



EFFECTIVENESS OF INFORMATION BOOKLET ON KNOWLEDGE REGARDING PARENTING STYLE IN RELATION TO CHILDREN MENTAL HEALTH AND SELF-ESTEEM AMONG PARENTS IN SELECTED COMMUNITY AREA: A QUASI-EXPERIMENTAL STUDY

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ABSTRACT

Effectiveness of Information Booklet on Knowledge Regarding Parenting Style in relation to Children Mental Health and Self-esteem among Parents in Selected Community Area: -A quasi experimental study. **Objectives:-** To assess the pretest knowledge regarding parenting style in relation to children mental health and self-esteem among parents in selected community area. **Methodology:-** A total 100 parents were selected using non-probability convenient sampling technique. This study was based on quantitative approach. The research design used in this study was quasi - experimental one group pre- test post- test design was used. **Result:-** This table shows the comparison of pretest and posttest knowledge scores of Parents regarding parenting style in relation to children mental health and self-esteem in selected community area. Mean, standard deviation and mean difference values are compared and student's paired 't' test is applied at 5% level of significance. The tabulated value for $n=100-1$ i.e. 99 degrees of freedom was 1.98. The calculated 't' value i.e. 64.96 are much higher than the tabulated value at 5% level of significance for overall knowledge score of Parents which is statistically acceptable level of significance. **Discussion:-** Hence it is statistically interpreted that the Information Booklet on knowledge regarding parenting style in relation to children mental health and self-esteem among parents in selected area was effective. **Conclusion:-** Thus, the H1 is accepted. I.e. Is significant difference between pre- test and post-test knowledge regarding Parenting Style in relation to Children Mental Health and Self-esteem among Parents in Selected Community area after pretest and posttest and null hypothesis is rejected. **Recommendation:-** A similar study can be replicated on a larger population for a generalization. A similar study can be conducted on all parents. A similar study may be conducted on a comparative study to assess the knowledge and attitude regarding parenting style in relation to children mental health and self-esteem among parents in selected community areas. A similar study can be carried out to evaluate the effectiveness of video assisted teaching programme on knowledge regarding parenting style in relation to children mental health and self-esteem among parents.

KEYWORDS : Information Booklet, Parenting Style, Mental Health, Self-Esteem, Parents.

INTRODUCTION

Parenting is a complex and dynamic process that plays a crucial role in shaping children's mental health and self-esteem. The way parents interact with their children, establish boundaries, and provide emotional support significantly influences children's psychological well-being. Recent research has emphasized the importance of understanding different parenting styles and their impact on children's mental health within specific community contexts.¹

Parenting styles range from authoritative and supportive to authoritarian and neglectful, differing in levels of warmth, control, and responsiveness. These variations influence children's emotional regulation, social competence, and resilience. Studies indicate that authoritative parenting, characterized by warmth, support, and clear expectations, is associated with positive mental health outcomes, whereas authoritarian and neglectful parenting styles are linked to anxiety, depression, behavioral problems, and psychological distress.²

Self-esteem, reflecting an individual's sense of self-worth, is also strongly influenced by parenting practices. Children raised in environments marked by warmth, acceptance, and encouragement tend to exhibit higher self-esteem compared to those exposed to harsh or inconsistent parenting. Cultural factors further shape parenting behaviors and their effects on children's self-esteem and identity development.³

In response, parent education interventions such as information booklets and educational programs have gained importance, focusing on enhancing parenting knowledge, positive discipline, effective communication, and secure parent-child relationships. Therefore, the present study aims to assess the effectiveness of an information booklet in improving parental knowledge regarding parenting styles and its impact on children's mental health and self-esteem in a selected community area.⁴

Deshpande and Chhabariya (2013) reported that adolescents who perceived acceptance and support from their parents had higher self-esteem, while lack of understanding between parents and adolescents contributed to conflicts and lower self-esteem.⁵

Background of the Study

Parenting styles significantly influence children's psychological well-being, social competence, and self-esteem. Baumrind's framework describes authoritative, authoritarian, and permissive parenting based on levels of responsiveness and demandingness. Authoritative parenting, characterized by warmth, responsiveness, and consistent discipline, is associated with positive mental health outcomes and higher self-esteem, whereas authoritarian and permissive styles are linked to anxiety, depression, low self-esteem, and behavioral problems.⁶

Parenting practices are further shaped by cultural and socio-contextual factors, influencing parental control, autonomy granting, and emotional support. Evidence highlights the need for parent education interventions to enhance parenting knowledge and skills. Information booklets and teaching programmes emphasizing communication, warmth, and positive discipline have shown beneficial effects on children's self-esteem and mental health.⁷ Studies by Shabnam Sayyad and Jaya Gawai (2021) and Akram et al. (2024) support the effectiveness of positive and authoritative parenting in improving adolescents' self-esteem. Hence, the present study focuses on evaluating an information booklet on parenting styles and its impact on children's mental health and self-esteem in a selected community area.⁸

Need for the Study

Parenting styles play a fundamental role in shaping children's cognitive, emotional, and social development and have significant implications for children's mental health and self-

esteem. Although existing research has established the influence of parenting practices on child outcomes, there is a limited understanding of how educational interventions aimed at enhancing parental knowledge of parenting styles can effectively support children's well-being within specific community contexts.⁹

Recent national and epidemiological reports indicate a rising prevalence of mental health problems among children and adolescents, emphasizing the need to address contributing factors such as parenting practices.⁴ Research has consistently demonstrated that parenting styles influence emotional regulation, social competence, and psychological adjustment in children, highlighting the importance of targeted parenting interventions.¹⁰ However, evidence regarding the effectiveness of parenting education interventions, particularly information-based approaches within community settings, remains limited.

Community-based assessments highlight the need for context-specific interventions that consider cultural beliefs, parental attitudes, and local challenges. Supporting evidence from recent studies indicates significant associations between parenting practices, self-esteem, and psychological outcomes among adolescents and young adults, reinforcing the importance of structured educational interventions for parents.¹¹ Therefore, the present study seeks to evaluate the effectiveness of an information booklet on parenting styles and its impact on children's mental health and self-esteem within a selected community area.

Jain, Bansal & Dagar (2022). Parenting Style and Its Relationship with Hope and Self-Concept of Teenagers explored the link among perceived parenting practices with adolescents' hope and self-esteem in northern India. The sample included 80 participants aged 15 to 18. Data was collected using the Parental Authority Questionnaire (PAQ), State Hope Scale, Rosenberg Self-Esteem Scale. Results indicated a strong positive association between authoritative parenting and greater optimism and self-concept. In contrast, authoritarian parenting was negatively linked with both outcomes, with fathers' authoritarian style having a more detrimental effect. These findings align with previous research and cultural insights on parenting in India.¹²

METHODS AND MATERIALS

A quantitative research approach with a quasi-experimental one-group pre-test post-test design was used to assess the effectiveness of an information booklet on knowledge regarding parenting style in relation to children's mental health and self-esteem among parents in a selected community area. The study was conducted in a selected community area. A total of 100 parents were selected using a non-probability convenient sampling technique.

The independent variable was the information booklet on parenting style, and the dependent variable was the knowledge of parents regarding parenting style in relation to children's mental health and self-esteem. Data were collected using a structured questionnaire consisting of a demographic proforma and a self-structured knowledge questionnaire. Content validity and reliability of the tool were established. After obtaining informed consent, a pre-test was conducted, followed by administration of the information booklet, and a post-test was carried out using the same tool.

Data were analyzed using descriptive and inferential statistics. Frequency, percentage, mean, and standard deviation were used for descriptive analysis. Student's paired 't' test and chi-square test were used for inferential analysis at a 0.05 level of significance.

RESULT

The demographic findings revealed that the majority of

parents were in the age group of 34–41 years (41%), followed by those above 41 years (29%), 26–33 years (20%), and 18–25 years (10%). Most parents were males (55%), while 13% were females and 32% belonged to other religion. Regarding educational status, 38% of parents were educated up to bachelor's degree, 32% up to master's degree or higher, 20% up to high school or below, and 10% up to primary standard. Occupationally, 35% of parents were unemployed, 35% were self-employed, 23% were engaged in private jobs, and 7% were government employees. In terms of family characteristics, 41% of parents had one child, 37% had two children, and 22% had three children including newborns. Monthly family income showed that 45% earned ₹10,001–20,000, 38% earned below ₹10,000, and 17% earned ₹20,001–30,000. With regard to source of information, 65% were healthcare professionals, 56% had participated in parenting education programmes, 19% obtained information from books or online articles, and 16% from family and friends.

Pre-test findings showed that the majority of parents (96%) had inadequate knowledge and only 4% had moderately adequate knowledge regarding parenting style in relation to children's mental health and self-esteem. The minimum pre-test score was 6, the maximum score was 15, and the mean pre-test knowledge score was 11.44 ± 2.30 with a mean percentage score of 38.13 ± 7.68 . Post-test findings revealed improvement, with 28% of parents having inadequate knowledge and 72% having moderately adequate knowledge. The minimum post-test score was 16, the maximum score was 27, and the mean post-test knowledge score was 22.55 ± 2.72 with a mean percentage score of 75.16 ± 9.06 .

The effectiveness analysis showed that the calculated paired 't' value (64.96) was much higher than the tabulated value (1.98) at the 5% level of significance for 99 degrees of freedom, indicating that the information booklet was statistically effective. Hence, the research hypothesis (H1) was accepted. Further analysis revealed that post-test knowledge scores were significantly associated with age, educational status, occupation, and source of information, while no association was found with other demographic variables.

Table No. IV-4: Table showing effectiveness of information booklet on knowledge score Significance of difference between knowledge score Of pre and posttest regarding parenting style in relation to children mental health and self-esteem.

n=100	Mean	SD	Mean Difference	t-value	p-value
Overall					
Pre-Test	11.44	2.30	11.11 ± 1.71	64.96	0.0001
Post-Test	22.55	2.72			S,p<0.05

CONCLUSION

The study findings revealed that the mean pre-test knowledge score was 11.44, while the mean post-test knowledge score increased to 22.55. The calculated 't' value (64.96) was much higher than the tabulated value (1.98) at the 5% level of significance, indicating that the information booklet on parenting style in relation to children's mental health and self-esteem was effective. Hence, the research hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Further analysis showed a significant association between post-test knowledge scores and age, educational status, occupation, and source of information, while no association was found with other demographic variables.

Recommendations

The study can be replicated on a larger population to enhance generalizability. Similar studies may be conducted among all parents and in different community settings. Comparative studies can be undertaken to assess knowledge and attitude

regarding parenting style in relation to children's mental health and self-esteem. Further research may evaluate the effectiveness of video-assisted teaching programmes and structured teaching programmes on parenting knowledge, particularly among employed parents in selected urban areas.

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