

THE EFFECT OF PARENTING STYLE ON SELF-ESTEEM OF VIETNAMESE COLLEGE STUDENTS: MEDIATING ROLE OF PERSONALITY TRAITS

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ABSTRACT

The present study examined the effect of parenting style on self-esteem of Vietnamese students and the mediating role of personality traits. The results of structural equation model (SEM) analysis based on observations of 614 students show that authoritarian and authoritative parenting styles have an effect on student's self-esteem. In addition, extraversion, neuroticism and openness mediated the relationship between authoritarian style and self-esteem. Research has contributed new information on the relationship between parenting styles and self-esteem of Vietnamese students.

Therefore, the study is expected to contribute some useful recommendations for policy makers to improve self-esteem in university students.

Keywords: Parenting style, personality traits, self-esteem, Vietnamese college students.

1. Introduction

The future of the country is in the hands of the young generation, who are an important factor in determining the country's competitiveness in the world (Shamsiev et al., 2021). Therefore, they are the object that should be taken care of not only intellectually and physically but also in terms of mental health. In recent times, authors pay much attention to self-esteem, focusing on the main audience is adolescents (Herz&Gullone, 1999;Aboul-Hosn et al.,2012;Raboteg-Saric&Sakic, 2014; Pinquart&Gerke, 2019), and university students (Amirazodi&Amirazodi, 2011; Hong et al., 2015; Hirata & Kamakura, 2018). However, most of these studies were carried out in highly developed countries such as The United States (Baumrind, 1971), German-speaking countries (Krhone, 1988), countries in the European and Americas region (Darling & Steinberg, 1993) and few studies have been conducted in Asian countries such as Japan (Hirata &

Kamakura, 2018), Israel (Yaffe, 2020), China (Du et al., 2021). Therefore, further studies are needed to examine the role of students' self-esteem, especially in the context of developing countries like Vietnam.

Previous studies found that parenting styles have an effect on self-esteem, but there are still many contradictions (Buri, 1988; Wennar, 1994; Herz&Gullone, 1999; Pinquart&Gerke, 2019; Szkody et al., 2021). In particular, some authors suggested that permissive parenting positively correlated with self-esteem (Raboteg-Saric&Sakic, 2014; Hong et al., 2015; Pinquart&Gerke, 2019), while other studies showed that these two factors were negatively correlated (Bee, 2017). Therefore, further empirical studies are needed to evaluate the effect of parenting styles on young people's self-esteem.

Besides parenting styles, personality traits have also been put forward by studies to have an effect on self-esteem (Robins et al., 2001; Watson et al., 2002; Erdle et al., 2009). However, there is still much controversy surrounding this issue as some authors asserted that personality traits have a positive effect on self-esteem (Amirazodi&Amirazodi, 2011) while Watson et al. (2002) found that self-esteem was negatively correlated with personality traits. In addition, researchers argued that parenting styles have an effect on children's personality traits (Baumrind, 1971; Parker et al., 1979; Krhone, 1988; Darling & Steinberg, 1993). However, these studies often look at the effect of parenting style on one or two factors of the Big Five personality traits. Accordingly, further studies are needed to better understand the effects of personality traits on self-esteem as well as the effect of parental style on children's personality traits.

Therefore, this study is conducted to examine the effect of parenting styles on self-esteem and personality traits as well as to evaluate the correlation between personality traits and self-esteem of Vietnamese university students, which is still controversial. The research results are the reference base to make recommendations for improving the self-esteem of Vietnamese students in the current context. The article consists of 5 sections. Following section 1, the introduction is followed by section 2, which describes general theories related to parenting style, self-esteem, personality traits and the relationship between these factors. Section 3 presents the research methodology. The research results are the main content of section 4. And finally, section 5 discusses the research results while conclusions and recommendations are mentioned in section 6.

2. Literature Review

2.1. Effect of parenting style on self-esteem

One of the earliest definitions of self-esteem was given by Rosenberg (1965). Accordingly, self-esteem relates to the way a person sees himself or herself, be it negative or positive. In the same

vein, Blascovich & Tomaka (1991) introduced the concept of an individual self-esteem as a person's sense of worth and the extent to which he or she values or likes himself. This view of self-esteem is also heavily supported by other research (Leeson et al., 2008; Smith et al., 2015). Therefore, in this study, self-esteem is considered as the way a person self-assesses based on their values.

The definition of parenting style was first introduced by Krohne (1988), which is the interaction between parents and children through a relatively stable set of behaviors in specific situations. In 1993, Darling & Steinberg (1993) generalized that parental style is the perceived attitude of parents towards the child. Based on previous theories, in this study, parenting style is considered as a set of behaviors and attitudes of parents towards their children in a particular way. In addition, the authors will analyze the effect of parenting style on personality traits and self-esteem based on the classification of Baumrind (1971). Accordingly, parenting styles are divided into authoritative style, authoritarian style, and permissive style.

Many previous studies proposed that parenting style and self-esteem are closely related. Buri et al. (1988) suggested that the authoritative style has a positive effect on self-esteem, the authoritarian style has a contrasting effect on self-esteem compared to the authoritative style, and the permissive style has no significantly related to self-esteem. This view is also supported by Pinguart & Gerke (2019) when the authors show that self-esteem is more strongly correlated with authoritative parenting style, as opposed to authoritarian style. Accordingly, the hypotheses suggested as follows:

Hypothesis 1a: Authoritative style has a positive effect on self-esteem of Vietnamese students.

Hypothesis 1b: Authoritarian style has a negative effect on self-esteem of Vietnamese students.

Hypothesis 1c: Permissive style has a positive effect on self-esteem of Vietnamese students.

2.2. Effect of personality traits on self-esteem

Costa & McCrae (1999) was one of the first authors to state the definition of personality traits. Accordingly, personality traits are relatively unconditional behavioral tendencies that attest to individual potential in a broad domain of functioning. Big Five Traits (Big Five; Costa & McCrae, 1999) has been used by many researchers when studying personality (McCrae & Costa, 2008), especially in the first decade of the 21st century (John et al., 2008). In this study, the authors also used this theory to examine the relationship between personality traits, parenting style and self-esteem. According to the Big Five traits, a person's personality will be analyzed based on 5 main factors including extraversion, openness, agreeableness, conscientiousness, and neuroticism.

Personality traits have been proven to be associated with self-esteem in previous studies. Robins et al. (2001) suggested that individuals with high self-esteem are often emotionally stable, extraversion, conscientious, and openness. Supporting this view, Amirazodi&Amirazodi (2011) asserted that all 5 factors in the group of Big Five traits have a positive effect on self-esteem and the control of personality traits along with family can predict self-esteem. However, Watson et al. (2002) provided evidence that self-esteem is negatively correlated with neuroticism and is affected by extraversion. From the above recommendations, the hypotheses are suggested:

Hypothesis 2a: Extraversion has a positive effect on self-esteem of Vietnamese students.

Hypothesis 2b: Openness trait has a positive effect on self-esteem of Vietnamese students.

Hypothesis 2c: Agreeableness has a positive effect on self-esteem of Vietnamese students.

Hypothesis 2d: Conscientiousness has a positive effect on self-esteem of Vietnamese students.

Hypothesis 2e: Neuroticism has a negative effect on self-esteem of Vietnamese students.

2.3. Effect of parenting style on personality traits

Otani et al. (2009) suggested that the affectionless control parenting by mothers has a special association with the personality traits of the children. However, Kitamua et al. (2009) argue that parenting style has an independent effect on children's personality traits. Besides, the child's personality can also elicit the parent's attitude towards the child. In the same view, Van Heel et al. (2019) show that adolescent personality and parental control are closely related, especially parental control role in the relationship between adolescent personality and behavioral extraversion. Based on the theoretical basis, the following research hypotheses are proposed:

Hypothesis 3a: Authoritative style has a positive effect on extraversion.

Hypothesis 3b: Authoritative style has a positive effect on openness.

Hypothesis 3c: Authoritative style has a positive effect on agreeableness.

Hypothesis 3d: Authoritative style has a positive effect on conscientiousness.

Hypothesis 3e: Authoritative style has a negative effect on neuroticism.

Hypothesis 3f: Permissive style has a positive effect on extraversion, openness, agreeableness, conscientiousness, neuroticism.

Hypothesis 3g: Authoritarian style has a negative effect on extraversion.

Hypothesis 3h: Authoritarian style has a negative effect on openness.

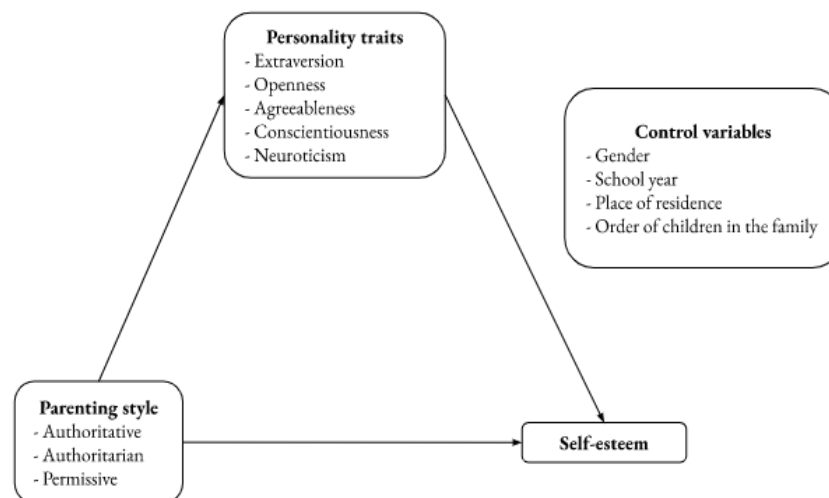
Hypothesis 3i: Authoritarian style has a negative effect on agreeableness.

Hypothesis 3j: Authoritarian style has a negative effect on conscientiousness.

Hypothesis 3k: Authoritarian style has a positive effect on neuroticism.

From the above hypotheses, the research model is shown in Figure 1 below. Simultaneously, demographic information includes: Gender, school year, place of residence, order of children in the family are considered as control variables.

Figure 1: Proposed research model



Source: Authors

3. Research Methods

3.1. Scale and design of questionnaires

All scales are rated on a 5-point Likert scale (from 1 being “strongly disagree” to 5 being “strongly agree”).

3.1.1. Parenting style

The scale to evaluate the parenting style has been developed diversely, prominent scales can be mentioned such as: Parenting Styles and Dimensions Questionnaire (Robinson et al., 1995), Children’s Reports of Parental Behavior Inventory (CRPBI) (Schaefer, 1965), the Parents and

Children scale (Reitzle et al., 2001),... In which, scales built based on the parental style model of Baumrind (1971) are commonly used (Abdul Gafor&Kurukkan, 2014), typically The Parental Authority Questionnaire (PAQ) (Buri, 1991). However, PAQ has the disadvantage that it is quite long, including 30 questions, so it is not suitable for research with limited survey time. Therefore, The Parental Authority Questionnaire-Short (PAQ-S) scale developed by Alkharusi et al. (2011) was used in this study. This is a scale based on Buri's PAQ (1991), but this scale is more reliable and provides better statistical models than PAQ (Elphinstone et al., 2015; Alkharusi et al., 2011). This scale has a total of 20 questions related to the parenting style of both parents in 3 aspects: authoritative (7 sentences), authoritarian (7 sentences) and permissive (6 sentences). For example: "My father/mother directed the activities and decisions of the children through reasoning and discipline" (authoritative), "My father/mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to" (authoritarian), "My father/mother has always felt that children need to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want" (permissive). In this study, the Cronbach's Alpha coefficients for the three subscales were: Authoritative: .895; Authoritarian: .930; and Permissive: .879. The scale had a Cronbach alpha coefficient of .893.

3.1.2. Personality traits

Scales for Personality traits according to the Big Five model are very long, so large-scale surveys are often difficult. Therefore, the study uses the Big Five Inventory (BFI-10) (Rammstedt & John, 2007) to assess the personality traits of students. This scale consists of 10 questions, which is abridged from the standard BFI scale of 44 questions proposed by John & Srivastava (1999). Each personality dimension in the five-factor model is measured by two questions. For example: "I see myself as someone who is reserved" (extraversion), "I see myself as someone who has few artistic interests" (openness)", "I see myself as someone who generally trusting" (agreeableness), "I see myself as someone who does a thorough job" (conscientiousness), "I see myself as someone who gets nervous easily" (neuroticism). The reliability of the scale has been proven through many studies (Rammstedt & John, 2007; Pérez-Fuentes et al., 2019b). The present study assessed the reliability of the two item subscales by computing correlation scores (Eisinga et al., 2013). The results indicated a moderate yet significant level of compatibility between the two items: Extraversion: $r = .702$; Agreeableness: $r = .666$; Conscientiousness: $r = .632$; Neuroticism: $r = .716$ and Openness: $r = .724$.

3.1.3. Self-esteem

Self-esteem can be assessed by many scales. However, The Rosenberg Self-Esteem Scale (RSES) developed by Rosenberg (1965) is an outstanding scale with high reliability (Zuffianò et

al., 2013; Pérez-Fuentes et al., 2019a). This scale consists of 10 questions, of which 5 give negative scores such as: “On the whole, I am satisfied with myself” and “All in all, I am inclined to feel that I am a failure” (giving a negative score). RSES rates survey participants' self-esteem from a scale of 10 (low self-esteem) to 50 (high self-esteem). In this study, the Cronbach's Alpha coefficient for the RSES was .849.

3.2. Questionnaire and data collection

First, the scales are translated into Vietnamese from the original English by Vietnamese students. Translation accuracy is guaranteed through the process of checking and reviewing. Some words have been adjusted to fit the Vietnamese context. To ensure consistency between the original and the translation, the questionnaire was continuously re-translated into English. After that, the field survey was conducted with a small group of participants to ensure that the Vietnamese students could fully understand the questions. Finally, the official questionnaire was built on Google Form and sent online to students in the North of Vietnam. To reach large numbers of students, survey invitations are sent out on major social media platforms including Messenger, Facebook and Gmail. All participants were informed of the purpose of the study, the rights to confidentiality, and the survey was completely voluntary. Data was collected from October to December 2022.

3.3. Data analysis

Data were processed by SPSS 26 and AMOS 24 according to the following steps: (1) Descriptive statistics analysis to evaluate the general characteristics of the data, (2) The Cronbach's alpha and Spearman-Brown analysis for testing the scale reliability, (3) Confirmatory factor analysis (CFA), (4) Structural equation modeling (SEM). In addition, the Bootstrapping method with sample 2000 and 95% confidence is used to evaluate the mediating effect.

4. Research results

4.1. Descriptive statistics

The survey was sent via Messenger, Facebook and Gmail to students across the North of Vietnam, receiving a total of 821 responses. After filtering the responses, 614 valid answers were included in the analysis.

Table 1: Study sample characteristics

No.	Demographic variables		Sample: 614	
			Frequency	(%)
1	Gender	Male	254	41,4
		Female	360	58,6
2	School year	First-grade	148	24,1
		Second-grade	251	40,9
		Third-grades	172	28,0
		Fourth-grades	43	7,0
3	Place of residence	Countryside	225	36,6
		City	389	63,4
4	Order of children in the family	The oldest child	294	47,9
		The middle child	141	23,0
		The youngest child	179	29,2

Source: Authors' calculation

Table 1 shows that 360 people are female (58.6%), the rest are male with 254 people (41.4%). The majority of sophomores participated in the survey with the number of 251 students, followed by 172 third year students, 148 freshmen and 43 final year students. 63.4% of survey respondents spend most of their time living in urban areas, the remaining 36.6% are living in rural areas. Most of the respondents were the eldest child in the family (47.9%), followed by the youngest (29.2%) and the second (23.0%).

Table 2: Descriptive statistics of variables and Cronbach's Alpha

Variable	Mean	Standard deviation	Skewness	Kurtosis
Parenting style (PS)				
Authoritative (ATT)	3,4765	0,73988	-0,538	1,036
Authoritarian (ATR)	2,4374	0,94285	0,551	-0,203
Permissive (PMS)	2,7568	0,81395	0,243	0,146
Personality traits (PT)				
Extraversion (E)	2.8884	0.99272	0.079	-0.866
Agreeableness (A)	3.0432	1.05448	0.069	-0.901
Conscientiousness(C)	3.0415	0.91587	0.075	-0.864
Neuroticism (N)	3.0692	1.03433	-0.054	-0.950
Openness (O)	3.0049	1.08074	-0.067	-0.986
Self-esteem (SE)	3.0647	0.64835	-0.116	0.205

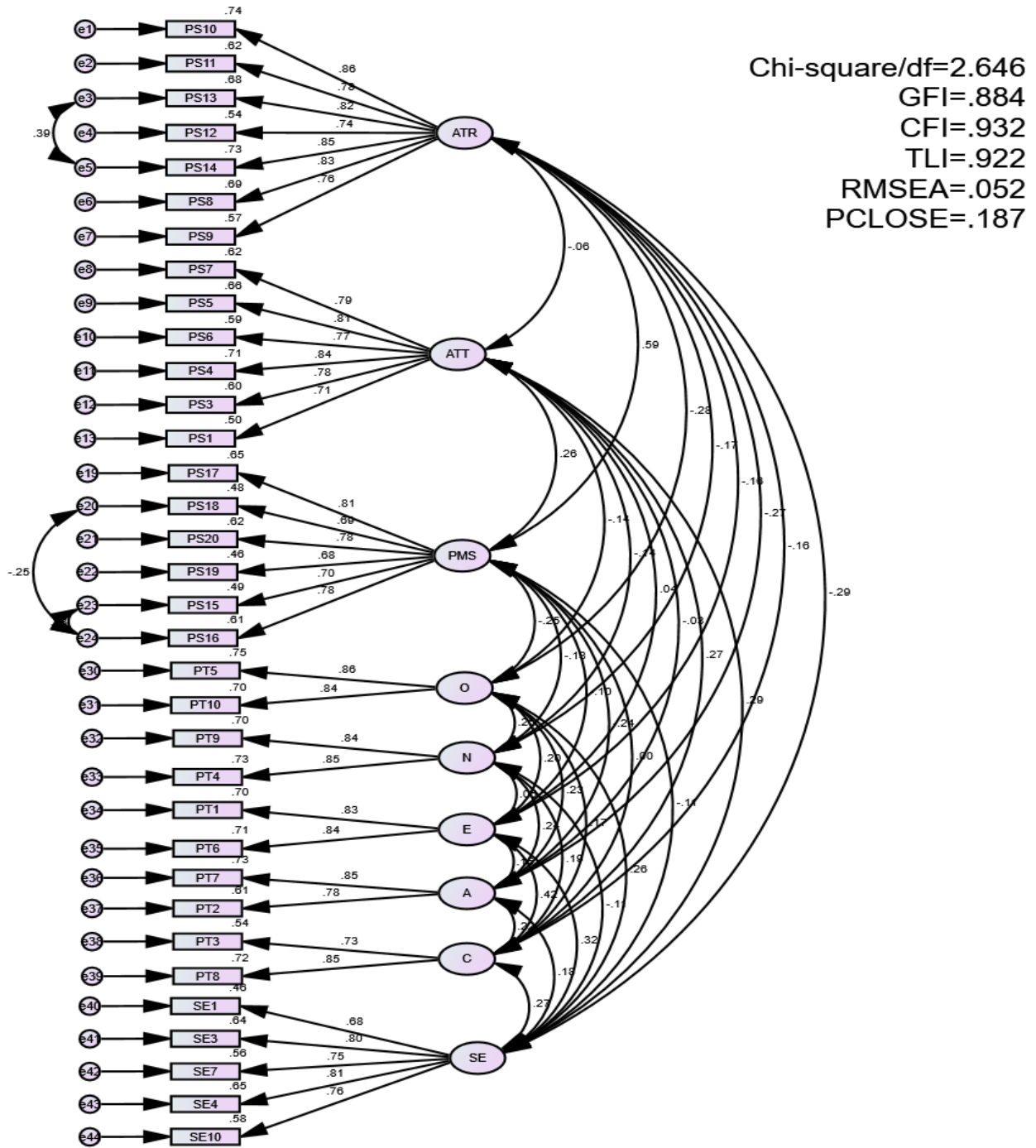
Source: Authors' calculation

The statistical results described in Table 2 include mean, standard deviation, skewness and kurtosis of the variables. Skewness are in the range -3 to +3 and all kurtosis values are between -10 and +10, so the indicators and scales are guaranteed to be normally distributed (Kline, 2004). Thus, the variables are suitable for running the model.

4.2. Confirmatory factor analysis (CFA)

Confirmatory factor analysis (CFA) was used to test the relevance of the model and input data. After removing the observed variables that are not significant in the model and do not ensure convergence and discrimination, the final confirmatory factor analysis (CFA) results are shown in Figure 2.

Figure 2: Confirmatory factor analysis (CFA) results (standardized)



Source: Authors' calculation

Figure 2 shows that the evaluation indicators are at the required level as recommended by Hu & Bentler (1999). Specifically, CMIN/df = 2.646 < 3 (good), CFI = 0.932 > 0.9 (good), TLI = 0.922 > 0.9 (good), RMSEA = 0.052 < 0.06 (good) and PCLOSE = 0.187 > 0.05 (good). As such, the measurement model relevances the market data. At the same time, GFI = 0.884 reached an acceptance threshold greater than 0.8 (Baumgartner & Homburg, 1996; Doll et al., 1994).

Table 3: Convergence and discriminant test results of the scale

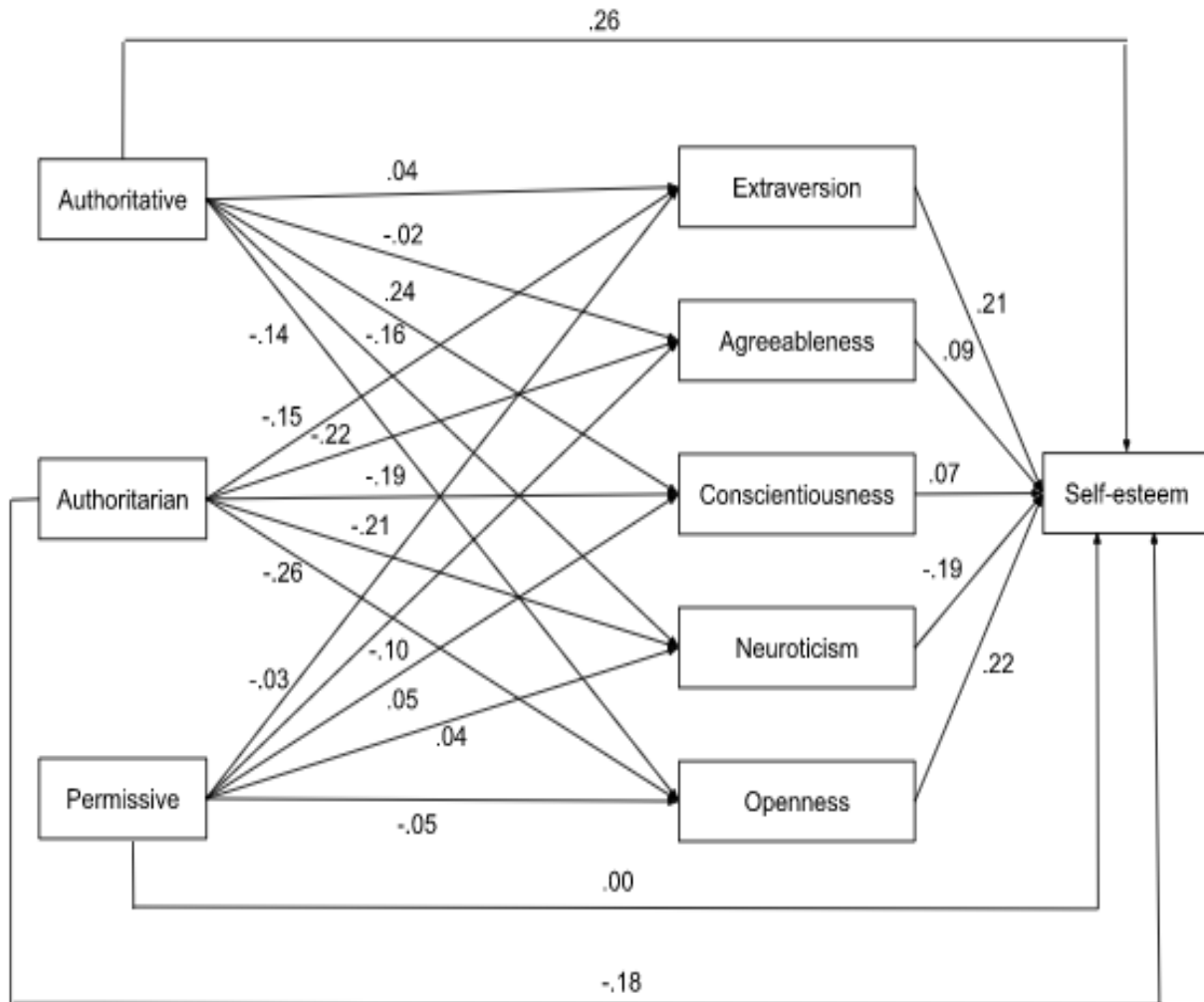
	CR	AVE	MSV	MaxR(H)	ATR	ATT	PMS	O	N	E	A	C	SE
ATR	0.929	0.653	0.350	0.933	0.808								
ATT	0.905	0.614	0.083	0.909	-0.057	0.784							
PMS	0.880	0.551	0.350	0.886	0.592	0.257	0.742						
O	0.839	0.723	0.079	0.841	-0.281	-0.139	-0.246	0.850					
N	0.835	0.716	0.065	0.835	-0.167	-0.140	-0.126	0.254	0.846				
E	0.825	0.702	0.174	0.825	-0.162	0.041	-0.104	0.201	0.053	0.838			
A	0.802	0.670	0.074	0.810	-0.272	-0.031	-0.235	0.231	0.240	0.153	0.818		
C	0.773	0.632	0.174	0.791	-0.165	0.266	0.000	0.170	0.194	0.417	0.224	0.795	
SE	0.873	0.579	0.099	0.878	-0.291	0.286	0.108	0.255	-0.111	0.315	0.178	0.270	0.761

Source: Authors' calculation

The results of the convergence and discriminant testing of the scale are shown in Table 3 through the CR, AVE, MSV and Fornell and Larcker tables. For convergence, composite reliability Composite Reliability (CR) is greater than 0.7 and Average Variance Extracted (AVE) is greater than 0.5, so convergence satisfies strong conditions (Hair et al., 2010). For discriminability, the Maximum Shared Variance (MSV) is both smaller than the Average Variance Extracted (AVE), and the square root of the Square Root of AVE (SQRTAVE) extracted variance is both larger than the correlation between constructs. Inter-Construct Correlations in the Fornell and Larcker table, so discriminability is guaranteed (Hair et al., 2010). Therefore, it can be concluded that the scales are both convergent and discriminant.

4.3. Structural equation modeling analysis (SEM)

Figure 3: Structural equation modeling analysis (SEM) results (standardized)



Source: Authors' calculation

Structural equation model analysis (SEM) was performed to test the research hypotheses. The final model with standardized beta coefficients is shown in Figure 3. Similar to the measurement model, the indexes also represent a structural equation model that has a good fit with the input data. Specifically, $CMIN/df = 2,770 < 3$ (good), $CFI = 0.925 > 0.9$ (good), $TLI = 0.916 > 0.9$ (good), $RMSEA = 0.054 < 0.06$ (good) and $PCLOSE = 0.033 > 0.01$ (acceptable) (Hu & Bentler, 1999). In addition, the GFI index = 0.878 > 0.8 is consistent with the recommendations of Baumgartner & Homburg (1996) and Doll et al. (1994).

Table 4: Results of testing the research hypotheses

Hypothesis		Unstandardized Estimate	S.E	C.R	P-value ¹	Conclude
Parenting style --> Self-esteem						
H1a	ATT --> SE	0.227	0.043	5.282	***	Accept
H1b	ATR --> SE	-0.117	0.038	-3.086	**	Accept
H1c	PMS --> SE	0.004	0.042	0.085	0.932	Rejected
Personality traits --> Self-esteem						
H2a	E --> SE	0.144	0.034	4.224	***	Accept
H2b	O --> SE	0.139	0.029	4.781	***	Accept
H2c	A --> SE	0.059	0.030	2.000	*	Accept
H2d	C --> SE	0.054	0.040	1.337	0.181	Rejected
H2e	N --> SE	-0.129	0.029	-4.440	***	Accept
Parenting style --> Personality traits						
H3a	ATT --> E	0.046	0.065	0.706	0.480	Rejected
H3b	ATT --> O	-0.196	0.068	-2.874	**	Accept but reverse sign
H3c	ATT --> A	-0.026	0.067	-0.395	0.693	Rejected
H3d	ATT --> C	0.267	0.057	4.653	***	Accept
H3e	ATT --> N	-0.217	0.067	-3.229	***	Accept

¹*** $\rho \leq 0.001$, ** $\rho \leq 0.010$, * $\rho \leq 0.050$.

H3f	PMS --> E	-0.028	0.070	-0.403	0.687	Rejected
	PMS --> O	-0.062	0.073	-0.846	0.398	
	PMS --> A	-0.106	0.072	-1.472	0.141	
	PMS --> C	0.046	0.061	0.746	0.456	
	PMS --> N	0.040	0.072	0.553	0.580	
H3g	ATR --> E	-0.138	0.058	-2.372	*	Accept
H3h	ATR --> O	-0.268	0.061	-4.381	***	Accept
H3i	ATR --> A	-0.217	0.060	-3.621	***	Accept
H3j	ATR --> C	-0.154	0.051	-3.012	**	Accept
H3k	ATR --> N	-0.201	0.060	-3.339	***	Accept but reverse

Source: Authors' calculation

To test the hypotheses, the study used the 95% confidence standard. The test results are shown in Table 4 with unstandardized regression coefficients showing that there are 5 rejected hypotheses. Specifically, hypothesis H1c, H2d, H3a, H3c and H3f have p -value > 0.05 , so these relationships are not statistically significant. In addition, the results show that H3k and H3b are accepted but opposite to the proposed hypothesis.

The standardized regression results show that self-esteem is most strongly influenced by the authoritative style of parents ($\beta = 0.256$), followed by openness ($\beta = 0.217$), extraversion ($\beta = 0.207$), neuroticism ($\beta = -0.194$), authoritarian style ($\beta = -0.182$) finally agreeableness ($\beta = 0.089$). At the same time, permissive style and conscientiousness were found to have no relationship with self-esteem (p -value > 0.05). In addition, the results show that authoritative style has the strongest effect on conscientiousness ($\beta = 0.237$), followed by neuroticism ($\beta = -0.162$). Besides, authoritative style has a negative effect on openness ($\beta = -0.140$, P -value < 0.05) and does not affect extraversion and agreeableness (p -value > 0.05). Permissive style did not affect any personality traits (p -value > 0.05). The effect of authoritarian style has the strongest negative relationship with openness ($\beta = -0.265$), then agreeableness ($\beta = -0.225$), neuroticism ($\beta = -0.207$), conscientiousness ($\beta = -0.188$) and extraversion ($\beta = -0.149$).

Table 5: Indirect effects results

Indirect Path	Lower	Upper	P-value²	Standardized Estimate
ATR --> O --> SE	-0.065	-0.018	0.001	-0.057***
ATR --> N --> SE	0.012	0.049	0.002	0.040**
ATR --> E --> SE	-0.044	-0.005	0.023	-0.031*

Source: Authors' calculation

In addition, to test the mediating role of personality traits, Bootstrapping method with sample 2000, 95% of confidence is conducted. The results in Table 5 show that self-esteem is only indirectly affected by the authoritarian style through extraversion, neuroticism and openness. Thus, personality traits play a mediating role in the relationship between parenting style and self-esteem of college students in Vietnam.

5. Discussion

This study was conducted to examine the effect of parental style on personality traits as well as self-esteem of college students in Vietnam. Besides the direct effects, the study also focused on exploring the mediating role of personality traits in the relationship between parenting style and self-esteem.

As expected by the authors, the research results show that the authoritative parenting style has a positive effect while the authoritarian parenting style has a negative effect on the self-esteem of Vietnamese students. This finding is also consistent with a number of previous studies, showing that parenting style has an effect on children's self-esteem (Buri et al., 1988; Pinquart&Gerke, 2019; Wennar , 1994 ; Raboteg-Saric&Sakic, 2014; Bee, 2017; Hong et al., 2015). Specifically, Hong et al. (2015) pointed out that authoritative and permissive parenting styles has a positive effect on self-esteem, while authoritarian style had a negative effect on students' self-esteem. Research by Raboteg-Saric&Sakic (2014) also supported the above results, showing that adolescents who are raised by authoritative and pampered style have higher self-esteem than those who receive authoritarian care. However, the results of Bee (2017) confirmed that increased permissive style may be associated with decreased self-esteem. This is in contrast to

²*** $\rho < 0.001$, ** $\rho < 0.010$, * $\rho < 0.050$.

the authors' findings because according to the analysis, permissive style has not been shown to have an effect on students' self-esteem. Hence, the effect of permissive style on self-esteem needs to be considered in further studies to better understand.

Considering the effect of personality traits on self-esteem, research results show that conscientiousness has no positive effect on self-esteem, extraversion, openness, and agreeableness have a positive effect while neuroticism has a negative effect on self-esteem. This result is also consistent with study by Watson et al. (2002), however not supported by Amirazodi&Amirazodi (2011) when the authors found that anxiety has a positive effect on self-esteem.

Finally, when analyzing the effect of parenting style on personality traits, the authors found that authoritative style only has a positive effect on conscientiousness and negative effect on neuroticism. The permissive style had a positive effect on personality traits, while the authoritarian style had no effect on neuroticism. These findings are consistent with the results of some previous studies that parental style has an effect on children's personality traits (Kitamura et al., 2009; Otani et al., 2009; Van Heel et al., 2019). Research also shows that only authoritarian style has an effect on self-esteem mediated by extraversion, neuroticism, and openness.

6. Conclusion

The present study has reflected on the correlation between parenting style, personality traits and self-esteem of Vietnamese college students, thereby helping the government and policy makers to have useful references to provide effective interventions. From the research analysis, the following conclusions have been drawn. Children raised by authoritative parents might have higher self-esteem compared to people who are taken care of by authoritarian parents. Besides, there has been no evidence to assert that permissive style has an effect on self-esteem of college students in Vietnam. The research results also put forward that only extraversion, openness and neuroticism play an intermediate role in the relationship between parenting style and self-esteem.

Based on the results, it can be seen that parents who raise their children in an authoritarian style can reduce self-esteem in college students. Therefore, the following are some recommendations to improve self-esteem in Vietnamese students. For example, develop campaigns or programs to change parenting styles, encouraging parents to raise their children in an authoritative style. Mental health, which is a part of health plays an important role in economic and social development (Akinbode et al., 2021). Therefore, mental health care activities for students should also be promoted to promptly identify problems and make appropriate adjustments. Besides, local authorities and schools can organize activities to promote parent-child interaction. Thereby,

connecting parents with children, creating conditions for the two sides to have time to exchange and learn more deeply about each other's thoughts and actions, thereby helping children and parents understand each other better, which will contribute to improving students' self-esteem.

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