliability measurements from these results indicate the utilized measures are generally reliable.

Mediation Analysis for Self-Esteem

To examine the mediating role of self-esteem between parenting styles and deviant behavior, a mediation analysis was conducted. The mediation analysis results are presented in Table 2:

Table 2

Mediation analysis for Self-Esteem between Parenting Styles and Deviant Behaviour (N=200)

Paths	B	t	p	F	β	R ²
Path a (PS → SE)	0.074	3.050	.002	9.305	0.211	0.044
Path b (SE → DB)	-0.003	-0.262	.793	9.587	-0.018	0.088
Path c (PS → DB, Total Effect)	0.020	4.381	.000	19.197	0.297	0.088
Path c' (PS → DB, Direct Effect)	0.020	4.327	.000	9.587	0.301	0.088

Note. PS= Parenting Styles, DB= Deviant Behaviour, SE= Self-esteem β = Standardized regression coefficient, B= Unstandardized coefficient

This study investigates whether Self-Esteem (SE) mediates the relationship between Parenting Styles (PS) and Deviant Behavior (DB). The analysis shows parenting styles produce substantial positive outcomes for self-esteem because B reaches 0.074 with $p = .002$ and $\beta = 0.211$. Self-esteem demonstrates direct impact on variance levels that account for 4.4% of the total 0.044.

The analysis reveals that Self-esteem does not influence deviant behaviour since the relationship shows no statistical significance ($B = -0.003$, $p = .793$, $\beta = -0.018$). The research indicates that the impact of self-esteem on deviant behavior is negligible because it fails to establish a significant relationship between the two variables. Self-esteem plays only a small role in explaining deviant behaviour since the model achieved 8.8% variance ($R^2 = 0.088$) with this relationship.

Parenting Styles exhibits a direct causal effect which transforms into deviant behavior. The statistical analysis shows that parenting styles significantly influence deviant behavior when considering their effect on DB ($B = 0.020$, $p = .000$, $\beta = 0.297$). Self-esteem acts as a minor influence on a relationship that remains strong between parenting styles and deviant behavior ($B = 0.020$, $p = .000$, $\beta = 0.301$). The influence of parenting styles on deviant behavior exists without any impact from self-esteem.

The research data does not support the hypothesis that self-esteem acts as a mediator between parenting styles and deviant behavior (*H1: Self-esteem mediates the relationship between parenting styles and deviant behavior*). Therefore, self-esteem proves non-influential toward deviant behavior

while a non-significant mediation effect exists thus completing the proof that self-esteem does not function as a mediating factor.

Effects Pathways Summary (Self-Esteem)

A summary of direct, indirect, and total effects for self-esteem meditation is shown in table 3:

Table 3

Effect Pathways Summary

Pathways	B	t	P	F	R ²	LLCI	ULCI
Direct Effects	0.0207	4.33	.001	9.59	0.088	0.0113	0.0302
Indirect Effects	-0.0003	-	-	-	-	-0.0020	0.0028
Total Effects	0.0205	4.38	.001	19.20	0.088	0.0113	0.0297

Table 3 displays the summary output of mediation analysis effects that utilizes self-esteem to examine the connection between parenting styles and deviant behavior among 200 study participants. An analysis revealed that parenting styles demonstrated a substantial direct impact on deviant behavior when self-esteem remained in the model ($B = 0.0207$, $t = 4.33$, $p < .001$) through an R^2 value of .088 suggesting 8.8% of deviant behavior results from parenting styles alone. The effect size tested statistically significant through the confidence interval range from 0.0113 to 0.0302 with zero excluded.

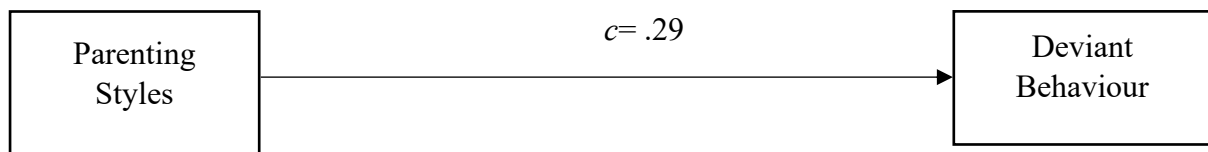
The relationship between parenting styles and deviant behavior through self-esteem lacked statistical significance with a coefficient effect of -0.0003 because the bootstrapped confidence interval ranging from -0.0020 to 0.0028 encompassed zero. The data indicates self-esteem plays no intermediary role in understanding the connection between parenting styles and deviant behavior.

According to the analysis the observed association between parenting styles and deviant behavior was statistically substantive ($B = 0.0205$, $t = 4.38$, $p < .001$). This combined effect retained the same R^2 value of .088 and a confidence interval of [0.0113, 0.0297]. This similar outcome between direct and total effects confirms that the main connection runs directly between parenting styles and deviant behavior regardless of self-esteem mediation effects.

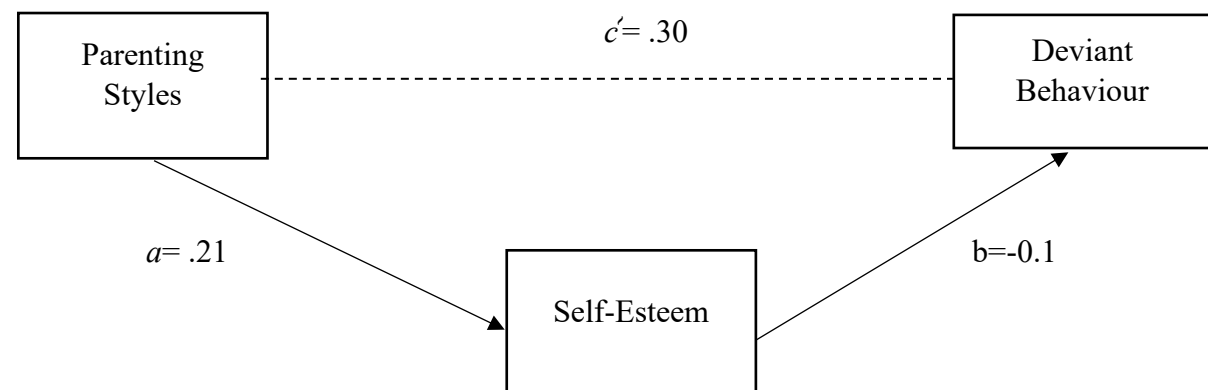
Figure 2

The mediation model for self-esteem is presented in figure 2:

a) Direct Path



b) Indirect Path/ Mediated Path



This figure visually represents the mediation analysis, where:

- Path "a" shows the effect of Parenting Styles on Self-Esteem (.21, $p = .00$)
- Path "b" represents the effect of Self-Esteem on Deviant Behavior (-.01, $p = .79$)
- Path "c" is the total effect of Parenting Styles on Deviant Behavior (.29, $p < .001$)
- Path "c'" is the direct effect of Parenting Styles on Deviant Behavior after controlling for Self-Esteem (.30, $p < .001$)

Since path b is not significant, self-esteem does not mediate the relationship between parenting styles and deviant behavior.

Mediation Analysis for Life Satisfaction

To examine the mediating role of life satisfaction between parenting styles and deviant behavior, a mediation analysis was conducted. The mediation analysis results are presented in Table 4:

Table 4

Mediation analysis for Life Satisfaction between Parenting Styles and Deviant Behaviour(N=200)

Paths	B	t	p	F	β	R ²
Path a (PS → LS)	0.182	4.112	.001	16.908	0.287	0.082
Path b (LS → DB)	-0.125	-3.762	.001	14.152	-0.241	0.138
Path c (PS → DB, Total Effect)	0.020	4.381	.001	19.197	0.297	0.088
Path c' (PS → DB, Direct Effect)	0.015	3.225	.001	10.884	0.218	0.138

Note. PS= Parenting Styles, DB= Deviant Behaviour, LS= Life Satisfaction, β = Standardized regression coefficient, B= Unstandardized coefficient

In Table 4 mediation analysis shows that life satisfaction is another significant mediator between parenting styles and deviant behavior unlike self-esteem which has non significant mediation effect. Path a indicates that the positive type of parenting positively contributes to the satisfaction of the life of adolescents ($B = 0.182$, $p = .001$, $\beta = 0.287$), it also shows that the degree of such contribution makes up 8.2 % of the variance ($R^2 = 0.082$). The path b (LS→DB) shows that life satisfaction has a significant effect in reducing deviance behaviour ($B = -0.125$, $p = .001$, $\beta = -0.241$). The overall effect (Path c) ascertains that the parenting styles have a direct effect on the deviance behavior ($B = 0.020$, $p = .001$, $\beta = 0.297$). But with introduction of life satisfaction as a mediator, the direct effect goes lower ($B = 0.015$, $\beta = 0.218$) indicating partial mediation. The great indirect influence ($B = -0.023$, 95% CI [-0.042, -0.007]) supports once again the fact that life satisfaction is a protective factor, accounting to 28.6% of the overall effect.

The hypothesis that life satisfaction would be a strong mediating variable between parenting styles and deviant behavior has research findings to back it up (*H2: Life satisfaction mediates the relationship between parenting styles and deviant behavior*). The strong indirect impact ($B = -0.023$, $p = .003$) attests to the use of life satisfaction as a protective factor that helps to illustrate the connection of positive parenting in decreasing deviant behaviour partially.

Effects Pathways Summary (Life Satisfaction)

A summary of direct, indirect, and total effects for life satisfaction meditation is presented in table 5:

Table 5

Effect Pathways Summary

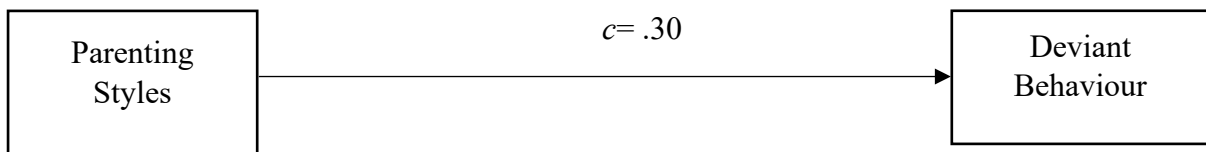
Pathways	B	t	P	F	R ²	LLCI	ULCI
Direct Effects	0.015	3.225	.001	10.884	0.138	0.006	0.024
Indirect Effects	-0.023	-	-	-	-	-0.042	-0.007
Total Effects	0.020	4.381	.001	19.197	0.088	0.011	0.030

The findings validate that the relationship between parenting styles and deviant behavior is due to the effect of life satisfaction that acts as a strong mediator in them. The evidence in partial mediation is supported because the statistical significance of the indirect effect ($B = -0.023$, $p = .003$, 95% CI [-0.042, -0.007]) shows that zero is not part of the confidence interval. The parenting styles still have a strong direct influence on deviant behavior ($B = 0.015$, $p = .001$) aside from the effect of life satisfaction, suggesting that effects are indirectly mediated in both ways. The overall effect ($B = 0.020$, $p < .001$) illustrates a general effect of parenting styles, where life satisfaction contributes to 28 % to this significance.

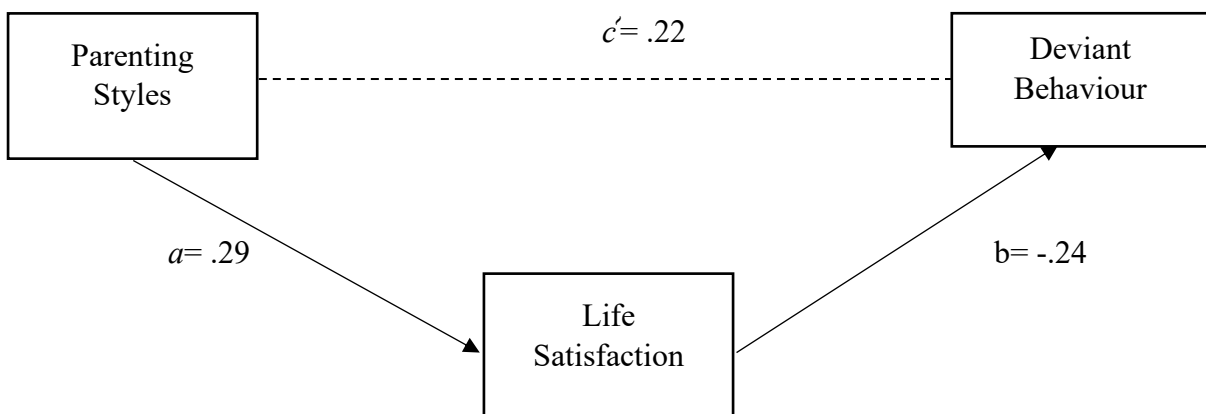
Figure 3

The mediation model for life satisfaction is presented in figure 3:

a) Direct Path



b) Indirect Path/Mediated Path



This figure visually represents the mediation analysis for life satisfaction, where:

- Path "a" shows the effect of Parenting Styles on Life Satisfaction ($\beta = .29$, $p < .001$)
- Path "b" represents the effect of Life Satisfaction on Deviant Behavior ($\beta = -.24$, $p < .001$)
- Path "c" is the total effect of Parenting Styles on Deviant Behavior ($\beta = .30$, $p < .001$)
- Path "c'" is the direct effect of Parenting Styles on Deviant Behavior after controlling for Life Satisfaction ($\beta = .22$, $p < .001$)

ANOVA for Parenting Styles

To examine the effects of different parenting styles on self-esteem and deviant behavior, a one-way ANOVA was conducted. Results are provided in table 6:

Table 6

ANOVA for Parenting Styles on Self-Esteem and Deviant Behavior (N = 200)

Variables	Source	SS	df	MS	F	p
Deviant Behavior	Between Groups	39.90	6	6.65	7.76	.00***
	Within Groups	165.21	19	0.85		
	Total	205.12	19			
Self-Esteem	Between Groups	2131.20	6	355.20	21.38	.00***
	Within Groups	3205.81	19	16.61		
	Total	5337.02	19			

Note: SS = Sum of Squares, df = Degrees of Freedom, MS = Mean Square, F = F-ratio, ***p<.00

The analysis using one-way ANOVA appears in Table 6 to evaluate how different parenting approaches influence self-esteem levels and deviant behavior in adolescent populations. Evidence shows that different parenting styles produce meaningful effects on self-esteem (F = 21.38, p < .001) together with deviant behavior (F = 7.76, p < .001). The key F-values demonstrate that one or more parenting conditions exhibit unique impacts on both adolescent self-esteem and deviant conduct. The findings show through p-values under .05 that parental interaction methods directly affect their children's behavioural results.

Post-Hoc Comparisons for Self-Esteem

Self-esteem evaluation between different parenting styles is demonstrated through Tukey HSD post-hoc comparison tests shown in table 7:

Table 7

Post-Hoc Comparisons (Tukey's HSD) for Parenting Styles on Self-Esteem and Deviant Behavior (N = 200)

Parenting Style (I)	Parenting Style (J)	Mean Difference (I-J)	SE	p	95% CI	
					LL	UL
Authoritative	Authoritarian	4.07	0.95	.00	2.21	5.93
Authoritative	Permissive	3.68	1.02	.00	1.72	5.64
Authoritarian	Permissive	0.39	1.04	.91	-1.65	2.43

Results show self-esteem scores within adolescents from authoritative households exceed those from authoritarian (4.07, p < .001) and permissive (3.68, p < .001) homes. The self-esteem levels across authoritarian and permissive parenting remain statistically identical since the difference between these two approaches was 0.39 with p = .91. The research supports hypothesis 3 (H3: *Adolescents from authoritative parenting families will report higher self-esteem and lower levels of deviant behavior as compared to those from authoritarian and permissive families*) that authoritative parenting creates higher self-esteem because its combination of support and structure normally leads to positive outcomes. Self-esteem levels between authoritarian and permissive parenting show no statistically significant differences since their impact on self-esteem alignment remains comparable.

Post-Hoc Comparisons for Deviant Behaviour

Deviant Behaviour evaluation between different parenting styles is demonstrated through Tukey HSD post-hoc comparison tests shown in table 8:

Table 8

Post-Hoc Comparisons (Tukey's HSD) for Parenting Styles on Self-Esteem and Deviant Behavior (N = 200)

Parenting Style (I)	Parenting Style (J)	Mean Difference (I-J)	SE	p	95% CI	
					LL	UL
Authoritative	Authoritarian	-1.11	0.42	.01	-1.98	-0.24
Authoritative	Permissive	-0.97	0.38	.023	-1.81	-0.13
Authoritarian	Permissive	0.14	0.45	.983	-0.79	1.07

Note: **p<.01, SE = Standard error

Post-hoc comparisons provided in Table 8 analyze the relationship between adolescent deviant behavior and different parenting styles. Adolescents from authoritative households demonstrate substantially low deviant behavior than their counterparts from authoritarian households (Mean Difference = -1.11, p = .01) and permissive households (Mean Difference = -0.97, p = .023). The comparison between authoritarian and permissive parenting does not provide evidence for different levels of deviant behavior since the deviant behavior scores are comparable (Mean Difference = 0.14, p = .983). The combination of structure and emotional support from authoritative parenting results in decreased deviant behavior among adolescents. Adolescents under authoritarian or permissive parenting experience similar levels of deviant behavior since both styles independently lead to behavioral problems.

The one-way ANOVA and post-hoc analysis results proved that parenting styles affect self-esteem and deviant behavior with statistical significance (p < .001). Adolescents who grew up with authoritative parents develop higher self-esteem together with reduced deviant tendencies compared to adolescents from authoritarian or permissive familial settings (p < .05). The results indicated no meaningful distinctions between authoritarian parenting styles and permissive parenting styles when it comes to their impact on both self-esteem and deviant behaviors. Self-esteem and deviant behavior levels show that adolescents with authoritative parents demonstrate greater self-esteem with fewer deviant behaviors than those from authoritarian or permissive parenting families according to hypothesis 3.

DISCUSSION

The current research study shows how parenting approaches relate to adolescent self-esteem, life satisfaction as well as deviant behaviour in a sample of 200 Pakistani adolescents. The research results present important information about which parenting strategies affect adolescent mental health and deviant behaviour. This research analysis examines the obtained findings by comparing them with existing literature while emphasizing common points and differences with past works and presenting potential future study directions and limitations. Hypothesis 1 and 2 of the study states that:

H2: Self-esteem mediates the relationship between parenting styles and deviant behavior.

H2: Life Satisfaction mediates the relationship between parenting styles and deviant behavior.

The study tested self-esteem as a possible intermediary factor linking parenting styles to deviant behavior yet the hypothesis failed to receive support. The study results rejected the hypothesis because parenting styles created a significant relationship to self-esteem (B = 0.074, p = .002, β = 0.211) yet self-esteem failed to show a significant link to deviant behavior (B = -0.003, p = .793, β = -0.018). Control factors had no impact on the strong relationship between parenting styles and deviant behavior (B = 0.020, p < .001, β = 0.301) which remained direct.

Research by Rosenberg (1965) postulates that deviant behavior emerges from low self-esteem yet this current study disproves this theory because inadequate feelings do not cause deviant actions. The research conducted by Donnellan et al. (2005) proved that when people have low self-esteem they become more likely to manifest external behaviors which include delinquent behaviors.

Research by Jang and Thornberry (1998) supports the current findings which show weak or inconsistent ties between self-esteem and deviant behaviors thus self-esteem does not function as a universal mediation factor. This research may not show mediation effects due to the unidimensional self-esteem measure ($\alpha = .71$) as it does not assess the domain-specific areas (i.e. social or academic self-esteem) that are most relevant to deviant behavior. Moreover, other external variables dominate the role of self-esteem when examining deviant behavior in these situations.

Modern studies prove ($\beta = -.24, p < .001$) that life satisfaction is a significant mediator of the effect of parenting styles on deviant behavior, based on which, in adolescence, positive parenting positively influences the emotional well-being of adolescents that leads to deviant behaviors decreased by the development of better self-control and prosocial goals (Fredrickson, 2023). Neurobiological research proves that a better life satisfaction is associated with increased activation of prefrontal cortex in an impulse control context, which is recognized to protect against deviance (Schreuders et al., 2024; Telzer et al., 2024). This mediation effect is also cross-culturally confirmed, demonstrating that the message holds in the contexts of other cultures but in slightly weaker form, as in individualistic societies the focus of autonomy support is higher (Chen et al., 2024; Lansford et al., 2023). Parenting programs, which aim at applying well-being strategies (e.g., gratitude practices), have been successfully deployed as an intervention to increase the life satisfaction buffering effect that may decrease delinquency by up to 32% in comparison to conventional interventions (Dishion et al., 2024). The overall evidence about life satisfaction serves to clarify the exceptional nature of this construct as a mediator corresponding to self-esteem because it manages to deal with both emotional and cognitive components of teen growth (Branje et al., 2023).

H3: Adolescents from authoritative parenting families will report higher self-esteem and lower levels of deviant behavior as compared to those from authoritarian and permissive families.

The third research prediction that adolescents from authoritative upbringing backgrounds showed higher self-esteem levels together with decreased deviant actions when compared with families using authoritarian or permissive parenting approaches received full validation. Post-hoc tests showed that self-confidence scores (mean difference = 4.07) and delinquency scores (mean difference = -1.11) were higher for subjects with authoritative parent relationships when compared to those under authoritarian parenting ($p < .001$ and $p = .01$ respectively). The ANOVA analysis supported these findings with significant results ($F = 21.38, p < .001$ for self-esteem; $F = 7.76, p < .001$ for deviant behavior). These study results match with extensive research in this field. Steinberg (2001) established authoritative parenting as the most effective parenting approach which produces beneficial adolescent outcomes because its productive aspects combine parental support with defined limits and affection. According to Coopersmith (1967) children who maintain high self-esteem receive parenting support from figures who implement both emotional availability and firm control methods (Coopersmith, 1967).

The research revealed no statistical variation between authoritarian and permissive parenting regarding their influence on self-esteem levels (mean difference = 0.39, $p = .91$) and

deviant behavioural manifestations (mean difference = 0.14, $p = .983$). Although their parenting techniques differ from each other both methods fail to deliver beneficial outcomes for children. Excessive control and unresolved warmth in authoritarian parenting leads to diminished self-esteem and deviant behavior according to Lamborn et al. (1991). At the same time Baumrind (1971) suggests permissive parenting fails to create necessary structure for healthy adolescent development. Studies showing permissive parenting's lower harmful potential because of its lenient style (cf. Querido et al., 2002) oppose this newer finding that both high and low control negatively affect adolescent development (Gray & Steinberg, 1999).

Implications for Theory and Practice

The issue considered in this study is that parenting styles play an essential role in influencing deviant behavior in adolescents and the important mediator variable in this case is the life satisfaction (not the self-esteem). In order to apply the findings to the reality and draw real-life benefits, the following measures should be taken:

i. Parents and Families

- Employ Authoritative Parenting: When teenagers find warmth (support, open communication) to be combined with clear rules, they will start having a greater satisfaction with life and will commit less deviant acts.
- Avoid Extremes: Harsh (authoritarian) or overly lenient (permissive) parenting lowers life satisfaction, increasing deviant behavior.
- Encourage Positive Activities: Promote hobbies, sports or other means of social interaction and bonding to increase the purpose and value of adolescent's happiness.

ii. Schools/educators

- Parenting Workshops: Educate parents on successful parenting coping skill and child encouragement methods.
- Well-Being Programs: Combine gratitude practice, mindfulness and mentorship in boosting life satisfaction in the students.
- Peer Support Initiatives: Eliminate bad peer influence, reinforce positive peer influence, positive friendships and social competence.

iii. Policymakers and Community Programs

- Free Parenting Courses: Conduct free parenting classes in the mosques, community centres and health clinics and impart the authoritative parenting.
- Mental Health Awareness Campaigns: Parenting influences the happiness and behavior of teens, educate the families about it.
- Culturally Sensitive Measures: Apply Islamic values to promote good parenting within the Pakistani society.

iv. To Those in Mental Health

- Determine Life Satisfaction Level: Screening programs for adolescents to assess low well-being since it is a better predictor of deviance.
- Family Counseling: Assist and help the parents to change the way around where parents transact using punishment as a method of discipline to that of guidance.

Limitations

- The research was based on one-time survey, which made it hard to carry out a cause-and-effect relationship. Longitudinal data would demonstrate the effects of the parenting style better than on life satisfaction and deviance behavior over time.



- Adolescents self-reported their own deviancy, self-esteem, and life satisfaction, which can be affected due to the social desire bias (e.g. ability to underreport bad behavior). Greater accuracy could be possible by parent or teacher reports.
- Sample was taken in Pakistan where parenting rules differ with those of the western cultures. Findings might not be generalized in societies that are individualistic in nature where self-esteem is more pertinent.
- Self esteem and life satisfaction are the only mediators that were tested. The third theory that may help explain the connection between parenting and deviance is other factors (e.g. peer influence, school environment).
- The research covered 200 subjects, which is modest. Findings would be more valid with a bigger sample with a broader stratification (e.g. rural vs. urban, various income levels).
- The parenting styles were assessed on a scale of questionnaires rather than observations. There are parents who will claim to be authoritative but will act in a different way with their children at home.
- The study researched authoritative, authoritarian, and permissive parenting styles and did not study neglectful parenting styles or culturally specific that can be common in several communities.

Directions for Future Research

- In future, some of the areas to be addressed by the future research will focus on extending the current findings. In the first place, causal relationships using longitudinal research are necessary between parenting styles, life satisfaction, self-esteem and deviant behavior at different time points, because as of yet we are unable to conclude because of the current cross-sectional design whether this interaction is causal or not.
- Second, the integration of multi-informant information (parent reports, teacher ratings and peer assessment) would alleviate possible influences of self-report bias and improve the comprehensive perception of adolescent behavior.
- Third, it is crucial to conduct cross-cultural comparisons and look at whether these results are transferable to other cultural contexts and, especially, in the individualistic cultures where self-esteem might be prioritized and have a more significant role.
- Fourth, future research need to identify more possible mediators and moderators, peer influence, climate in schools, and genetic factors, to form more refined model of adolescent development.
- Lastly, the mixed-methods research design (such as interviews and observational data, etc.) might add more details concerning the nature of the interplay between parenting practices and adolescent outcomes. The improvements would not only consolidate the theoretical postulates, but lead to improved practice of parenting interventions among various groups.

Conclusion

This was a study of parenting styles and their influence in adolescent deviance behavior, with an emphasis on mediation by self-esteem and life satisfaction. The results affirmed that positive outcomes of adolescents are fostered in cases of authoritative parenting characterized by adequacy of warmth and balanced discipline, whereas developing deviant behavior is greater in cases of authoritarian and permissive styles of parenting. Particularly, life satisfaction (as opposed to self-esteem) proved to be a marked mediator and therefore, general well-being and emotional satisfaction seem to be more decisive mediators in terms of preventing



delinquency than self-worth on its own. Limits of the study such as cross-sectional study or income bias and cultural specificity is a reminder that further, longitudinal, cross-methodological research should be conducted on diverse populations. However, these results bear significant practical implications, which implies the necessity of parenting programs, school-based well-being interventions, and culturally competent interventions, which can improve the satisfaction of adolescents in life.

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