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Modeling Self-Worth in Female Adolescents: The Mediating Role of Parenting Styles in the Parent-Child Relationship

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ABSTRACT

Objective: The aim of this study is to explain self-worth based on the parent-child relationship with the mediation of parenting styles among high-school female students in Tehran.

Methods and Materials: This cross-sectional study employed a descriptive-correlational design. The study population consists of all high-school female students in District one of Tehran in the 2022-23 academic year. A sample size of 148 participants was selected using convenience the sampling method. The data collection tools in this study included the Contingencies of Self-Worth Scale (Crocker, Luhtanen, Cooper, and Bouvrette, 2003); the Parent-Child Relationship Survey (Fine, Moreland, and Andrew Schwebel, 1983); and the Parenting Styles Questionnaire (Buri, 1991). SPSS version 27 software was used to perform descriptive statistics and Pearson correlation coefficient, and SmartPLS version 4 software was used to analyze the path between variables.

Findings: According to the results, Parent-child relationship had a positive and significant direct effect on Self-worth ($\beta = 0.306$, $p < 0.001$). Similarly, Parent-child relationship had a positive and significant indirect effect on Self-worth through authoritative style ($\beta = 0.304$, $p < 0.001$). However, according to the results, Parent-child relationship did not have a significant indirect effect on Self-worth through authoritarian style ($\beta = 0.035$, $p = 0.280$). At the same time, Parent-child relationship did not have a significant indirect effect on Self-worth through permissive style ($\beta = -0.020$, $p = 0.188$).

Conclusion: The study shows that the way parents relate to their children plays a key role in shaping their self-worth. Specifically, warm, supportive, and positive parent-child relationships strongly boost a child's confidence and self-esteem.

Keywords: Parent and Child, Parenting Styles, Self-worth, Female, High School Students.

Introduction

Social factors significantly shape self-worth throughout life. Beginning at birth, economic background, family values and practices, and social group norms influence thoughts, perspectives, and

beliefs, ultimately forming the personal values that underpin an individual's sense of self (Chopani, 2022). Societal norms, shaped by historical and social contexts, define ideal standards that influence self-worth. For example, medieval Europe valued military skills, while modern society emphasized public relations and

leadership (Finger et al., 2011). Strong self-worth and self-confidence are crucial, especially during childhood and adolescence, for nurturing talent. These qualities significantly influence cognitive processes, emotions, social motivations, lifestyle choices, and decision-making. Resilient willpower, crucial for success, relies on robust self-confidence, perseverance, determination, and resolve (Afrooz et al., 2016). Parent-child relationships significantly impact a child's self-worth. As a key subsystem within the family, these relationships, along with marital and sibling relationships, influence and are influenced by the overall family dynamic (Joshanloo & Daemi, 2015). Given the family's fundamental role in a child's education and psychosocial development, positive parent-adolescent relationships are crucial for fostering social competence and guiding socialization.

Parenting style significantly shapes a child's social skills; for instance, authoritarian parenting is linked to lower academic performance, reduced self-worth, and weaker social skills (Beyer, 1995). The family environment significantly impacts adolescent and young adult development. Stable, high-quality parental marriages positively influence teenagers' emotional well-being, and strong parent-child relationships, as demonstrated by Redd, (1999), are linked to improved mental health and reduced psychological distress even into adulthood. Parental acceptance and control are key aspects of this relationship. Supportive parent-child relationships foster autonomy, self-reliance, academic competence, and healthy self-esteem, enabling adolescents to explore social beliefs and roles. Conversely, psychologically coercive parenting hinders independence and, as studies across multiple continents show, can lead to low self-worth, depression, and antisocial behavior that persists into early adulthood. Other family-related factors contributing to antisocial behavior include psychological harm, poor relationship quality, inconsistent supervision, and neglect (Berk, 1998).

Researchers emphasize the family's foundational role in a child's development and overall success. The family environment primarily shapes personality, rational thinking, emotional regulation, and other crucial qualities. Social development begins in the family, where children first develop cognitive skills and a sense of self. Through parental interactions, children learn vital behaviors like responsibility, cooperation, and independence, fostering positive dispositions and mental well-being. Parenting styles, shaped by cultural, social, political, and economic factors, significantly influence children's socialization and social development (Chopani, 2022). Because children's attitudes, behaviors, and academic performance are linked to parenting styles, family dynamics, and parenting can also contribute to academic procrastination (Vahedi et al., 2009). Effective parenting involves fostering responsibility, which, unlike genetic traits, encompasses moral, educational, and social dimensions. Responsible parents cultivate responsible children. Hilston's model, measuring individual and social responsibility Ramzaninezhad et al., (2016), provides a framework for assessment. Research suggests parenting style influences self-worth Khodadadi et al., (2024), yet studies on how parenting styles mediate the relationship between self-worth and parent-child dynamics, particularly in female students, remain scarce (Khodadadi et al., 2024).

This study examines how parenting styles directly and indirectly affects self-worth in high school girls in Tehran's District One. Theoretically, it aims to enhance understanding of this relationship. Practically, the findings can inform interventions for students' psychological challenges and guide educational administrators and policymakers in promoting motivation and academic achievement. Specifically, the research investigates the predictive role of the parent-child relationship, as mediated by parenting styles, on self-worth (Fig. 1).

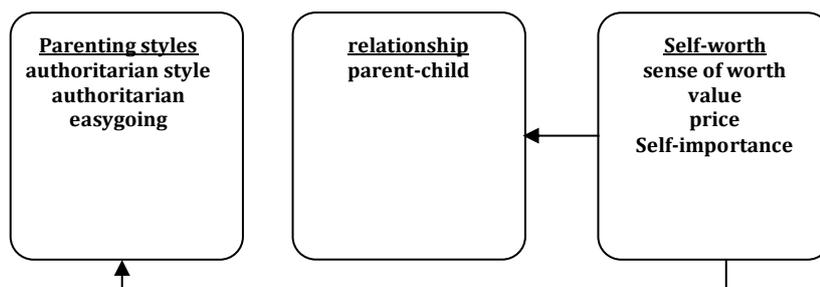


Figure1

Conceptual model

Methods and Materials

This study is cross-sectional, correlational design to explore the extent to which changes in one or more factors are associated with changes in other factors. The primary objective was to examine the relationship between several predictor variables and the criterion variable. The statistical population for this study consisted of all high school girls in the first district of Tehran, totaling 11,150 individuals, according to the education website of the district for the 2022-23 academic year. The sampling method used in this study was convenience sampling. The sample size was determined using Green, (1991) formula, which is $50 + 8k$, where 'k' represents the number of predictor variables. In this research, 'k' was 4, resulting in a total of 74 participants Green, (1991). To ensure external validity, the sample size was doubled, resulting in a final sample of 148 participants. The inclusion criteria were as follows: giving consent for participation in the study, studying at high school grades, and completing all questionnaires. The exclusion criteria were unwillingness to continue participation in the study and failure to complete all questionnaires. The education department of which was visited to acquire the research permit and inquire about the number of high schools for female students. Arrangements were then made with the administrative boards of those schools, to whom the research rationale was also explained. Three high schools were selected Tehran's district one. Three classes were randomly selected from all classes of each school, and the research questionnaires were distributed among the students of the designated classes. Finally, 148 students met the inclusion criteria and entered the study.

The Contingencies of Self-Worth Scale (CSWS): This scale consists of 35 items rated on a seven-point Likert scale (1 – completely disagree to 7 – completely agree) designed to assess the participants' sense of worth, value, price, and importance of themselves (Crocker et al., 2003). The scale includes seven subscales that measure self-worth related to family support, competition and striving for excellence, physical appearance, divine love, academic and educational competence, piety and virtue, and approval from others. The reliability of the scale, tested on 1,345 participants, was reported to be 0.82, with scores of 0.79 for men and 0.84 for women. Using the test-retest method (with a three-month interval), the reliability was calculated at 0.75. The reliability of the scale's seven sub-sections was found to be 0.84, 0.87, 0.83, 0.96, 0.82, 0.83, and 0.82, respectively. In Iran, the internal consistency of the subscales in this research was 0.74 for competitiveness, 0.64 for the attitudes of others, 0.21 for the approval of others, and 0.64 for the approval from others. The scores for piety, 0.71, and 0.75 for love of God, 0.79, and 0.65 for academic excellence, were determined (SABZEHARA et al., 2014). The reliability of this tool in the current study was calculated using Cronbach's alpha for the entire questionnaire, yielding a value of 0.799. The reliability, analyzed by gender, was reported as 0.706 for male students and 0.835 for female students.

Parent-Child Relationship Survey (PCRS): To assess the parent-child relationship, the scale developed by (Fine et al., 1983), consisting of 24 items, was used (Fine et al., 1983). The scale contains 24 items that are scored in a range of 1 to 7. This 24-item tool measures young people's perceptions of their relationship with their parents. It measures positive affection, irritation/role

confusion, identification, and communication. The survey is divided into two subscales, one assessing "relationship with mother" and the other measuring "relationship with father". Both scales are the same, except that the words "mother" and "father" are exchanged. However, different factor loads have been reported for the two scales. The father-child relationship scale had an α coefficient values of 0.89 to 0.94 for the subscales, and the mother-child relationship scale had an α coefficient values of 0.61 to 0.94 for the subscales. The α coefficient for the whole instrument was equal to 0.96, showing its excellent internal consistency. The items in PCRS can be easily scored. Negatively worded items (9, 13, 14) are scored reversely. Then, the sum of scores of individual items is calculated and divided by the number of items for each factor to obtain the mean score of the subscale. The total score of the survey is the sum of the mean scores of the subscales (Fine et al., 1985). The content validity of the scale was assessed and confirmed for use in Iran, and its reliability was assessed through the Cronbach coefficient as 0.91 for the Persian version of the scale (Koolaee et al., 2014). The reliability coefficients calculated for the questionnaire were 0.93 for the father form and 0.92 for the mother form.

Parental Authority Questionnaire: This questionnaire is divided into three styles: authoritative, authoritarian, and permissive, and it assesses children's perception of their parents' parenting styles. The questionnaire is completed by the parents (Buri, 1991). It consists of 30 items: 10 items related to the authoritative parenting style, 10 items for the authoritarian style, and 10 items for the permissive style. The questionnaire follows a five-point Likert scale ranging from "strongly agree" (5) to "strongly disagree" (1). The minimum score for each subscale is 10, and the maximum score is 50 (Azizi & Besharat, 2011). Scoring Expectations items 4, 5, 8, 11, 15, 20, 22, 23, 27 and 30; Control items 2, 3, 7, 9, 12, 16, 18, 25, 26, and 29; Permissive style items 1, 6, 10, 13, 14, 17, 19, 21, 24, and 28 The reliability coefficients obtained were 0.69 for the permissive style, 0.77 for the

authoritarian style, and 0.73 for the authoritative style (Azizi & Besharat, 2011).

Statistical Analysis

SPSS version 27 software was used to perform descriptive statistics and Pearson correlation coefficient, and SmartPLS version 4 software was used to analyze the path between variables. The Kolmogorov-Smirnov test was used to examine the normality of the distribution of the research variables, and since this test was significant for some of the research variables, the research variables did not have a normal distribution, so SmartPLS was used. The significance level was set at 0.05. It is important to note that a collinearity analysis was performed among the variables. Accordingly, VIF = 1: There is no correlation between a given predictor variable and other predictor variables in the model. VIF between 1 and 5: There is a moderate correlation between a given predictor variable and other predictor variables in the model. VIF > 5: There is a strong correlation between a given predictor variable and other predictor variables in the model.

Findings and Results

Table 1 shows the mean and standard deviation of the research variables. The results of Table 1 show that the overall mean Self-worth score is 148.5, the parent-child relationship score is 59.6, and the parenting styles score including authoritative style, authoritarian style, and permissive style is 27.6, 29.7, and 31.6, respectively. According to Table 1, the significance level of the Kolmogorov-Smirnov test in the variables Self-worth and Parent-child relationship is greater than 0.05 ($p > 0.05$), which indicates that the data of these variables has a normal distribution. However, the significance level of this test was found to be significant for the components of parenting styles ($p < 0.001$). As a result, the researcher used the pls method to examine the mediation model, which is not sensitive to the non-normality of the variables.

Table 1

Statistical indices of the main research variables and Normality Status

Variable	Mean	SD	K-S*	p-value
Self-worth	148.5	39.6	0.81	0.19
Parent-child relationship	59.6	17.3	0.83	0.24

authoritative style	27.6	4.32	0.922	< .001
authoritarian style	29.7	3.79	0.846	< .001
permissive style	31.6	4.80	0.873	< .001

*Kolmogorov-Smirnov

Table 2 shows the correlation between research variables based on Pearson's correlation coefficient.

Table 2

Pearson's Correlations

Variable		1	2	3	4	5
1. Self-worth	Pearson's r	—				
2. Parent-child relationship	Pearson's r	0.625 ***	—			
3. authoritative style	Pearson's r	0.691 ***	0.614 ***	—		
4. authoritarian style	Pearson's r	-0.445 ***	-0.492 ***	-0.560 ***	—	
5. permissive style	Pearson's r	-0.229 ***	-0.246 ***	-0.385 ***	0.646 ***	—

* $p < .05$, ** $p < .01$, *** $p < .001$

According to Table 2, the Self-worth variable had a positive and significant relationship with the Parent-child relationship ($r = 0.625$, $p < 0.001$) and authoritative style ($r = 0.691$, $p < 0.001$) variables, which indicates that with an increase in Parent-child relationship and authoritative style, the level of Self-worth in individuals also increases, but the authoritarian style ($r = -0.445$, $p < 0.001$) and permissive style ($r = -0.229$, $p < 0.001$)

variables had a negative and significant relationship with the Self-worth variable, which indicates that with an increase in authoritarian style and permissive style, the level of Self-worth in individuals also decreases. The researcher examined the path coefficients between the research variables and the significance level between the variables in Table 4. The Bootstrap value in this model was set to 5000.

Table 3

Indirect and Direct effects

		Estimate	STDEV	t-value	p	95% Confidence Interval	
						2.5%	97.5%
Direct effects	Parent-child relationship -> Self-worth	0.306	0.067	4.564	$p < 0.001$	0.170	0.435
	Parent-child relationship -> authoritarian style	-0.492	0.058	8.411	$p < 0.001$	-0.601	-0.375
	Parent-child relationship -> authoritative style	0.614	0.037	16.480	$p < 0.001$	0.534	0.682
	Parent-child relationship -> permissive style	-0.246	0.066	3.745	$p < 0.001$	-0.375	-0.117
	authoritarian style -> Self-worth	-0.071	0.065	1.093	0.275	-0.194	0.055
	authoritative style -> Self-worth	0.495	0.069	7.228	$p < 0.001$	0.360	0.625
Indirect effects	permissive style -> Self-worth	0.083	0.057	1.442	0.149	-0.032	0.195
	Parent-child relationship -> authoritarian style -> Self-worth	0.035	0.032	1.081	0.280	-0.024	0.103
	Parent-child relationship -> authoritative style -> Self-worth	0.304	0.052	5.857	$p < 0.001$	0.207	0.410
	Parent-child relationship -> permissive style -> Self-worth	-0.020	0.016	1.315	0.188	-0.057	0.005

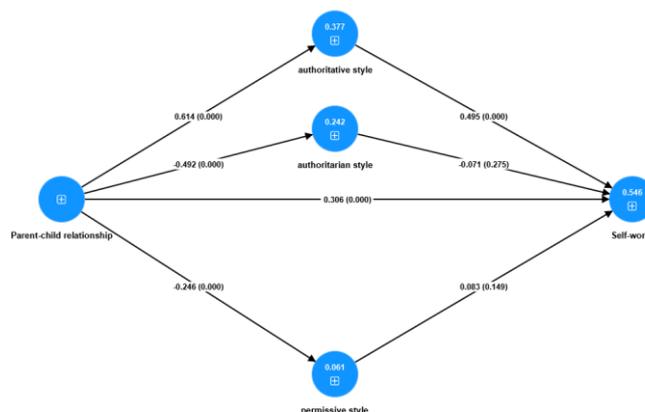


Figure 2

Statistical Diagram and p-value

Based on the results shown in Table 3 and Figure 2, Parent-child relationship had a positive and significant direct effect on Self-worth ($\beta= 0.306, p <0.001$). However, Parent-child relationship had a negative and significant direct effect on authoritarian style ($\beta= -0.492, p <0.001$). Similarly, Parent-child relationship had a positive and significant direct effect on authoritative style ($\beta= 0.614, p <0.001$). Also, Parent-child relationship had a negative and significant direct effect on permissive style ($\beta= -0.246, p <0.001$). Similarly, the authoritarian style variable did not have a significant direct effect on Self-worth ($\beta= -0.071, p = 0.275$). However, the authoritative style variable had a positive and significant

direct effect on Self-worth ($\beta= 0.495, p <0.001$). Also, the permissive style variable did not have a significant direct effect on Self-worth ($\beta= -0.083, p = 0.149$). The researcher also examined the indirect effects of the variables in Table 3. Based on the results, Parent-child relationship had a positive and significant indirect effect on Self-worth through authoritative style ($\beta= 0.304, p <0.001$). However, based on the results, Parent-child relationship had no significant indirect effect on Self-worth through authoritarian style ($\beta= 0.035, p= 0.280$). At the same time, Parent-child relationship had no significant indirect effect on Self-worth through permissive style ($\beta= -0.020, p= 0.188$).

Table 4

Reliability and validity of the model

Variables	Cronbach's Alpha	Composite Reliability	AVE
1. Self-worth	0.770	0.775	0.514
2. Parent-child relationship	0.721	0.725	0.523
3. authoritative style	0.781	0.786	0.582
4. authoritarian style	0.821	0.836	0.587
5. permissive style	0.714	0.728	0.542

As can be seen from Table 4, the reliability and validity of the model have been confirmed. The Cronbach's alpha reliability of the variables is higher than 0.6. The composite reliability of these variables is also higher than 0.7. Similarly, the validity of the model was also examined using the Average variance extracted index.

Since its value for the research variables is higher than 0.5, it can be concluded that the validity of the model has been confirmed and it can be concluded that the validity of the model has been confirmed. The researcher also examined the coefficient of determination of endogenous variables in the study.

Table 5*Coefficient of determination of the model and Predictive communication Q²*

Variables	R-square	R-square adjusted	Q ² (=1-SSE/SSO)
Self-worth	0.546	0.537	0.529
authoritarian style	0.242	0.238	0.240
authoritative style	0.377	0.374	0.373
permissive style	0.061	0.056	0.057

Table 5 shows the model's ability to explain and predict variance in the dependent variable. The self-worth variable explained 54.6 percent of the variance. Also, the authoritarian style, authoritative style, and permissive style variables explained 24.2 percent, 37.7 percent, and 6.1 percent of the variance, respectively.

The researcher also used blindfolding to assess the model's reliability in predicting the research variable. Q² values above zero indicate that the data has been accurately reconstructed and that the model can make accurate predictions. Table 6 confirmed the accuracy of the model's fit.

Table 6*Assessment of model fit statistics*

	Estimated model
SRMR	0.169
NFI	0.711

The researcher also examined the model fit. All the model fit indices were confirmed. If the SRMR index value is less than 0.8, it indicates a good fit of the model.

The SRMR value for the model was 0.169. Similarly, the NFI was 0.711.

Discussion and Conclusion

This study examined the relationship between parent-child dynamics and self-worth in high-school girls from Tehran's first district, with parenting styles as a potential mediator. Results revealed a significant correlation between the parent-child relationship and self-worth, accounting for 35.2% of its variance. Specifically, a positive parent-child relationship significantly predicted self-worth, suggesting that effective guidance, supervision, and rational communication from parents contribute to increased self-worth in students.

This study's investigation into the connection between the parent-child relationship and self-worth prediction yielded results that resonate with previous research conducted both within the country and internationally. Studies such as those conducted by (Mohammadi et al., 2021, Nazami & Azemodh, 2019; Afriani et al., 2012) have all explored facets of this relationship, and their findings mirror the patterns observed in our current research. Furthermore, the work

of Hanley & Garland, (2017) and the research undertaken by Pellerone et al., (2017), Monica; Ricardo, Grana; and Ramasi, Tiziana, also in 2017, provide further support for the central hypothesis being tested. These various research efforts, when considered collectively, demonstrate a notable degree of consistency and convergence in their respective outcomes, indicating a shared understanding of the dynamic at play. This convergence is particularly evident when comparing our results to those documented in previous studies (Afriani et al., 2012; Hanley & Garland, 2017; Mahamid et al., 2023; Nazami & Azemodh, 2019; Pellerone et al., 2017), suggesting a robust and replicable relationship between the parent-child dynamic and an individual's sense of self-worth.

Mohammadi et al., (2021) found in their qualitative study, "Needs of Teenagers in the Parent-Child Relationship," that teenagers prioritize a family dynamic characterized by security, intimacy, happiness, acceptance, and freedom (Mohammadi et al., 2021). Parents who address these needs can improve adolescent satisfaction and well-being. This

understanding can also inform interventions by psychologists and counselors working to strengthen parent-child relationships. [Nazami & Azemodh, \(2019\)](#) found a significant relationship between parenting styles, secure attachment, and social adaptation using a descriptive-correlational method. Similarly, [Pellerone et al., \(2017\)](#) determined that parenting styles predict identity development. Inferential analysis revealed a strong correlation between parenting styles and self-worth, accounting for 39.4% of the variance in self-worth. This relationship was statistically significant and predictive, with parenting styles playing a crucial role in influencing self-worth.

High parental expectations and criticism may negatively impact a child's self-worth. Conversely, acceptance and valuing a child's opinions fosters stronger bonds, encourages a friendship-based parent-child relationship, and increases self-worth while reducing avoidance. Supportive parenting that promotes independence further enhances a child's self-worth and development.

Our study's exploration into the hypothesized link between parenting styles and self-worth prediction finds substantial support compared to existing research on this topic. A comprehensive comparative analysis reveals notable congruencies between our findings and the work of several scholars, both within our own country and internationally. Specifically, the conclusions drawn from our research resonate with key aspects of studies conducted by ([Chopani, 2022](#); [Afriani et al., 2012](#); [Álvarez et al., 2018](#); [Baghianimoghadam et al., 2015](#); [Mahamid et al., 2023](#); [Turney & Haskins, 2019](#)), and ([Rodrigo et al., 2014](#)). These scholars have all contributed valuable insights into the complex relationship between parenting approaches and various child and adolescent outcomes.

The collective findings of these diverse studies, spanning different cultural contexts and methodologies, consistently point towards similar conclusions as those reached in our investigation. This agreement strengthens the overall validity and reliability of our research, suggesting a robust connection between parenting styles and the development of self-worth. To further illustrate this point, let's consider the specific example of [Chopani, \(2022\)](#) research. The full title of Chopani's study is "Determining the Predictive Role of Parenting Style and Feelings of Competence in

Behavioral Disorders in Adolescents Aged 14-18." This study provides particularly relevant insights, as it directly examines the predictive power of parenting styles. Chopani's work demonstrated a statistically significant relationship between the parenting styles employed by caregivers and the manifestation of behavioral disorders within the adolescent population studied. The implications of Chopani's study, and others like it, provide a solid foundation for understanding the significant influence parents have in the lives of their children and how parenting can affect not only behavior but their child's self-perception and self-worth. The consistency with which these studies corroborate our own underscores the importance of continued research in this area ([Chopani, 2022](#)).

[Afriani et al., \(2012\)](#) found parenting styles significantly predict adolescent responsibility, explaining 21% of its variance. Further research should investigate the influence of parenting styles on other variables, identify specific parenting styles contributing to irresponsible behavior, and develop targeted interventions. Furthermore, [Afriani et al., \(2012\)](#) study revealed a significant positive correlation between authoritative and authoritarian parenting styles and environmental responsibility and a significant negative correlation between permissive parenting and environmental responsibility. Several studies have explored the intricate connection between parenting styles and the social and psychological well-being of young people. [Baghianimoghadam et al., \(2015\)](#) research, specifically titled "The Relationship Between Parenting Styles and Social Adjustment of Students," delved into this relationship using Pearson's correlation coefficient as a statistical measure. The findings of [Baghianimoghadam et al., \(2015\)](#) study revealed a noteworthy and positive correlation between different parenting styles and students' social adjustment. This indicates that certain parenting approaches are associated with improved social adaptation among students.

Building upon this body of research, [Jin & Chen, \(2024\)](#) conducted a study titled "The Impact of Parenting Styles on Children's Social Adjustment and Development." Jin's investigation employed a quasi-experimental design, utilizing a pre-test-post-test methodology to assess the effects of parenting styles. The results of [Jin & Chen, \(2024\)](#) research highlighted the

positive influence of various parenting styles on children's overall adjustment and their ability to engage in positive social interactions. This suggests that specific parenting strategies can foster healthier social development in children. Further contributing to this understanding, Mahamid et al., (2023) explored the association between parenting styles and crucial aspects of adolescent development, namely identity status and mental well-being. Mahamid et al., (2023) research uncovered a positive relationship between the parenting style adopted by parents and both the adolescent's sense of identity and their overall mental health. This emphasizes the importance of parenting in shaping adolescents' psychological well-being and sense of self.

In a similar vein, Turney & Haskins, (2019) examined the link between specific parenting styles and the psychological well-being of adolescents. Their observations indicated that an authoritative parenting style, characterized by a balance of warmth and structure, is associated with a reduced occurrence of psychological stress symptoms among adolescents. Conversely, Turney & Haskins, (2019) also noted that a permissive parenting style, which tends to be more lenient and less demanding, is correlated with higher levels of psychological distress in adolescents. Adding to the nuances of these findings, research suggests that parenting characterized by warmth, a high degree of parental involvement in the child's life, and a strong sense of agreement between parents and children is significantly linked to a lower incidence of depressive symptoms in adolescents. This underscores the importance of creating a supportive and harmonious family environment for adolescents' mental health. Rodrigo et al., (2014) further contributed to this understanding by focusing on key characteristics of maternal parenting methods. Their research, titled "Parenting Styles and its Influence on Adolescent Well-being", found that these specific parenting practices employed by mothers have a substantial impact on the overall well-being of adolescents, thereby highlighting the crucial role of maternal parenting in shaping adolescent development and mental health.

The limitations of the study included a lack of direct access to the participants, the inability to control extraneous variables such as family issues, and the restriction of the sample population to all female high school students in District 1 of Tehran. The following

recommendations are proposed to achieve the research objectives. Future studies are advised to explore self-worth in combination with other variables for a more comprehensive understanding. Conducting this research using a qualitative approach, such as interviews with participants, is recommended to enhance the reliability and validity of the findings. This approach would allow for more precise discussions and insights into the various aspects of the topic. The use of convenience sampling limits this study. Future research should employ random sampling to avoid this limitation. Additionally, it is suggested that future research be carried out with a larger sample size and broader geographic coverage to contribute to a more cohesive and robust body of literature regarding the use of the study's variables. Finally, conducting similar research in different communities and comparing the results is encouraged to gain broader insights.

Conclusion

Given the significant impact of the studied variables, particularly parent-child relationships and parenting styles, on students' psychological and emotional well-being and self-worth, psychologists and counselors should prioritize these aspects in consultations, guiding parents toward understanding and fostering supportive relationships and parenting approaches.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. Ethical considerations in this study were that participation was entirely optional.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

All authors equally contribute to this study.

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