UNIVERSITY OF CAPE COAST

THE PERCEPTION OF TEACHERS AND STUDENTS ABOUT PARENTING

STYLES AND THEIR INFLUENCE ON SELF ESTEEM OF CHILDREN -- A

STUDY AT TSIAME SENIOR HIGH SCHOOL IN THE KETA

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BY

ELIZABETH AKPENE EHORKE

Dissertation submitted to the Department of Educational Foundations of the Faculty of Education, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Education Degree in Guidance and Counselling

FEBRUARY 2011

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:…………………................. Date :…………………......

Name: Elizabeth Akpene Ehorke

 Supervisor's Declaration

I *hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.*

Supervisor's Signature:.... ……………………….. Date:…………………………

Name: Joseph Kwateng Ofosuhene-Mensah

ABSTRACT

This study attempted to find out the views of teachers and students on parenting styles and their effects on self esteem of children and to assess the extent to which the school environment was affecting the self esteem of children. The study was conducted at Tsiame Senior High School in the Keta Municipality. The stratified random sampling technique was used to select gender as a stratification variable. In addition, a disproportionate gender was used for the study.

The main instrument for the collection of data was a questionnaire. A total of 90 students and 15 teachers responded to the questionnaire. Data collected was analyzed using frequency count, percentages, ranking order, descriptive statistics and inferences were drawn based on the results of the study.

Some key findings of the study were that authoritarian parenting style was used by most parents of students in the school and more especially by parents of male students. Permissive parenting style was used by parents of female students than parents of male students. The self esteem scores revealed that female students had lower self esteem than male students. The school was helping to raise the self esteem of students however; attention ought to be drawn to teachers' unconditional acceptance of every child and their mistakes among others.

Some of the recommendations given were that student's goal setting and working to achieve the goals had to be looked at by students and the teachers/counsellors.

ACKNOWLEDGEMENTS

DEDICATION

This project is dedicated to Livingstone and Emmanuel Banini and

to my family.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The process of raising children, parenting, from infancy to adulthood had been a great responsibility. It was a very important job in every society as parents disciplined their children and had influence on how children developed. For many people who parented well, there was greater satisfaction than seeing the children grew, learnt and enjoyed life. Many parents have agreed that children filled a space in their lives, which they never knew was empty. A parent ought to give a child "root and wings" Orr and Van Zandt (as cited in Olson & DeFrain, 2000 p. 394). Root for the child to stand firm and wings for the child to fly to greater heights. Wright (1933) distinguished that whether a nation flourishes or flounder depends on the character of its citizens; and nothing is more important in determining the character of the generation than the quality of childrearing it received.

Hildebrand (1994) identified that parenting provided care, support and love in a way that led to a child's total development. It included being responsible for the child's physical needs as well as creating a nurturing environment of attention, encouragement, and love for the child. Additionally, it is the child's mother or sometimes the father who usually provided the care

and support. In some cases, this care was also provided by some relatives, for example, aunties, uncles, grandparents. Other caregivers could be non relatives such as babysitters, and professional care givers. For orphans, the orphanages provided the care and in schools teachers mainly parented the child. From the above, it could be stated that parenting is the system of promoting the overall development of the child from infancy to adulthood. It involved the activity of raising a child such as encouraging and supporting the physical and psychological development of a child and is not only limited to a biological relationship (Adu – Yeboah & Obiri - Yeboah, 2008; Hildebrand, 1994).

Starr and Blosser (as cited in Dalgas- Pelish, 2006) defined self esteem as a very complex concept revolving around the basic developmental value, simply because the individual is a human being. It had been the recognition that because one was treated with respect by others one is worthy of respect. It had been a sense of self confidence and is paramount in basic personality development. Nave (1990) on his part stated that self esteem is the person's awareness that he/she is a person of worth resulting from successful completion of attempted task. From birth, parents helped children to learn many skills and facts. During these years children developed an image of themselves from how others treated them. They also sensed whether or not they were important to others and this feeling about oneself is the self esteem. A child's self esteem is consequently influenced by the parent's parenting style.

Hildebrand (1994) explained parenting style as a particular way that a parent behaves towards children. The style included the expectations one had

of children, and the manner in which one treated them. It also included the type of rules established for children and the method by which the rules were made and enforced. In a similar manner, Amato and Booth (as cited in Olson & Defrain, 2000) stated that two key aspects of parenting behaviour often studied were parental support and parental control. Parental control had been referred to as the degree of flexibility that a parent used in enforcing rules and disciplining a child; while parental support had been referred to as the amount of caring, closeness, and affection that a parent exhibited to a child. Furthermore, Ewnetu and Fisseha (2008) identified that the parenting style exercised at home affected the child's cognitive, social and emotional outcomes. For example, if a parent's parenting style provided physical needs, security, nurturing and guidance, it led to healthy, happy, confident children. If the parent's parenting style did not provide physical care the children would feel ignored, unloved, or worthless.

Researchers in the field of parenting styles such as Baumrind; Coopersmith (as cited in Steinberg, Belsky, & Meyer, 1991); Olson and DeFrain (2000) and Santrock (1998) acknowledged the various parenting styles that existed. The parenting styles available were the authoritative parenting style, the authoritarian parenting style, the permissive parenting style, the uninvolved parenting style and the rejecting parenting style. The uninvolved parenting style was however not assessed in published research, (Olson & DeFrain, 2000) but in many instances was combined with the rejecting style. The authoritarian parenting style would produce children who would feel worthless, withdrawn and unhappy; such children grew up and developed low self esteem. The authoritative parenting style, on the other

hand, would produce creative, confident children with high self esteem (Baumrind; Coopersmith; as cited in Steinberg "et al." 1991). Permissive parenting style would produce children who lacked self control and self reliance but were more cheerful than children in authoritarian homes (Baumrind, as cited in Steinberg "et al." 1991). Such children might have fluctuations in their self esteem. Children treated with rejecting and uninvolved parenting styles lacked both physical and psychological needs. The rejecting and uninvolved parenting style produced children with more problems and low self esteem; however the uninvolved parenting style suffers more deprivation and the symptoms of low self esteem (Olson & DeFrain, 2000).

In Ghana, the above parenting styles existed as it prevailed elsewhere on the globe. Many parents used physical coercion even when they could avoid it. Situations cropped up between parents and children that did not call for correcting behaviour yet some parents responded to their children's problems in a style that tended to cut short communication and left the children feeling distressed. For example, when children complained about a problem some parents focused on trying to change their attitude rather than listening to them. Also, in families some parents either used unrealistic expectations, indulgence, submissiveness, overprotection, belittling, neglect or rejection, in trying to meet the needs and wants of their children. However in others, parents used encouragement, approval, praise, flexibility, maturity, and team effort to meet the needs and wants of the children (Rice, 1999).

Sometimes behaviour patterns in schools were not different from those of the home. Instances existed in schools in Ghana where parenting behaviour

by teachers left students distressed. Unfortunately many of these behaviours went unpublished. In 2006, at Keta Business Secondary School in the Volta Region, a student girl was verbally assaulted by one of the female teachers in the school and in the presence of her classmates until she collapsed and was rushed to hospital where she was hospitalized for almost one week. This teacher rained uncomplimentary insults on the student for over five minutes. When she was questioned by the school administration the teacher showed no regrets for her behaviour. In addition, in 2009 at Asuom Senior High School in the Eastern Region, the school's senior prefect was relieved of his post because he acted in contravention to the rules and regulations governing students' behaviour in the school. The crux of his matter was that he was sick and went to hospital and finally spent three days at a family friend's house without permission. As if this punishment was not enough, some teachers continually found fault with him and threatened him with warnings that made him very uncomfortable at the school. These very teachers complained that he was retrogressing in his academic performance because he had been relieved of his post (a report from a forum of students and teachers on psychosocial development issues in schools).

Furthermore, some teachers' used spanking at the least provocation. Some belittled children with such casual comments as, "you are good for nothing, 'you are all mad'; you children are lazy and stupid". Some teachers set standards which were difficult to attain and made fun of students' achievement. Others ignored children and they usually complained that they did not know why, such teachers rejected them (Hildebrand, 1994; Rice,

1999). The issue at stake had been were these teachers/parents aware of how these behaviours impacted on the self esteem of the child?

Statement of the Problem

Tsiame and its surrounding villages, where the study was conducted, had a tradition of authoritarian parenting style. Children were expected to oblige to parental rules, wishes, without complaint in order to be accepted as a loved child and to avoid severe punishment from parents. This parenting culture was further demonstrated in some of the proverbs of the people. For example, "Vi masɛ to nu aŋorkae kua to ne" which implied a child who refused to take instruction would suffer severe punishment (a report from a forum on parenting behaviour by Tsiame citizens).

In recent times, a lot of students of Tsiame Senior High School complained of inadequate care by parents. Some students also reported that they were left by parents to provide their own needs such as food, clothing and school fees (particularly the local Tsiame township students). Some students in addition identified poor lighting, due to lack of electricity in their homes, as a challenge to studying at night.

It appears, due to these challenges some students often skipped classes to work on farms, wove kente and basket, to sell to earn some money. The effect of this parenting behaviour and environment on students had been absenteeism, lateness to school, average achievement in school work and indiscipline among students. Students who fended for themselves for example, no longer take advice and instruction from parents and had carried this attitude to the school creating relatively high level of indiscipline (a report from a forum of students and staff of Tsiame Senior High School).

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Furthermore, a comparative analysis of two results of the school revealed that the academic performance of the school was average but improving gradually. In the 1999 Senior Secondary Certificate Examination (SSCE) the general pass rate was 78 % with aggregate 18 being the best for the best six subjects; whereas in the 2009 West African Senior School Certificate Examination (WASSCE) the general pass rate was 98.7 % with aggregate 13 being the best for the best six subjects (West African Examinations Council (WAEC) Ghana, Statement of Results to Tsiame Senior High School).

Purpose of the Study

It is against this background that the study would like to find out the self esteem level of students in line with the perceived parenting styles of their parents. The study would also discover what affect parenting behaviour of parents/ teachers, the extent to which teachers could identify the various parenting styles variables and their effects on students' behaviour in schools and how the school environment is influencing the self esteem of students.

Research Questions

To deal with the purpose of the study and with special reference to the teachers and students of Tsiame Senior High School, the study was guided by the following specific research questions:

1. What parenting styles do parents of current students of Tsiame Senior High School use?

2. What is the self esteem level of students of Tsiame Senior High School?

3. Which types of parenting styles would lead to high or low self esteem in students?

4. What difference exist between students' and teachers' perception of what affect parenting styles and self esteem of children?

5. To what extent are teachers aware of parenting styles and their effects on self esteem of students?

6. To what extent does the school environment impact on the self esteem of students?

Significance of the Study

This study has significance; first of all, it provides hard data on parenting styles, school environment and self esteem. Consequently, it has added to the existing knowledge in the field of parenting.

Secondly, the results of the study will form the basis for counselling students and parents on parenting and self esteem. For parents, the result would be used at Parent Teacher Association (PTA) meetings, community welfare meetings, churches, during festive occasions, and at durbar of chiefs and people.

Thirdly, the findings will be useful to the Curriculum Division of the Ghana Education Service (GES) so that education in parenting will be intensified and structured to cut across all levels of the educational system. Parenting should be taught in all subject areas for the benefit of students, the family and society at large. Currently, this education existed in the Home Economics and Social Studies syllabi however; the concept of parenting styles and how they related to the child's self esteem was not emphasized.

Finally, teachers as well as counsellors in schools will benefit. Some teachers will discover that their attitudes do not help the child to develop positive self esteem for achievement in school work and consequently in life. The guidance and counselling coordinators in schools should be in the know, but sometimes their decisions and parenting styles do not in any way improve the self esteem of the students. This research will touch on some salient issues which in the long run would serve as a wakeup call.

Delimitation of the Study

The study was carried out in Tsiame Senior High School in the Keta Municipality. This school is situated in the town of Tsiame. It is a community school founded in 1997 by the people of Tsiame. It became a government assisted school in September 2006. The school draws its students mainly from nearby towns and villages. The main economic activities of the people are subsistence farming, kente weaving, and petty trading. Through the Computerized School Selection and Placement System (CSSPS) and posting of teachers by the GES, some of the students and teachers came from different parts of Ghana and had experienced life in different cultures of Ghana. With a carefully selected sample from this institution, I had a fair representation of the views of students and teachers on parenting styles and their influence on self esteem.

Limitations of the Study

The inability of some respondents to give their candid opinion and experiences might affect the results of the study.

Operational Definition of Terms

Parent: A parent refers to any individual who performs the role of parenting. It may be biological parents, caregivers, guardians, teachers, grandparents, aunties, uncles. For this study, the teachers are the parents in schools.

Parenting: The process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood rather than a biological relationship.

Parenting style: This refers to the emotional climate in which parents raise their children.

Psychosocial development: Is defined as the changes in cognition, emotion, spirituality and social relations caused by socialization processes.

Student: A student refers to a child in the senior high school.

Self esteem: A term used in psychology to reflect a person's overall evaluation of his or her own worth.

Organization of the Study

The study was organized in five chapters. Chapter one deals with the background of the study, statement of the problem, the purpose of the study, the research questions and significance of the study, delimitation, limitation, operational definition of terms, and the organization of the study. Chapter two reviews the relevant related literature to the study. The third Chapter deals with the methodology of the study. It described the research design, population, sample and sampling procedure, instruments, data collection procedure, and plans for data analysis. The fourth chapter covers presentation of results of the study and their discussion. The final phase of the study,

chapter five, deals with the summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter addresses the theoretical concepts and empirical studies in the area of parenting, school environment and self esteem. For the purpose of this study, available and related literature had been organized under the following main headings:

Parental roles in the provision of the needs of children

Parenting styles and their effects on self esteem of children

What affect parenting styles and self esteem of children?

The school environment and its effect on self esteem of children

Parental Roles in the Provision of the Needs of Children

This section deals with the roles expected of parents, in line with Maslow's humanistic theory of personality development and Erickson's psychosocial theory of human development; and how the teachers' duties as parents in schools related to those roles. Hildebrand (1994) identified that parenting ought to provide physical, mental, emotional and social needs to a child. Amato and Ochiltree (as cited in Rice, 1999) in addition stated that intellectual growth and moral development of the child must also be provided by parents.

Maslow (as cited in Hildebrand, 1994) identified five levels of needs that applied to all people, adults and children. These are the physiological

needs, safety needs, social/love and belonging needs, esteem needs and self actualization. Hildebrand also identified that both physiological and psychological needs motivated behaviour. The need for safety, love and belonging, esteem, and self actualization are mental and emotional or psychological. People thus have more psychological needs than physiological needs.

Wagner (2005) and Winters (2005) stated that Erickson had eight stages of psychosocial human development, with each stage focusing on a different conflict that must be resolved in order to develop successfully into the next stage of life. If conflicts were not resolved at each stage or the individual chose the wrong of two choices, his/her ability to deal with the successive stages would be impaired. As a result, failure would return to him/her at some point later in life. The stages identified were oral sensory ages, muscular anal ages, locomotor ages, latency ages, adolescence ages, young adulthood ages, middle adulthood ages, and maturity ages.

Maslow (as cited in Hildebrand, 1994) recognized that the physiological needs were the basic and the most potent for human survival that must be satisfied before any other levels of needs. This included the need for food, clothing and shelter. Smith and Apicelli (1982) also stated that the physical needs were the most compelling. In Ghana, right from infancy babies lived on breast milk; as they grew older, they needed semi solid foods like Akatsa (Cereal porridge), Soft Banku and Okro Soup, and Mashed Yam (Otor). By the time babies could sit up and grasp things, usually by 6 or 7 months, they began to eat finger foods such as small pieces of fruits like ripe pawpaw, mangoes, pineapple, and vegetables, or bread that could be easily

chewed. Proper medical treatment must be given when needed. The clothing and medical care, like the nutritional needs kept changing as the child grows older. Teachers advised the primary caregivers on how they could take proper care of the children so that they would grow into healthy individuals. They also verified that food vendors in the schools were examined at a recognized hospital before they cooked and sold to the students to ensure good health.

Parents ought to provide physical security which involved safety of life and body and freedom from bodily threat and danger. This parental role had been in line with the second level of Maslow's needs, the safety needs and Erickson's oral sensory ages. Winters (2005) stated that Erickson's first stage, oral sensory age from birth to 12-18 months, had trust against mistrust as its conflict. Wagner (2005) identified that children developed a sense of trust when parents provided reliable care and affection and considered feeding as the important event in this stage. In addition, Winters (2005) recognised that the relationship of the child with the parent had to be about touch and being there. This relationship allowed the child to feel safe and could be seen in the tender gaze the child would give when being fed. In schools teachers ensured the safety of children by making sure that the compound, equipment and materials were cleaned. Chemicals that posed danger to body and life were labelled and confined for easy identification. Teachers were also expected to make sure that neither pupils nor other teachers threatened the pupils in their care among others.

Smith and Apicelli (1982) outlined children were born sociable; they wanted to be with others and to be accepted by them. Unfortunately, they did not know how to relate with people. Parents must build on the natural urge to

belong to teach children norms, customs, manners and habits so that they would fit into society. This parental role had been expressed in the third level of Maslow's needs, the social/love and belonging needs and Erickson's, second stage, muscular anal ages. To Maslow, (as cited in Hildebrand, 1994) this involved the need for interaction with other people, family, neighbours, friends, and acquaintances. Parents met the social needs of their children by talking to and playing with them; as well as teaching them how to get along with others. Parents showed children that they are loved by providing smiles, hugs, and words of encouragement.

Erickson's muscular anal ages, from 18 months to 3 years, had the conflict autonomy versus doubt and focused on self control and self confidence (Winters, 2005). Erickson gave toilet training and waiting on the child to tie his own shoes for about 2 hours as the greatest examples of this conflict. He pointed out that the child wanted autonomy and in this stage an overprotective parent could do the most damage. The parents' failure to reinforce these efforts would lead children to doubt themselves and the parent's trust in him/her. Parents/teachers must capitalize on these psychosocial needs and teach the child the acceptable norms of society.

In line with the above, Rice (1999) asserted that children were born with the inclination to develop a sensitive conscience and the ability to distinguish different moral values once these were taught. This potential required educated reasoning, imitation of examples of others, and trial and error in living to ensure it was developed. To fulfil the moral needs of children, trust and values to live by, parents must be role models for the

children's character. In the same vein, teachers in schools must show good moral behaviour worthy of emulation by children.

Amato and Ochiltree (as cited in Rice, 1999) stated that the emotional needs of the child must be provided by parents. These included expression of love, affection, security, understanding, and showing approval for what the child would do. When parents provided these needs the children would grow and become emotionally secured and stable people who would develop positive feelings. Smith and Apicelli (1982) asserted that as parents promoted the social needs of the child in a desirable way, they as well met the emotional needs of the child. Thus, the social and emotional needs could be met concurrently. Bullock (as cited in Rice, 1999) in addition identified that a child's early positive attachment to his/her parents had been positively correlated with more frequent sociable and positive interactions with parents and peers. Conversely, if the child lacked emotional needs, the child would become fearful, hostile, insecure, anxious, and rejecting.

Ginsburg and Bronstein (as cited in Rice, 1999) stated that parental encouragement in response to a child's grade helped children to be intrinsically motivated and to perform better in school. Amato and Ochiltree (as cited in Rice, 1999) also admitted that children were born curious, they wanted to learn everything and desired new experiences by which this learning could take place. The parental role had been to encourage cognitive growth through the provision of sensory stimulation and a variety of learning experiences involving observation, reading, conversation, and a maximum amount of contact with others and the natural world. They continued as long as a child's environment is stimulating and his curiosity encouraged his/her

cognitive development would proceed at an unbelievably fast rate. Conversely, if a child's surroundings became sterile, unchanging, and uninteresting, or if his/her human contacts and experiences became limited, cognitive development would stop or slow down due to intellectual deprivation.

Erickson's third and fourth stages, locomotor ages, and latency ages, (Erickson as cited in Winters, 2005) also had different conflicts that parents/teachers ought to be mindful of. The conflict for the locomotor ages, from 3 years to 6 years, had been initiative against guilt. In this stage the child would develop a sense of responsibility and limitations. The child would try to do things he/she could not. For example, carrying objects or helping mother in any way possible. The response given him/her by the parent/teacher, encouragement or refusal, would allow the child to understand limitations without guilt. Additionally, Erickson's, fourth stage, latency ages from 6 to 12 years, had the conflict industry versus inferiority. This stage had been about completion and the coming together of mental and physical capabilities. The child would begin to do something and snap; he would move on to something else. In this stage, completion and the pleasure it would bring became crucial. Parents/teachers should encourage the child to handle the different experiences of a home and school atmosphere among others.

The fifth stage of Erickson's psychosocial human development, the adolescence ages from 12 years to 18 years, (Erickson as cited in Winters, 2005) had identity versus role confusion as its conflict. This stage had been the teenage years. The child's awareness that he/she would become a contributor to society (industry) drives his/her actions and thoughts. Also, the desire to

know what they wanted and believed separate from what they had adopted from their parents had been crucial to their self confidence. Smith and Apicelli (1982) in a like manner stated that as children grew older, parents' values and beliefs began to shape the core of the child's own sense of values.

Maslow's forth level of needs, the esteem needs; (Maslow as cited in Hildebrand, 1994) had been the need for achievement, strength, adequacy, confidence, and independence. Another type had been the need for attention, appreciation, recognition, importance, prestige and reputation. When parents loved and admired children they began to realize their importance. This helped the children felt good about themselves; gained a sense of achievement, confidence and independence. Daniels (2009) stated that before children could even understand the concept of self esteem, the environment around them had already begun to shape how they would cope with daily pressures of life. The beliefs and attitudes that a child acquired would be taken on into adult life, without the child even realizing it. In schools, the self esteem level of children played a very important role in whatever they do. Teachers ought to be aware and identify ways by which they could whip up the self esteem levels of children in their care.

Winters (2005) identified that Erickson's sixth stage, young adulthood ages from 19 years to 40 years, had the conflict psychosocial development which Wagner (2005) stated as intimacy versus isolation. Young adults need to form intimate relationship with other people. Intimacy had been referred to as the ability to make a personal commitment and did not necessarily mean sex. Success, in making personal commitment mixed with mutual satisfaction, would result in the establishment of strong relationships while failure would

lead to loneliness and isolation. Some of the students in the senior high school were in the young adulthood ages. The ability of such students to achieve strong relationships rested on the extent to which developmental tasks of earlier stages were effectively met. For example, if the child for some reasons distrusted his abilities, feared to take responsibility and felt inferior it would affect his behaviour and relationship with others in the senior high school.

Wagner (2005) identified that Erickson's seventh stage, middle adulthood ages from 40 years to 65 years, had generativity versus stagnation as its conflict. Winters (2005) defined generativity as the ability to care for and direct someone into society as mostly displayed in parenting. During this stage the middle aged adult would begin to recognize his/her high order in society and that he/she owed society something. If the individual in the middle adulthood age failed to deal with his previous conflicts, he/she would become stagnant and his/her life would not exhibit anything he could look back on. Also, Maslow's fifth level of needs, (as cited in Hildebrand, 1994) self actualization, pertained to becoming all that one would become and could be achieved through creativity, independence, spontaneity, and a grasp of the real world. Maslow (as cited in Hildebrand, 1994) assumed that this level of need had been open to adults, although not all adults attained it. Parents/teachers who had been able to parent children in their care very well could feel proud about their achievement and would have a feeling of self actualization, knowing that their children could take up their place in society.

Winters (2005) stated that Erickson's eighth stage, maturity ages from 65 years to death, had ego integrity versus despair as its conflict. In this stage the individual in the maturity age would begin to reflect on his life, accepting

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it for what it had been. If the individual had done well in previous stages, especially at the middle adulthood ages, from 40 years to 65 years, he/she could feel a sense of fulfilment and accept death as an unavoidable reality with dignity. On the other hand, if the individual had not done well, he/she could be filled with regret, despair over the time running out and would be afraid of death. In parenting, parents who had played their roles well would have a sense of fulfilment whereas parents who had not performed their roles excellently would feel a sense of guilt in their lives and know that their children have failed and would not be in position to take up their place in society.

To sum up, children have the natural tendency to grow and develop. What parents/ teachers ought to do is to identify what they need and provide them to enhance their development. Sometimes the needs of children are not met partly because parents could not fulfill them. When this happened growth and development would stop or slow down and the children would become retarded owing to deprivation of needs.

Parenting Styles and their Effects on Self Esteem of Children

Parenting Styles and Self Esteem

Empirical studies in the field of parenting styles revealed the existence of five main parenting styles which were authoritarian parenting style, permissive parenting style, authoritative parenting style, the uninvolved parenting style and the rejecting parenting style.

According to Steinberg "et al." (1991) for authoritarian parenting style, parents valued unquestioned obedience to authority and did not allow discus-

sion of specific issues or situations. Such parents did not see the need to explain reasons for their actions. Authoritarian parents set very high standards to shape, control and assess the child's behaviour and attitudes. Children were expected to obey a request instantly and if the child resisted the call, punishments were inevitable. Such parents were angered easily and often, so the children tended to worry about when the next trouble would strike. Hoffman (as cited in Steinberg "et al." 1991) identified that authoritarian parents asserted their power through discipline, which could include physical punishment, such as grabbing the child's hand, and arm. Sometimes such parents punished by withdrawing their affection for the child for a while. At other times the parents might walk away without talking to the child.

In permissive parenting style, parents demanded little from their children and imposed few disciplines. Children were allowed to regulate their own decisions and consultation with parents had been a matter of choice. This made permissive parenting less threatening and non controlling. However, children in such families interpreted this behaviour to mean that their parents did not care about what they had been doing. Santrock (1998) identified that permissive parenting existed in two forms namely the neglectful and indulgent styles. In neglectful permissive parenting style, parents were much uninvolved in the child's life. This style had been associated with the child's socially incompetent behaviour such as lack of self control. In indulgent permissive parenting style parents were highly involved with their children but placed few demands or controls on them.

Baumrind (as cited in Wolf, 1996) stated that the idea behind permissive parenting came from the human potential movement in which

unconditional acceptance and love for the child was seen as an essential condition for building the child's self esteem. Furthermore, she admitted that because parents often accepted the wishes of the child, families that used permissive parenting had been described as giving a great deal of power to the child in the family. Santrock (1998) also identified that some parents deliberately reared their children in this way because they believed that the combination of warm involvement with few restraints would produce creative confident children.

With authoritative parenting style Baumrind (as cited in Steinberg "et al." 1991) identified that parents set clear standards for the child and expected cooperation and were willing to explain reasons for their actions and requests. Such parents also willingly listened to the feelings, realistic requests, negotiations and opinion of their children as long as they were well expressed. With respect to discipline, authoritative parents relied on inductive reasoning. This made the child to understand why the parent expected one kind of behaviour and rejected another. Authoritative parents were demanding and nurturing.

Olson and DeFrain (2000) stated that in uninvolved parenting style parents often ignored the children letting their preferences prevailed as long as those preferences did not interfere with the parent's activities. As the uninvolved style became extreme, children were left on their own without any emotional support and any consistent rules and expectations. The uninvolved style was not often used in published research but in many instances, it was combined with the rejecting style. Children of uninvolved parents were often solitary, withdrawn, and under achieving. There were many reasons why a

parent might be uninvolved. This included chronic substance use, severe mental illness, pre-occupation with work, or an overly self-absorbed way of relating to others. In Ghana, this parenting style might result in street children, who would grow up with such behaviours that might lead to armed robbery, prostitution, and drug addiction.

In rejecting parenting style, Olson and DeFrain (2000) identified that parents did not pay much attention to their children's needs and seldom had expectations regarding how they should behave. As the rejecting style became more extreme children were left uncared for. Despite this, they were expected to behave and have many rules to follow. As a result, children from these homes often showed signs of immaturity and psychological problems.

Baumeister, Smart, and Boden (1996) identified that Rosenberg and social learning theorists defined self esteem as a stable sense of personal worth or worthiness, measurable by a self report (Rosenberg self esteem scale). This definition became the most frequently used definition for research. Crocker and Wolfe (2001) acknowledged that people differed in their basis of self esteem. Their beliefs, about what they needed to do or who they ought to be in order to class as a person of worth, formed the basis. Crocker and Wolfe (2001) identified seven domains in which people frequently derived their self worth. These included virtue, God's love, support from family, academic competencies, physical attractiveness, gaining others approval, and outdoing others in a competition. They continued that people who based their self worth on a special domain left themselves much more vulnerable when they did not succeed in that domain. From the above definition the fact that self esteem is basically how the individual felt about him/her self had been established.

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Self esteem existed mainly in two forms. John, Catherine and MacArthur (2008) stated that popular lore identified low and high self esteem. On high self esteem ("Building High Self Esteem Tips," 2008) and ("What Is Self Esteem?" 2008) recognized that people with high self esteem had feeling of goodness, happiness, and satisfaction about self. Such people always thought they would be capable of achieving anything and had lots of energy. They remained focused, confident and persistent to achieve success anytime. Such people did not spend a lot of time worrying about what other people thought of them. They did not need to put down other people but laughed at themselves and took criticism without being devastated or crippled by it. They learnt from their mistakes and were not afraid of failure but rather faced their daily challenges readily.

Low self esteem on the other hand, had been the opposite. On low self esteem ("Symptoms of Low Self Esteem Fear – Failure," 2009) identified that people with low self esteem felt needy. They thought unworthy of even trying to move forward. Such people always focused on their weaknesses instead of paying attention to their strengths. Deep inside such people had always been the fear of insecurity. They also angered always and exhibited self destructive behaviours which they already knew would destroy them. In addition, they quickly forgot times that made them feel warm and proud and saw their personal achievement as nothing; and that anyone could have done it as well. They felt they must be part of the crowd, be like somebody else, sought their approval in all they did and would not accept responsibility for how they felt but blamed others for their life. Their inner critic reaffirmed daily verbal abuses and they consistently procrastinated. Furthermore, Richards (2008)

identified that empirical studies also found that low self esteem in many cases had been associated with abuse, domestic violence, crime, alcohol and drug use, problems with children, school dropouts, teenage pregnancy, anxiety neurosis, communication problems, suicide, eating disorders, relationship behaviours, and depression.

Effects of Parenting Styles on Self Esteem of Children

One of the difficulties with the authoritarian type of discipline was that if a child felt rejected before any withdrawal of love was administered the withdrawal only reinforced the sense of rejection. Baumrind (as cited in Steinberg "et al." 1991) stated that children consistently treated in an authoritarian way were apt to be moody, unhappy, fearful, withdrawn, irritable, and indifferent to new experiences. Coopersmith (as cited in Steinberg "et al." 1991) asserted that as such children grew older they showed low self esteem. Baumrind; Grusec and Lytton (as cited in Steinberg "et al." 1991) admitted that authoritarian parenting offered some advantages to families living in dangerous and threatening environment; and in cities where drugs and violence had been part of daily life. The risk associated with leaving children to explore the world might be really great.

Permissive parenting had been warm, uncontrolling and looked attractive but posed some danger to very young children especially preschoolers. This was because children did not have the level of maturity needed to regulate their own behaviour; and too much freedom at this stage of development might be detrimental to their future life. Cool (as cited in Wolf, 1996) identified that children in permissive families tended to be low in self control and self reliance. Baumrind (as cited in Steinberg "et al." 1991) as well

stated that permissive reared children tended to be impulsive, aggressive, and more so when the parents were permissive over aggressive behaviour. She added that in nursery school, children of permissive parents were low in social responsibility and independence; however, they were more cheerful than children from an authoritarian home.

Baumrind (as cited in Steinberg "et al." 1991) stated that children from authoritative homes were socially competent, energetic, and more friendly. She continued that preschoolers with authoritative parents tended to approach new and even stressful situations with curiosity and interest. They showed high levels of self reliance, self control, and cheerfulness which they carried into adulthood. Pettit, Dodge, and Brown (as cited in Steinberg "et al." 1991) also identified that such children got on well with age mates. Coopersmith (as cited in Steinberg "et al." 1991) added that among older children, authoritative parenting promoted the development of high self esteem.

Olson and DeFrain (2000) stated that the most consistently negative outcomes were seen in children from rejecting/uninvolved parenting styles. These children scored the highest on measures of impulsivity and antisocial traits, and the lowest on measures of social skills with peers and academic success.

What Affect Parenting Styles and Self Esteem of Children?

Gardner (1978) viewed behaviour as what the individual would do, how he related to others, what he reported about emotional experiences, how he approached a learning task, how he performed in a competitive situation, and how he used covert cognitive behaviour to influence new behaviour. What

affected parenting behaviour of parents/teachers and self esteem of children might stem from a complex system of interrelated influences. These influences included the parent's persona, parent's history/family background, readiness for parenting, the nature of the child, parent/teacher's relationships, family support, parent/teacher's work life influencing life at home, values and goals of child rearing, the socio-economic condition of parents and the socio-cultural factors on parenting.

Parent/Teacher's persona. Steinberg "et al." (1991) asserted that many parents did not treat their children the best because their personality did not fit the role. Parents/teachers who were irritable, anxious, depressed, or low in self esteem tended to be authoritarian with their children. Parents with more positive self images were more likely to be authoritative (Enfer & Schneewind; Steven; as cited in Steinberg "et al." 1991). One explanation given for this link between personality and childrearing was that childrearing demanded capacity to manage emotions and to cope with stress. Some teachers/parents also misinterpreted what the children did. Thus, a parent/teacher who thought the child was out to get him might react in a more hostile manner to the same behaviour than would parents who separated themselves from the child's behaviour. Sometimes, how parents/teachers were treated as children influenced their adult personality and thus how they cared for their own children.

Parent/Teacher's history or family background. Spinetta and Rigler (as cited in Steinberg "et al." 1991) stated that a powerful influence in a parent /teacher's life was having grown as an abused child. Abusive parents had not

learnt how to form warm secured relationships. Consequently, relationships with other people including friends, spouse, and children suffer. If parents/teachers model of parenting were their own abusive parents/teachers, then such parents/teachers would have little to give as parents themselves. Elliot (as cited in Rice, 1999) confirmed that what children learned in their family of origin might be helpful or detrimental to subsequent group living. The family might instill qualities of, truth or deceit, kindness or cruelty, positive self images and self esteem or negative self images and self esteem. An examination of one's family background could help determine the influence that families through parents might impose on the child. Nonetheless, Kaufman and Zigler (as cited in Steinberg "et al." 1991) stated that a history of child abuse would not inevitably lead parents/teacher's to abuse children. In a recent analysis of this phenomenon, only about one out of three abused children grew up to be a child abuser. Other researchers such as Crockenberg; Rutter and Quinton (as cited in Steinberg "et al." 1991) also asserted that when parents/teachers who were poorly treated as children experienced nurturing, caring relationship later on, they would more likely nurture rather than mistreat their children or those in their care.

Readiness for parenting. Parenting required physical and psychological readiness. Some people did not consider this very well before engaging in parenting or care giving. Care giving involved knowledge of child development and child care procedures. Jorgensen and Henderson (1990) stated that being aware of the normal developmental patterns would allow parents/ teachers to examine if they were ready to deal with the stages and processes children would go through. Again, such knowledge allowed

parents/teachers to exercise patience with young children. The early years of parenting for example involved such activities as diapers, bottles, routine eat, sleep and wash. These activities could become emotionally wearing on the immature caregiver. As a result, prolonged uninterrupted care from such a person might result in frustrations and children might be neglected and abused. Teachers in day care institution mainly experienced this problem.

The nature of the child. Children could influence the way they were treated by their parents/teachers. Easy going compliant children generally developed warm and comfortable relationship with most parents/teachers. Such children learnt quickly that negotiating for what they wanted got them better. On the contrary, difficult children made many demands and often resisted their parents/teacher's wishes. If parents/teachers responded harshly the child would become even more difficult (Grusec & Kuczynski, as cited in Steinberg "et al." 1991). In addition, Milowe and Laurie; Johnson and Morse (as cited in Steinberg "et al." 1991) stated that parents/teachers who abused children often singled out only one child for maltreatment. This would usually be the child who needed the most support, such as the premature and low weight babies, the ill, difficult children, or those at great risk for physical and behavioural problems. When other problems set in the added stress of a sickly or irritable child could turn a vulnerable parent/teacher into an abuser.

Parent/Teacher's relationships. A good marital relationship encouraged warm, affectionate sensitive parenting. Barber; Engfer (as cited in Steinberg "et al." 1991) stated that parents in harmonious marriage tended to be more nurturing and supportive towards their children and felt more competent as parents. Contrarily, divorce might have negative impact on a

child's self esteem. Empirical studies found that children living with divorced parents had lower self esteem than those children living with both parents. Also, children living in an atmosphere of divorced families were found to have increased anxiety, behavioural problems, a higher rate of depression, lower performance and a decrease in closeness to friends (Nicolotti el-Sheikh & Whitson, as cited in Dalgas- Pelish, 2006).

Family support. Barber, Ball, and Armistead; Seidmzan, Lambert, Allen, and Aber (as cited in Dalgas- Pelish, 2006) identified that family support could influence self esteem and development. Parents who felt supported by friends and relations used fewer authoritarian punishments such as yelling and spanking. Linkroll (2009) also stated that the encouragement and support of the family could actively shape adolescents self esteem. Adolescents might act like they were embarrassed by displays of affection from their family and relatives but these displays actually played a vital role in keeping them well grounded and confident in themselves. When a parent already at risk lacked the support of friends and relatives the danger increased and if abuse began no one would really know what had been going on in a loner family. Intervention would therefore be unlikely.

Parent/Teacher's work life influencing life at home. According to Bronenbrenner and Crouter (as cited in Steinberg "et al." 1991) for some people, values and discipline styles at work place tended to reflect values and discipline styles at home. People whose job typically required compliance to authority tended to stress obedience at home. Similarly, Kemper and Reichler (as cited in Steinberg "et al." 1991) stated that satisfaction at work increased the possibility for harmony at home. When parents/teachers were deeply

gratified by their work they carried that sense of wellbeing into their homes. These parents tended to reason with their children and relied on less severe punishments. However, authoritarian discipline often increased at home when tension and unhappiness built at work. This behaviour represented the viewpoint of Freud's, (as cited in Kottler, 2004) defense mechanism which was based on the basic assumption that life could be painful and people used defense mechanisms to shield themselves from pain. In this example, parents used the defense mechanism of displacement to deal with their problem at workplace. In a similar vein some teachers might transfer their annoyance from the home to the school. Defense mechanisms were naturally good for the normal functioning of the individual; however its overuse could be dangerous.

Values and goals of child rearing. Firebaugh and Deacon (1988) defined a value as the essential meaning related to what had been desirable and had worth, providing fundamental criteria for goals, thereby giving continuity to all decisions and actions. An individual's values would be clarified through the goals he/she wanted to achieve. Jorgensen and Henderson (1990) stated that there were reasons for becoming a parent that focused on needs other than the desire to share one's life with a partner and to raise children in a loving, caring environment. Some of these reasons might be to save a marriage, to prove ones femininity or masculinity, to provide labour, or even to get away from an unpleasant job. Teachers who lacked the passion to inculcate literacy and other skills to children but were teaching for the sake of the salary they received fell into this category. When the goals for becoming a parent/teacher did not focus on the child, parenting might bring sorrow,

despair and regrets. In such situations the child would suffer physically and psychologically.

Socio-economic condition of parents/teachers. Parenting also required meeting the child's needs financially. Schofield and Beek (as cited in Dalgas- Pelish, 2006) stated that low socio-economic status, maltreatment and lack of trust were detrimental to the development of healthy self esteem. Sedlack (as cited in Steinberg "et al." 1991) recognized that people with too little money usually had too little space as well, and cramped living conditions only added stress to their situation. In Ghana, majority of parents/teachers are in the middle and low income bracket, thus many parents lived on less than one dollar a day, a factor which affected the way some parents catered for children entrusted to them. Boadu (1999) published that an Accra based couple were jailed for attempting to sell their one and half year old child at CFA17 million (about ¢ 80 million) on grounds that they were finding it difficult to cope with life and needed money to pay their debt. Such had been the nature of socio-economic status of some parents on parenting.

Furthermore, the socio-economic condition and its associated poverty accounted for increased drug and alcohol dependency among some parents. In addition, substance abusers often abuse children. Poverty had further been associated with low level of education and with teenage parents. Finally, teenage mothers were also at high risk of bearing low weight babies, the kind of children that added stress to an already stressful situation.

The socio-cultural factors on parenting. The social environment for parenting sometimes tacitly contributed to child abuse. In societies where spanking was an acceptable means of discipline, or where many believed "that

to spare the rod spoils the child", or where parents had the right to raise children as they wished; child abuse could go on in silence. In Ghana, the belief in the extended family, though dwindling, made it imperative that children were not regarded as solely their parent's property. Despite this the primary parents had an upper hand in the decisions affecting their children especially in the patrilineal society. This made it such that some parents treated their children the way they desired before help would come from the extended family.

To conclude, one could say that there are five main parenting styles. However, for the purpose of research four main parenting styles could be assessed. Any parent could sometimes sound authoritarian or permissive particularly when stressed. There could be situations when an authoritarian approach is needed. One important difference between the authoritarian and authoritative parents is that authoritarian parents expect complete obedience to their authority without which there would be physical punishment while the authoritative parents compromise and explain their demands and treat their children warmly. Low or high self esteem could manifest in everybody's life differently. The intensity of such patterns depends on the individual's mental and emotional state of mind. The factors that affect parenting styles and self esteem of children stem from intricate interrelated influences. Finally, before children could even know the concept of self esteem, the world around them had already begun to shape how they would cope with life.

The School Environment and its Effect on Self Esteem of Children

The school had been the centre for training of children outside the immediate family. Knowledge acquisition, skills training, values necessary for living and for work as well as personality development of children take place in the school. The environment in which these developments would take place within the school had been crucial to the self esteem of children.

Marx and Wooley (2003) asserted that a school's environment had been physical and psychosocial. It had been the thread that connected the large number of activities on a school grounds. In many respects this thread had been almost invisible, yet everyone experienced its influence. A school's physical environment included the school building and the surrounding grounds, such as noise, temperature, and lighting as well as physical, biological, or chemical agents. In Ghana, schools in which children were more than eighty in a normal classroom and sat in pairs in a mono desk, attended classes under trees and in dilapidated classrooms, speak of the unhealthy physical environment in which some children studied. Again, the alarming increase in the number of children whose asthma had been triggered by poor physical conditions in schools had been a problem that might have a toll on the health and performance of children. The psychosocial school environment included the attitudes, feelings, values of children and staff, physical and psychological safety, positive interpersonal relationships, recognition of the needs and success of the individual, and support for learning.

Beane and Lipka (as cited in Nave, 1990) identified that self esteem flourished in schools that felt small, where children were recognized and

acknowledged. In such schools the children felt they belonged to an important group and had a sense of ownership of the school itself and its programme. Ladestro (as cited in Nave, 1990) affirmed that schools in which there existed a common purpose, shared values and an understanding of rights and obligations, there had been more effectiveness in self esteem than their counterparts. Children in these schools demonstrated fewer discipline problems, were significantly more interested in school and dropped out less often.

Nave (1990) acknowledged that encouraging democratic processes and permitting genuine and significant input of children into decisions which directly affected them influenced self esteem of children positively. In this way power would be fully shared, problems solved collaboratively through open discussion and negotiation, and not by autocratic leadership and administration of punishment. Children in this type of school not only increased their self esteem, but also learnt the value of democratic citizenship by putting it into practice within the school. In Ghana, the democratic process had been practised in some senior high schools where students nominated and voted candidates as prefects, prefects were also represented on various committees, class meetings were held to discuss issues that affected the students and decisions taken conveyed to administration among others. In such schools, students frequently reiterated how good it made them feel to be an integral part in the administration and management of the school.

Patterson (as cited in Nave, 1990) stated that teachers' unconditional acceptance of children affected their self esteem. He identified that those teachers under whose guidance children's self esteem increased accepted

children as individuals, as persons of infinite worth, of absolute dignity as human beings and people who deserved to be treated with respect. Such teachers were not prejudiced by such variables as colour, family background, tribe, socio-economic status in their judgement. These teachers accepted every child, cared for, and respected him/her. They made time to reinforce their needs and also actively listened to each child acknowledging his/her dreams and problems. When children felt valued by peers and adults, they often felt better about themselves.

Reynolds (2009) stated that creating a positive, supportive environment in schools where children received individualized attention could improve self esteem of children. He identified that children who were struggling with school work might feel helpless and inadequate. If teachers were available and willing to provide extra help and support, these children would have the opportunity to be more successful and confident. Individualized attention could be given through activities such as repetitive writing exercises, call, and repeat exercise in schools. Hamby (as cited in Nave, 1990) as well identified that individualized, self-paced instruction, identification and utilization of individual learning styles, and small separate learning increments that produced success at every step and limited failure were some techniques that raised self esteem of children.

Teacher's optimism about each child could raise children's self esteem. Teachers must believe that each child could learn and that every child would learn. Teachers ought to believe in their ability to find the key to unlock each child's intrinsic potential. Canfield (as cited in Nave, 1990) affirmed that teachers could do much to raise the self esteem of children, which could have

a significant impact on their success in school, than to change IQ (intelligent quotient). Lockwood; Weber (as cited in Nave, 1990) stated that teachers must assume the extended role. This meant that the teacher must be sensitive to any of the developmental needs of children, becoming, as the child's needs might dictate, an advocate, advisor, counsellor, friend, leader and social worker in schools. In Ghana, the roles that teachers were expected to perform bore credibility to this fact.

Teacher's ability to greet each child by name in class also helped to boost up self esteem of children (Nave, 1990). In this way, each child could feel recognized. The simple recognition of the child's existence in this manner would work against the feelings of invisibility and worthlessness that characterized some of the youth. Not only teachers but also every staff member in a school setting must recognize that every single interaction would affect self esteem of children and there are no neutral human interactions. Opportunities for this type of education must exist and be consistently reinforced. Furthermore, Reynolds (2009) also identified that when schools recognized children's achievement their self esteem might be raised. Schools could recognize academic, artistic, athletic ability, as well as good citizenship.

Nave (1990) stated that the ability of children to set goals relating to major life and career activities also raised their self esteem. With guidance from the teacher, these goals should be realistic, and based on the aptitudes and past performance of children. Some goals should be immediately obtainable to provide immediate success and positive feedback while some should include those lifelong dreams to which the children aspired.

Clifford (as cited in Nave, 1990) pointed out that there must be a special understanding in the classroom about mistakes and failures. Mistakes must be acceptable because mistakes are positive. They informed the teacher about what must be taught or retaught. Gradual success rather than continual success ought to be the yardstick by which learning should be judged. Also, mistakes had been positive as they showed children where additional study was needed. There should be no stigma or negative consequences following a mistake because no grades should be given until the unit was mastered. Furthermore, mistakes ought to teach an important life skill, that of acceptance. The teacher demonstrated acceptance in helping children to accept themselves for not being perfect.

Beane (as cited in Nave, 1990) stated that competitive grading as used in the typical school strongly affected children's self esteem. Those children who consistently earned "A's" and "B's" demonstrated higher levels of self esteem while those children with lower grades demonstrated decreased levels of self esteem. For children involved in mastery learning, all would receive "good" grades because no grades were given until the unit was mastered.

Grouping and tracking, like competitive grading systems also affected self esteem (Nave, 1990). Children at the top of a class felt good about themselves as learners while others felt negative. The use of heterogeneous grouping, where membership was of mixed ability was found to be correlated with improved self esteem for all children, especially when coupled with children working cooperatively on class projects and assignments. Effective teacher use of the group process in counselling or career exploration also increased self esteem among children.

Reynolds (2009) identified that team building activities could give children a sense of belonging, importance and improve their relationships. These activities could be completed in any type of class and grade level. Reynolds gave an example of effective group counselling and exploration that occurred in a classroom when one child became the target of ridicule because his accent was different. A class meeting was convened to discuss the situation. After much interaction and input regarding personal values surrounding conformity and individuality, the class concluded that being different was just alright. Not only did the children accept their classmate and stopped teasing him, they also actively defended him from the teasing of outsiders. All the children demonstrated an increase in self esteem and a sense of cohesiveness as a group.

Involvement in extra curricular activities outside of lessons also helped to build children's self esteem in a positive way. This encouraged them to interact with other children and to excel in something, which could be very good for adolescent self esteem. Steitz and Owen (as cited in Dalgas- Pelish, 2006) stated that a study revealed that girls who were involved in music or played a musical instrument rated higher in self esteem than those who were not involved. The higher level of self esteem was attributed to the self control required to accomplish playing an instrument, along with the responsibility and concentration involved in learning to play. Strauss (as cited in Dalgas- Pelish, 2006) in addition identified that higher levels of physical activities were associated with improved self esteem. These studies supported the theory that an increase in a child's activity, responsibility, and accomplishments helped to increase self esteem.

Finally, Leary, Schreindorfer, and Haupt (as cited in Dalgas- Pelish, 2006) distinguished that friendship could foster increased self esteem. Similarly, Fletcher (as cited in Dalgas- Pelish, 2006) stated that a correlation existed between having an intimate friend and increased self esteem. He said having a best friend proved essential because he/she would provide an honest evaluation from outside the family unit with caring acceptance. In addition, best friends shared secrets and feelings which contributed to a stable growth in the relationship and increased self esteem.

Summary

The review of literature discussed the parental roles in meeting the needs of children in line with two main theoretical viewpoints namely Maslow and Erickson's theory of human development. Some factors which affect parenting styles and self esteem of children were discussed. The school environment, in which teaching and learning would take place, also affect how the child would feel about him/her self and how the child would learn. Unplanned or thoughtless actions might lower a child's perception of himself/herself. Teachers/parents ought to have immediate and total control over this. It is also important for teachers to note that a child's learning is strongly linked with his/her self esteem level. Consequently, a favourable psychosocial environment of the home and school would enhance self esteem and achievement of children.

CHAPTER THREE

METHODOLOGY

Introduction

The purpose of this study was to find out parenting styles and their effects on self esteem of children. The study was carried out in Tsiame Senior High School. This chapter describes the approach I employed to undertake the study. It begins with a description of the research design, population, sample and sampling procedure, research instrument, as well as data collection and analysis procedures.

Research Design

The design for this study was a cross sectional, survey, and descriptive research design. Greig, Taylor and Mackey (2007) identified that with the cross sectional design children from different age groups were assessed at the same time. The aim of the cross sectional design was to describe developmental age norms. This design had the advantage of being efficient, quick, economical, and not about individual development. In this instance data from adolescents and teachers of different ages were assessed at the same time. Leedy and Ormrod (2005) stated that cross sectional design had its disadvantages as well, one of which was that correlation cannot be computed between characteristics at different age levels.

The survey design was a common approach used in many areas of human activity. An additional consideration in survey research was that the researcher relied on self report data and could employ a face to face interview, a telephone interview, or a written questionnaire. Osuala (2005) stated that surveys were oriented toward the determination of the status of a given phenomenon rather than toward the isolation of causative factors. Surveys investigated phenomenon in their natural setting. In this case, the parenting styles and self esteem as they existed with the students were investigated through the use of questionnaire and observation/ interviews.

The descriptive survey design, like the survey design, involved acquiring information about one or more groups of people about their characteristics, opinions, attitudes or previous experiences by asking the participants questions and tabulating their answers. The goal was to learn about a large population by surveying a sample of the population.

Population

The population of teachers and students of Tsiame Senior High School was 286, made up of 270 students, and 16 teachers. A breakdown of the population under study into sex revealed a total of 161 boys, 109 girls, 15 male teachers, and (01) one female teacher. From this population a sample was drawn.

Sample and Sampling Procedure

The stratified random sampling technique was used to select gender as a stratification variable. Amedahe (2011) stated that the stratified sampling involved dividing a population into a number of homogeneous groups or

strata; with each group having subjects with similar characteristics. Leedy and Ormrod (2005) identified that the stratified random sampling technique guaranteed equal representation of the identified strata and had been most appropriate when those strata were equal in size in the overall population.

A simple random technique was used to select a total sample of 90 students from the population of 270 students. To ensure representativeness of this sample, the list of students in the school was collected from the administration of the school with permission from the headmaster. This was collated into an alphabetical list. Each individual in the school was assigned a number. For example, 001, 002, 003, 004, for male and female students. The table of random numbers in Leedy and Ormrod (2005) was used to select equal number of male and female students, thus 45 each for the study. As a result, the disproportionate stratified sampling technique was used.

For the teachers the census method was used. Sixteen (16) questionnaires were given out and each teacher was given the chance to respond. Fifteen (15) teachers responded to the questionnaire.

Instruments

The main instrument for the collection of data for this study was the questionnaire. Amedahe (2011) identified that a questionnaire consisted of a list of questions or statements relating to the aims of the study, the hypotheses and research questions, to be verified and answered by the respondent in writing. The questionnaire was chosen because it had been commonly used in educational research and social science; it also saved time and energy when used on a large population. Leedy and Ormrod (2005) also stated that

respondents could respond to the questions with the assurance that their responses would be anonymous.

The questionnaire (Appendices A and B) measured parenting styles exercised by parents of students and their influence on self esteem of students. The instruments on parenting styles and the school environment were self designed. These items were based on the objectives of the study, work of predecessors, the research questions and the literature reviewed so as to ensure content validity. Several questions were set on parenting styles and the school environment. To ensure equal representation of each item, the lottery method was used to select a fixed number of questions from the question bank for parenting styles and the school environment.

The Rosenberg Self Esteem Scale (RSE) (as cited in Merey, 2009) was adopted for measuring students self esteem. The Rosenberg test required respondents to indicate their level of agreement with a series of statements about themselves. This scale was brief and thorough in measuring self esteem. It contained only ten items however there was considerable evidence of its reliability and validity. The instrument was used in a study involving more than 5,000 high school juniors and seniors. Silber and Tippett (as cited in Lian-Hwang, 1998) obtained a two week test- retest reliability of 85 for a small sample of college students. It was also reported that the items were internally consistent. The scale had been highly recommended for those who wish to use a brief scale in their research related to self esteem (Lian- Hwang, 1988).

The content validity was further assessed by three experts who, hold M. Ed. Degree, and were colleagues. The content validity was examined by

weighing the items against the objectives, the research questions, literature reviewed and the least in ambiguity. The questionnaire was also pre tested with 4 students and 2 teachers randomly selected from a nearby senior high school (SHS), Abor SHS. The respondents were asked to indicate or identify the need for simplicity of certain items to ensure clarification and reconstruction of certain parts. The necessary corrections were made and the revised set of questionnaire was administered. In this way, I had the opportunity to compare account from all these sources and to test and revise the research questions on the basis of sufficient data. There was also an observation/interview guide to determine the state of the physical environment and its effect on self esteem of students (Appendix C).

The questionnaire used for the study was in five sections for all respondents. Section A was on personal data of respondents. Section B of student's questionnaire was on student's perception of their parents' parenting styles while section C of students' item was the Rosenberg self esteem scale (RSE). Teacher's questionnaire section B was a rating/grouping of parenting styles variables. Section C of teacher's items was on identification of effects of parenting styles on student's behaviour in the school and how often. Sections D and E were the same for teachers and students. Section D was on perceived factors affecting parenting styles and self esteem of children. The final section, section E dealt with how the school environment affected the students self esteem.

Data Collection Procedure

The questionnaire and observation/interview were self administered. Permission was sought from the headmaster of the school and I also presented

an introductory letter from the Department of Educational Foundations, University of Cape Coast. I visited the school again in July 2010. The purpose of the visit to the school was confirmed to the headmaster after exchange of greetings. The sampled respondents were brought together and the purpose of the study and the items on the questionnaire were explained to them. The students were asked to fill in the questionnaire as it applied to each of them. The students' questionnaire were filled and collected the same day. This ensured 100 % return rate. For the teachers, the questionnaire was given to each of them to fill. The responses were collected after 2 weeks with 93.8 % return rate.

Data Analysis

After data collection from the sampled population, summary of responses were made using tally and frequency counts. Some items were measured based on the 'weight' given to those items. Conclusion was drawn about the entire population from the responses of the sampled population. A detailed description of the basis of analysis had been given below:

The personal data of respondents (Appendices A and B, section A) were further analyzed using percentages in some cases. The basis for analysis of research question 1, was that four main parenting style variables namely permissive (PM), authoritative (AV), rejecting (RE), and authoritarian (AN) parenting styles were expressed in 16 items (Appendix A, section B). Each parenting style variable had 4 items. Items 1, 5, 9, and 12 were for permissive style (PM); items 2, 4, 6, and 7, were for authoritative style (AV); items 3, 8, 11 and 16 were for authoritarian style (AN); while items 10, 13, 14 and 15 were for rejecting (RE) parenting style. In analysis, the total number of

students who reported the various parenting styles was made. The percentage (%) was determined and the results of student's perception of their parents parenting styles were presented in Table 5 on p. 55.

To answer research question 2, the Rosenberg self esteem scale (RSE) was adopted and used to determine the level of students self esteem (Appendix A section C). RSE had been a four point Likert like scale with strongly agree (SA); agree (A); disagree (D); and strongly disagree (SD) as its options. The items in RSE were only ten (10), five (5) of which had asterick (*) thus questions 2, 5, 6, 8, and 9. The RSE had been a standardized test and its scoring system was used to measure the self esteem of students. The scoring system had been outlined as follows: SA was interpreted as 3; A interpreted as 2; D interpreted as 1; and SD interpreted as zero (0). Items with asterick (*) were reverse scored, that is SA represented (0); A represented 1; D represented 2; and SD represented 3. In analysis, the scores for the ten items were added; the higher the scores, the higher the self esteem. To further determine the higher scores, the marks were put in a range and interpreted as follows: 30 - 26 highest; 25 - 21 higher; 20 - 16 high or average; 15 - 11 low; 10 - 6 low; and 5 - 1 very low. The self esteem scores of students were presented in Table 6 on p. 58.

The third research question was related to the first and second research questions (Appendix A, sections B and C); as such responses of students on these were used to direct the analysis of the third research question. Against the background of literature, the study sought to find out which type of reported parenting styles by students would lead to high or low self esteem of students. For example, could authoritative parenting produce low self esteem

in children, or rejecting parenting producing high self esteem? The perceived parenting styles scores of students on p. 55 were compared with their self esteem scores on p.58. Furthermore, range 30 - 26; and 25 – 21 represented higher scores and high self esteem. Range 20 – 16; 15 – 11; 10 – 6; and 5 – 1, represented lower scores and low self esteem. Finally, range 20 - 16 due to its tactical position in the range of scores could produce low or high self esteem. The responses to research question 3 were presented in Table 7 on p. 60.

Research question 4 was answered by appendices A and B, section D. Teachers and student gave their opinion by ticking the items they perceived as affecting the parenting styles of parents and self esteem of children. Both respondents were given the same items and they were nine (9) in number. The responses were expressed in rank (R) order. Teachers and students responses were then compared to see if there were significant differences in their perception. The differences in ranking order were put into a range and interpreted as follows: Difference of 6 and above was interpreted as significant difference; 4 - 5, much difference; 2 – 3, little difference; and difference of 1 – 0 (zero), was interpreted as no difference; The responses of respondents on factors affecting parenting styles and self esteem of children were presented in Table 8 on p. 62 and Table 9 on p. 63.

Research question 5 was in two parts (Appendix B, sections B and C). In the first part, appendix B section B, teachers rated/identified fifteen (15) parenting style items into its appropriate groups namely permissive (PM), authoritative (AV), rejecting (RE), and authoritarian (AN), parenting styles. The study sought to find out the extent to which teachers could identify parenting styles of student's parents. In analysis each appropriately grouped

item (AG), carried one (1) mark and any inappropriately grouped item (IG) was scored zero (0). The higher the appropriately grouped (AG) scores made, the higher the extent of awareness of parenting styles variables. The scores were further graded into four categories; 15 - 12 was interpreted as very high awareness; 11 – 8 interpreted as high awareness; 7 - 4 interpreted as low awareness; and 3 – (0) zero interpreted as very low awareness. Responses to this were presented in Table 10 on p. 65.

The second part to research question 5 was answered by Appendix B, section C. Teachers ticked what they observed with the students and how often (effects of parenting styles on students behaviour). Eighteen (18) items were asked and the options were always (A), sometimes (S), rarely (R), and never (N). In line with Best and Kahn's (as cited in Kaledzie, 2003) suggestion on Likert scales the outside two options were combined, thus 'always' and 'sometimes' were combined and named 'sometimes' while 'rarely' and 'never' were also combined and labelled 'rarely' so as to make the analysis more convenient. In analysis, sometimes (S) was interpreted as high prevalence, and rarely (R) interpreted as low prevalence. In addition, the percentage (%) response recorded by a category was also evident of whether an item was considered to be of high or low prevalence or awareness. Further, items 2, 3, 5, 7, 9 and 10 were characteristics of authoritative reared children and effects of high self esteem. When rated 'sometimes' it implied high self esteem, when rated 'rarely' it implied low self esteem. Furthermore, items 1, 4, 6, 8, 11, 12, 13, 14 ... 18 were reverse scored. These items were characteristic/effects of low self esteem. When rated 'sometimes' it implied

low self esteem. When rated 'rarely' it implied high self esteem. Teachers' responses on this were presented in Table 11 on p. 66.

To answer research question 6, teachers and students were asked similar questions (Appendices A and B, section E). This technique to data analysis was essential because humans have the tendency to deny and project reality, in order to guard the ego from perceived attack. Freud (as cited in Kottler, 2004) identified that the defense mechanism of denial, distorts reality by pretending that the undesirable behaviour or events were not happening while the defense mechanism of projection puts the blame of an undesirable or unacceptable behaviour unto another person. Consequently, data was analyzed from the teacher's point of view on student's attitude, while data from the student's point of view on teacher's attitude in the school environment was also analyzed. The responses were compared in order that the real situation in the school could be determined; thus, whether there was high or low prevalence of an item in the school.

In addition, four (4) categories 'strongly agree' (SA); 'agree' (A); 'disagree' (D); and 'strongly disagree' (SD) were used. For convenience 'strongly agree and agree' were combined and interpreted as 'agree'; while 'disagree and strongly disagree' were also combined and interpreted as disagree. In analysis 'agree' represented high prevalence while 'disagree' represented low prevalence. Furthermore, the % response recorded by a category was evident of whether an item was considered to be of very high or low prevalence. The responses to this were presented in Tables 12 and 13 on pp. 69 - 71.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results of the study on parenting styles and their effects on self esteem of children and how the school was affecting the self esteem of the students of Tsiame Senior High School, and their discussions. The personal data, such as age, sex, type of parent and educational background of respondents, was analyzed to show the kind of respondents whose views were expressed in the study, then each of the six research questions were used to direct the analysis.

Personal Data of Respondents

Data was collected on respondents' age and gender. The analysis of students' data in that respect (Field Survey, 2010) is presented in Table 1.

Table 1: Responses of Students by Age and Sex

Age Group	Female (N)	Male (N)	Total (N)
11 – 15	1	1	2
16 – 20	30	29	59
21 – 25	11	14	25
26 – Above	3	1	4
Total	**45**	**45**	**90**

As shown in Table 1, the total number of male and female students used for the study was ninety (90). The age group range 16 – 20 had the highest number of students 30 females and 29 males. This was followed by age group 21 – 25 with a total of 25 students comprising 11 females and 14 males. Age group 11 – 15 had only one (1) member each for both sexes. Age group 26 and above had four (4) members and three (3) of them were females. This implied that the respondent students were of different ages.

Table 2 provided responses of students on who is parenting them.

Table 2: Responses of Students on Who is Parenting you

Options	Response	
	(N)	(%)
Mother	18	20.0
Father	12	13.3
Both	47	52.2
A relative	9	10.0
Non relative	4	4.4
Total	**90**	**100**

Field Survey, 2010.

Table 2 indicated that forty seven (47) students reported that their needs were catered for by both parents. This represented 52.2 % of the total number of students who responded to the questionnaire. Eighteen (18) students representing 20.0 % reported that their needs were catered for by their mother only while twelve (12) students representing 13.3 % identified that their needs were catered for by father only. Four (4) students representing 4.4 % reported

that their needs were catered for by non relatives. This meant that at least half of students were catered for by both parents. Secondly, it meant that parenting of students was not limited to only biological parents.

The responses of teachers on age and sex are presented in Table 3.

Table 3: Responses of Teachers on Age and Sex

	Female	Male	Total
Age Group	(N)	(N)	(N)
Under 30	–	3	3
31 – 40	–	9	9
41 – 50	1	–	1
51 – Above	–	2	2
Total	**1**	**14**	**15**

Field Survey, 2010.

As shown in Table 3, fifteen (15) teachers responded to the questionnaire. Out of this number there was only one (1) female teacher, who was also the only one in the age group of 41 -50. Majority of male teachers, nine (9), were in the age group of 31 – 40. The age group that had the least number of male teachers was 51 and above, with two (2) teachers.

Table 4 presented the educational background of teachers.

Table 4: Educational Background of Teachers

Educational background	Teachers	
	(N)	(%)
Cert A	–	–
Diploma	9	60.0
Degree	5	33.3
P.G.D.E	1	6.7
M. A.	–	–
M. Ed.	–	–
M Phil	–	–
Total	**15**	**100**

Field Survey, 2010.

Table 4 revealed that the main educational background of teachers was Diploma in Education. Nine (9) teachers representing 60 % hold Diploma certificate, while five (5) teachers attained Bachelor's Degree. One (1) teacher obtained Post Graduate Diploma in Education (P.G.D.E.). None of the respondent teachers hold a second degree.

The personal data of respondents showed that majority of students were in adolescent ages. Some students were also in young adulthood ages. Majority of the teachers belong to the young adulthood ages. According to Erickson, (as cited in Winters, 2005) the conflict of adolescent ages was identity versus role confusion while the conflict of young adulthood ages was psychosocial development. In the adolescent ages, the awareness of the students that they would become a contributor to society (industry) controlled their actions and thoughts. Furthermore, the students had begun to test the core values learnt from their parents and this had been crucial to their self confidence. For those in young adulthood ages, love relationships dominated this stage. Intimacy, openness, and commitment were the conflict that ought to

be surmounted. Male teachers represented the majority of teacher respondents. The school had gender disparity and the only female teacher on staff was duly represented. The majority of teachers in the school hold Diploma certificate. Though this phenomenon was not bad, it had implications for in-service training for teachers especially if the Diploma certificates were not geared towards classroom teaching thus education.

Analysis of Main Data

Research Question 1: What parenting styles do parents of current students of Tsiame Senior High School use?

Students were requested to indicate the way they perceive the parenting styles of their parents. The result is presented in Table 5.

Table 5: Responses of Students on Perceived Parenting Styles of Parents

Type of Parenting Style	Sex					
	Male		Female		Total	
	(N)	(%)	(N)	(%)	(N)	(%)
(AV)	1	2.2	2	4.4	3	3.3
(PM)	13	28.8	20	44.4	33	36.7
(AN)	22	48.9	15	33.3	37	41.1
(RE/AV/PM/AN)	9	20.0	8	17.8	17	18.9
Total	**45**	**100**	**45**	**100**	**90**	**100**

Field Survey, 2010.

As shown in Table 5, authoritarian (AN) parenting style was most practised by parents of male students. Twenty two (22) students, 48.9 % reported this of their parents. The least parenting style of parents of male

students was the authoritative (AV) style. One (1) student 2.2 % reported the (AV) style. For female students, permissive (PM) parenting style recorded the majority, twenty (20) students representing 44.4 %. Also, the least perceived parenting style of parents of female students was the authoritative (AV) parenting style. Two (2) students 4.4% reported the (AV) style.

Table 5 further showed the total responses of students on their parent's parenting style. Thirty seven (37) students representing 41.1 % reported Authoritarian (AN) parenting style. Thirty three (33) students representing 36.7 % reported permissive (PM) parenting style. Seventeen (17) students representing 18.9 % reported that their parents used all the four parenting styles. This meant that authoritarian parenting was the main parenting style followed by permissive parenting style.

One explanation given to this trend in the reported parenting styles of parents of students was the influence of socio-cultural factors on parenting. In Ghana, society had been organized on two main lineages namely patrilineal and matrilineal lineages; on these two lineages inheritance had also been organized (Adu–Yeboah & Obiri-Yeboah, 2008). In the patrilineal society where this study was conducted, a common belief was that the male child builds the family. He does so by marrying a woman and children born into that union take their family identity mainly from the father's line. Again, in this society the tradition that lingers on had been that the male child inherits majority of the parent's property especially the father's property. The parents knowing that their males would become the main contributor to their genealogy used authoritarian parenting to prepare them for the task ahead. On the contrary, the females were seen as people who disintegrate families by

giving birth to children who would take their identity from their father's line. Coupled to this, due to the vulnerability of the female to other issues, some parents rear their female children in the permissive way so as to make them assertive and creative.

Secondly, the responses of seventeen (17) students showed that some parents were inconsistent in their parenting styles; they used all the four parenting styles. This implied they sometimes showed warmth or responsiveness and at other times they showed coldness or unresponsiveness or rejection to their children. This phenomenon might have affecting factors. Baumrind (as cited in Steinberg "et al." 1991) stated that authoritarian parenting could be advantageous for families living in dangerous and threatening environment; as such a parent who was authoritative and felt threatened by the environment might resort to authoritarian parenting. Again, Baumrind identified that permissive parenting was suitable for children who had the level of maturity to regulate their own behaviour. A parent who tried to use permissive parenting and discovered that the child could not control his own behaviour might resort otherwise. Finally, Steinberg "et al." (1991) asserted that some parents did not treat their children the best because their personality did not fit the role; and sometimes how they were treated as children influenced their adult personality and thus how they cared for their own children or children entrusted to them.

Research Question 2: What is the self esteem level of students of Tsiame Senior High School?

The self esteem level of students was also assessed. The data in respect of this research question is analysed in Table 6.

Table 6: Responses of Students on Their Self Esteem Level (by Sex)

Range of Scores	Male		Female		Both (Sexes)	
	(N)	(%)	(N)	(%)	(N)	(%)
30 – 26	1	2.2	1	2.2	2	2.2
25 – 21	20	44.4	16	35.6	36	40.0
20 – 16	16	35.6	16	35.6	32	35.6
15 – 11	5	11.1	8	17.8	13	14.4
10 – 6	1	2.2	2	4.4	3	3.3
5 – 1	2	4.4	2	4.4	4	4.4
Total	**45**	**100**	**45**	**100**	**90**	**100**

Field Survey, 2010.

As shown in Table 6, the total male students in range of scores 30 – 26 and 25 – 21 was twenty one (21) totaling 46.6 %. For the same range of score the female students were seventeen (17) totaling 37.8 %. These range of scores were interpreted as higher on the self esteem range of scores and represented high self esteem. As a result, more male students had high self esteem than female students. Again, the range of scores 15 – 11; 10 – 6; 5 – 1 showed a total of eight (8) male students totaling 17.7 %. The female students in the same range of scores were twelve (12) totaling 26.6 %. These range of scores were interpreted as low on self esteem range of scores and represented low self esteem. In effect, there were fewer male students with low self esteem than female students. Furthermore, the range of scores 20 -16, had a total of thirty two (32) students representing 35.6 %. This range represented average/high. Students in this range were stuck in between low and high self

esteem. They might have low self esteem or high self esteem. On the whole, this range represented low self esteem.

The results of students to research question 2, was in agreement with the findings of Dalgas–Pelish (2006) which stated that there was a correlation between self esteem and development based on gender. He cited in particular that early pubertal development in girls was found to be related to a decrease in self esteem while early development in boys led to an increase in self esteem. Likewise, Doxwell, Millor, Thomson, and Braxier (as cited in Dalgas – Pelish, 2006) stated that breast development in girls was found to cause social embarrassment and ridicule with feelings of being immoral or unintelligent. From these findings one could state that girls have a vulnerable personality to low self esteem than boys and any adverse parenting might reinforce this feeling of low self esteem.

Research Question 3: Which types of parenting styles would lead to high or low self esteem in students?

Students were also asked to identify types of parenting styles that would lead to high or low self esteem in them. The result is reflected in Table 7.

Table 7: Responses to Which Types of Parenting Styles would lead to High or Low Self Esteem in Students

Perceived parenting style		Self Esteem Level (SEL)		SEL
Students responses	Total	Students responses		Diff. (-/+)
	(N)	(Range of Scores)	(N)	(N)
(AV)	(03	30 - 26	(02	
(PM)	33)	25 – 21	36)	+ 2
(AN)	[37	[20 - 16	[32	
(RE/AV/ PM & AN)	17]	(15- 1)]	20]	-2
Total	**90**	**Total**	**90**	**-**

Field Survey, 2010.

From Table 7, the total for authoritative (AV) and permissive (PM) parenting styles were 36. The associated self esteem range had a total of 38. There was a gain of difference of two on the self esteem scores. This meant that there were additional two students who did not have these two parenting styles but had high self esteem. The total authoritarian (AN) parenting style and the total of all four parenting styles (RE/AV/PM/AN) were 54, while the associated self esteem ranges had a total of 52. There was a loss of difference of two on the self esteem scores. This meant that there were two students who reported these parenting styles but had high self esteem. Again, authoritarian parenting styles (AN) reported 37 while its associated self esteem reported 32. There was a loss of difference of 5 on the self esteem score. To account for this 5, it could be explained that 2 students added to the authoritative and permissive (AV and PM) self esteem total to raise that total to 38; while the remaining 3 students added to the all four parenting styles (RE/AV/PM/AN) making the associated self esteem total 20.

From the responses of students to research question 3, it could be stated that authoritarian parenting could produce high or low self esteem in children. This contradicted the findings of Coopersmith (as cited in Steinberg "et al." 1991). He identified that as children of authoritarian parents grew older they developed low self esteem. Amato and Booth (as cited in Olson & Defrain, 2000) stated that two key aspects of parenting behaviour often studied were parental support and parental control. The main difference between authoritarian and authoritative parenting was the parental control. While authoritative parents were flexible with regard to their rules and to their compliance, authoritarian parents were very rigid in controlling their children. However, an authoritarian parent who relaxed his/her control a bit, for example, by permitting genuine and significant inputs of children into decisions that affected them, could produce children with high self esteem.

Other implications from this analysis were that authoritative and permissive parenting styles produced high self esteem while rejecting parenting or a combination of all the four types of parenting styles produced low self esteem. These findings supported previous results in parenting. Baumrind (as cited in Steinberg "et al." 1991) identified that authoritative parenting style promoted higher measures on self esteem scores than the other types of parenting styles while permissive parenting produced children who are more cheerful than children from authoritarian parents. Steinberg "et al." (1991) also stated that children of authoritarian homes who felt rejected before any additional withdrawal of affection, only reinforced the sense of rejection and rejected children had low self esteem. Finally, the rejecting parenting style produced the lowest on measures of self esteem (Olson & Defrain, 2000).

Research Question 4: **What difference exist between students and teachers perception of what affect parenting styles and self esteem of children?**

The study further examined respondents' perception of what affect parenting styles and self esteem of children. The data collected from the students' point of view in this regard is presented in Table 8.

Table 8: Responses of Students on Perceived Factors Affecting Parenting Styles and Self Esteem of Children (by Sex)

Items	Female		Male	
	(N)	(R)	(N)	(R)
Parent's personality	10	9th	9	9th
Parent's history/family background	21	7th	16	8th
Readiness for parenting	34	3rd	31	3rd
The nature of the child	31	5th	29	6th
Parent's relationship/family support	35	2nd	32	2nd
Parent's work life influencing life at home	34	3rd	30	4th
Values and goals of parenting	36	1st	35	1st
Socio economic condition of parents	26	6th	30	4th
Socio cultural factors on parenting	20	8th	22	7th

Field Survey, 2010.

As shown in Table 8, the respondent students (male and female) ranked values and goals of parenting as the 1st item affecting parenting styles and self esteem. The 2nd item ranked was parent's relationship and family support. Readiness for parenting was the 3rd item ranked by both students. Both students also ranked parent's personality as the 9th item affecting parenting

styles and self esteem of children. The remaining items were ranked differently by the students.

Teacher respondents also provided information on factors affecting parenting styles and self esteem of children. Data from the teacher and student respondents were compared. The analysis of this information is presented in Table 9.

Table 9: Responses of Students and Teachers on Perceived Factors Affecting Parenting Styles and Self Esteem of Children

Items	Students		Teachers	
	(N)	(R)	(N)	(R)
Parent's personality	19	9th	9	6th
Parent's history/family background	37	8th	9	6th
Readiness for parenting	65	3rd	8	8th
The nature of the child	60	5th	3	9th
Parent's relationship/family support	67	2nd	13	2nd
Parent's work life influencing life at home	64	4th	12	5th
Values and goals of parenting	71	1st	13	2nd
Socio economic condition of parents	58	6th	15	1st
Socio cultural factors on parenting	42	7th	13	2nd

Field Survey, 2010.

As shown in Table 9, teachers and students ranked parent's relationship and family support as the 2nd factor affecting parenting styles and self esteem of children. The other items were ranked differently by the two main respondents' for example, readiness for parenting.

With reference to the basis of analysis for research question 4 on p. 48, parent's relationship and family support; parent's work life influencing life at home; and values and goals of parenting had no difference in ranking. Parent's personality; and parent's history/family background had little difference between students' and teachers' ranking. The remaining items: readiness for parenting; the nature of the child; socio-economic condition of parents; and socio-cultural factors on parenting recorded much difference in ranking. On the whole, the students' ranking showed no difference except socio-economic conditions on parenting where there was a little difference in the students' ranking by sex. However, there were much differences in majority of the students and teachers ranking. This implied there were much difference in the students and teachers perception about the factors that affected parenting styles and self esteem of children. Finally, there was no significant difference in students' and teachers' ranking.

The similarities in students ranking could be influenced by their characteristics and line of thinking. Majority of student respondents were in the adolescent ages. According to Havighurst (as cited in Makinde, 1984) adolescence is a marginal period between childhood and adulthood with the physiological, social and psychological behaviour determinants acting upon the child simultaneously. One important influence on the thinking of adolescents had been the role of peers. Perhaps this might have influenced their perception of the factors affecting parenting styles and self esteem of children. The differences in students and teachers ranking confirmed the generation gap that existed between adolescents and adults.

Research Question 5: To what extent are teachers aware of parenting styles and their effects on self esteem of students?

The extent to which teachers are aware of parenting styles and their effects on self esteem of students was also assessed. Data in respect of this research question is reflected in Table 10.

Table 10: Responses of Teachers on Parenting Styles Rating (Grouping)

			Responses			
Teachers	AG		IG		Total	
(N)	(N)	(%)	(N)	(%)	(N)	(%)
3	2	13.3	13	86.7	15	100
2	3	20.0	12	80.0	15	100
3	4	26.7	11	73.3	15	100
2	6	40.0	9	60.0	15	100
4	8	53.3	7	46.7	15	100
1	9	60.0	6	40.0	15	100

Field Survey, 2010.

As shown in Table 10, one (1) teacher scored nine (9), 60 % for appropriate grouping (AG). Three (3) teachers had thirteen (13) inappropriate grouping (IG) representing 86.7 %. Two (2) teachers also had twelve (12) 80 % inappropriate grouping (IG).

The basis of analysis for the first part of research question 5, (pp. 48-49) showed that five (5) teachers had very low awareness, five (5) had low awareness and the remaining five (5) had high awareness of the parenting

styles variables. This meant only one third of teachers had a high awareness of parenting style variables; and none of the teachers had very high awareness.

Data was also collected on behaviours students' exhibit in the school environment which might be effects of parenting styles. The analysis of this data is presented in Table 11.

Table 11: Responses of Teachers on Behaviours Students Exhibit in the School Environment (Effects of Parenting Styles)

| Item | Responses | | | | | |
| | Sometimes | | Rarely | | Total | |
	(N)	(%)	(N)	(%)	(N)	(%)
Lack of self control/reliance	13	86.7	2	13.3	15	100
Creativity	9	60.0	6	40.0	15	100
Confidence	10	66.7	5	33.3	15	100
Aggressiveness	10	66.7	5	33.3	15	100
Cheerfulness	13	86.7	2	13.3	15	100
Impulsivity	9	60.0	6	40.0	15	100
Sociable/friendly	15	100	_	_	15	100
Absenteeism/truancy	11	73.3	4	26.7	15	100
Curiosity	6	40.0	9	60.0	15	100
Energetic	10	66.7	5	33.3	15	100
Alcohol and drug use	7	46.7	8	53.3	15	100
Lateness to school	15	100	–	–	15	100
Immaturity	13	86.7	2	13.3	15	100
Underachieving	11	73.3	4	26.7	15	100
Unhappy/moody	7	46.7	8	53.3	15	100
Fearful	8	53.3	7	46.7	15	100
Teenage pregnancy/paternity	14	93.3	1	6.7	15	100
Indifference to new experience	12	80.0	3	20.0	15	100

Field Survey, 2010.

As shown in Table 11, creativity, confidence, cheerfulness, sociable/ friendly and energetic which were characteristics of high self esteem and authoritative parenting recorded higher sometimes over rarely; for example, cheerfulness 86.7% sometimes and 33.3% rarely. This response showed that there were students who had high self esteem. Curiosity on the other hand, recorded higher percentage of rarely. Nine (9) teachers representing 60 % stated that students were 'rarely' curious. Curiosity, a prerequisite for intellectual growth, was also one of the attributes of children who had high self esteem and was a characteristic of authoritative reared children. Amato and Ochiltree (as cited in Rice, 1999) stated that children were born curious and desired to learn everything. What parents/teachers needed to do is to provide new experiences and sensory stimulation through a variety of learning experiences involving observation, reading, conversation, and a maximum amount of contact with others and the natural world. These activities would stimulate the environment of children and their curiosity would be encouraged; as the children become curious their cognitive development would also proceed at an unbelievably fast rate.

The other items in Table 11, were characteristics of low self esteem and effects of authoritarian, rejecting, and sometimes permissive parenting styles. When it recorded higher 'sometimes' over 'rarely', it implied low self esteem. On the other hand, when it recorded higher 'rarely' it implied high self esteem. Teachers indicated higher percentage (%) or 'sometimes' for these items. For example, lack of self control had 86.7 % sometimes and 13.3% rarely; indifference to new experience had 80.0% sometimes over 20.0 % rarely; lateness to school was 100 % sometimes. Teenage pregnancy/paternity had

93.3 % sometimes and immaturity had 86.7 % for sometimes. The least responses for sometimes 46.7 % was reported for unhappy/moody; and alcohol and drug use.

From the responses of teachers to research question 5, students showed many of the characteristics of low self esteem. Majority of teachers also observed the effects of parenting styles on students' behaviour yet only one third had high awareness of the items that define a particular parenting style. This phenomenon had implications for seminars and in-service training for teachers. A teacher's key role had been the socialization of children in his/her care. To effectively do this he/she needed to understand the home and families of children in his/her care. An important aspect of the home and families of children, according to Darling and Steinberg (as cited in Spera, 2005) is the emotional state in which parents raised their children.

Thorndike and Hagan (as cited in Makinde, 1984, p. 24) suggested that "the school needs an adequate picture of each child's house; the physical circumstances under which he lives; the family constellation; the attitude of parents towards him". Teachers' knowledge of the parenting styles variables and students telling their own stories could help teachers appreciate the home and families of students. Subsequently, teachers could supplement what students lacked at home in the schools. This when effectively done could reduce the incidence of absenteeism, truancy, indifference to new experience and the like which were the symptoms of low self esteem.

Research Question 6: To what extent does the school environment impact on the self esteem of students?

Students' attitude in the school environment is very crucial as far as self esteem is concerned. Teachers were therefore asked about their views. The result is reflected in Table 12.

Table 12: Responses of Teachers on Students' Attitude in the School Environment

Statement	Agree		Disagree		Total	
	(N)	(%)	(N)	(%)	(N)	%
Accept one another unconditionally	9	60.0	6	40.0	15	100
Appreciate individual attention	14	93.3	1	6.7	15	100
Are available and willing to give extra help and support	12	80.0	3	20.0	15	100
Recognize and address one another by name	13	86.7	2	13.3	15	100
Believe that they can succeed	12	80.0	3	20.0	15	100
Are friendly	8	53.3	7	46.7	15	100
Accept mistakes in the class room	8	53.3	7	46.7	15	100
Set realistic short/ long term goals	5	33.3	10	66.7	15	100
Recognize one another's achievement	8	53.3	7	46.7	15	100
Dislike competitive grading	3	20.0	12	80.0	15	100
Frequently work in heterogeneous groups	10	66.7	5	33.3	15	100
Always appreciate team building activities	10	66.7	5	33.3	15	100
Enjoy being part of decisions that affect them	12	80.0	3	20.0	15	100
Attend co-curricular activities	13	86.7	2	13.3	15	100
Have common and shared values	10	66.7	5	33.3	15	100
Understand their rights and obligation	11	73.3	4	26.7	15	100

Field Survey, 2010.

As shown in Table 12, majority of teachers agreed on most of the items; for example, students being part of decisions that affect them had 80.0 % agree; students attend co-curricular activities had 86.7 % agree. However, students are friendly; students accept mistakes in the classroom; and students recognize one another's achievement had a slight difference between agree and disagree responses for teachers. In each case, seven (7) teachers representing 46.7 % disagree while eight (8) teachers representing 53.3 % agree. The items, students set realistic short/long term goals had 66.7 % disagree and 33.3 % agree; and students dislike competitive grading had 12 teachers 80.0 % disagree, while 3 teachers 20 % agree.

From the responses of teachers' students showed high prevalence of majority of the attitudes in the school; for example, students appreciated individual attention; students believed they could succeed; and always appreciated team building activities. However, students setting realistic short/long term goals; and students dislike competitive grading had low prevalence from the teachers' responses. This implied that students could not set realistic short/ long term goals, and students liked competitive grading.

The views of students on teachers attitude in the school environment was also collected and analysed. The result of the analysis is shown in Table 13.

Table 13: Responses of Students on Teachers Attitude in the School Environment

Statement	Agree		Disagree		Total	
	(N)	(%)	(N)	(%)	(N)	%
Accept students unconditionally	41	45.6	49	54.4	90	100
Give individual attention	74	82.2	16	17.8	90	100
Are ready and willing to give extra help and support	82	91.1	8	8.9	90	100
Recognize and address students by name	71	78.9	19	21.1	90	100
Believe each student can succeed	74	82.2	16	17.8	90	100
Are friendly	81	90.0	9	10.0	90	100
Accept mistakes in the classroom	42	46.7	48	53.3	90	100
Guide student to set goals	78	86.7	12	13.3	90	100
Recognize students achievement	73	81.1	17	18.9	90	100
Dislike competitive grading	21	23.3	69	76.7	90	100
Frequently use heterogeneous student groups	33	36.7	57	63.3	90	100
Always use team building activities	70	77.8	20	22.2	90	100
Involve students in decisions that affect them	63	70.0	27	30.0	90	100
Organize co-curricular activities	75	83.3	15	16.7	90	100
Have common and shared values	70	77.8	20	22.2	90	100
Understand their rights and obligations	72	80.0	18	20.0	90	100

Field Survey, 2010.

From Table 13 on p. 71, forty nine (49) 54.4 % of students disagreed that teachers accepted students unconditionally. Another point was forty eight (48) students representing 53.3 % disagreed on teachers accepted mistakes in the classroom. Sixty nine (69) 76.7 % of students disagreed that teachers disliked competitive grading. Again, fifty seven (57) 63.3 % of students disagreed that teachers frequently used heterogeneous students groups. The other items indicated higher agree responses over disagree responses: teachers recognize and address students by name had 78.9 % agree over 21.1 % disagree; teachers involve students in decisions that affect them had 70.0 % agree over 30.0 % disagree etc.

The implications of the responses of teachers and students on the school environment and its effects on self esteem of students were that some teachers were not accepting students unconditionally; they were not accepting mistakes in the classroom; teachers used competitive grading; and did not frequently use heterogeneous groups of students. Also, some students were not setting realistic short/long term goals; and students liked competitive grading.

Beane (as cited in Nave, 1990) stated that competitive grading as used in the typical school strongly affected student self esteem. He identified that students who consistently earned "A's" and "B's" demonstrated higher levels of self esteem while those students with lower grades demonstrated decreased levels of self esteem. Teachers ought to remember that even though some students might prefer competitive grading, because of its adverse effect on the self esteem of other students it could be avoided. Furthermore, the use of heterogeneous grouping, where membership was of mixed ability, was found to be correlated with improved self esteem for all students, especially when

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coupled with students' cooperative and collaborative working on class projects and assignments. This aspect of teacher's attitude should be highlighted during in-service training of teachers. Student's goal setting and working to achieve them was in low prevalence in the school. This was bad news for students and needed to be delved into by teachers and counsellors.

Finally, teachers' inability to accept student and their mistakes unconditionally, might affect students' self esteem negatively and also needed a push in the right direction. Teachers ought to accept every student, care for them, respect them and listen to their needs, dreams and problems (Patterson as cited in Nave, 1990). They have to remember that mistakes are positive and inform the teacher of what needs to be taught or retaught; and that mistakes are important as it teaches an important life skill of acceptance (Clifford as cited in Nave, 1990). On the whole, there are high prevalence of majority of the items in the school environment suggesting that the school environment has been impacting positively on students self esteem however, attention ought to be given to the issues in the school environment that were in low prevalence.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Overview of the Study

The final phase, chapter five, presents the summary of the results and conclusions drawn from the findings. Recommendations based on the study are also provided. This study attempts to find out the perception of teachers and students about parenting styles and their influence on self esteem of children.

The study was carried out in Tsiame Senior High School in the Keta Municipality. A structured questionnaire was the main instrument used for data collection. One hundred and five respondents made up of fifteen teachers and ninety students responded to the questionnaire. The students were forty five each for both sexes.

The study was a cross sectional descriptive survey. Stratified random sampling, simple random sampling and the lottery method were used to select the population and the sample. Being a descriptive survey, a descriptive analysis method was employed thus percentage distribution tables, ranking order was used to present the findings in an easy to understand manner for all.

Summary of Key Findings

The major findings of the research were that:

1. Authoritarian parenting style was used by most parents of students in the school and more especially by parents of male students.

2. Permissive parenting style was used by parents of female students than parents of male students.

3. Some parents used all the four parenting styles in dealing with the needs of their students.

4. Authoritative parenting style was the least used by parents of students.

5. The self esteem scores of students revealed that female students had lower self esteem than male students.

6. Authoritarian parenting could produce high or low self esteem in students.

7. Students perception about what affected parenting styles and self esteem were almost similar. This showed that there was little or no difference in students (male and female) perception. When the students' scores were compared with that of teachers' there was much difference in some of the students' and teachers' perception.

8. Teachers were able to outline the effects of parenting styles on students' behaviour in the school environment such as lateness to school; teenage pregnancy and paternity; but could not identify the various parenting styles variables.

9. The school was helping to raise the self esteem of students but students setting realistic long/short term goals; teacher's unconditional acceptance of students and their mistakes in the classroom; teachers frequent use of

heterogeneous groups of students in the school; and teachers dislike for competitive grading were in low prevalence in the school.

Conclusions

This study had shown that the main parenting style of parents was the authoritarian parenting style. Teachers awareness of this phenomenon and its effects could help them design strategies that would continually help improve students self esteem in schools. Teachers ought to accept mistakes in the school because mistakes give direction to what needed to be retaught. When teachers fail to accept students' mistakes, students could also be afraid of making mistakes and would not come out of their shells. This might affect students' creativity and high self esteem because creativity results when there is trial and error in what students do. Similarly, teachers unconditional acceptance of every child could help raise students self esteem. When teachers consider the above, the school would continually raise the students self esteem in the midst of parental difficulties.

Recommendations

Based on the findings of the study, it is recommended that:

1. Teachers would have to explore techniques to instill curiosity in students. This would remove behaviour effects such as underachieving, indifference to new experience etc.

2. Students' goal setting and working to achieve the goals needed to be looked at by students and teachers/counsellors.

3. Head teachers, circuit supervisors would have to factor into in-service courses organized for teachers important topics like parenting styles and their effects on children.

4. Ohun (1982) identified that helping a victim and his /her family to change behaviours served as intervention to alleviate situations during crises. Consequently, a forum must be created to educate parents on parenting behaviours that lead to low self esteem in children and how low self esteem affect children for life.

5. Similarly, school counsellors should help students with low self esteem gain a different perspective of the situation of low self esteem and the conditions that precipitated it; so that students would take decisions that would help improve their self esteem.

Areas for Further Research

1. The researcher was able to carry out the study in one of the less endowed senior high schools in the Keta Municipality. There is therefore the need for further research in the other schools to ascertain the influence of parenting styles on students self esteem in those schools. In that way the findings could then be generalized for the Keta Municipality.

2. Students inability to set realistic goals and work to achieve them was identified as one of the issues in the school environment. Future research should be carried out on the challenges of students in setting realistic goals and working to achieve them and how it affected their self esteem.

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APPENDICES

APPENDIX A

Students Questionnaire

Introduction This questionnaire is to examine various aspects of parenting behaviour and how it relates to the self esteem of children. Your candid opinion and experiences will be useful to the researcher. It is purely an academic research and all information given will be treated as confidential. Please answer the questions as it applies in your situation.

SECTION A

Tick where applicable

Age group: 11 - 15 [ ]: 16 - 20 [ ]: 21 - 25 [   ]: 26 – Above [   ]

Gender: Male [ ] Female [ ]

Who is parenting you? Mother [ ]: Father [ ]: Both [ ]: A Relative [   ]: Non relative

SECTION B

Which of the following statements apply to your parent's behaviour towards you? Tick only those applicable. MY PARENT:

1	Often gives in to my wishes	
2	Listens to my feelings and realistic requests	
3	Withdraws his/her affection to me for a while	
4	Explains why he expects one kind of behaviour and rejects another	
5	Is much involved with me but places few demands or controls on me	

6	Is open to some degree of negotiation and opinion	
7	Sets clear standards to shape, or assess my behaviour and attitudes	
8	Values unquestioned obedience to his/her authority	
9	Allows me to regulate my own behaviour	
10	Ignores me letting my preferences prevail as long as it does not interfere with his /her activities or needs	
11	Is unwilling to explain reasons for his/her requests and actions	
12	Does not bother if l do not consult him/her before doing something	
13	Does not provide any emotional support	
14	Does not pay much attention to my needs	
15	Makes me feel uncared for, yet I am expected to behave and have many rules to follow	
16	Have high standards in mind with which he/she tries to control my behaviour and attitudes	

SECTION C

Tick the following statements as they relate to your general feelings about yourself. If you strongly agree with the statement tick [SA]; if you agree tick [A]; if you disagree tick [D]; if you strongly disagree tick [SD].

	STATEMENT	SA	A	D	SD
1	On the whole l am satisfied with myself				

2	*At times I think l am not good enough				
3	I feel l have a number of good qualities				
4	I am able to do things as well as most other people				
5	*I feel l do not have much to be proud of				
6	*I certainly feel useless at times				
7	I feel that l am a person of worth at least on equal plane with others				
8	*I wish I could have more respect for myself				
9	*All in all, l am inclined to feel that l am a failure				
10	I take a positive attitude towards myself				

SECTION D

In your opinion, which of the under listed factors affect the parenting behaviour of your parents and self esteem?

	STATEMENT	OPTION
1	Parent's personality	
2	Parent's history/family background	
3	Readiness for parenting	
4	The nature of the child	
5	Parent's relationships and family support	
6	Parent's work life influencing life at home	
7	Values and goals of parenting	
8	Socio economic condition of parents	
9	Socio cultural factors on parenting	

Tick the extent to which you agree with the following statement. **If you strongly agree with the statement tick [SA]; if you agree tick [A]; if you disagree tick [D]; if you strongly disagree tick [SD]. TEACHERS:**

	STATEMENT	SA	A	D	SD
1	Accept students unconditionally				
2	Give individual attention				
3	Are ready and willing to give extra help and support				
4	Recognize and address each student by name				
5	Believe each student can succeed				
6	Are friendly				
7	Accept mistakes in the classroom				
8	Guide students in setting realistic goals				
9	Recognize student's achievements				
10	Dislike competitive grading				
11	Frequently use heterogeneous groups of students				
12	Always use team building activities				
13	Involve students in decisions that affect them				
14	Organize extra curricular activities				
15	Have common and shared values				
16	Understand their rights and obligations				

APPENDIX B

Teachers Questionnaire

Introduction This questionnaire is to examine various aspects of parenting behaviour and how it relates to the self esteem of children. Your candid opinion and experiences will be useful to the researcher. It is purely an academic research and all information given will be treated as confidential. Please answer the questions as it applies in your situation.

SECTION A

Tick where applicable

Age group: Under - 30 [ ]: 31 - 40 [ ]: 41 - 50 [ ]: 51 - Above [ ]

Gender: Male [ ]: Female [ ]

Educational background:

Cert 'A' [ ]: Diploma [ ]: Degree [ ]: PGDE [ ]: M A [ ]: M Ed. [ ]:

M Phil [ ]

SECTION B

Rate the following parenting behaviour as either authoritative [AV]; authoritarian [AN]; permissive [PM]; or rejecting [RE]. THE PARENT:

	STATEMENT	AV	AN	PM	RE
1	Often gives in to the wishes of the child				
2	Listens to the feelings and realistic requests of the child				
3	Withdraws his/her affection to the child for a while				
4	Explains to the child why he/she expects one kind of behaviour and rejects another				

5	Is much involved with the child but places few demands or controls on him/her				
6	Is open to some degree of negotiation and opinion with the child				
7	Sets clear standard to shape and assess the child's behaviour and attitudes				
8	Values unquestioned obedience of the child to his/her authority				
9	Allows the child to regulate his own behaviour				
10	Ignores the child letting his preferences prevail as long as it does not interfere with his activities or needs				
11	Is unwilling to explain reasons for his/her request and actions to the child				
12	Does not bother if the child does not consult him/her before doing something				
13	Does not provide any emotional support for the child				
14	Makes the child feel uncared for, yet he/she is expected to behave and have many rules to follow				
15	Have high standards in mind with which he/she tries to control the child's behaviour and attitudes				

SECTION C

Which of the following behaviour do students present in the school and how often? Indicate always [A], sometimes[S], rarely [R] and never [N], as the case may be with the students.

	STATEMENT	A	S	R	N
1	Lack of self control/reliance				
2	Creativity				
3	Confidence				
4	Aggressiveness				
5	Cheerfulness				
6	Impulsivity				
7	Sociable/friendly				
8	Absenteeism/truancy				
9	Curiosity				
10	Energetic				
11	Alcohol/drug use				
12	Lateness to school				
13	Immaturity				
14	Under achieving				
15	Unhappy/ moody				
16	Fearful				
17	Teenage pregnancy/paternity				
18	Indifference to new experience				

SECTION D

In your opinion which of the under listed factors affect the parenting behaviour of parents of students and self esteem? Tick only those applicable

	STATEMENT	OPTION
1	Parent's personality	
2	Parent's history/family background	
3	Readiness for parenting	
4	The nature of the child	
5	Parent's relationships and family support	
6	Parent's work life influencing life at home	
7	Values and goals of parenting	
8	Socio economic condition of parents	
9	Socio cultural factors on parenting	

SECTION E

Tick the extent to which you agree with the following statements. If you strongly agree with the statement tick [SA]; if you agree tick [A]; if you disagree tick [D]; if you strongly disagree tick [SD]. THE STUDENTS:

	STATEMENT	SA	A	D	SD
1	Accept one another unconditionally				
2	Appreciate individual attention				
3	Are available and willing to give extra help and support				

4	Recognize and address one another by name				
5	Believe they can succeed				
6.	Are friendly				
7	Accept mistakes in the classroom				
8	Set realistic short and long term goals				
9	Recognize one another's achievement				
10	Dislike competitive grading				
11	Frequently enjoy work in heterogeneous grouping				
12	Always appreciate team building activities				
13	Enjoy being part of decisions that affect them				
14	Attend co-curricular activities				
15	Have common purpose, and shared values				
16	Understand their rights and responsibilities				

APPENDIX C

Observation/Interview Guide

The observation /interview guide will help the researcher to examine some aspects of the school environment especially the physical environment, since it is more visible.

1. Are there enough classrooms for student's activities?

2. Is the school looking clean and safe?

3. Are there too many students in a classroom?

4. Is there noise in the school?

5. Are the classrooms well ventilated?

6. Do the students report to school early?

7. What is the attitude of teachers when students come to school early or late?

APPENDIX D

Acknowledgement Letter to Morris Rosenberg Foundation

University of Cape Coast

Faculty of Education

Dept. of Educational Foundations

Counselling unit

Ghana

12 July 2010.

The Morris Rosenberg Foundation

C/o Department of Sociology

University of Maryland

2112 ART/Soc Building

College park, MD 20742 – 1315.

<u>**RE: USE OF ROSENBERG SELF ESTEEM SCALE (RSE)**</u>

I write to inform the family of Morris Rosenberg that I, Elizabeth Akpene Ehorke an M Ed. student of Guidance and Counselling, have found your RSE very useful for my dissertation work on Parenting Styles and Their Influence on Self Esteem of Children and wish to acknowledge the use of this very document.

Thank you.

Sincerely yours,

Elizabeth Akpene Ehorke