Authoritarian Parenting and Social Anxiety: The Moderating role of Self-esteem, Introversion and Religious Coping

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Abstract

The main objective of the study was to find out the predictive relationship of authoritarian parenting, introversion, self-esteem, andreligious coping on social anxiety among adolescents, who were the students in different schools and colleges of Faisalabad and Sargodha, Punjab-Pakistan. Non- random convenient sampling was used to approach the sample and it consists of six hundred participants including 50% boys and 50% girls. Social Interaction Anxiety Scale (SIAS), Self-esteem Scale, Big Five Personality Inventory-Introversion (BFPI), Parental Authority Questionnaire-Authoritarian subscale (PAQ) and Religiosity Scales for Youth were used as a research instruments. The results showed that social anxiety is significantly positively correlated with introversion authoritarian parenting and religiosity. However, the social anxiety is significantly negatively correlated with self-esteem. Multiple regression analysis showed that self-esteem and authoritarian parenting are predictors of social anxiety among boys while introversion,self-esteem and religious coping worked as a predictor of social anxiety among girls. Moderation analysis indicated that authoritarian parenting predicts social anxietywhile introversion, self-esteem and religious coping played a significant role as moderators. So, it is concluded that parenting style is so important for the mental and emotional health and development of an adolescent. Likewise, self-esteem, religious orientation and personality traits should be considered while addressing adolescent's psychological wellbeing. Parenting styles related awareness programs and teachers training should be prioritizing for students, parents and general community.

Keywords: Social Anxiety, Religious Coping Factors, Introversion, Self-Esteem,Parental Authority

1. Introduction

Adolescence makes a rapid change in one's role within a family. Young children tend to ascertain themselves forcefully but are unable to demonstrate much influence over family decisions until early adolescence. The adolescent faces the task of increasing independence. Many factors affect the mental, physical and emotional health of adolescent as per psychological researches (McMahon, Corcoran, Keeley, Clarke, Coughlan, Wasserman, & Cannon, (2021).

1.1. Parental Authority

Parenting styles research suggests that the parent-child connection directly affects a child's anxiety (Sahithya and Raman, 2021). Smith (1977) defined the term parental authority represents the extent to which the child accepts the legitimacy of their parents in some aspects of their behavior and tries to obey the orders and directions. According to King et al. (2016) parenting authority authoritarian style is defined by high levels of strictness and low levels of warmth by the parents of the individual. The study of Sahithya and Raman (2021) identified strong links between parenting styles, child temperament, and anxiety problems in children. According to their study meta-analytic research in the west have linked a parents perticularly mother's authoritativeness with a lower risk of anxiety problems in children. Authoritarian parenting is characterised by warmth, reasonableness, democratic engagement, and a laid-back attitude. Findings of Sahithya and Raman (2021) stydy indicate that parents who are more authoritative have a lesser likelihood of having anxiety problems in their children.

Various aspects of parental control and acceptance have been organized into three global categories of the overall parenting styles based on parental authority motive: authoritative, authoritarian, and permissive (Baumrind, 1971). The major dimension which differentiates between these types of parenthood refers to the extent to which parent decides their limitation and directions, reasons and facilitates demands and expectations. Authoritative parents get consistent with discipline and range setting (attitude option) as well as warm and emotional support. Authoritative parent tends to educate their offspring upon rational ground; they would encourage negotiation and collaboration with a child in decision making and considerations underlying their policy. They acknowledges their rights as an adult but would not diminish the child's rights, individual characters, and autonomous aspirations (Baumrind, 1971).

During adolescence, a pattern of granting "psychological autonomy" emerges, which is shown by the extent to which parent allows and encourages the development of self-opinions and introversion (Steinberg et al.,1989; Steinberg, 1991).The body of research extensively probed children and parents' judgments about several issues which are connected to parental authority, such as the right of the parent to set limits, children responsibility to follow the authority, authority's duty to regulate certain actions of the child, and the perceived justification of parental authority.

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Persistent reduction in parental authority conceptions among children and youth might be understood due to progression in moral development during early adolescence (Yalçin, (2021). Whenever a parent's control goes beyond personal domain boundaries, an adolescent's ability to discern and object improves due to his overall cognitive and emotional developmental progression. Additionally, the child's development involves experiences and social changes about child-parent relationships, which lays the foundations of expansion in a child's demands of autonomy and diminution of parent's control, as far as the balance in parent-child power becomes more symmetrical (Sahithya and Raman, 2021).

Ultimately, while extending their domain boundaries, adolescents gradually remove more and more issues from parental authority to their jurisdiction, within a process in which parents take part while lagging in content and pace (Butterfield, et al. 2021). Moreover, it was found that adolescents who attribute less legitimacy to their parental power over private affairs and believe their parents to be intruding on this domain in their lives, tend to judge them as psychologically over-controlling (a pattern identified with parental authoritarianism). This suggests that psychological control heve negative impact on child development is largely discussed in many other studies like; Roshan (2006).

The evidence suggests that parental authority should be examined in terms of the context in which it occurs and that various styles of parental authority might exist next to each other (Smetana, 2005). Many social issues may be assessed under different criteria and therefore be considered as distinguished domains. In this regard, parental authority is a relative concept in which the characteristics of the reference group determine a significant part of its values. Controlling for the general agreement with parent and parental enforcement style, adolescents were found to obey best when they considered the issues in which they were asked about as part of parental authority jurisdiction (legitimate authority) and when they expressed an obligation to obey, despite their specific disagreement (Darling et al., 2008; Butterfield, et al. 2021).

1.2. Introversion and extroversion

Das (2023) stated that Jung (2001) presented different attributes and characteristics of Introversion and extraversion. According to Jung (2001), there are two types of introversion named as introversion type and extraversion introversion type. He gives the different attributes and characteristics of each type of Introversion. Introversion type involves isolated Introversion, avoidance from a social gathering, etc. The extroversion Introversion type included sociable, love to see the people, and so on. On the other hand extraversion style is totally social ant outgoing.

Jung (2001) also highlighted that there are four different functions of Introversion. These functions are thinking, feeling, sensing, and intuition. An individual performs these functions according to circumstances and these functions are the core part of individual Introversion. Social fear all typically starts in ahead of schedule to mid-immaturity, with a normal time of the beginning of around 16 years of age (Beidel, 1995). A multi-wave longitudinal examination uncovered that youngsters who were modest at age six were less forceful at seven and that those at eight were less forceful at age 10. Yet, from age 17 on, the relationship turned around, and timid youths were increasingly forceful five years after the fact, however just in teenagers with low dimensions of parental help and who invested insignificant energy in low maintenance work (Hutteman, 2009; Israel, et al., 2022).

1.3. Self-esteem

Self-esteem is a valid concept in clinical, mental developmental, and Introversion psychology (Beidel, 1995). Research shared a result that self-esteem becomes very poor and weak during early youth while on the other hand it becomes very high and increases in the age of adulthood (Tsai, 2001; Wang, 2023). Moreover, the feeling of self-esteem enhances the ability of protection, security, confidence, and feeling of self-worth (Brown et al. 2001; Wang, 2023). Early age of adolescents is a key age for the development and nourishment of self-esteem and self-concept. So individuals with high self-esteem welcome life while the individual with low self- esteem face several psychological issues (Munwar, 2012; Sittar, et al., 2023).

Previous researchers carried out study on the association between social anxiety and adult self-esteem. The findings show that perceived anxiety and self-esteem has a strong negative correlation. Furthermore, the study revealed that there is still a considerable variation in social anxiety between males and females. A study by Masood (2018) investigated the association between parental authority and young adult self- esteem. The findings revealed a substantial link between authoritative parenting and teenager self-esteem. Human, Öhman and Mineka, (2001) investigated the link between anxiety and self-esteem in adults in a study. The findings of this study revealed that anxiety and self-esteem had a substantial negative relationship. Furthermore, the study discovered that there is a considerable difference in anxiety and self-esteem between males and females (Human, Öhman &Mineka, 2001; Gao, et al, 2022).

Several studies were conducted to see the effect of self-esteem as well as to see the difference between low self-esteem and high self-esteem. A study was conducted with the Arabian population (Murad, 2020). The result showed that people with high self-esteem have more mental health, happiness, hope, joy, quality of life, and satisfaction with life. People with high self-esteem face difficult tasks better than people with low self-esteem. They are friendly, cope with the challenges, are resilient, have post-traumatic growth, and enhance close

relationships with friends. The people are happier with their lives compared to those who have low self-esteem (Yousaf, 2007; Murad, 2020).

1.4. Religiosity

World civilization and human history is intertwined with religious beliefs that are considered an important pillar of societal customs and traditions (Abdullah et al., 2021). Patel (2010) defined religion as the intensity of attachment of a person to a specific religious group. Researchers have found significant effects of religion on attitudes and human behaviors (Du et al., 2016). Weaver and Agle (2002) claimed that religion can impact individuals' morals and ethical values and choices. Overall, religiosity ideally comprises specific actions (communal or personal, including rites), principles, religion-related attitudes (including tales and ciphers) and institutionalized associations (Nell, 2016; Astrachan, 2020).

In 147 meta-analyses it is showed that those patients who used religious coping strategies are experienced better quality of life and good mental health as compared to those patients who did not use religious coping strategies. Lucchetti (2021) also reported that those people who have high religious behaviors experienced fewer symptoms of depression and stress than those who did not exercise religious behavior. Religion increased self-esteem, improved living standards, and emotional well-being. Diverse religious activities assist people in coping with work-related pressure. Negative perceptions of God and religion, on the other hand, have been linked to low psychological well-being and distress in research (Fradelos et al., 2020; Lucchetti, 2021).

1.5. Social Anxiety

Social anxiety is an unpleasant experience characterized by anxiety, strain, and terror as a result of an overwhelming feeling of being judged by others in interaction (Boehme et al., 2015). According to previous research, the majority of college pupils (65.4%) experience slight social anxiety, whereas about a quarter (22.4%) suffer serious social anxiety (Yu et al., 2020). Previous research has found that social anxiety does not just jeopardize college students' social adaption, group communication, and academic accomplishment (Brook & Willoughby, 2015). Filipas (2001) found that the prevalence of co morbid social anxiety disorder was greater in the younger cohorts compared with the older cohorts. onset was most frequent in teenage years and most rare after 20 years of age. However, in general social fears, onset was mainly at pre-teen years and continued to occur after 20 years of age (mid-20s) (Filipas, 2001; Mohammadi, et al., 2020).

2. Relationship Between Parental, Self- Esteem, Extraversion Introversion, Religious Coping Strategies Social Anxiety

In Pakistan, research on parenting styles and social anxiety is lacking; nonetheless, with a focus on international studies, parental over switch is a distinct childrearing behavior linked to increased levels of social anxiety in adolescents (Khan et al., 2020). Ashraf and Farooqi (2009) investigate the relationship between parental attachment, self- esteem and social anxiety. The result showed that there is positive significant relation between parental attachment and self-esteem. It also showed that there is negative significant relation exist between parental attachment and social anxiety among university students (Ashraf & Farooqi, 2009; Pinquart, 2023).

Hutteman (2009) investigated the relationship between parental acceptance-rejection and self-esteem in adolescents. The result showed that those students who have parental acceptance they have very high self-esteem as compared to those students who have parental rejection. This study also formulated that there is significant difference exist between males and females on self-esteem. As per finding of multiple studies, students' depression and anxiety diminishes with the improvement in their relationship with the parents. Such results supported the outcomes of the research, which generate a good connection between positive parental perception and children self-esteem (Razi, & Farooqi, 2009; Zaman, Kausar, 2009a; Kerry, Schwarz, Crystal, Hill-Chapman, Samuel, & Broughton, 2014; (Sahithya and Raman, 2021).

Research by Raze and Farooq (2009) showed that there is a significant positive relation between extraversion Introversion and social anxiety. It also showed that there is a significant negative relation between introversion and social anxiety, while extraversion Introversion is negatively associated with social anxiety. In another study, Ashraf and Masood (2008) established a significant positive relation between Introversion trait, self-esteem and academic achievement. The study also showed that there is significant difference between male and female on the level of self-esteem. There is significant negative relation between introversion and self-esteem in university students (Salem &Rafi, 2008; Yue & Jia, 2023).

Zaman and Kausar (2009) examined the relationship between social anxiety, self-esteem, and introversion. The result of this study showed that there is significant difference exist between males and females on self-esteem. The result finding showed that those students who have introversion experience more social anxiety as compare to those students who have extraversion Introversion. Introversion students experience more social anxiety, low self-esteem and used emotion based copying strategies as compared to those students who are extraversion introversion (Yousaf &Amjad, 2007; Yue & Jia, 2023).

Waheed et al. (2013) stated that there is a significant positive relation between extraversion Introversion and academic achievement and self-esteem. Moreover, the same study showed that there is significant negative Introversion and social anxiety. Study by Javeed and Shaikh (2010) showed that there is a significant positive

relation between extraversion Introversion and self-esteem. There is significant positive relation between Introversion and religiosity (Lenhausen, et al., 2023).

Mancini, et al., (2023) saw the relationship between religious coping strategies and social anxiety. The result of the study showed that there is significant negative relation between religious coping strategies and social anxiety among university students. Moos et al. (1993) examined the relationship between religious coping and social anxiety. It is concluded that there is a significant negative relation between religious coping strategies and social anxiety in university students. Further, the study showed that there is significant difference exist between males and females on social anxiety while there is non-significant difference exist on religious coping (Moos et al., 1993; Sarfraz & Tabassum, 2020; Holloway-Friesen, 2023).

The findings of a study revealed that social anxiety is considerably positively associated to self-esteem, introversion, and parental authority. Furthermore, it was shown that self-esteem had a substantial positive relationship with religion, introversion, and parental authority. Similarly, religiosity has a substantial relationship with introversion. Finally, the findings revealed that introversion is highly associated with parental authority (Sarfraz & Tabassum, 2020).

3. Research Objectives

Following were the main objectives of the study:
1. To investigate the relationship among parental authority, social anxiety, self-esteem, religiosity and introversion.
2. To investigate the predicting role of parental authority on social anxiety.
3. To investigate the moderative role of self-esteem, introversion and religious coping on of social anxiety.
4. To explore the gender differences on parental authority, self-esteem and religious coping, introversion.

3.1. Hypotheses

Following were the hypotheses of the study:
1. $H_{01:}$ There would be a significant relationship among parental authority, social anxiety, self-esteem, religiosity and introversion.
2. $H_{02:}$ Parental authority would be predicting on social anxiety.
3. $H_{03:}$ Self-esteem, introversion and religious coping would be moderating on social anxiety.
4. $H_{04:}$ There would be a significant mean differences between males and females in parental authority, social anxiety, self-esteem, introversion and religious coping.

4. The Study

4.1. Research Design

A quantitative cross-sectional correlational study was conducted to explore the study variables and testing research hypotheses. Convenient sampling technique was used to approach participants.

4.2. Sample of the Study

The sample was drived from two cities of Pakistan i.e. Faisalabad and Sargodha (province of Punjab, Pakistan). The sample consists of both boys and girls students from different schools and colleges in Punjab, Pakistan. Five schools and colleges collectively from each city were selected randomly. Thus total 10 school and colleges were selected to drived the sample. Initially seven hundred adolescents were approached via convenient sampling, about 100 of them either did not complete the questionnaire or did not return the questionnaires. So, the statistical analysis and hypotheses testing are based on six hundred participants; (N= 600; girls= 50%, boys= 50%). The age range was 13-19 years.

4.3. Research Instruments

Translated (Urdu version) and validated research instruments (scales) were administered to the sample. Total five instruments were used to collect the data. These tools are; Social Interaction Anxiety Scale (SIAS), Self-Esteem Scale (SES), Big Five Inventory (BFI)-Introversion Trait, Parenting Authority Questionnaire (PAQ)-Authoritarian Scale and Religiosity and Spirituality Scale for Youth (RaSSY). Detail is given below.

4.4. The Social Interaction Anxiety Scale (SIAS)

The social interaction anxiety scale (SIAS) is a 20 items scale based on 5-points likert choices (score range 0-4) use to measure the level of anxiety that a person feels when interact to people or group in his or her community (Mattick & Clarke, 1998). Riaz (2013) translated this scale and established its psychometric properties. The internal consistency of SIAS Urdu version was 0.872, test-retest reliability was 0.887 and split-half reliability was 0.817. The cutoff score for SIAS is 34 higher the score higher will be the level of social anxiety and vice versa.

4.5. Self-Esteem Scale (SES)

Self-esteem scale by Rifai (1999) is a 29 items scale based on 5 points likert options, to measure the self-esteem on an individual. The scale comprised of four subscales (i) self-acceptance (11 items), (ii) self-competence (6 items), (iii) social and physical self-acceptance (7 items), and (iv) academic self-competence (5 items) (Rifai et al., 1995). Few items are negatively scored these are item number 1, 5, 8, 10, 11, 13, 16, 17, 19, 21, 25 and 28. The internal consistency or the alpha coefficient value is .83. The split half reliability computed by Spearmen

Brown correlation is 0.72, p < 0.00. Cronbach alpha for punctual students is 0.60 and for truant students is 0.90 (Hassan et al., 2016).

4.6. Big Five Inventory (BFI)-Introversion Trait

Big Five Inventory is a 44-item inventory that measures an individual on the Big Five Factors (dimensions) of personality (Goldberg, 1993), developed by John and Srivastava (1999). Each of the factors is then further divided into personality facets. The Big Five Factors are, (1) extraversion vs. introversion, (2) agreeableness vs. antagonism, (3) conscientiousness vs. lack of direction, (4) Neuroticism vs. emotional stability and (5) openness vs. closeness to experience (John & Srivastava, 1999).

The first dimension known as extraversion vs. introversion is consisted of facet and its correlated trait adjective e.g. gregariousness (sociable), assertiveness (forceful), activity (energetic), excitement-seeking (adventurous), positive emotions (enthusiastic) and warmth (outgoing). Only extraversion vs. introversion dimension has been used in this study. The translated Urdu version dimension scale (Iftikhar et al., 2017) is consisted of 8 items i.e. 1, 6R, 11, 16, 21R, 26, 31R, 36 ("R" means reverse), which originally measures extroversion but the researcher has upturned its direction by reversing its original scores to measure introversion e.g. 1R, 6, 11R, 16R, 21, 26R, 31, 36R (John & Srivastava, 1999). The alpha reliability of Urdu version scale is 0.70 (Iftikhar et al., 2017).

4.7. Parenting Authority Questionnaire (PAQ)-Authoritarian Scale

Buri (1999) has developed Parenting Authority Questionnaire to measure parenting styles based on Baumrind's (1971) permissive, authoritarian, and authoritative parenting authority archetypes. It is a 30 items scale based on 5 points likert choice (range 1-5) and have three subscales. Only authoritarian subscale (Urdu version) is used in this study, which consists of 10 items. High scores indicate high level of authoritarian parenting style. PAQ was translated in Urdu by Babree in 1997 at the National Institute of Psychology, Pakistan and also established its psychometric properties. The internal consistency values for subscale was 0.74-0.87 and test re-test reliability was 0.77 to 0.92 (Babree, 1997).

4.8. Religiosity and Spirituality Scale for Youth (RaSSY)

Religiosity and spirituality scale for Youth was developed by Hernandez in 2011, to measure the religious coping of adolescents. This scale consists of 37 items, based on 4 points options, ranges from 0 to 3 and comprised of two subscales named as Faith-based Coping and Religious Social Support/Activities (Hernandez, 2011). Higher the score, higher will be the level of religiosity and vice versa. The internal consistence observed is 0.83.

4.9. Data analysis and discussion

The collected data was statistically analyzed by using Statistical Package for Social Sciences (SPSS 24 version). Initially, the demographic variables were calculated using descriptive statistics. Finally, the correlations, independent sample t-test, multiple regression and moderation analysis were used to test the hypotheses of the study. These results are given below.

Table 1: Descriptive Statistics of Research Participants (N= 600)

Variables	Categories	Frequency (f)	Percentages (%)
Gender	Boys	300	50.0%
	Girls	300	50.0%
Age	13-19 years	600	100%
Socioeconomic Status	Middle SES	600	100%
Physical & Mental Disability	Yes	Nil	0%
	No	600	100%

The table 1 shows the frequency of participants. Out of 600 participants, 300 (50%) were boys and 300 (50%) were girls, age of all the participants ranged between 13-19 years. All the participants (100%) were from middle socioeconomic status and with no physical and mental disability.

Table 2: Descriptive Statistics for Social Anxiety, Introversion, Self-esteem, AuthoritarianParenting and Religious Coping (N=600)

Variables	Min	Max	*M*	*SD*	Skew	Kurt
Social Anxiety	20.00	80.00	55.83	13.33	-0.13	-0.50
Introversion	13.00	47.00	26.67	4.78	0.12	0.51
Self esteem	39.00	182.00	88.19	14.21	0.30	3.06
Authoritarian Parenting	13.00	50.00	36.06	6.77	-0.21	-0.14
Religious Coping	65.00	111.00	103.23	8.45	-1.40	1.60

Note. Min= minimum, Max= maximum, M= mean, SD= standard deviation, Skew= skewness, Kurt=kurtosis

The Table 2 shows the descriptive statistics of the scales that are used in this study. It showed that the mean value of social anxiety scale is 55.83 (SD= 13.3), the mean score of introversion scale is 26.67 (SD= 4.78), the mean value of self-esteem scale is 88.19 (SD= 14.21), the mean score of authoritarian parenting style is 36.06 (SD= 6.77) and the mean value of the religious coping is 103.23 (SD= 8.45). Skewness and kurtosis of the data scores were also calculated, to check the height and spread of the normal distribution.

H01: There would be a significant relationship among parental authority, social anxiety, self-esteem, religiosity and introversion.

Table 3: Pearson Product Moment Correlation between Authoritarian Parenting, Social Anxiety, Self-Esteem, Religiouscoping and Introversion (N=600)

	1	**2**	**3**	**4**	**5**	**6**	**7**
Social Anxiety	---						
Introversion	.10*	---					
Self-esteem	-.36**	.01	---				
Authoritarian Parenting	.08*	.01	.03	.16**	---		
Religious Coping	.11**	.05	.00	.02	.02	.03	-

Note. *Assuming ▯ < 0.05, ** Assuming ▯ < 0.0

The above table 3 shows that social anxiety is significantly positively correlated with introversion (.10*), authoritarian (.08*) and religiosity (.11**) ($p<0.05$). However, the social anxiety is significantly negatively correlated with self- esteem (-.36**).

H02: Parental authority would be predicting on social anxiety

H03: Self-esteem, introversion and religious coping would be moderating on social anxiety.

Table 4: Social Anxiety predicted by Authoritarian Parentingand Moderated by Self-esteem, Introversion and Religious Coping (N= 600)

Predictor	B	SE	▯	t	p
Linear Model 1					
Authoritarian Parenting	.163	.080	.083	2.036	.042
	$R^2 = 0.007$		$\Delta R^2 = 0.005$		
Linear Model 2					
Authoritarian Parenting	.178	.074	.090	2.403	.017
Introversion	.305	.105	.109	2.906	.004
Self-esteem	-.341	.035	-.364	-9.685	.000
Religious Coping Factor	.173	.059	.110	2.925	.004
	$R^2 = 0.161$		$\Delta R^2 = 0.155$		

Table 4 shows moderation analysis of variables, it was hypothesized that authoritarian parenting predicts social anxiety and its relationship is moderated by self-esteem, introversion and religious coping. The result of the moderator analysis indicated that authoritarian parenting predicts social anxiety (B= 0.163; SE=0.08; ▯=*0.083; t=2.036*) with significance level *p*=0.042.

While looking into the roles of moderator variables i.e. introversion, self-esteemand religious coping, it indicates that these variables play a significant role as a moderator and in the presence of these variables authoritarian parenting score increased(B= .178; SE=.074; ▯=.090*; t*=2.403) with $R^2 = 0.007$ to $R^2 = 0.161$ and $\Delta R^2 = 0.005$ to $\Delta R^2 = 0.155$.

H04: There would be a significant mean differences between males and females in parental authority, social anxiety, self-esteem, introversion and religious coping.

Table 5: Mean differences between Boys and Girls on Social Anxiety, Introversion, Self-esteem, Religious Coping and Authoritarian Parenting (N=600)

Variables	Boys (*n*=300)		Girls (*n*=300)		t	p	95% CI		Cohen's d
	M	*SD*	*M*	*SD*			*UL*	*LL*	
Social Anxiety	52.32	12.88	59.34	12.86	-6.67	**.00**	-9.08	-4.95	0.54
Introversion	26.87	4.70	26.46	4.85	1.04	.29	-.36	1.17	0.08
Self-esteem	90.18	13.88	86.19	14.27	.28	**.00**	1.73	6.24	0.28
Authoritarian Parenting	37.39	6.72	34.74	6.56	.44	**.00**	1.59	3.72	0.39
Religious Coping	102.93	8.30	103.54	8.61	.89	.38	-1.96	.74	0.07

Note. M= mean, SD= standard deviation, p= significance level, UL= upper limit, LL= lower limit

Table 5 shows the mean difference based on gender, related to the study variables. Social anxiety (p= 0.00), self-esteem (p= 0.00) and authoritarian (p= 0.00) variables shows significant mean differences. It can be interpreted that boys and girls have quite different opinions and responses towards social anxiety, self-esteem and parenting styles.

5. Discussion

Authoritarian parenting will predict social anxiety and this relationship is moderated by self-esteem, introversion and religious coping

Mishra & Kiran (2018) conducted a study in India (neighbor country of Pakistan) about parenting styles and social anxiety amongadolescents and the reported that parenting styles significantly impact adolescent's psychological wellbeing and induce disorders such as social anxiety. They also reportedthat authoritarian parenting is crucial to develop social anxiety. Similarly, Yousaf (2015) explored the same variables i.e. parenting style and social anxiety but the samplewas only girls, he had confirmed that authoritarian parenting style induce social anxietyamong young girls and also increase the vulnerability of certain mental and behavioralproblems.

Researches backupthese findings as Torralba et al., (2021) explained that religious coping among adolescents is linked with their perceived emotional attachment towards immediate family relationships including parents. Another study by Mull (2006), reported that introversion personality traits predicts social anxiety among adolescents and Iancu et al. (2015) said that self-esteem has been observed at very low level among the adolescents who experienced social anxiety.

Contrary to these there are few empirical researches that reported no significantrelationships among these study variables (Abdelsayed et al., 2013; Yao et al., 2014; Alshehri, 2022). It is worth mentioning that these researches were either from differentsample population or were dealing with other demographically deviant data.

There would be a significant relationship among authoritarian parenting, social anxiety, self-esteem, religious coping and introversion

The results confirmed that social anxiety is significantly positively correlated with introversion, authoritarian parenting style and religious coping. However, the social anxiety found significantly negatively correlated with self-esteem. This result is constant with the results which were reported by many other studies. Safdar et al. (2010) reported that there is a strong positive relationship between social anxiety and parental authority. In the same line, Javeed (2010) concluded that there is strong positive relation between phobia and parental authority in children. Mansabin (2010) also shared the same result that there is strong positive relation between social anxiety and parental authority. Butt et al. (2010) shared the same findings that there is strong positive relation between social anxiety and parental authority.

In present study, religious coping and parenting styles showed no relationship with each other, this results are quite contradictory with the findings of Darling and Steinberg (2000) as they reported that there is strong positive relationship exists between self-esteem and re1igious activities (Darling & Steinberg, 2000). Another study by Safdar et al. (2010) reported the same result that there is strong positive relation exists between self-concept and religious activities.

Self-esteem, introversion, religious coping, and authoritarian parenting would be predicting on social anxiety.

As per current study, self-esteem and authoritarian parenting played a role as a predictor of social anxiety among male adolescent. While discussing the results of female participants, it confirms that significant levels were obtained on introversion, self-esteem, authoritative and religiosity. It is indicated that these variables worked as a predictor of social anxiety among female participants of this study. Rizwan et al. (2017) investigated the relationship between self-esteem and social anxiety in adolescents and they reported the significant negative relationship between self-esteem and social anxiety. Another research reported by Ahmad et al. in 2013, explored the significance of self-esteem in producing social anxiety and they reported a significant negative relation between self-esteem and social anxiety among adolescents (Ahmad et al., 2013).

There would be a significant differences between boys and girls in social anxiety, self-esteem, introversion, religious coping and authoritarian parenting. It can be interpreted that boys and girls have quite different opinions and responses towards social anxiety, self-esteem and parenting styles. These findings build the argument that the girls scored high on social anxiety but boys scored high on self-esteem likewise, on authoritarian parenting, boys scored high as compared to girls. Findings similar to present study is reported by other researchers including Anjum (2009), which reported a strong difference between male and female on the level of social anxiety (Anjum, 2009).

In the year 2017, Iftikhar concluded significant differences on the level of social anxiety between male and female. They reported that female experienced more social anxiety and phobia (Ifktikhar, 2017). It was estimated that there would be significant difference between male and female on self-esteem. Butt found significant differences on the level of self-esteem between male and female (Butt, 2010). Moreover, the male experienced more self-esteem as compared to female. The same result also shared by Parveen (2009) that there is significant difference on the level of self-esteem between male and female.

Few counter arguments were developed by other researchers e.g. Henry in 2001, concluded that there is non-significant difference exist between male and female on the score of social anxiety. Similarly, Batey (2009) studied that there is non-significant gender difference exist on social anxiety. Yousaf et al. (2007) also reported the same result that there is non-significant difference exist on social anxiety and phobia between male and female. Chartrand et al. (2011) and Filipas (2001) found opposite results with that of the present study reported that there

is non-significant difference between male and female on the score of self-esteem. Similar findings were shared by Ahmed in 2013, who observed non-significant difference between male and female on the level of self- esteem. The result showed that there is no significant difference between male and female on religiosity. Contrary arguments were reported by Sharma in 2016, which confirmed that there is significant difference between male and female on religiosity (Sharma, 2016). Moreover, females are more religious as compared to male. The same result is found by Orth, that there is significant difference exist between male and female on religiosity (Orth, 2010). In the same way Lobbestael reported that there is significant difference between male and female on religiosity (Lobbestael, 2010). Mckinney on the other hand found that there is strong difference exist on religious activities between male and female (Mckinney, 2008). In the same way, there is strong difference exists on religious activities and religious belief between male and female (Rizwan, 2017).

It was hypothesized that there would be significant difference between male and female on Introversion and parental authority, but only authoritarian parenting style has been confirmed as significant. Waheed (2013) found that there is a strong difference in parental authority between males and females. Similar result was found by Ali (2008) that there is strong difference exist on parental authority between male and female. Conflicting result was reported by Pargament (1997), who found that there are non-significant differences on parental authority between male and female. The same findings are shared and discussed by Levin (2000) that sex difference are non-significant on the score of parental authority which means that birth gender have the same score on parental authority (Darling & Steinberg, 2000).

Donnellanin (2005) found that there is non-significant difference on Introversion traits between male and female. The same findings are shared and discussed by Levin (2000) that sex difference are non-significant on Introversion characteristics which means that both genders have the similar scores on Introversion scale (Darling & Steinberg, 2000). Rubin (2009) reported that there is non-significant difference between male and female on Introversion traits.

There are few studies who reported opposites to the present study result and reported that strong difference exists on the Introversion traits between male and female. Moreover, they also reported that males are more introvert while females are more extravert (Sharma, 2016; Wakslak, 2008). In the same way, there is strong difference exists on Introversion trait between male and female (Kerry, 2014).

6. Conclusion

Current study evidenced that adolescents with healthy parental style have the high self-esteem. The social anxiety of the adolescent's decreases as their perception of bond with parents becomes stronger. Considering that the personality trait of an individual is formed primarily by the interactions taken from the parents and immediate environment, it can be said that the psychological wellbeing of the individual whose basic needs are met in a healthy way, will have a strong personality. On the other side religion plays a key role as a protecting coping factors among adolescents.

This study adds to the knowledge based on the origins of social anxiety and its suggested relation to parenting styles. For a positive sense of self and a high level of self-esteem, strong personality and using one's religion as a positive coping mechanism are very important and it has been concluded that adolescents who have positive attachment to their parents have high level of self-esteem, are less introvert, possess strong religious coping and less vulnerable towards anxiety and fears.

7. Limitations of the Study

the sample consisted of adolescents who were recruited from "school and college settings" thus the generalizability of findings is limited.

Recommendations and Future Implications

1. This study provides a platform to conduct study at national level, by having a large sample size and collecting data from various parts of the country. In this way, it may possible to generalize the results.
2. Second, longitudinal studies are needed to examine the parenting style role and their influence on the development of the anxiety related to self-esteem, introversion, and the religious coping factor that leads to the elevation of social anxiety. In addition, the attachment framework may help extend understanding of the development of social anxiety into other samples.
3. There is a need for a better parenting environment and implementation of new strategies for self-esteem, introversion, and religious coping factors as the moderator for anxiety in adolescents by incorporating various counselling sessions to parents with their children.
4. In contrast to outline for future research, it should investigate the functional models of relationships between religious coping strategies and parenting authority in relation to social anxiety with different age groups with moderating and mediating phenomena. In a healthy manner, the prevention of behavior problems of adolescents and their families is required.

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