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PARENTING INTERACTIVE STYLES THAT ENHANCES SELF-ESTEEM AS EXPRESSED BY IN-SCHOOL ADOLESCENTS IN ILORIN METROPOLIS

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Abstracts

The purpose of this study was to look at the parenting interactive styles that enhance self-esteem as expressed by in-school adolescents in Ilorin metropolis. The target population for this study comprised of all in-school adolescents in the various secondary schools in Ilorin metropolis. The purposive sampling technique was used to select three large secondary schools from each of the three Local Government which constitute Ilorin Metropolis (Ilorin south, Ilorin west, Ilorin East). After then, 250 in-school adolescents were randomly selected from the selected school. Five research questions were formulated and four hypotheses were generated respectively to guide the conduct of this study. Data were gathered using researchers designed instrument titled "Parenting Styles and Self-Esteem of In-school Adolescents Questionnaire" (PSSEA). Data were analyse using t-test and Analysis of variance (ANOVA), all hypotheses were tested at 0.05 alpha level. The result showed that authoritative parenting interactive styles enhances self-esteem of adolescent. The findings further showed that there was no significant difference in the parenting interactive styles that enhances self-esteem as expressed by in-school adolescents in Ilorin metropolis based on gender, age and religion. However, a significant difference was found on the basis of class type. It was therefore recommended that the parents should be encouraged to adopt the best parenting practices in the upbringing of their children. Counsellors should also organize regular seminars and conferences for parents in order to enlighten them on the importance of adopting good parenting practices in their homes.

Key Words: Parenting interactive styles, In-school Adolescents, Self -Esteem and Authoritative

Introduction

Adolescence period is characterized by rapid physical, cognitive and emotional changes. At this period, the adolescent child strives to establish an identity. This stage marks the onset of puberty (Steinberg, 2001). At this period, parents have a lot of challenges in dealing with the emerging adults (Eke, 2004). The level of interaction within the family has a far reaching influence on the self-image of the adolescent. The type of family a child comes from can serve as a predictor of the adolescent's quality of life (Omosewo, 2002). Human personality according to Sigmund Freud, is all about the id, ego and the super ego. Id is the biological constituent of personality and the base of all instincts which is governed by pleasure principle. The ego mediates between the id and the super ego and this develops as we relate with the environment. The super ego is the moral branch of personality. It strives not for pleasure but for perfection. Sigmund Freud affirmed that this process determines the child's personality which eventually influence the adolescent's self-esteem. As the child goes through this process, positive parenting interactive styles can help to promote the physical, emotional, social and intellectual development of a child from infancy to adulthood (Ogbobe, 2015).

Parenting is a complex process that involves different skills and this encompasses the way children are reared and brought up (Olujinmi, 2012). Parenting styles is a term that summarizes behaviours used by a parent to raise a child. An healthy parenting interactive child relationship have been found to predict the adolescent's wellbeing in terms of social competence, academic performance and psychological development (Wilkinson, 2004). Baumrind (1991) classified parenting interactive styles into four major groups viz Authoritarian, permissive, democratic or neglecting parents.

The Authoritative parenting style encourages interaction in a warm and acceptable manner. These parents may be both demanding and controlling but they are also warm and receptive to their children's wishes. These parents appreciate and emphasize autonomy self-will and disciplined conformity. They exercise firm control to some points, but the children are not overtly constrained (Turner, Chadler & Heffer, 2009). It has been observed that children who are brought up by authoritative parents are well behaved and have greater level of ability to regulate emotions.

The authoritarian interactive style is characterized by high level of expectation with low responsiveness (Pellerin, 2005). The authoritarian parent tries to shape, control, and evaluate the behaviour and attitudes of the adolescent child in accordance with a set standard of conduct (Baumrind, 1991). Self-will is curbed once the child's behaviour is at variance with what the parent belief to be a good conduct. Sensitivity to the child's needs or circumstances is not part of the authoritarian approach (Strage and Brandt, 1999).

Permissive interactive styles of parenting are often referred to as indulgent parenting style. This style is an extremely relaxed approach where parents are generally warm and affectionate. Parents interact with their children in a non-punitive manner, allowing the child to make decisions on their own without apprehension for limitations

or consequences. This style is characterized by low demands and high responsiveness (Pellerin, 2005).

Neglectful interactive style of parenting is also called uninvolved, detached, dismissive or hands-off parenting. This style is characterized by low responsiveness and low demands (Pellerin, 2005). This style allows parents to be self-centered, generally unresponsive, neglectful, pursues self-gratification. Parents are not in control of children's activities so they are left alone to direct the affairs of their life and this attitude can negatively affect their self esteem.

The concept of self-esteem was constructed by a psychologist called William James. Wolff (2000) defined self-esteem as the extent to which an individual, values, approves, or likes oneself. Wolff further argued that self-esteem is relatively high at childhood and eventually drops during adolescence (particularly for girls). This can rise gradually throughout adulthood depending on the interactive relationship with the parent, and then declines sharply in old age. As children grow up, they begin to develop personality that will enhance their self-esteem and at the same time develops personal identity as they interact with their environment. (Robins & Santrock, 2007). The parent-child relationship at childhood influences children's social interactions and behavioral adjustment at adolescence (Scaramella & Leve, 2004). Authoritative parenting styles helps to positively encourage parent-child relationships, greater self-esteem, and more autonomy (Herz & Gullone, 1999), while permissive interactive style often fosters serious problems among adolescence (Maccoby & Martin, 1983).

Yamawaki, Nelson and Omori (2010) revealed that warm and caring parenting interactive practices foster adolescents psychological well-being later in life and children with low self-esteem are product of poor parenting. Strage and Brandt, (1999) confirmed that constant criticism from authoritarian parents often leads to low self-esteem which could result into depression and antisocial behavior.

Researchers have found that there is a relationship between parenting styles and children's behavior. Authoritarian parents tend to have children who are more likely to be irritable and conflicted, showing signs of both anxiety and anger, not socially skillful and are susceptible to being bullied (Ogbobe, 2015). Authoritative parenting produces many positive outcomes in children such as good social skills and low levels of antisocial or aggressive behavior. Permissive parents are usually not in control of their children's attitude.

Statement of the Problem

Parenting interactive style has a way of influencing adolescent's behavior. According to Conger and Chao (1996), adolescents spend more time with peers because of low self-esteem. Adolescents who are uncomfortable with the parent's interactive style are vulnerable to peer pressure. The adolescents hunger for a sense of self-esteem and approval compel them to seek solace among their peers. This a recipe for gangsterism and illicit drug use. Miller, Dilorio & Dudley (2002) showed that many adolescents have difficulty relating with their parents. Turner, Chandler and Heffer,

(2009) worked on influence of parenting styles, achievement motivation, and self-efficacy on academic performance of college students while Steinberg, Elman and Mounts (2006) carried out a study on authoritative parenting, psychosocial maturity, and academic success among adolescents. To the best knowledge of the researcher, none of these studies have focused on the parenting interactive styles that enhance self-esteem as expressed by in-school adolescents in Ilorin Metropolis. Therefore, this is the gap which the present research intends to bridge. This study is to find out parenting interactive styles that enhance self-esteem as expressed by in-school adolescents in Ilorin Metropolis. Also, the study investigated the influence of age, gender, religion and class level on self-esteem.

Research Questions

The following research questions have been raised to guide the conduct of the study.

1. What is the parenting interactive style that enhances self-esteem as expressed by in-school adolescents in Ilorin metropolis?
2. Is there any difference in the parenting interactive styles that enhances self-esteem as expressed by in-school adolescents in Ilorin metropolis on the basis of age?
3. Is there any difference in the parenting interactive styles that enhances self-esteem as expressed by in-school adolescents in Ilorin metropolis on the basis of gender?
4. Is there any difference in the parenting interactive styles that enhances self-esteem as expressed by in-school adolescents in Ilorin metropolis on the basis of class type?
5. Is there any difference in the parenting interactive styles that enhances self-esteem as expressed by in-school adolescents in Ilorin metropolis on the basis of religion?

Hypotheses

The following hypotheses are formulated based on the research questions.

1. There is no significant difference in the parenting interactive styles that enhances self-esteem as expressed by in-school adolescents in Ilorin metropolis on the basis of age?
2. There is no significant difference in the parenting interactive styles that enhances self-esteem as expressed by in-school adolescents in Ilorin metropolis on the basis of gender?
3. There is no significant difference in the parenting interactive styles that enhances self-esteem as expressed by in-school adolescents in Ilorin metropolis on the basis of class type?
4. There is no significant difference in the parenting interactive styles that enhances self-esteem as expressed by in-school adolescents in Ilorin metropolis on the basis of religion?

Methodology

Research Design: The research design adopted for this study was descriptive survey method. Descriptive survey method generally involves the collection of data from a defined population to describe the present condition of the population according to the variables of the study (Ojo, 2001 & Dada, 2007). The researcher therefore, considered the method as being appropriate for the present study.

Participants: The population for this study comprised of all in-school adolescents in the various secondary schools in Ilorin metropolis. The adolescents who are in SSS 1, SSS 2 or SSS 3.

Measures: The major instrument that was used in gathering data for this research was developed by the researchers and was tagged "Parenting Styles and Self- Esteem of In-school Adolescents Questionnaire" (PSSEA). Section A contained personal information of the respondents while Section B consist of items on Parenting Styles on Self-image of In-school Adolescents. The Four Point Likert Type response format was adopted for this study and they are SA= Strongly Agree-4points, A= Agree- 3points, D= Disagree-2points and SD= Strongly Disagree -1point. The content validity of the instrument was established. The reliability of this instrument was also ascertained through test re-test method within an interval of 4 weeks. Using Pearson Product Moment Correlation, a reliability index of 0.64 was obtained. The demographic information section was analyzed using frequency count and percentages. While t-test and Analysis of Variance (ANOVA) were used to test the research null hypotheses at 0.05 alpha level of significance.

Procedures: The purposive sampling technique was used to select three large secondary schools from each of the three Local Governments which constitute Ilorin Metropolis (Ilorin south, Ilorin west, Ilorin East). After then, 250 in-school adolescents were randomly selected from the selected school.

Result

Demographic Data

This section presents the results of demographic section of the respondents in frequency counts and percentages.

Table 1: Percentage Distribution of Respondents Based on Gender

Gender	Frequency Count	Percentage
Male	119	47.6
Female	131	52.4
Total	250	100

Table 1 shows the distribution of respondents by gender. The table shows that 47.6% (119) of the respondents were male while 52.4% (131) of the respondents were female. This indicates that female respondents participated more than male respondents in the study.

Table 2: Percentage Distribution of respondents based on Age

Age	Frequency Count	Percentage
Below 14 years	52	20.8
Above 14 years	198	79.2
Total	250	100

Table 2 shows that 20.8% (52) of the respondents were below 14 years of age, while 79.2% (198) of the respondents were above 14 years of age. This indicates that respondents whose ages are above 14 years participated more in the study.

Table 3: Percentage Distribution of Respondents Based on Class Type

Class	Frequency Count	Percentage
Arts	47	18.8
Commercial	116	46.4
Science	87	34.8
Total	250	100

Table 3 shows the distribution of respondents' class type. The table reveals that 18.8% (47) of the respondents were from arts class, 46.4% (116) of the respondents were from commercial class, while 34.8% (87) of the respondents were from science class. This indicates that respondents from commercial class participated more in the study.

Table 4: Percentage Distribution of respondents based on Religion

Religion	Frequency Count	Percentage
ATR	3	1.2
Christianity	112	44.8
Islam	135	54.0
Total	250	100

Table 4 shows that 1.2% (3) of the respondents were practicing African traditional religion, 44.8% (112) of the respondents were practicing Christianity, while 54.0% (135) of the respondents were practicing Islam.

Research Question 1: What is parenting style that enhances self-esteem of in-school adolescents in Ilorin metropolis?

Table 5: Mean and Rank Order of the Respondents' view on the parenting interactive style that enhances self-esteem of in-school adolescents in Ilorin Metropolis

Item No.	My self-esteem is enhanced when:	Mean	Rank
	authoritative parenting style		
9	my parents display high degree of interaction	3.14	2 nd
6	when there is open communication	3.13	3 rd
8	my parents respect my opinions	3.10	4 th
7	i am given enough freedom of expression	3.08	6 th
10	my parents restructure rules to suit me	2.89	10 th
	authoritarian parenting style	15.34	
4	my parents punish me to enhance obedience	3.15	1 st
3	my parents display low level of communication	3.10	4 th
1	my parents make decisions for me	3.04	7 th
2	severe punishment is inflicted for breaking rules	3.02	8 th
5	strict rules which are not explained to me must be obeyed	3.01	9 th
		15.32	

permissive parenting style			
11	my parents allow me to make decision on my own	2.82	11 th
13	my parents have autonomy to make decisions	2.81	12 th
12	my parents dismiss my emotions and opinions	2.60	13 th
15	realistic goals are not set	2.43	15 th
14	my parents neither care about my well-being nor support me	2.41	16 th
		13.07	
uninvolved parenting style			
16	my parents have little time and energy to spare for	2.59	14 th
17	my parents allow me to behave as I like	2.39	17 th
19	my parents grant me high degree of freedom	2.24	18 th
18	my parents give no rules to guide my conduct	2.22	19 th
20	my parents are unconcerned about my social activities	1.98	20 th
		11.42	

Table 5 presents the mean and rank order of respondents' view on the influence of parenting style on self-esteem of in-school adolescents. The table indicates that authoritative parenting style ranked 1st with the weighted mean score of 15.34 states that "My self-esteem is enhanced when my parents use authoritative parenting style (i.e. when there is open communication, when I am given enough freedom of expression, when my parents respect my opinions, when my parents display high degree of interaction and when my parents restructure rules to suit me). Uninvolved parenting interactive style ranked least with the weighted mean score of 11.42.

Hypotheses Testing

Four null hypotheses were postulated and tested for this study. The hypotheses were tested using t-test and ANOVA statistical methods at 0.05 level of significance.

Hypothesis One: There is no significant difference in the parenting interactive styles that enhances self-esteem of in-school adolescents in Ilorin metropolis based on gender

Table 6: Mean, Standard Deviation and t-test of the Respondents' view on the parenting interactive style that enhances self-esteem of in-school adolescents in Ilorin metropolis Based on Gender

Gender	N	Mean	S.D.	df	Calc value	Crit. value	t- P-value
Male	119	54.92	6.068	248	.553	1.96	.699
Female	131	55.33	5.720				

Table 6 shows a calculated t-value of .553, critical t-value of 1.96, calculated p-value of .699 and an alpha (α) level of 0.05. Since the calculated p-value of .699 is greater than the alpha p-value at 0.05, the hypothesis is accepted. Hence, there is no significant difference in the parenting interactive style that enhances the self-esteem of in-school adolescents in Ilorin metropolis based on gender. That is adolescents do not differ in their opinion on the parenting interactive styles that enhances self esteem.

Hypothesis Two: There is no significant difference in the parenting interactive styles that enhances self-esteem of in-school adolescents in Ilorin metropolis based on age.

Table 7: Mean, Standard Deviation and t-test of the Respondents' view on the parenting interactive style that enhances self-esteem of in-school adolescents in Ilorin metropolis Based on Age

Age	N	Mean	S.D.	df	Calc value	Crit. value	t-	P-value
Below 14 years	52	54.77	5.572	248	.499	1.96		.533
Above 14 years	198	55.23	5.968					

Table 7 shows the calculated t-value of .499 is less than the critical t-value of 1.96 with corresponding p-value of .533 at 0.05 alpha level of significance which is greater at 0.05 level of significant. Since the calculated p-value of .533 is greater than the alpha p-value at 0.05. Hence, there is no significant difference in the parenting style that enhances the self-esteem of in-school adolescents in Ilorin metropolis based on age. That is age did not also influence their opinion.

Hypothesis Three: There is no significant difference in the parenting interactive styles that enhances self-esteem of in-school adolescents in Ilorin metropolis based on class type

Table 8: Analysis of Variance (ANOVA) showing the Respondents' view on the parenting interactive style that enhances self-esteem of in-school adolescents in Ilorin metropolis Based on Class Type

Source	Df	SS	Mean Square	Cal. ratio	F-	Crit. ratio	F-	P-value
Between Groups	2	258.218	129.109	3.819		3.00		.023
Within Groups	247	8350.426	33.807					
Total	249	8608.644						

*Significant, $p < 0.05$

Table 8 shows a calculated F-ratio of .553, critical F-ratio of 3.00, calculated p-value of .023 and an alpha (α) level of 0.05. Since the calculated p-value of .023 less than the alpha p-value at 0.05, the hypothesis is rejected. Hence, there is a significant difference in the parenting style that enhances the self-esteem of in-school adolescents in Ilorin metropolis based on class type. It is clear that class type influenced the perception of the respondents.

Duncan Multiple Range Test (DMRT) was used as a post-hoc test. The results of the DMRT procedure are displayed in Table 9 in order to determine the mean value(s) that caused the significant difference observed in the ANOVA results of Table 8.

Table 9: Duncan's Multiple Range Test (DMRT) showing the view on the parenting interactive style that enhances self-esteem of in-school adolescents in Ilorin metropolis Based on Class Type

Duncan Groupings	N	Means	Group	Year
A	70	56.00	1	Commercial
A	70	55.00	2	Science
B	70	53.23	3	Arts

Table 9 showed Groups 1 and 2 with the mean scores of 56.00 and 55.00 respectively significantly differed from Group 3 with a mean score of 53.23. All the groups differed from one another but the significant difference noted was as a result of the mean of Groups 1 and 2, hence the significant difference noted in the ANOVA on Table 8 was brought about by respondents from commercial and science classes therefore, the hypothesis is rejected.

Hypothesis Four: There is no significant difference in the parenting interactive styles that enhances self-esteem of in-school adolescents in Ilorin metropolis based on religion.

Table 10: Analysis of Variance (ANOVA) showing the Respondents' view on the parenting interactive style that enhances self-esteem of in-school adolescents in Ilorin metropolis Based on Religion

Source	Df	SS	Mean Square	Cal. F-ratio	F-ratio	Crit. F-ratio	Sig.
Between Groups	2	184.995	92.498	2.712		3.00	.068
Within Groups	247	8423.649	34.104				
Total	249	8608.644					

Table 10 shows the calculated F-ratio of 2.712 is less than the critical F-ratio of 3.00 with corresponding p-value of .063 at 0.05 alpha level of significance which is greater at 0.05 level of significant. Since the calculated p-value of .068 is greater than

the alpha p-value at 0.05. Hence, there is no significant difference in the parenting style that enhances the self-esteem of in-school adolescents in Ilorin metropolis based on religion. The religion the respondents profess did not influence their opinion.

Discussion

In the opinion expressed by the respondents, authoritative parenting style enhances the self-esteem of in-school adolescents than authoritarian, uninvolved and permissive interactive styles. Many parents use authoritarian parenting style to control children's behaviour. Constant direction is given to the child and severe punishment is inflicted when rules are broken, little or no praise is given when the child meets the expected standards (Ogbebe, 2015). This can damage the self-esteem of the adolescent child. From this study, adolescents affirmed that their self-esteem is boosted when parents allow them to express themselves. Baumrind (1991) noted that authoritative parenting enhances parent-child relationship which in turn impacts open communication. Good parenting communication style is a major key to building positive self-esteem as well as mutual respect among adolescents. Wolff. (2000) explained that adolescents that comes from where parents uses authoritative parenting interactive styles demonstrates better social self-esteem than those children whose parents uses authoritarian or permissive styles.

The ages of the respondents did not influence their perception. Gracia and Gracia (2009) discovered that authoritative parenting styles enhance the self-esteem of youths of different age groups than other types of parenting styles. This is might be because most adolescents are within the same age range as such; their thought pattern and feelings are likely to be the similar. At this stage, the adolescent child craves for affection, acceptance and self-esteem as such they prefer authoritative style of interaction than permissive or authoritarian styles (O'Connor & Scott, 2007). Eke (2004) noted that many adolescents at this chronological age perceive things almost the same way. D'Souza and D'Souza (2005) stated that the supportive parental interactive style builds up the adolescents into healthy adults who are capable of confronting challenges. Authoritarian, permissive and neglecting parenting interactive styles can lead to unhealthy behavior among adolescents.

Irrespective of the gender of the respondents, they all agreed in their view on the parenting style that enhances self-esteem. The similarity in their opinion might be due to the fact that at this stage, adolescents experience the same rapid physical and emotional change which is characterized by stress and tension as they strive to establish self-identity. Adegoke (2004) established that adolescents are much more concern with identity and self-esteem. Wilkinson (2004) explained that parenting interactive styles has a way of molding the adolescent's personality regardless of their gender.

Adolescents from different class type also differ in their opinion. Majority of the respondents, that participated in this study are in-school adolescents. Most of the SS1 students are early adolescents, while others are mid-stage adolescents. This could inform the differences observed in the opinions. However, Warash and Markstrom

(2001) confirmed that authoritative parental approach plays significant roles in influencing the self-esteem of children irrespective of their class type.

The parenting interactive styles that enhance the self-esteem of in-school adolescents is not different on the basis of religion as expressed by the respondents. Most religion emphasizes inculcation of moral values and tenets to the training of children. This agrees with the report of Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh, (2007), who affirmed that parental religious beliefs modify adolescents' social responsibility both directly and indirectly, which in turn can boost the self-esteem of in school adolescents. However, this view disagrees with the opinion of Howarth, Lees, Sidebotham, Higgins and Imtiaz (2008) who hypothesized that parental religiosity affect adolescents' social responsibility.

Conclusion

The study revealed that in-school adolescent's self-esteem is enhanced when parents use authoritative interactive style. It also showed that there was no significant difference in the parenting interactive styles that enhance the self-esteem of in-school adolescents in Ilorin metropolis based on gender, age and religion. However, a significant difference was found on the basis of class type.

Implication for Counselling

The school counsellor should encourage parents to use authoritative interactive style to raise their children. The adolescents through this study affirmed that this style enhances their self-esteem. The counsellor can organize programmes for parents on authoritative parenting skills acquisition. This could also be achieved by establishing parental skills development centres within the school. During counselling process, counsellors should seek and keep information on students' response on parental interactive styles, where this is negative; the counsellor can mediate between the student and the parent.

Recommendation

As such it was recommended that parents should adopt authoritative parenting interactive style in order to enhance the self-esteem of their children. Counsellors should organize regular seminars and conferences for parents so as to enlighten them on the importance of adopting good parenting practices. Parents should create conducive and warm atmosphere for their children to freely elate and interact with them which can also enhance the self-esteem of their children.

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