



**NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY**

**THE INFLUENCE OF FAMILY COMMUNICATION PATTERNS AND
PARENTING STYLES ON RELATIONSHIP INTIMACY, THE MEDIATING
ROLE OF SELF-ESTEEM**

MSc. THESIS

PAMELA RINDERIMAM MAGAJI

Nicosia

June 2024

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Approval

We certify that we have read the thesis submitted by PAMELA RINDERIMAM MAGAJI titled “**The Influence of Family Communication Patterns and Parenting Styles on Relationship Intimacy, the Mediating Role of Self-Esteem**” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of General Psychology.

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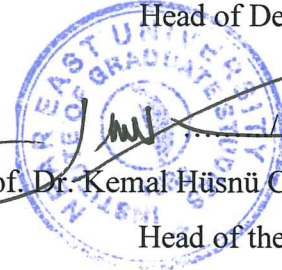
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Declaration

I hereby declare that all information, documents, analysis, and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of the Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

PAMELA RINDERIMAM MAGAJI

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Abstract

THE INFLUENCE OF FAMILY COMMUNICATION PATTERNS AND PARENTING STYLES ON RELATIONSHIP INTIMACY, THE MEDIATING ROLE OF SELF-ESTEEM.

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The present study aimed to investigate the influence of family communication patterns and parenting styles on self-esteem and relationship intimacy. The participants of the study were 384 young adult in North Cyprus Universities and were selected using convenience sampling for the study. A structured questionnaire comprising of demographic variables and scales measuring each variable was used to collect data. The scales used were Revised Family Communication Patterns Scale, Parental Authority Questionnaire, Miller Social Intimacy Scale and Rosenberg Self-esteem Scale. The findings revealed that conversation orientation had significant differences with self-esteem while conformity orientation had no significant differences with self-esteem. The results showed no significant differences in relationship intimacy according to family communication patterns. There were significant differences in self-esteem and relationship intimacy according to family types (consensual, protective, pluralistic and laissez-faire). There were no significant differences in self-esteem and relationship intimacy according to parenting styles (authoritative, authoritarian and permissive). The findings showed a positive correlation between self-esteem and relationship intimacy. Additional findings showed significant differences between relationship status and self-esteem but not with relationship intimacy. There were no significant differences in self-esteem and relationship intimacy based on gender and age. The findings emphasise the impact of open and honest communication and interaction on an individual's self-esteem development and how high self-esteem is important for building intimacy in interpersonal relationships. Considering these findings, parents should consciously create an environment where their children can openly express their opinions and feelings and appropriate feedback is given to them, this helps build their self-esteem.

Keywords: family communication patterns, parenting styles, self-esteem, relationship intimacy, family types

Özet

AİLE İLETİŞİM ÖRÜNTÜLERİNİN VE EBEVEYNLİK STİLLERİNİN İLİŞKİ YAKINLIĞI ÜZERİNDEKİ ETKİSİ, ÖZSAYGININ ARACILIK ROLÜ

Pamela, Rinderimam, Magaji

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Bu çalışma, aile içi iletişim kalıplarının ve ebeveynlik tarzlarının benlik saygısı ve ilişki yakınlığı üzerindeki etkisini araştırmayı amaçlamıştır. Çalışmanın katılımcıları Kuzey Kıbrıs Üniversitelerinde öğrenim gören 384 genç yetişkindir ve çalışma için kolayda örnekleme yöntemi kullanılarak seçilmiştir. Veri toplamak için demografik değişkenler ve her bir değişkeni ölçen ölçeklerden oluşan yapılandırılmış bir anket kullanılmıştır. Kullanılan ölçekler Gözden Geçirilmiş Aile İletişim Kalıpları Ölçeği, Ebeveyn Otoritesi Anketi, Miller Sosyal Yakınlık Ölçeği ve Rosenberg Benlik Saygısı Ölçeği'dir. Bulgular, konuşma yöneliminin benlik saygısı ile anlamlı farklılıklar gösterdiğini, uyma yöneliminin ise benlik saygısı ile anlamlı farklılıklar göstermediğini ortaya koymuştur. Sonuçlar, aile iletişim kalıplarına göre ilişki yakınlığında anlamlı bir farklılık olmadığını göstermiştir. Aile tiplerine (uzlaşmacı, koruyucu, çoğulcu ve laissez-faire) göre benlik saygısı ve ilişki yakınlığında anlamlı farklılıklar bulunmuştur. Ebeveynlik tarzlarına (otoriter, otoriter ve izin verici) göre benlik saygısı ve ilişki yakınlığında anlamlı farklılıklar bulunmamıştır. Bulgular, benlik saygısı ile ilişki yakınlığı arasında pozitif bir korelasyon olduğunu göstermiştir. Ek bulgular, ilişki durumu ile benlik saygısı arasında anlamlı farklılıklar olduğunu, ancak ilişki yakınlığı ile anlamlı farklılıklar olmadığını göstermiştir. Cinsiyet ve yaşa bağlı olarak benlik saygısı ve ilişki yakınlığında anlamlı farklılıklar bulunmamıştır. Bulgular, açık ve dürüst iletişim ve etkileşimin bireyin benlik saygısı gelişimi üzerindeki etkisini ve yüksek benlik saygısının kişilerarası ilişkilerde yakınlık kurmak için ne kadar önemli olduğunu vurgulamaktadır. Bu bulgular göz önünde bulundurulduğunda, ebeveynler bilinçli bir şekilde çocuklarının fikir ve duygularını açıkça ifade edebilecekleri ve onlara uygun geri bildirimlerin verildiği bir ortam yaratmalıdır.

Anahtar Kelimeler: aile içi iletişim örüntüleri, ebeveynlik stilleri, benlik saygısı, ilişki yakınlığı, aile tipleri

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List of Abbreviations

FCP: Family Communication Patterns

PS: Parenting Style

CHAPTER I

Introduction

The family is the first interaction in a child's life. As the child grows, the family contributes to shaping their identity and personality, as well as their values, attitudes and behaviour (Scabini & Manzi, 2011; Sharma & Bedi, 2023). The quality of family interactions significantly impacts people's life quality, and the general functioning of the family (Koerner & Schrod, 2014). Children observe and learn behavioural patterns from others, especially their family members (Bandura, 1977). Through family interaction, the child learns how to socialise, communicate and emotionally understand people (Koerner & Fitzpatrick, 2002). Research shows that social communication competency is related to parent-child communication (Schrod et al., 2009). The importance of family interaction for the individual can never be overemphasized due to the vital role it plays in the formation of the individual personality and identity. Family interactions include aspects such as parenting styles (PS) and family communication patterns (FCP) (Adeola, 2019).

The pattern of interaction in a family varies from one household to another. The patterns of communication form the basis from which people communicate with their family members and society. Family communication patterns theories emphasize how the family plays an important role in how people communicate within their interpersonal relationships (Young & Schrod, 2016). Families establish a common social reality through the interactions between parents and children (Rauscher et al., 2019). Family communication patterns can significantly affect various facets of an individual's life their lives such as self-efficacy (Ozkan et al., 2014), seeking social support (High & Scharp, 2015), resilience (Fard, 2020), information processes and psychological well-being as well as relationship satisfaction (Schrod et al., 2008).

The method of parenting used by parents on their children can influence how they speak, think and act, even their future behaviours and their personality (Fan, 2023). Parenting styles along with other factors such as environment, social skills and one's personality interact to determine individual behavior (Salavera et al., 2022). Studies show that nurturing, warmth and encouraging parental styles have a good influence on self-esteem (Huang, 2023).

Human beings have a desire to connect and interact with others and form quality and lasting relationships (Baumeister & Leary, 1995). In a survey carried out in the UK, people were asked what things were most important to them among the top five, the first was their relationship with their family or relatives (Bowling, 1995). No man is an island; we depend on each other for various reasons that are of benefit to us. A study showed that peer interaction and marital status were related to reduced mortality rates (Berkman & Syme, 1979). One of the factors that strengthens a long-lasting relationship is intimacy (Czyżowska et al., 2019). Intimacy in our relationships with family, friends, spouses, colleagues etc helps us have healthy psychological and physiological functioning (Miller & Lefcourt, 1982).

In as much as factors like the environment and DNA are important for development (Boyce et al., 2020) others like family communication patterns and parenting styles also play their part more than we are aware (Salavera et al., 2022; Jiao, 2021). FCP and PS affect numerous aspects of the individual's life including their self-esteem. The self-esteem of a person not only helps them cope with difficult situations but also helps them navigate through different domains of life (Orth & Robins, 2022). Self-esteem promotes healthy relationships and creates an environment for better communication and support from each other (El Ghaziri et al., 2021). Self-esteem can affect the quality of our relationships. Individuals who have low self-esteem are more prone to experience low relationship satisfaction (Jaffar et al., 2021).

The role of FCP and PS is of key importance in an individual's life, helping the individual understand themselves, learn how to communicate and establish good relationships with others. This research aims to investigate the role of FCP and PS in shaping individuals' self-esteem and relationship intimacy.

Statement of the Problem

The role of a parent in their child's life is very important, which makes the need to use appropriate parenting styles and communication patterns crucial. The wrong parenting styles can lead to misbehaviour, failure to thrive, and poor growth and development both mentally and physically (Kaligid et al., 2022). Poor parental upbringing increases the chances of criminal behaviour in children. Parenting styles have an effect not just on the child but even on the adult, as some PS are associated

with recklessness in individuals, disobedience to authority, low self-esteem, unable to make decisions etc (Leeman et al., 2014). Parenting styles can affect the way people build close relationships, as it can make individuals over-dependent or overly independent (Fan, 2023). The pattern of communication used by parents can create an environment where the child does not feel comfortable talking about certain topics or make them feel like their opinions are not valid, which can lead to low self-efficacy and self-esteem. Having a low sense of worth delimits the ability of the individual to build intimacy and enjoy quality relationships (Forest et al., 2023). Individuals who have low self-esteem experience anxiety and lack of trust, which makes it difficult for them to enjoy and build meaningful relationships. According to Maslow's Hierarchy of needs, human beings need love and belongingness. Maslow argued that needs on the higher level can only be met when the needs on the lower level are met (Noltemeyer et al., 2021). The need for love and belongingness has to be met, for one to develop high self-esteem and reach the point of self-actualization. Failure to reach the point of self-actualization may cause individuals to struggle with a sense of meaninglessness and have little or no desire to reach their full potential (Ikiugu, 2007).

The detrimental effects of negative parenting styles and family communication patterns can lead to misbehaviour, failure to thrive, low self-efficacy and self-esteem, insecure attachments, low resilience and poor relationship quality and intimacy (Hatfield et al., 1993; Masud et al., 2019; Schrodt et al., 2008). Low self-esteem makes it difficult for individuals to develop trust and intimacy in their relationships and these individuals struggle with having the need for love and belongingness met, which in turn hinders them from reaching the point of self-actualization. This research aims to explore the influence of FCP and PS on individual self-esteem and relationship intimacy as well as if there is any relationship between self-esteem and interpersonal relationship intimacy.

Purpose of the Study

This study aims to investigate how family communication patterns and parenting style influence self-esteem and interpersonal relationship intimacy.

Research Questions

1. Is there a significant difference across genders in terms of self-esteem and relationship intimacy?
2. Are there significant differences in self-esteem and relationship intimacy based on age?
3. What is the relationship between self-esteem and relationship intimacy?
4. Are there significant differences in self-esteem and relationship intimacy based on relationship status?
5. Are there any significant differences in self-esteem and relationship intimacy according to family communication patterns?
6. Are there any significant differences in self-esteem and relationship intimacy according to family type?
7. Are there any significant differences in self-esteem and relationship intimacy according to parenting styles?
8. Does self-esteem mediate the relationship between family communication patterns, parenting styles and relationship intimacy?

Significance of the Study

There are numerous studies that have established the significance of FCP and PS in predicting individual self-esteem (Schrodt et al., 2008; Masud et al., 2019). As well as the correlation between relationship attachment, quality and satisfaction with self-esteem. though mostly in romantic relationships (Erol & Orth, 2014; Erol & Orth, 2016). There are also studies done on how relationships increase self-esteem (Šašić, & Slavica, 2017). Although, little to no research on how self-esteem can affect intimacy in interpersonal relationships. Therefore, the researcher's goal is to discover if there is any correlation between individual self-esteem and relationship intimacy, not just in romantic relationships but in various types of interpersonal relationships, such as family, friends, colleagues etc. The need for trust, acceptance, communication and care is very important to us, making it important to see if self-esteem can lead to better intimacy.

This research is most important to parents, to inform them of the significance of their contribution to their children's identity development. The researcher believes

that it is of utmost importance to educate parents about the significance of FCP and PS for a child's development. This study can help psychologists who work with children design interventions that are family-focused as well as client-focused to help both the child and their family. This study can also provide more knowledge for teachers to factor in the family when their students seem to take a decline in their performance at school.

Limitations

- This research's main limitation was the sampling method used, which was the convenience sampling method. This sampling method does not accurately represent the population and this makes it hard to generalize the findings of the research. Due to this sample bias, the results of the study may only apply to the mostly African and less of Asian participants in the research and not to the other countries and cultures.

Definition of Terms

Family Communication Patterns: refer to the way family members interact and communicate among themselves. (Koerner & Maki, 2004).

Interpersonal Relationship: is a close social connection or affiliation between two or more people (Khaled, 2020).

Parenting Styles: is a pattern of parents' behaviours, attitudes and approaches towards their children. (Darling & Steinberg, 1993).

Relationship Intimacy: is the feeling of closeness, trust, and open communication of thoughts and emotions with each another (Timmerman, 1991).

Self-esteem: refers to the positive or negative perceptions individuals have of themselves and their assessment of their thoughts and emotions about themselves (Park & Park, 2019).

CHAPTER II

Literature Review

This chapter presents a review of theoretical research on family communication patterns, parenting styles, relationship intimacy, self-esteem and their various relationships. It also covers theories of FCP, self-esteem and relationship intimacy as well as related research.

Theoretical Framework

The framework of theories and relevant literature on family communication patterns, parenting styles, relationship intimacy and self-esteem are discussed extensively, to provide understanding and insight into each concept and how they interact with the other variables.

Family Communication Patterns

The connection between one's family and their way of life, behaviour and values has been established in research (Lin, 2023; Sharma & Bedi, 2023; Kazubowska, 2019). Different aspects of family dynamics interact and affect every family member. One of the facets of family dynamics is the pattern of interaction and communication used within the family, also known as family communication patterns (FCP). FCP refers to the way members of the family communicate and interact with each other. The pattern of communication used in the family determines how communication is done, what topics are open for discussion and whether the opinions of all members are equally valid or not. Through interactions, family members form frameworks of shared understanding which they apply to generate and interpret messages among each other (Koerner & Fitzpatrick, 2002). Family communication influences the way children interact in other social groups outside their immediate family (Koerner & Schrodts, 2014). Family members develop meaning and knowledge on various issues through family communication patterns (Scott & Quick, 2012). FCP greatly affects different aspects of life. Studies provide evidence that FCP has significance on parent-child interactions and sibling connection including communication competence (Arindra et al., 2023). Additionally, these communication patterns also impact social interactions (Ledbetter, 2009).

FCP theorists developed two different categories or schemas to explain how families communicate and interact among themselves. These two orientations are conformity orientation and conversation orientation.

Conversation Orientation

Conversation orientation is the extent to which family members are allowed to comfortably participate in conversations across various topics of choice. Family members can discuss a wide range of topics comfortably among themselves (Ledbetter & Schrodt, 2008). Conversation-orientation families often have frequent communication, as well as the exchange of thoughts, emotions, and personal experiences among their members (Young & Schrodt, 2016). Research has established that individuals from conversation-orientation families tend to have good psychological well-being. Family conversation orientation has been linked to better psychological well-being in young adults (Hamon & Schrodt, 2012).

Individuals from conversation-oriented families often have increased levels of self-esteem. This is due to them being equipped with communication styles and information processing skills required for healthy relationships and stress management (Schrodt et al., 2008). The conclusions of the study carried out by Zarnaghash et al. (2013) showed that conversation orientation predicts children's mental health. Family members can talk to each other about their difficulties and express themselves openly (Fitzpatrick & Ritchie, 1994). The conversation orientation has been related to higher motivation to reach out for social support and individual communication competency (High & Scharp, 2015). Youths from conversation-oriented families are very much more prone to confirm their partners by acknowledging, recognizing and supporting them (Young & Schrodt, 2016). A study on the relationship between FCP, adjustment and resilience showed results that individuals with greater resilience are typically members of families that engage in open communication and interactions (Fard, 2020). Conversation orientation fosters the development of appropriate attachment representations in the family. This establishes a healthy model of attachment for the children which will translate into their relationships outside the family (Whittington & Turner, 2022).

Conformity Orientation

Conformity orientation emphasises oneness, unity, and the same beliefs and value systems among all family members (Koerner & Fitzpatrick, 2002). Decision-making is done by the father and mother and the children are supposed to obey the decisions made. In conformity-oriented families, there is conflict avoidance among family members and little freedom of speech (Puspitasari & Muktiyo, 2018). In conformity orientation, family relationships are cherished and valued more than outside family relationships. There exists a sense of oneness in the family, where it is expected that resources are shared among family members (Koerner & Cvancara, 2002). Family interests are viewed as more important than personal or individual interests. People from conformity-oriented homes are generally less critical when receiving persuasive messages and are more vulnerable to external influences (McLeod & Chaffee, 1972).

Individuals from conformity-oriented families have been seen to have low self-esteem, be more self-monitoring and shy (Huang, 1999). In a study done by Young and Schrodt (2016), it was observed that conformity-oriented individuals accepted their partners but found it hard to challenge them, this can be attributed to the nature of their parent's decisions always being a law which necessitated obedience and conflict avoidance. This translates into their relationships where they always accept but feel they can't challenge their partner's decision because they want to avoid conflict (Young & Schrodt, 2016). The findings of a study revealed a decreased degree of hardiness, control and commitment in teenagers from conformity-oriented families (Hashemi et al., 2015).

Conformity orientation has a negative correlation with sibling self-disclosure and intimacy, it impedes sibling connections within the family environment, which can negatively affect a potentially significant source of social support (Schrodt & Philips, 2016). It has been observed that conformity orientation produced lower parent-child relationship satisfaction due to the decreased level of candid dialogue among parents and children (Aloia, 2020).

Family Types

The influence of the two FCPs orientations on family behaviour and results are dependent on each other. The degree of conformity orientation affects the impact of conversation orientation on family outcomes and vice versa. Family communication

theorists identified four types of families as a result of the interaction of FCP's two dimensions. These family types are: consensual, protective, pluralistic and laissez-faire family types.

Consensual Family Type

This refers to families with both high conformity orientation and conversation orientation. Family members can comfortably express themselves and talk about their opinions and ideas. Parents expect their children to obey them, and they have the last say in matters (Samek & Rueter, 2011). Parents from consensual families are interested in giving attention to their offspring's opinions, they think that children ought to express themselves, but they also think that decision-making should be done by them and family members should accept those decisions (Koerner & Fitzpatrick, 2006). Though parental authority is enforced, parents still explain to their children the reason behind their actions and decisions, this is done so the children can understand and hopefully adopt their parents' belief system. It is often seen that children raised in consensual families enjoy communicating and interacting with their families. Due to open communication and close family interaction within the family, these families make it a habit to resolve conflict and engage in problem-solving to avoid any issues and conflicts that can negatively affect the family (Koerner & Fitzpatrick, 1997).

Pluralistic Family Type

This family type comprises of high conversation orientation and low conformity orientation. They engage in open, unrestricted discussions that include all family members. This helps the development of effective communication skills and encourages children to think independently. Parents do not enforce their own decisions on their children, rather they listen to their opinions and give them opportunities to be involved in decision-making for the family (Koerner & Fitzpatrick, 2006). They focus on promoting unrestricted sharing of ideas and there is no pressure to obey parental authority. They openly confront and address any conflict among themselves and use healthy ways to settle disagreements. Children from pluralistic families enjoy conversations with their family members, they also cultivate a sense of self-reliance and independence, which boosts their self-assurance in their decision-making abilities (Koerner & Schrod, 2014).

Protective Family Type

This refers to families with high conformity orientation and low conversation orientation. In protective families, there is no open communication and there is an emphasis on obedience to parental authority. Parents believe that they have to make decisions for the family, and they expect every member of the family to follow their decisions and rules. They do not find it necessary to explain the reasoning behind their actions. Protective families often shy away from conflict, because unity is often emphasized, any form of conflict is perceived as an issue that can cause disunity in the family (Koerner & Fitzpatrick, 1997). They also lack healthy communication skills which makes it hard to resolve conflict. It is expected that every member put the interests and values of the family first. Children raised in protective families may develop a perception that conversations with family hold little significance and they may become sceptical of their ability to make decisions (Koerner & Schrodt, 2014).

Laissez-faire Family Type

This family type comprises of both low conformity and low conversation orientation. Family interaction and conversation in laissez-faire families is usually infrequent, with minimal and uninvolved interactions family member interaction on a limited range of subjects (Fitzpatrick & Richie, 1994). They do not place importance on communication or conformity within their family. Members of the family take on the individualistic approach and are more influenced by social interactions (McLeod & Chaffee, 1972). They avoid conflicts as they rarely communicate among themselves and tend to give little to no support to each other (Koerner & Fitzpatrick, 2002). Parents hold the belief that every member of the family ought to make their own choices and they exhibit no concern with their offspring's choices. Children raised in laissez-faire families do not see any importance in family communication and they realise that they have to make decisions for themselves, most times those decisions are influenced by their peers (Koerner & Fitzpatrick, 1997).

Family Communication Theories

Some theories that support the concept of FCP and provide a framework and knowledge on how family communication patterns develop are the family systems theory and family communication patterns theory.

Family Systems Theory

The Family Systems theory was developed by Bowen in the 1950s. He carried out observational research on families in a research ward for an extended period studying their family interactions. He concluded that the family is an interconnected unit in which each member has an impact on the overall functioning and well-being (Bowen, 1966). Bowen considered the family an emotional unit, in which each member could affect all the other members of the family. The different family members make up the different parts of a family system with each family member having their personality and their relationship with others. Each interdependent family relationship operates independently, but when combined, they form the structure of a family system (Rogoff, 2013). An individual is highly influenced by their family as the earliest interactions are with family members and these interactions set the pattern for how the individual will interact and communicate with others. Family members are given the opportunity to express their ideas, thoughts and emotions and then the family finds solutions to help their members.

The theory focuses on how members of the family interact and behave among themselves. It analyses connection, communication and interaction patterns, coping with stress etc from the family's perspective and not just the individual's. It also explains that to understand an individual, one must look at the systems in which the individual is part of. In a case where an individual has a problem, the issue is not looked at only from the individual level but also from the family level. Through the family, people learn how to function and behave in social settings like school and work. It also shapes how people expect the world to interact with them (Christian, 2006). According to Bowen, an individual's differentiation of self is significantly shaped by the emotional experiences and dynamics within their family of origin. An individual with a poorly developed self-identity would tend to be more susceptible to the influence of others.

According to Morgaine (2001), the family systems theory involves components like patterns of interactions, which are repetitive cycles of interaction which create clues about how family members should interact. Family members adapt to these patterns of communication unique to their family to interact with one another which in turn influences their patterns of communication.

Family Communication Theory

The FCP theory was first introduced by McLeod and Chaffe in 1972, to explain how families tend to establish stable and familiar styles of communication among each other. McLeod and Chaffe sought to understand how parents influence their offspring's ability to understand information from sources outside the family. They wanted to find out how families develop and share social realities among themselves using the concept of co-orientation.

Co-orientation is a key concept in social cognition initially introduced by Heider (1946, 1958) and Newcomb (1953). It refers to the process of multiple individuals focusing and analysing a shared object within their social or material surroundings. In groups with a common focus, co-orientation results in two distinct cognitions for each individual. The first cognition is a person's appraisal of the object, while the second is their impression of others' evaluation. These cognitive processes determine three co-orientation attributes: congruence, agreement and correctness (Matteson, 2020).

Agreement refers to the similarity in evaluations between two individuals regarding an object. Congruence is the degree of similarity between one person's impression of another person's assessment and the actual assessment made by that person. Correctness refers to similarities between one person's perception of an object and their impression of another person's perception of the same object. (McLeod & Chaffee, 1973). The combination of these three attributes brings about a shared social reality in the family. This can be developed in two ways, when the family members observe and adopt other family members' judgements of an object (conformity orientation) or when they engage in discussion about the object and its various attributes and reach a collective understanding of it (conversation orientation).

In conversation-oriented families, communication among family members is open and any topic can be discussed while in conformity-oriented families, oneness and unity are stressed, as well as obedience to parental authority, there is no room for open communication as only the parents make decisions and everyone else must follow (Koerner & Fitzpatrick, 2006).

The Relationship between Family Communication Patterns and Parenting Styles

Family communication patterns are closely linked with parenting styles and can potentially impact children. According to Abdullah and Salim (2020), authoritative parents often adopt a conversation-oriented communication pattern, and permissive parents also use a conversation-orientation pattern. While authoritarian parents usually use conformity-orientation communication patterns.

Authoritative parents give beneficial advice to their children, helping them to develop rational thinking skills through candid dialogue, constructive engagement, and open communication. This illustrates the nature of the conversation orientation communication pattern. Authoritarian parents do not consider the feelings and emotions of their children, they are usually strict and over-demanding, leaving no room for their children to make their own decisions, which reflects the nature of conformity orientation communication pattern (Abdullah & Salim, 2020).

Farokhzad (2015), revealed different results in his study, which showed that permissive parents adopt the conformity orientation communication pattern, the limited interaction among family members could cause this, when interaction does occur, family members are less inclined to participate because most family members are emotionally distant. The parents have no regard for their offspring's decision-making and do not place importance on communicating with their children, reflecting the nature of conformity orientation.

The Effects of Family Communication Patterns on Self-Esteem

The family environment is where children learn behaviour and develop social expectations. They also learn about social norms and how to communicate with others (Segrin & Flora, 2011). This emphasises the importance of having a healthy family environment for the psychological and general well-being of the child. An environment that is unsupportive and demeaning can be detrimental to a child's self-esteem. Curran and Allen (2017) revealed that children who feel that their ideas, emotions and thoughts are respected demonstrate higher levels of self-worth and reduced amount of psychological distress. While children who feel that their family environment lacks warmth and support tend to experience elevated levels of psychological distress.

It has been observed that teenagers from conversation-oriented families had higher levels of self-esteem, while conformity-oriented teenagers had lower levels of

self-worth (Kelly et al., 2002; Rangarajan & Kelly, 2006). A study compared Asian and Caucasian American adolescents who lived in the same area. It was observed that the Asian parents expected their children to uphold their cultural heritage, they did not actively listen to their children and most often responded with harsh words. The children found it hard to talk to their parents about their problems. The fathers made strict rules and expected everyone to obey those rules. The results of the study revealed that Asians had significantly lower self-esteem than Caucasians (Rhee et al., 2003).

Family Communication Patterns and Relationship Intimacy

Family communication patterns have significance in the development of relationships, as they can either positively or negatively impact interactions between children and their parents. These interactions shape children's views on developing and sustaining other interpersonal relationships, such as marriage and friendships. The type of interactions, positive or negative, in the immediate family environment during childhood and adolescence can significantly impact an individual's life in adulthood. Research has shown that offspring often study and imitate their parents' patterns of interaction, communication and conflict resolution (Whitton et al., 2008).

The communication processes in a relationship are the building blocks of connection and closeness between two people. Intimacy and understanding between partners is built when they communicate positively with one another, engage in supportive behaviours and they feel that their messages and signals are understood and validated (Laurenceau et al., 2005). Communication helps define a relationship when people mutually share their thoughts and feelings, and this helps build closeness among them.

FCP create a shared schema in which they share patterns of interaction and communication. Through this schema, values, beliefs, attitudes and meaning are formed. This influences how family members communicate, interpret and understand different topics from childhood into adulthood and from family relationships to other interpersonal relationships. The beliefs regarding intimacy, affection and individuality that exists within a family relationship schema are subsequently transferred to an interpersonal relationship schema (Fitzpatrick, 2004).

Parenting Styles

According to John Locke, a child is born as a 'tabula rasa' meaning a blank slate, on which parents and environment could impart their values and views (Spera, 2005). Parenting is one important factor in child development. Parents often use certain methods and processes for child-rearing, which are referred to as parenting styles. Parents use these different methods of parenting to guide, teach and train their children. The effect of parenting styles can be seen in how children conduct themselves, their values and worldviews. (Sanvictores & Mendez, 2022). Parenting styles involve more than patterns but also the way parents communicate, express emotions, support, interact, discipline, and enforce rules with their children (Konopka et al., 2018).

The need to use appropriate parenting styles is very important because the use of poor and negative parenting styles can lead to misconduct, trauma and other adverse effects. The pattern of parenting used by a parent on their child results in different outcomes which can be seen in the child's behaviour, self-concept, mental health, knowledge, and social skills and these continue to have long-lasting effects in later life (Morrison et al., 2014). PS, parental warmth and support significantly affect children's growth and development and their overall well-being (Sherr et al., 2017).

Research has shown that early development and stimulation of children can significantly affect their school performance, academic achievement and future success in the workplace and society (Walker et al., 2005). As parents transition their children from dependency to autonomy, their methods of parenting can impact their present and future social functioning (Bornstein & Bornstein, 2007). Studies reveal that effective parenting may shield offsprings from a few of the negative impacts of economic difficulties (McLoyd, 1998; Guo & Harris, 2000; McCulloch & Joshi, 2002). The effects of parenting styles on children are important for their general well-being. Parenting styles are grouped into three major types: authoritative, authoritarian, and permissive.

Authoritative Parenting Style

The authoritative parenting style consists of parents who are supportive, demanding and sensitive towards their offspring. They are firm but allow the children to have freedom. There is active participation in the children's lives, both parent and child communicate openly with each other (Klein & Ballantine, 2001).

They mostly focus on positive reinforcements rather than punishments, they help the child understand that there are consequences to their actions rather than outrightly always punishing them for misbehaviour (Jadon & Tripathi, 2017). Authoritative parenting is associated with greater performance on psychological assessments (Piko & Balázs, 2012).

Research has shown that authoritative parenting has been linked with parental strategies, such as open communication, that have been shown to reduce adolescent drug use, smoking, and drinking (Stephenson et al., 2005). This parenting style has been observed to be efficient in promoting personal and societal responsibility in teenagers while allowing them to develop their autonomy and individuality without limitations (Glasglow et al., 1997). Studies show that authoritative mothers were more prone to talk with their offspring about a wider range of topics and the children more often talk with their parents when making decisions rather than with their peers (Bednar & Fisher, 2003; Askelson et al., 2012). Children who have authoritative parents are very often seen to have better academic performance and better psychosocial development (Klein & Ballentine, 2001).

Authoritative parenting style typically results in children who exhibit traits such as autonomy, enthusiasm, curiosity, cooperation, happiness and a strong drive to achieve their goals (Yaffe, 2023). This parenting style often encourages children to become confident, and capable and helps them develop healthy coping skills (Masud et al., 2019). It is viewed as the most productive and advantageous parenting style among the others, as it has been seen to produce more beneficial outcomes in the children's lives.

Authoritarian Parenting Style

The Authoritarian parenting style consist of parents who are strict and controlling towards their children. Rules are set by parents, and it is expected that the children follow these rules, disobedience to the rules can lead to punishments (Jadon and Tripathi, 2017). Authoritarian parents create a very stiff environment that does not allow for open communication between parent and child. They exercise control over the children giving them no room for freedom to make their own choices (Hesari & Hejazi, 2011). They are highly demanding and show no warmth in their parenting (Hussain et al., 2023).

Children from authoritarian homes tend to have low academic performance as they had no parental involvement in their academics, as well as no opportunity to talk about the challenges they face in school (Masud & Ahmad, 2015). Research findings reveal that when parents adopt an authoritarian approach to monitoring their children's homework, it negatively impacts the children's academic performance and overall school experience (Darling & Steinberg, 1993).

Individuals who had authoritarian parents exhibited a higher likelihood of reporting depressive symptoms in comparison to other parenting styles, due to the increased level of fault-finding and controlling behaviours by their parents (King et al., 2016). They create an environment that hinders the child's creativity and imagination which can hinder their curiosity and the ability to learn about the world beyond their immediate surroundings (Ning, 2022). The authoritarian style of parenting is associated with externalizing behaviours in children (Rinaldi & Howe, 2012).

Authoritarian parenting style typically leads to individuals who are obedient to authority, well-behaved, shy, unable to make decisions, have low initiative and low self-esteem (Martínez & García, 2007). They would oftentimes seek alternative and unsuitable role models to compensate for the absence of parental warmth and involvement in their lives (Clauser et al., 2021).

Permissive Parenting Style

The Permissive parenting style is characterized by accepting and non-demanding parents. They overindulge their children, allowing them to do whatever they want, and freedom to make their own decisions as they see fit (Klein & Ballantine, 2001). Parents often neglect to set clear boundaries, closely supervise their children's actions or enforce age-appropriate behaviour (Kuppens & Ceulemans, 2019). Parents who adopt this parenting style more often take on the role of a friend rather than a parental role towards their children, as a way to compensate for what they could not have while growing up.

Permissive parenting has been linked to decreased well-being and poor mental health in college students (Barton & Hirsch, 2016). Lower emotional intelligence and lower personal growth have been linked to permissive parenting which occurs due to the child having little experience with how to handle or deal with negative emotions.

The absence of a parent to help the child navigate through unpleasant emotions like fear and anger can negatively affect the emotional growth and well-being of the child (Wischerth et al., 2016). When permissive parenting is used, it can result in disruptive behaviour, child-to-parent violence, drug use and violent behaviour in adolescents (Muhliawati & Purwadi, 2023). Adolescents from families with permissive parenting styles tend to engage in substance use more frequently, exhibit school misconduct and display lower levels of engagement in school activities (Querido et al., 2002).

Studies show that children from permissive homes have a lower quality of life, due to their impulsivity, they often struggle with control (Rezai Niaraki & Rahimi, 2013). This parenting style results in individuals who are reckless, demanding, and selfish (Leeman et al., 2014). Permissive parenting is associated with individuals who become over-reliant in their intimate relationships because of excessive nurturing given to them in childhood. It may cause individuals to become selfish and demanding towards their partners because their parents never restrict them from doing anything in childhood (Fan, 2023).

The Effects of Parenting Styles on Self-Esteem

Certain external factors influence the development of self-esteem and one such factor is the family. Researchers have looked at how different aspects of the family can affect one's self-esteem, one being the pattern of parenting used by parents in bringing up their children. Hart (1993) suggests that self-esteem development in children is influenced by the quality of the relationships they have with important adults in their lives. Based on these relationships, children derive perceptions about how important, loveable or even lack thereof.

Parents who have a more accepting and less controlling approach towards their children tend to help them develop high levels of self-esteem (Zakeri & Karimpour, 2011). When parents are demanding, they encourage their children to succeed and become competent in important areas of their lives, which helps to build their self-esteem (Steinberg, 2001). Parental warmth has been associated with having positive regard for the child, which in turn enhances the child's self-esteem (Yeung et al., 2016).

It is often believed that authoritarian parenting positively influences the self-esteem of young adults, most probably because of parental warmth, demandingness and encouragement of independence and decision-making (Pinquart & Gerke, 2019). Whereas authoritarian and permissive parenting has a detrimental effect on self-esteem likely due to the excessive control or lack of parental involvement in the child's life (Muneer & Majeed, 2023).

Parenting Styles and Relationship Intimacy

The use of healthy and positive parenting styles can influence a child's ability to cultivate interpersonal relationships. The parent-child relationship sets the foundation for other relationships. If the parents are always emotionally unavailable and unconcerned about their children's needs, the child interprets this as not being worthy of care and love and eventually develops the idea that people will not love them, or something must be wrong with them, they end up struggling to have intimate relationships with friends, colleagues, and a spouse (Overbeek et al., 2004). Individuals whose relationship with their parents was insecure, and avoidant with little to no intimacy and commitment were more inclined to engage in casual sex and go through relationships only for a short time as compared to individuals who had secure relationships with their parents (Seiffge-Krenke et al., 2001). Secure parental attachments were associated with higher scores on traits that predict intimacy, such as warmth, feelings of security and healthy independence (Fatah & Hartini, 2022).

Authoritarian parents are usually strict and demanding, exerting control over their children's lives. Children of authoritarian parents tend to face challenges in forming romantic relationships because they find it hard to trust others (Desmita, 2007). In a research study done on PS and friendship intimacy in China, the results showed that authoritarian parenting had a negative relationship with friendship intimacy for both children and adults. The children from authoritarian homes found it hard to form close relationships with their best friends because they had no experience connecting and being affectionate with their strict parents. While, authoritative parenting was positively correlated with increased levels of friendship intimacy. Those who had healthy communication and emotional support with their parents were more likely to develop intimacy with their best friends (Chen et al., 2022).

Self-Esteem

The concept of self-esteem was widely acknowledged by self-psychologists who saw it as a crucial tool for understanding an individual (Ward, 1996). Over time, there have been numerous definitions of self-esteem and different psychologists have focused on different parts of self-esteem. The term self-esteem was initially coined by William James in 1890. He defined the concept as the ratio of an individual's achievements to their failures in aspects of their lives that hold significance to them. When people succeed at acquiring high self-esteem, they feel a sense of satisfaction, and this builds their self-appreciation. According to Rosenberg, self-esteem refers to the positive or negative perceptions individuals have of themselves and their assessment of their thoughts and emotions about themselves (Park & Park, 2019).

Self-esteem is a crucial element in developing individuals' personalities, which begins during early childhood from self-concept; the perception and understanding of oneself (Garcia et al., 2019). It can be linked to nearly every aspect of an individual's behaviour and life. Self-esteem has become one of the most important concepts in psychological research (Mann et al., 2004). Over time, it has been proposed that self-esteem involves both self-concept and respect from others (Yang et al., 2016).

There is a vast amount of research available that provides evidence on how self-esteem affects different facets of a person's life from childhood to adulthood. High self-esteem is strongly associated with high levels of happiness. This may be attributed to feelings of competence, confidence, and confidence in one's abilities. While low self-esteem has been related to externalising behaviours, aggression and antisocial behaviour (Donnellan et al., 2005; Fergusson & Horwood, 2002). Adolescents with low self-worth are more prone to be involved in risky behaviours that can be detrimental to their health while high self-esteem adolescents tend to engage in protective behaviours rather than risky behaviours (Veselska et al., 2009; Cakirpaloglu et al., 2020). The conclusions of a study revealed that individual self-esteem is significantly related to financial behaviour (Tang & Baker, 2016). Individuals with high self-esteem demonstrated greater goal achievement, engaged in more goal-pursuit behaviours, expressed higher levels of satisfaction with their progress towards goals, and exhibited less rumination about failed goals compared to

individuals who have low self-worth (Di Paula & Campbell, 2002). It was also observed that individuals who have high self-esteem demonstrate greater perseverance when confronted with challenging tasks or failures, whereas low self-esteem individuals have limited coping mechanisms to protect themselves from the threat of rejection (Sommer & Baumeister, 2002).

Researchers have found that self-esteem and mental health are linked to each other (Moksnes & Reidunsdatter, 2019; Zuckerman, 1989; Şimşek & Bozanoğlu, 2011). Mental health-related stress has a strong correlation with low self-esteem for both males and females (Zuckerman, 1989). High self-esteem is viewed as one of the most vital predictors of overall life satisfaction among other factors. In a sample of young adults aged 14-28, it was observed that the most significant and influential predictor of happiness was self-esteem (Baumeister et al., 2003). Numerous research draws out the association between depression and low self-esteem, as well as anxiety, concluding that low self-esteem is linked with depression. Some researchers say low self-esteem increases the chances of being prone to depression (Manna et al., 2016; Sowislo et al., 2014; Evraire & Dozois, 2011).

Theories of Self-Esteem

Self-esteem is a concept that has been researched a lot and different researchers provide different views and understandings of the concept. There are many theories of self-esteem but below are a few, which are discussed in this section such as the attachment theory and identity theory.

Attachment Theory

The attachment theory was first introduced by Bowlby in 1969. He was trying to understand why infants had so much distress when they were separated from their parents. Bowlby noticed that the infants would cry and be very clingy to prevent their parents from leaving or being reunited with their parents. The attachment theory states that human beings are born with an innate desire to form a close emotional connection and attachment with a parent or caregiver. These early life attachments are not temporary bonds rather, they have profound effect on a child's subsequent emotional health and social interactions (Bowlby, 1973).

The theory revolves around a child's capacity to rely on their primary carer as a secure foundation while they explore their environment, striking a balance between physical closeness, curiosity and caution. A secure attachment in early childhood can boost psychological health all through life. When a child experiences their parent constantly present, compassionate, understanding and accepting, it helps the child develop a secure attachment and the belief that they are given such treatment because they are inherently worthy (Wolff, 2000).

According to Bowlby, securely attached individuals are those who have low anxiety and low avoidance while individuals that are insecurely attached have high anxiety and high avoidance. Secure individuals tend to have high self-esteem, resulting from their childhood interactions with their caregivers. In secure attachments, the caregivers would positively respond to the children and the children could always expect to receive feedback from their caregivers. This allows the children to build trust and reliance on their caregivers, as well as a positive self-concept about themselves due to stable and positive feedback they constantly get and the feeling that they are loved resulting in high self-esteem. In insecure attachments, children receive little to no feedback from their caregivers which can make them feel unloved which can cause low self-esteem (Wu, 2009).

Identity Theory

The identity theory was developed by William James in 1890. It states that an individual's self-esteem depends on the correlation between their success and their pretensions. The researcher said if one's ambitions or pretensions outweigh their successes, their sense of worth will be low. Low self-esteem will occur when aspirations are greater than their successes, even if the successes were a lot. High self-esteem will occur when successes are more than aspirations even if the successes are not many (Stets & Burke, 2014). This means that our achievements and goals determine how people feel about themselves. If the goals they set for themselves outweigh their accomplishments they feel a low sense of worth. This theory emphasises that self-esteem comes from an inner feeling of worth or value and is not based on the perception of others.

The Effect of Self-Esteem on Relationship Intimacy

Self-esteem can influence relationship outcomes such as trust, intimacy and satisfaction through perceived regard from a partner. The risk regulation theory says that a person's self-esteem might affect how they see their partner because of their beliefs about themselves and their worthiness of love affect their overall view of the relationship (Murray et al., 2006). High self-esteem individuals are more prone to engage in healthy communication with their partners, address conflict and support their partners, thereby increasing relationship satisfaction (El Ghaziri et al., 2021).

Research has shown that low self-esteem individuals tend to exhibit a range of potentially harmful behaviours. They often doubt their partners' display of affection and encouragement, so they act like they are consistently anticipating rejection and abandonment from their partners (Baumeister et al., 2003). Low self-esteem individuals often deal with feeling inadequate, unworthy of love and affection etc which makes them struggle to receive positive regard from people around them, simply because they don't believe they deserve it. This makes it difficult for them to trust others and build intimacy, which in turn can make it hard for them to have quality long-lasting relationships (Forest et al., 2023).

Relationship Intimacy

The term intimacy has many definitions and meanings that have been developed over time, different individuals have given their definitions of the word as they understand it. For example, Reis and Shaver (1988), defined intimacy as having a deep connection, sense of understanding, validation, and care from one person. Gerstein (1978) defined the experience of intimacy as a person being deeply engrossed in a relationship. Intimacy is sometimes defined as the level of familiarity that arises from a close relationship. It is also sometimes referred to as being sexually close to someone (Jamieson, 2007). Intimacy is defined as an ongoing emotional process characterised by trust, security and love (Wong, 1981). From the perspective of friendships, it is a deep level of familiarity between the individuals involved, which includes understanding the friend's emotions, preferences and beliefs, as well as knowing their personal life (Sharabany, 1974). According to (Moss & Schwebel, 1993) intimacy in marriage refers to the mutual dedication, feelings of well-being, mental processes and physical proximity experienced by the individuals involved (Moss & Schwebel, 1993).

Theorist Sullivan (1953) believed that the need for intimacy begins in preadolescence in the context of friendship. He proposed that the intimacy within friendships gave preadolescents a sense of their worth and helped them learn how to be sensitive to others and care about their well-being and when they get to adolescence they desire this form of intimacy in relationships with the opposite gender. In a study of fourth graders, it was revealed that the fourth graders reported more intimacy with their mothers than with their friends, it was in tenth grade that their friends became higher than their parents (Buhrmester & Furman, 1987). This could be as a result of young children's friends do not have the cognitive and social skills required to provide intimacy for each other (Selman, 1980).

Human beings are social creatures who need to interact and build relationships with others to survive. Through these relationships, people rely on each other for love, security and safety, they also create bonds that help them mentally and physically. One of the ways of building relationships is through intimacy. It allows people to form connections, closeness and trust with others and this builds healthy relationships for people. Intimacy plays a role in the psychosocial development of individuals. It is important for an individual's identity development, allowing them to feel understood and accepted within their relationships (Timmerman, 1991).

According to Prager (1995) "intimacy is good for people" (p. 1). Intimate relationships help protect people from the harmful effects of stress. People in intimate relationships have been observed to have faster illness recoveries, lesser stress-related symptoms, and a lower risk of relapse after stressful life events for example, pregnancy, illness, and birth of a child (Prager & Roberts, 2004). Having close relationships with a spouse, close friends or family members has been seen to promote psychological and physical well-being (Miller & Lefcourt, 1982). Having intimate relationships provides individuals with social support, and the development of healthy personality, emotions and social skills (Grabill & Kerns, 2000). Intimacy components like open and meaningful communication and self-disclosure are linked with greater relationship satisfaction (Tolstedt & Stokes, 1983).

Lack of intimacy has been associated with various ills such as higher mortality rate, higher chances of developing illness, and increased chances of accidents, loneliness and psychological disturbances (Prager & Roberts, 2004). Research has

shown that one of the most prevalent reasons people seek outpatient psychotherapy is their inability to build intimacy in their relationships. It has been revealed that married couples who report lacking intimacy have a higher percentage of symptoms associated with a nonpsychotic emotional disorder (Timmerman, 1991). Poor intimacy has been revealed to have a negative correlation with individual well-being, which includes reduced life satisfaction, low self-esteem and negative stress response (Poucher et al., 2022). The loss of intimacy in a relationship can result in emotional distress and decreased satisfaction (Rogoff, 2013).

Types of Intimacy

Intimacy has been grouped into different categories and dimensions, as well as according to gender. This research focuses on three types of intimacy: physical, emotional, and cognitive.

Physical Intimacy

Physical intimacy encompasses various kinds of shared physical experiences, which range from closeness, sexual interactions and the physiological arousal experienced through each level of physical interaction with a partner (Moss & Schwebel, 1993). This type of intimacy involves hand-holding, hugging, cuddling, kissing, physical touch and sexual interactions. Physical intimacy is not limited to married people or the opposite sex. Friends can share hugs between themselves. Parents hug and kiss their children likewise children do the same to their parents. Physical touch such as hugging and cuddling has been revealed to release the hormone oxytocin which helps lower systolic blood pressure (Light et al., 2005). Physical intimacy is believed to enhance well-being through stress reduction and improving mood (Kolodziejczak et al., 2022). A study revealed that increased use of warm touch have a positive influence on several stress-sensitive systems such as blood pressure, sympathetic nervous system and hypothalamic-pituitary-adrenocortical etc (Holt-Lunstad, 2008).

Emotional Intimacy

Emotional Intimacy refers to the degree to which individuals are aware of the other person's emotional world and the emotional exchange between them, such as feelings of care, love and compassion. This involves sharing thoughts, and feelings,

being honest and open, allowing oneself to be vulnerable and self-disclosure. Engaging in emotional intimacy enhances individuals' capacity to express and comprehend the perspective of others. This helps reduce cognitive differences between people as they understand their motives (Sguera et al., 2020). Emotional intimacy helps build trust and security in relationships as people share their innermost thoughts and feelings with others. A deeper emotional intimacy can also increase physical intimacy among people (Štulhofer et al., 2020). A study on socially anxious people revealed that decreased levels of emotional intimacy were found to be linked to low levels of sexual communication satisfaction which in turn affects sexual satisfaction (Montesi et al., 2013).

Cognitive Intimacy

This refers to the degree to which people are aware of and able to exchange thoughts with another person. It involves the cognitive interaction between individuals through conversations and the level of understanding they gain about the other person's cognitive world while exchanging ideas (Hetherington & Soeken, 1990; Moss & Schwebel, 1993). Individuals with cognitive intimacy often engage in shared criticism and open feedback, which helps the relationship grow. They engage in conversations and share their thoughts and perspectives. When an individual feels they are heard and adequate attention is given to them by their partner, friend or family member, they add to the conversation and build on what the other person says, improving the interaction (Bellis et al., 2023).

The Social Exchange Theory

The theory was first introduced by Homans in 1958. While studying small groups, Homans believed that a society is a social system and to understand the social system, one must look at the behaviour of individuals rather than the social structures created by the individuals. While studying small groups, he observed the reward and punishment system among group members, within the group and among individual members. Other theorists built and expanded the work of Homans.

According to Blau (1964) and Emerson (1976), the social exchange theory is a system that is based on actions and reactions and relies on rewards for the exchange of value. This theory suggests that individuals are motivated to remain in relationships due to the benefits they think they will receive (Blau, 1964; Thibaut &

Kelly, 1959). People will more often look at what they can benefit from their relationships than what they can give. According to this theory, individuals will compare the benefits (rewards) of their relationships with the drawbacks (costs) of the relationship (Jonason & Middleton, 2015). When the costs outweigh the rewards, they end the relationship. However, they tend to sustain the relationship if it offers sufficient benefits. Rewards include acceptance, trust, support, and companionship, while costs include time, money, effort, etc. For instance, an individual whose partner is very affectionate, trustworthy, spends time with them, supports their endeavours and always has their best interest at heart will more likely choose to continue the relationship with that partner than someone else who does not appreciate or care about them.

Furthermore, the theory establishes that people have a comparison level, influenced by past experiences and relationships. They would use a past relationship as a baseline for other future relationships. That is if a person had a friend that was present and concerned about their well-being very often, they will use that experience as a baseline for future friendships and expect every other friend to be present and concerned about their well-being. (Nakonezny & Denton, 2008).

The social exchange theory in a marriage is an exchange system, which includes reciprocal behaviour between partners, rewards and costs, trust etc. Couples whose rewards (trust, intimacy, companionship) outweigh the cost are more likely to have greater satisfaction in their marriage. In research done by Sprecher, the researcher found out that rewards predicted satisfaction in relationships, mostly for women and comparison levels for alternatives predicted commitment in relationships (Sprecher, 2001). In Flyod and Wasner's study on college students, in intimate relationships, the results showed that couples were more committed to their relationship when they experienced satisfaction and rewards from their partners and when they believed no other better appealing relationships were available to them (Flyod & Wasner, 1994).

Related Research

Hobfall and Leiberman (1986) researched on how self-esteem and relationship intimacy are critical determinants of satisfaction with social support during a crisis using a sample size of 113 Israeli women. The results revealed that

increased intimacy with spouses and friends was associated with higher satisfaction levels with support received during times of crisis. The satisfaction with support was influenced by intimate ties, regardless of self-esteem and social network parameters. Additionally, for the low self-esteem women, having family intimacy was linked with decreased satisfaction of support, if they didn't have intimate ties with their spouse and friends.

Conway-Turner (1992) conducted a research on sex, intimacy and self-esteem on a sample of 26 African American married women over the age of 60 through interviews. The participants revealed that they had a great deal of intimate relations. They also mentioned the sub-factors of intimacy as friendship, affection and empathy positively correlate with self-esteem. A negative correlation was observed between increased frequency of sexual intercourse and self-esteem for the women.

A study investigated how the father's affirmation of his daughter impacts her self-esteem, feelings of intimacy and how comfortable she views sexuality and womanhood. The participants were 57 female students in the university. The study's results revealed father's affirmation positively correlated with self-esteem and the father's affirmation negatively correlated with fear of intimacy. Affirmation from their fathers was associated with the women's comfort or discomfort with their sexual experiences (Scheffler & Naus, 1999).

Koerner and Maki (2004) carried out a research on how FCPs affect social support in families of origin and how that in turn affects the children's subsequent intimate relationships in adulthood. The researchers used a sample size of 268 undergraduate students. The results of the study reveal that conversation orientation correlates positively with family social support whereas conformity orientation correlates negatively with family social support. Further findings reveal that perceived social support from one's family significantly correlates with perceived social support in adult romantic relationships. This provides evidence that social support is a social skill that individuals develop within their families of origin. It was also noted that when comparing boys and girls, it was revealed that girls rarely rely on their families for the learning of social skills and could learn those skills from other sources.

DeHart et al. (2006) carried out three studies to establish the relationship between individual self-esteem and parenting styles. Study 1 assessed if people's implicit self-evaluation was related to their interactions with their parents. 219 students participated in the study. The conclusions from the study showed a significant correlation between implicit self-esteem and parental interactions. Study 2 assessed which dimensions of parenting style is associated with implicit self-esteem. 85 students were used for study 2. Results revealed that individuals whose parents were more nurturing exhibited higher levels of implicit and explicit self-esteem when compared to those whose parents were less nurturing. Lower implicit self-esteem was found in individuals whose parents were overprotective and those whose parents were not. Study 3 assessed implicit and explicit self-esteem through participants' self-reports of their mother's parenting and mothers' corresponding reports of their own parenting. Participants for Study 3 comprised of 309 students and 217 mothers of the children in the study. The findings of study 3 were in line with those of studies 1 and 2, individuals whose mothers were nurturing exhibited higher levels of implicit and explicit self-esteem when compared to children who perceived their mothers as less nurturing, while individuals whose mothers were overprotective had lower levels of implicit self-esteem. Also, mothers who were very nurturing and less overly protective had offsprings with high levels of implicit self-esteem.

Oattes and Offman (2007) carried out a research to determine whether sexual and global self-esteem could predict sexual interactions in close relationships using 74 individuals for the research. The results revealed that sexual self-esteem is a unique but significant part of overall self-esteem. Increased levels of global and sexual self-esteem were associated with improved communication on satisfying sexual interactions with a partner. Also, higher sexual self-esteem predicted sexual communication more than global self-esteem.

A study on the development of intimate friendship in relation to perceived parenting style was done in Israel with a sample size of 723 Arab students. The findings revealed that girls exhibited higher levels of intimacy with their female friends compared to boys with their male friends. However, boys had higher levels of intimacy with individuals of the opposite gender compared to girls. Results revealed that same-sex friendship intimacy was associated with mostly authoritative parenting style rather than authoritarian and permissive parenting style. Additionally, the

father's parenting style only affected boys' same-sex intimacy, while mothers' authoritative parenting style tended to have a larger effect on the children's intimacy (Sharabany et al., 2008).

A study was done on FCP and friendship closeness with 417 participants. Results reveal that FCP correlated with friendship closeness. Conversation orientation was positively correlated with friendship closeness. It was noted that FCP have a significant impact on relationships outside the family and parents' way of thinking and communicating are linked to their children's social well-being (Ledbetter, 2009).

Levinger and Ronen (2010) carried out a study on the correlation between spousal intimacy, differentiation, and self-esteem, in hearing and deaf adults. Participants were 101 deaf adults and 57 normal-hearing adults. Results showed correlations between spousal intimacy, differentiation and self-esteem, in each group. There were differences between groups, deaf participants had lower self-esteem and had lower ability to build intimacy with their spouses than the hearing participants.

Samek and Rueter (2011) conducted a study on the association between FCP, sibling intimacy and adoptive status. The sample size included 616 participants from adoptive and non-adoptive families with two teenage children. The study revealed that families with conversation and conformity orientation recorded higher sibling closeness than families with only conversation orientation.

A study on parenting styles and self-esteem was done by Zakeri and Karimpour (2011) with a sample size of 546 university students. The findings of the study revealed that acceptance-involvement parenting style and psychological autonomy-granting style positively predict self-esteem.

Eryilmaz and Atak (2011) carried out a research on the development of romantic intimacy in emerging adulthood in relation to gender, gender roles and self-esteem using a sample size of 256 individuals. It was revealed that there were gender differences in the initiation of romantic intimacy. Results indicated that establishing romantic intimacy required consideration of factors such as self-esteem, gender and gender roles. Findings indicated that there was a significant relationship between establishing romantic intimacy and self-esteem for both males and females.

Maximo (2011) researched on the influence of parents' communication styles on adolescent attachment, achievement motivation and intimacy using a sample size of 251 students. The findings indicated that men exhibit higher levels of secure attachment, whereas women exhibit higher levels of fearful attachment. Men tend to prioritise achievements while women tend to prioritise intimate connections. Results revealed that parents' asserting communication style is associated with dismissing attachment rather than secure attachment and parents' aggressive and passive communication style is associated with insecure attachments.

Farahati (2011) researched the correlation between FCP with self-esteem, shyness, locus of control and communication skills. Conversation orientation had a significant relationship with internal locus of control, communication skills and high self-esteem. Conversation orientation was also found to predict the variables. Additionally, conformity orientation was significantly correlated with external locus of control and shyness. It was also found to positively predict external locus of control and shyness. Conformity orientation had no significant relationship with self-esteem.

Burchfield (2012) studied the correlation between FCP, self-esteem and relationship satisfaction using 263 college students. The findings of the study revealed that self-esteem significantly correlates relationship satisfaction. There was no positive correlation between FCP and self-esteem and relationship satisfaction.

Sanavi et al. (2013) investigated the relationship between PS and FCP with teenagers life quality among 439 adolescents in Iran. The study showed that there was a significant relationship between FCP, parental relations and life at home. There was also a significant relationship between PS and quality of life dimensions.

A study examined the association between youths' perception of their parents' intimate relationships and their parenting quality as a predictor for the youth's own future intimate relationships. The participants comprised of 111 youths. The study's results revealed that there is a positive correlation between parental relationships and parenting quality. Findings showed positive correlation between parenting quality and expectations regarding intimacy. Only a few individuals who had emotionally distant and uninvolved parents were securely attached, although they didn't have very low expectations for intimacy. Individuals who had good parental relations and

their parents were present and helpful had high expectations about intimacy, very few of them had anxious attachment. Individuals who had normal inter-parental relations and parenting quality were more anxiously attached and had low levels of intimacy expectation. The findings reveal that parental relations have a lasting impact on their adult children's interpersonal relationship styles (Einav, 2013).

Rogoff (2013) carried out a research on the influence of FCP on intimacy level and marital satisfaction for couples using a sample size of 59 couples married for at least one year. The results revealed that there is a positive correlation between FCP, intimacy and marital satisfaction. Marital satisfaction was higher among couples who had both conformity and conversation orientation and high levels of intimacy.

Raboteg-Saric and Sakic (2014) studied the effect of perceived PS on friendship quality, happiness, self-esteem and life satisfaction using a sample size of 401 students. The findings of the study reveal that higher self-esteem and life satisfaction were associated with authoritative and permissive mothers. Individuals with authoritative mothers had higher levels of happiness than individuals with authoritarian mothers. Children of authoritative and permissive fathers showed better self-esteem, life satisfaction and happiness results than those whose fathers were authoritarian. Additionally, higher levels of happiness, life satisfaction and self-esteem were found in individuals who had high-quality friendships.

In 2015, Farokhzad conducted a study on childrearing styles and FCP among students in the university. The study was a correlational study with a sample size of 324 students randomly selected. The study revealed a significant relationship between conversation orientation and authoritative parenting style. There was a significant relationship between conformity orientation and authoritarian and permissive parenting styles.

A study examined the extent to which self-esteem can explain the initiation and maintenance of romantic intimacy in a relationship. Participants were 242 university students. The findings revealed that self-esteem is important in initiating and sustaining romantic intimacy. Also, participants believed that the positive quality of their relationships was a significant source of self-esteem (Özabacı & Eryılmaz, 2015).

Moghaddam et al. (2017) investigated the relationship between self-esteem and mother's PS. The study was a descriptive study with a sample size of 150 schoolchildren and their mothers. The results showed that children's self-esteem has a significant relationship with their mother's authoritative PS. Also, it was revealed that a significant predictor of self-esteem was mother's authoritative parenting style.

Another research carried out by Don et al. (2019) determines how low self-esteem predicts how indirect support-seeking affects relationship outcome in intimate relationships with a sample of 76 couples in study one and 100 couples in study two. Findings suggest that low self-esteem support seekers engaged in higher levels of indirect support seeking, which was found to correlate with increased negative support from their partners. Support seekers with low self-esteem were more likely to perceive their partners as unresponsive when they received negative support from their partners. Furthermore, low self-esteem individuals use indirect support seeking as a means of safeguarding themselves against rejection. However, this behaviour can lead to negative support from their partners and undermine the sense of acceptance that these individuals desire.

A study was conducted on psychosocial intimacy, relationship with parents, and well-being among emerging adults, with a sample size of 232 college students. The conclusions of the study revealed that low attachment avoidance, identity development and self-efficacy in romantic relationships predicted the development of intimacy. Individuals with high levels of intimacy had reduced feelings of loneliness, increased self-esteem and higher levels of happiness compared to those who had lower levels of intimacy (Weisskirch, 2018).

Perez-Gramaje et al. (2019) researched parenting styles and aggressive adolescents, and the relationship between self-esteem and personal maladjustment using a sample size of 969 Spanish adolescents. The results showed that both aggressive and non-aggressive adolescents fared better under lavish and strict parenting methods. However, the indulgent parenting style had the best outcomes across all criteria. Also, aggressive adolescents were found to have low self-esteem.

Szkody et al. (2020) studied the influence of PS on psychological problems and self-worth in both males and females. The participants of the study were 381 emerging adults. The results of the study showed that maternal authoritative

parenting had a significant relationship with high self-esteem in females, which subsequently led to reduced levels of psychological problems among women. There was also a significant relationship between high self-esteem and reduced levels of psychological problems.

A correlational-descriptive study on the role of FCP and PS in the self-esteem of students with a learning disability was done in 2021. Participants were 200 adolescents with learning disabilities. The study revealed that FCP and PS directly and significantly affect self-esteem (Homayoon & Almasi, 2021).

A study on FCP and emerging adults' attachment with parents and romantic partners was done in 2021. The participants of the study were 238 adults. The findings of the study revealed that conformity orientation could predict attachment avoidance and anxiety in romantic relationships and parent-child relationships. While conversation orientation was a significant predictor for only attachment avoidance towards their parents. Also, individuals from consensual families may exhibit lower levels of secure attachment (Jiao, 2021).

Nwokolo and Osemwegie (2021) carried out a study on the correlation between FCP and self-esteem, the findings showed that there is a significant relationship between family communication patterns and self-esteem. Participants were 1675 secondary school students.

A study on retrospective reports of perceived parenting, relationships to adult attachment styles, emotion regulation and self-esteem demonstrated a positive relationship between secure attachment, emotion control, self-esteem and social self-esteem in adulthood for both maternal and paternal parenting styles. On the other hand, they would be negatively linked to avoidance and anxious attachment in adulthood. Father's parenting style had a positive correlation with self-esteem and a negative relationship with anxious attachment. Mother's parenting style significantly predicts emotion regulation. Both mothers' and fathers' parenting styles significantly predicted adult attachment and social self-esteem (Ang & Sin, 2021).

Felix et al. (2021) conducted a research on the predictive effects of self-esteem and identity on intimate relationships in Nigerian undergraduates. 238 participants were selected through random sampling for the research. The researchers used a cross-sectional predictive design. The research findings revealed that self-esteem is a

significant and positive predictor of intimate relationships among undergraduates. There was a negative relationship between personal identity and intimate relationships. There was a significant relationship between relational identity and intimate relationships

Sugiarti et al. (2021) carried out a research on the influence of parenting and friendship on self-esteem using a sample size of 173 adolescents in Indonesia. The findings of the research reveal that parenting and friendship had a significant effect on the development of self-esteem. Parents' communication patterns have an vital effect on the development of self-esteem. There was a significant relationship between different aspects of friendship including support and care, assistance and guidance, recreation, companionship and intimate conversation with self-esteem.

A study was done on the relationship between self-esteem, emotional intelligence and friendship quality using a sample size of 333 adolescents. The study's results revealed a positive correlation between self-esteem and various aspects of friendship quality, including company help, intimate communication, positive values, trust and respect. There was also a positive correlation between emotional intelligence and various aspects of friendship quality, including companionship, intimate communication, positive value, trust and respect (Ye, 2022).

Chen et al. (2022) conducted a study on parent-child relationships and friendship intimacy using a sample size of 400 adults in Taiwan. The conclusions of the study showed that authoritative PS significantly correlated with increased levels of friendship intimacy, while authoritarian PS correlated with decreased levels of friendship intimacy.

Kou (2022) conducted a study on the mediating role of FCP on parenting style and empathy. The sample size was 233 parents of six to eight-year-old children. The results revealed that the relationship between PS and empathy is mediated by FCP. Conversation orientation helps to moderate the effects of authoritative and permissive parenting styles, while conformity orientation moderates the effect of authoritarian PS on children's empathy (Kou, 2022).

CHAPTER III

Methodology

Research Design

This study used quantitative research using a comparative research design to investigate the influence of family communication pattern orientations and types of parenting styles on self-esteem and relationship intimacy. Comparative research design involves comparing two or more similar groups. This research design analyses different groups to find differences and similarities between the groups (Mokhtarianpour, 2017). The comparative research design was used to compare the two orientations of FCP and the three types of PS on SE and relationship intimacy. The quantitative research method was adopted due to the use of scales to measure and analyse participant's data.

Population and Sample

The population of the current study were young adults in North Cyprus Universities. From this population, the sample was 384 participants which allows for a 5% margin of error and a 95% confidence interval (Conroy, 2015). The participants were selected through convenience sampling. Convenience sampling is a unit selection of a population by easy access or location to the researcher (Galloway, 2005). Mainly people that are convenient for the researcher to access. The most convenient participants for the researcher are university students, making it easier for the researcher to collect data timely and with ease. The descriptive statistics for the demographic variables of the participants are shown in Table 1 below.

Table 1

Descriptive statistics of the demographic variables

Variable	Frequency	Percentage
Gender		
Male	157	40.9%
Female	227	59.1%
Continent		
Africa	365	95.1%
Asia	19	4.9%
Relationship Status		
Single	305	79.4%
Married	63	16.4%

Separated	16	4.2%
Age		
Minimum	Maximum	Mean
19	49	27.51 ± 7.201

Table 1 outlines the demographic variables of the participants of the study. There were 157 males (40.9%) and 227 females (59.1%). The table shows that 365 (95.1%) of the participants were from Africa and 19 (4.9%) were from Asia. From the table, 305 (79.4%) participants were single, 63 (16.4%) were married and 16 (4.2%) were separated. Additionally, the minimum age of the participants is 19 and the maximum age is 49, with a mean age score of 27.51 and standard deviation for age is 7.201.

Data Collection Tools

Data collection was done through the use of a structured questionnaire comprised of a sociodemographic form and four standardized scales which include: Revised Family Communication Patterns Scale (RFCP), Parental Authority Questionnaire (PAQ), Rosenberg Self-Esteem Scale (RSES) and Miller Social Intimacy Scale (MSIS).

Demographic Form

A demographic form was created to collect sociodemographic information of the participants such as age, gender, country of origin and relationship status.

Revised Family Communication Pattern (RFCP)

The Revised Family Communication Patterns (RFCP) was developed by Ritchie & Fitzpatrick in 1990. It is a 5- point Likert scale with scores ranging from 1 (strongly disagree) to 5 (strongly agree). It comprises of 26 items measuring the two dimensions of FCP: Conversation orientation (15 items) and Conformity orientation (11 items). Cronbach's alpha for the conversation orientation subscale was .90 with questions such as "In our family we often talk about our feelings and emotions." Cronbach's alpha for the conformity subscale was .83 with questions such as "When anything really important is involved, my parents expect me to obey without question." (Fife et al., 2014).

Parental Authority Questionnaire (PAQ)

The Parental Authority Questionnaire (PAQ) was developed by Buri in 1989. It is a 5- point Likert scale with scores ranging from 1 (strongly disagree) to 5 (strongly agree). It consists of three subscales; each subscale has 10 items, which yield the scores for both parents permissive, authoritarian and authoritative parenting styles, each of these scores is derived from the phenomenological appraisal of the father and mother by their son or daughter. The Cronbach alpha for mother's authoritative subscale is .78, for mother's authoritarianism subscale it is .86 and for mother's permissiveness subscale it is .81, for father's authoritarianism it is .85, for father's authoritative subscale it is .92, for father's permissiveness it is .77 (Buri, 1991).

Rosenberg Self-Esteem Scale (RSES)

The Rosenberg Self-Esteem Scale was developed by Rosenberg in 1965. The scale measures self-worth by measuring both positive and negative feelings about the self. It consists of 10 items on a 4-point Likert scale format ranging from 3 (strongly agree) to 0 (strongly disagree). Cronbach alpha for the RSES is .88 and includes questions such as "On a whole, I am satisfied with myself". "At times I think I am no good at all". Scores range from 0-30, with the normal range scores are between 15-25 while below 15 are suggested to be low self-esteem (Greenberger, 2003).

Miller Social Intimacy Scale (MSIS)

The Miller Social Intimacy Scale (MSIS) was developed by Miller & Lefcourt in 1982. The MSIS is a 17-item tool created to assess intimacy in interpersonal relationships such as friendships, family and spouse. 6 items measure frequency of intimacy which include questions such as "When you have leisure time how often do you choose to spend it with him/her alone" and 11 items measure intensity of intimacy which include questions such as "How close do you feel to him/her most of the time". Ratings are measured on a 10-point scale. The MSIS has a Cronbach alpha that ranges from .86 to .91 as the authors validated the scale with two groups of people (Miller & Lefcourt, 1982).

Data Collection Procedure

The Near East Journal Ethic Committee permission application was requested and application number NEU/SS/2024/1758 was granted. The paper-pencil form was

distributed to young adults at Near East University and Cyprus International University. Data collection was done in classrooms at NEU with the permission of the lecturers. As well as the bus stop where students frequent to use the school buses as their means of transportation. Participants were given an information sheet and informed consent explaining that they were allowed to withdraw at any point they wished to stop participating in the study. The questionnaire took about 30 minutes to fill out. Data was collected for two months.

Data Analysis Procedures

The data was analyzed using the statistical package for social science (SPSS). To determine if the data was normally distributed, a normality test was used to know which tests to use for further analyses.

Table 2

Normality Table

Variable	N	Min	Max	Mean	Std Dev	Skewness		Kurtosis	
						Stats	Std Error	Stats	Std Error
Conversation	384	1.07	5.00	3.5325	.78618	-.457	.125	-.145	.248
Conformity	384	1.00	5.00	3.4247	.77380	-.254	.125	-.270	.248
Father Authoritarian	384	11.00	50.00	32.9297	6.25588	.231	.125	.403	.248
Father Permissive	384	16.00	50.00	33.4870	6.25588	.211	.125	-.012	.248
Father Authoritative	384	10.00	50.00	33.0000	6.47913	.004	.125	.307	.248
Mother Authoritarian	384	10.00	50.00	33.2188	6.00731	.018	.125	.583	.248
Mother Permissive	384	11.00	50.00	33.7708	6.30550	-.031	.125	.521	.248
Mother Authoritative	384	10.00	50.00	33.4818	6.44921	-.095	.125	.883	.284
Self-esteem	384	9.00	25.00	15.4974	2.07056	.423	.125	2.017	.248
Relationship Intimacy	384	22.00	170.00	109.9740	28.44011	-.224	.125	-.243	.248

The definition of normalcy by George and Maller (2010) states that the range of normalcy should fall between -2 and +2. This definition indicates that the data in Table 2 is not normally distributed, as demonstrated by the values for skewness and kurtosis. Consequently, non-parametric tests were used to examine the current study's data and research questions.

The Mann-Whitney U tests was used to assess self-esteem and relationship intimacy differences based on family communication patterns, gender and continent. The Kruskal-Wallis test was used to assess self-esteem and relationship intimacy differences based on family types, parenting styles and relationship status, as well as Spearman Correlation was used to establish the relationship between age, self-esteem and relationship intimacy.

Research Plan and Process

The first step was to request the authors permission for the use of their scales, to which they all responded with their approval through email.	February, 2024
The next step was submitting the Ethics Committee form to ask for permission to carry out the study	February, 2024
After getting the Ethics Committee's permission, paper and pen version of the questionnaire were shared in classrooms and the library at Near East University and Cyprus International University.	March- April, 2024
Review of literature and related research for the variables of the study	April, 2024
After data was collected, data analysis was done to provide the results and findings of the study and these findings were discussed. Additionally, conclusions and recommendations for future research and practice were also provided.	May, 2024

CHAPTER IV

Findings

This chapter provides the results of the data collected from the study participants, along with the results of the study's research question. The results will be presented in tables and table summaries explaining the tables.

Table 3

The differences in self-esteem and relationship intimacy based on gender

Variables	Gender	N	Mean Rank	Sum of Mean Rank	U	P
Relationships Intimacy	Male	157	195.54	30700.50	17341.500	.655
	Female	227	190.39	43219.50		
Self-esteem	Male	157	179.71	28214.50	15811.500	.057
	Female	227	201.35	45705.50		

$p \leq 0.05^*$ $p < 0.001^{**}$

The results of the Mann-Whitney U test in Table 3 above reveal that there are no significant differences in relationship intimacy based on gender. Additionally, the table shows that there are no significant differences in self-esteem based on gender ($p > 0.05$)

Table 4

Relationship between self-esteem, relationship intimacy and age

	Age	Self-esteem	Relationship Intimacy
Age	r	-.068	-.021
	p	.181	.683
	N	384	384
Self-esteem	r		.185**
	p		<.001
	N		384
Relationship Intimacy	r		
	p		
	N		

$p \leq 0.05^*$ $p < 0.001^{**}$

** Correlation is significant at the 0.01 level (2-tailed).

The results of the Spearman Correlation in Table 4 reveal that age has a negative correlation with self-esteem ($R = -0.068$, $p < 0.05$). There is also a negative correlation between age and relationship intimacy ($R = -0.021$, $p < 0.05$). The table also reveals that there is a positive correlation between self-esteem and relationship intimacy ($R = 0.185$, $p < 0.05$).

Table 5

The differences in self-esteem and relationship intimacy based on relationship status

Variables	Relationship Status	N	Mean Rank	X ²	Df	P
Relationship Intimacy	Single	305	195.68	1.448	2	.485
	Married	63	183.23			
	Separated	16	168.34			
Self-esteem	Single	305	194.74	15.314	2	<.002*
	Married	63	207.62			
	Separated	16	90.28			

$p \leq 0.05$ * $p < 0.001$ **

The results of the Kruskal Wallis test in Table 5 reveal that there are no significant differences between relationship intimacy and relationship status. The table also shows significant differences between relationship status and self-esteem ($p < 0.05$). Further analysis was done with pairwise analysis and it showed significant differences between the groups. There were significant differences between separated and single people ($p = <0.001$). There were also significant differences between separated and married people ($p = <0.001$).

Table 6

The differences in self-esteem and relationship intimacy based on family communication patterns.

Variables	FCP	N	Mean Rank	Sum of Mean Rank	U	P
Relationship Intimacy	Conversation orientation	204	192.32	39233.00	18323.000	0.973

	Conformity orientation	180	192.71	34687.00		
Self-esteem	Conversation orientation	204	205.13	41847.50	15782.500	0.016*
	Conformity orientation	180	178.18	32072.50		

$p \leq 0.05^*$ $p < 0.001^{**}$

The results of the Mann-Whitney U test in Table 6 reveal that there are no significant differences between family communication patterns (conversation and conversation orientation) and relationship intimacy. The table shows that there are significant differences between family communication patterns and self-esteem ($p < 0.05$). Conversation-orientated individuals have higher self-esteem than conformity-orientated individuals.

Table 7

The differences in self-esteem and relationship intimacy based on family types.

Variables	Family Type	N	Mean Rank	X ²	Df	P
Relationship Intimacy	Consensual	97	126.52	50.711	3	<.001
	Pluralistic	71	197.13			
	Protective	81	235.87			
	Laissez-faire	135	211.45			
Self-esteem	Consensual	97	160.01	17.793	3	<.001
	Pluralistic	71	199.08			
	Protective	81	228.81			
	Laissez-faire	135	190.60			

$p \leq 0.05^*$ $p < 0.001^{**}$

The results of the Kruskal Wallis test in Table 7 reveal that there are significant differences between family types and relationship intimacy ($p = <.001$). Further pairwise analysis was done and it showed significant differences between consensual and pluralistic family type ($p = <0.001$) consensual and protective family type ($p = < 0.001$) consensual and laissez-faire family types ($p = < 0.001$). The table also reveals that there are significant differences between family types and self-esteem ($p = <.001$). Further analysis was done with pairwise analysis, and it showed significant

differences between the groups. There were significant differences between consensual and protective family types ($p = <0.001$).

Table 8

The differences in self-esteem and relationship intimacy based on the parenting styles of the father

Variables	Parenting Style	N	Mean Rank	X ²	Df	P
Relationship Intimacy	Authoritarian	131	198.41	0.618	2	.734
	Permissive	143	188.01			
	Authoritative	110	191.29			
Self-esteem	Authoritarian	131	187.88	5.063	2	.080
	Permissive	143	181.81			
	Authoritative	110	211.90			

$p \leq 0.05^*$ $p < 0.001^{**}$

The results of the Kruskal Wallis test in Table 8 reveal that there are no significant differences between the parenting style of the father and self-esteem and relationship intimacy. The table also reveals that there are no significant differences between the parenting style of the father and self-esteem and relationship intimacy.

Table 9

The differences in self-esteem and relationship intimacy based on the parenting styles of the mother

Variables	Parenting Style	N	Mean Rank	X ²	Df	P
Relationship Intimacy	Authoritarian	137	190.31	2.084	2	0.353
	Permissive	123	183.69			
	Authoritative	124	203.67			
Self-esteem	Authoritarian	137	190.46	1.187	2	0.552
	Permissive	123	186.26			
	Authoritative	124	200.94			

$p \leq 0.05^*$ $p < 0.001^{**}$

The results of the Kruskal Wallis test in Table 9 reveal that there are no significant differences between the parenting style of the mother and self-esteem and relationship intimacy. The table also reveals that there are no significant differences between the parenting style of the mother and self-esteem and relationship intimacy.

Table 10

Mediating Role of self-esteem between independent variable (parenting styles, family types and family communication patterns) and dependent variable (relationship intimacy)

Variables	Beta	SE	95% CI		B	P
			LL	UL		
Family Communication Patterns	-.0397	2.9048	-4.4712	6.9517	1.2403	.6696
Family Types	.0153	1.1698	3.8544	8.4547	6.1545	.0000**
Father's Parenting Style	.0107	1.8232	-4.6474	2.5220	-1.0627	.5603
Mother's Parenting Style	.0031	1.7450	-2.1661	4.6957	1.2648	.4690

$p \leq 0.05^*$ $p < 0.001^{**}$

The results of Table 10 above reveal there is no causal relationship between relationship intimacy, family communication patterns and both father and mother's parenting style but there is a significant causal relationship between relationship intimacy and family types. For the mediation analysis, the bootstrapping confidence interval for family communication patterns (-2.3900, -.1617), family types (0.0260, 0.8513), father's parenting style (-0.1460, 1.0646), mother's parenting style (-0.4672, 0.7017) show that self-esteem mediates the relationship between relationship intimacy and family communication patterns and family types but does not mediate the relationship between relationship intimacy and parenting styles of both father and mother.

CHAPTER V

Discussion

This chapter presents a detailed discussion of the results of the present study and other research that is related to the present findings. This current research aimed to investigate how family communication patterns and parenting style influence relationship intimacy and self-esteem.

According to the present research, results revealed no significant differences in self-esteem across genders. This shows that gender does not influence self-esteem. This contradicts the other findings that reveal that men have higher self-esteem than women. (Quatman & Watson, 2001; Bleidorn et al.,2016). However, Teoh and Afiqah (2010) assert that gender has no significant relationship with self-esteem in their study. This can be explained through Bleidorn's study, where it was observed that developed countries had wider gender gaps in self-esteem than developing and underdeveloped countries. These differences could be caused by cultural factors that affect how people develop self-esteem, The researcher further explains that in developed countries where there is gender equality, it brings on new expectations for women for example in Western cultures women tend to compare themselves to men while in Asian countries, women often compare themselves with other women. Also, while men forge ahead into risk and challenges, women are more cautious and less confident which in the long run causes them to lose opportunities and feel they don't measure up to their male counterparts (Warrell, 2016). The present study's participants mostly comprised of individuals from a developing country, hence the no significant differences.

The present research results revealed no significant differences in relationship intimacy according to gender. The results are contrary to Boughdady and Elhameed (2018) findings that gender affects intimacy and men have a higher interpersonal intimacy than women. Mukherjee and Das (2021) also provide results that show significant differences in interpersonal intimacy. Morrison (2007) explains that both men and women benefit from interpersonal relationships in their workplace, with women getting benefits such as social and emotional support from friends. In contrast, men got career support and help with tasks at work from friends. The lack of significant differences in this research could be because men and women define

intimacy differently. Tanen (1990) explains that women form connections through communication while men only talk when it makes them feel strong and confident

The findings of the study reveal no significant differences between age and self-esteem. These results are different from the findings of Meier et al. (2011) that self-esteem increases, becomes more stable and generally improves with age. According to Bleidorn et al. (2016) findings, self-esteem starts increasing from late adolescence into middle adulthood. This is because, in late adolescence, puberty and biological changes are not as pronounced as in the earlier periods of adolescence and they have learnt to manage the changes in their body, which can boost their self-esteem (Sánchez et al., 2017). The middle adulthood period is characterised by new achievements, self-control, status and power which help to build self-esteem (Robins & Trzesniewski, 2005). The general finding is that self-esteem increases as age increases, but a person's self-esteem can be affected by different things such as stress, academic performance, being away from family etc (Galanakis et al., 2016; Arshad et al., 2015). The lack of significant differences in the present study could be because other factors presently affect the participant's self-esteem as most of them are students in a foreign country.

The present study also showed no significant correlation between age and relationship intimacy. These results agree with Krahn (1994) study which showed no age differences in intimate relationships between friends. The researcher explained that talking was a part of intimate behaviour and friend conversations across all the age groups in the study were similar. However, Buhrmester (1990) proposes that building intimate relationships with friends begins in young adulthood. According to Erikson's theory, building and intimate relationships is also an important part of generativity, as individuals focus more on building and impacting their families, and positively contributing to society (Lawford et al., 2019). When comparing younger adults with older adults, it was observed that older adults were more inclined to repair their close interpersonal relationships to increase intimacy with others (Wu et al., 2024). The lack of significant differences in the current research could be because participants were in young adulthood and middle adulthood, these age groups both value intimacy.

The findings of the study reveal no significant differences between age and self-esteem. These results are different from the findings of Meier et al. (2011) that self-esteem increases, becomes more stable and generally improves with age. According to Bleidorn et al. (2016) findings, self-esteem starts increasing from late adolescence into middle adulthood. This is because, in late adolescence, puberty and biological changes are not as pronounced as in the earlier periods of adolescence and they have learnt to manage the changes in their body, which can boost their self-esteem (Sánchez et al., 2017). The middle adulthood period is characterised by new achievements, self-control, status and power which help to build self-esteem (Robins & Trzesniewski, 2005). The general finding is that self-esteem increases as age increases, but a person's self-esteem can be affected by different things such as stress, academic performance, being away from family etc (Galanakis et al., 2016; Arshad et al., 2015). The lack of significant differences in the present study could be because other factors presently affect the participant's self-esteem as most of them are students in a foreign country.

The present study's results reveal that self-esteem positively correlates with relationship intimacy. These findings agree with the findings of Don et al. (2019) that low self-esteem individuals engage in behaviour habits that are detrimental to their relationships with their intimate partners. They most often create the rejection they are afraid of by self-sabotaging the relationship. According to Eryilmaz and Atak (2001) people need high self-esteem to enjoy and maintain their relationships and feel loved, as well as trust the other person. People with high self-esteem engage in healthy and positive behaviours that allow them to trust others, get close to them and build intimacy with them. It also helps people learn how to love and accept themselves first then they can receive love and acceptance from others.

Further findings of the study reveal significant differences in self-esteem according to relationship status, results show that losing a partner through death or separation causes decrease in self-esteem unlike people who have never been married or are currently married. This is in line with the findings of Van Baarsen (2002) that widowhood can change how a person views themselves as it is hard to get used to being single instead of part of a couple. According to Bleidorn et al. (2021) people who go through a divorce often experience a significant decline in self-esteem. This decline in self-esteem begins before the divorce is final, as most people planning to

get divorced are in unhappy and stressful marriages that take a toll on them leading to a decrease in their self-esteem.

The results also showed no significant differences in relationship intimacy according to relationship status. These results agree with the findings of Loughlin (2004) that relationship status does not improve the quality of interpersonal relationships, single people place more emphasis on interpersonal relationships with friends while partnered people place more emphasis on romantic relationships. However, Adamczyk et al. (2013) state that single people have a fear of rejection and being unloved and show lower levels of intimacy than people in relationships. Greitemyer (2019) explains that single people are more likely to be negatively evaluated as compared to people in relationships on measures of well-being, personality characteristics and relationship status satisfaction. The lack of significant differences between relationship intimacy and relationship status could be because the researcher sought to measure different types of interpersonal relationship intimacy and not just romantic intimacy.

The research findings reveal no significant differences in relationship intimacy between-conversation-oriented and conformity-oriented family communication patterns. These results contradict that of Schrodts et al. (2008) which reveal that conversation-oriented individuals tend to engage in behaviours that enhance healthy relationships such as healthy communication, which is important for building intimacy. Samek and Rueter (2012) suggest that both conversation and conformity orientation were needed to develop emotional closeness between sisters. Through communication and interactions, family members create a shared reality. The findings of this study may differ from other studies because intimacy comprises various aspects, and communication patterns is just one of them. There are other important aspects such as trust, vulnerability, conflict resolution etc (Khalifian & Barry, 2020).

The results of the study revealed significant differences in self-esteem between FCP. It was observed that conversation-oriented individuals had higher self-esteem than conformity-oriented individuals. This is in line with the study results of Nwokolo and Osemwegie (2021) which revealed that conversation orientation and self-esteem have significant relationships. Conversation-oriented families foster an

environment where the opinions of individual family members are valid and respected, which makes them feel they are people of worth. The offspring could openly communicate and receive positive feedback which helped in the development of high self-esteem. In contrast, conformity-oriented families foster a strict environment where only parental opinions are valid and family members are expected to obey as well as give up their interests for the interest of the general family which leads to low self-esteem (Kelly et al., 2002; Rangaranjan & Kelly, 2006; Farahati, 2011; Koerner & Fitzpatrick, 2002).

The findings of the study showed significant differences in self-esteem between family types. Family types are important for individual self-esteem and relationship intimacy as shown in the results of the current study, with individuals from consensual families and protective families having higher self-esteem than individuals from the other family types. This is in line with the findings of Vonderlippe and Moller (2000), that supportive parenting and communication styles can boost self-esteem and life satisfaction. Parents from consensual families pay attention to their children and are interested in what they say, they support their children's opinions although they make the decisions for the family (Koerner & Schrod, 2014). Individuals from consensual families understand that their ideas are important, which boosts their self-worth. Keating et al. (2013) proposed that individuals from protective families reported having conversations on many different topics. The interaction between conversation and conformity orientations is dependent on the other. The combination of both orientations has a different impact on self-esteem, than having just one orientation.

The results of the study showed significant differences in relationship intimacy between family types, results show that individuals from protective, pluralistic and *laisse-faire* families had higher relationship intimacy than those from consensual families. These findings contradict those of Laurenceau et al. (2005) which reveal that intimacy is built when there is open and positive communication and supportive behaviour between both parties. According to Keating et al. (2013), FCP theories imply that conversation orientation should be a strong predictor of open communication which is a prerequisite for intimacy but this is not true in all situations. While open communication is needed for developing intimacy, individuals also need to feel that their opinions are treated as important and that they have a say

in the relationship when that happens, it builds trust and allows one to be vulnerable with the other person.

The findings of this study showed no significant difference in relationship intimacy according to parenting styles. These results agree with the findings of Neal and Frick-Horbury (2001) that parenting styles have no impact on whether people want to be intimate or engage in intimate relationships. This could be a result of parenting styles mostly being about discipline and upbringing and less about the general parent-child interaction (Neal & Frick-Horbury, 2001). Additionally, children learn from observing their parents, if the parents have an intimate relationship, it influences the children also to have intimate relationships (Einav, 2014). Furthermore, parents' intimate relationships have an impact on their children's intimate relationships, if their parents do not have intimate relationships then the children will rarely or not have intimate relationships (Einav, 2014). However, Bowlby (1982) states that the parent-child relationship allows children to observe and understand values, communication, interactions and norms between two people which they later use in their interactions with other people. The results suggest that parenting styles used by parents is not the sole predictor for building intimate relationships, there are other factors involved, such as parents having intimate relationships within and outside the family.

The results of the study showed there are no significant differences in self-esteem according to parenting styles which contradicts the findings of Olusakin et al. (2020), that there are significant differences in self-esteem according to parenting styles. Enright and Ruzicka (1989) suggest that setting clearly understood limitations and parental acceptance enhances self-esteem. Burns (1979) says that when parents accept and respect their children's opinions, it helps build self-esteem. Research shows that realistic criticism, personal growth and unconditional regard from parents help in developing children's self-esteem (Brummelman & Sedikides, 2020). The lack of a significant relationship between PS and self-esteem in this study could be because of the interaction between the parenting style of the mother and father. According to the findings of Wolff (2000) some fathers have different parenting styles from the mothers. Chong (1981) proposed that father's demandingness parenting style and mother's casual parenting style are related to low self-esteem, while mother's loving and giving of symbolic rewards were related to high self-

esteem. Zhan (2023) explains that the difference in parental roles can have different effects on the children's self-esteem. Furthermore, the development of self-esteem is not entirely on the parents, other factors like the school environment and social interactions play a role in self-esteem development (dos Santos Ribeiro et al., 2023).

The current study's results revealed that self-esteem mediates the relationship between relationship intimacy and family communication patterns and family types. These findings are in line with the findings of Forest et al. (2023) that self-esteem can either positively or negatively affect how people develop intimacy and engage in intimacy-promoting behaviours. High self-esteem individuals are more likely to engage in behaviours like self-disclosure and partner responsiveness thereby building intimacy with others. In contrast, low self-esteem individuals may act in ways that limit intimacy. According to Matteson (1974) low self-esteem individuals viewed communication with their family as less helpful to them than those with high self-esteem. Parents with low self-esteem reported their communication with their partners as less facilitative and rated their marriages as less satisfying than did the parents with high self-esteem. The results also reveal that self-esteem does not mediate the relationship between relationship intimacy and parenting styles which contradicts the findings of Pérez-Fuentes (2019), that high self-esteem individuals reported their parents engaged in parenting practices that promote their autonomy, allowed for communication and humour in the relationship between parent and child. While low self-esteem individuals reported their parents were very demanding and exerted psychological control in their affairs.

CHAPTER VI

Conclusion and Recommendations

This chapter presents the conclusions of the present study and provides recommendations for future research as well as for practice. This study investigated the influence of family communication patterns and parenting style on relationship intimacy and self-esteem.

The present research showed that FCP specifically conversation orientation had a significant relationship with self-esteem. The pattern of communication and interaction in conversation orientation provides an atmosphere for self-esteem to thrive. This pattern of communication provides the opportunity for every member of the family to be heard, understood and valued. The results also show that there is no significant differences in relationship intimacy between FCPs.

The current research revealed no significant relationship in self-esteem between parenting styles. The study also shows no significant relationship in relationship intimacy between parenting styles.

It was also noted that self-esteem and relationship intimacy had a positive relationship. This shows that self-esteem is very important for building intimacy in relationships. High self-esteem has proved to help individuals have better outcomes in different aspects of life, one such is in their relationships.

Additionally, this study indicates that single and married people have higher self-esteem than people who have been separated from a partner either through divorce or death. The loss of a partner affects the individual as they navigate through the new territory of being on their own without the spouse they loved, spent a lot of time with, and were intimate with.

Recommendations for Future Research

- This research collected data on PS through the child's self-report of the parenting style used by their parents which focuses more on the child's experiences and the PS the child believed their parents used which is susceptible to bias. Future research should consider using both child's and the parent's views on the PS used.

- The present study's results reveal no significant difference in relationship intimacy between parenting styles. Relationship intimacy was measured using a questionnaire that merged intimacy in friends, family and spouses into one, it is recommended that future research should use different instruments for each of the different types intimacy.

Recommendations for Practice

- Based on the current study's results, which reveal that conversation orientation increases self-esteem, it is recommended that parents should create an environment where their children can confidently share their thoughts and feelings about different topics, and they listen to them. Parents should give attention to their children's opinions and respond appropriately and not disregard them.
- In addition, according to the research's findings, it is recommended that therapists involve parents in their children's therapy sessions when the child has issues like low self-esteem. This can be a result of the communication pattern used in the family. When parents are involved, therapists can help teach them better ways of communicating and interacting with their children and help them develop high self-esteem.
- According to the findings of this study revealing the positive relationship between self-esteem and relationship intimacy. It is recommended that therapists and psychologists help and encourage their clients to focus on loving themselves, believing in their abilities and having self-confidence which will help them feel and live better and help them enjoy their relationships with others.

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Appendices**Appendix A****SCIENTIFIC RESEARCH
ETHICS COMMITTEE**

23.02.2024

Dear Pamela Rinderimam Magaji

Your application titled “**The Influence of Family Communication Patterns and Parenting Styles on Relationship Intimacy, the Mediating Role of Self-Esteem**” with the application number NEU/SS/2024/1758 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Prof. Dr. Aşkın KİRAZ

The Coordinator of the Scientific Research Ethics Committee

Appendix B
Data Collection Informed Consent
Participant Information Sheet

Dear Participant,

These scales are part of a research study that we are carrying out to understand the influence of family communication patterns and parenting styles on self-esteem and relationship intimacy. The data collected through the Revised Family Communication scale, Parental Authority Questionnaire, Rosenberg Self-Esteem scale and Miller Social Intimacy scale will be used to understand how family communication patterns and parenting styles of young adults in North Cyprus affect their self-esteem and relationship intimacy. By filling in the following scales, you agree to participate in this study.

Please note that your participation in the study is voluntary and whether you agree to participate or not will have no impact on your grades for the courses you are/were enrolled in. Your identity will not be revealed in any case to third parties. The data collected during the course of this study will be used for academic research purposes only and may be presented at national/international academic meetings and/or publications. You may quit participating in this study at any time by contacting us. If you opt out of the study, your data will be deleted from our database and will not be included in any further steps of the study. In case you have any questions or concerns, please contact us using the information below.

Asst. Prof. Dr. Gloria Manyeruke
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Appendix C

Participants Informed Consent Form

Dear Participant,

You are asked to participate in a research study that we are carrying out in order to understand the influence of your family communication pattern and the parenting style used by your parents on your self-esteem and relationship intimacy. The data collected through this study will be used to understand the influence of family communication patterns and parenting styles on self-esteem and relationship intimacy. If you agree to participate, we will expect you to fill the questionnaire sent to you. The questionnaire comprises of demographic questions in the first section which you are expected to fill in order to move to the next section. The other sections comprise of questions which you need to select an option that best describes you. Once you finish answering all the questions, you may click the submit option. Participation will take place online through the Google link, which will be sent to you. It will take approximately 30 minutes to complete the questionnaire. Your information will not be shared to any third party, it will be stored in the researcher's Google drive in a password protected PC. after which they will be deleted from all our databases. Your identifying information such as name, address etc will not be asked to keep your anonymity.

Please note that your participation in the study is voluntary and whether you agree to participate or not will have no impact on your grades for the courses you are/were enrolled in. The data collected during the course of this study will be used for academic research purposes only and may be presented at national/international academic meetings and/or publications. Your identity will not be revealed in any case to third parties and pseudonyms will be used in all observational and interview data. You may quit participating in this study at any time by contacting us. If you opt out of the study, your data will be deleted from our database and will not be included in any further steps of the study. In case you have any questions or concerns, please contact us using the information below.

Asst. Prof. Dr. Gloria Manyeruke

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Pamela Rinderimam Magaji

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By signing below, you agree to take part in
this study.

Full Name

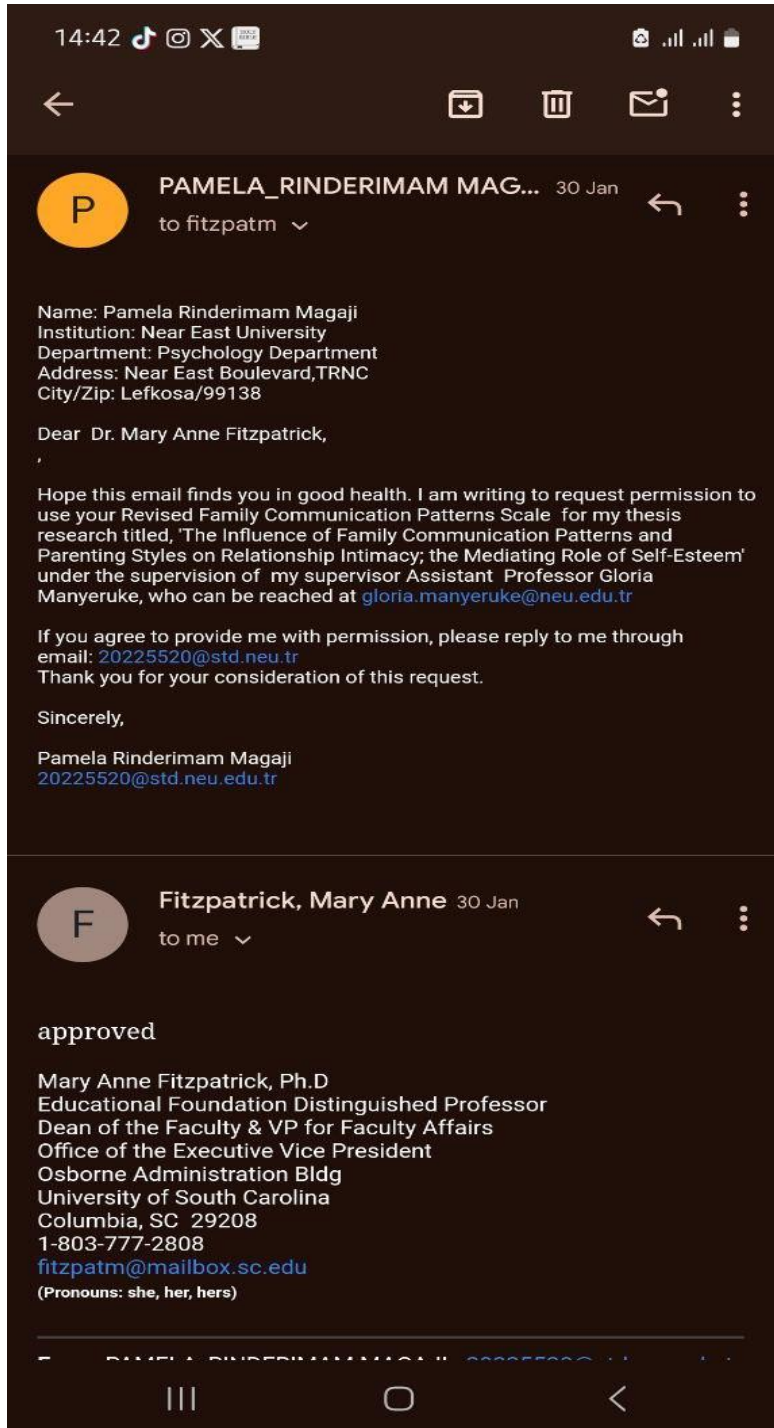
Signature _____

Date _____

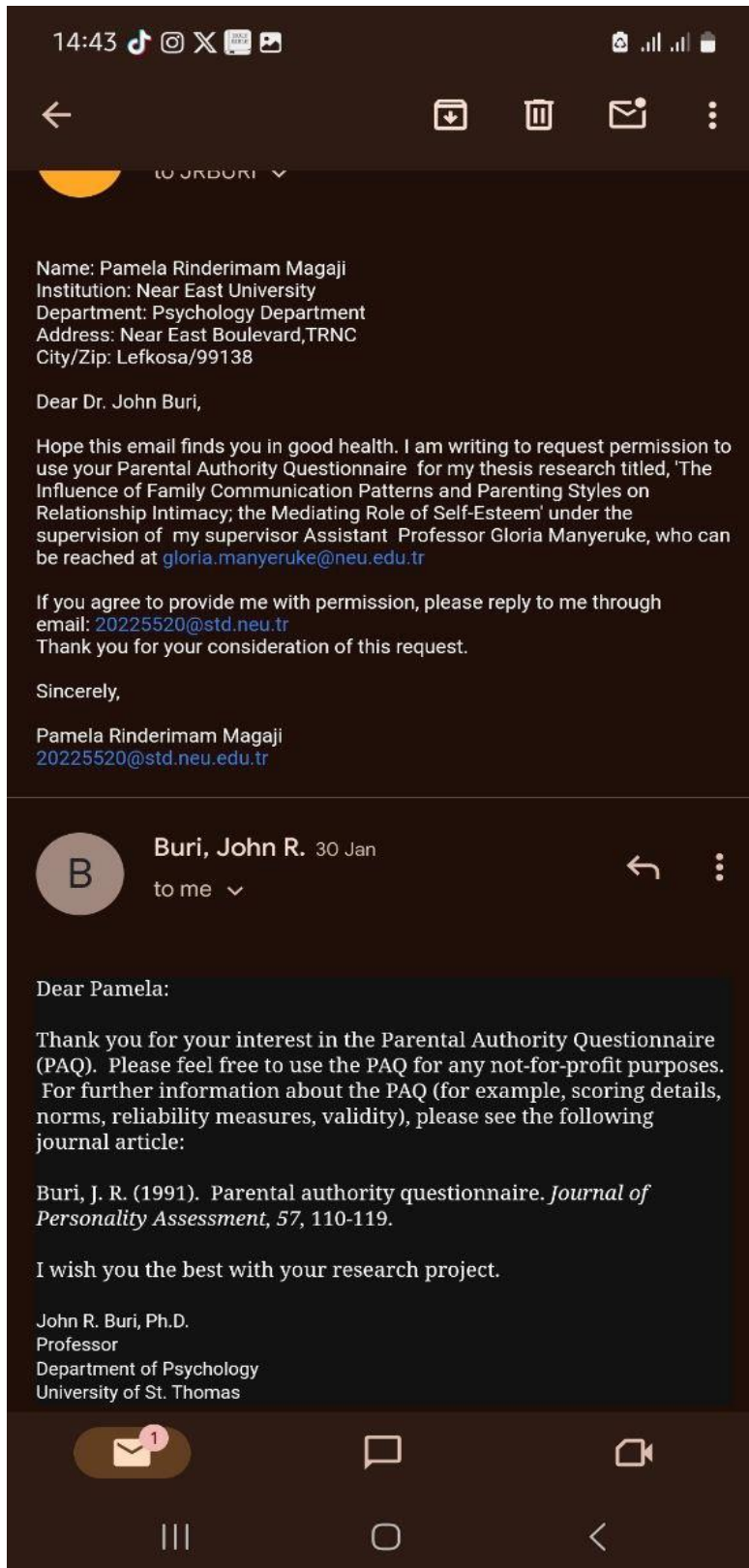
Appendix D

Scales Permission

Permission for Revised Family Communication Patterns Scale



Permission for Parental Authority Questionnaire

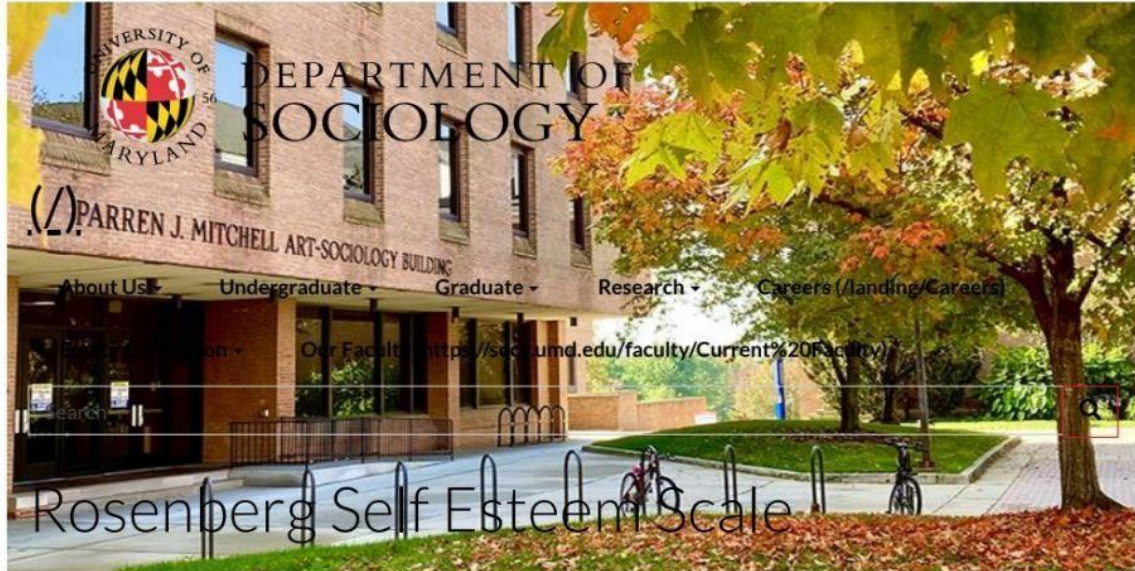


Permission for Rosenberg Self-Esteem Scale

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The Rosenberg Self-Esteem Scale is perhaps the most widely-used self-esteem measure in social science research. Dr. Rosenberg was a Professor of Sociology at the University of Maryland from 1975 until his death in 1992. He received his Ph.D. from Columbia University in 1953, and held a variety of positions, including at Cornell University and the National Institute of Mental Health, prior to coming to Maryland. Dr. Rosenberg is the author or editor of numerous books and articles, and his work on the self-concept, particularly the dimension of self-esteem, is world-renowned.

The Rosenberg Self-Esteem Scale is now in the public domain, meaning you may use it without charge and without notifying the Sociology Department. This permission extends to making translations or adaptations as you see fit, consistent with traditional scholarly attribution practices. The department does not maintain any information on the scale beyond what is linked below, and cannot advise on its use.

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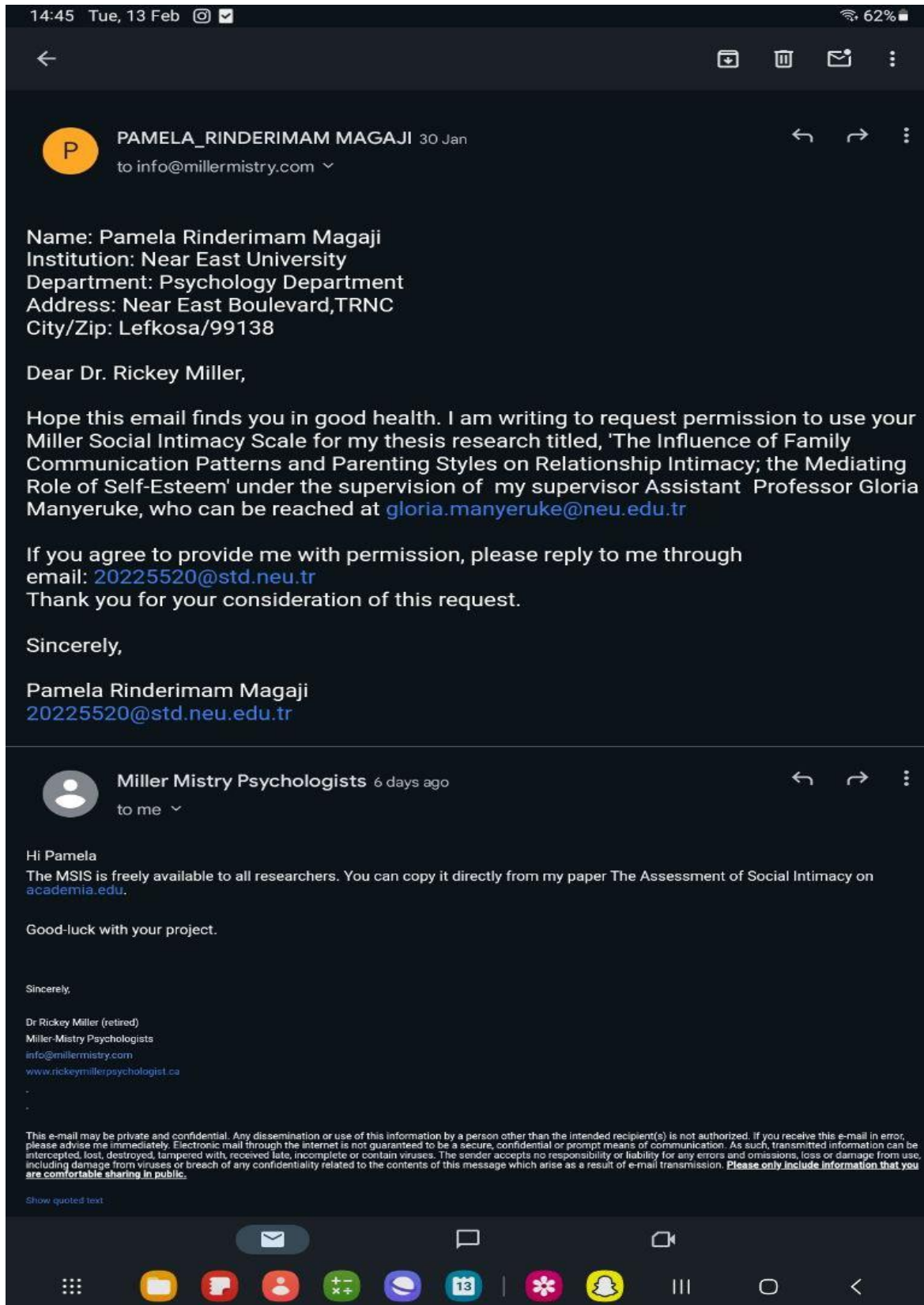
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Permission for Miller Social Intimacy Scale



Appendix E

Data Collection Demographics

1. What is your gender?
a) Male b) Female
2. What is your age? _____
3. Country of Origin? _____
4. What is your relationship status?
a) Single b) Married c) Separated

Appendix F

Data Collection Instruments

Revised Family Communication Patterns (RFCP)

Instruction: We would like to learn more about how you communicate in your family. Please use this scale to indicate your agreement with the following statements. 1 (Strongly Disagree) 2 (Disagree) 3 (Neutral) 4 (Agree) 5 (Strongly Agree)

NO	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In our family we often talk about topics like politics and religion where some persons disagree with others.					
2	My parents often say something like “Every member of the family should have some say in family decisions.”					
3	My parents often ask my opinion when the family is talking about something					
4	My parents encourage me to challenge their ideas and beliefs.					

Parenting Authority Questionnaire (PAQ)

Instruction: For each of the following statements, select the number on the 5-point scale (1= strongly disagree, 5= strongly agree) that best describes how that statement applies to you and your father during your years of growing up at home. There are no right or wrong answers

NO	Question	1	2	3	4	5
1	While I was growing up my father felt that in a well-run home the children should have their way in the family as often as the parents do.					

Appendix G

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Appendix H

Curriculum Vitae

My name is Pamela Rinderimam Magaji. I was born in Abuja, FCT, Nigeria. I attended Makurdi International School and obtained a primary leaving school certificate in July 2011. I also attended Vaatia College Makurdi (WAEC and NECO 2011- 2017), Cyprus International University (BSc Nursing; 2018- 2022) and Near East University (MSc General Psychology; 2022-2024). I have also obtained a nursing license from the North Cyprus Turkish Nurses and Midwives Association (September 2022). I did an internship in Karo General Hospital, Nigeria (June 2021- August 2021), where I worked with mostly women and children, administering medication and rendering care to the patients.

I speak Hausa (basic) and English (fluent). I enjoy reading books and writing quotes and short stories, as well as listening to music. I always look forward to helping individuals in ways that I can also, encourage and help them achieve their dreams and goals. I have skills in baking and pastry making. I am a quick learner and like to engage in educative and impactful conversations and causes. I am most passionate about mental health, women's empowerment and effective healthy communication.