

**IMPACT OF PARENTING STYLE ON SELF-PERCEPTION
OF ADOLESCENTS ATTENDING SCHOOL IN AKKO
LOCAL GOVERNMENT AREA OF GOMBE STATE**

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ABSTRACT: This research investigates the impact of parenting style on the self-image of in-school adolescents in Akko Local Government Area of Gombe State. The study involved 150 in-school adolescents aged 10-19, comprising 75 males and 75 females, with 122 identifying as Islam followers and 28 as Christians. Employing a Survey design with an ex-post-facto approach, the research utilized the Parental Authority Questionnaire (PAQ) and Rosenberg's Self-Esteem Scale as instruments for data collection. Multiple regression analysis was employed to analyse the obtained data. The findings indicated a significant negative correlation between parenting style and adolescent self-esteem. Three hypotheses were tested at a 0.05 significance level. Hypothesis one proposed that children raised under authoritative parenting style might experience a distorted self-image, which was not supported. Similarly, hypotheses two and three posited that adolescents raised under authoritarian and permissive parenting styles, respectively, would have lower self-esteem, but these hypotheses were also not supported. The study concluded that parenting style negatively affects self-image.

Keywords: Parenting Style, Self-Perception, Adolescents, School

INTRODUCTION

Parenting styles have emerged as a focal point of scholarly investigation in the early 21st century Caporella, (2007). Extensive research has probed into the connections between parenting styles and self-esteem DeHart, Pelham, & Tennen, (2006) Growe, (1980). Some studies have established a positive correlation between parenting style and self-esteem Buri, (1989); Buri et al., (1988). For instance, Scholte, Van Lieshout, and Van Aken (2001) discovered a significant relationship between supportive parenting styles and higher levels of self-esteem. Their findings suggested that individuals acknowledging their parents' nurturing behaviours tend to exhibit higher self-esteem, while those perceiving their parents as overprotective tend to have lower self-esteem. Nevertheless, few studies have elucidated the relationship between Baumrind's (1971) proposed parenting styles and the level of self-esteem.

Earlier research by Baumrind and Black (1967) aimed to examine specific child-rearing patterns and their developmental outcomes as cited in Ding & Littleton, (2005). Parenting styles encompass the diverse beliefs and behaviours of parents in nurturing their children, reflecting a spectrum of parenting approaches Huxley, (2001). It is conceptualized as a framework of attitudes or a structure of parental authority that shapes the emotional climate for parental behaviour expression. The term "parenting" generally delineates the influence of parental behaviour on a child's development Bornstein, (2002). Darling and Steinberg (1993) defined parenting style as an overarching atmosphere encompassing family dynamics and the process of child-rearing. The interactions between parents and children, influenced by parenting styles, significantly impact what children learn and how they respond in various situations Collins & Laursen, (1999). Parenting style distinguishes itself from parenting practices as it denotes the broader scope of parent-child interactions across settings, while parenting practices focus on specific situations and domains Baumrind, (1971); Darling & Steinberg, 1993).

Evolution of Parenting Styles and their Impact on Adolescent Self-Esteem

The concept of parenting styles originated from Baumrind's (1967) seminal study involving over 100 preschool-age children, identifying four key dimensions: disciplinary strategies, communication styles, warmth and nurturance, and expectations of maturity and control. Initially, Baumrind categorized parenting styles into authoritative, authoritarian, and permissive based on these dimensions. Later, Maccoby and Martin (1983) introduced a fourth style, Neglectful or Rejecting, considering demandingness and responsiveness as crucial elements, modifying Baumrind's dimensions. Responsiveness relates to parental support and fostering individuality, while demandingness refers to behavioural control and expectations placed on children (Bengston, 2005; Knox & Schacht, 2007). Baumrind's pioneering work emphasized high demandingness and responsiveness as integral to optimal child outcomes (Baumrind, 1991, 2013). However, Skinner et al. (2005) expanded this

Framework, emphasizing dimensions guiding parenting style assessment and their impact on children's socialization. Regarding parenting styles' influence on self-esteem, authoritative parenting tends to cultivate higher self-esteem in Western cultures (Cochran, Mruk, New & Cochran, 2007). However, cultural perceptions play a role, as authoritarian parenting can positively impact esteem in certain cultures, where toughness is equated with care (Chao, 1994; Tumbokon). Contrarily, Harti (1993) linked parenting style to self-image, depression, and feelings of hopelessness in adolescents. Additionally, cultural variations in parenting and self-esteem associations have been noted, particularly between Germany and the United States (Barber & Chadwick, 1992; Berk, 2009).

Self-esteem, the valuation of oneself, significantly influences adolescent psychological development and wellbeing (Rosenberg, 1965). Positive parenting styles, avoiding guilt and withdrawal, align with higher adolescent self-esteem (Graybill, Kwash et al., Litovsky & Dusek). However, conflicting research findings exist, with some studies associating mild punishment with high self-esteem while others link excessive parental control with low self-esteem (Coopersmith, Edler, Peterson et al., Openshaw et al., Litovsky & Dusek).

The connection between parent-child interaction and adolescent self-esteem remains a subject of debate, indicating varying interpretations of parenting styles across cultures (Barber & Chadwick, 1992). Berk (2009) highlighted the association between different parenting styles and adolescent self-esteem. Rising social challenges like thuggery, armed robbery, and kidnapping are partly attributed to how children are raised. For instance, adolescents reared under authoritarian parenting often perceive commands as normal, potentially impacting their self-esteem negatively. This study aims to explore the influence of parenting styles on adolescent self-image in Akko Local Government Area of Gombe State.

Research Questions

1. Will authoritative parenting significantly impact the self-image of in-school adolescents?
2. How does authoritarian parenting style influence the self-image of in-school adolescents?
3. Does permissive parenting style significantly affect the self-image of in-school adolescents?

Aim and Objectives

This study aims to predict how parenting styles influence the self-image of in-school adolescents in Akko Local Government Area of Gombe State. Specific objectives include:

1. Assessing the impact of authoritative parenting on in-school adolescents' self-image.
2. Investigating the influence of authoritarian parenting on in-school adolescents' self-image.
3. Examining the effects of permissive parenting on in-school adolescents' self-image.

Scope of the Study

The study is limited to assessing the influence of authoritative, authoritarian, permissive, and neglectful parenting styles on in-school adolescents' self-image in Akko Local Government Area, specifically focusing on Secondary School Akko.

Significance of the Study

The research outcomes hold significance for adolescents, parents, professionals, policymakers, social workers, and the broader society. It provides insights into parenting styles' impact on parent-child relationships and serves as a reference for understanding the repercussions of negative parenting practices. Additionally, the study aids in creating awareness among policymakers and educators regarding nonviolent parenting policies, potentially reducing antisocial behaviours. The findings also contribute to parental education, emphasizing the need for non-aggressive approaches in child discipline.

Parenting style is conceptualized as the array of parental attitudes and authority conveyed to children, creating an emotional context for parental behaviour (Baumrind, 1971; Darling & Steinberg, 1993). It significantly influences family quality of life and shapes the emotional climate for parent-child interactions (Williams et al., 2009). This study focuses on parenting styles' impact on adolescents' self-image in Plateau State.

Types of Parenting Styles:

1. **Authoritative Parenting:** Balances warmth and control, emphasizing reasoning and communication, and involving children in decision-making (Knox & Schacht, 2007). This style fosters self-discipline and independence in children.
2. **Authoritarian Parenting:** Highly demanding, directive, and restrictive, lacking responsiveness to children's needs (Gould & Martindale, 2009). It may result in obedient but less socially competent and unhappy children, prone to depression.
3. **Permissive Parenting:** Lenient and non-traditional, allowing substantial self-regulation without confrontation (Baumrind, 1991; Dornbusch, 1987). It may lead to impulsive behaviour in children and adolescent misconduct like drug use.
4. **Neglectful Parenting:** Characterized by low demands, responsiveness, and communication, with detached parents (Cherry, 2011).

Self-image: Self-image represents an individual's mental picture of themselves, shaped by personal experiences and external judgments (Cherry, 2011). It encompasses how one perceives oneself and how others perceive them, influencing behaviour and personal development.

Literature Review

Previous studies emphasize the significant influence of parenting style on adolescent self-esteem, showcasing the critical link between parenting and self-image.

Critiques of Literature Review: This study aims to address previous research limitations by employing a smaller population to ensure accuracy. It also utilizes the Parental Authority Questionnaire (PAQ) measuring three parenting styles, reducing research complexity.

Hypotheses:

1. Authoritative parenting will significantly predict self-image among in-school adolescents.
2. Authoritarian parenting will significantly predict self-image among in-school adolescents.
3. Permissive parenting will significantly predict adolescent self-image among in-school adolescents.

RESEARCH DESIGN

The study utilized a survey design of the ex-post-facto type, where groups with pre-existing characteristics are compared to dependent variables. This approach is quasi-experimental and describes the attitudes or characteristics of a population without random assignment (Baumrind, 1971; Darling & Steinberg, 1993).

Participants: A total of 150 in-school adolescents aged 10-19 were involved, including 75 males and 75 females. Among them, 122 were Christians, and 28 identified as Muslims, providing socio-demographic diversity.

Instruments: Two standardized instruments were used:

1. **Rosenberg Self-Esteem Scale (RSES):** This scale consists of ten items assessing an individual's global self-esteem through a Likert response format. It has shown high reliability and validity (Rosenberg, 1965).
2. **Parental Authority Questionnaire (PAQ):** A shorter version of Buri's (1991) Parental Authority Questionnaire (PAQ) was employed, measuring authoritative, authoritarian, and permissive parenting styles. It demonstrated good reliability and construct validity (Buri, 1991; Alkharusi et al., 2011).

Procedure: The researcher obtained consent from selected secondary schools in Gombe State's Akko Local Government Area and utilized purposive sampling. Confidentiality was assured, and ethical guidelines were strictly adhered to.

Data Analysis: Multiple regression analysis was employed to test the study hypotheses. The regression model aimed to predict self-esteem among in-school adolescents based on parenting styles in model 1:

$$SELFEST = F(AUTIV, AUTRIAN, PERM) \dots\dots\dots(i)$$

$$SELFEST = \beta_0 + \beta_1AUTIV + \beta_2AUTRIAN + \beta_3PERM + \mu_t \dots\dots(ii)$$

Where:

SELFEST = Self-esteem among in-school adolescents

AUTIV = Authoritative parenting style

AUTRIAN = Authoritarian parenting style

PERM = Permissive parenting style

β_0 = Constant

$\mu_t = \text{Error term}$

RESULTS

Descriptive Results The descriptive statistics, including the mean and standard deviation of parenting styles, and the model summary of the regression analysis, are illustrated in Tables 1 and 2 below.

Table 1: Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Age	150	10	19	15.31	1.502
Authoritative	150	8	18	12.81	2.347
Authoritarian	150	7	21	11.65	2.388
Permissive	150	6	16	9.88	2.258
Self-esteem	150	15	37	28.01	3.804
Valid N (listwise)	150				

Table 2: Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	75	50.0	50.0	50.0
	Female	75	50.0	50.0	100.0
	Total	150	100.0	100.0	

Religion					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christianity	122	81.3	81.3	81.3
	Islam	28	18.7	18.7	100.0
	Total	150	100.0	100.0	

Table 3: Mean and Standard Deviation of Parenting Style Scores

Parenting Style	Mean	Standard Deviation
Authoritative	12.81	2.35
Authoritarian	11.65	2.39
Permissive	9.88	2.26

The data outlines mean scores and standard deviations for three parenting styles: Authoritative (12.81, 2.35), Authoritarian (11.65, 2.39), and Permissive (9.88, 2.26). Authoritative parenting, characterized by a balanced and supportive approach, has the highest mean score. Authoritarian parenting, associated with strict control, follows with a slightly lower mean score. Permissive parenting, marked by a more lenient approach, has the lowest mean score. Standard deviations indicate variability within each style. Overall, the data provides a quantitative perspective on these parenting styles, offering insights into their perceived effectiveness based on the given mean scores and variability.

Table 4: Regression

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	57.214	3	19.071	1.327	.268 ^b
	Residual	2098.759	146	14.375		
	Total	2155.973	149			

a. Dependent Variable: Self-esteem

b. Predictors: (Constant), Permissive, Authoritative, Authoritarian

Table 5: Model Summary of Regression Model 1

R ²	F Change	df1	Df2	Sig. F change	Durbin Watson
0.027	1.327	3	146	0.268	1.926

In Table 5, the regression model 1 summary shows an R² of 0.027, indicating that the model accounts for 2.7% variation in adolescent self-esteem. The F-statistic did not reach statistical significance at the 5% level, suggesting a lack of model fit. The Durbin-Watson value of 1.926 confirms the absence of multicollinearity.

Inferential Results Three hypotheses were tested using multiple regression analysis at a 0.05 significance level. The outcomes are detailed in Table 6.

Table 6: Hypotheses Testing Using Multiple Regression Analysis

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.837	2.189		12.719	.000
	Authoritative	-.092	.137	-.057	-.670	.504
	Authoritarian	-.127	.142	-.080	-.898	.370
	Permissive	.287	.149	.170	1.921	.057

a. Dependent Variable: Self-esteem

Table 7: Coefficients of Regression Model 1

Model 1	Unstandardized	Standardized	T	Sig
Dependent Variable (Self-esteem)	β	Std. error	Beta	
Constant	27.837	2.189		12.719
Authoritative	-.092	.137	-.057	-.670
Authoritarian	-.127	.142	-.080	-.898
Permissive	.287	.149	.170	1.921

Hypotheses Results

1. Hypothesis 1: The regression coefficient for authoritative parenting style is less than significance ($p = 0.504$), failing to support the hypothesis which state that Authoritative parenting will significantly predict self-image among in-school adolescents.
2. Hypothesis 2: The regression coefficient for authoritarian parenting style also less than the significance ($p = 0.370$), not supporting the hypothesis stating that Authoritarian parenting will significantly predict self-image among in-school adolescents.
3. Hypothesis 3: The regression coefficient for permissive parenting style approached significance ($p = 0.057$), yet did not meet the predetermined significance level, thus not supporting the hypothesis stated that permissive parenting style will significantly predict adolescent self-image among in-school adolescents.

These findings are summarized in Table 7.

Model 1	Unstandardized	Standardized	T	Sig
Dependent Variable (Self-esteem)	β	Std. error	Beta	
Constant	27.837	2.189		12.719
Authoritative	-.092	.137	-.057	-.670
Authoritarian	-.127	.142	-.080	-.898
Permissive	.287	.149	.170	1.921

DISCUSSION

The study's findings regarding the relationship between parenting styles and adolescent self-esteem contradict the hypotheses proposed. Specifically, the hypotheses suggested significant relationships between certain parenting styles and adolescent self-esteem, but the findings did not support these claims.

Hypothesis one proposed a significant relationship between authoritative parenting style and adolescent self-esteem, but the study results did not find support for this assertion. This finding aligns with previous research conducted by Kwan (2004) and Wan Mohd (2009), which also demonstrated a negative correlation between authoritative parenting and self-esteem. These studies suggest that despite the common belief that authoritative parenting fosters positive self-esteem, in reality, it may not always be the case.

Similarly, Hypothesis two, which suggested that authoritarian parenting predicts self-esteem among in-school adolescents, lacked support in the study. This consistency in findings was also observed in the research by Moudgil, Rajjaua, and Naudini (2017), which indicated a negative association between authoritarian parenting and self-esteem. These findings challenge the notion that strict and controlling parenting styles positively impact adolescent self-esteem.

Hypothesis three posited a significant prediction of adolescent self-esteem by permissive parenting style, but this was not substantiated by the study's results. This outcome corresponds with the findings of Yun, Chern, and Tsou (2018), which showed a detrimental effect of permissive, authoritative, and authoritarian parenting on adolescent self-esteem. These findings suggest that overly indulgent or lenient parenting styles may also have negative implications for adolescent self-esteem.

Overall, the study's findings provide valuable insights into the complex relationship between parenting styles and adolescent self-esteem. They highlight the importance of considering individual differences and contextual factors in understanding how different parenting approaches may impact adolescent development. Additionally, the consistency of these findings with previous research underscores the need for further exploration and refinement of our understanding of parenting practices and their effects on adolescent well-being.

Limitations

Uneven participant representation across religions and comprehension challenges faced by some participants regarding survey items added complexity and stress to the research. Additionally, the instrument (PAQ) used in the study lacked adaptation to Nigerian cultural contexts, potentially introducing cultural biases. The study's reliance on a single secondary school (Tunfure secondary).

Conclusion

The study's findings suggest that parenting style has no significant effect on adolescent self-esteem. None of the formulated hypotheses garnered adequate support, indicating an absence of substantial relationships between parenting style and self-esteem.

Recommendations

Based on the study outcomes and encountered limitations, several recommendations are proposed:

1. **Shift Focus to Individual Factors:** Redirect attention towards individual factors that may play a more substantial role in shaping adolescent self-esteem, such as peer relationships, personal experiences, and cultural influences. Researchers and practitioners should explore these factors comprehensively to gain a deeper understanding of their impact on self-esteem development.
2. **Promote Holistic Parenting Approaches:** Encourage parents to adopt holistic parenting approaches that prioritize factors beyond just parenting style, such as fostering open communication, building resilience, and promoting a supportive family environment. Emphasize the importance of parent-child relationships characterized by trust, empathy, and understanding, regardless of specific parenting practices.
3. **Encourage Contextual Consideration:** Advocate for research and interventions that take into account the diverse cultural, social, and environmental contexts in which parenting occurs. Recognize that the effectiveness of parenting practices may vary across different contexts and be influenced by factors such as socioeconomic status, family structure, and cultural norms.
4. **Support Parental Well-being:** Recognize the potential impact of parental well-being on adolescent development and self-esteem. Provide resources and support programs aimed at enhancing parental mental health, coping skills, and overall well-being, as these factors may indirectly influence the quality of parent-child interactions and family dynamics.

Area of Further Study

The research recommends further studies with larger sample sizes to enhance the generalizability of findings.

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African Journal of Social and Behavioural Sciences (AJSBS)
Volume 14, Number 2 (2024) ISSN: 2141-209X

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