

UNIVERSITY OF CAPE COAST

EFFECTS OF PARENTAL CHILD - REARING STYLE ON SELF-
ESTEEM AND SCHOOL ATTENDANCE OF JUNIOR HIGH SCHOOL
(JHS) STUDENTS IN SEFWI - WIAWSO MUNICIPALITY OF THE
WESTERN REGION OF GHANA

DORGBETOR ALFRED

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(JHS) STUDENTS IN SEFWI - WIAWSO MUNICIPALITY OF THE
WESTERN REGION OF GHANA

BY

DORGBETOR ALFRED

Thesis submitted to the Department of Educational Foundations of the College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Philosophy Degree in Guidance and Counselling

AUGUST 2014

DECLARATION

Candidate's Declaration

I hereby declare that this thesis 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: Dorgbetor Alfred.

Supervisors' Declaration

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

Principal Supervisor's Signature.....Date

Name: Prof. Frederick Ocansey

Co-supervisor's Signature Date

Name: Dr. Kofi Krafona

ABSTRACT

The study was a descriptive survey carried out to find the effect of parental child rearing style on self - esteem and school attendance of Junior High School students in the Sefwi Wiawso Municipality. A sample of 340 students reported on their parents' parenting style using Parental Authority Questionnaire. Data on self - esteem was collected using the Rosenberg Self - Esteem Scale. A record of school attendance was taken from students' school attendance registers from sampled schools. A multiple Regression analysis was conducted to assess the effects of parenting style on self - esteem and school attendance. Also, a Pearson's Product Moment Correlation Coefficient was applied for the relationship between self - esteem and school attendance.

The result showed that authoritarian parenting style was the predominant parenting style and predicted negatively with level of self - esteem and school attendance. A significant large correlation was found between self - esteem and school attendance. Also, authoritative parenting style has a positive prediction for self - esteem and school attendance. Implications, limitations and future research opportunities are discussed. The study concluded that parenting style plays an important role in influencing levels self - esteem and school attendance.

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DEDICATION

To my family.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Nothing stirs the emotions or rivets the attention of adults more than the birth of a child (Bornstein, 2002). Child and developmental psychologists, sociologists, educators, and policymakers have long viewed parenting and the family as the most significant influence on the developing child (Bjorklund, Younger & Pallegri, 2002). Parenting is important not only to humans, but central to the survival of many species of animals and birds. Parenting has traditionally been viewed as an important source of environmental variability in the long-debated and still controversial nature-nurture dichotomy (Bjorklund et al., 2002). The role of parents therefore becomes primary in the existence of any progeny.

Parenting practice is the culturally - regulated routines of child – care and child – training that are used by the child’s caregiver (Edward, Knoche, Aukrust & Kim, 2005). The import of this explanation of parenting practices points to the fact that there are lay down culturally accepted routine in training children in almost every society. These practices are, therefore, common to all parents in the society. Parents however defer in their style of rearing children to meet standards set by their culture. The difference in child- rearing therefore lies in the style used in the implementation of these laid down culturally accepted practices. It is an acceptable cultural practice in Ghana for

instance, that children perform household chores such as washing the dishes and fetching water for domestic use. It is the desire of every parent to implement these practices to the letter so that their children would not be termed wayward in society. The question that borders the mind sometimes is why some children from different parents in the same community are considered well behaved while others are not. The answer definitely is the approach to child rearing. It is a style of raising children that increases the chances of a child becoming the acceptable and capable individual society years for (Alvy, 2007).

The approach to child rearing varies from emotional support to verbal give- and – take situation employed by the parent depending on the style of the parent. According to Lightfoot, Cole, and Cole (2009), parenting style is a term used to describe the behaviours and strategies used by parents to control and socialize their children. The term came from Baumrind's (1971) study of parents and children which concluded that there were three styles parents use in bringing up their children. As stated by Darling and Steinberg (1993), the difference between parenting style and parenting practice is the developmental outcomes to be achieved. For Darling and Steinberg, parenting practice has a direct effect on specific child developmental outcomes in contrast to parenting style that influences the child's development primarily through its moderating influence on the relationship between parenting practice and developmental outcomes. So, child rearing practice must be moderated to give the desire socialisation goals and competencies that enhance the child's self-esteem and consequent interest in school attendance.

In recent times, some parents are faced with the daunting task of combining career with the responsibility of bringing up children with behaviours that meet societal norms. This rather challenging situation compels parents to relegate their important function of parenting to a level that begs the culturally – lay down forms of child up - bringing. Naturally, the interaction between mothers and children give them that rewarding security they need to start the development of their self – concept and self-identity. The situation in Sefwi – Wiawso appears as though some parents are bringing their career first before the child’s developmental needs.

It is however the joy of every parent to see the child grows up as competent and capable members of their society but unfortunately, there is no such magic wand. The only magic bullet that could transform a young person’s life would be a pill coated with self-esteem (Katz, 2000). Parents therefore have a very demanding and difficult job of child rearing. Unfortunately however, children do not come into the world with a manual to help along the way (Reynolds, 2010). Child – rearing is a hard and emotional experience every parent has to go through in order to carve a future image for the child (Ipatenco, 2010). Negative beliefs about ourselves can develop from our experiences we carry – over from childhood. Experts believe that the child - rearing style that parents adopt affects children’s emotional, cognitive and behavioural development (Maier, 2012). The emotional effect of parenting style on the child can be devastating to say the least. This could lead to a low or high self esteem of the child and may have repercussion on his or her academic achievement emanating from poor school attendance.

Coppersmith (cited in Heatherton & Wyland, 2003) stated that self-esteem is the evaluative aspect of the self-concept that corresponds to an overall view of the self as worthy or unworthy. Self-esteem is the outcome of, and a necessary ingredient in the self-verification process that occur within groups, maintaining both the individual and the group. This verification identity increases an individual's worth-based and efficacy-based self-esteem (Cast & Burke, 2002). Our social interaction with significant and generalized others helps us develop our sense of the self. We imagine how we appear to others around us to shape our self-concept (Ohene, 2010).

It is therefore important for parents to mediate and bridge their children's transition to the wider world in this contemporary time to enable the child conceive a positive image of the self. It is the role of the family, and parents for that matter, to create the appropriate home environment through their child rearing practice and style for the child to be able to nurture his or her God given potentials. Interaction between parents and the child according to available literature is such an important factor in child-rearing that the lack of it may have damning consequences for the child. Most scientific research into theories of self-esteem has assumed that we are strongly affected by other's reactions towards us (Emler, 2001). If this observation by Emler is anything to go by, it presupposes that the child's interaction with the parent and the response or feedback they receive from the parent is a necessary variable in shaping the personality of the child. That is to say that if feedback from parents are uniformly negative, children will recoil into their natural shells and feel unimportant. If on the other hand they receive positive

feedback and approval from parents and other people around them, it inevitably assists in boosting their self-esteem.

One recalls happy memories of childhood and this simply means that the happy and memorable childhood moments we carry with us help to shape our feeling about ourselves and others (McKerrow, 2003). In a study to find the relationship between perceived parenting style and depersonalisation, anxiety and coping behaviour in children, Wolfradt, Hempel, and Miles (2003), came out with the findings that children who described their parents as authoritative showed more active coping and adjustment. Those who perceived their parents as permissive seemed to show a distinctive psychosocial adjustment by scoring lowest on depersonalisation and anxiety and showing high levels of active coping. Scoring higher on depersonalisation and anxiety was the group of adolescents that perceived their parents as authoritarian. The findings give an indication of the important role parenting style play in the psychological development of the child. Self-esteem being one of such psychological constructs, is needed if the child is to develop a positive self-concept and competences society may demand from him or her.

Parent – child relationships are the earliest and most enduring of all interpersonal bonds and must not be sacrificed for anything else. The relationship between parent and child will have an effect on future interpersonal relationship. The child – rearing style a parent implements will have an impact on the kind of relationship he/she has with the child (Maier, 2012). The level of such impact, notwithstanding any cultural and environmental variations, will to a large extent depend on the style of the parent. Several child- rearing behaviours have been associated with the

development of self-esteem and academic achievement. Several research findings have linked much parental behaviour and family relationships with self – esteem in children as well as their achievement (McDonald, Steger & Adams, 2012).

Regular school attendance is an important variable in academic achievement. It is the desire of every parent that their children succeed in school. The child's attitude toward school can take a number of forms; negative or positive. The child's ability to be regular or irregular in school attendance will depend heavily upon how motivated the child is. The child's motivation can be intrinsic or extrinsic depending on what is motivating the child. According to Grolnick and Farkas (2002), internal motivation is self – regulated. The child needs autonomy, competence, and relation to other important individuals to activate this internal motivation. For the child to be autonomous there is the need for positive self – experience that gives the feeling that one can initiate one's own action. On the other hand, competence is the feeling of being effective in interacting with one's environment. The need for one to feel connected to significant others is a crucial factor in motivating the child intrinsically (Grolnick & Farkas 2002). To Rumberger (1995), motivation can also come from factors such as quality of school environment, teacher – student relationship, and quality and effectiveness of the staff. In light of these motivational issues, the parent's ability to effectively moderate the development of competence supported by emotional autonomy granting, the child will be able to achieve the self – regulation Grolnick and Farkas talked about.

Reid (2008) observed that students who experience home difficulties are more prone to dislike attending school than their colleagues who enjoy love and support at home. The child's self – experience and low concept could be the consequences of poor home environment. These may lead to behaviour and psychological problems. Student with negative self – experience will be more prone to absenting themselves from school than students with positive self – experience. According to Teasley (2004), the family structure, parent – child relationship and parental school involvement were important factors in school absenteeism. The child needs motivation to achieve in school. This motivation mostly comes from the home. So, when the home condition, which is a creation of the parent's style of rearing, does not motivate the child to go to school, participate in school activity, and do the homework, how will such a child always be in school? Granted that Rumberger (1995) was right about the effect of school condition and student – teacher relationship; and that these conditions were right and the parent's attitude is negative towards the child's emotional demands, it is highly possible that such a child may coil back emotionally, the school factors notwithstanding.

In a project to investigate the chronic absence of children from school, Davis (n.d.) reported dysfunctional family interaction as correlating well with children's refusal to go to school. Overdependence and detachment with interaction among family members, isolation with little interaction outside the family unit and high degree of conflict as well as communication problems within the family were among other reasons why children will avoid school. The role of the parent in promoting regular attendance to school by the child is called to duty in Davis' findings.

Statement of the Problem

Everyone needs significant others who will endorse one's selfhood, people who scaffold a sense that one's self matters and that one's efforts can produce results. Parents provide this critical environment for children to develop through the influence of parenting processes and the quality of parent-child relationships. When parents, through their style of parenting fail to satisfy this requirement for children to develop an appropriate visceral sense of the self, children are highly likely to develop low self-esteem which will consequently affect their school attendance.

According to Baumrind (1989) parents differ on two dimensions in their style of parenting. These two dimensions are demand made on the child and response to the child's psychological needs. Parents' differences on these two dimensions depict the style the parent employs in bringing up a child emotionally and psychologically through the culturally prescribed practices. Parenting style is therefore significant to society as it plays a pivotal role in the socialisation of children.

Several studies have established a high correlation between parenting style and self-esteem as well as school performance of children (Darling, 1999). When parents adopt destructive conflict behaviours in interaction with their children, they may send the implicit message that children's needs and feelings are not important and this may have a negative effect on the self-concept of the growing child. Child - rearing should go beyond the traditional practice of parental show of authority and power since good parenting results in positive physical and psychological development of the child (Chiew, 2011).

The views and emotions of children must be incorporated in child rearing to ensure their proper maturation into societies they found themselves. The traditional system which maintains that a child should be seen and not heard, seem not to help children develop their proper self-identity. Interpersonal communication between the child and the parent affords the child the opportunity to contribute to family issues as well as decisions affecting him/her thus giving the feeling of recognition as a person of worth as observed by Ohene (2010). This important parenting attribute of parent – child interaction is sometimes lacking in some Ghanaian homes. This could be attributable to the challenging issue of shuffling between parental roles and career and as a result, children do not spend that quality emotional touch with their parents.

Baumrind (1967) argued that socialising the child to conform to the necessary demands of others must come with the maintenance of a sense of personal integrity. Baumrind held the view that parenting style should be conceptualised as parents' values and the beliefs they hold about their roles as parents and the nature of the children that communicate the pattern of affect, practices and values. This points to the fact that mutual accommodation, effective conflict management, firm control and the show of love on the part of the parent will influence the development of competence and a positive self - esteem in the child (Baumrind, 1978).

Continuously, School Performance and Appraisal Meetings (SPAM) from 2009 to 2012 in the Sefwi – Wiawso Municipality pointed to absenteeism and parental irresponsibility as the main contributors to students' poor academic performance. Though some parents indicated that they help

their children in their school assignments after school, the question that remains unanswered is the nature and form this assistance takes. This assistance given by these parents mostly end with the usual insults and the accusation of the lack of seriousness on the part of the child instead of giving the child the needed moral support and encouragement. The contribution of children in these meetings clearly indicate how emotionally detached some parents are with their children. Headmasters' reactions to some of the issues relating to absenteeism also point to the lack of parental support of both the child's material as well as emotional needs.

Also, Annual Reports of 2011 and 2012 from circuit supervisors in the municipality continuously highlight absenteeism and students' lack of interest in education as reasons for poor academic performance. This lack of interest, according to these supervisors, stems from the fact that some of the students do not see any prospect in their academic pursuits. The guidance and counselling office has been inundated with copious reports for possible guidance and counselling interventions.

In most of the cases I handled as the Municipal guidance and counselling coordinator, children complained of lack of affection or love from whoever they were living with. For example, a Junior High School student who was a perpetual absentee from school confided in me, when she was confronted, that though she lived with both parents, they have no time for her; they never asked for her opinion in any decision taken about her needs, how she was faring in school and matters relating to her well-being. According to this girl, she often times feel like abandoning her education since she could not see the need to be in school. When I tried to encourage her, she was blank

saying that she does not think she can make it in school. The attitude of this student I observed is not peculiar to her alone but run through piles of documents found in the guidance and counselling unit of the Sefwi- Wiawso Municipal directorate of education as well as reported cases from teachers. I also observed that parents take certain decisions for their children without their consent. This is common during their Basic School Certificate Examination (BECE) registration periods and the choice of schools and programmes of study. I again observed that some parents order their children to either go to the farm or market during school hours and when you ask the child all he or she will tell you would be that “if I do not go they would beat me”. This study is therefore an attempt to investigate parents’ style of bringing up children and how these styles affect their school attendance and self-esteem.

Purpose of the Study

In view of the problem identified, the purpose of the study was to investigate the effects of the three main parenting styles; authoritative, authoritarian, and permissive, in the Sefwi-Wiawso Municipality on the self-esteem and school attendance of Junior High school students. It was also to identify the predominant type of parenting style in the Municipality. In addition, the study investigated the relationship between the child’s self esteem and school attendance of Junior High school students in the Municipality.

Research Questions

The following research questions were addressed in this study.

1. What is the pre-dominant child rearing style in Sefwi- Wiawso?

2. What is the effect of authoritative parenting style on self-esteem?
3. What is the effect of permissive parenting style on self – esteem?
4. What is the effect of authoritarian parenting style on self – esteem?
5. What is the effect of authoritative parenting style on school attendance?
6. What is the effect of permissive parenting style on school attendance?
7. What is the effect of authoritarian parenting style on school attendance?
8. What is the relationship between self-esteem and school attendance?

Significance of the Study

Several research studies established a positive correlation between high self-esteem and the child's educational achievements as well as social adjustment. Greco and Morris (2002) investigated the relationship between parental child - rearing style and social anxiety among adolescents, the study found a positive correlation between low self-esteem and social anxiety. Kostanski and Wishart (2003) also found a positive correlation between risk-taking behaviour among adolescents and low self-esteem. From the aforementioned, it is clear that a relationship exists between parents' child-rearing style and self – esteem as well as the child's attitude towards education. This study therefore will assist in finding some answers to some of the delinquent behaviours such as absenteeism and other negative behaviours among JHS children towards schooling.

The issue of absenteeism among school children of late is on the rise (Municipal annual report on education, 2013) and is becoming a national problem where school administrators as well as other stakeholders in the

education delivery seem to be baffled as to the underlying causes of this deviant behaviour. Backman and O'Malley (1986) observed that poor self-esteem was a major contributor to poor school performance. The result of this investigation will assist in unraveling some of the underlying reasons of the indiscipline behaviour among some students that are related to parental attitude.

The study is significant in assisting parents in the selection of the appropriate style in child-rearing to give their children the needed confidence to face their developmental challenges as noted by Wolfradt, et al (2003). It will also help parents appreciate their roles in creating the right emotional climate in the home to help the child develop an acceptable self-concept and self-esteem as well as highlight the need for parents to encourage bidirectional communication between them and their children.

The study will also aid parents to realize the importance of their involvement in school activities and parenting style as a contextual dimension in shaping their children academic outcomes. Again, the study would assist policy makers to formulate policies that will encourage early childhood caregivers, teachers, and parents to use appropriate strategies in instilling positive self-esteem in children to help reduce students' absenteeism. As a result, Ghana Education Service and other stakeholders interested in children welfare will be encouraged to organize public lectures on the relevance of parenting style and parents' role in school students' school attendance and achievement. Last but not the least, the results of this study would serve as a basis for further research in the area.

Delimitation of the Study

A number of variables may contribute to the development of one's self-esteem and motivate the school attendance of students but this study examined how parental child-rearing style contributes to the child's self-esteem and school attendance. The study was also delimited to only Junior High School Students in their final year in Public schools in the Sefwi-Wiawso Municipality of Ghana.

Limitations of the Study

Notwithstanding the strengths of the present study in predicting the relationship among parenting style, self esteem and school attendance, the interpretation of its findings must be viewed in the context of its limitations. One limitation may be the generalizability of the findings. The present sample consist mainly of students from final year public Junior High Schools. Caution must therefore be exercised when attempting to extend these findings to students in the lower basic schools or the Senior High Schools. The same caution must be taken in extending the findings to private Junior High Schools since the dynamics of parental background may be different.

Another limitation is the fact that data for this present study was largely from self – report of students' perception about their parenting background and relied heavily on what they could recall at the time of the study. It is also worth noting the fact that there could be the problem of social desirability response since I work with the Municipal directorate of education and well known to some of the students. There is also the high possibility that students may not like to say what they perceive as bad about their parents. All these possibilities call for caution in interpreting the present findings.

It is essential to note also that the lack of published research findings on parenting style, self esteem, and school attendance in Ghana and my inability to locate enough literature locally, has made me relied heavily on literature from the Americas, Europe, and Asia to support the present research. Caution should therefore be used when relating the present finding to any part of Ghana.

Definition of Terms

For the purpose of this study, the following operational definitions were used:

School attendance: The number of times a student is present in school in a school term. More than 5 days absence from school in a term is bad.

Parent: Any adult or caregiver responsible for bringing-up a child.

Parenting style: The combination of parental control and parental responsiveness

Self-esteem: The individual's overall evaluation of the self. In this study it refers to one's global self esteem.

Organization of the Rest of the Study

Chapter 2 reviewed related literature focusing on the theoretical framework and the empirical evidence of the study. The chapter examined relevant subtopics on self-esteem, types of parental child – rearing style as well as school attendance.

The research design, population, sampling and sampling procedure, instrument for data collection, data collection procedure, and the procedure for data analysis, constituting the methodology, formed the third chapter. Chapter four dealt with the presentation and analysis of the results as well as

discussion of the research findings. The last chapter includes the summary, conclusion, and recommendation for further studies. This chapter was closely followed by references and appendices.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter reviewed related literature on parental child-rearing style and their effect on the self-esteem and the school attendance of the child. The chapter will review literature under the following subheadings:

1. Conceptual Framework
2. Theoretical Framework and
3. Empirical Review

Conceptual Framework

This subtopic looked at the concept parenting and attachment as they relate to the development of the child's self-esteem and school absenteeism.

Parenting

As noted earlier in my introduction, parenting is important not only to humans, but central to the survival of many species of animals and birds. In an attempt to investigate the history of parenting, French (2002) stated that the Greeks were the first to think systematically of parenting and child development. He added however that the Greeks and the Romans saw parenting as the effect of nurturing, and the need for parents to invest time, energy, and resources appropriate for the particular stage of the child's development. Parenting has traditionally been viewed as an important source of environmental variability in the long-debated and still controversial nature-nurture dichotomy (Bjorklund et al., 2002). As observed by Rothbaum, Pott,

Miyake, and Moreili (2000), parents are expected to respond sensitively to a child's needs as a reaction to explicit signal from the child. This, they stated could be influence by culture. The role of parents therefore becomes primary in the existence of any progeny. This literature will focus on human parenting. An infant's very survival depends on the parents. Parenting according to the Microsoft students' Encarta dictionary (2009), is the experiences, skills, qualities, and responsibilities involved in being a parent and in teaching and caring for a child. Parenting is an entrusted and abiding task that parents prepare their children for (Bornstein, 2002). It is the first and foremost functional status in the life-cycle of the human being. Bjorklund et al. (2002) argued that parenting among human beings unlike other species, has been taken to a different height because of the extended period of immaturity of our young ones as compared with other species. It is the responsibility of a parent to guide and nurture all facets of children's development, including their social, emotional and cognitive and educational development. Parents are their children's first and foremost models and teachers, guidance counsellors and nurturers.

Parents are not only responsible for providing emotional needs of their children but protecting children from physical or psychological harm, such as protecting them from predators, prejudice, and discrimination, as well as protecting them from violence. It is also the parent's responsibility to also ensure that the child is healthy. According to Alvy (2007) parents can either be described as effective or in effective. As an advocate for effective parenting in the United States of America (USA), Alvy defined effective parenting as,

“the responsibilities of raising and relating to children in such a manner that the child is well prepared to realize his or her full potential as a human being”... (p.2). According to Alvy, It is through effective parenting style that the child increases the chances of becoming the most capable person and adult he or she can be. The parent therefore must be viewed as a person who has the requisite knowledge and experience not just to nurture the child but equip the child with the necessary skills and competences that will enable the child fit into his or her own cultural setting and able to make adjustment in other cultural settings outside his or her own.

In understanding parenting, there would be the need to conceptualize it in terms of child development. Bronfenbrenner (as cited in Lerner, Rothbaum, Boulos & Castellino, 2002) suggested a model of the developmental system envisioned within developmental conceptualism to guide in understanding parenting. This model is shown in figure 1 below.

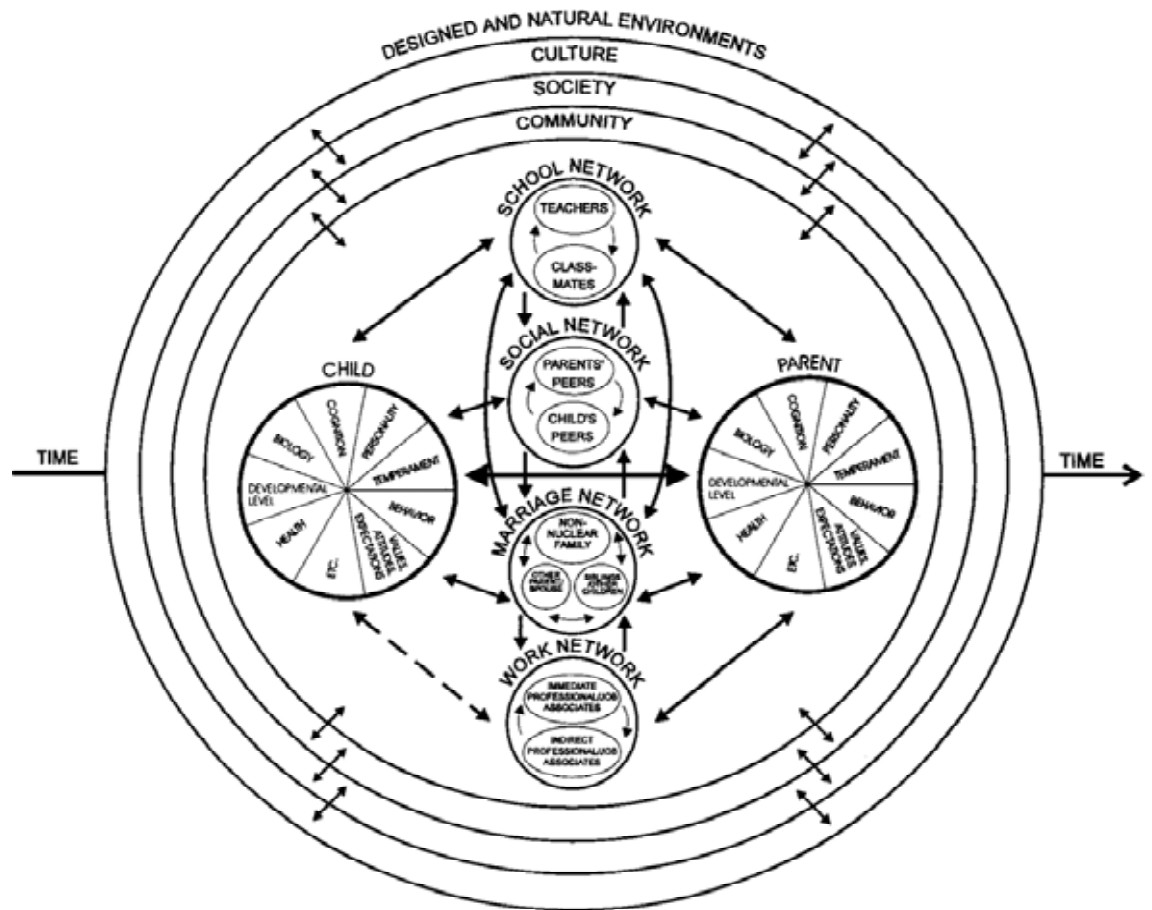


Figure 1. Developmental systems perspective on parenting (Bronfenbrenner)

The developmental contextual view of human development: Person-context relation (e.g., Involving parents and children and interpersonal and institutional network) are embedded in and influenced by specific community, society, cultural designed and the natural environments, all changing interdependently across time (with history).

Fig.1 depicts the idea that both parent and child are embedded in a broader social network, and each person has reciprocal reactions with this network. As in the words of Rathunde and Csikszentmihalyi (2006), the individual in its physicality is an animal and that it takes the transforming power of culture and society to turn it into a person. This therefore means that, the individual, until transformed by the socialising power of its culture and the society it finds itself, cannot become the person his or her society would

consider an individual of worth. Therefore the relationship between the parent and child exists because the parent and child are much more than just people playing only one role in life. From fig. 1, it could be seen that the child may have siblings, peers, teachers, and their parents who are all embedded in a particular community, society, and culture as the parents also has their work, peers, marriage, children, and other extended family members they relate with (Thompson, 1995). The power of these transforming agents (cultural dynamics) in the child's early life can either make it a person or an animal. As depicted in the circles labelled parent and child at the two extreme ends, the society, community, and culture have lots of expectations from both the parent and child (Baumrind & Thompson 2002). For example, behaviour, cognition, values and attitudes, personality, health, temperament, and development are some of the expectations of parents from their children. This interaction becomes more symbiotic in nature because the child affects the parent as the parent affects the child in that both influence the level of attainment of these expectations from the community, society, and the culture they find themselves. All of these relationships change across time is an integral, indeed inescapable feature of human life. For instance, the resources in a community for a child; child daycare during the parent's working hours, or social programmes available in a society supporting the child, and the cultural values regarding families who place their infants in daycare, all exert an impact on the quality of the parent – child relationship. The parent, from the model is equally affected by the child, social network, a work network, and culture as well as the community. The arrows of time – history – cuts through all

systems, ontogenetic time is interrelated, in which the individual, by value of age, is placed in the family (Lerner et al., 2002).

According to Rathunde and Csikszentmihalyi (2006, p.458), “each human develops an image of what constitute a good person and quality and skills are important to develop to be a valued member of the group.” The parent in this case is the one responsible for assisting the child to develop this image members of his or her group expect. In Ghana for instance, a typical Ewe parent (an ethnic group in the Volta region of Ghana) will expect that the child speak fluent ewe, eat the traditional foods, and behave in a way that meets the etiquettes of the society. Different cultures use different techniques for making children acquire the knowledge, behaviour and emotions that identify them as a member of a particular group (Rathunde and Csikszentmihalyi). To secure acceptable socialisation for the child, the parent needs to create that emotional atmosphere necessary for the child to develop an acceptable self – image.

Baumrind and Thompson (2002) spoke extensively on ethical parenting. They belief that there are some ethical obligations parents in their socialization effort must observe. These obligations according to them begin with the right of the child. In their view, parents must move beyond the rights of children stated under the United Nations (UN) conventions and consider what they term “the moral norm of reciprocity and complementarity.” The argument is that the right and responsibility of the child are complementary, not identical to those of their parents. This is because parents are responsible for the welfare of their dependent children. These dependent children also have obligations to their parents relative to standards set for them by their

parents. Parents have the power to shape the character and competence of their children through the socialization effort (Baumrind, 1998).

Baumrind and Thompson (2002) also emphasized the fact that there is a role the community of the child has to play in childrearing. This is because the culture of a group is manifest in its community members. Any value characteristic a parent intends to foster in the child must be dictated by the culture of the parent (Baumrind & Thompson; Rathunde & Csikszentmihalyi, 2006).

Parenting as discussed above should not be seen as just a relationship between parents and their offspring but a more embracing concept that include all members of a community as well as their culture. It is the collaboration of all the players in a given cultural setting that molds the character and competence in the child. It is the awareness of these competences in the child that strengthens the self – identity and self – concept. This will boost the child's self esteem and the desire to achieve.

Attachment Theory

John Bowlby's attachment theory states that in order for a child to develop normally, he or she needs to develop a relationship with at least one caregiver. Children become attached to people who love and care for the child. They become even more attached to them during times when they are scared and stressed. How the adults reacts will have a profound effect on the child later in life (Petters, 2006).

Attachment is a conceptualization of the influence of parents on their children's development in the context of parent-child relationship (Cumming & Cumming, 2002). The theory, according to Maters and Wellman (as cited

in Cumming and Cumming, 2002), posited that the close relationships between individuals, in particular between parents and their children, is about more than transient variations in interaction patterns over time.

Attachment is all about the qualitative relationship that exists between a parent and the child and plays a central role in child development in that it has been incorporated into programmes dealing with parent-child relationship. The theory attempts to set out descriptions of sets of observable behaviours related to social and emotional attachment in children and the cognitive science and mechanisms that give rise to these observable phenomena (Petters, 2006). A child is born to the mother whose duty it is to nurse the child until it can stand on his or her own. So, there is a natural bond between the mother or parent and the child. As Bowlby (1988) puts it, children develop an attachment style during the early stages of their life. Through interaction with their parents children develop strategies to adjust their affect and behaviour related to the attachment. Key to the relationship is the control architecture which is formed by this interacting behaviour system between the child and the parent (Petters, 2006). Hinde (1983) observed that the behaviour system controls a group of behaviour patterns that together serve to achieve a given biological need. Since each behaviour system carries out a specific function, the pattern exposed to the child by the parent is most likely to be achieved by the child. In their first year of life, infants develop expectations that their parents are available and that the world is secure and trustworthy.

High on the child's expectations is security. This security is borne out of fear system which has the predictability outcome of increasing the child's reliance on the parent. There is therefore the high probability that over

exploitation of this fear system by a parent may cause the child to develop a sense of insecurity which may have devastating consequences for the child's self – reliance and esteem. In the same vein, a parent's appropriate use of the social and exploration systems is more likely to activate behaviours that may result in high school achievements and social interactions (Petters, 2006). The affiliative system also helps the child to learn to be with others. Cassidy (1999) noted that the systems have become the mainstream view in child development. For instance the attachment system helps the infants to seek proximity to their attachment figure and develops the sense of security. The attachment system is identified as the most important of the four (Reebye, Ross & Jamieson, 2000).

John Bowlby explained that attachment is a particular perspective on parenting that has a relational perspective on the affective tie between children and parents. The implication of the relationship, Bowlby added is for the child's development. Freud's drive reduction model within the context of a psychosexual theory of human development could account for the affective tie that forms between infants and their mothers (Cumming & Cumming, 2002). Bowlby (1988) stated 4 of these behavioural systems children are likely to portray:

Bowlby argued that attachment is biologically based and represents the child's instinctual need for a reliable and ongoing relationship with a primary caregiver (in this case the mother). If this attachment was interrupted, lacking, or lost, lasting emotional damage could occur (Neckoway, Brownlee & Castellan, 2007). He focused on the distress that children tend to show when separated from their mothers or the person with whom they were emotionally

bonded. The bond is seen as not simply the sum of behaviours but as providing a higher order goal or plan around which behaviours are organized and directed (Cumming & Cumming, 2002).

The theory stressed the responsive action or inaction of the parent to these expressed attachment needs which form the foundation of what Bowlby termed the “child’s internal working model”; that is a mental representation or belief about the ability and willingness of others around them to provide comfort and care (Bowlby 1969). According to Cassidy and Shaver (1999), the patterns established by attachment relationships become internalized by the child as set of beliefs about what to expect of relationships and the child’s internal model is regarded as stable and resistant to change. A particular emphasis in attachment theory is on the detailed behavioural observation of parent-child interaction with naturalistic environments such as the home. The child sees the home as the centre of security and naturally sees the parents as the main provider of this security. Bowlby observed that attachment figures who were able to promptly and consistently provide this naturalistic environment, which sends the message of comfort and reassurance to the child, would be lay a solid foundation for the child’s optimal future achievement. The parent’s style of parenting should therefore be reassuring to the child. The pattern of attachment demonstrated by the child largely depends on the parent’s level of security assurance to the child.

Bowlby’s view on the child’s attachment to the primary care giver (the parent) in the early years of its existence is very important in that it imbues in the growing infant the sense of guilt and deep feelings for others. If every mother can spend some time to breast feed, cuddle, and send love signals to

the child, I believe strongly that the child will achieve its developmental and psychological challenges with little difficulties.

Attachment Styles

Mary Ainsworth's research on Mother – Infant Interaction in Uganda in the 1950s made her a key figure in the foundation of attachment theory (Berghaus, 2011). Ainsworth later developed interest in studying the use of primary caregivers as the security base for children and how some children mature into independence security while others do not. This is the subject of review under this subheading. According to Ainsworth (1969), dependency is seen as a generalized drive not specific to the social interactive characteristic that typified a particular parent-child relationship. Ainsworth's observation to a large extent is true because the infant's dependence on the mother cannot just be any social interaction but a natural phenomenon since the very survival of the child depends greatly on the care he or she receives from the mother as the primary caregiver. Children behave differently towards their parents relative to the type of parenting style parents adopt and the pattern of attachment would depend heavily on the amount of care and love the receives from the primary care giver.

The patterns of attachment had been classified into 4 main groups Ainsworth (1967):

1. Secure Attachment
2. Anxious/ Avoidance Attachment
3. Anxious/ Resistance Attachment or Ambivalence
4. Disorganized attachment

According to Ainsworth (1967), securely attached children use their mothers as a secure base for exploration. The child demonstrates a coherent strategy for using the parent as a source of security (Cumming & Cumming, 2002). Research indicated that children protested and cried when separated from their mothers but upon their mothers return, children who were classified as secure greeted them with pleasure and reached out for their arms to be picked up (Karen, 1990). Securely attached children are able to spend time on their own away from their mothers (Holmes, 2001).

Karen (1990) noted that Anxious/Avoidant attached children were independent and could explore their new environment without relying on their mothers as a base after their mothers were separated from them. The avoidance pattern was characterized by a little display of secure based behaviour (Reebye et al., 2000). Children's refusal to see their mothers as objects of security after they were separated from them could be as a result of temper tantrum on the part of the children to protest the separation of their mothers from them. As pointed out by Cumming and Cumming (2002), when these children were reunited later with their mothers, they sought distance from them and showed more interest in their play objects instead of their mothers. The children used particular strategies to divert their attention from anything that would activate attachment behaviour. They also observed that parents of avoidance children were more rejecting, tense, and irritable and avoidance of close bodily contact towards their children (day-in-day-out interrelations in the home) thereby fostering less confidence in the child about the parent as a reliable source of security. This clearly points out the important role parents play in the socialization of the child. The children refusal to meet

to warmly welcome their mothers depicts parental acceptance (a dimension of parenting style) that shows rejection that relates to either Authoritarian or Permissive style of parenting. Anxious avoidance attached children are uncomfortable making social contacts. They have difficulties in trusting others (Holmes, 2001).

The resistance or ambivalence attachment; Children in this category showed little interest in exploring their environment. They are highly distressed when left alone and in the presence of unfamiliar adults. Their mothers do not easily comfort such children. Resistance attachment reflects relatively ineffective use of the parent as a source of security in times of stress (Cumming & Cumming, 2002). Colin (cited in Cumming & Cumming, 2002) argued that the distribution of secure, insecure avoidance and insecure resistance attachments are remarkably similar for mothers and fathers. Children's security attachment is largely relationship specific. According to (Holmes, 2001), these children are more dependent on others for support. They turn to worry about how others will value them. They lack self – confidence.

The fourth attachment style is disorganized attachment. It is the lack of coherent pattern for coping (Holmes, 2001). These children tend to be frightened by or confused by their mothers. In adulthood there is an increased susceptibility to relationship breakdown, substance abuse, self-destructive and self - harming behaviours, eating disorders, suicide, offending behaviour and aggressive, violent and controlling behaviours (Ainsworth, 1989).

The significance of this attachment styles are apparent when mother-child relationships are paired with the style of parenting the mother adopts.

Karen (1990) observed that an association between parenting style of the mother and the child's attachment behaviour. He emphasised the importance of a mother reciprocating the child's smiles with an affectionate response.

Attachment and Parenting

Relationship development begins with the primary relationship with parents upon which increasing relationships that are more complex are built. For example affective development, cognitive development, social problem solving, peer relationships and conscious formation; that is a development of morals and ethics (Reebye et al. 2000) emanates from early relationship with the parent. Pertinence of sensitivity, accessibility, acceptance and cooperation as parenting styles are relevant to the development of a child's security of attachment to parents (Ainsworth, 1978). Parental sensitivity and emotional availability fosters attachment security which provides an important foundation for children's healthy psychological development. Bowlby (1980) stated that the effect of loss of a relationship characterized by a close emotional bond might have a persisting and long – lasting effect on a child's adjustment. Bowlby observed it is quite likely to resist separation from parents but will later develop more self-reliance and suggested that an inability to form deep relationships with others may result from the absence of the parent as an attachment figure. Parent – child attachment, especially in the formative period of the child's development forms a crucial part of the development of an individual's self – concept and subsequent future social interactions. In situations where relationships suffer setbacks, they affect the development of the child's self – esteem.

Theoretical Framework

The following theories will be looked at under this subheading:

1. Erik Erikson's Developmental theory and Self – esteem
2. Albert Bandura's Social Learning Theory and self - esteem
3. Parenting style (Diana Baumrind's Typology of Parenting Style)

Erikson's Developmental Theory and Self - Esteem

The developmental approach to personality focuses on the evolution of the personality throughout a person's life. Erik Erikson propounded the psychosocial perspective of personality development theory that attempts to explain human behaviour in terms of eight stages from birth to death. Each of these stages from infancy to old age constitutes a crisis that must be resolved. At each stage, there is a conflict centering on an adaptive and a maladaptive means of dealing with the problems of the period (Schutz, 1981). A failure at any stage can lead to stress and anxiety and retard development at a later stage.

For the purpose of this review, a critical attention will be given to only the fourth and fifth stages of Erikson's eight stages of psychosocial development. This is the period that according to Erikson, represent the transition of the child to adolescence through to adulthood. According to Erikson (1968), the youth must resolve two life crises during adolescence. Erikson used the term 'crisis' to describe a series of conflicts that are linked to the stages of human development. He believed that the way one resolves these crises would largely determine their personal identity. Self – identity is a product of self – esteem that determines the individual's view of the self and the level of self- development. Crises period of human development is a time

of vulnerability as well as of new strengths of shifting of instinctual energy from one focus to another and of new environmental demands.

The fourth stage that begins at age six, termed “Industry versus Inferiority”, marks the point at which children enter school for formal learning. Children at this stage begin to learn the norms of their society mostly within the classroom. They seek out approval from their peers as well as their teachers or instructors and seek to achieve academically. According to Erikson (1968), as children sail toward the end of this stage they face complication as a result of so many changes in their body appearance as the girls begin their puberty and try to relate with the opposite sex. At this point the child begins to build an image that identifies him or her as an individual which requires an emotional support from parents. The level of parental emotional support and involvement as well as maturity demands from the child by the parent will determine the child’s level of self-esteem. If children are successful in sailing through this stage, they would develop a good feeling about the self as well as confident about their competencies.

The second stage of interest in this review is what he termed ‘*Identity versus Role confusion*’ that spans from 12years to age 18years. The stage is marked by the development of competence and the advent of puberty and signals the end of childhood (Ewin, 1980). It is a time of interpretations and consolidations in which everything the person feels and knows about himself or herself is fused into a whole (Schultz, 1981). It is the stage the child begins asking the question “who am I? “What can I do for myself as a person? It is because of this that Erikson (1968) described the stage with the term “identity crisis” The crises represent the struggle to find a balance between developing a

unique individual identity and attending to childhood demands from parents and being accepted by society. This stage is very crucial for the child because parents expect a certain level of maturity and in the same vain expect the child to play childhood roles. At this stage the individual is no more a child but a youth. It is a time of unique physical and psychological changes. Schultz observed that the shaping and acceptance of one's identity is extremely difficult and an anxiety filled - task in which the early adolescent must experiment with different roles and ideologies to determine the best fit. The individual at this stage needs to re-establish new boundaries for him or herself in the face of mounting challenges from parents and other members of society. For example they may experiment with alcohol, drugs, sex, minor crimes, new religions, and new hobbies. This experimentation period in most cases conflicts with the demands of parents thus calling for the parental exercise of control while assembling the best child – rearing style to support the child's transition into adulthood. This is the period adolescents start questioning themselves as well as the world all in attempt to discover their sense of self. They want to make their own decisions at home.

According to Baumrind (1991), adolescents achieve identity formation by emotional disengagement from the family and establishing attachment to peers. Baumrind observed that if adolescents remain emotionally attached to their parents and respectful to their authority, they will become immature or suffer what she called “foreclosed identity”. In a contrary view Ryan and Lynch (1989) observed that relinquishing childhood dependencies on parents does not require adolescents distancing themselves emotionally from parents nor to deny continuity with parental values. The two contrasting views

indicate the complexity of this stage in human development. So, if parent at this level grant children the autonomy they desire which is appropriately balanced with parental control, there would be the growth of a healthy individual who would be fully aware of who she or he really is and what he or she can do for the self.

Erikson believed that when adolescents successfully sail through this crisis, they emerge with a clear understanding of their individual identity and can easily share this 'self' with others (Oswalt, 2008). On the other hand, if the individual is unsuccessful in navigating the crisis he or she will feel incompetent and confused which may result in the development of poor identity of the self or low self-esteem.

Albert Bandura's Social Learning Theory and Self - Esteem

Bandura was particularly interested in the ways that people influence the behaviour, thoughts, and learning of others. Social learning theory states that behaviour is learned from the environment through the process of observational learning (Bandura, 1977). According to Bandura, our behaviour is influenced by learning criteria that we established for ourselves. He noted that in social learning, an identification event is the occurrences of similarity between the behaviour of a model and another person under conditions where the model's behaviour has served as the determinative cue for matching responses. In this case, our primary attachment figure's (our parents) actions and inactions play vital roles in shaping who we really become. Bandura (1969) referred to social learning theory of identificatory process as key to

socialisation. Bandura emphasized the importance of social models because they form an indispensable means of transmitting and modifying behaviour in situations where there are high possibilities of costly or fatal consequences resulting from mistakes. Bandura frowns on the use of rewards and punishment in social learning process arguing that if not managed well could scare some people away. He stressed the need for models to be well knowledgeable in their own cultural demands before trying to transmit them to their children. In the words of Bandura (1969),

It would be difficult to imagine a socialization process in which the language, mores, vocational and avocational patterns, the familial customs of culture, and its educational, social, and political practices were shaped in each new member by selective reinforcement without the response guidance of models who exhibit the accumulated cultural repertoires in their own behaviour (p. 216)

What Bandura is saying about the use of these rewards and punishments that create the reinforcement is that it would make the socialization process difficult. So parents in their effort to transmit the cultural values in their children must not use selective reinforcement since it may send wrong signals to the child. It can therefore be argued that any behaviour a child exhibits may be the function of the behaviour the parent or model transmitted during the socialisation process. This is because the child identifies with the parent who acts as the immediate and first model. The child incorporate the identified behaviour which occurs in the absence of the model but where the child imitates the model, the behaviour occurs in the presence of

the model (Bandura, 1969). Here, the style of the parent is called to action; his or her socialisation methods would determine whether identification or imitation would be appropriate for the child. If the child feels that the parent is interested in seeing him or her exhibit a particular behaviour the parent(s) wants, he or she would imitate in the presence of the parent(s). If on the other hand the child feels the parent is interested in seeing that the cultural values of the community are exhibited that child would seek to be identified with the culture and would not need the presence of the parent to do so. If parents can put in place motivational conditions in their child rearing process, it would be easier for children to exhibit these culturally acceptable behaviours and at the same time communicate their cultural value successfully without any social inhibitions (Bandura, 1969).

Social learning theory beliefs that the child can produce self – rewarding experiences when the parent(s) is absent or withdraws attention simply by reproducing as closely as possible the parents’ positively valued behaviour (Bandura, 1969). The nurturance interaction between the parent and the child is seen as a necessary precondition for identification. This nurturance interaction must be done in a way that would promote the development of the child’s socio - emotional development. If parents are quick to provide the child with all their needs without making sure that the child’s own initiative is called to action, the child may feel dependent on others and the inverse would make the child feel he or she has a stake in the type of nurturance being provided by the parent(s). Negative self – evaluation and self – denial was observed to be the function of high nurturance without room for the child’

own initiative (Bandura, Grusec, & Menlove, 1966). These were the parenting dimensions that formed Baumrind's (1998) parenting typology.

According to Bandura (1977), we derive judgments for our behaviour by observing and monitoring the responses others give us. These judgments according to Cardwell and Flanagan (2003) can either result in positive or negative emotional reactions. The implication of this observation for parenting is that, if a parent is emotionally cold and harsh in exerting control on the child, it is highly possible the child will imitate this behaviour which may result in behaviour adjustment problem for the child in future.

Parents must therefore adopt the child – rearing styles that would enhance effective parent – child interaction to mould the personality of the child. Parents are the child's first models in life as mentioned earlier and whatever the child becomes would greatly depend on the parent's level and mode of control of the child. If parents show a positive emotional support and acceptance of who the child is, he or she will grow up acknowledging societal demands on him or her as well as what society has to offer.

Observational theory involves two representational systems: *imaginary and verbal systems*, (Bandura, 1962). These two concepts form the basis for the individual's learning as proposed by social learning theory. Accordingly, Bandura explained that imagery formation is assumed to occur through a process he termed "sensory conditioning". That is, during the period of exposure, the modelling stimuli elicit in the observer's perceptual responses that become consequentially associated and centrally integrated based on temporal contiguity of stimulation. This simply means that whatever attitude the parent exhibits would be perceived by the child as what society would be

demanding from him or her also. Conant (1993) added that if perceptual sequences are repeatedly elicited, a constituent stimulus acquires the capacity to evoke images of the associated stimulus events even though they may no longer physically be present. This expresses the long-lasting effect of parental behaviour on children as stated earlier in this review.

The second representational system mentioned is the *verbal system* that involves verbal coding of observed events. Children who generate verbal equivalence of modelled stimuli will reproduce significant matching response than those in the viewing system alone. According to Bandura (1966), most cognitive processes that regulate our behaviour are primarily verbal. This highlights the need for parents to interact effectively and adequately with their children as well as solicit their views on matters concerning them and by doing this, parents would be sending the right signal of what society expects from them. Parents who effectively interact with their children, as in the words of Bandura, would assist them to reproduce such responses thus boosting their self-esteem.

Sears (1957) observed that a nurturance interaction between a parent and the child is a necessary precondition for identification. Sears added however that for the reason of social necessity and the need to develop the child's independence, the parent must withhold certain affectionate interactions and nurturance. The subsequent frustration the child would go through would help him or her to adapt to the method of role practice as a means of reinstating the parental nurturance responses. Sears conceptualized identification as a generalized habit of role practice. When a child successfully goes through the frustration posed by the two representation systems

mentioned by Bandura, he or she would develop a feeling of self- competence. On the other hand, when the individual fails to navigate successfully through these representation systems, he or she may develop a feeling of dependence and always seek support from others. This may lead to isolation and self-rejection as a result of low self – esteem.

Parenting Style

Parenting style is a complex activity that includes many specific behaviours that work individually and collectively to influence child outcomes (Darling, 1999). Parenting style according to Darling and Steinberg (1993) is “the constellation of attitudes towards the child that are communicated to the child and creates an emotional climate in which the parent’s behaviours are expressed.” Some of these behaviours encompassed parenting practice as well as other aspects of parent – child interaction that send the signal of emotional attitude defined by Darling and Steinberg as: tone of voice, body language, inattention, burst of temper and so on. The style of the parent should aim at socializing the child to conform to the core demands of others while maintaining the sense of the self as an individual. As observed by Maccoby and Martin (1983), the combination of parental control with responsiveness should define the style of parents in bringing up their children.

The emotional climate within which the child develops will greatly depend on the style adopted by the parent. This may include among others, the amount of autonomy the parent is willing to grant the child, and the form of discipline adopted, the parent’s perception of the child as well as the extent to which the parent uses fear to control the child. The granting of autonomy and levels of control by a parent may be culturally defined. This is because the

various cultures and ethnic groups may have different meanings for autonomy and freedom. For instance, in the Western world, like the Americas and Europeans may have different meaning for freedom and autonomy due to their emphasis on individuation while some part of Asia and African may emphasize collective freedom and autonomy. Chang (2007) believed that one's culture determines one's parenting style and that the issue of independence versus interdependence is a function of cultural difference. Citing Wang and Liechtnams's study of Caucasian Americans and Asian Americans style of parenting concluded that the outcome of children social adjustment depends greatly on the parent's perception of their culture (Chang, 2007). On the flip side however, should one's culture or environment be far detached from others with the rate at which globalization is catching up with us? The answer definitely cannot be a blanket yes or no due to the huge influence these various cultures have on one another globally. Even this cultural difference notwithstanding, parenting remains parenting and every child needs some amount of autonomy, freedom, limits, and positive evaluation of significant individuals in their lives (in this case parents) to send the signal of worth and competence. The child's self-esteem and adjustment in school will, to a large extent, be influenced by these dimensions. So how often the child goes to school and the interest to participate in school activities will all be affected positively or negatively by the parent's use of authority. The question now is what are these parenting styles and how does each affect the child's social and psychological development? We turn to Diana Baumrind's typology of parenting style.

Diana Baumrind's Typology of Parenting Style

The conceptualization of parenting style, which is the categorization and a measure of the quality and type of interaction between parents and children, began with the pioneering work of Diana Baumrind. She noticed that parents varied in their interaction with children along two major dimensions; warmth and demandingness (Alsheikh, Parameswaran & Elhoweris, 2010). Demandingness refers to the claims parents make on children to become integrated into family whole by their maturity demands, supervision, discipline, effort and willingness to confront the child who disobeys their authority (Baumrind, 1991).

In the mid-1960, Diana Baumrind, a clinical and developmental psychologist, published a ground breaking research findings defining parenting style typology. Before Diana Baumrind came out with her findings, early work on parenting style by personalities like Rogers (1960), mentioned responsiveness/unresponsiveness, Baldwin (1948) talked about democratic/autocratic as well as emotional/unemotional, Schaefer (1959) indicated control/uncontrolled, and Becker (1964) mentioned restrictiveness/permisiveness. Baumrind (1978) identified three parental styles: Authoritarian, Permissive, and Authoritative style of parenting. Maccoby and Martin (1983) later added a fourth style: indifferent/neglectful. Maccoby and Martin then identified two dimensions of parenting style that classifies a parent into a typology of parenting.

Parental Acceptance		
	Accepting/Responsive	Rejecting/Unresponsive
Demanding/ Controlling	Authoritative	Authoritarian
Parental Control		
Undemanding/Low in Control	Permissive	Neglectful

Figure 2. A two-dimensional classification of parenting styles

Source: Maccoby and Martin (1983)

Figure 2 indicates parental control and parental acceptance. An accepting parent is responsive, demanding, and high in control and Authoritative in style. On the other hand a demanding parent who is high in control but rejecting and unresponsive is said to be Authoritarian in style. Parents, who are not demanding and low in control but are accepting, are termed to be Permissive in their style while those who are not accepting and at the same time low in demandness and control are Neglectful in style. Each of these styles will be look at closely in ensuing paragraphs.

Authoritarian Parenting Style

Baumrind stated that authoritarian parents are demanding and directive, but not responsive. This style is characterized by low warmth, high conflict and coercive, and punitive control attempts (Rowntree, 2007). Parents

are neither warm nor responsive to their children. They have high maturity demands of their children primarily because they are intolerant of selfishness or inappropriate behaviours. They are obedience and status oriented, and expects their orders to be obeyed without explanations. They provide an orderly environment and a clear set of regulations, and monitor their children's activities carefully (Baumrind, 1991). Baumrind however added that not all directives or traditional parents are authoritarian. Parents who practice this type of style deprive their children of the opportunity to interact verbally with them thus denying them what Bandura (1977) termed verbal representation system and its benefits.

Authoritative Parenting Style

In authoritative parenting style, the relationship between the parent and the child is characterized by high warmth and high demandingness (Asheikh, et al., 2010). There is also positive or assertive control and parents have high expectations of their adolescents (Rowntree, 2007). Parents are both demanding and responsive. They monitor and impart clear standards for their children's conduct (Baumrind, 1991). Parents are assertive or restrictive. Their disciplinary method is more supportive rather than punitive. They want their children to be assertive as well as socially responsible and self-regulated and cooperative. Children brought up under this type of parenting style would develop a positive image about themselves since they are allowed the opportunity to be part of their own training. They receive support and encouragement from their parents as well as love. Emotionally, these children would feel responsible because of the strict rules laid down for them by their parents. They are aware right from childhood that they are important and their

contribution matters in social discourse. It is possible they would develop high self – esteem.

Permissive Parenting Style

Under the permissive parenting, the relationship between the parent and the child is characterized by high warmth and low demandingness (Darling & Steinberg, 1993). Baumrind described parents under this parenting style as non-directional and lenient, they do not require mature behaviour, allow considerable self-regulation, and avoid confrontations with their children. Children brought up under this type of practice, have too much freedom to operate without regulation. They have no direction in life and are pampered and more likely to grow up as social misfits since society would try to condemn their actions. It is highly possible some may also grow up to become criminals, drug addicts, truants in schools as well as school drop - outs. They may also develop low self-esteem.

Self – Esteem

Branden (1992) stated that:

Self – esteem is a powerful human need. It is a basic human need that makes an essential contribution to the life process; it is indispensable to normal and healthy development; it has survival value.

Lacking positive self – esteem, our psychological growth is stunted. Positive self – esteem operates as, in effect, the “immune system of consciousness” providing resistance, strength, capacity for regeneration. When self – esteem is low our resilience in the face of life’s adversities is diminished. We

crumble before vicissitudes that a healthier sense of self could vanquish; we tend to be more influenced by the desire to avoid pain than to experience joy. Negatives have more power over us than positive (p. 9).

Branden's observation summarizes the power and importance of self-esteem in the life of an individual in living a healthy and productive life. Branden (1969) observed that self esteem can generally be formed or altered through an individual's beliefs and awareness of thought, feelings, and behaviour.

Self – esteem as a concept was first found in the work of William James known as the father of American psychology in his book published in 1890 (Branden, 1992). The concept of self – esteem Mruk (2013) believed was introduced to English – speaking people by a writer and poet, John Milton in the 17th century. Record has it also that by the 1980s, the State of California commissioned a taskforce to investigate how to increase the self – esteem of Californians. It was believed this measure could reduce welfare dependency, unwanted pregnancies, school failure, crime, drug addiction, and other problem to save a large amount of the taxpayers' money (Baumeister, Campell, Krueger, Vohs, 2003). The aforementioned observations paint a picture of the various views held about the origin of the concept self – esteem. In my opinion, self – esteem is as old as the history of human development because in the words of Branden (1992) it is the immune system of consciousness and consciousness is as old as the person possessing it.

Coopersmith (as cited in Bauneister et al., 2003) estimated that self – esteem refers to the evaluation an individual makes and customarily maintained with regard to him or herself. Coopersmith stressed that self –

esteem expresses an attitude of approval or disapproval and indicates the extent to which the person believes him or herself to be capable, significant, successful, and worthy. Rosenberg (1979) in his view beliefs self esteem to be an attitude an object holds towards itself. Mruk (2013) argued that self – esteem could be defined in terms of competence and worthiness. Kostanski and Wishart (2003) contended that self – esteem could be conceptualized both as a reflection of self – feeling or self-worth and more specifically as domain specific evaluation of the self. According to Lightfoot et al (2012), self esteem can be influenced by either internal or external factors. One’s emotions, genetic make – up and personality traits constitute the internal factors while the external factors include the influence of specific events, family, and career among others. Driscoll (2013) mentioned the types of self esteem. Trait self esteem is the value an individual places on one self which remains stable over the life time (Gilovich, Keltner & Nisbett). State self esteem refers to one’s feeling of the self at a point in time in a given situation. Another type of self esteem worth mentioning here is the academic self esteem. This refers to an individual’s feeling of self worth which is contingent upon how well one performs academically in school. Self –esteem is about psychological health, about motivation, and about personal identity (Emler, 2001).

Nathaniel Branden (as cited in Mruk, 2013), saw self – esteem as having two interrelated aspects; that is, it entails a sense of personal worth and it is an integrated sum of self – confidence and self – respect. It is the conviction that one is competent to live and worthy of living.

Observation of self – esteem as competence and worthiness distinguishes the view of self – esteem as a mere success because there would

be a need for blind of competence with worthwhile actions to enable the individual achieve self – esteem. Self – esteem is thus expressed as a ratio of our actualities to our supposed potentialities; a fraction of which our pretensions are the denominator and the numerator, our successes, James (as cited in Mruk, 2013; Branden, 1992). This is expressed as:

$$\text{Self-esteem} = \frac{\text{success}}{\text{Pretensions}}$$

The two elements; feeling good about ourselves (pretensions) and how well actually we do (success), are inextricably linked. That is, self – esteem is not just the person’s self-evaluation but the individual trying to succeed in the world by varying one’s hopes and expectations. The contemporary belief however, is that self-esteem is routed in early childhood with a foundation of trust, security, and unconditional love from parents and for that matter caregivers which is heavily affected by a combination of negative and positive evaluations as an individual progresses in life (Branden, 1992). This therefore emphasizes Baumrind’s (1991) assertion of the role of parental warmth and support. This is because whether the individual judges him or herself negatively or positively will depend on the level of parental involvement in the psychological growth of the child. Without self – esteem the individual will lack the spirit to fight on in life. According to Lim, Saulsman, and Nathan (2005), the way we make sense of the things that happen around us, which they termed information processing, play a role in maintaining our self – esteem. Lim et al (2005) maintained that whatever we pay attention to and how we think about these things is a result of the beliefs we hold about our self. We tend to pay remember only things that happen in our lives that are

consistent with what we believe to be true. They describe situations where a negative core belief is activated, the individual is likely to think that things will turn out badly (Biased Expectations) or one becomes extremely critical of the self (Negative Self – concept). It is highly possible one avoids doing certain things, tries things out, and even quits when things get too difficult. These behaviours are not helpful since they do not address the main issues or solve any problem. They instead lead to feelings such as anxiety, frustration, depression, or shame. Several studies conducted have established a relationship between parenting style, self – esteem, and children's attitudes towards school activities. Rosenberg, Schooler, Schoenbach and Rosenberg (1995) observed that self - esteem is strongly related to the psychological wellbeing of the individual and a much better predictor of school performance.

Every child has needs and desires for positive self – esteem. He or she either feels satisfied by the approval he or she received from others or is frustrated and feels unloved as a result of his or her disapproval. A parent's role should therefore reflect one of a coach who realizes the full implications of his or her efforts on the child's developing sense of self and then acts accordingly to reinforce it.

Empirical Review

This section of the review will look at the effect of parenting style on self – esteem and school attendance. It will examine what other people have said about the impact of parenting style on self – esteem, and absenteeism of the child from school.

Parenting as stated earlier, is an important stage in human development and the way it is approached by parents would define the very survival and

future of their progeny. Parenting is the behaviours, attitudes, and values parents use to determine how they interact with their children (Mussen, 1983). Parenting style is a demonstration of a particular relationship that occurs between the parent and the child at a specific point in time. As observed by Baumrind (1991), there are different dimensions of parenting; the warmth, cold, demandingness, and directedness. Each of these dimensions defines the type of parenting style a parent adopts in bringing up the child. Several available literature points to the fact that each of these parenting styles has different effects on the growing child. This section would therefore examine each of the three parenting styles and how they affect the self –esteem and school achievement (most important to this study, absenteeism) of the child.

Authoritarian Parenting Style, Self – Esteem and School Attendance

In a study to investigate the perceptions of childrearing style and self-concept, Litovsk and Dusek (1985) found a significant correlation between self – concept and parental regulation. The statement added that children who perceived their parents as regulating their lives to a high degree had a low self - concept. Maternal negative thought and feelings were found to be associated with authoritarianism which was said to be detrimental to a child's self – esteem (Rudy & Grusec, 2006). The development of emotional intelligence (including characteristics such as low self – esteem) of children was negatively influenced by harsh parental discipline type (Gershoff, 2002; Chang, 2007) which was attributable to authoritarian parenting. Chang also observed a negative predictive effect of authoritarian parenting style on self esteem in a study to investigate how cultural differences in parenting style and their effect on self- esteem and other social dimensions.

Baumrind (1991) found that children who were brought up by authoritarian parenting style were unhappy, unfriendly, have low self – confidence, and were relatively lower in social and academic competence. Santrock (2004) also observed unhappiness, fear, anxiety, children comparing themselves with others, and weak communication skills among children from authoritarian parents. Such children according to Baumrind have external locus of control and somewhat lack individuation and are socially anxious (Greco & Morris, 2002; Cripps & Zyromsk, 2009; Santrock, 2004) most especially with parents who exhibit more controlling behaviours but lack warmth and love towards their children. Such children may fail to initiate activities and may become ineffective in social interaction. In a study, children of authoritarian parents were found to be dismal which (Rowntree, 2007) argued that such children are isolated and typically have the most disturbed adjustment among the other parenting styles. In a contrary view, Safcik, (2010) stated that children of authoritarian parents were found to perform better academically and eschew antisocial behaviours such as the use of illegal drugs or alcohol or breaking the law. Kopko, (2007) observed that this type of parenting is characterized by the phrase “you will do this because I said, and because I am the parent and you are not”. Kopko believed this type of parenting type is common with ethnic rural families than urban dwellers which according to him can be linked to dangerous living situations. To the extent that parents are responsible for the safety of their children and the desire to see their behaviour meet social and cultural standards, when there is the absence of visible state protection, parents will definitely initiate measures to protect their children and strict orders associated with authoritarian parenting style

could be an option. Kopko added that there is no room for flexibility since children are expected to follow what the parent demands without any sort of discussion. As a result, of this strong demand from parents without the corresponding affection and love, it is possible there would be an element of fear pervading an authoritarian household. Children from authoritarian homes may comply out of fear of punishment or even the fear of withholding of affection from parents if children fail to comply with rules. When children begin to feel that they are loved and accepted by what they do and not who they are, it may affect their sense of the self of a person of worth and this may have consequences for their self-esteem. In a study, Garcia and Gracia (2009), observed that adolescents who characterized their parents as authoritarian family scored low on all areas of self-esteem measured, except for emotional self-esteem. In a related development, Hasnain, Faraz, and Adlakha (2013) in a study observed that authoritarian parenting style was detrimental for the development of a healthy self-esteem of the child. This they attributed to the strict restriction and impositions over the child's wishes and behaviour.

Authoritative Parenting Style, Self – Esteem and School Attendance

Authoritative parenting style as observed by Baumrind (1966) is characterized by parental warmth, demandingness, and responsiveness. The authoritative parent enforces his or her perspectives as an adult but recognizes the child's individual interests and special ways by affirming the child's present qualities but also setting standards for future conduct (Baumrind 1966). Several studies have been done to find the relationship between this style of parenting and child positive development. Cripps and Zyromski (2009) observed that parental support of independence or autonomy allows for

a sense of self – efficacy, agency, and individuation that enable children to be self – determining. Children who enjoy this style of parenting are self – reliant, achievement oriented, maintenance of friendly relations with peers, cooperate with adults, and cope with stress, Santrock (as cited in Cripps & Zyromski, 2009). Ahmann (2002) argued that since this style of parenting was built on respect for children and setting of clear limits for children’s behaviour, it helps children develop high self – esteem, inner discipline, self – confidence, sense of responsibility, successfulness, and the sense of dignity. Baker and Hoerger (2012) found a strong relationship between the warmth this parenting style provides and the overall better self – regulation and self-esteem as well as an improved interpersonal relationship and academic adjustment of children. Emler (2007) stated that children from authoritative parents were pro-socially competent and have a high level adaptability. As Baumrind (1991) observed, the children of these parents had the highest scores on verbal and Mathematics achievement test but fell short to say which factors accounted for high academic success. Also these children have high self – esteem as well as external locus of control.

Authoritative parents anticipate their children to grow up feeling secure in love and acceptance with the sense of independence, responsibility, and encouragement (Stein, 1997). Driscoll (2013) observed that children raised under authoritative parents have a healthy self esteem. Gwen (2010) shared an interesting perspective on what she called “Parenting Science”. Gwen was of the view that authoritative parenting style was applied based on cultural and political dynamics of the parent. She however observed that there may be some element of democratic practice like taking into consideration the

children preferences or encouraging children to express their own possible divergent opinions when making family plans. In their study, Garcia and Gracia (2009) also observed that Adolescents who characterized their parents as authoritative scored more positively than those from authoritarian and permissive families on all areas of self-esteem measured. The authoritative parenting style is the midway between authoritarian and permissive parenting style which encourages the child to engage emotionally with the parent on issues that are at stake (Hasnain et al., 2013). They concluded it was the best in the development of a positive self esteem in children. In a research to assess the effect of parenting style on self esteem, Chang (2007) observed that authoritative parenting style had a positive predictive effect on self esteem. To be authoritative means to be democratic in one's dealing with others (and as parent with your child). The child's feeling of being part of any decision making process that affects his or her nurturance, leaves the child with positive experiences and memories of happy moments which the child would like to extend to others. This gives the child a positive attitude towards life.

Permissive Parenting Style, Self – Esteem and School Attendance

This parenting style is characterized by relatively non-control and minimum use of punishment. Ipatenco (2010) in a study concluded that children from this type of parenting background may develop high self – esteem at home but may suffer from depression, anxiety, and low self – esteem at school or other places where rules and regulation are strictly enforced. These children may as well not learn good work ethics; since their parents do not require anything of the sort of them at home. Sefcik (2010) observed that such children may be sociopathic (show of anti-social

behaviour). For instance such children may operate under what he termed “pleasure Principle”; taken unethical short cuts to receive instant gratification rather than working towards a goal. There was no reported case of direct effect on school attendance of the child. Driscoll (2013) observed these parents are lenient, overbearing, and submits to demands of their children and find it difficult to say “no” to their children all in an attempt to avoid confrontation at all cost. According to Stein (1997), children raised under permissive parents will lack the sense of limits and boundaries. This lost of limits and boundaries may result as in the words of Driscoll, parents trying to avoid confrontations with their children and for that matter would equally avoid making demands on their children (Baumrind, 1991). According to Hasnain et al. (2013) because permissive parents overprotect and provide no decisive guidance to their children in the rules of discipline and the granting of untrammled freedom, it is as influential in the development of self esteem as the authoritative style. This assertion by Hasnain can only be viewed in the context of cultural difference. It is an unarguable assertion that freedom to some extent is healthy for the psychological development of the child but where it is unregulated it will no doubt become problematic. At home, the child will feel he or she has all the freedom to do whatever is deemed necessary to him or her but forgetting the fact that his or her ends at where someone else’s begins. The failure of the child to recognize this will cause social adjustment problems for the child. This may also affect the child’s school attendance due to adjustment difficulties. So, I cannot but disagree with Hasnain that permissive parenting style is as influential as authoritative parenting style in terms of child development.

Parenting style and School Attendance

The family and school play important role in socialising and educating the child (Epstein & Sander, 2002). The child's first education starts from the home with the parents as first models (Bandura 1977). There is no doubt of the existence of a symbiotic relationship between the school and the home such that the activity of one affects the outcome of the other. It is not for nothing that there is a strong advocacy for an effective Parent-Teacher Associations (PTA) for Basic and Second Cycle institutions in Ghana but to foster a cordial school – home relationship to enhance the child's academic success. At the heart of this academic success is the rate of school attendance by the child. Conville-Smith, Ryan, Adams and Dalicandro (1998) in a study to distinguish absentee students from regular attendees observed that student's family relations play a big role in the child's school attendance. Related finding was made by Epstein and Sheldon (2007) that a healthy school – family relation predicted an increase in the child's daily attendance to school. The parent's child rearing behaviours such as the emotional and material support may contribute positively or negatively to the child's interest in school attendance. Linking key personality traits and attribution styles to absenteeism, Kearney (2008) mentioned introversion and emotional stability as key among the contributing factors. Kearney noted that avoiding stimuli that provoke negative affectivity and pursuing attention from significant others were among others pertinent to school absenteeism. As noted earlier in the problem statement, the parent's failure to give the necessary emotional support by properly varying the style of parenting to give the child that visceral sense of the self as capable of managing things on his or her own may adversely affect

the child's interest in school attendance. Hanna, Fischer and Fluent (2006) noted excessive worry about detachment from primary caregivers (parents) as one of the strongest contributing factors to children's absence from school.

Reid (2008) found among others the following factors as being responsible for students' poor attendance to schools,

1. Lack of parental/carer support towards children's learning;
2. Parental condoned absenteeism;
3. Poor parenting skills;
4. Lack of home discipline;
5. No homework support;
6. Home-school communication difficulties (e.g. not attending parents' evenings, not responding to school letters);
7. Parent(s)/carer(s) who leave the home very early in the morning and are not there to Support their children...(p. 348)

The above factors enumerated by Reid cut across all the three parenting styles. From Baumrind's (1991) parenting style dimensions of demandingness and responsiveness, it can be deduced that parent's emotional support, availability, and involvement with the child play a tremendous role in motivating the child to want to achieve in school. So, where the parent's style gives the child a mental imprint that the parent(s) is not interested, uninvolved, and / or not making any maturity demands, the child may not also make any attempt to persevere in the face of the slightest challenge. This will definitely affect the rate at which the child attends school.

Baker and Hoerger (2012), found a strong relation between parental warmth and academic adjustment of the child; the adjustment that has to do

with the rate of school attendance. This is in consonant with Baumrind (1976) finding that parental warmth and demandness are necessary for the child's academic successes. The interest the parent shows in the education and welfare of the child acts as an emotional catalyst that propels the child to want to achieve academically by regularly going to school. Moremi (2002) found that in South Africa there was a relation between parenting style and children's socio-emotional adjustment in school. Hocking (2008) in a study found factors he termed "parentally condoned absence, not valuing education, domestic problems, and inconsistent to inadequate parenting as being responsible for school absenteeism.

The child's first socialisation starts from the home and for that matter establishes an emotional relation with the parents before moving to school. So if the parents emotional support as well as socialisation efforts are strong then it is possible that the parenting style will influence the child's adjustment in school. As observed by Gottfried (2011) that there was a strong negative relationship between the child's absence from school and school achievement, parents' effort at always making sure that the child is in school will heavily depend on the type and style of the parent. The socio-emotional adjustment of the child in school will motivate the child to develop the needed interest in school attendance. Shobola, Omoregbe, and Olufemi (2012) in a study found a positive correlation between pupils' school attendance and authoritative parenting style. On the other hand, Brill (2009) could not establish any positive correlation between parents' permissive parenting style and child school refusal.

In a related study to find out how parenting style influence adolescents' delinquency in the Delta Central Senatorial District of Nigeria, Okorodudu (2010) observed that contrary to the general claim that authoritarian parenting style was a good predictor of delinquency in children, authoritarian and authoritative parenting styles could not predict adolescents' delinquency. It however concluded that permissive parenting style was a good predictor of adolescents' delinquency. Authoritative parenting style nurtured children who were less delinquent and performed better in social competence was the finding of Ang and Goh (2006) in their investigation of Asian society to find the impact of authoritarian parenting on children. Ang and Goh observed that authoritarian parenting style well predicted delinquency among children. They cited parents' failure to set behaviour limits as being responsible for the situation. Again, the difference in the prediction of child outcome by authoritarian parenting style highlights the cultural factor in the determination of a parenting style. Martinez and Gracia (2007) observed that the confusion may be the result of the different meaning the different cultures assign to parenting.

Lee and Miltenberger (1996) think parental attitude were responsible for students' absence from school and recommended that such parents receive counselling. Similarly, Dalziel and Henthorne (2005) in their research into parental attitude towards school attendance found that parents who encouraged their children and have confidence in the children's ability, had these children scoring very high in school attendance and those who failed to encourage their children had theirs scoring very low in school attendance. They also established that parents of the later group felt powerless in tackling their

children's poor school attendance. These findings are indication of a sort of relations between parenting style and child school attendance. The literature indicates that authoritative parenting style is the best parents' must adopt to improve children's school attendance and enhance their academic achievement prospect. It also revealed permissive and authoritarian parenting styles were not straightforward in predicting students' good attendance to school across cultures.

Summary of Literature Review

The conceptual basis for the study was outlined with a look at Attachment theory by John Bowlby and Mary Ainsworth. It looked at the need and importance of attachment of children to their parents. The effects of the various forms of attachment were looked at and both John Bowlby and Mary Ainsworth emphasized secure attachment as being the best form that propels a proper psychological growth and development of children. There was also a look at the styles of attachment as well as its relationship with parenting.

The second part of the chapter considered some theories and their positions on self – esteem and school achievements with special reference to school attendance of the adolescent. Theories like Erik Erikson's Developmental theory, Albert Bandura's Social Learning theory, and Diana Baumrind's Typology of parenting style were of interest to me in this study.

The third part of the section also looked at some definitions of self – esteem. The role of self – esteem in the development of the child was also looked at. The last part of the review considered the research questions under consideration and analysis of what other studies had said about them. Several research findings indicated a high correlation between parenting style, self-

esteem, and interest in school attendance of students or truant behaviours. In general, the reviewed literature on parenting styles singled out authoritative parenting as the best predictor of positive psychological and educational outcomes of children.

CHAPTER THREE

METHODOLOGY

This chapter deals with the general research methodology used in the study and covers the following subheadings;

- ❖ Research Design
- ❖ Population
- ❖ Sample and Sampling Procedure
- ❖ Instrument
- ❖ Pilot Testing
- ❖ Data Collection Procedure
- ❖ Data Analysis.

Research Design

The study followed the quantitative model of a correctional design using a cross-sectional approach. This approach is preferred over others because it allows indirect measure of the nature and rate of changes in the physical and intellectual development of samples of children drawn from a representative age group (Cohen, Manion & Morrison, 2007). The single ‘snapshot’ of a cross-sectional study provides the researcher with the data for either a retrospective or prospective enquiry. Correlation design allows for an analysis of data from a cross – sectional survey. The disadvantage of this design is that it will not tell me the causal relationships between the variables. Correlational data cannot prove that one variable caused the other (Ofori & Dampson, 2011).

Population

The study covered all public Junior high schools (JHS) in the Sefwi - Wiawso Municipality of the Western region of Ghana. A total population of 6,476 can be found in the 50 public JHS in the Municipality for the 2014/2015 academic years. This consisted of 3,443 male and 3,033 female. The target population for the study was the final year JHS students in public JHS schools in the Municipality. The total population of final year JHS student for the 2014/2015 academic year was 1,736 (Sefwi Wiawso Municipal Education Directorate, 2013)

Sample and Sampling Procedure

In consonance with Krejcie and Morgan (as cited in Cohen et al. 2007), a total sample size of 340 was drawn from the population of 1,736 (representing the population of final year JHS students in the Municipality for 2014/2015) using the table of random samples. This sample took into consideration a confidence level of 95% and confidence interval of 5%. This agrees with educational research.

There are seven circuits making up the number of schools in the Municipality. To ensure representativeness, all circuits were included in the study. This gave a total of seven strata. A simple random sampling technique procedure was then conducted within each stratum to select four schools by the lottery method. In all a total of 28 schools out of 50 (this represented 56% of public JHSs in the Municipality) were selected. The stratified random sampling technique was used because it is a useful blend of randomization and categorization that enables quantitative research to use analytical and inferential statistics (Cohen, et al. 2007). Simple random sampling technique,

the lottery method (names were drawn at random from a container until the required number was reached) was used to select 340 final year JHS students from the 28 sampled schools that constituted my sample size for the study. This means that out of the 50 JHSs in the Municipality, 28 schools were selected by simple random sampling technique. From the selected 28 schools, the lottery method was used to select at least 12 final year students from each of the 28 schools. For quantitative data, a precise sample number is required according to the level of accuracy and probability that a researcher requires in his or her work (Cohen, et al.). A simple random sampling technique is preferred because it gives the opportunity for each person in the population to be selected (Ofori & Dampson, 2011). Table 1 gives details as to how the sampling procedure was conducted to select the sample from the 7 circuits in the Municipality.

Table 1: Sample of Students for Study

Circuit	Total enrolment (JHS 3)	Total selected sample
Wiawso	268	48
Dwinase	316	50
Sui	149	48
Anyinabrim	219	48
Bosomoiso	236	48
Asawinso	313	50
Asafo	235	48
Total	1,736	340

Source: field Work (2014)

Instrument

The study is a quantitative research and questionnaire was the main instrument used for data collection. Parental child-rearing style was measured using an adopted English Language version of the 30-items John Buri's Parental Authority Questionnaire (PAQ) scale. It was developed for the purpose of measuring Buamrind's (1971) permissive, authoritative, and authoritarian parental authority prototypes. It consists of 30 items per parent and yields permissive, authoritative, and authoritarian scores for both parents; the score were derived from phenomenological appraisal of parents' authority by their son and daughter. The original version yielded the following reliabilities; .81, .86, .78 for mother's permissive, authoritative, and authoritarian and .77, .85, and .92 for father's permissive, authoritative, and authoritarian. PAQ scale has internal consistency of Cronbach Coefficient alpha of .75, .85, and .85 for mother's permissive, authoritative, and authoritarian and .74, .87, and .85 for father's permissive, authoritative, and authoritarian (Buri, 1991).

The PAQ is designed to measure parental authority, or disciplinary practices, from the point of view of the child (of any age). The PAQ has three subscales: permissive (P: items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28), authoritarian (A: items 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29), and authoritative/flexible (F: items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30). For the purpose of this research a reduced combine (mother and father) version was used where mother and father were changed to parents and the total items of 30 reduced to 18 items. The process of reduction took cognizance of the cultural differences between the original sample and the present sample. The

18 items were carefully selected for the three scales (authoritative, permissive, and authoritarian parenting styles); 6 related items for each scale (appendix C). For example similar statements like “As I was growing up, once family policy had been established, my parents discussed the reasoning behind the policy with the children in the family” (authoritative), “While I was growing up my parents felt that the children should have the freedom to do things their own way in the family as the parent do” (permissive), and “As I was growing up, my parents always wanted me to do whatever they asked you to do immediately without asking questions” (authoritarian). This instrument was preferred because the parental behaviour an individual has been exposed to will greatly affect that individual in the way and to the extent that he or she perceives that behaviour (Buri, 1991). So if an individual agrees with PAQ statement, it implies he or she has been exposed to that parenting style. The reduced version has a Cronbach alpha of .76, .809, and .727 for authoritative, permissive, and authoritarian parenting styles

Data on self – esteem was collected using an adopted English version of Morris Rosenberg’s 10-items Self – Esteem Scale (RSE) (Rosenberg, 1965). The original sample for which the scale was developed in the 1960s consisted of 5,024 high school juniors and seniors from 10 randomly selected schools in New York State and was scored as a Guttman scale (Owens & Timothy, 2001). The purpose of the 10 item RSE scale is to measure self-esteem. This was to rate the extent to which students believed they possess good qualities, to be able to do things as well as others, to have a positive attitude towards themselves, to have respect for themselves, and to be overall satisfied with their current lives. Originally the measure was designed to

measure the self-esteem of high school students. However, since its development, the scale has been used with a variety of groups including adults, with norms available for many of those groups. The scale generally has high reliability: test-retest correlations are typically in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88 (Owens & Timothy, 2001). As in the PAQ, the number of items was carefully reduced to 6 after reconstruction to meet the level and understanding of my respondents (appendix B). Some of the items include statements such as “I am able to do things just like most other people”, and “I think I am at all not good at times”.

School attendance was measured using children's School Attendance Register (SAR). The number of attendance or absence from school was taken from their school attendance for the first term of 2014/15 academic year. This was so because data for this study was collected between January and February 2014 which was within the second term of the academic year of 2014/15 but because the term was not ended at that time, I decided to use the previous term's attendance.

The final instrument used for this study was approved by both my principal and co-supervisors.

Pilot Testing

The instrument was four times pilot tested at Anglican JHS Wiawso, Nana Biney JHS Dwenasi, Anglican JHS Anhwiam, and SDA JHS Wiawso, all in the Sefwi-Wiawso Municipality to evaluate its reliability and effectiveness with the local environment. It was realised that there were negative as well as zero correlation between some of the items of the RSE (-

.67) Cronbach alpha. The PAQ on the other hand correlated positively but produced a Cronbach alpha of .29 after the first pilot test indicating a poor internal consistency. There was therefore the need to reconstruct the items. The items were then distributed among colleagues in the Municipal Education Directorate for reconstruction to meet the language level as well as the cultural dimensions of the respondents. This was done and a second pilot testing was carried out.

The second pilot testing was done after two weeks at Nana Biney JHS. This time there were no negative or zero correlation in the items but an indication of a low Cronbach alpha that was less than .60 for the RSE and between .420 and .534 for the PAQ (Authoritarian, Authoritative, and Permissive parenting styles). There was also an indication that the forty items; ten items for RSE and thirty items for PAQ (ten items for Authoritarian, ten for Authoritative, and ten items for Permissive parenting styles), were above the level of concentration of the JHS students. I realized that after the thirtieth item the concentration of the children went low. This repeated during the second trial but I was not very sure of my suspicion so I decided to do the third pilot test with only the RSE which contains only ten items at Anglican JHS, Wiawso. The response was rather enthusiastic. To ensure that an acceptable level of internal consistency of the instrument was achieved, another round of item reconstruction was done; this time with only four selected colleagues from the Directorate who were given an intensive briefing on what was expected to be achieved with the questionnaire. They were also to consider the cultural background of the respondents. This called for another pilot testing which I did with SDA JHS, Wiawso.

The results this time round was good with Cronbach alpha of .76, .809, and .727 (Table 2) for PAQ which represent the three subscales (Authoritarian, Authoritative, and Permissive parenting styles respectively) and .816 (Table 2) for RSE. These alpha values indicate a strong internal consistency among items as indicated by Pallant (2005) that a value of .50 alpha is good for scales with less than ten items. The problem this time again was on the number of items. To solve this problem relating to the number of items, I met my colleagues who helped in the reconstruction to reduce the forty items to twenty-four; six items for each subscale instead of the original ten items in each subscale for both RSE and the PAQ. The PAQ has ten items each for Authoritarian, Authoritative, and Permissive parenting styles. This was done by paying special attention to statistics from the SPSS output corrected item, total correlation, and the culture dimension of the people in the area. The details are displayed on Table 2 below.

Table 2: Cronbach Alpha Reliability Coefficients for Self - Esteem and Parenting Style (Authoritative, Permissive, and Authoritarian)

construct	Number of Item	Coefficient (Alpha)
self esteem	6	.816
authoritarian	6	.760
authoritative	6	.809
permissive	6	.727

Source: field data (2014)

Data Collection Procedure

Permission to work with the schools was granted by the Municipal Directorate of Education following an introductory letter from the Department of Educational Foundations, University of Cape Coast (UCC). Data was

collected in January and February 2014. Questionnaire was administered by me with the assistance of trained assistants from the sampled schools. This was done based on the number of strata. Heads of sampled schools were priority informed through letters from the directorate. Date and time schedules were made to ensure the smooth flow of data collection. The teachers who assisted were trained to understand the instrument and purpose of the study. This enabled me to explain the questions to the students for the accurate response to be provided. It also enabled the collection of questionnaire from respondents.

Data Analysis

Statistical Package for Social Science (SPSS) version 16 was used for data analysis. Percentage and frequency distribution of data on self esteem and school attendance were obtained using SPSS procedure. This process enabled the researcher to summarize large quantities of data for ease of understanding (Ofori & Dampson, 2011).

Research question 1 was analysed using descriptive statistics; the SPSS procedure of obtaining mean (\bar{X}) and standard deviation (SD) were used to compare the differences in mean and standard deviations of authoritative, permissive, and authoritarian parenting styles. The mean measures central tendencies and is appropriate with interval or ratio measurements. The standard deviation on the other hand, measures how well the mean represents the data. The larger the SD, the more spread out are the data and vice versa. Without the SD, it would be difficult to make an accurate judgment of the spread of data using only the mean (Ofori & Dampson, 2011). This is therefore a tool appropriate in determining the predominant parenting style from the data in the Municipality.

A multiple regression analysis was conducted using the SPSS procedure to establish the effect of parenting style (predictor variable) on the two criterion variables (self – esteem and school attendance). There was however regressions for self esteem and school attendance. This was used to analyse research questions 2, 3, 4, 5, 6 and 7. Regression analysis can be used to calculate the effect of an independent variable on a dependent variable (Ofori & Dampson, 2011; Cohen, et al., 2007; Leedy & Ormrod, 2010). Multiple regressions enable the researcher to predict the weight and relationship between two or more explanatory variables and an explained variable (Cohen, et al. 2007).

Pearson's Product Moment Correlation Coefficient (r) was the analytical tool (SPSS) used to analyse data on the relationships between school attendance and self – esteem (research question 8). According to Ofori and Dampson (2011), correlation can be used to measure the strength and direction of an association between two variables. A crosstabulation of self esteem and school attendance was constructed (contingency table) to further bring out the relationship between the two variables. Again, some references were made to regression tables to support research question one.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents and discusses the results of the study.

Table 3 and 4 give results of preliminary findings of the present study in relation to the two dependent variables (self esteem and school attendance).

Table 3: Total School Attendance in Term One of Respondents

Total attendance in term (n=61)	Frequency	Percent
<= 52 (Fair)	120	35.3
53 – 58 (Good)	110	32.4
59+ (very Good)	110	32.4
Total	340	100.0

Source: field data (2014)

Table 3 shows that 35.3% (120) of the respondents attendance to school in the term under review by the sample could be described as fair, 32.4% (110) was described as good, and 32.4% (110) was very good. This means that in the term under review, 120 students out of 340 students at least missed school for 10 days. One hundred and ten (110) students did not also attend school for at least 7 days and 110 again did not attend for at least a day.

Table 4 shows the level of self-esteem of the sample ranging from low to high self esteem depending on the scores of respondent on the RSE. From Table 4, 114 (33.5%) of respondents had low self - esteem, 35.9% (122) had moderate self esteem, and 30.6% (104) had high self - esteem. Generally speaking from Table 3 of the present sample, one can say school attendance of students in the Municipality is not the best since over 67% (35.3% + 32.4%)

of the sample absented themselves between 7 to 10 days from school in just one school term. This is not an acceptable rate of school attendance.

Table 4: Level of Self - Esteem of Respondents

Level of Self Esteem(n=24)	Frequency (f)	Percent (%)
<= 11 (Low)	114	33.5
12-15(Moderate)	122	35.9
16+ (High)	104	30.6
Total	340	100.0

Source: field data (2014)

Results:

Research Question One

What is the Predominant Child Rearing Style in the Sefwi-Wiawso Municipality?

This research question sought to find out the parenting style that is most practiced among parents in the Sefwi Wiawso Municipality. Table 5 shows the three parenting styles studied.

Table 5: Comparison of Parenting Styles (Authoritative, Permissive, and Authoritarian)

		Authoritative parenting style	Permissive parenting style	Authoritarian parenting style
N	Valid	340	340	340
Mean (X)		1.80	1.75	1.84
Std. Deviation (SD)		.871	.782	.852

Table 5 indicates the mean score and standard deviation of authoritative, permissive, and authoritarian parenting styles. The mean score of the authoritarian parenting style is a little greater than that of the authoritative parenting style with authoritative parenting style having the greatest standard deviation. So, with the mean of 1.80 and 1.84 (Table 5) for authoritative and authoritarian parenting style respectively, it appears as though there is no statistical difference between authoritative and authoritarian parenting style in the Municipality in terms of their dominance. However, a close look at their standard deviations shows a different picture. With a standard deviation of .852, authoritarian parenting style has the scores cluster closely around the mean than that of authoritative parenting style of standard deviation of .871.

Another point worth noting is that while authoritarian parenting style has a mean and standard deviation of $X = 1.84$, $SD = .852$, authoritative parenting style has $X = 1.80$, $SD = .875$. This shows that authoritative parenting style has a smaller mean and a higher standard deviation and authoritarian parenting style has a greater mean with a smaller standard deviation. With the above analysis, it is fair for one to draw the conclusion

now that the sample indicates parents in Sefwi Wiawso Municipality slightly prefer authoritarian parenting style to the other parenting styles (authoritative and permissive)..

Sefwi Wiawso is predominantly a cocoa farming community with a large number of residents being settler farmers in their farm houses or hamlets or villages around their farming areas that expose their children to all sorts of dangers that cannot be compared with their colleagues in the urban centers. With the natural instinct of protection for offspring, a parent will do all within his or her means to give the necessary security to the family than to give in to emotional desires of children. This agrees with the assertion by Kopko (2007) that parents in ethnic setting turn to be more protective of their children due to what he termed the “dangerous situation” they found themselves. The traditional mindset of parenting as well as the social setting within which parents find themselves may also have an influence on their style of parenting.

Another reason for the predominance of the authoritarian parenting style could be attributable to what Bandura (1977) referred to as identification process. Bandura observed that identification occurs when there are similarity between the model’s (parents’) behaviour and the child’s behaviour. The parent therefore transmits his or her culture to their children. This means that most parents in the Sefwi Wiawso Municipality may have themselves experienced authoritarian parenting style somewhere along the way in life. In attempt to preserve their culture are holding on firm to this type of parenting.

This may also be as a result of what social learning theory model described as incorporating parents’ social setting into parenting (Bandura, 1977). Baumrind and Thompson (2002) noted that any characteristic a parent

intends to foster in a child is dictated by the parent’s culture. The parents were just impacting what their culture dictates. According to Martinez and Gracia (2007), the similarity suggests that parenting style has different meaning and ramifications depending on the socio – cultural context in which they occur. They cited, for example, the Asian culture and the American culture; whereas with the Asian culture authoritarian parenting is widely practiced with positive effects on children, the direct opposite is the case in the American culture.

The similarity of means between authoritative and authoritarian parenting style indicate that respondents may be a little confused in their perception of their parents’ style of parenting or certain similarities in the statement may be confusing to respondents. The multiple regression analysis (Table 6) indicates whether or not there was a violation.

Table 6: Multiple Regression of Parenting Style on Self Esteem (SE)

Scales	B	t	R2	F	Tolerance	VIF
Authoritative parenting style	.271	5.983	.303	50.203	.999	1.001
Permissive parenting style	.183	4.012	-	-	.991	1.009
Authoritarian parenting style	-	-			.990	1.010

Source: field data (2014) P< .001

A multiple regression analysis was computed (Table 6) with parenting style entered as the predictor variable and self - esteem as the outcome variable. This was to find out whether multicollinearity is a serious problem or not. Tolerance scores for parenting style were high ranging from .990 to

.999 for the predictor variable. All of the Variance Inflation Factor (VIF) for the predictor variable was less than two (1.001 to 1.010) indicating that multicollinearity is not a serious problem.

Table 7: The Analysis of Variance (ANOVA) Table Indicating Model fit

	Sum of		Mean		
Model	Squares	df	Square	F	Sig.
1 Regression	67.382	3	22.461	50.203	.000 ^a
Residual	150.324	336	.447		
Total	217.706	339			

Source: Field data (2014)

- a. Predictors: (Constant), authoritarian parenting style, authoritative parenting style, permissive parenting style
- b. Dependent Variable: self esteem

The analysis of variance (ANOVA) table (Table 7) was performed to test whether the model is significant at predicting the dependent variable (self-esteem). With $p < 0.001$, the ANOVA confirmed that parental child rearing style (authoritative parenting style, permissive parenting style, and authoritarian parenting style) together significantly explain self-esteem (ES). The value $R = .556$ (the multiple correlation coefficients) shown in Table 8 is the Pearson's correlation coefficient collectively produced by authoritative parenting style, permissive parenting style, and authoritarian parenting style with self-esteem. In the first analysis (Table 7), the parenting styles (authoritative, permissive, and authoritarian) were entered simultaneously as the predictor variable and self-esteem of students as the outcome variable. The R^2 of .310 and its adjustment of .303 (table 8) indicate that 30.3% (when

adjusted for bias) of the variance in self - esteem of the students can be accounted for by the independent variable entered in the analysis with ($F = 50.203, p < .001$). The difference in the R^2 and the adjusted R^2 (.310 - .303) of .07 indicate that the model may not lose much of the variance explained by parenting style (.07) in trying to generalize the results. The present results indicate that parenting style is significant in predicting self - esteem.

Table 8: Regression of Self Esteem on Authoritative, Permissive, and Authoritarian Parenting Styles from Multiple Regression (n= 340)

Step1	B	β	R	R^2	Adjusted R	t	Sig(t)
Constant	1.99					14.369	.000
Authoritative parenting style	.250	.271				5.983	.000
Permissive parenting style	.187	.183				4.012	.000
Authoritarian parenting style	-.433	-.460	.556 ^a	.310	.303	10.107	.000

Source: field data (2014)

a. Dependent variable: Self esteem

Research Question Two

What is the Effect of Authoritative Parenting Style on Self Esteem?

The research question sought to investigate the extent to which authoritative parenting style predicts the student's level of self esteem. Regression analysis using the entry method was performed using SPSS to assess the relative contribution of authoritative parenting style, permissive parenting style, and authoritarian parenting style (predictor variable) in the prediction of self - esteem. Table 8 displays unstandardized (b) and standardized (beta, β) regression coefficients, the multiple correlation coefficients (R), R² and the value of t and its associated p-values for the outcome and predictor variables (self - esteem, authoritative parenting style, permissive parenting style, and authoritarian parenting style) that were entered simultaneously into the equation. As shown in Table 8, authoritative parenting style, permissive parenting style, and authoritarian parenting style collectively explained 31% (adjusted R²) of the variance in self - esteem. Based upon the order of entry chosen for the current sample, authoritative parenting style was statistically significant and the second best predictor of self - esteem ($\beta = .271$, $t = 5.983$, $p < 0.001$). A large value of standardized beta indicates that the unit change in the predictor variable has a large effect on the outcome or criterion variable (Howell, 2002). Authoritative parenting style with $t = 5.983$ and $p < 0.001$, was a statistically significant predictor of self - esteem after authoritarian parenting style. The beta (β) value tells us that authoritative parenting style increases by one standard deviation of .871 (Table 14), self esteem increases by .271 standard deviation. The standard deviation of self -esteem is .807 (Table 14) which therefore indicates that there

was a change of .219 (.807 * .271). So for every .871 year increase in parental level of authoritative practice, there would be an increase of .219 in the score of the level of the child's self - esteem. This can be true if the variables are held constant. This result therefore means that authoritative parenting style has a significant positive effect on self esteem.

The positive effect indicates that the more authoritative parents adhere to the dimensions of demandingness and responsiveness (Baumrind, 1991), the higher the self - esteem of the student. This confirms the assertion by Ahmann (2002) that because this type of parenting style is built on respect for children and the setting of clear limits for their behaviour, it helps them develop high self esteem. Also, as observed by Ainsworth (1978), the parent's acceptance, availability, and sensitivity are relevant to the development of the child's security of attachment to the parent thus the positive self - esteem. The present sample again indicates that authoritative parents actually raise children with healthy and positive self esteem (Driscoll 2013). In her study Driscoll find a positive relation between authoritative parenting style and all the age groups (6, 11 & 14) studied. The positive indication is an acknowledgement of the fact that authoritative parents allow for open emotional engagement with their children and the time and encouragement given has a better and positive outcome of self esteem (Hasnain et al., 2013; Dewar, 2010). The present investigation also shows that students do not think their parents are over-controlling them but rather recognized their present qualities (Baumrind, 1966).

Table 9: Regression of Self - Esteem on Permissive Parenting Styles from Multiple Regression

	B	β	R	R2	t	Sig
constant	1.99				14.369	.000
Permissive parenting style	.187	.183	.556 ^a	.310	4.012	.000
Source: Field data (2014)					P < .001	

Research Question Three

What is the Effect of Permissive Parenting Style on Self Esteem?

This research question sought to investigate the effect of permissive parenting style on the student's overall assessment of the self (self-esteem). Indication from Table 8 shows that it is a poorer predictor of self esteem (β = .183, $t = 4.012$, $p < 0.001$). Permissive parenting style, though a significant predictor of self esteem at $p < 0.001$, was the poorest predictor of self - esteem with $t = 4.012$ in the current sample. What is also worth noting in this present sample is the fact that it indicated a positive figure ($\beta = .183$) which tells us that as permissive parenting style increases by one standard deviation of .782 (table 14), self - esteem increases by .183 standard deviation. With .807 standard deviation for self - esteem, this is an indication of a change of .148 ($.807 * .183$). The effect is that for every .782 years of parental permissiveness in style, there would be an increase in the child's self esteem score by .148. This is also true if the other variables are held constant. The present result also indicates that permissive parenting style has a significant positive effect on self esteem.

Permissive parenting style though provides freedom for the child to express him or herself, it does not create the necessary atmosphere for the

child to assess him or herself on the trajectories that may give that high positive judgment of the self since parents are less demanding from the child they are equally less interested in child outcomes (Hasnain et al.2013). The results is contradictory to the findings of Driscoll (2013) that at age 14 children with permissive parents were found to have low self - esteem. This is considered inconsistent because at age 14 most children in the JHS 3, who according to the present finding, did not perceive their parents negatively.

Table 10: Regression of Self - Esteem on Authoritarian Parenting Styles from Multiple Regression

	B	β	R	R2	t	Sig
constant	1.99				14.369	.000
Authoritarian parenting style	-.433	-.460	.556 ^a	.310	-10.107	.000
Source: Field data (2014)						P < .001

Research Question Four

What is the Effect of Authoritarian Parenting Style on Self Esteem?

This research question was to specifically assess the present effect of authoritarian parenting style on the student's self - esteem. Reading from the multiple regression analysis Table 8, authoritarian parenting style was statistically significant in predicting self - esteem ($\beta = -0.460$, $t = -10.107$, $p < 0.001$). The studies indicate that authoritarian parenting style was the best significant predictor of self - esteem with $t = -10.107$ at $p < 0.001$. The negative beta of -0.460 indicates that as authoritarian parenting style increases by one standard deviation of .852, self - esteem decreased by -0.460 standard deviation. With a standard deviation of .807 for self - esteem, indicates a

change of .371 ($.807 * .460$). This result shows that for every .852 years (approximately one year) spent by a parent in enforcing authoritarian style there is an expected reduction of the level of self - esteem of the child by .371 self esteem score level. This holds true if the other variables are held constant. The present result shows that authoritarian parenting style has a significant negative effect on self - esteem.

The finding is consistent with Dusek and Litovsky's (1985) observation that children who perceived their parents as regulating their lives to a high degree had a negative concept of themselves. As observed by Baumrind (1991), these parents are high demanding but low in responding to the emotional needs of their children and sometimes harsh in discipline which negatively affects the child's self esteem (Gershoff, 2002). Authoritarian parents are much interested in control and high expectations from their children without the corresponding emotional support and availability. This makes their children lose that very foundation for their healthy psychological development (Ainsworth, 1978). This lost of close emotional bond might have long – lasting negative effect on the child's social development (Bowlby, 1980). Social adjustment in this instance could be the child's inability to adjust well in school, hence the skipping of school, and / or a poor evaluation of his or her competence; which may have negative consequences for self - esteem. In a related study, Driscoll (2013) investigated the effect of parenting style on self - esteem on three age groups (6, 11, & 14) and conclude that authoritarian parenting style has a negative effect on self - esteem since at all ages children with authoritarian parent had significantly low self - esteem.

As Erikson (1963) puts it, the ages between 14 and 18 are challenging to the child because of what he termed “the confusion between self identity and the roles assigned to them by their parents”. If the parent is authoritarian and fails to balance the authority he or she exerts on the child with emotional support, it is bound to have negative consequences for the child’s self - evaluation. The observation by Santrock (2004) that unhappiness, fear, anxiety, and weak communication in authoritarian homes may be contributing to the likelihood of children developing low self - esteem as their parents practice more of authoritarian style has been confirmed by the current study. The finding also agreed with Kopko’s (2007) observation that authoritarian parents in ethnic setting turn to be more protective of their children due to what he termed the “dangerous situation” they found themselves. The negative indication shows that students do not appreciate the control their parents exert over their lives. The effect of parenting style on school attendance is shown in Table 11.

Table 11: Multiple Regression Analysis for the Effect of Parenting Style (Authoritative, Permissive, and Authoritarian) on School Attendance (SA),

Scales	B	t	R	R2	F	Tolerance	VIF
Authoritative parenting style	.224	4.911	.471a	.222	31.879	.999	1.001
Permissive parenting style	.142	2.797				.991	1.009
Authoritarian parenting style	-.377	-8.072				.990	1.010

Source: Field data (2014)

P< .001

A linear multiple regression analysis (entre method) was computed (table 11) with parenting styles entered as the predictor variable (authoritative, permissive, and authoritarian) and school attendance as the outcome variable. To once again find whether multicollonearity is a serious problem or not, the multicollonearity diagnostics were reviewed. Tolerance scores for parenting style ranged from .990 to .999 for the predictor variable. The Variance Inflation Factor (VIF) for the predictor variable was less than two (1.001 to 1.010) indicating that multicollonearity is not a serious problem.

Table 12: The Analysis of Variance (ANOVA) Table Indicating Model Fit

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	50.896	3	3	31.879	.000 ^a
Residual	178.810	336	336		
Total	229.706	339			

a. Predictor: Authoritative parenting style, permissive parenting style, authoritarian parenting style

b. Dependent variable: School attendance.

Source: Field data (2014)

Table 12 indicates the analysis of variance (ANOVA) to test whether the model is significant at predicting the dependent variable (school attendance). The table shows that authoritative, permissive, and authoritarian parenting styles together explain school attendance ($p < 0.001$). Table 13 shows the value $R = .471$ (the multiple correlation coefficient) is the Pearson's correlation coefficient produced collectively by authoritative, permissive, and authoritarian parenting styles with school attendance. Table 11 shows

authoritative, permissive and authoritarian parenting styles entered simultaneously as predictor variable and school attendance as the outcome variable. The adjusted value of R (.215) indicates that 21.5% (adjusted for bias), of the variance in school attendance can be explained by the independent variable ($F = 31.897, p < 0.001$). The present results therefore indicate that school attendance can significantly be predicted by parenting style.

Table 13: Regression of School Attendance on Authoritative, Permissive, and Authoritarian Parenting Styles

Step1	B	Beta	R	R2	Adjusted R	t	Sig(t)
constant	2.013					13.327	.000
authoritative parenting style	.224	.237				4.911	.000
permissive parenting style	.142	.135				2.797	.005
authoritarian parenting style	-.377	-.390	.471 ^a	.222	.215	-8.072	.000

Source: field data

Research Question Five

What is the Effect of Authoritative Parenting Style on School Attendance?

This research question was to investigate the extent to which authoritative parenting style affects the student's school attendance. Table 11 shows that authoritative parenting accounted significantly to school attendance

($B = .224, p < .001$). It was significant in predicting school attendance with ($\beta = .224, t = 4.911, p < 0.001$). As with the prediction of self - esteem, authoritative parenting style was again the second best predictor of school attendance with $t = .224$ at $p < 0.001$. It made a positive contribution to the variance in school attendance. What this tells us is that when parents adopt authoritative style in bringing up their children, there will be a positive attitude of the children toward school attendance. The beta value .224 (Table 11) indicates that as authoritative parenting style increases by one standard deviation of .871 (Table 14), school attendance also increases by .224 standard deviation. The standard deviation of school attendance is .823 (Table 14), which indicates a change of .184 days ($.224 * .823$). This means that for every .823 years (approximately one year), spent by a parent on improving or practicing authoritative parenting, there would be an expected increase in school attendance of the child by .184 days a term. This prediction is true if permissive and authoritarian parenting styles are held constant. The current results show a significant positive effect of authoritative parenting style on school attendance.

This is consistent with the positive effect authoritative style had on style esteem. One can assign some reasons for this development in that authoritative parents are both high in demandingness and responsiveness and are highly connected to their children (Baumrind, 1966) emotionally. These parents recognize the contributions of their children as well as communicate more positives than negatives of their children to them. This gives the child that positive self evaluation and the desire to achieve academically thus the intrinsic motivation to always be in school. As observed by Shobola et al.

(2012) in their study of Nomadic children in Nigeria, they established a positive correlation between authoritative parenting style and school attendance. The child needs motivation from the home to be able to achieve in school (Teasley, 2004).

This is in line with Grolnick and Farkas (2002) that the internal motivation of the child emanates from their recognition of their competence, relatedness, and the feel of autonomy which are the hallmark of authoritative parenting style. This helps children develop positive self – regulation. The present findings also agree with the view that children from authoritative parents are pro-socially competent and have high level of adaptability (Emler, 2007). School is a social setting and the desire of a child of authoritative parent to always be present in school is an indication that such a child is well adjusted in that environment. The social competence of the child can be viewed as the child’s ability to make social contacts with other children and this gives them the motivation to always be in school.

Table 14: The Mean and Standard Deviation of Self - Esteem, School Attendance, and Parenting Styles (Authoritative, Permissive, and Authoritarian)

	Mean	Std. Deviation	N
Self esteem	1.97	.807	340
School attendance	1.97	.823	340
Authoritative parenting	1.80	.871	340
Permissive parenting	1.75	.782	340
Authoritarian parenting	1.84	.852	340

Source: field data

Research Question Six

What is the effect of permissive parenting style on school attendance?

This question sought to find out if the three typology of parenting style should stand individually, what will be the contribution of each to school attendance by the student. From Table 11, it can be deduced that permissive parenting style also made a significant contribution to the variance in school attendance with a beta value of ($B = .142$, $t = 2.79$, $P < .005$). With the $t = 2.79$ and $p < 0.001$, permissive parenting style thus become the poorest predictor of school attendance with the present sample after authoritarian and authoritative parenting styles. It positively accounted for the variance in school attendance. The beta value suggests that as permissive parenting style increases by one standard deviation of .782 (table 14), school attendance increases by .142 standard deviation. The standard deviation of school attendance is .823 therefore this indicates a change of .117 days ($.142 * .823$). So for every .782 years (approximately a year), spent by a parent to improve his or her style of parenting in this direction, we expect school attendance of the child to increase by .142 days (not close to one day) in the term. This is true if the other predictor variables (authoritative and authoritarian) are held constant. The result of the current study indicates that permissive parenting style has a significant positive effect on school attendance.

Though the finding is statistically significant and positive in prediction with the current sample, there was no respondent whose score actually showed he or she was coming from a permissive parenting background. Being a good predictor with the current sample could be assigned the reason that may be due to the fact some of these children live with other relatives in the urban centers

to attend school; these relative may decide to relax the rules in order not to attract "bad names" from the extended family. Another reason could be that some of these children may be confused in balancing the style of their actual biological parents and their caregivers. The present finding is however consistent with the findings of Shobola et al. (2012) among Nomadic children in Nigeria. It is also consistent with Okorodudu (2010) finding among adolescents of Delta Central Senatorial District of Nigeria. The present finding is however inconsistent with the finding of Brill (2009) whose finding established a negative correlation between parents' permissive style and child school attendance. Another inconsistency is with the findings of Ang and Goh (2006) among Asian children. They argued that culture may account for their finding.

Research Question Seven

What is the Effect of Authoritarian Parenting Style on School Attendance?

This research question sought to investigate the impact of authoritarian parenting style on school attendance. Table 11 indicates that authoritarian parenting style made a significant contribution to the variance in school attendance ($B = -.377$, $t = -8.072$, $p < .001$). Consistently, with $t = -8.072$ and $p < 0.001$, authoritarian parenting style is significant and thus the best predictor of school attendance among the present sample. The beta value of $-.377$ is an indication that authoritarian parenting style made a negative contribution to school attendance. It means that as authoritarian parenting style increases by one standard deviation of $.852$ (table 14), school attendance decreases by $-.377$ (table 11) standard deviation. The standard deviation of school attendance of the current sample is $.823$ which is an indication of a

change of .310 ($.337 * .823$). So for every .852 years (approximately one year) spent by a parent practicing authoritarian style on the child, there is the expectation that school attendance by the child would reduce by .310 days a term. This holds true if authoritative and permissive parenting styles are held constant. The current result indicates that authoritarian parenting style has a significant negative effect on school attendance.

Inconsistent parenting attitude and parents not valuing education could be contributing to the negative effect of authoritarian parenting of school attendance (Hocking, 2008). Authoritarian parents expect their orders to be obeyed without explanation (Rowntree, 2007) and because of this they sometimes condoned children absenteeism (Hocking, 2008) by ordering them to do things they think will enhance their status at the expense of the education of the child. For example the farmer in the village will prefer the child to assist more on the farm since that would enhance his or her status among great farmers in the village than encouraging that child to go to school. Children of these parents are compelled to comply because of the fear that they may be punished (Santrock, 2004). Automatically, no human being wants to be overly controlled and children from Sefwi Wiawso Municipality are not different. They also expect their parents to give them some emotional support and recognition of their worth as all other children anywhere around the globe would expect from their parents, cultural dynamics notwithstanding. The child needs some level of motivation to want to achieve in school. If the parent does not show any concern for the child's emotions, that intrinsic motivation mentioned by Grolnick and Farkas (2002) would be lost on the child. So because these parents are predominantly farmers and exclusive in most case in

farm settlements as well as the fact that some of them might have experienced authoritarian parenting, they do not value granting emotional freedom to children. Reid’s (2008) observation that children who experience home difficulties are more prone to dislike school attendance has been confirmed by the present finding. The present finding also supports the claim that poor parent – child relationship is a major contributor of absenteeism among students (Conville et al. 1998; Epstein & Sheldon, 2007). Table 15 shows the relation between self – esteem and school attendance of sample

Table 15: Pearson Product Moment Correlation between Measures of Self - Esteem and school attendance

		Total self-esteem	School attendance
self esteem	Pearson Correlation	1	.831**
	Sig. (2-tailed)		.000
	N	340	340

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2014)

Research Question Eight

What is the Relationship between Self - Esteem and School Attendance?

This research question sought to establish the relationship, the strength of the relation, and the direction of the relationship, if any at all, between self - esteem and school attendance of the present sample.

The relationship between self - esteem and school attendance was investigated using Pearson product-moment correlation coefficient (r). Preliminary analyses were performed to ensure no violation of the

assumptions of normality, linearity, and homoscedasticity. There was a strong positive correlation between the two variables; self - esteem and school attendance, ($r = .831$, $n = 340$, $p < .0001$) with high level of self - esteem associated with high levels of school attendance of the present sample. In effect, the two variables share a respectable variance ($.831 * .831 = .69$) of 69%. This indicates that self - esteem explains 69% of the variance in respondents' scores on school attendance. Table 15 shows a crosstabulation between school attendance and self - esteem. It can be seen from the table that out of a total of 120 respondents who score 52 or less in their school attendance in the term under review, only one respondent scored 16 and above on self esteem which indicates high level of self - esteem. Twenty (20) respondents scored 12 – 15 (Table 16) classified as moderate self - esteem with a total of 99 respondents scoring below 15 classified as low in self - esteem showing support for the high correlation ($r = .831$) between school attendance and self - esteem. Respondents scoring 53- 58 (Table 16) in school attendance had only 11 scoring low on self - esteem, 93 scoring moderately on self - esteem, and 6 scoring high on self - esteem. The same can be said about respondents who scored above 59 (Table 16) on school attendance. Under this category of respondents, only 4 respondents scored 4 on low self - esteem, 9 scored moderate on self - esteem, while 97 had scores above 16 on self - esteem classified as high self - esteem. The current results prove the fact that school attendance and self - esteem are not just highly correlated but also positively correlated; in that as self - esteem increases, school attendance also increases. The crosstabulation results are also consistence with the Pearson's correlation coefficient (r).

Table 16: Crosstabulation of the Relationship between School Attendance and Self Esteem

		Total self -esteem			
Count		≥ 11	12 - 15	16+	Total
Total	≥52	99	20	1	120
school	53 – 58	11	93	6	110
attendance	59+	4	9	97	110
Total		114	122	104	340

Source: field data (2014)

Implications of Findings

Based on the findings of the present study, the following implications for counselling, parents, and education could be made.

Implications for Counselling

The benefits of high self - esteem and regular school attendance are enormous. Research on the antecedence and correlates of self - esteem and school attendance is of direct importance to the development or improvement of preventions and intervention strategies for the two variables. To be effective, intervention strategies need to be “theory – driven” in order to be successful. That is, the interventions need to be based on sound research into which processes are responsible for the changes, if any, in behaviour after an intervention. The findings of this present study therefore have implications for prevention and intervention policies focusing on parenting style, self - esteem, and school attendance.

Firstly, the findings established a link between parenting style and self - esteem. It was noted that parental level of responsiveness and demandingness or control have both negative and positive effects on self - esteem (Baumrind,

1966). The lack of parental emotional availability and support in the home were associated with authoritarian parenting style which was a strong predictor of negative self esteem in students in the Municipality. The second is the link between parenting style and school attendance which was also negatively associated with authoritarian parenting style. Students will therefore benefit greatly if counsellors could draw up intervention programmes for parents to help them improve their children's self - esteem and school attendance. Again, counsellors can put in place preventive measures that will help students improve their self esteem as well as school attendance.

In addition, the study revealed that permissive parenting style contributed minimally to the self - esteem and school attendance of students in the Municipality. Counsellors can design programmes of activity that would help restructure the mind set of parents to realize that giving their children untrammelled freedom does not actually help them adjust socially. School counsellor can also fashion out programmes for parents that would focus more on educating parents on how to properly respond to the emotional needs of their children, setting limits for their behaviour, give encouragements, and allow "give and take" interaction with their children. These form the bedrock of authoritative parenting style described by Hasnain et al (2013) as the midway between authoritarian and permissive parenting styles which facilitates good psychological outcome of children and consolidates their level of competence.

Authoritarian parenting was negatively linked to school attendance. Again the counsellor should rather target parental child rearing in dealing

effectively with school absenteeism. The issues here are interrelated in that authoritarian parenting style was also found to have negative effect on self - esteem while self - esteem and school attendance were highly positively correlated. What it means is that counsellors must note the complexity in the permutation bearing in mind the central role being played here by parental childrearing style. So, counsellors need to assist parents to order and structure their families in a way that will address the emotional climate of the children in the family.

Counsellors would also need to fashion out programmes that will enhance the self - esteem needs of the students. This is because the high correlation between self - esteem and school attendance is a clear indication that indeed self - esteem plays a central role in this whole business of absenteeism from school. The Meta analysis also point to the fact that self - esteem has a high correlation with school performance. Student would benefit greatly from any intervention that is aim at addressing their self - esteem needs.

Implication for Parents

Parental attitude constitute what makes a good home. It is also the home that molds the child. This interconnectivity and its effect among the home, parents, the school, and the child formed the core of the present study. The findings of the study therefore highlighted how parental attitudes can make or mar the life of the growing child.

The negative findings between authoritarian parenting style and self - esteem and school attendance point to the fact that parents need to restructure their homes. Taking an excerpt from one of the statement on authoritarian

parenting style that states “As I was growing up, my parents always wanted me to do whatever they asked you to do immediately without asking questions”, for example, if a child’s response to a statement like this is “strongly agree,” (which, of course was the case) it tells us that such a child would never have his or her voice heard in that family. Not letting the child’s voice to be heard means making the child coiled back to the state of timidity with the negative feeling that after all nobody would listen to me. This negative feeling may lead to underachievement. The implication of this to the parent is bidirectional in that the parent may not get the best out of the child and the child will equally not enjoy any emotional freedom in the family. There is therefore the need to assist parents to learn to attend to, not only the physical needs of the child, but the psychological needs as well. This will benefit both the parent and the child.

The findings of the present study also highlight the implied role of culture and ethnicity in parenting style. It was found in the present study that authoritarian parenting style was dominant in the Municipality and the possible explanation that quickly comes to mind is culture and ethnicity. This has implications for parenting in that parents in playing their unique role of molding lives must make conscious effort to incorporate their culture effectively with the style that will bring out the best in the child. It also means that parents need to balance their culturally mundane authority with the psychological needs of the child. It again calls for parents to show genuine and consistent appreciations for the positive efforts made by their children as well as set realistic targets as they clearly define the child’s acceptable behaviour boundaries.

The findings also pointed out that permissive parents' failure to define clearly these acceptable behaviour boundaries for their children causes maladjustment problems such as absenteeism among children. Being permissive as a parent may not be a bad parental attitude but where it is devoid of how far a child can go with the use of freedom is really the problem. So, as mentioned earlier, parents must learn to give defined freedom as in the words of Stein (1997), such children will lack the sense of limits and boundaries. There is therefore the need to reorient the children of today to understand the dynamic play outs of parenting to enable them become authoritative in raising the next generation who will have the emotional capability to initiate their own course of action that brings out the potentials in them.

Implications for Education

I have no doubt whatsoever in my mind that academic achievement will have a positive correlation with school attendance. There are several research findings that predicted a positive link between school performance and self - esteem.

The study did not deviate from the findings of most of the early researchers but rather confirmed a high positive correlation between self - esteem and school attendance. This means that when self - esteem suffers a decline, school attendance of student will be affected negatively. The implications of the present study for education therefore are three fold. The first is the link between school attendance and parenting style. This calls on policy makers to, in their attempt at eliminating or reducing the incidence of student absenteeism, fashion out policies that will bring out positive parenting outcomes. Parents can benefit from parenting programmes which could be

organized in the churches, mosques, the media (print and electronic), and the national information service department. There could also be regular Parents – Teachers Association (PTA) and School Management Committees (SMC) interactions to foster a strong school – home relation as well as educate parents to improve children’s self - esteem and attendance to school. Though the present study focused on parental variables on self - esteem, the reviewed literature enumerated other variables that may affect the child’s self - esteem among which are school environment and teacher attitudes and these must be addressed by stakeholders of education.

The second is the link between self esteem and school attendance. The present study established that authoritative parenting style is the best parents must adopt to improve the self - esteem of the child. This implies that managers of educational institutions must make the needed effort to bring teachers up – to – date with the importance of self esteem to the regular attendance of their students to school. Also, our educational curriculum must incorporate into our teaching and learning process the factors that improve the child’s self - esteem. The literature correlates positively low self - esteem with dependence on others for support while high self - esteem with independence from outside control. The implication here is that when we are able to build in our students the feeling of self reliance which is a function of high self - esteem, we will move away from the traditional students’ over dependence on the teacher.

The third is the combined effect on school attendance and self - esteem on education. The strong link found between these two variables indicate that education would benefit immensely if programmes and policies are designed

for teachers in particular on the impact of the combined effect of self - esteem and school attendance on the overall outcome of education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives an overview of the study, methodology, summarizes the major findings of the study, draws conclusions, and makes relevant recommendations for further research.

Summary

Overview of the Study

My goal was to investigate the effect of parenting style on self - esteem and school attendance of the JHS student in the Sefwi Wiawso Municipality of the Western region of Ghana. My particular interest was to find the effects of authoritative parenting style, permissive parenting style, and authoritarian parenting style first on the child's self - esteem, and second on the child's school attendance. Also important was to investigate if there were any relationships between self - esteem and school attendance. The study pointed out the implications of the findings of the present study for counselling, education, and parenting.

A correctional design was used for the study. A sample of 340 public JHS students was drawn from 28 public JHSs in the Sefwi Wiawso Municipality. The lottery method of the simple random sampling strategy was used to select the 28 JHSs from the seven circuits in the municipality. The same method was used to select a minimum of 12 final year JHS students from each of the 28 selected schools for the study. An adopted reduced version of the Rosenberg Self - Esteem (RSE) scale and John Buri's Parental Authority Questionnaires (PAQ) were used to collect data on self - esteem and perceived parental use of authority from participants respectively. The data were later

analysed by the use of SPSS tools. Eight research questions were used. The SPSS procedure of descriptive statistics was used to analyse the characteristics of respondents. Means and standard deviations were used to answer research question one. A multiple regression analysis was used to answer research questions 2, 3, 4, 5, 6 and 7. Pearson's Product Moment Correlation coefficient (r) was used to answer research question 8.

The following were the main findings of the research study:

1. The study revealed that school attendance among JHS students in the municipality was a problem.
2. It also revealed that more than 30% of JHS students in the Municipality have poor self - esteem.
3. The study suggests that authoritarian parenting style was the predominant parenting style respondents are exposed to in the municipality,
4. It also revealed that authoritative parenting style was a significant predictor of self - esteem and school attendance. It has a positive effect on self esteem and school attendance,
5. The results suggest again that permissive parenting style was a significant predictor of self - esteem and school attendance. It has a positive effect on both self - esteem and school attendance,
6. The present study revealed that authoritarian parenting style was a significant predictor of self - esteem and school attendance. It also revealed that authoritarian parenting style has a negative effect on both self - esteem and school attendance,

7. The results also revealed high positive correlation between self - esteem and school attendance.
8. The results of the present study is consistent with several findings that authoritative parenting style is the best parenting style for positive child outcome.
9. The regression model suggests that over 30% (30.3% adjusted R) of the variance in self - esteem and over 20% (21.5% of adjusted R) of the variance in school attendance can be explained by parenting style respectively.

Conclusions

The study investigated the effects of three parenting styles; authoritative, permissive, and authoritarian parenting styles, on self - esteem and school attendance of the JHS student in the Sefwi Wiawso Municipality of the Western region of Ghana.

The research findings in this study demonstrated that parenting and parenting styles are the bedrock upon which any successful child outcome in relation to self- esteem and school performance may be achieved. Improving the quality of parent – child relationships can be expected to have positive effects on the individual, the family, and the society in terms of social and economic costs of having to deal with problems of low self - esteem and chronic school absenteeism. Authoritative parenting, which balances clear and high parental demands with emotional responsiveness and recognition of the child’s autonomy, was one of the most consistent predictors of competence in children. When parents are too authoritarian, it has negative consequences for the child’s self satisfaction and self - esteem as well as the rate of school

attendance. It is also concluded that permissive parents be assisted to learn to appreciate the need to establish behaviour boundaries for their children. The issue of self - esteem should be given enough attention since the findings of the study shows it as central for the psychological well being of the child.

Recommendations

Based on the findings of the present study, the following recommendations are made to stakeholders in education, parents, and other individuals interested in the welfare of children.

1. The core objective of every educational endeavor is to build an individual with expected competences and exposure. This can only happen in an environment suitable for the purpose. The findings of this current study indicate that self - esteem is very necessary for building a sound and a reliable competence which is a function of the child's positive view of the self. It is therefore recommended that every educational institution incorporate self - esteem variables (emotional support, non decimating attitude towards learners) into our teaching and learning process.
2. Student's attendance to school was also seen to be affected by both parenting style and self - esteem. So, there should be programmes put in place to strengthen existing school – home relationship because any disconnection would adversely affect the child.
3. The study also highlighted the role of parenting in molding a holistic individual. It is therefore recommended that parents adopt the right parenting style that take care of the emotional and self - esteem needs of their children.

4. It is also recommended that the department of Social Welfare should put preventive intervention programmes in place to encourage parents to be more authoritative in bringing up their children than providing adhoc solutions to issues.
5. Teachers should try and make the classrooms friendly to all students as they try to incorporate the views of all students in their lesson delivery while paying attention to the emotion of every child. This will help improve their self - esteem and subsequent attendance to school.
6. The achievement in school depends greatly on his/her attendance to school. The study revealed that the attendance of children to school in the Municipality was good enough for the realization of the goals of education. It is once again recommended that the educational authority in the Municipality should design training programmes for both teachers and parents through PTA and SMC meetings to educate them on the role in children's attendance to school.

Suggestions for Further Research

The following areas of interest are recommended for further research.

1. The current research could be expanded to include gender differences in self - esteem and school attendance.
2. Future research should look more into specific parenting issues like conflict in the family, separation, single parenting, alcohol use in the family and how they affect self - esteem and school attendance.
3. A future research could also investigate the effect of school environment and teacher attitudes and how they impact the child's self - esteem and school attendance.

4. Also the impact of effective school – home relationship on the child's school attendance and overall school performance.

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APPENDICES

APPENDIX A

Letter of Introduction

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

RESEARCH WORK

Mr./ Mrs./ Ms.....Dorgbetor Alfred.....

is a student pursuing master of philosophy (Guidance and //Counselling) programme in this department. As part of his/her degree requirements, he/she is expected to work on a research entitled,

“The effects of parental childrearing style on self esteem and school attendance of JHS students in the Sefwi – Wiawso municipality of the Western region of Ghana”

He/she has opted to make a study at your Institution/ Establishment for the research. We would be most grateful if you could afford him/her the opportunity to make the study.

Any information provided will be treated as strictly confidential.

Thank you,

(Dr. Kwoa Edzah)

Head

APPENDIX B

Self Esteem Scale

INSTRUCTIONS

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement by a tick in box of the number of the 4-point scale (1 = *strongly disagree*, 4 = *strongly agree*).

Strongly Agree – 4 Agree – 3 Disagree – 2 Strongly Disagree – 1

S/N	Statement	SA	A	D	SD
1.	I think I am at all not good at times.				
2.	I am able to do things just like most other people.				
3.	I feel I have great qualities like any other person.				
4.	I feel I cannot achieve anything for my future.				
5.	I feel I do all I have to do for myself the right way.				
6.	I am not satisfied with who I am now.				

APPENDIX C

Parental Authority Questionnaire

INSTRUCTIONS: For each of the following statements, please indicate how strongly you agree or disagree with each statement by a tick in a box of the number of the 4-point scale (1 = *strongly disagree*, to 4 = *strongly agree*) that best describes how that statement **applies to you and your parents during your years of growing up at home**. There are no right or wrong answers, so don't spend a lot of time on any one item. I am looking for your overall impression regarding each statement. **Be sure not to omit any items.**

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

S/N	Statement	SA	A	D	SD
1.	As I was growing up, once family policy had been established, my parents discussed the reasoning behind the policy with the children in the family.				
2.	As I was growing up I knew what my parents expected of me in my family, but I also felt free to discuss those expectations with my parents when I felt that they were not right for me.				
3.	As the children in my family were growing up, my parents always gave us reasons for the directions and guidance they gave us.				
4.	As I was growing up, my parents had clear standards of behaviour for the children in our family but they were willing to listen to the needs of each of the individual children in the family.				
5.	My parents always monitored my behaviour and everything I do, as I was growing up and they expected me to follow their direction, but they were always willing to listen to my concerns and to discuss that direction with me				
6.	As I was growing up, if my parents made a decision in the family that was not good for me, I was allowed to speak about it.				

1.	While I was growing up my parents felt that the children should have the freedom to do things their own way in the family as the parent do.				
2.	My parents have always felt that we the children should be allowed to take our own decisions even if our parents do not like the decisions we make.				
3.	As I was growing up my parents did <i>not</i> feel that I needed to obey rules and regulations of behaviour simply because someone in authority had established them.				
4.	As I was growing up, my parents considered first what the children in the family wanted whenever they were making family decisions.				
5.	My parents felt that allowing children the freedom to choose and do whatever they like, there may not be many problems in society.				
6.	My parents did not view themselves as responsible for directing and guiding my behaviour as I was growing up.				

1.	As I was growing up, my parents always wanted me to do whatever they asked you to do immediately without asking questions.				
2.	My parents felt that wise parents should let their children know that parents were the bosses in the family.				
3.	As I was growing up my parents often told me exactly what they wanted me to do and how they expected me to do it				
4.	My parents have always felt that more force should be used to get their children to behave the way they are supposed to.				
5.	My parents have always felt that if children were punished for doing the wrong things, there will be peace in society.				
6.	As I was growing up my parents always got very angry with me whenever I tried to say no to what they thought was right.				

APPENDIX D

Regression of Parenting on School Attendance

Correlation		School attendance	Authoritative parenting style	Permissive parenting style	Authoritarian parenting style
Pearson Correlation	school attendance	1.000	.247	.094	-.385
	authoritative parenting style	.247	1.000	-.018	-.032
	permissive parenting style	.094	-.018	1.000	.095
	authoritarian parenting style	-.385	-.032	.095	1.000
Sig. (1-tailed)	school attendance	.	.000	.042	.000
	authoritative parenting style	.000	.	.374	.275
	permissive parenting style	.042	.374	.	.040
	authoritarian parenting style	.000	.275	.040	.

N	school attendance	340	340	340	340
	authoritative parenting style	340	340	340	340
	permissive parenting style	340	340	340	340
	authoritarian parenting style	340	340	340	340

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
	1 (Constant)	2.013	.151				13.327	.000	1.716	2.310		
authoritative parenting style	.224	.046	.237	4.911	.000	.134	.313	.247	.259	.236	.999	1.001

permissive parenting style	.142	.051	.135	2.797	.005	.042	.243	.094	.151	.135	.991	1.009
authoritarian parenting style	-.377	.047	-.390	-8.072	.000	-.469	-.285	-.385	-.403	-.389	.990	1.010

a. Dependent Variable: school attendance

Collinearity Diagnostics^a

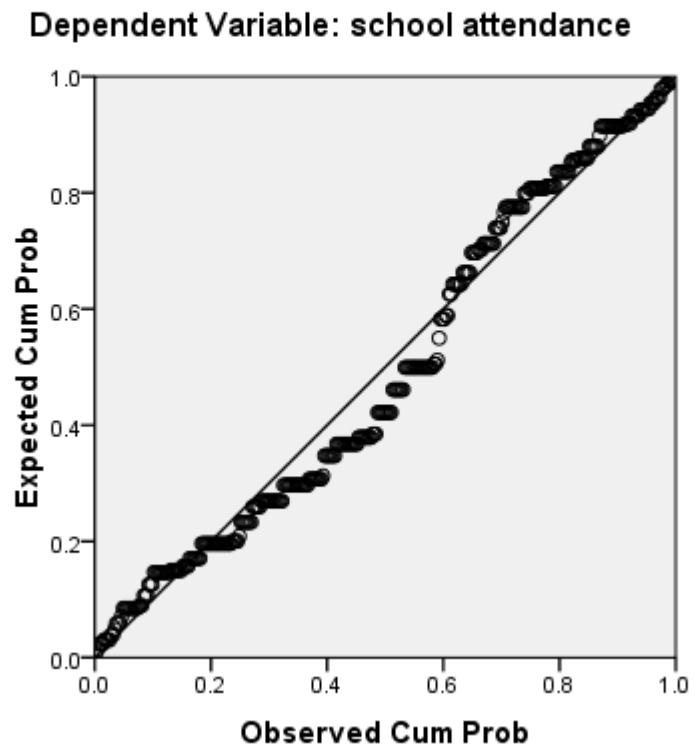
Mode	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	authoritative parenting style	permissive parenting style	authoritarian parenting style
1	1	3.600	1.000	.01	.01	.01	.01
	2	.195	4.292	.00	.64	.09	.21
	3	.154	4.831	.00	.01	.59	.49
	4	.051	8.441	.99	.33	.31	.28

a. Dependent Variable: school attendance

Residual	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.25	2.73	1.97	.387	340
Std. Predicted Value	-1.868	1.969	.000	1.000	340
Standard Error of Predicted Value	.043	.106	.078	.014	340
Adjusted Predicted Value	1.22	2.77	1.97	.388	340
Residual	-1.733	1.753	.000	.726	340
Std. Residual	-2.376	2.403	.000	.996	340
Stud. Residual	-2.400	2.421	.000	1.002	340
Deleted Residual	-1.769	1.779	.000	.735	340
Stud. Deleted Residual	-2.417	2.438	.000	1.004	340
Mahal. Distance	.185	6.124	2.991	1.369	340
Cook's Distance	.000	.029	.003	.004	340
Centered Leverage Value	.001	.018	.009	.004	340

a. Dependent Variable: school attendance

Normal P-P Plot of Regression Standardized Residual



APPENDIX E

Regression of Parenting Style on Self Esteem

Correlations

		Self esteem	Authoritative parenting style	Permissive parenting style	Authoritarian parenting style
Pearson Correlation	self esteem	1.000	.283	.134	-.452
	authoritative parenting style	.283	1.000	-.018	-.032
	permissive parenting style	.134	-.018	1.000	.095
	authoritarian parenting style	-.452	-.032	.095	1.000
Sig. (1-tailed)	self esteem	.	.000	.007	.000
	authoritative parenting style	.000	.	.374	.275
	permissive parenting style	.007	.374	.	.040
	authoritarian parenting style	.000	.275	.040	.
N	self esteem	340	340	340	340
	authoritative parenting style	340	340	340	340
	permissive parenting style	340	340	340	340
	authoritarian parenting style	340	340	340	340

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	1.990	.138		14.369	.000	1.717	2.262					
	authoritative parenting style	.250	.042	.271	5.983	.000	.168	.332	.283	.310	.271	.999	1.001
	permissive parenting style	.187	.047	.183	4.012	.000	.095	.279	.134	.214	.182	.991	1.009
	authoritarian parenting style	-.433	.043	-.460	-10.107	.000	-.517	-.349	-.452	-.483	-.458	.990	1.010

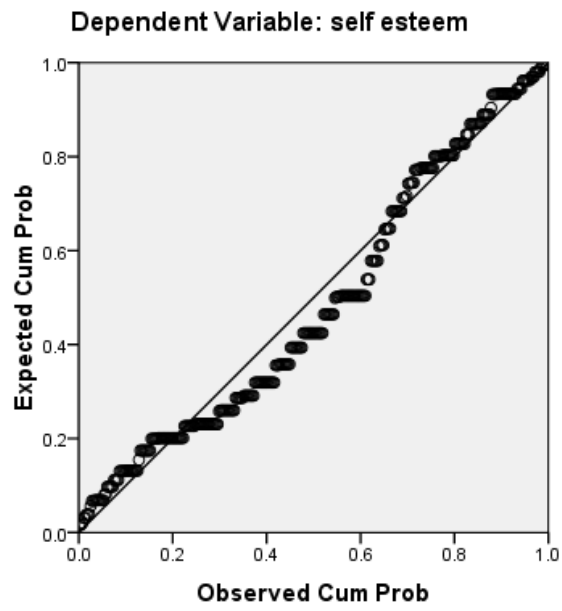
a. Dependent Variable: self esteem

Collinearity Diagnostics^a

Model	Dimens ion	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Authoritative parenting style	Permissive parenting style	Authoritarian parenting style
1	1	3.600	1.000	.01	.01	.01	.01
	2	.195	4.292	.00	.64	.09	.21
	3	.154	4.831	.00	.01	.59	.49
	4	.051	8.441	.99	.33	.31	.28

a. Dependent Variable: self esteem

Normal P-P Plot of Regression Standardized Residual



APPENDIX F

Correlation of Self Esteem and School Attendance

Correlations

		Total self esteem	Total school attendance
total self esteem (Binned)	Pearson Correlation	1	.831**
	Sig. (2-tailed)		.000
	N	340	340
Total school attendance	Pearson Correlation	.831**	1
	Sig. (2-tailed)	.000	
	N	340	340

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX B

Self Esteem Scale

INSTRUCTIONS

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement by a tick in box of the number of the 4-point scale (1 = *strongly disagree*, 4 = *strongly agree*).

Strongly Agree – 4 Agree – 3 Disagree – 2 Strongly Disagree – 1

S/N	Statement	SA	A	D	SD
1.	I think I am at all not good at times.				
2.	I am able to do things just like most other people.				
3.	I feel I have great qualities like any other person.				
4.	I feel I cannot achieve anything for my future.				
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Parental Authority Questionnaire

INSTRUCTIONS: For each of the following statements, please indicate how strongly you agree or disagree with each statement by a tick in a box of the number of the 4-point scale (1 = *strongly disagree*, to 4 = *strongly agree*) that best describes how that statement **applies to you and your parents during your years of growing up at home**. There are no right or wrong answers, so don't spend a lot of time on any one item. I am looking for your overall impression regarding each statement. **Be sure not to omit any items.**

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5.	My parents always monitored my behaviour and everything I do, as I was growing up and they expected me to follow their direction, but they were always willing to listen to my concerns and to discuss that direction with me				
6.	As I was growing up, if my parents made a decision in the family that was not good for me, I was allowed to speak about it.				

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2.	My parents have always felt that we the children should be allowed to take our own decisions even if our parents do not like the decisions we make.				
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5.	My parents felt that allowing children the freedom to choose and do whatever they like, there may not be many problems in society.				
6.	My parents did not view themselves as responsible for directing and guiding my behaviour as I was growing up.				

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2.	My parents felt that wise parents should let their children know that parents were the bosses in the family.				
3.	As I was growing up my parents often told me exactly what they wanted me to do and how they expected me to do it				
4.	My parents have always felt that more force should be used to get their children to behave the way they are supposed to.				
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N	school attendance	340	340	340	340
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	authoritarian parenting style	340	340	340	340

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF

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	authoritative parenting style	.224	.046	.237	4.911	.000	.134	.313	.247	.259	.236	.999	1.001
	permissive parenting style	.142	.051	.135	2.797	.005	.042	.243	.094	.151	.135	.991	1.009
	authoritarian parenting style	-.377	.047	-.390	-8.072	.000	-.469	-.285	-.385	-.403	-.389	.990	1.010

a. Dependent Variable: school attendance

Collinearity Diagnostics^a

Mode	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	authoritative parenting style	permissive parenting style	authoritarian parenting style
1	1	3.600	1.000	.01	.01	.01	.01
	2	.195	4.292	.00	.64	.09	.21
	3	.154	4.831	.00	.01	.59	.49
	4	.051	8.441	.99	.33	.31	.28

Collinearity Diagnostics^a

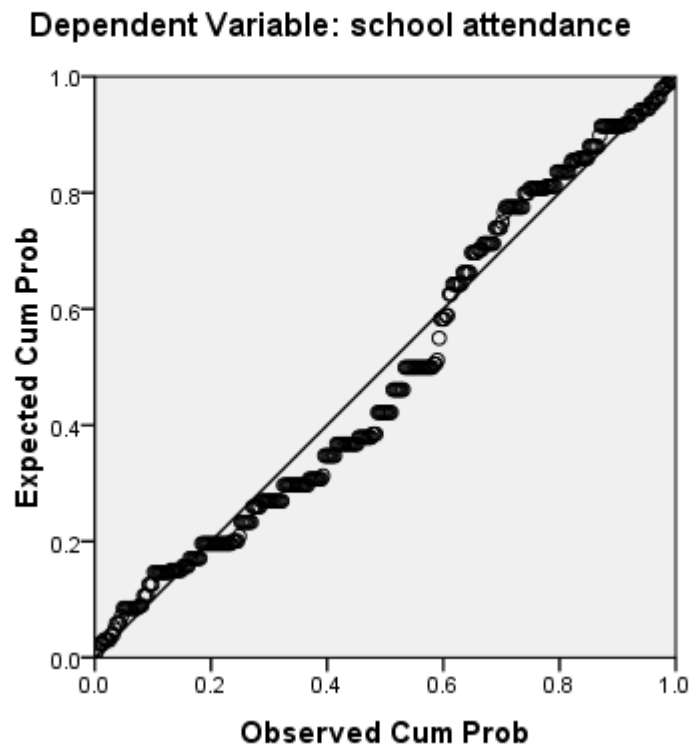
Mode	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	authoritative parenting style	permissive parenting style	authoritarian parenting style
1	1	3.600	1.000	.01	.01	.01	.01
	2	.195	4.292	.00	.64	.09	.21
	3	.154	4.831	.00	.01	.59	.49
	4	.051	8.441	.99	.33	.31	.28

a. Dependent Variable: school attendance

Residual	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.25	2.73	1.97	.387	340
Std. Predicted Value	-1.868	1.969	.000	1.000	340
Standard Error of Predicted Value	.043	.106	.078	.014	340
Adjusted Predicted Value	1.22	2.77	1.97	.388	340
Residual	-1.733	1.753	.000	.726	340
Std. Residual	-2.376	2.403	.000	.996	340
Stud. Residual	-2.400	2.421	.000	1.002	340
Deleted Residual	-1.769	1.779	.000	.735	340
Stud. Deleted Residual	-2.417	2.438	.000	1.004	340
Mahal. Distance	.185	6.124	2.991	1.369	340
Cook's Distance	.000	.029	.003	.004	340
Centered Leverage Value	.001	.018	.009	.004	340

a. Dependent Variable: school attendance

Normal P-P Plot of Regression Standardized Residual



APPENDIX E

Regression of Parenting Style on Self Esteem

Correlations

		Self esteem	Authoritative parenting style	Permissive parenting style	Authoritarian parenting style
Pearson Correlation	self esteem	1.000	.283	.134	-.452
	authoritative parenting style	.283	1.000	-.018	-.032
	permissive parenting style	.134	-.018	1.000	.095
	authoritarian parenting style	-.452	-.032	.095	1.000
Sig. (1-tailed)	self esteem	.	.000	.007	.000
	authoritative parenting style	.000	.	.374	.275
	permissive parenting style	.007	.374	.	.040
	authoritarian parenting style	.000	.275	.040	.
N	self esteem	340	340	340	340
	authoritative parenting style	340	340	340	340
	permissive parenting style	340	340	340	340
	authoritarian parenting style	340	340	340	340

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	1.990	.138		14.369	.000	1.717	2.262					
	authoritative parenting style	.250	.042	.271	5.983	.000	.168	.332	.283	.310	.271	.999	1.001
	permissive parenting style	.187	.047	.183	4.012	.000	.095	.279	.134	.214	.182	.991	1.009
	authoritarian parenting style	-.433	.043	-.460	-10.107	.000	-.517	-.349	-.452	-.483	-.458	.990	1.010

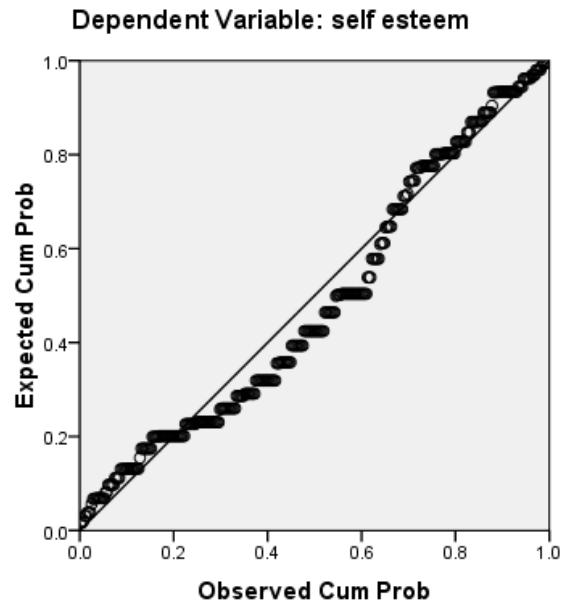
a. Dependent Variable: self esteem

Collinearity Diagnostics^a

Model	Dimens ion	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Authoritative parenting style	Permissive parenting style	Authoritarian parenting style
1	1	3.600	1.000	.01	.01	.01	.01
	2	.195	4.292	.00	.64	.09	.21
	3	.154	4.831	.00	.01	.59	.49
	4	.051	8.441	.99	.33	.31	.28

a. Dependent Variable: self esteem

Normal P-P Plot of Regression Standardized Residual



APPENDIX F

Correlation of self esteem and school attendance

Correlations

		Total self esteem	Total school attendance
total self esteem (Binned)	Pearson Correlation	1	.831**
	Sig. (2-tailed)		.000
	N	340	340
Total school attendance	Pearson Correlation	.831**	1
	Sig. (2-tailed)	.000	
	N	340	340

** . Correlation is significant at the 0.01 level (2-tailed).