

RELATIONSHIP BETWEEN PERCEIVED PARENTING STYLES AND SELF-ESTEEM OF SENIOR HIGH SCHOOL STUDENTS IN GHANA

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Abstract

This study was designed to examine the relationship between perceived parenting styles and self-esteem of three Senior High School students in Ghana. The design used was a cross-sectional survey. A multi-stage random sampling technique was used to select 340 students whose responses to the adapted Morris Rosenberg self-esteem scale instrument and Parental Authority questionnaire. Percentage and correlation were the analytical tools. The result of the study showed that authoritative parenting style was the most predominant parenting style practiced by the parents of the students. There were significant negative relationships between two of the parenting styles and self-esteem: authoritarian and neglectful. And there were no statistical significant relationships found between authoritative and authoritarian parenting styles and self-esteem of the student. Among others it was concluded that parenting styles of the parents related to the self-esteem of the students, and that the more authoritarian, neglectful, or permissive the parents are the more negative the self-esteem of their children may be. It is recommended that school guidance counsellors should educate and encourage parents to apply appropriate proportions of parenting dimensions to ensure that students develop positive self-esteem.

Key words: *Parenting Style, Self-esteem, Senior High School*

Introduction

Parents play very important roles from the day a baby is born until the child is mature enough to live on his or her own, and even until death although the roles might change from one stage of the child's development to another. Every parent in his or her quest to successfully bringing up his or her child/children adopts certain behaviours, strategies or approaches to control and socialize the child. These behaviours and strategies or approaches are referred to as parenting

styles (Lightfoot, Cole & Cole, 2009). Baumrind in (1973, 1991) identified three patterns of parenting styles based on some aspects of parental behaviours. Further research also suggested the addition of a fourth parenting style (Maccoby & Martin, 1983). These parenting styles included Authoritative, Authoritarian, Permissive, and Neglectful.

The importance of parenting styles in relation to the future of the child cannot be underestimated. Parenting practices may produce positive or negative impact on the development of the child. The nature of the parenting style employed in parenting coupled with other things undoubtedly will have a particular outcome. A parenting style adopted in bringing up a child has a link with the child's behaviour and achievement outcomes. Parenting style is a strong predictor of adolescent's achievement of which self-esteem development is no exception (Winter & Yaffe, 2000). Parent style is one of the variables that have been studied extensively in human development (Baldwin, McIntyre, & Hardaway, 2007). It is widely considered an important determinant of several aspects of the end products of the child (Gadeyne, Ghesquiere, & Onghena, 2004).

Many researchers have investigated the association between parenting styles and personal traits such as self-esteem and have found a relationship between parenting styles and self-esteem (DeHart, Pelham & Tennen, 2006; Deshpande & Chhabriya, 2013; Driscoll, 2013; Gale Encyclopedia of Education, 2002; Martínez, & Garcia, 2007; Martinez, Garcia, & Yubero, 2007). There appears to be a correlation between certain parenting styles and higher or lower levels of global self-esteem in children (Hosogi et al., 2012). Different parenting styles tend to associate with different levels of self-esteem and the levels may change based on various groups and ethnic communities (Dwairy, Achoui, Abouserie, Farah, Ghazal, Fayad et al., 2006). For instance, children from authoritative homes are more likely to develop high self-esteem (Sarac, 2001). Nonetheless, Martinez, Garcia, and Yubero (2007) and Martinez and Garcia, (2007) found that adolescents from Indulgent families in Brazil and Spain scored equal (or higher) in self-esteem than adolescents from Authoritative families, and also scored higher than those from Authoritarian and Neglectful families. It might be important and interesting to find out how perceived parenting styles of the parents of senior high adolescent students relate with the students' self-esteem in Ghana.

Self-esteem is said to be connected to a number of life factors. And healthy self-esteem is believed to be related to experiencing school success, happy and satisfied life, healthy lifestyle choices, rewarding and healthy relationships,

effective coping skills and many others. While Low self-esteem relates to a number of factors such as health disorders, eating disorders, depression and anxiety, loneliness, obesity, poor interpersonal relationship, suicidal tendencies, and teen pregnancy (Young & Hoffmann, 2004). According to Young and Hoffman (2004), how children develop self-esteem is complex and somewhat elusive. According to them research suggests that a child's self-esteem may be related to his or her temperament, which is perhaps inherited or biologically determined. And that much of the influence over an individual's self-esteem comes from early positive experiences with parents or other significant individuals. It therefore could possibly be suggested that children (or adolescents) who have high or low self-esteem devoid of any biological, mental, health, or any other physical factors might be influenced by either effective or ineffective parenting styles adopted by the parents in one way or the other.

Statement of the Problem

The importance of positive self-esteem has become almost universally accepted by mental-health professionals, at least in the United States and Canada (Collins, 2007). Self-esteem is important because of its role in healthy human development (Melgosa, 2011). Abraham Maslow in his hierarchy of needs categorized self-esteem as one of the basic human motivations (Maslow, 1987). For Kats, if there were ever be a magic bullet that could transform a young person's life it would be a pill coated with self-esteem. This powerful yet fragile quality is the key to the future for a teenager (Katz, 2000, p. 7). Humanistic theorists have taught about the need for people to believe in themselves, to care for themselves, and to gain positive self-esteem (Collins, 2007). Teachers, administrators, and parents commonly voice concerns about students' self-esteem. Self-esteem influences the psychological development and wellbeing of adolescents, their mental health adjustment and academic attainment (Deshpande & Chhabriya, 2013; Melgosa, 2011).

There are number of factors that influence self-esteem, yet none is believed to be more significant than the family; the family has a 'predisposing' effect on self-esteem development (Deshpande & Chhabriya, 2013). As such self-esteem has been one of the classic measures of adolescent adjustment in parenting studies (Alsheikh, Parameswaran, & Elhoweris, 2010; Rudy & Grusec, 2006). Research has proven that the way parents interact with their children has a direct impact on their level of confidence and self-esteem (The Importance of Parenting, 2009). This implies that there is an appearance of a correlation between certain parenting styles and the levels (higher or lower) of global self-esteem in children (Hosogi et al., 2012). Baumrind and many other researchers have well explored

and documented the relationship between parenting styles and self-esteem and generally point to a strong relationship between the two (Driscoll, 2013; Gale Encyclopedia of Education, 2002).

Although it is generally reported in literature that there is strong relationship between parenting styles and self-esteem, in some areas, there is sometimes lack of association between the two. For instance, Alsheikh, parameswaran, and Elhoweris (2010) reported that self-esteem did not significantly relate to any of the parenting dimensions they studied. The Lack of consistency in the association between parenting styles and self-esteem as reported in literature probably suggest that parenting styles have different meanings and effects in different cultures or races (Martinez et al., 2007; Tarn & Lam, 2003). The researcher therefore deemed it extremely expedient to study on how parenting styles of parents might relate with the self-esteem of their children. This study therefore sought to examine the relationship between the various perceived parenting styles and global self-esteem of Senior High School students in the Bekwai Municipality.

Purpose of the Study

This study sought to investigate the various parenting styles practiced by parents of Senior High School students in the Bekwai Municipality by fundamentally examining the relationship between the various perceived parenting styles and global self-esteem of the students. The study also explored the predominant parenting styles practiced by the parents of the students, and the demographic characteristics that predisposed students to the perception of their parents' parenting styles.

Research Questions

The study was guided by the following research questions and hypothesis:

1. Which type of parenting style is most predominantly practiced by parents of the Senior High Students?
2. What is the relationship between different parenting styles and self-esteem of the Senior High School students?

Hypothesis

1. There is statistically significant relationship between different parenting styles (permissive, authoritarian, authoritative and neglectful) and self-esteem of Senior High School students?

Significance of the Study

The findings of this would study help to increase awareness of students, parents, teachers, and the general public about the importance of parenting styles and how they associate with children outcomes such as self-esteem. Besides, the study would provide a clearer picture of predominant parenting styles practiced by the parents of Senior High School students. Thus, students might start to be concerned about the relation between parenting styles and self-esteem. And their knowledge and concern thereby might help them to adjust to how they react or respond to specific parenting styles adopted by their parents.

Literature Uptake

The Concept Parenting Style

The concept parenting style and how it affects or relates child development has long been the interest of child developmental psychologists (Bacus, 2014). There are different types of parenting styles, and according to Baumrind (1991), these varied parenting styles are the result of capturing normal variations in parent's attempts to socializing their children. The parenting styles represent the interaction between parents and their children (Mogonea & Mogonea, 2014). These developmental psychologists have long been studying the associations between parenting styles and child development outcomes (Chan & Koo, 2010), with Baumrind credited as the first child developmental psychologist to study and come out with theoretical tripartite parenting style model (Abesha, 2012; Baumrind, 1966; 1967; & 1973), from which she identified three styles she referred to as permissive, authoritarian, and authoritative (Baumrind, 1967; Chan & Koo, 2010; Cherry, 2012). Later on, Maccoby and Martin by examining Baumrind's conceptualization of parenting styles elaborated and revised her typology (Abesha, 2012; Maccoby & Martin 1983) and came out with a fourth style referred to as neglectful parenting.

Culture and Parenting Styles

Researchers provide variations regarding predominant parenting styles among people of different cultures. With respect to cultural differences in parenting styles, researchers have documented several studies that reveal predominance in particular parenting styles in certain cultures. Studies have established that cultures that stress interdependence (e.g., Turkish, Indian, Latin American, Asian, and African) commonly use higher levels of control over children, emphasize obedience, and are more restraining during social play and feeding than those that emphasize independence (Rudy & Grusec, 2006). Keshavarz and Baharudin (2009) studied parenting style in a collectivist culture in Malaysia, and revealed that Malaysian parents from the three main ethnic groups (i.e.,

Malay, Chinese, and Indian) were more authoritarian in their parenting styles. And African-American and Asian-American parents in United States are found to be predominantly authoritarian in parenting (Lee, 2011; Net Industries, 2011). Besides, a research done in Arab societies stated that Egyptians, Algerians and Palestinians in Israel scored high in both authoritarian and permissive styles (Dwairy et al., 2006). Although, Korean-American families are considered as collectivists, contrary to research findings (as above) that collectivists cultures score high in authoritarianism, a study conducted by Kim and Chung from sample of Korean American college students found that authoritative parenting style was the predominant parenting style practiced by the parents (Kim & Chung, 2003).

On the other hand, most parents from the Western (individualistic) cultures like Australia adopt authoritative parenting (Lee, 2011). European American parents in the United States are found to predominantly practice the authoritative parenting style (Damon & Lerner, 2006). Lee (2011) conducted a study with a sample of 100 undergraduate students of the University of Tunku Abdul Rahman (UTAR), a Chinese community, and the result revealed that authoritative parenting was the most practiced parenting style by parents of the undergraduates' students in UTAR. Lee (2011) in citing Zervides and Knowles (2007) who cited Shek, stated that findings from collectivist culture were varied because Shwalb, Imaizumi, and Nakazawa's Japanese finding (as he cited Zervides & Knowles, 2007) examined that Japanese children perceived authoritative parenting style from their Japanese parents. And therefore, basing on these findings, Lee (2011) concluded that not all the collectivist societies are restricted and practiced the unitary parenting style, authoritarian.

In Ghana, there is an inconsistency regarding the predominant parenting styles. This could be deduced from some studies conducted by some Ghanaian students. For example Inkoom (2012) revealed that majority of students who participated in his study perceived their parents as authoritarian. Similarly, Awumey (2012) revealed that most of the student participants in her study perceived their parents as authoritarian. These two studies seem to indicate that authoritarianism is predominant in the Ghanaian societies, yet on the contrary, Ofofu-Asiamah (2013) reported that majority of the student participants in his study perceived their parents as authoritative.

The Construct Self-Esteem

Self-esteem is an exceedingly popular topic of study within psychology (Zeigler-Hill, 2010). It is one of the most widely researched and debated constructs

within the social sciences (Cast & Burke, 2002; Townsend, 2013), and has been ascending as a central construct in psychological theory although there is considerably disagreement over how best the construct is conceived (Tafarodi & Swann Jr., 2001). Self-esteem is a concept in relation with the self-image and self-conscience concepts (Mogonea & Mogonea, 2014). Self-concept is a more general term of which self-esteem is an important component (Collins, 2007). Self-concept and self-image refer to mental pictures one has about himself or herself while self-esteem a subcategory of the general term self-concept enables a person to establish a sense of value or self-worth (Rice, & Dolgin, 2005; Schunk, 2000). The general term self-concept involves a self-description while self-esteem involves a self-evaluation (Collins, 2007). Self-concept refers to the totality of cognitive beliefs that people have about themselves; it is everything that is known about the self and used to describe the self. It includes things such as name, race, likes, dislikes, beliefs, values, abilities and appearance descriptions, such as height and weight. By contrast, self-esteem is the emotional response that people experience as they reflect and evaluate different things about themselves (Heatherton & Wyland, 2003; Collins 2007; Nunez, 2010)

Self-esteem can be low or high. Rosenberg (1965) states that high self-esteem simply means that the individual respects himself and considers himself worthy. And low self-esteem on the other hand implies self-rejection, self-dissatisfaction, or self-contempt. It is the “belief that one is of no value and has a feeling of unwanted. It is thus an overall doubtful and negative view of oneself. People with low self-esteem may feel as if no one likes or accepts them or that they can’t do well in anything” (Adu-Yeboah & Obiri-Yeboah, 2008 p. 6). Self-esteem therefore refers to the evaluative aspect of the self-concept that corresponds to an overall view of the self as worthy or unworthy (Heatherton & Wyland, 2003).

Relationship between Parenting Style and Self-esteem

Parenting styles are related to various aspects of child development, including self-esteem (Heaven & Ciarrochi, 2008). Deshpande and Chhabriya (2013) argue that among the multitude of factors which can affect self-esteem none is arguably more significant than the family. The family and for that matter the parenting styles of parents play significant role in facilitating or inhibiting the development of individual’s self-esteem (Lee, 2011; Warash & Markstrom, 2001). This is not to say that the family is the cause of an individual's level of self-esteem but rather the family has a 'predisposing' effect on self-esteem of the individual (Deshpande & Chhabriya, 2013) and thus parenting style relates with self-esteem. Yet different parenting styles tend to associate with different levels

of self-esteem, and the levels may change based on various groups and ethnic communities (Dwairy, Achoui, Abouserie, Farah, Ghazal, Fayad, 2006).

Canadian Council on learning (2007) also has demonstrated that authoritative parenting style is connected with greater social competence and children of this parenting related to better self-esteem. Bornstein and Zlotnik (2008) in citing a study conducted by Eleanor Maccoby and John Martin stated that youngsters who experienced authoritative parenting have higher social development and self-esteem than those who experienced other parenting styles. On the whole, parental authoritativeness has been showed to link positively with healthier self-functioning, including self-esteem especially among undergraduates' students (Lee, 2011; Trumpeter, Watson, O'Leary, & Weathington, 2008).

Although much research around the world has showed positive and beneficial relationship between authoritative parenting and self-esteem of individuals, yet it is not so for all individuals who come from different backgrounds and grow up in different circumstances and situations (Bornstein & Bornstein, 2007). For example Martinez, Garcia and Yubero (2007) explored the relationship between parenting styles and self-esteem among 1,239 Brazilian adolescents who were 11 to 15 years old and reported that adolescents from permissive families scored equal (Academically and Socially) or higher in Self-esteem than adolescents from Authoritative families. And those from permissive families scored higher than adolescents from Authoritarian and Neglectful families in four Self-esteem dimensions (Academic, Social, Family, and Physical). These results suggest that Authoritative parenting is not associated with optimum self-esteem in Brazil as reported in other places. Also positive outcomes have been found to be associated with authoritarian parenting styles among Asian and non-Caucasians adolescents and that there is no negative effect of authoritarian parenting styles in cultures where authoritarian parenting is the norm (Alsheikh, Parameswaran & Elhoweis, 2010). In addition Bornstein and Bornstein, (2007), stated authoritarian parenting is linked together with positive social outcomes among Asian ethnic families.

Research Design

The Cross-sectional Survey Design of the quantitative approach to research was employed to conduct this study since the researcher wanted to observe or study human behaviour (parenting styles and self-esteem), by measuring and quantifying it through measurement instruments. The measurement of human behaviour is fundamentally a widely accepted view of the positivist approach in discerning reality (Drost, 2011), with which the quantitative approach is

identified (Castellan, 2010). By employing the cross-sectional survey design, the researcher was able to utilize standardized method to gauge the relationship between the two variables (parenting styles and self-esteem), and was able to make statement about the population (Bryman, 2012). The cross-sectional survey design was specifically chosen for this study because it allowed the researcher to include variation in the sample (such as male and female variations) and also it allowed the inclusion of large number of respondents than to use other designs such as cohort (Cohen, Manion & Morrison, 2007). Collecting data across a wide range in a relatively short period of time was possible.

Population

The target population for this study was all the six thousand nine hundred and six (6,906) students of eight (8) Senior High Schools (SHS) in the Bekwai Municipality of the Ashanti Region of Ghana. This is because of consistent referrals of students to parents over unacceptable behaviours exhibited and parents exhibiting traits of styles of upbringing. However the accessible population was made up of the first and second year students of the three Senior High Schools that were randomly selected from the eight in the Municipality.

Sample/Sampling Techniques

Three hundred and fifty-four (354) students were sampled through a multi-stage random sampling technique. Simple random was used to select the region and district and stratification was used to select forms, location and gender of the students. Yet the total sample (respondents) whose responses the researcher analyzed and reported on in this study were three hundred and forty (340) comprising 146 females and 194 males. Fourteen participants did not completely responded to their questionnaires and therefore were eliminated

Instrumentation

The instrument that was used to collect data in this study was constructed by adapting Morris Rosenberg's Self-esteem Scale (RSE) (Rosenberg, 1965) to measure students' self-esteem, and the Parental Authority Questionnaire (PAQ) (Buri, 1991) to measure students' perception of their parents' parenting styles. The instrument was made up of three parts: Part I, II & III. Part I covered the background information of the participants of the study. It contained four (4) items. The items were Sex, Age, Participants' Programmes of study, and the place of settlement (type of locality in which a participant was brought up: rural, peri-urban, and urban localities). In Ghana, the classification of a locality as urban or rural is based on the population size, and those localities with population of 5000 or more are classified as urban. The rural localities are those

with population less than 5000 (Ghana Statistical Service, 2013). The peri-urban localities in the study are therefore related to those processes of dispersive urban growth that creates hybrid landscapes of fragmented urban and rural characteristics. It is a landscape interface between urban and rural localities. Part II of the instrument contained thirty-two (32) items for measuring the parenting styles. And the part III composed of ten (10) items that were used to measure the global self-esteem of participants.

Validity and Reliability of the Instrument

The adapted instrument was shown to some research experts and the researcher's supervisor for expert critique for its face and content validity. A pilot test to further ensure the instrument's validity and reliability in our Ghanaian context was conducted with 50 similar students. The internal consistency of the instrument with a Cronbach's alpha estimates of .65 for permissive, .66 for authoritarian, .71 for authoritarian, .81 for neglectful, and .69 for self-esteem.

Data Collection Procedure

Permission was sought from the Municipal Directorate of Education, Bekwai-Ashanti to obtain consent from the headmasters in the three selected schools. Once permission was granted by the headmaster of each school, the researchers were introduced to the teaching staff and the students. The researchers explained the purpose of the research to the students. A brief explanation on the significance of the study was given to the students. It was also explained that participation in the study was voluntary, and that only students who would be randomly selected would participate in the study. General students consent for participation was sought after reading and explaining the purpose and significance of the study to them. Arrangement was then made with the school authorities, the teachers and the students on the day and time to undertake the data.

At the end of each data collection process, the researchers expressed a heart-felt gratitude and appreciation to all the students who voluntarily accepted to participate in the study, as well as the teachers and other staff who played some roles in the process of data collection. The researchers later went to the headmasters of the three selected schools to render a special appreciation (verbally as well as written) for their permission to undertake the study in their schools.

Data Analysis

Data that was generated through the research instrument was statistically subjected to both descriptive and inferential analysis. First, to answer research questions 1 and 2, simple percentage and frequency count were employed. Second, Pearson Correlation was used to examine the relationship between different parenting styles and self-esteem of the students (research question 3). Variables were measured at the alpha level of 0.5 (5%) significant level. In order to generate quantifiable results for statistical analysis and presentation, the data collected from the students was processed and managed in the following ways: Scoring the Instrument, Editing the Data, Coding of the Data, and Data Entry into the SPSS

Ethical Considerations

Requesting the students in this study to reveal their parents' behaviour and practices, and unmask their own self-worth to the researchers raised serious and important ethical issues that needed consideration. Ethical issues such as informed Consent to undertake the study, ensuring and maintaining respondents-confidentiality and anonymity, respondents protection from harm, ensuring and maintaining data collection and data keeping security, and respondents benefits are some of the ethical issues the researchers critically considered and addressed.

Result and Discussion

The fundamental purpose of this study was to examine the relationship between perceived parenting styles and self-esteem of SHS students of the Bekwai Municipality. The first research question was sought to explore the predominant parenting styles practiced by the parents of the students. The result indicated that majority of the students totalling 238 (70%) perceived their parents as authoritative. The result as presented in Table 1 has revealed that authoritative parenting is the most predominant parenting style practiced by parents of the SHS students.

Table 1: Presentation of Parenting Styles

Parenting Styles	Frequency (f)	Percentage (%)
Permissive Parenting Style	9	2.65
Authoritarian Parenting style	90	26.47
Authoritative Parenting Style	238	70.00
Neglectful Parenting Style	3	0.88
Total	340	100.00

Source: Fieldwork data (2017)

The result of this study is contrary to Inkoom (2012) and Awumey (2012). Inkoom (2012) studied in the Offinso-South Municipality and reported that authoritarianism was the most practiced parenting style perceived by the students. And Awumey (2012) studied among students in Ashiaman cluster of basic schools in Accra and reported that authoritarian parenting was the predominant style perceived by the students. The result also contradicts some earlier findings that posited that collectivist cultures (such as Turkish, Indian, Latin American, and Asian) use higher levels of control over children, emphasize obedience, and are more restraining even during social play and feeding, and therefore were predominantly authoritarian (Keshavarz & Baharudin 2009; Rudy & Grusec, 2006).

However, this finding is consistent with the study of Ofosu-Asiamah (2013) which was conducted in the Ejusu-Juabeng District located not far from the eastern part of the Bekwai Municipality. His findings revealed that authoritative parenting was the style experienced by majority of the respondents. Although Lee (2011) conducted his study in Chinese community where authoritarianism had been found to be the most practiced parenting style, his result revealed that authoritative parenting style was the one mostly practiced. These inconsistencies in research findings on parenting styles even within the same geographical area or region might be due to change in parental beliefs, education, or culture practices.

Zelege and Tadesse (1998) pointed out that parents were gradually giving up the beliefs of being authoritarian parents as they had become aware of the consequences of traditional beliefs and practices of their parenting culture on their children's development. Harris (2000) also has added that change in parenting styles have occurred gradually as parents have been influenced by the series of advice from parenting experts in this modern time regarding parenting and its associated outcomes on children.

The research question 2 was formulated to examine the relationships between the various parenting styles and self-esteem of the Senior High School students in the Bekwai Municipality. Pearson's correlation statistical tool was used to determine the statistical significant relationship between two variables (parenting styles and self-esteem). The results of Pearson's correlations are presented and discussed in the following sections.

Relationship between permissive parenting style and self-esteem of students

Research Hypothesis (H_i): There is statistically significant relationship between permissive parenting style and self-esteem of SHS students in the Bekwai Municipality.

Null Hypothesis (H_o): There is no statistically significant relationship between permissive parenting style and self-esteem of SHS students in the Bekwai Municipality.

Table 7: Relationship between Permissive Parenting Style and Self-esteem

Correlation Coefficient, r	Probability Value, P
-0.0390	.472

* $p < 0.05$ (2 tailed)

The result of Pearson's correlation, r presented in Table 7 shows that there was weak negative relationship between permissive parenting style and self-esteem among the SHS students which is statistically not significant, ($r = -0.039$, $p = 0.472$) indicating null hypothesis is accepted. This result indicated that the self-esteem of students whose parents practiced permissiveness was not the result of the permissive parenting style may be due to other factors not encountered in this study. According to Young and Hoffman (2004), development of children's self-esteem is complex and somewhat elusive suggests that a child's self-esteem may be related to his or her temperament, which is perhaps inherited or biologically determined.

This current finding is contrary to Martinez and Garcia (2007) who state that permissive parenting style is high in responsiveness and low in demandingness as a result makes parents more affectionate and caring, therefore children who are brought up by permissive parents have positive self-esteem. Chen and Kaplan (2001), in citing Buri (1991) have indicated that empirical research have showed that parental style which exhibited affection; acceptance and respect (like permissive) are related to self-esteem positively. Here too the finding of this current study was contrary.

Relationship between authoritarian parenting style and self-esteem of students

Research Hypothesis (H_i): There is statistically significant relationship between authoritarian parenting style and self-esteem of SHS students in the Bekwai Municipality.

Null Hypothesis (H₀): There is no statistically significant relationship between authoritarian parenting style and self-esteem of SHS students in the Bekwai Municipality.

Table 8: Relationship between Authoritarian Parenting Style and Self-esteem

Correlation Coefficient, r	Probability Value, P
-0.131	0 .016

* $p < 0.05$ (2 tailed)

The result of Pearson's correlation, r presented in Table 8 points out that there is weak negative relationship between authoritarian parenting style and self-esteem of the SHS students which is statistically significant, $r = -0.131$, $p < 0.05$ while probability value, $P = 0.016$. Since $P < 0.05$ therefore null hypothesis is rejected. This indicated that the more authoritarian parents might become the lower the self-esteem of their children might be.

There have been varied views on the relationship between authoritarian parenting style and child outcomes. Positive outcomes (such as positive self-esteem) have been found to be associated with authoritarian parenting styles among Asian and non-Caucasians adolescents and that there is no negative effect of authoritarian parenting styles in cultures where authoritarian parenting is the norm (Alsheikh, Parameswaran & Elhoweis, 2010). In addition, Bornstein and Bornstein (2007) have stated that authoritarian parenting style is linked together with positive social outcomes among Asian ethnic families. Furthermore, a study that investigated collectivist parents like Egyptian or Indian parents approved authoritarian parenting and stated that the children of these collectivist parents were not lower in self-esteem (Rudy & Grusec, 2006). The finding of this study is contrary to the above findings.

Yet not every study has showed positive relationship between authoritarian parenting style and self-esteem even though they were carried out in Asian countries (Lee, 2011). For instance, Ang and Goh, (2006) in citing findings of Chen, Dong, and Zhou (1997) indicated that authoritarian parenting style positively associated with aggression and linked negatively with sociability-competence which included self-esteem and peer acceptance. Also Ang and Goh (2006) stated that Herz and Gullone found that parenting which is characterized by high levels of control similar to Baumrind's authoritarian parenting are negatively associated with self-esteem and confidence of both Vietnamese-Australian and Anglo-Australian adolescents. The negative association between

authoritarian parenting style and self-esteem as resulted in this study is therefore not an odd finding.

Relationship between authoritative parenting style and self-esteem of students

Research Hypothesis (H_i): There is statistically significant relationship between authoritative parenting style and self-esteem of SHS students in the Bekwai Municipality.

Null Hypothesis (H_o): There is no statistically significant relationship between authoritative parenting style and self-esteem of SHS students in the Bekwai Municipality.

Table 9: Relationship between Authoritative Parenting Style and Self-esteem

Correlation Coefficient, r	Probability Value
0.068	0.210

The result of Pearson's correlation, r presented in Table 9 shows that there is extremely little positive (almost no) relationship between authoritative parenting style and self-esteem of the SHS students which is statistically not significant, $r = -0.068$, $p < 0.05$ while probability value, $P = 0.210$. Since $P > 0.05$ therefore null hypothesis is accepted. This indicated that the self-esteem of students whose parents practiced authoritativeness was not the result of the authoritativeness in their parenting style but that some other things such as the students' personality or the school environment might have accounted for the students' self-esteem.

Notwithstanding the numerous research reports that posit that authoritative parenting style is correlated positively and strongly with self-esteem (Baumrind & Black, 1967; Baumrind, 1982; 1971; & 1999; Lee, 2011; Despande & Chhabriya, 2013; Mogonea and Mogonea, 2014), the result of this study revealed weak positive relationship between the authoritative parenting style and self-esteem of the SHS students contrary the above research reports.

Although this result is contrary to several research that put forward a statistical significant correlation between authoritative style and self-esteem such as cited above, it is not a strange finding because Bornstein and Bornstein, (2007) has argued that the positive relationship of authoritative parenting style with self-esteem may not be true for all individuals who come from different backgrounds and grow up in different circumstances and situations. This finding is also in line with Martinez, Garcia and Yubero (2007) who state that authoritative parenting style is not associated with optimum self-esteem in Brazil. Besides, it is

consistent with Alsheikh, parameswaran, and Elhoweris (2010) who reported autonomy granting, demandingness, or responsiveness (dimensions of parenting style) did not significantly relate to self-esteem.

Relationship between Neglectful parenting style and self-esteem of students

The Pearson's correlation, r presented in Table 10 below shows that there is a weak negative relationship between neglectful parenting style and self-esteem of the SHS students which is statistically significant, $r = -0.173$, $p < 0.01$ while probability value, $P=0.001$. Since $P<0.01$ therefore null hypothesis is rejected. This indicated that the more neglectful parents may become the lower may be the self-esteem of their children.

Table 10: Relationship between Neglectful Parenting Style and Self-esteem

Correlation Coefficient, r	Probability Value
-0.173	0.001

* * $p<0.01$ (2 tailed)

Children from neglectful parental homes are likely to have a low self-image or low self-confidence, and act without purpose and responsibility (Tsemrekal, 2013). And their low levels of self-esteem make them prone to people who may try to manipulate them and take advantage of them (Lao, 2008). That is to say that neglectful parenting style correlates negatively with child development such as self-esteem. This present study produced a similar result. The result as presented in Table 10 indicated a negative relationship between neglectful parenting style and self-esteem of the students.

Summary of Findings

The result indicated that all the four parenting styles measured in the study were perceived to be practiced by parents of the students with the authoritative parenting style reported as the most predominant parenting style practiced by the parents of the students. Although, the authoritative parenting style was found to be the most predominant for all the respondents of the study, the parents adopted different parenting styles on the basis of the sex of their children. The authoritative style was found to be the most predominantly perceived parenting style adopted by parents for their female students while authoritarian style was perceived as the most commonly practiced style for their male students.

The results pointed out that relationships between permissive and authoritative parenting styles and self-esteem of the students were not statistically significant. But there were statistically significant relationships between the self-esteem of the students and the authoritarian and neglectful parenting styles. The results also indicated that all the styles measured apart from the authoritative style showed negative relationships with the students' self-esteem.

Conclusion

Based on the results of this study, it is concluded that:

- Parenting styles related with the self-esteem of the Senior High School students in the Bekwai Municipality of the Ashanti Region of Ghana. It is also asserted that the more authoritarian, neglectful, or permissive their parents are in their parenting, the more negative the self-esteem of the students may be.
- Authoritativeness was the most parenting practiced by the parents and with all the four parenting styles practiced, authoritativeness was the only style that related positively with the students' self-esteem. It is therefore concluded that if parents are given more education on the positive effects of authoritative parenting, more other parents may adopt authoritativeness in their parenting.
- If parents become more authoritative in parenting, their children may develop positive self-esteem.

Recommendations

It is recommended that parents be more authoritative in their parenting since authoritarian and neglectful, permissive parenting styles correlated negatively with the students' self-esteem. The parents should allow their children (especially adolescents who are reaching the adult stage) to take part in the family decisions especially in matters that concern them (the children) instead of forcing seemingly unbearable parental decisions on them. The parents should encourage the children to make their personal decisions, then constructively approve or disapprove the decisions through two-way communication.

Besides, it is recommended that the parents should exhibit much encouraging attitude towards their children. They should emphasize the positive features in their children instead of magnifying their weaknesses, praise more and applaud the achievements of the children, avoid destructive criticism and open condemnation in the presence of their peers. In case of shortcoming in the activities of the children, parents should rather lead the children to critique the

acts themselves, ensuring that the person (child) is separated from the bad acts. They should avoid all sort of put down jokes and mocking on their children as those greatly lead to low self-esteem of children.

Furthermore, it is recommended that teachers be encouraged to learn to consider the parental backgrounds of their students when dealing with them. Children who come from particular parenting culture may behave and see things the way the parenting culture in the home is. Therefore failing to understand them might make them confused and resultantly temper their self-esteem.

Finally, it is recommended that the school counsellors organize a lot of self-esteem enhancement programmes in the schools to help students improve upon their self-esteem. It is bound on them to ensure safe environment for student development. The counsellors should as well educate students on how to adjust (respond favourably) to different parenting styles or specific parenting styles adopted by their parents. The counsellor can put on students' notice boards encouraging quotes and passages that can help the students to develop positive view and right mental attitudes themselves so as to improve upon their self-esteem as well as their emotional intelligence.

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