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Influence of Parenting Styles on Self-Esteem among Boy Children Aged 11-14 Years in Public Primary Schools in Taita Sub – county, Taita-Taveta County, Kenya

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Abstract:

Parenting is the process of promoting and supporting the physical, emotional, social, spiritual, vocational, and intellectual development of a child from infancy to adulthood. The high self-esteem gained will help the boy children to improve their performance in every feel at home and in school. The study was confined to the influence of parenting styles on self-esteem of the boy child within Taita Sub-County of Taita-Taveta County. The participants in this study were consisted of pupils, administrators, and teacher counselors. Additionally, Baumrind, (2012) states that authoritarian parenting is a style of child nurturing that has many demands and rigidity. Authoritarian parents are very strict and expect their orders to be followed without question. This study employed cross-sectional survey design. A cross-sectional research design is a design in which researchers collect data from participants within a single point in time. The cross-sectional survey design was considered appropriate for this study because it allows the researcher to use minimal contact between the researcher and the respondent. The target population consisted of 2600 pupils, 94 administrators and 80 teacher counselors, from within Taita Sub-County. Pupils involved in the exercise were all in the age between 11 years to 14 years. The population of this study was composed of administrators, teacher counselors and pupils. The study concluded from the results, majority of the respondents-172 (70.5%) agreed that their parents are authoritative. A chi-square test revealed that there is a statistically significant relationship between the authoritative parenting style and self-esteem. A spearman correlation test showed that authoritative parenting style had a 10.7% correlation with self-esteem ($\rho = 0.107$). This implied that a unit increase in authoritative parenting leads to a 10.7% increase in the self-esteem of male pupils in public primary schools. Qualitative analysis revealed that key informants stated the following: 'Authoritative parenting helps the boys have high self-esteem'; 'With authoritative parenting, the male pupils become very good leaders, since they practice what they see from parents'. From the findings, there is enough evidence to reject the null hypothesis that stated: authoritative parenting style does not have a statistically significant influence the level of self-esteem of children in primary schools. Therefore, authoritative parenting style influences the self-esteem of male pupils.

Keywords: Parenting styles, self-esteem among boy children and authoritative parenting style

1. Introduction

Parenting is the process of promoting and supporting the physical, emotional, social, spiritual, vocational, and intellectual development of a child from infancy to adulthood, (Gachutha, 2016). As a parent brings up children, he/she provides care, exposure, awareness, challenge, support, and guidance. All this is to help the children to have healthy development, (Harding J, 2013). The term parenting styles then refers to the behavior and approaches which parents use to control and socialize their children, (Light foot & Colet 2009).

According to net industries, (2011) parents in more communal cultures such as Western African cultures, spend more time talking to the child, they teach strict rules which clearly show that the parent uses a parent centered approach (Sarac 2011). This is the authoritarian parenting style which makes the child see what the parent sees. The child therefore does everything to meet the parent's demands. This then gives the reason as to why majority of the children from African countries are likely to have low self-esteem. Dewar (2011) asserts that children from authoritarian backgrounds have a tendency of having weaker social adaptation, fewer capabilities and creativity and hence low self-esteem.

A study carried out by net industries, (2011) shows that parenting practice used by parents in Chad were shown as the day began. Every morning the entire family would gather around the father as the head of the family. The father would then assign each child his tasks. There is a chain of command and clear communication patterns which shows that

there is admirable support within the family. Each day a child would see the quality of supportiveness and family cohesion. This in turn predicts high levels of implicit self-esteem in the child, Martinez, & Garcia, (2007).

In the coastal region of Kenya children are brought up learning from both parents. Traditionally, both male and female children were taught their roles by their grandparents. Boys were taught manhood roles while girls were taught feminine roles net industries, (2011). Today the boys and girls are growing up in the midst of uncommitted care givers alongside the ever absent and unavailable parents. These children seem to be disadvantage because both the parents at home and the teachers at school have very little or no time at all to attend to the children needs due to their very demanding and tight schedule.

Antonopoulon, & Alexopoulos, (2012). further states that understanding the home and classroom environments contributes to good performance which results to high self-esteem. Parents should therefore provide accommodative environments for their children. This makes the children have a sense of belonging which raises their self-esteem.

Dancy (2012) singles out a number of lessons parents needs to teach their children such as how to respond wisely to different situations as well as how they ought to express their emotions in order to raise their levels of self-esteem. Gachutha, (2016) further explains that there is need for parents to reflect and plan an enriched learning home environment. This might only be successful for those parents who are authoritative and indulgent in bringing up their children. According to Valizadeh, 5. (2012). schools should also be considered as important social context along with the family, communities or neighbourhood. This is because they also affect various processes related to delinquent acts. Children need to be natured well even when at school so as to raise their levels of self-esteem.

A study by Chakra and Praba, (2003). shows that the most dominant style in Kenya is the authoritarian approach. This might be the dominant parenting style in Taita Sub- County because the number of drop out from school and those who fail to join form one is in an alarming increase in Taita Sub- County. The number of unmarried youths who seem to have no plans for marriage and still depend on the parents to meet their basic needs is increasingly threaten. The government should intervene and provide support to men who may become role models to the boys. This will reduce school drop outs. Mecca and Smeler, (1989). states that for a child to achieve high self-actualization their lower needs should be met such as nutrition/diet, safe home environment and high self-esteem. The present study will investigate and show which parenting style is increasing stress to the children particularly the boy-child, this might be the cause of low self-esteem in them.

1.1. Objectives

To establish the influence of authoritative parenting style on the level of self-esteem amongst boy child in Public Primary Schools.

1.2. Significance of the Study

The findings of this study will benefit the ministry of education in various ways. Teacher counselors in-charge of guidance and counseling in schools will use the body of information to create awareness to fellow teachers who need to understand the varied behaviors of learners. This was to help them to handle each learner with care in order to cater for their physiological needs and raise their self-esteem particularly for the boy children.

The study findings and the recommendations will help parents to make informed decisions on which parenting style to choose and use as they bring up their boy children. These may lead to helping the boys to gain self-worth and confidence which will intern raise their self-esteem. The high self-esteem gained will help the boy children to improve their performance in every feel at home and in school.

The study findings will also help all the stakeholders of education particularly the Directors of education, Curriculum Support officers as well as education sub-county Directors who will use the information to conduct workshops and seminars to enhance counseling in primary schools. When teacher counselors are equipped with counseling skills, they will help the parents and fellow teachers to better handle the learners particularly the boy children. This will help in creating a conducive learning environment and good performance which will then result to high self-esteem.

1.3. The Scope of the Study

The study was confined to the influence of parenting styles on self-esteem of the boy child within Taita Sub-County of Taita-Taveta County. The participants in this study were consisted of pupils, administrators, and teacher counselors.

1.4. Baumrind's Theory (2012)

According to Baumrind, (2012) authoritative parents are open in their reasoning and consider their children's opinion. Garcia and Gracia, (2009), asserts that authoritative parents work hard to meet the demands and needs of their children at the right time while putting control Measures were required to. This results to high self-esteem.

Additionally, Baumrind, (2012) states that authoritarian parenting is a style of child nurturing that has many demands and rigidity. Authoritarian parents are very strict and expect their orders to be followed without question. Baumrind did not believe that all authoritarian parents are strict that's why she carried out a study. The study findings showed that authoritarian parents show low levels of love or receptiveness to their children's needs. They punish their children by being cold and in affectionate to them when they do wrong. Authoritarian parents do not interact with their children in a positive way instead they instill fear.

Permissive parents are contrary to the authoritarian parents. Permissive parents consist of high nurturance and acceptance but they lack organization and control. Such parents are usually inconsistent with discipline. Baumrind explains that children of permissive parents are normally impulsive and irresponsible. These children lack patience and self-control. These parents are not strict but they are very receptive to their children's needs. The term spoiled is used to describe the children of permissive parents, these kinds of parents don't expect their children to be responsible because they themselves tend not to portray themselves as authority figures hence Baumrind assumed permissive parenting to be too soft.

Neglectful parenting is neither demanding nor receptive. This parenting style is also known as an involved or indulgent. Parents who use this parenting style are said to be detached from their children. Most of them are found to be away from their children physically (Cherry, 2011). This results to the children feeling neglected, they suffer rejection hence low self-esteem.

This notion of parenting styles, the choice and use of each has been associated academic excellence, optimism, confidence, motivation, courage, and externalizing problem behavior in children. In their study, they found out that parenting styles depends on the behaviour and attitude of parents. Two major variables identified by Baumrind (2012) centered on parenting styles and child outcomes. These variables include high responsiveness and high demandingness of parents to their child's needs in a reasonable, nurturing, supportive way and open mindedness. Baumrind, (1973). Further explains that parenting styles influence self-efficiency, self-esteem and individual growth which are linked with academic excellence as well as social adjustment which leads to high self-esteem.

2. Research Methodology

This study employed cross-sectional survey design. A cross-sectional research design is a design in which researchers collect data from participants within a single point in time. The cross-sectional survey design was considered appropriate for this study because it allows the researcher to use minimal contact between the researcher and the respondent.

The study was conducted in Taita sub-county in Taita-Taveta County. There has been an increase in the number of boy children who either drop out from school or complete the eight-year course of their primary school but fail to join form one. The problem of poor performance among boys might have originated from wrong choice of parenting style hence low self-esteem, (Gachutha, 2016).

The target population consisted of 2600 pupils, 94 administrators and 80 teacher counselors, from within Taita Sub-County. Pupils involved in the exercise were all in the age between 11 years to 14 years. The population of this study was composed of administrators, teacher counselors and pupils.

3. Findings and Discussion

This section presents results on the influence of authoritative parenting styles on self-esteem levels of male pupils in Taita Taveta County. This section has three sub-sections. First, a descriptive analysis of authoritative parenting levels was conducted. Secondly, hypothesis testing using a chi-square test was conducted to check whether there is a relationship between authoritative parenting and self-esteem. This was supported by a spearman correlation test to check the impact of authoritative parenting style on the self-esteem of male pupils. Thirdly, qualitative analysis of responses from the KIIs was conducted.

3.1. Descriptive Analysis of Authoritative Parenting Levels

Under this sub-section, descriptive analysis of authoritative parenting levels as reported by male pupils was conducted. Results are as shown in table 1.

Test Item	Frequency	Percent
Strongly disagree	3	1.2
Disagree	25	10.2
Agree	172	70.5
Strongly agree	44	18.0

Table 1: Descriptive Statistics on Authoritative Parenting Levels

From table 1, majority of the respondents 172 (70.5%) agreed that their parents are authoritative, 44 (18%) of them strongly agreed, 25 (10.2%) of them disagreed, while 3 (1.4%) of them strongly disagreed.

3.2. Hypothesis Testing

Under this sub-section, hypothesis testing using a chi-square test was conducted to check whether there is a relationship between authoritative parenting and self-esteem. This was supported by a spearman correlation test to check the impact of authoritative parenting style on the self-esteem of male pupils.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.737 ^a	3	0.048
Likelihood Ratio	2.566	3	0.463
Linear-by-Linear Association	0.035	1	0.851
N of Valid Cases	244		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .36.

Table 2: Chi-Square Test between Authoritative Parenting Style and Self-Esteem

Results of a chi-square test between authoritative parenting style and self-esteem are as shown in table 2. From the results, there is a statistically significant relationship between authoritative parenting style and self-esteem ($\chi = 4.737$, $p = 0.048 < 0.05$).

Further, a spearman correlation test was conducted to check the magnitude and direction of the correlation between authoritative parenting style and self-esteem. The results are as shown in table 2.

			Authoritative Parenting Style	Self-Esteem Levels
Spearman's rho	Authoritative parenting style	Correlation Coefficient	1.000	.107
		Sig. (2-tailed)	.	.049
		N	244	244
	Self-esteem levels	Correlation Coefficient	.107	1.000
		Sig. (2-tailed)	.049	.
		N	244	244

Table 3: Correlation between Authoritative Parenting and Self-Esteem

From the results in table 3, authoritative parenting style had a 10.7% correlation with self-esteem ($\rho = 0.107$). This implies that a unit increase in authoritative parenting leads to a 10.7% increase in the self-esteem of male pupils in public primary schools.

From the results in this sub-section, there is enough evidence to reject the null hypothesis that stated: authoritative parenting style does not have a statistically significant influence the level of self-esteem of children in primary schools. Therefore, authoritative parenting style influences the self-esteem of male pupils.

3.3. Qualitative Analysis

Under this sub-section, qualitative analysis of responses from the key informants was conducted to assess the influence of authoritative parenting styles on self-esteem. The key informants stated the following:

- Authoritative parenting helps the boys have high self-esteem.
- With authoritative parenting, the male pupils become very good leaders, since they practice what they see from parents.

4. Conclusion

From the results, majority of the respondents-172 (70.5%) agreed that their parents are authoritative. A chi-square test revealed that there is a statistically significant relationship between the authoritative parenting style and self-esteem. A spearman correlation test showed that authoritative parenting style had a 10.7% correlation with self-esteem ($\rho = 0.107$). This implied that a unit increase in authoritative parenting leads to a 10.7% increase in the self-esteem of male pupils in public primary schools. Qualitative analysis revealed that key informants stated the following: 'Authoritative parenting helps the boys have high self-esteem'; 'with authoritative parenting, the male pupils become very good leaders, since they practice what they see from parents'.

From the findings, there is enough evidence to reject the null hypothesis that stated: authoritative parenting style does not have a statistically significant influence the level of self-esteem of children in primary schools. Therefore, authoritative parenting style influences the self-esteem of male pupils.

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