

Parenting Styles and Self-Esteem of Junior Secondary School Students in Rivers State

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Abstract: *The purpose of this study was to investigate parenting styles and self-esteem of Junior Secondary School Students in selected Local Government Areas in Rivers State. The population of the study was 36,017 students comprising (15) public junior secondary schools selected from five local government areas in Rivers State. The study used correlation survey design. The instrument, was tested for reliability and reliability coefficient obtained was 0.85 showing that the instrument was reliable. Pearson Product Moment Correlation Coefficient in SPSS version 22 statistical software was used to establish the relationship between the variables. The significance of r was also done at 0.05 level of significance using the Z-test in Excel statistical Tool Pak software. Four research questions and four null hypothesis were advanced for the study. Findings showed that authoritative parenting style and permissive parenting style had the highest positive correlation with self-esteem while autocratic and uninvolved parenting styles were negatively correlated with self-esteem. Based on the findings of the study, the following recommendations among others were made: (i) Parents should be more involved in the daily decision making of their students in a authoritative or authoritative style without completely taking over their personal lives (ii) The governments should also institute policies that put sanctions on parents that deliberately neglect to take care of their students as well as punish those who through autocratic practices abuse the rights of the students.*

Key Words: *Self-Esteem, Parenting, Autocratic, Authoritative and Permissive Parenting.*

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INTRODUCTION

The absence of support, guidance and encouragement can lead to floundering; which is the inability to develop and pursue a specific goal and career focus which could lead to conflict, identity crisis, and distorting proper ego identity formation in young adults. Parenting teenagers has rewards and challenges. Good parent-teen relationships include respect, understanding, trust, and concern. Building a good relationship with their teens by spending time together, keeping promises, using humor, and appreciating their efforts and strengths can prove to be beneficial for a teen's success and his self-image (Iwundu, 2013). Parental styles are all the patterns, method that parents employ in the process of taking care of their students. Hughes (2013) identifies parenting styles as authoritative, autocratic, uninvolved and permissive. Authoritative parenting

model is a more flexible form of parenting where considerable freedom is given to students yet restriction is imposed upon them but satisfying reasons is given for the restriction imposed. Autocratic which is also called the authoritarian parenting style is a rigid form of parenting. Dewae (2013) has this to say of autocratic parenting that strict rules are given and enforced as if they were divine verdicts.

In uninvolved parenting, the parent maintains an uninvolved attitude towards the students. In other words, the needs of the students are neglected because they do not receive the expected attention. Permissive parenting is that form of parenting model which allows the adolescent to disregard parental wishes. This also sums up the classification identified by Iwundu (2013). He believed that these four models are the various ways parents interact with their students during socialization process. Parents come in contact with their students than any other agent of socialization. The parents at the child's early stage in life act upon the character of their students. Adolescent behavior may also influence parenting style. Whereas a cooperative, motivated, and responsible teen may be more likely to have parents who exercise an authoritative parenting style, an uncooperative, immature, and irresponsible teen may be more likely to elicit a parenting style that is authoritarian or uninvolved. Although an authoritative parenting style is related to positive developmental outcomes, many parents likely use a mixture of different parenting styles when parenting teens. For example, a parent may be more permissive in allowing an extended weekend curfew, but more authoritarian in disallowing their teen to ride in a car with friends after 11 p.m. Thus, parents may modify their individual parenting style to fit particular circumstances. Parenting styles may also differ between parents (e.g., one parent is permissive while the other parent is authoritarian). In this situation, parents should discuss, in private, acceptable and unacceptable teen behaviors and those areas where they can reach agreement in parenting their teen. For example, if the teen breaks a curfew, both parents could agree on a consequence that they are willing to enforce together, even if their individual parenting style may not warrant this action. In the case of differing parenting styles, parents should aim for consistency in setting and enforcing rules on specific teenage behaviors (Kpoko, 2011).

Concept of Parenting Styles

Parenting is an umbrella word that goes on to tell about all forms of parental involvement with students and the kind of relationship, which exist between them. It determines how a child develops. Parenting is a task that requires mastery to attain good result. Citizen (2015) believes that it is the responsibility of parents to raise their students and help them become responsible citizens. Parenting styles create different social environments in the lives of students within the home. Many studies have investigated the effects of parenting style on students' emotional development and behavior (Liem, Cavell & Lustig, 2010; Pezzella, 2010; Schaffer, Clark & Jeglic, 2009; Steward & Bond, 2002; Timpano, Keough, Mahaffey, Schmidt, & Abramowitz, 2010) as well as differences in parenting across cultures (Keels, 2009; Paulussen-Hoogeboom, Stams, Hermanns, Peetsma, & Wittenboer, 2008). Limited research has been conducted on parenting style and religion, however, and especially in Muslim families, and among Muslim American families in particular. There is also a lack of research that focuses on the effects of all four parenting styles (i.e. authoritarian, authoritative, permissive, and uninvolved) on child development in Muslim families. Most scholars focus on authoritarian and authoritative parenting styles in their studies and disregard the permissive and uninvolved parenting styles (Mayseless, Scharf, & Sholt, 2003; Takeuchi & Takeuchi, 2008).

Authoritative Parenting Style

This is seen as a more flexible form of parenting where considerable freedom is given to students yet impose restrictions but give satisfying reason for the restriction provided and still ensure that students follow the guidelines designed by them (Cherry, 2016). The views of students are taken seriously with two ways of communication existing within the family circle and reasons ironed out for setting rules and advantages outlined as benefits for obeying such rules. The parents here are responsive to their students' needs and their point of view. It is the view of Dewae (2013) that authoritative parents show respect for their students, involve them in family affairs on decision making, engaging them in age appropriate independence while retaining ultimate responsibility. The possible deduction from this point of view is that it promotes social, intellectual and academic competence in adolescents. There will exist a carryover effect of the family worth to the society thus, such socially well adjusted adolescents will interact freely with people within his environment and would not impose his view upon people rather, will like to reason together with them and there is likelihood that he will always allow superior arguments or reasoning to take preeminence during argument. Authoritative parenting develops competence in the adolescence that cuts across ethnically diverse families and ethnicity when compared to other parenting styles, such adolescents show a high level of competence and adjustment.

Autocratic Parenting Style

This is known as a rigid form of parenting style. Rules are given and enforced nearly if not totally to the letter. Bigitte (2016) says autocratic parenting, that strict rules are enforced as if they were divine edicts. These rules are not explained to the adolescent why they must be followed religiously. It is also the views of Williams (2016) that such parents place a high value on obedience and conformity tending to favour more punitive, absolute and forceful disciplinary measures. In this case, the child's independent behavior is stamped out, the child here tends to operate in accordance to lay down principles handed down by their parents. The adolescent here is to take the rule "Because I said so" The free discussion between parent and students is discouraged on the basis that the young person should unquestionably accept the parent's words about what is right (Iwundu, 2013). Some parents may do so because they think it is a way of developing respect for authority or they don't want to be bothered. The developmental trend in this parenting model for adolescents is that it is associated with lack of social competence with peers, a tendency to withdraw instead of taking social initiative, low-self esteem, external locus of control (a belief that external forces instead of forces within the self is responsible for destiny) and a moral orientation that is guided by external that internal demands.

One advantage for this system is that the adolescents here tend to be very obedient, conforming with reported low level of problem behavior and they academically competent but tend to have negative perception of their academic and social abilities.

Shaffer (1988) as cited in Singh (2015) outlined certain qualities of adolescents who are reared by autocratic parenting styles as: conflicted, irritable, fearful, apprehensive, moody, unhappy, easily annoyed, passively hostile, vulnerable to stress, aimless, sulky and unfriendly. The above situation results out of the fact that the adolescent have been over-powered by an authority. However, the issue of autocratic parenting seems to have elements of cultural relativism as some research has proven that the autocratic method used in one situation or cultural background has yielded good results than when used in another cultural background the result was not good enough than when autocratic method was used. The case in point is the research of most Asian parents and American sample when compared. Results show that Asian adolescents whose parents adopted autocratic style do better than their American sample whose parents used

autocratic styles. However, autocratic parenting styles carry along with unquestionable obedience to parents, parental strictness which implies parental concern, caring and involvement which help to create self-motivation (Singh, 2015).

Permissive Parenting Style

Dewae (2013) explained that permissive parents are emotionally warm, but very reluctant to enforce rules or standards of conduct. Parents may neglect their behavior toward them and towards others. According to Iwundu (2015), permissive parenting allows the adolescents to disregard parental wishes. They are allowed to do whatever they demand on whatever comes to their mind. This behavior prevails probably because parents fail to provide the kind of support the adolescent needs. Such parents find it difficult to make decisive value judgment that require the exercise of power over their students and prefer to escape from the obligation of being an authority figure. Since they are not expecting any responsible behaviour, they tend to behave anyhow. Child behavioral profile as discussed by Shaffer (1988) and cited in Singh (2015) as it relates to permissive rearing pattern is as follows: "That the child under this pattern is impulsive, aggressive, rebellious, low in self-reliance and self-control, domineering, aimless and low in achievement". The above may result out of the self-centeredness of their parents. Iwundu (2013) contends that they are accepting tolerant of their students' impulses, and so, are not likely to respond negatively, and become angry if their students behave inappropriately or socially unacceptably way allow students to regulate their activities and make their own decisions. These parents are unable to express their anger, impatience or annoyance. Different kinds of permissive parenting produce different adolescents.

- **Permissive:** These are parents who are undemanding but highly responsive. They exercise little control over their students and they are loving. They behave in an accepting, being passive in matters of discipline, placing few demands on child's behavior, giving them a high degree of freedom to act according to their wishes. Their believe is likely that control their students is an infringement on the child's right and could interfere with healthy development, they tend to look out to themselves as resources that the child could use or not.
- **Permissive Indifference:** In extreme cases, they may be uninvolved, know little about what the activities of their students are and their whereabouts, show little interest in their child's activities in school and with friends. They are mainly parents centered, thinking about themselves alone, preoccupying themselves with their needs instead of having anytime to talk about their child. One characteristic of students here is that they show the highest level of problem behaviour and internalized distress such as depression, Shaffer (1988) as cited Singh (2015) continued to observe that adolescent raised in indifference home are often impulsive, and more likely to incline to experiment with sex, drugs and alcohol.

Uninvolved Parenting Style

This is otherwise called uninvolved parenting or negligent parenting style. Just as it sounds, rejecting parents tend to provide only little guidance, support, or structure. Some of these parents may be unable to engage their students for any number of reasons. Some of these parents are simply more focused on their own wants than the needs of their students. Pfeiffer (2015) claimed that students from these types of parents are often at risk for significant discipline problems. They lack external structure and thus often lack internal expressions of love and warmth and thus seek it from whatever sources they can. A certain subset of these kids takes on significant levels of responsibility long before they are developmentally ready, thus filling the parenting role for

younger siblings. These kids are likely to continue to have difficulty establishing healthy relationships into adulthood. Under the uninvolved parenting style, parents are not caring and do not have control over their adolescent students. As a result, students turn to antisocial behaviours that are not acceptable in the society. According to Iwundu (2013), the result of such behavior is often role confusion because parents are not able to direct or control their students. Uninvolved parents are usually consumed with their own needs so much that they ignore or neglect the needs of their students. While on the outside, uninvolved parents may look like indulgent parents, there are many differences.

Indulgent parents have few rules for their students (Matthew & Miller, 2012). Rather, they tend to be very lenient with their students. Desiring closeness in relationship is a good thing. However, the way they go about achieving the relationship blurs the lines of the relationship. Instead of a parent/child relationship, the relationship is seen more as friend/friend. While they are extremely responsive to the needs and wants of their students, they often do not provide the structure necessary for healthy emotional development. Uninvolved parents also place few rules and restrictions on their students. However, the lack of rules and controls is not designed to foster relationship. Rather, the lack of rules reflects a self-indulgence on the part of the parent and an overall lack of care for the child. A uninvolved parenting style can have long-term effects on the emotional development of the child even into adulthood. In addition, the impact of this style of parenting can also be felt in the child's relationship with God. Students with uninvolved parents also have difficulty in school. Uninvolved parents often shift the responsibility of monitoring the education of the child to another child in the family or the school system. As a result, when these students struggle in school, there is no parental guidance to get them the help that they need. In addition, because the students are not being monitored, truancy is also a consequence. Finally, when the school seeks out the parent to deal with problems with school, uninvolved parents are often unresponsive. The final consequence in childhood of uninvolved parenting is behavioral issues. Without proper guidance and with the anger that develops as a result of the neglect, these students often act out their emotions in ways that get them in trouble with school or with the law. In addition, students that are neglected are prime candidates for gang involvement due to their desire for some semblance of family.

Concept of Self-Esteem

The concept, self-esteem has been a common household word. The word self-esteem cut across all age brackets, starting from infants to late adulthood. Who am I? What is my worth in life? What is my identity? What do I want to achieve? These are latent thought processes in humans. Therefore, self-esteem is the totality of one's self evaluation. It is a cognitive process of evaluating one's abilities, values, knowledge and overall capacity (Eremie & Chikweru, 2015). Self-esteem is a highly researched field, with multiple types of self-esteem to investigate. The general term self-esteem is defined as one's assessment of their own self-worth (Lightfoot, Cole & Cole, 2015). This general definition can be called one's global self-esteem, considering all internal and external factors. Internal factors refer to emotions, genetic makeup and personality traits, while external factors refer to specific events, family, career etc. However, that definition covers a few different types of self-esteem. Trait self-esteem is the amount of regard we have for ourselves through time (Gilovich, Keltner & Nisbett, 2016). This type of self-esteem tends to remain stable over a lifetime which is why some refer to this trait self-esteem as part of one's personality. Another type of self-esteem is state self-esteem. State self-esteem is much more fluid and is affected by feelings and situations (Bozorgpour, 2012; Faculty of Washington Education, 2013; Heatherton & Polivy, 2016). It has to do with how one is feeling about himself

or herself at a certain point in time. There also exist more specific types of self-esteem such as academic self-esteem, where one's feeling of self-worth is somewhat contingent upon how well one does academically (Valizadeh, 2012).

Statement of the Problem

Many parents today do not give adequate attention to the training and development of their students. Moreso, some of these parents who actually do so do not spend sufficient time with their students, while others do so with inappropriate parenting styles. Consequently, such students become victims of poor parental upbringing in their emotional, academic, physical and moral development (Kordi & Baharudin, 2010). Students who are not emotionally balanced and who lack self-confidence in themselves eventually become nuisances and liabilities to themselves, their families and the people around them. As a matter of fact, many students who now exhibit very low self-esteem do so because of the parenting style adopted by their parents. Students of low self-esteem lack intrinsic motivation to succeed in many endeavours of life. It is also reported that students of low self-esteem are usually more easily inclined to join secret cult societies in the name of protecting themselves as well as making up for their lack of self-confidence (Amsel, 2013).

Purpose of the Study

The aim of this study is to investigate the relationship between parenting styles on the self-esteem of Junior Secondary School Students in Rivers State. The study also seeks to achieve the following specific objectives:

- (a) Examine the extent of relationship between authoritative parenting style and self-esteem of students in Junior Secondary Schools in Rivers State.
- (b) Find out the extent of relationship between autocratic parenting style and self-esteem of students in Junior Secondary Schools in Rivers State.
- (c) Find out the extent of relationship between permissive parenting style and self-esteem of students in Junior Secondary Schools in Rivers State.

Research Questions

1. To what extent does authoritative parenting style relate with self-esteem of students in Junior Secondary Schools in Rivers State?
2. To what extent does autocratic parenting style relate with self-esteem of students in Junior Secondary Schools in Rivers State?
3. To what extent does permissive parenting style relate with self-esteem of students in Junior Secondary Schools in Rivers State?

Hypotheses

1. There is no significant relationship between authoritative parenting style and self-esteem of students in Junior Secondary Schools in Rivers State.
2. There is no significant relationship between autocratic parenting style and self-esteem of students in Junior Secondary Schools in Rivers State.
3. There is no significant relationship between permissive parenting style and self-esteem of students in Junior Secondary Schools in Rivers State.

METHODOLOGY

This chapter is presented under the following sub-headings: research design, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, administration of the instrument, data analysis procedure. This study takes the form of a correlation survey because of its interest in finding the relationship between two variables namely; parenting styles as "independent variable" and self-esteem as

“dependent variable”. A survey involves a situation whereby information is extracted from participants by asking questions through the conduction of interviews, or distribution of questionnaire. The population for the study was 36,017 students comprising 15 public junior secondary schools in Rivers State. A multistage sampling technique was used for the study where five (5) local government areas were selected, namely: Port Harcourt, Gokana, Etche, Ahoada West, and Akuku-Toru in Rivers State. A sample of 396 junior secondary school students was also determined using the Taro Yamane sampling formula. In this study, questionnaire titled: ‘Parenting Style and Self-esteem Assessment Scale’ (PSASAS). The instrument was divided into three parts: part A contains researcher’s letter of introduction to the respondents, part B comprises the demographic data, while part C contains the questions. The structured questionnaire was designed and tailored in a modified five-point Likert format to elicit very high extent, high extent, low extent and very low extent response pattern. The researcher ensured that the necessary data for the study was provided by the participants in the secondary schools. After developing the questionnaire, it was given to the dissertation supervisor and two other experts in Guidance and Counseling. These experts examined the suitability of the language in relation to the level of understanding of the participants.

In order to ascertain the reliability of the instrument, scores from 20 selected respondents outside the target respondents was tested for reliability using the Cronbach Alpha reliability statistical test tool in SPSS (Social Science for Statistical Packages) version 22 software. The result of the reliability coefficient obtained was 0.85 showing that the instrument was reliable. In this study, questionnaire, titled: “Parenting Style and Self-esteem Assessment Scale’ (PSASAS) instrument was administered to 396 junior secondary school students in the fifteen government secondary schools in Rivers State. The respondents were grouped into male and female students. Using the supervising head teachers as research collaborators, the researcher administered the questionnaire to the students, conveniently. The research assistants were instructed on what the students are expected to do. The completed data was retrieved by the researcher after a week. The researcher’s contact was made available to the students to make clarifications (if necessary) on how to fill the questionnaire.

Table 1: Administration and Retrieval of Instruments

Variables	Male	Female	Administered	Retrieved	Unretrieved	Used
Parenting Styles	191	48.23	177	44.70	177	44.70
Self-Esteem	205	51.77	188	47.47	188	47.47
Total	396	100	365	73.03	463	92.17

Method of Data Analysis

Means, standard deviations were used to answer the research questions, while the Pearson Product Moment Correlation Coefficient (r) Statistic in SPSS version 22 statistical software was used to establish the relationship between the variables. The significance of r was also done at 0.05 level of significance using the Z-test in Excel statistical Tool Pak software.

Decision Rule: The decision was to regard an item as “agreed” if mean calculated is greater than or equal to 3.00. on the other hand, regard as “disagreed” an item if mean calculated

is less than 3.00. The hypotheses were tested at 0.05 level of significance using z test. The z test was adopted in this analysis to test large samples because sufficiently large. If the calculated value of z-distribution coincides with the z-distribution the calculated value of t(t-cal is less than the critical value of t(t-crit), the hypothesis was accepted but if the calculated value of t(-tcal) is greater than or equal to the critical value of t(t-crit), the hypothesis was rejected. The data were with statistical package for social science (SPSS) version 22 and Microsoft Excel software.

RESULTS AND DISCUSSION

Research Question 1: To what extent does authoritative parenting style correlate with the self-esteem of students in Junior Secondary schools in Rivers State?

Table 2: Mean Responses of Correlation between Authoritative Parenting Style and Self-Esteem (N = 365)

S/N	Statements	Parenting Styles			Self-Esteem		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
1.	Authoritative parenting style lowers a child ability to perform well in academics High self-esteem lowers a child ability to perform well in academics	2.15	0.02	LE	2.10	0.00	LE
2	Authoritative parenting style will restrain a child from participating in curricular activities Self-esteem will restrain a child from participating in curricular activities	2.06	0/01	LE	2.08	0.00	LE
3	Students of authoritative parenting style usually lack social initiative Students of high-self-esteem style usually lack social initiative.	2.15	0/02	LE	2.12	0.01	LE
4	Students under the influence of authoritative parenting style usually have doubts about their abilities Highly self-esteemed students usually have doubts about their abilities	2.08	0.00	LE	2.04	0.01	LE
5	Students under the influence of authoritative parenting style are usually moody. Highly self-esteemed students are usually moody.	2.07	0.00	LE	2.07	0.00	LE
6	Students under the influence of	1.96	0/03	LE	1.95	0.03	LE

	authoritative parenting style are usually confused about their real personality							
	High self-esteem students are usually confused about their real personality.							
7.	authoritative parenting style are usually less resourceful	2.07	0.00	LE	2.13	0.01	LE	
	Students of high self -esteem are usually less resourceful							
8.	Students under the influence of authoritative parenting style usually show less moral reasoning and self-regulation	2.19	0.03	LE	2.10	0.00	LE	
	High self-esteem makes students show less moral reasoning and self-regulation							
	Total Mean/Std. Dev. =	16.73	0.11		16.67	0.06		
	Grand Mean/Std. Dev. =	2.09	0.01		2.08	7.5		

Source: Field Survey, 2018

Note: LE = Low Extent, VLE = Very Low Extent, HE = High Extent, VHE = Very High Extent

From the result on Table 2, in response to research question 1 in items 1,2,3,4,5,6, 7 and 8 while the majority of the respondents agreed to a high extent that authoritative parenting style lowers a child ability to perform well in the following: ability to perform well in academics, participating in curricular activities, social initiative, doubts about their abilities, moodiness, confusion about their real personality, less resourcefulness, less moral reasoning and self-regulation, the majority also generally agreed to a low extent in items 1,2,3,4,5,6, 7 and 8 that self-esteem can affect the same patterns of behaviour in a child. From the result of their grand means above, one can suspect that there is a positive correlation between authoritative parenting style (grand mean = 2.09) and the self-esteem (grand mean = 2.08) of an adolescent child.

Research Question 2: To what extent does autocratic parenting style correlate with the self-esteem of students in Junior Secondary schools in Rivers State?

Table 3: Mean Responses of Correlation between Autocratic Parenting Style and Self-Esteem (N = 365)

S/N	Statements	Parenting Styles			Self-Esteem		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
1.	Autocratic parenting style lowers a child ability to perform well in academics	3.04	0.25	VHE	2.10	0.00	LE
	High self-esteem lowers a child ability to perform well in academics						
2.	Autocratic parenting style will	3.28	0.31	VHE	2.08	0.00	LE

	restrain a child from participating in curricular activities Self-esteem will restrain a child from participating in curricular activities						
3.	Students of autocratic parenting style usually lack social initiative Students of high-self-esteem style usually lack social initiative.	2.79	0.18	HE	2.12	0.01	LE
4.	Students under the influence of autocratic parenting style usually have doubts about their abilities Highly self-esteemed students usually have doubts about their abilities	3.89	0.47	VHE	2.04	0.01	LE
5.	Students under the influence of autocratic parenting style are usually moody. Highly self-esteemed students are usually moody.	3.22	0.29	VHE	2.07	0.00	LE
6.	Students under the influence of autocratic parenting style are usually confused about their real personality High self-esteem students are usually confused about their real personality.	4.28	0.57	VHE	1.95	0.03	LE
7.	Autocratic parenting style are usually less resourceful Students of high self -esteem are usually less resourceful	2.75	0.17	HE	2.13	0.01	LE
8.	Students under the influence of autocratic parenting style usually show less moral reasoning and self-regulation High self-esteem makes students show less moral reasoning and self-regulation	3.03	0.25	VHE	2.19	0.03	LE
9.	Students under the influence of autocratic parenting style are usually confused about their	4.28	0.57	VHE	1.95	0.03	LE

real personality

High self-esteem students are usually confused about their real personality.

Total Mean/Std. Dev. =	26.28	3.06	16.67	0.12
Grand Mean/Std. Dev. =	3.29	0.34	2.08	0.8

Source: Field Survey, 2018

Note: LE = Low Extent, VLE = Very Low Extent, HE = High Extent, VHE = Very High Extent

From the result on Table 3, in response to research question 2 in items 1,2,3,4,5,6, 7and 8 while the majority of the respondents agreed to a high extent that autocratic parenting style lowers a child ability to perform well in the following: ability to perform well in academics, participating in curricular activities, social initiative, doubts about their abilities , moodiness, confusion about their real personality, less resourcefulness, less moral reasoning and self-regulation, the majority however, generally agreed to a low extent in items 1,2,3,4,5,6, 7and 8 that self-esteem can affect the same patterns of behaviour in a child. From the result of their means above, one can argue that there is a negative correlation between autocratic parenting style (grand mean = 3.29) and self-esteem (grand mean = 2.08) of an adolescent child.

Research Question 3: To what extent does permissive parenting style correlate with the self-esteem of students in Junior Secondary schools in Rivers State?

Table 4: Mean responses of Correlation between Permissive Parenting Style and Self-Esteem (N = 365)

S/N	Statements	Parenting Styles			Self-Esteem		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
1.	Permissive parenting style lowers a child ability to perform well in academics High self-esteem lowers a child ability to perform well in academics	2.78	0.18	HE	2.10	0.00	LE
2.	Permissive parenting style will restrain a child from participating in curricular activities Self-esteem will restrain a child from participating in curricular activities	2.90	2.01	HE	2.08	0.00	LE
3.	Students of permissive parenting style usually lack social initiative Students of high-self-esteem style usually lack social initiative.	2.65	0.15	HE	2.12	0.01	LE
4.	Students under the influence of	2.23	0.04	LE	2.04	0.01	LE

	permissive parenting style usually have doubts about their abilities Highly self-esteem students usually have doubts about their abilities						
5.	Students under the influence of permissive parenting style are usually moody. Highly self-esteem students are usually moody.	2.33	0.07	LE	2.07	0.00	LE
6.	Students under the influence of permissive parenting style are usually confused about their real personality High self-esteem students are usually confused about their real personality.	2.10	2.21	LE	1.95	0.03	LE
7.	permissive parenting style are usually less resourceful Students of high self-esteem are usually less resourceful	2.30	0.17	LE	2.13	0.01	LE
8.	Students under the influence of permissive parenting style usually show less moral reasoning and self-regulation High self-esteem makes students show less moral reasoning and self-regulation	2.45	0.25	LE	2.19	0.03	LE
	Total Mean/Std. Dev. =	21.68	1.28		16.67	0.09	
	Grand Mean/Std. Dev. =	2.70	0.16		2.08	0.01	

Source: **Field Survey, 2018**

Note: LE = Low Extent, VLE = Very Low Extent, HE = High Extent, VHE = Very High Extent

From the result on Table 4, in response to research question 3 in items 1,2,3,4,5,6, 7and 8 while the majority of the respondents agreed to a low extent that permissive parenting style lowers a child ability to perform well in the following: ability to perform well in academics, participating in curricular activities, social initiative, doubts about their abilities, moodiness, confusion about their real personality, less resourcefulness, less moral reasoning and self-regulation, the majority also, generally agreed (although to a low extent) in items 1,2,3,4,5,6, 7and 8 that self-esteem can affect the same patterns of behaviour in a child. From the result of their means above, one can suspect that there is only a moderate correlation between permissive parenting style (grand mean = 2.09) and the self-esteem (grand mean = 2.08) of an adolescent child.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between authoritative parenting style and the self-esteem of students in Junior Secondary Schools in Rivers State.

Table 5: Correlation Between Authoritative Parenting Style and Self-Esteem

		Authoritative Parenting Style	Self-Esteem
Authoritative Parenting Style	Pearson Correlation	1	.768*
	Sig. (2-tailed)		.000
	N	365	365
Self-Esteem	Pearson Correlation	.818*	1
	Sig. (2-tailed)	.000	
	N	365	365

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

Decision 1: The result of the statistical analysis in Table 4.5 (as indicated by the Pearson correlation coefficient, $r = +0.768$), shows that there is a strong, positive relationship between parenting styles and the self-esteem of students in Junior Secondary Schools in Rivers State. Thus, it is logical to argue from the findings of the study that there is a significant relationship between parenting styles and self-esteem.

Hypothesis 3: There is no significant relationship between autocratic parenting style and the self-esteem of students in Junior Secondary Schools in Rivers State.

Table 6: Pearson Correlation Test 2: Correlation Between Autocratic Parenting Style and Self-Esteem

		Autocratic Parenting Style	Self-Esteem
Autocratic Parenting Style	Pearson Correlation	1	-0.969*
	Sig. (2-tailed)		.000
	N	365	365
Self-Esteem	Pearson Correlation	-0.969*	1
	Sig. (2-tailed)	.000	
	N	365	365

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

Decision 2: The result of the statistical analysis in Table 4.7 (as indicated by the correlation coefficient, $r = -0.969$), shows that there is a strong, negative relationship between parenting styles and the self-esteem of students in Junior Secondary Schools in Rivers State. Thus, it is logical to argue from the findings of the study that there is a significant but negative relationship between autocratic parenting styles and self-esteem.

Hypothesis 3: There is no significant relationship between permissive parenting style and the self-esteem of students in Junior Secondary Schools in Rivers State.

Table 7: Pearson Correlation Test 3: Correlation Between Permissive Parenting Style and Self-Esteem

		Permissive Parenting Style	Self-Esteem
Autocratic Parenting Style	Pearson Correlation	1	+0.562**
	Sig. (2-tailed)		.000
	N	365	365
Self-Esteem	Pearson Correlation	+0.562*	1
	Sig. (2-tailed)	.000	
	N	365	365

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

Decision 3: From the result of the statistical analysis in Table 4.9 (as indicated by the correlation coefficient, $r = +0.562$, the result shows that there is a moderate positive relationship between parenting styles and the self-esteem of students in Junior Secondary Schools in Rivers State. Thus, it is logical to argue from the findings of the study that there is a significant and moderate relationship between permissive parenting styles and self-esteem.

Discussion of Findings

This chapter has adequately treated and analyzed four research questions and four hypotheses and as a result, appropriate conclusions and findings have been deduced. After reviewing four different types of parenting styles (authoritative, autocratic, permissive, and uninvolved), the researcher based his conclusions on the findings from the analysis of the research questions and the hypotheses. He stressed that the importance of parenting styles (as adopted by various parents) and its correlation with self-esteem of adolescents in Junior Secondary Schools cannot be over-emphasized. Thus, in response to research question 1, the result shows that there is a positive correlation between authoritative parenting style (grand mean = 2.09) and the self-esteem (grand mean = 2.08) of an adolescent child as their grand means indicated a very close range. This result was further corroborated by the rejection of null hypothesis 1 as revealed by Pearson Product Moment Correlation Coefficient at 0.768 as shown in table 4.6. The result of the null hypothesis test 1 (0.768) shows that there is a positive and a strong relationship between authoritative parenting style and self-esteem of students in Junior Secondary Schools in Rivers State (at 0.01 significant level). Therefore, based on the findings above, it is possible to argue that an increase in the adoption of authoritative parenting style can positively and significantly influence an attitude of self –esteem among Junior Secondary Schools in Rivers State. This result is actually in agreement with the findings of Alsheikh, Parameswaran and Elhoweris (2013), who also found out that authoritative parenting style, has significant positive correlation with the performance and self-esteem of adolescent students.

CONCLUSIONS

The study has shown with evidence that parenting styles has a significant correlation with self esteem. It has become obvious from the findings of this study that the importance of parenting styles cannot be over emphasized. It has also been revealed in the findings of this study that authoritative parenting style and permissive parenting style have the highest positive correlation with self-esteem while autocratic and uninvolved parenting styles were negatively correlated

with self-esteem. More so, the study revealed that self-esteem is an important attribute which can be influenced by the parenting styles. Self-esteem is important because of its role in healthy human development. Abraham Maslow categorized self-esteem as one of the basic human motivations. In his concept of the hierarchy of needs, esteem comes near the top. First comes physical needs, such as food and sleep, then security or safety needs, next social needs, meaning love and affection from others followed by esteem needs, reflection of personal worth and accomplishment, followed only by self-actualization, where one can finally fulfill their full potential. Based on the findings of the study, a child's level of self-esteem is a good way to determine level of success for parenting style.

RECOMMENDATIONS

The following are hereby recommended for better relationship between parents, teachers and their adolescent students.

1. Based on the findings of research question 1 and hypothesis 1, parents are advised to adopt the authoritative parenting style so as to help boost the morale of their children with aim to produce in them future adults who are capable of handling situations and challenges in life.
2. Based on the findings of research question 2 and hypothesis 2, parents are advised not to lord over their children or be too demanding or autocratic so as not to scare them into self-management which can damage their personality or depress them psychologically.
3. Based on the findings of research question 3 and hypothesis 3, parents should become more conscious of the developmental changes which take place in their adolescent children so as to understand the importance of applying the right parenting style in nurturing them. Thus, parents should not be too permissive with their children.

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