

The Relationship Between Parenting Style And Self-Esteem Among Secondary School Students In Anambra State

L. I. Akunne

Doctor of Counselling Psychology, Department of Guidance and Counselling, Nnamdi Azikiwe University, Awka Anambra State, Nigeria

J. A. Akuezuilo

Doctor of Family Counselling, Department of Guidance and Counselling, Nnamdi Azikiwe University, Awka Anambra State, Nigeria

A. V. Etele

Doctor of Family Counselling, Department of Guidance and Counselling, Nnamdi Azikiwe University, Awka Anambra State, Nigeria

Abstract: *This study focuses on the relationship between parenting style and self-esteem among secondary school students in Anambra State. Two (2) research questions and two (2) hypotheses guided this study. The study adopted the correlation survey research design. The accessible population for this study comprised of 4479 SS II secondary school students in Awka education zone of Anambra state. The sample of this study was drawn using the multistage sampling technique, and comprised of 448 SS II students. The instrument for data collection is a structured questionnaire titled "Parenting Style Questionnaire (PSQ) and Self-esteem Questionnaire (SEQ)" The questionnaire was structured on a 4-point Likert scale strongly agreed – 4, agreed – 3, disagreed – 2, strongly disagreed. The instrument was subjected to face and content validity by two experts chosen from the Department of Guidance and Counselling all in Nnamdi Azikiwe University, Awka. The reliability of the instrument was established using Cronbach Alpha statistics and the result was, PSQ = 0.671 and SEQ=0.815. The administration of the questionnaire for data collection was through direct delivery approach. Data collected was analyzed using Pearson product moment correlations coefficient (PPMC) and multiple regression analysis. The findings of this study revealed that a moderate positive relationship of 0.54 existed between authoritarian parenting style and self-esteem among secondary school students in Anambra state, high positive relationship of 0.65 existed between permissive parenting style and self-esteem among secondary school students in Anambra state. The study also revealed a statistically significant relationship between authoritarian parenting style and self-esteem among secondary school students; a significant relationship between permissive parenting style and self-esteem among secondary school students in Anambra state. Conclusions were drawn and it was recommended among others that parents should attend conferences and seminar which bothers on the issue of parenting. Through this, they will gain greater understanding on the outcome of their parenting style on their children. The parent-teachers association meeting (PTA) should be scheduled at the end of every session. So as to discuss matters bothering on students in the learning environment are raised and addressed.*

Keywords: *Parenting style, self-esteem, authoritarian parenting, permissive parenting, secondary school students*

I. INTRODUCTION

The secondary education level which corresponds to the period between the ages of 10 and 19 years is often a critical

phase in the life cycle of each person because it marks a period of biological, social and psychological transition between childhood and adulthood (World Health Organization, WHO, 2021). The period is a time of strain and stress fraught

with many problems, and thus, characterised by instability and susceptibility to the development of psychological distress (Alika, Akanni, & Akanni, 2016). In the same vein, Potts and Mandleco, (2011) students at the secondary education age is a unique developmental period of life marked by the transition from childhood to adulthood in which students have to adjust to various changes and challenges, and this might make them prone to various psychosocial problems.

Good psychosocial health in students includes having a positive sense of identity and self-worth (World Health Organization (WHO), 2017). In this regard, self-esteem is an important aspect of mental health and it is believed to be one of the predictive factors for the psychological well-being of secondary school students in their unique period of identity development. Self-esteem is the overall subjective appraisal of oneself, i.e., positive, negative and mixed thoughts or feelings about one's own self, and if one has more positive feelings or considers oneself as worthy, self-esteem will be higher. Several studies to date have generated a clearer understanding that adolescents with low self-esteem are at risk for concurrent and future negative outcomes. For example, adolescents with low self-esteem are at risk for depression at present and in their adulthood (Jayanthi & Rajkumar, 2014), delinquency and academic problems, risky behaviour such as substance use (Handren, Donaldson, & Crano, 2016), and risky sexual behaviours (Kerpelman, McElwain, Pittman, & Adler-Baeder, 2016), and long-term unemployment, poor health, economic problems and criminal behaviour in adulthood.

Buttressing further, studies have also demonstrated that students with low self-esteem are more likely to be at risk of suicide (Huang, et al., 2017). Therefore, healthy development with higher self-esteem during childhood and adolescence would lead to healthy and productive adulthood. Suicide is a serious global problem and not only bears the loss of lives but also substantial economic and social cost. Although it is preventable, suicide is the second leading cause of death among individuals aged 15–29 years old and among girls aged 15–19 years old, and the third leading cause of death among adolescents of both genders worldwide; however, suicide is the leading cause of death among those aged 15–29 years old in both genders in the South-East Asia Region (SEAR) (World Health Organization, 2014).

The WHO report further contained that the majority (90%) of children deaths by suicide have occurred in low-and-middle-income countries (LMICs). Almost half of student deaths due to self-harm worldwide took place in South Asian LMICs. Nepal is a country in SEAR, with low income, an adult literacy rate of 65.9%, and agriculture as the major occupation. Almost 24% of its total population are children between the age of 10–19 years. Similarly, a survey by the World Health Organization (WHO) found the highest rate of suicidal ideation (14%) and high number of suicide attempts (10%) among adolescents in Nepal amongst nations of South East Asia. Although a previous study in Nepal found that self-esteem is a very important protective factor against suicide risk (Banstola, Ogino, & Inoue, 2020), a significant number of Nepalese students were found to have low self-esteem that is, 24% to nearly 30%. This case recorded in other countries could have similar issues recorded in Nigeria, and it has not

been empirically established the relationship between students' self-esteem and parenting styles.

Nevertheless, the perspective of a secondary school student on themselves is presumably based on their interaction with others and the interpretation of others, and the starting point of this process is the relationship between the mother/parents and child, followed by peer and other social relationships. Parenting does matter, and parents can have an influence on their children, both by genetic makeup and by the way they treat their children (Donath, Graessel, Baier, Bleich, & Hillemacher, 2014). Bronfenbrenner's ecological systems theory emphasized the influence of multiple environmental factors on the adolescent's development, and further placed emphasis on the importance of parents and family through the bioecological model of human development. Therefore, in keeping with these theoretical perspectives, it seems plausible that parents' knowledge about the development of self-esteem in adolescents, their everyday practice and their parenting style are related to the self-esteem and suicidal behaviour of their adolescent children. The emotional climate in which parents raise their children is known as their parenting style.

Baumrind in 1991 identified three parenting styles thus; authoritarian, authoritative, and permissive/indulgent (Shyny, 2017). Shyny (2017) further stated that authoritative parenting is characterized by warmth, consistency and discipline in mutuality, understanding and support, whereas authoritarian parenting is marked by high control and discipline with punishment, and permissive/indulgent parenting is characterized by very low control and demands, but high degrees of freedom and acceptance. Past studies revealed the beneficial effect of perceived authoritative parenting on academics, the prevention of some risk behaviours such as smoking and drinking, and increased level of hope in adolescents. However, there have not been many studies on the effect of parenting on the mental health of their children. Parenting is a complex concept that includes not only the creation of an emotional climate but also many specific behaviours and characteristics of everyday practice. Parenting practice and parenting style have been used in studies interchangeably, inclusion of both the parenting practice specific to the outcome of interest and parenting style in studies helps in gaining better understanding (Banstola, Ogino, & Inoue, 2020). Parents' practices are a mechanism that directly helps their children attain their specific socialization goal. For example, a parent might be involved with his/her child in assisting with homework, reading with the child at home among others, so that the child will get good grades in school, while parenting style is the characteristics of parenting or attitude that has an indirect influence on their child (Banstola, et al 2020).

Generally, authoritative and permissive parenting styles are both associated with positive psychological state among children of secondary education age (Anyanwu, 2010; Lipps, et al., 2012), though the role of permissive parenting style has been conflicting (Lipps et al., 2012). Authoritarian parenting style is associated with greater psychological dysfunction such as depressive and anxiety symptoms, failure to initiate activity, and weak communication skills (Anyanwu, 2010), while permissive parenting style maybe related to poor self-control, social incompetence, inability to handle

independence, low self-esteem, immaturity, and delinquency. Even though the combination of strong support and control (authoritative style) is positively related to psychological well-being in children, higher self-reliance, social competence, and lower psychological distress. Due to the fact that students are found exhibiting these characteristics, schools tend to be gradually losing its reputation which could likely result in loss of confidence among students. More so, if this is not rectified, it could lead secondary school students into being involved in all sort of societal crimes like drug abuse, dropping out of school, loss of interest in academic pursuit and some may turn out to be street urchins.

In order to curb this menace, the type of parenting style adopted by parents in most families has been a concern to many and research effort has been geared towards investigating parenting styles in line with students' self-esteem and varied conclusions have been drawn on the interrelatedness of these variables. These conclusions still leave much to be desired, and an existing gap in determining the relationship between parenting styles and self-esteem among secondary school students. In addition, it is worthy of note that studies have been conducted in developing countries found that, the authoritative parenting style was prevalent among the studies reviewed. It also established a significantly positive relationship between the authoritative parenting style and self-esteem and a significant inverse relationship between authoritarian parenting style and self-esteem of adolescents. Furthermore, authoritative parenting style was found to have had the greatest impact on adolescent self-esteem; it enhanced the highest self-esteem levels of adolescents above other parenting styles (Okunlola, Gesinde & Odukoya, 2020). In another study, it was found that low academic performance was associated with lower self-esteem, lower decision making, self-efficacy and more dysfunctional decision-making styles. However, students with high academic performance showed higher self-esteem, higher decision-making self-efficacy and more functional decision-making styles (Filippello, Sorrenti, Larcana & Rizzo, 2013). In another examination carried out by Odongo, Aloka and Raburu (2016) they found that parenting styles statistically significantly predict academic performance of the adolescents. The findings also suggest that independent variables (Authoritative, authoritarian, permissive, neglectful parenting style) explain (63.0%) of the variability of the dependent variable, (adolescents' academic performance).

Nevertheless, the optimum style of parenting should be interpreted in the context of culture. However, this has not been the case among students in Anambra state. Where the family is indicated to be the first environment that has one of the most important roles in shaping the future behaviour of children and their psychological wellbeing. However, variation in family characteristics such as household income, family processes, family structure have been reported as risk factors for the development of psychological problems later on in adolescents. This backdrop informs the present study which will determine the relationship between parenting style and self-esteem among secondary school students in Anambra State. In more specific terms, this study will determine, the relationship between authoritarian parenting style and self-esteem among secondary school students; the relationship

between permissive parenting style and self-esteem among secondary school students in Anambra state.

RESEARCH QUESTIONS

- The following research questions guided the study.
- ✓ What is the relationship between authoritarian parenting style and self-esteem among secondary school students in Anambra state?
 - ✓ What is the relationship between permissive parenting style and self-esteem among secondary school students in Anambra state?

NULL HYPOTHESES

The following null hypotheses for this study was tested at 0.05 alpha level.

- ✓ The relationship between authoritarian parenting style and self-esteem among secondary school students in Anambra state is not statistically significant.
- ✓ The relationship between permissive parenting style and self-esteem among secondary school students in Anambra state is not statistically significant.

II. METHODOLOGY

This study adopted the correlational survey research design. According to Nworgu (2015), a correlational research design seeks to establish relationship between two or more variables as well as indicates the direction and magnitude of the relationship between the variables. This study was conducted among secondary school students in Anambra state. The target population for this study comprises of all SS II students in secondary schools in Anambra state. The accessible population for the study was 4479 SS II secondary school students in Awka education zone of Anambra state. The multistage sampling procedure was adopted in sampling the respondents. Firstly, the simple random sampling technique was used to select 4 senior secondary schools from the existing 5 local governments in Awka education zone. Secondly, the disproportionate stratified sampling technique was adopted to draw 112 students from each of the secondary schools selected. This amounts to 448 SS II students from the 4 secondary schools selected. The instrument for data collection is a structured questionnaire titled "Parenting Style Questionnaire (PSQ) and Self-esteem Questionnaire (SEQ)". The questionnaire was structured on a 4-point Likert scale strongly agreed – 4, agreed – 3, disagreed – 2, strongly disagreed. The instrument was subjected to face and content validity by two experts chosen from the Department of Guidance and Counselling all in Nnamdi Azikiwe University, Awka. The reliability of the instrument was established using Cronbach Alpha statistics and the result was, PSQ = 0.671 and SEQ=0.815. The administration of the questionnaire for data collection was through direct delivery approach. Data collected was analyzed using Pearson product moment correlations coefficient (PPMC) and multiple regression analysis.

III. RESULTS

RESEARCH QUESTION ONE

What is the relationship between authoritarian parenting style and self-esteem among secondary school students in Anambra state?

| Sources of variation | N | Authoritarian Parenting r | Self-esteem r | Remark |
|-------------------------------|-----|---------------------------|---------------|--------------------------------|
| Authoritarian parenting style | 448 | 1.00 | 0.54 | Moderate positive relationship |
| Self-esteem | 448 | 0.54 | 1.00 | |

Table 1: Pearson r summary on the relationship between authoritarian parenting style and self-esteem among secondary school students in Anambra state (N=448)

Table 1 reveals that moderate positive relationship of 0.54 exist between authoritarian parenting style and self-esteem among secondary school students in Anambra state.

RESEARCH QUESTION TWO

What is the relationship between permissive parenting style and self-esteem among secondary school students in Anambra state?

| Sources of variation | N | Permissive Parenting r | Self-esteem r | Remark |
|----------------------------|-----|------------------------|---------------|----------------------------|
| Permissive parenting style | 448 | 1.00 | 0.65 | High positive relationship |
| Self-esteem | 448 | 0.65 | 1.00 | |

Table 2: Pearson r summary on the relationship between permissive parenting style and self-esteem among secondary school students in Anambra state (N=448)

Table 2 shows that high positive relationship of 0.65 exist between permissive parenting style and self-esteem among secondary school students in Anambra state.

NULL HYPOTHESES

NULL HYPOTHESIS ONE

The relationship between authoritarian parenting style and self-esteem among secondary school students in Anambra state is not statistically significant.

| N | Cal. r | df | Cal. t | Pvalue | Remark |
|-----|--------|-----|--------|--------|-------------|
| 448 | 0.54 | 446 | 3.396 | 0.00 | Significant |

Table 3: t-test on the relationship that exist between authoritarian parenting style and self-esteem among secondary school students in Anambra state (n=448)

Table 3 indicates that at 0.05 level of significance and 446df, the calculated t 3.396 with a Pvalue 0.00 is less than 0.05. Based on this result, the null hypothesis is rejected, and

implies there is a significant relationship between authoritarian parenting style and self-esteem among secondary school students in Anambra state.

HYPOTHESES TWO

The relationship between permissive parenting style and self-esteem among secondary school students in Anambra state is not statistically significant.

| N | Cal. r | Df | Cal. t | Pvalue | Remark |
|-----|--------|-----|--------|--------|-------------|
| 448 | 0.65 | 446 | 4.61 | 0.00 | Significant |

Table 4: t-test on the relationship that exist between permissive parenting style and self-esteem among secondary school students in Anambra state (n=448)

Table 4 reveals that at 0.05 level of significance and 446df, the calculated t 4.613 with Pvalue 0.000 which is less than 0.05, the null hypothesis is rejected and implies that there is a significant relationship between permissive parenting styles and self-esteem among secondary school students in Anambra state.

IV. DISCUSSION OF RESULTS

The results reported in research question one revealed a moderate positive relationship exist between authoritarian parenting style and self-esteem among secondary school students in Anambra state. In the same vein, the tested null hypotheses revealed that there is a significant relationship between authoritarian parenting style and self-esteem among secondary school students in Anambra state. These findings conform with the findings of Okunlola, Gesinde and Odukoya (2020), established a significantly positive relationship between the authoritative parenting style and self-esteem and a significant inverse relationship between authoritarian parenting style and self-esteem of adolescents. Furthermore, authoritative parenting style was found to have had the greatest impact on adolescent self-esteem; it enhanced the highest self-esteem levels of adolescents above other parenting styles.

On the other hand, research question two reports that there is a high positive relationship between permissive parenting style and self-esteem among secondary school students in Anambra state. The corresponding hypotheses reveals that a significant relationship existed between permissive parenting styles and self-esteem among secondary school students in Anambra state. In agreement to this, Odongo, Aloka and Raburu (2016) found that parenting styles statistically significantly predict academic performance of the adolescents. The findings also suggest that independent variables (Authoritative, authoritarian, permissive, neglectful parenting style) explain (63.0%) of the variability of the dependent variable, (adolescents' academic performance).

V. CONCLUSION

The crux of this study centered on the relationship between parenting styles and self-esteem among secondary school students in Anambra state. Hence, it was concluded

that a moderate positive relationship existed between authoritarian parenting style and self-esteem, while a significant relationship existed between permissive parenting style and self-esteem among secondary school students in Anambra state. This study also revealed that a high positive relationship exists between permissive parenting style and self-esteem, while a significant relationship between permissive parenting style and self-esteem among secondary school students in Anambra state.

VI. RECOMMENDATIONS

Based on the findings of this study, it was recommended that;

- ✓ School administrators should collaborate with parents to promote students' self-esteem, as this could have diverse influence on the academic achievement and general well-being of the student.
- ✓ Parents should attend conferences and seminar which bothers on the issue of parenting. Through this, they will gain greater understanding on the outcome of their parenting style on their children. The parent-teachers association meeting (PTA) should be scheduled at the end of every session. So as to discuss matters bothering on students in the learning environment are raised and addressed.

REFERENCES

- [1] Alika, H., Akanni, D., & Akanni, O. O. (2016). Parenting styles and family characteristics as correlates of psychological distress among Nigerian adolescents. *International Journal of Psychology and Counselling*, 8(9), 102-108.
- [2] Anyanwu, J. I. (2010). Parental relationship as a correlate of psychological Wellbeing of south eastern Nigerian adolescents. *African Journal of Teachers Education* 1(1), 195-208.
- [3] Banstola, R. S., Ogino, T., & Inoue, S. (2020). Impact of parent's knowledge on the development of self-esteem in adolescents and their parenting practice on the self-esteem and suicidal behaviour in urban high school students in Nepal. *International Journal of Environmental Research and Public Health*, 20, 1-19.
- [4] Banstola, R., Ogino, T., & Inoue, S. (2020). Self-esteem, perceived social support, social capital and risk behavior among urban high school adolescents in Nepal. *Journal of Sociology, Science, Medicine, Population and Health*, .
- [5] Donath, C., Graessel, E., Baier, D., Bleich, S., & Hillemacher, T. (2014). Is parenting style a predictor of suicide attempts in a representative sample of adolescents? *BMC Pedatory Journal*, 14, 113.
- [6] Handren, L., Donaldson, C., & Crano, W. (2016). Adolescent alcohol use: Protective and Predictive Parent, Peer, and Self-Related Factors. *Preventive Science*, 17, 862-871.
- [7] Huang, Y., Liu, H., Sun, F., Tsai, F., Huang, K., Chen, T., . . . Liu, S. (2017). Relationship Between Predictors of Incident Deliberate Self-Harm and Suicide Attempts Among Adolescents. *Journal of Adolescent Health*, 60(5), 612-618.
- [8] Jayanthi, P., & Rajkumar, R. (2014). Is low self-esteem a risk factor for depression among adolescents? An analytical study with interventional component. *International Journal of Medical Research and Health Science*, 3, , 627-633.
- [9] Kerpelman, J., McElwain, A., Pittman, J., & Adler-Baeder, F. (2016). Engagement in Risky Sexual Behavior: Adolescents' Perceptions of Self and the Parent-Child Relationship Matter. *Youth Sociology*, 48, 101-125
- [10] Lipps, G., Lowe, G., Gibson, R., Halliday, S., Morris, A., Clarke, N., & Wilson, R. (2012). Parenting and depressive symptoms among adolescents in four Caribbean societies. *Child Adolescents Psychiatry Mental Health*, 6, 31.
- [11] Odongo, A., Aloka, P., & Raburu, P. (2016). Influence of parenting styles on the adolescent students' achievement in Kenyan day secondary schools. *Journal of education and practice*, 7(15), 101-108.
- [12] Okunlola, O., Gesinde, A., & Odukoya, A. (2020). Parenting Styles and Self-Esteem of Adolescents: A Systematic Review. *Proceedings of INTCESS 2020- 7th International Conference on Education and Social Sciences*, 20-22.
- [13] Okunlola, O., Gesinde, A., & Odukoya, A. (2020). Parenting Styles and Self-Esteem of Adolescents: A Systematic Review. *Proceedings of INTCESS 2020- 7th International Conference on Education and Social Sciences*, 20-22.
- [14] Potts, N., & Mandleco, B. (2011). *Pediatric Nursing; Caring for Children and Their Families*, 3rd ed.; Delmar Cengage Learning. NY, USA: Clifton Park.
- [15] Shyny, T. (2017). Construction and validation of PS-FFQ (parenting style four factor questionnaire). *International Journal of Engineering Development and Research*. 5, 426-432.
- [16] World Health Organization, WHO. (2021). *Adolescents Development*. Retrieved on 23 August 2021 from http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/
- [17] World Health Organization (WHO). (2017). *Global Accelerated Action for the Health of Adolescents (AA-HA!): Guidance to Support Country Implementation*. Geneva, Switzerland,: World Health Organization
- [18] World Health Organization. (2014). *Preventing Suicide: A Global Imperative Executive Summary*; Geneva, Switzerland: WHO Press.