



## Influence of Parenting Style on the Self Esteem of Secondary School Students in Bwari Local Government Area, Abuja

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### ABSTRACT

*In this research, a Descriptive survey design was employed to investigate the impact of parenting styles on the self-esteem of Secondary School Students in the Bwari Local Government Area of Abuja. A sample of 192 students was selected randomly from five schools within the region. The study utilized the modified perceived parenting style scale (MPPSS) with a reliability coefficient of  $r=0.72$  to assess various parenting styles. Additionally, the "Modified Rosenberg Self-Esteem Inventory" (MRSES) with a reliability coefficient of  $r=0.72$  was used to gauge the students' self-esteem levels. To analyze the collected data, both Descriptive and Inferential statistics were applied using the "Statistical Package for Social Science" (SPSS) version 18.0. Pearson Product Moment Correlational Analysis was employed to test the hypotheses. The findings of this study revealed that authoritative and authoritarian parenting styles had a positive impact on students' self-esteem, while permissive parenting style had a negative effect on their self-esteem. From these results, it can be concluded that parenting styles play a significant role in influencing students' self-esteem, either positively or negatively. As a result, the study suggests that counseling interventions could be beneficial in helping parents adopt more appropriate parenting styles and enhance their existing ones. This is crucial because the parenting styles parents choose to employ in raising their children are closely linked to the child's level of self-esteem. By improving parenting practices, parents can contribute positively to the development of their children's self-esteem, thereby fostering healthier emotional and psychological well-being in the younger generation.*

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### INTRODUCTION

Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting continues to exist as the most demanding, tasking and yet satisfying obligation of human beings. (Ihuoma, 2023). Parenting style is a term that emphasizes on the parental actions and reactions towards their children which involves beliefs they carry and expectations they have. It shows values and

beliefs on how actually parents help, support, and take care of the child and how they punish the child. Adimora, Nwokenna, Omeje and Umeano, (2015) define parenting style as a mental concept that describes the exact methods used by parents in training their children. They depict how parents react to their children's requests. Parenting styles are overall patterns of parenting practices.

There are as many theories and thoughts on how to advance children as there are changeable

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degrees of time and energy that parents are ready to commit to the practice. It has been observed that because children go through various chapters of life, parents create their parenting styles based on a diversity of elements that change over time as their offspring grow. According to Fiest, Fiest & Roberts (2013), the manner in which parents communicate with their children is important in terms of fostering their self-esteem. Parents are expected to show confidence in their children's capabilities. This manner of communication helps convey to the children that they are competent and valued.

Different researches reveal two broad classifications of parenting: Demandingness and Responsiveness (Baumrind, 1971). Demandingness refers to the extent to which parents make matured demands, control and supervise their children. On the other hand responsiveness refers to the extent to which parents show their children warmth and acceptance, give them support and reason with them. Using these two dimensions, four parenting styles have been identified as follows: Authoritative parenting style, which is high on both demandingness and responsiveness; authoritarian (high on demandingness but low on responsiveness), permissive (low on demandingness but high on responsiveness), and neglecting (low on both demandingness and responsiveness (Maccoby & Martin, 1983 in Okunlola, Gesinde; & Odukoya, 2020) Authoritative parents make reasonable demands for maturity, enforce them by setting limits, and insist on obedience. At the same time, they express warmth and affection, listen patiently to their child's point of view and encourage participation in family decision – making (Niaraki & Nahimi, 2013). It is a rational, democratic approach that recognizes and respects the rights of both parents and children. Children in such kind of families develop well. Ratings by psychologists indicate that children raised by authoritative parents are lively and happy in mood, self-confident in their mastery of new tasks and self-controlled in their ability to resist engaging in disruptive acts and behaviours

(Baumrind, 1971; Akinsola, 2013; Garcia & Santiago, 2017).

Researchers who have examined the correlates of authoritative parenting at early age, infancy and older ages also report that it is linked to many aspects of competence which include high self-esteem, social and moral maturity, high independency, involvement in school learning and high academic achievement in school (Okunlola, Gesinde; & Odukoya, 2020). Authoritative parents exercise control over their children, but at the same time offer important emotional support which provide a good attitude of dialogue in the family. A study by Akinsola, (2013), revealed that authoritative parenting leads to positive self-concept and self-esteem which correlates to good performance in academics and other areas of life, such as in leadership roles.

Authoritarian parenting style shows that parents are demanding and place such a high value on conformity that they are unresponsive or even outright rejecting when children are unwilling to obey. Such parents engage in very little give and take with their children but rather expect them to accept adult's word for what it is in an unquestioning manner. If the child does not obey, parents resort to force and punishment. The parents are low in warmth and show of affection, low in child-parent communication and hardly considerate of children's opinion This style is clearly biased in favor of parent's need; children's self-expression and independence are suppressed (Niaraki & Nahimi, 2013; Garcia & Santiago, 2017).

Children with authoritarian parents are always anxious, withdrawn and unhappy. In their interaction with peers, these children tend to react with hostility when frustrated. Authoritarian parenting is closely connected to poor academic performance, low self-esteem and poor self-concept. Boys especially display anger and defiance. Girls tend to be dependent and lacking in exploration and they retreat from challenging tasks (Baumrind, 1991). Children with authoritarian parents are less well-adjusted than those exposed to authoritative parenting styles. They suffer from poor self-concept and develop

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a negative attitude towards their parent's ideas and beliefs. Nevertheless, children used to authoritarian child rearing do better in school and are less likely to engage in antisocial behaviour and acts than those with undemanding parents (Baumrind 1991, Lamborn, Nguyen & Bocaragra, 2013).

The permissive style of child rearing is composed of parents who are nurturing and accepting, but avoid making demands or imposing controls of any kind. It allows children to make many of their decisions at an age when they are not yet capable of doing so. They can eat meals and go to bed when they feel like and watch as much television as they want. They do not have to learn good manners or do any household chores. Children are permitted to interrupt and annoy others without any parental restraints (Deshpande and Chiabari, 2013; Garcia and Santiago, 2017). This normally occurs when parents lack confidence in their ability to influence their children's behavior and are disorganized and ineffective in running their households. Baumrind (1991), and Driscoll, (2013); found that children of permissive parents were very immature. They had difficulty controlling their impulses and were disobedient and rebellious when asked to do something that conflicted with their momentary desires. They were also overly demanding and dependent on adults, and they showed less persistence on tasks at school than children of parents who exerted more control.

Parental indulgence continues to be related to poor self-control. Permissively reared children are less involved in school learning and use drugs more frequently than do teenagers whose parents communicate clear standards for behavior (Baumrind, 1971; Driscoll, 2013). On the other hand, children of permissive parents are usually sociable, creative and original, but tend to feel insecure. They interpret their parents' permissive attitude as a sign of lack of pride and love for them. Although, it may seem strange, many children wish that their parents had banned certain things, according to Bakar, Ahmad, Dolah, Abd Halim, & Anuar, (2012).

Negligent or Uninvolved parenting style is when parents are both undemanding and unresponsive. Uninvolved parents show little commitment to care giving beyond the minimum effort required to feed and clothe their children. These parents are so over whelmed by the many pressures and stresses in their lives that they have little time and energy to spare for their children. They cope with demands of parenting by doing what they can do to avoid inconvenience. They may respond to the child's demands for easily accessible objects, but any efforts that involve long – term goals such as establishing and enforcing rules about homework and acceptable social behavior are weak and fleeting (Maccoby & Martin, 1983). Parents who exercise this kind of parenting style display negligence, are extremely lax in the discipline area and do not give their children time, listen to them or encourage them. For them, children are a burden or an obstacle which hinders them from living their own lives.

Negligent parenting disrupts virtually all aspects of development. Emotionally detached, depressed mothers who show little interest in their babies have children who soon show deficit in many forms including attachment and cognition (Okunlola, Gesinde & Odukoya 2020). Research shows that parents who rarely have conversations with their children also take little interest in their life at school and are seldom aware of their where about. Such children turn out to be low in tolerance for frustration and in emotional control. They do poorly in school, lack long term goals and are prone to engage in delinquent acts (Baumrind, 1991; Okunlola, Gesinde & Odukoya 2020). Children of negligent parents do not possess the best emotional inheritance. They are given their freedom too soon and their parents do not care what they do with this freedom. The result is lack of ability to establish good interpersonal relationships and the tendency to suffer from poor self – esteem. There are no apparent positive effects of this parenting style as opined by Hoeve, Dubas, Eichelsheim, Van der Laan, Smeenk & Gerris, (2009).

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Children's behavioral patterns are generally associated with the corresponding parenting styles. Children of democratic (authoritative) parents experience satisfactory feelings with respect to themselves and a positive attitude towards their parents' values. This style is the most desirable and positive according to most of the sociological studies which have been carried out on the subject. Infants need both a deep friendship with their parents plus their support and availability. It has been observed that with authoritarian parenting, there are higher rates of delinquency and aggressiveness than in any of the other parenting styles. Their children tend to suffer from poor self-concept and develop a negative attitude towards their parents' ideas and beliefs. Children of negligent parents lack ability to establish good interpersonal relationships and tend to suffer from poor self-esteem. In permissive parenting, children interpret their parents' permissive attitude as a sign of lack of pride and love for them (Baumrid, 1991). According to Aihie (2016); relationship between parenting styles and alcohol abuse among students in Nigeria showed that children of permissive parenting allow a number of vices to dominate them such as drug use and indiscipline. However, different parenting styles vary in their contribution towards these attributes. Children need the support of their parents in all spheres of life to help them get well-adjusted.

Self-esteem is defined in sociology and psychology as an individual's overall independent emotional judgment of his or her value. It is a self-evaluation as well as an attitude in the direction of oneself. For example, self-worth involves beliefs, "I am worth more", "I am worthy" and reactions such as success, anguish, arrogance, and embarrassment. Mind (2022) defined self-esteem as "the experience of being competent to cope with the basic challenges of life and being worthy of happiness". He further explained self-esteem as the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). It exists as a consequence of the implicit judgment that every person has of their ability to face life's

challenges, to understand and solve problems, and their right to achieve happiness, and be given respect (Lancer, 2019). Because researchers have conceived self-esteem as a dominant predictor of specific outcomes, such as school performance, happiness, marital and relationship satisfaction, and criminal behavior, it is appealing as a social psychology construct. Over time it has been found to be associated with psychological states and behaviours. Much value has been placed on self-esteem as a world-wide pointer of psychological health which stimulated studies into the influence of such characteristics as parenting on self-esteem development.

Self-esteem is directly associated with parenting approaches. It was noted that self-esteem was crucially affected by what parents did to children; levels of discipline, family affection and marital stability registered in a child's emerging concept of self-worth (Martinez, Garcia & Yubero, 2007; Driscoll, 2013). Self-esteem played a crucial role in school success. Aihie (2016) maintains that "Ability and academic performance are significantly associated with feelings of personal worth." It has been suggested that the quality of a parent-child relationship has a major impact on an individual's competence, resilience, and well-being. Management that is effective, compassionate, and developmentally appropriate has been distinguished from manipulative or punishing caregiving by Maccoby & Martin, (1983). According to Niaraki & Rahimi, (2013), Parents who are understanding and supportive tend to help their adolescents retain healthy self-esteem

### **Statement of the Problem**

Violence, school dropout rates, teen pregnancy, suicide, and low academic success have all been associated with low self-esteem. Recent statistics have revealed that about 44% of girls and 15% of boys in high school are trying to lose weight since they do not like their body shape and how other people look at and talk to them. Also, seven in 10 girls are of the opinion that they are not adequate enough or don't measure up in some way. Previous research had also established that the "stress and storm" that

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adolescents go through, make them engage in mood disruptions, risky behaviours, as well as parental conflicts. These three characteristics affect their emotional, social, and physical interactions with others; these in turn affect their self-esteem. It has also been revealed that low levels of acceptance in parenting approaches are associated with low self-esteem in adolescents. The role of healthy self-esteem in the lives of adolescents cannot be over emphasized as it is very critical to their functionality.

Adolescent self-esteem has been proven to be influenced by parental styles. Adolescents' childhood experiences, as well as their parents' and educators' attitudes toward them, have a huge role in building healthy self-esteem. Parenting styles, according to research, account for more variation in externalizing behaviors in adolescence than any other factor. Adolescents with low self-esteem have been linked to authoritarian parenting styles, whilst those with high self-esteem have been linked to authoritative or flexible parenting styles. Furthermore, low self-esteem during adolescence predicts poor mental and physical health as well as increased levels of criminal involvement in young adulthood, making it a significant challenge. Low self-esteem is also linked to antisocial conduct, anxiety, eating disorders, depression, and suicidal idealization. Self-esteem issues can play a key part in the development of a variety of mental illnesses and social issues in adolescents.

Despite the relevance of this idea among adolescents, much of the study available on the association between parenting styles and adolescents' self-esteem comes from studies conducted outside of Nigeria. Furthermore, most research on parenting styles in the last decade has mostly focused on single parent's parenting style especially that of mothers. In the last decade, a few studies investigating parenting styles have appeared, but only a few studies have focused on finding links between parenting styles and self-esteem of adolescents. Most of the work done in the area focused on several other parental outcomes among adolescents, and not self-esteem. In Nigeria in particular, only

the work of Aihie (2016) and Okunlola et al, 2020 examined the self-esteem outcomes of various parenting styles. This dearth in literature motivated the need to study the effects of parenting styles on adolescent self-esteem outcomes in Bwari Area Council of FCT Abuja.

## THEORETICAL FRAMEWORK

In this study, Adult Attachment Theory by Bowlby was used. The theories implicate that love, respect and positive regard is essential for a good relationship between children and their parents/adults. According to Bowlby (1968), children develop an attachment style during the early stages of their lives. As they interact with their caregivers, children develop strategies to adjust and behaviors related to attachment. In their early years, they develop expectations that their parents are available and the world is secure and trustworthy. When the caregiver's response fits their expectations, they acquire a model of self as loved, valued and a model of others as warm and loving. Their initial expectations form internal working models, including the belief that self is lovable and the caregiver is available. This implies that children develop a secure attachment and this helps children to develop a good self-esteem. In the contrary, children develop a model of self as unloved and rejected and a model of others as unloving and rejecting, meaning they acquire an insecure attachment style. This internal working model is important not only for individual's basic psychological organization, but also as an important influence on the quality, style and course of later relationships in life

## Empirical Review of Literature

Parenting styles have been identified as a key component among the different family elements that may influence child and adolescent development. Deshpande and Chhatriya (2013) researched parenting styles and their impact on adolescents' self-esteem, focusing on adolescent teenagers, and concluded that conflicts arise as a result of the generation gap between parents and their adolescents, as well as parents' inability to understand their adolescents. Parental

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acceptance or support is positively connected with adolescents' self-esteem, and adolescents who perceive their parents' acceptance attitude have higher self-esteem than adolescents who perceive their parents' avoidance and focus attitude. Adolescents' self-esteem can be boosted by modest parental discipline since they see their parents as their caregivers and occasionally protectors.

Driscoll (2013) looked at the relationship between self-esteem and parenting techniques at four different ages and phases of life. The findings revealed that children's self-esteem was lowest between the ages of 14 and 23 because this is when they are going through a lot of changes, from their bodies to their relationships with their friends and family, and the most common type of parenting shifts to permissive parenting. At all four age periods, children from authoritative homes had higher self-esteem than children from authoritarian families. A study by Okunlola et al (2020), reveals that authoritative parenting enables children to have a positive self-esteem and self-concept. Aihie (2016), also found authoritative parenting to be associated with students' higher academic performance than authoritarian and permissive parenting styles. Even lenient parenting has been shown to result in improved self-esteem when compared to authoritarian parenting.

MacDonald, Steger, and Adams (2004), from the University of British Columbia studied the impact of perceived parental support and control on teenagers' self-esteem. Their findings revealed a reciprocal relationship between adolescent self-esteem and parental behavior, a positive relationship between parental support and adolescent self-esteem, and a negative relationship between parental control and adolescent self-esteem. Darling & Steinberg, (1993 investigated how adolescents' well-being is linked to their perceptions of inter-parental consistency. Adolescents from families where inter-parental consistency was present were compared to adolescents from families where inter-parental consistency was lacking. Adolescents with consistent inter-parenting but

authoritarian or non-authoritative parenting showed worse academic attainment than those with a single authoritative parent. Also, adolescents having one authoritative and one authoritarian parent were having higher internalized distress in comparison to those who had consistent parental practices.

A study for parenting styles on children's self-esteem and internalization of values in Spain revealed that, no complete evidence has been found of the positive influence of authoritative parenting (Dobrescu, 2013). Parenting research has also revealed some difference across culture and ethnic groups. Therefore the beneficial impact of authoritative parenting is not confirmed in all cultures. Chao, (1994 & 2000) found that Asian American children raised on authoritarian households do not do worse at school than children raised in authoritative homes.

#### **Objectives of the Study**

The following are the objectives of this study:

1. to examine the effect of authoritative parenting style on students' self-esteem.
2. to identify the effect of authoritarian parenting style on students' self-esteem.
3. To determine the impact of permissive parenting style on the self-esteem of students in Bwari Local Government Council of FCT, Abuja.

#### **Research Questions**

The following research questions guided the study:

1. What is the effect of authoritative parenting style on the self-esteem of students and adolescents in Bwari LGA of FCT Abuja?
2. How does the authoritarian parenting style affect the self-esteem of students and adolescents in Bwari LGA of FCT Abuja?
3. How does the permissive parenting style affect the self-esteem of students and adolescents in Bwari LGA of FCT Abuja?

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### Hypotheses

**H1:** There will be no significant relationship between authoritative parenting style and the level of the students' self-esteem

**H2:** There will be no significant relationship between authoritarian parenting style and the level of the students' self-esteem

**H3:** There will be no significant relationship between permissive parenting style and the level of the students' self-esteem.

### METHODOLOGY

The study adopted the descriptive survey research design in carrying out the work. The choice of the research design was based on the fact that it allows one to effectively identify attributes of a large population from a sample of the population. It also offers the possibilities of observing the phenomenon in its natural environment. The population of the study is senior secondary school 11 Students in Bwari Local Government Area of the FCT Abuja. There are twenty-eight (28) Senior Secondary Schools in the area with a total student population of 1938 in the 2022/2023 academic session. A simple random sampling technique was used to select 5 schools out of the twenty-eight (28) senior secondary schools in the area council. A total of 192 students, comprising of 64 males and 128 females were randomly selected from the population to form the sample of the study. Their age range is 13-19 years.

Two Questionnaires, designed by the researchers were used as the instrument for data collection. They are: Modified Perceived Parenting Styles Scale (MPPSS) and Modified Rosenberg Self-Esteem Scale (MRSES). Structured questions were included in the questionnaires, which were divided into sections A, B and C. Section A: Comprises basic demographic information about the respondents such as sex, marital status, and age range. Section B: Comprises of Modified Perceived Parenting Styles Scale (MPPSS). The thirty (30)

statements depict the way parents behave with their children to understand the parenting style used in raising their children. Section C: Comprises of Modified Rosenberg Self-Esteem Scale (MRSES) which was used to measure the level of self-esteem of the students. The ten (10) statements deal with one's general feelings about themselves. The questionnaires were re-validated by experts in Guidance and Counselling and Measurement and Evaluation. Their suggestions and modifications were incorporated into the final draft of the research instrument used.

The test-retest method was used to establish the reliability of the instrument. The test instrument was administered to students and their responses were scored. The same questionnaires were re-administered to the same students after a two-week interval and the scores of the first administration and that of the second were correlated using Pearson Product Moment correlational analysis, giving a correlation coefficient of 0.73 which was considered high enough for this study.

The researchers personally administered the questionnaires with the assistance of the school teachers. Appropriate approvals were sought and obtained and respondents were also assured of absolute confidentiality on the personal information they provide. For a thorough assessment of the data, absolute numbers, frequency of responses, and simple percentages were used. The Hypotheses were tested using Pearson Product Moment Correlation Analysis.

### RESULTS

#### *Answers to the Research Questions*

**Research Question One:** What is the effect of authoritative parenting style on the self-esteem of students and adolescents in Bwari LGA of FCT Abuja?

**Table 1:** Mean and Standard Deviation on effect of authoritative parenting styles on self- esteem of Students.

S/N	Item Statement	N	Mean	SD	Remarks
1.	My parents are capable of making me understand what is “Right” and “Wrong”.	192	4.78	.41	Positive
2.	My parents congratulate me when I pass the exams.	192	4.36	1.07	Positive
3.	My suggestions and ideas are put into consideration by my parents	192	4.25	.81	Positive
4.	I have the freedom to discuss anything with my parents.	192	3.88	1.28	Positive
5.	My parents during the crisis inquire about it.	192	3.71	1.19	Positive
6.	I get love and care from my parents.	192	4.76	.73	Positive
7.	I am often scolded for taking my own decisions by my parents	192	3.07	1.34	Positive
8.	My parents consider my opinions in all important decisions related to home.	192	3.85	1.05	Positive
9.	My parents provide guidance in my studies and suggest ways for character formation.	192	4.02	1.31	Positive
10	In my free time, my parents spend time with me.	192	4.07	1.17	Positive
<b>Aggregate</b>		<b>192</b>	<b>4.08</b>	<b>0.46</b>	<b>Positive</b>

Note. SD = standard deviation.

The results in Table 1 represent the mean responses on effect of authoritative parenting styles on self- esteem of Students. The Table shows that the aggregate mean response of students range from 3.07 to 4.78, while the aggregate standard deviation range from 0.41 to 1.34. Since, the aggregate mean is higher than the benchmark mean and with the standard deviation of all the measures (questions) being greater than one (1), it clearly shows that authoritative parenting styles on self- esteem of

Students falls above the criterion aggregate mean score of 3.00 set for positive effect. From this it can be understood that authoritative parenting styles has positive effect on self- esteem of Students.

**Research Question Two:** How does the authoritarian parenting style affect the self- esteem of students and adolescents in Bwari LGA of FCT Abuja?

**Table 2:** Mean and Standard Deviation on relationship between authoritarian parenting style and the level of the student’ self-esteem

S/N	Item Statement	N	Mean	SD	Remarks
11.	My parents view everything with a critical mind.	192	4.09	1.29	Positive
12.	I am compared with other friends and classmates by my parents	192	3.32	1.34	Positive
13.	My parents insult and beat me in front of others.	192	2.11	1.23	Negative
14.	I often feel that I am being rejected by my parents.	192	1.72	1.12	Negative
15.	My parents blame me even for minor	192	2.84	1.39	Negative

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S/N	Item Statement	N	Mean	SD	Remarks
16.	things/issues. My parents behave toward me in a strict manner.	192	2.71	1.33	Negative
17.	I am often scolded for not coming up to the expectations of my parents	192	3.56	1.28	Positive
18.	My parents blame me for not doing things properly.	192	3.76	1.22	Positive
19.	I am always scolded by my parents without knowing the reasons for it	192	2.34	1.32	Negative
20.	My parents have control over each of my activities.	192	3.50	1.20	Positive
	<b>Aggregate</b>	<b>192</b>	<b>3.00</b>	<b>1.30</b>	<b>Positive</b>

Note. SD = standard deviation.

Table 2 shows the results in Table 2 represent the mean responses on effect of authoritarian parenting styles on the self- esteem of Students. The Table shows that the aggregate mean response of students range from 1.72 to 4.09, while the aggregate standard deviation range from 1.12 to 1.39. Since, the aggregate mean is higher than the benchmark mean and with the standard deviation of all the measures (questions) being greater than one (1), it clearly shows that authoritarian parenting styles on self-

esteem of Students falls on the criterion aggregate mean score of 3.00 set for positive effect. From this it can be understood that authoritarian parenting styles has positive effect on self- esteem of Students.

**Research Question Three:** How does the permissive parenting style affect the self-esteem of students and adolescents in Bwari LGA of FCT Abuja?

**Table 3:** Mean and Standard Deviation on relationship between permissive parenting style and the level of the student' self-esteem

S/N	Item Statement	N	Mean	SD	Remarks
21	My parents never do anything to satisfy my needs.	192	1.75	1.11	Negative
22	My parents never help me in doing day-to-day activities on time.	192	2.46	1.29	Negative
23	No directions are given to me by my parents while doing things.	192	1.98	1.15	Negative
24	No inquiries are made about the decisions taken by me from my parents	192	2.42	1.20	Negative
25	My parents never provide an atmosphere for my studies.	192	1.65	1.04	Negative
26	My parents never do anything to satisfy my needs.	192	1.75	1.11	Negative
27	My parents fail to inquire about my disturbances and suggest remedial measures.	192	2.12	1.16	Negative
28	No effort is made to know about the progress of my studies with my parents.	192	1.72	.92	Negative

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S/N	Item Statement	N	Mean	SD	Remarks
29	My parents make no inquiries about my likes and interests.	192	4.07	.98	Positive
30	My parents do not inquire about my abilities and goals.	192	1.93	1.22	Negative
	<b>Aggregate</b>	<b>192</b>	<b>2.19</b>	<b>1.12</b>	<b>Negative</b>

Note. SD = standard deviation.

The results in Table 3 represent the mean responses on effect of permissive parenting styles on self-esteem of Students. The Table shows that the aggregate mean response of students range from 1.65 to 4.07, while the aggregate standard deviation range from 0.92 to 1.29. Since, the aggregate mean is lower than the benchmark mean and with the standard deviation of all the measures (questions) being greater than one (1), it clearly shows that

authoritative parenting styles on self-esteem of Students falls below the criterion aggregate mean score of 3.00 set for positive effect. From this it can be understood that permissive parenting styles has negative effect on self-esteem of Students.

**Hypothesis One:** There will be no significant relationship between authoritative parenting style and the level of the students' self-esteem

**Table 4:** Relationship between authoritative parenting style and the level of the students' self-esteem (Pearson product moment correlation test)

Variable	N	Mean	Std. Deviation	R	P
Authoritative	192	40.7396	5.36177	.268**	.000
Self-Esteem	192	30.1979	1.72217		

\*\* Correlation is significant at the 0.05 level (2-tailed).

		Correlations	
		Authoritative	Self-Esteem
Authoritative	Pearson Correlation	1	.268**
	Sig. (2-tailed)		.000
	N	192	192
Self-Esteem	Pearson Correlation	.268**	1
	Sig. (2-tailed)	.000	
	N	192	192

\*\* Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the result for Pearson product moment correlation between authoritative parenting style and the level of the students' self-esteem in Bwari Local Government Area of Abuja. It was found to be moderately negative and statistically insignificant. The correlation Table indicated that there was a moderately positive and significant

relationship between authoritative parenting style and the level of the students' self-esteem at 0.05 level of significance ( $r = .268^{**}$ ,  $p < 0.05$ ).

**Hypothesis Two:** There is no significant relationship between authoritarian parenting style and the level of the students' self-esteem

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**Table 5:** Relationship between authoritarian parenting style and the level of the students' self-esteem (Pearson product moment correlation test)

Variable	N	Mean	Std. Deviation	R	P
Authoritarian	192	29.9635	4.26157	-.085	.239
Self- Esteem	192	30.1979	1.72217		

		Correlations	
		Authoritarian	Self-Esteem
Authoritarian	Pearson Correlation	1	-.085
	Sig. (2-tailed)		.239
	N	192	192
Self-Esteem	Pearson Correlation	-.085	1
	Sig. (2-tailed)	.239	
	N	192	192

Table 5 shows the result for Pearson product moment correlation between authoritarian parenting style and the level of the students' self-esteem. It was found to be negatively strong and statistically insignificant. The correlation Table indicated that there was a strong negative and insignificant relationship

between authoritarian parenting style and the level of the students' self-esteem ( $r = -.085, p > 0.05$ ).

**Hypothesis Three:** There is no significant relationship between permissive parenting style and the level of the students' self-esteem.

**Table 6:** Relationship between permissive parenting style and the level of the students' self-esteem. (Pearson product moment correlation test)

Variable	N	Mean	Std. Deviation	R	P
Permissive	192	21.8542	4.06229	-.276**	.000
Self- Esteem	192	30.1979	1.72217		

**\*\* Correlation is significant at the 0.05 level (2-tailed).**

		Correlations	
		Permissive	Self-Esteem
Permissive	Pearson Correlation	1	-.276**
	Sig. (2-tailed)		.000
	N	192	192
Self-Esteem	Pearson Correlation	-.276**	1
	Sig. (2-tailed)	.000	
	N	192	192

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows the result for Pearson product moment correlation between permissive

parenting style and the level of the students' self-esteem in Bwari Local Government Area of

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Abuja. It was found to be negatively weak and statistically significant. The correlation Table indicated that there was a weak, negative and significant relationship between permissive parenting style and the level of the students' self-esteem at 0.05 level of significance ( $r = -.276^{**}$ ,  $p < 0.05$ ).

### SUMMARY OF FINDINGS

The following is the summary of the findings:

1. Authoritative parenting has a moderately high positive influence on the self-esteem of students in Bwari Local Government Council of FCT, Abuja.
2. Authoritarian parenting styles have a low positive impact on the self-esteem of the participants.
3. Permissive parenting style has a strong negative effect on the self-esteem of the participants.

### DISCUSSIONS OF FINDINGS

Research question one and Hypothesis one sought to find out the relationship between authoritative parenting style and the level of the students' self-esteem. The findings reveal that Authoritative parenting style has a high positive effect on adolescents' self-esteem in Bwari Area Council of the FCT. This implies that adolescents develop healthy self-esteem when their parents are warm, considerate and listening. This finding agrees with the findings of Baumrind (1991) Akinsola (2013) and Aihie (2016) who stated that the authoritative parenting style is the most associated with positive psychological outcomes (such as self-esteem) on the child. Okunlola et al (2020), also found out that an authoritative parenting style has the highest impact on adolescents' self-esteem. However, Dobrescu, (2013) in their study on parenting styles on children's self-esteem and internalization of values revealed that no complete evidence has been found of the positive influence of authoritative parenting on children.

Research question two and Hypothesis two sought to find out the relationship between authoritarian parenting style and the level of the

students' self-esteem. The findings reveal that Authoritarian parenting style has a low and insignificant positive effect on the self-esteem of adolescents in Bwari Area Council of the FCT. This supports the findings of Okunlola et al (2020) who discovered a significant inverse relationship between authoritarian parenting style and adolescent self-esteem. This means that the more authoritarian the parents were, the lower the self-esteem of the adolescents. Niaraki & Rahimi (2013), also found out that when parents get too strict, leaving no room for negotiations and simply hand down rules without room for emotional openness, there is the tendency for a child to develop low self-esteem. Sankrah (2007) also argued that when children cannot confide in their parents and cannot express what they are going through, they tend to have a poor evaluation of their self-worth and could ultimately result into drug use and various deviant acts. Nevertheless, Baumrind (1991), and Lamborn et al, (2013) opined that children used to authoritarian child rearing do better in school and are less likely to engage in antisocial behaviour and acts than those with undemanding parents. Chao, (1994 & 2000) also found that Asian American children raised on authoritarian households do not do worse at school than children raised in authoritative homes.

Research question three and Hypothesis three sought to find out the relationship between permissive parenting style and the level of the students' self-esteem. The findings reveal that permissive parenting style has a high and significant negative effect on the self-esteem of the participants. This implies that adolescents develop unhealthy self-esteem when their parents are negligent and allow children to grow on their own without set rules. Such adolescents have no sense of direction and are confused most of the time. This finding supports the work of Niaraki & Rahimi, 2013), Maccoby & Martin (1983); Baumrind (1991) and Darling (1999) who posit that permissive and neglectful parents end up raising adolescents that are runaway children, truants, with behaviour problems and generally poor in all domains. Driscoll, (2013); also found that children of

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permissive parents were very immature. They had difficulty controlling their impulses and were disobedient and rebellious when asked to do something that conflicted with their momentary desires. They were also overly demanding and dependent on adults, and they showed less persistence on tasks at school than children of parents who exerted more control.

According to Aihie (2016); relationship between parenting styles and alcohol abuse among students showed that children of permissive parenting allow a number of vices to dominate them such as drug use and indiscipline. On the other hand, Bakar, Ahmad, Dolah, Abd Halim, & Anuar, (2012) opined that children of permissive parents are usually sociable, creative and original, but tend to feel insecure. They interpret their parents' permissive attitude as a sign of lack of pride and love for them.

## CONCLUSION

The goal of this study was to investigate how different parenting styles affect the level of self-esteem of students in the Bwari Local Government Area of Abuja. It was discovered that Authoritative parenting style has a moderately high positive influence on the self-esteem of students; Authoritarian parenting styles have a low positive impact on the self-esteem of the participants while Permissive parenting style has a strong negative effect on the self-esteem of the participants. There is a considerable negative relationship between the parenting style the parents choose to deploy in raising their children and the level of self-esteem the children have. As parents and communities struggle to meet the demands of work and family, it is critical for children to develop healthy self-governance of their behavior in decision-making, self-reliance and conformity for a better society.

## RECOMMENDATIONS

As a result of the findings of this study, it was recommended that:

1. Parents should take a greater interest in the overall well-being of their children. They are to choose effective parenting styles for each child and the style should be relevant for the

level of development of the child. Each child is unique and so must their training be because it will have an impact on the self-esteem of the child.

2. Parents should endeavor to use less of authoritarian parenting style in the upbringing of their children as the Authoritarian parenting style was found to be inversely associated with self-esteem. This demonstrates that the stronger the authoritarian degree, the worse the self-esteem.
2. Counsellors, Governments at various levels and Non-governmental organizations should organize sensitization programmes for parents on the need to adopt and practice appropriate parenting styles so as to raise children that their families and the society will be proud of.

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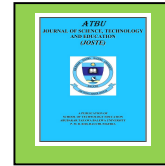
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