
Parenting Styles And Locus Of Control As Correlates Of Self-Esteem Of Adolescent Students In University Of Port Harcourt

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Abstract

This study investigated parenting styles and locus of control as correlates of self-esteem of adolescent students in University of Port Harcourt. The design for the study is correlational research design. The population of this study consists of 735 adolescent students of level two (2) hundred in three faculties in University of Port Harcourt, with sample size of 430. Two adapted instruments were used for the study, the first is titled "Self-Esteem Scale (S-ES)" and the second titled "Parenting Style and Locus of Control Scale (PSLCS). Research instruments were validated by the supervisor and other two experts in the field of Measurement and Evaluation, from Department of Psychology, Guidance and Counselling University of Port Harcourt. Both Face and content validity of the instrument were done. The construct validity was also carried out using factor analysis. The significant value obtained ($0.000 < 0.005$) shows that the instrument is reasonably valid. Cronbach Alpha statistics was used to determine the following reliability coefficients 0.51, 0.80, 0.79, 0.73, 0.68 and 0.76 for authoritative parenting style, authoritarian parenting style, permissive parenting style, neglectful parenting style, locus of control and self esteem respectively indicating that the instruments were reliable for the study. Research questions were answered using multiple correlations. Hypotheses of this study were tested using ANOVA associated with multiple correlations at 0.05 level of significance with the use of Statistical Packages for Social Sciences (SPSS) version 20. The study concludes that parenting styles and locus of control jointly does not significantly correlate with adolescents self-esteem based on the major findings. It was recommended that both parents and children must become more patient with one another to identify, understand and agree on the best way forward especially in dealing with self-esteem of the students in tertiary institutions.

Key words: Parenting Styles, Locus of Control and Self-Esteem

Introduction

Adolescence is the transition period between childhood and adulthood. It is a period of multiple transition involving education, training, employment, unemployment and other developmental issues. At the adolescence stage, this includes the task of establishing the attitudes, perception behaviour and personality patterns. It has evolved immensely, particularly in their social facet. In the present time, adolescents are faced with more challenges and are given the freedom to choose to be independent and cautious at the same time. Most importantly, it is the period students have perception of themselves in all they do in school, society and at home and around their environment. This is what informs their “Self-esteem”.

Self-esteem is a person’s perception or belief in their own worth or value. It is one’s subjective sense of overall personal worth or value. Similar to self-respect, it describes one’s level of confidence in his or her abilities and attributes. Having healthy self-esteem can influence one’s motivation, mental well-being, and one’s overall quality of life. However, having self-esteem that is either too high or too low can be problematic. Better understanding of what one’s unique level of self-esteem is can help one strike a balance that is just right for him/her. Low self-esteem is characterized by feelings of inadequacy and worthlessness. People with low self-esteem try not to attract too much attention to themselves. They may speak softly or attempt to physically take up less space through their posture and body language. They also have difficulty accepting compliments and prioritizing their own needs. Individuals with low self-esteem often struggle with perfectionism. This need to be perfect, makes them critical and judgmental of themselves. Because they doubt their own abilities, they are afraid to try new things and often avoid tasks that could result in failure. The roots of self-esteem or low self-esteem are often found in early childhood or adolescence. Beside many other causal factors, genetics may also play a role as one of the causal factors.

Over the years, researchers have shown that parenting styles have impacts on adolescents’ self-esteem. This is because the family is the first and most important socializing agency of individuals and parents in particular, play important roles in shaping the personality of individuals. Baumrind (1991) conducted studies using observational and other research methods and identified some important dimensions of parenting which include disciplinary strategies, warmth and nurture, communication style and expectations of obedience and control. Based on these, four parenting styles- authoritative, authoritarian permissive neglectful parenting were suggested by Baumrind (1991).

Most often, students believe they can control their internal and external experience and outcome within their capacity especially when not with their parents. This is also referred to “Locus of Control”

Locus of control refers to causation as perceived by individuals in response to personal outcomes or other events and has since become an aspect of personality among adolescents. A person's "locus" (Latin for "place" or "location") is conceptualized as either internal (the person believes they can control their life) or external (meaning they believe that their decisions and life are controlled by environmental factors which they cannot influence).

In summary, adolescence self-esteem in tertiary institutions plays vital roles in their academic achievement as it validates their outcome in all their performances. As a contributory assertion, the researcher deem it fit to investigate parenting styles and locus of control as correlates of self-esteem of adolescent students in University of Port Harcourt.

Statement of the Problem

Adolescence feelings and emotion can affect the way they think, act and associate in every area of their life. The perception of oneself is important especially in achieving a set goal and vision. Most parents do no care and have no good knowledge of how their children feel within and outside the house. Students are faced with series of academic challenge in the university which reduces their self-esteem especially when they fail courses in school or unable to pay some fees in school. Performances of adolescent are greatly affected by their self-esteem; low self-esteem leads to poor academic performance, while high self-esteem leads to high academic performance. Significantly, different parenting styles have direct influence on self esteem of adolescents in the home which impacts on their activities in higher institution, however, it is important for parents to investigate how the students develop in their self-esteem and coping strategy in universities. Adolescents have that conscious believe that whatever that happens to them, they can control it; most often, they fail in trying to control external and internal outcome in their life. Behavioral experiences which are subject of natural occurrences cannot be control if not properly guided by rational reasoning, critical thinking and parental guidance. This is why most adolescents involve into unforeseen problems because they always have that feeling of being in charge. A student did not graduate as at when due because of failed course which he never told his parents but went ahead to sort the entire course, unfortunately for him, it was not successful and before the parents could notice that, the school has already expelled him. The student felt he could handle the unforeseen situation by his way of reasoning and thinking without involving his parents but ended up expelling himself from school. To ascertain the curiosity, the researcher decided to investigate if parenting styles and locus of control correlate with self-esteem of adolescent students in University of Port Harcourt.

Literature Review **Self-Esteem**

The word esteem," as defined by Merriam-Webster's Dictionary (2021), means "high regard," meaning that one's self-esteem is based on the level of regard (value) he/she has for him/herself. Wikipedia (n. d.) refers to it as a person's appraisal of their own value in their own eyes, which encompasses one's own beliefs about themselves as well as their emotional states. Cherry (2021) claims that it is irrespective of the conditions, how much you value and like yourself, which is given credit to a variety of elements, like a sense of security, belonging, identity, competence, and self-assurance. Our thoughts, relationships, and experiences play a major role in determining or shaping our self-esteem. It is the worth or value you place on yourself. Every individual regards themselves in very different and opposing ways. Self-esteem has been a central construct that cuts across clinical, developmental, personality, and social psychology. More than many personality constructs, self-esteem has received greater theoretical and empirical attention. Ahmed (2004), stated that in 2004, over 18,000 studies investigating self-esteem have been published over

the past 35 years (that is a rate of more than one publication per day!). Self-esteem is the worth or value you place on yourself. Every individual regards himself or herself in very different and opposing ways. The word "esteem" according to Merriam Webster Dictionary (2021) means "high regard" meaning that one's self-esteem is based on the level of regard (value) he/she has for his/herself. Wikipedia, (n.d.) refers to it as "an individuals' subjective evaluation of their own worth" which encompasses one's own belief about himself as well as the emotional states. Cherry, (2021) defines it as "how much you appreciate and like yourself regardless of the circumstances" which is attributed to some factors such as self-confidence, feeling of security, identity, sense of belonging, and a feeling of competence. Our thoughts, relationships, and experiences play a major role in determining or shaping our self-esteem.

According to Coopersmith in (Gross, 2015), self-esteem is "a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself." It is a person's overall opinion about themselves as regards how they feel about their abilities and limitations (Mayo-Clinic, 2020). Our evaluation of ourselves determines the value we place on our self; this invariably can make one have high self-esteem where he or she sees himself better at something than others or receives a favorable response from others regarding what he/she does. In this case, self-esteem grows but when the reverse is the case, one can have low self-esteem (Vinney, 2018).

Adolescence

The word *Adolescence* is derived from Latin word "*Adolescere*" meaning "to grow up" or "to mature." Adolescence may be traced back to Ancient Greece and the works of prominent philosophers, Plato and Aristotle, it was not until the turn of the 20th century that adolescence became recognized as a unique developmental period (Petersen, 2022). Seminal work by Hall (1919) identified adolescence as a period of "storm and stress", claiming that struggles and difficulties during adolescence were not a normative feature of the adolescent experience, but an essential part of healthy development. However Hall's understandings of adolescence were purely theoretical; the empirical study of adolescence did not begin until the latter half of the 20th century, where a boom in the social and behavioural sciences literature pertaining to adolescent development can be observed (Steinberg & Lerner, 2014). Early empirical studies of adolescence were heavily influenced by Hall, and tended to focus on the problematic aspects of adolescent development. However, the notion that adolescence is inherently a period of storm and stress has been challenged as researchers increasingly recognise the malleability and opportunity created by the developmental processes at work during adolescence (Steinberg, 2014). In 2014, Lawrence Steinberg coined the term "Age of Opportunity" to describe adolescence, and characterize this new approach towards understanding adolescents that is focused on recognizing potential, rather than problems (Steinberg, 2014). Within the HCI literature, the terms "teenager" and "adolescent" are often used interchangeably. Whereas the former may be concretely defined in terms of biological age, specifically referring to individuals aged 13-19 years old, the latter is more difficult to define in terms of age-related boundaries. Instead, adolescence is defined as a developmental period straddling the transition from childhood to adulthood, which may be characterized by the biological, cognitive, psychological and social changes that occur during this time (Steinberg, 2014).

An adolescent is someone between the ages of 10 and 19. It is the transition from being a child (who is fully dependent on the parent), to an independent and self-

reliant adult. Sometimes the start age can be earlier especially in girls (WHO, 2015). It is characterized by physical growth, emotional, psychosocial and behavioural changes, thus, bringing about transformation from childhood to adulthood. These changes usually occur a year or two earlier in girls than boys. Some of the changes are externally visible and some are internal. These changes are normal and natural and are due to release of various hormones in both boys and girls. Adolescence is a time of great change for young people when physical changes are happening at an accelerated rate (Spano, 2004). Adolescence also experience cognitive, social/emotional and interpersonal changes as well. As they grow and develop, adolescence are influenced by outside factors, such as their environment, culture, religion, school, and the media.

Parenting Styles

Parenting is a vital process in which children are nurtured and raised to become healthy and productive adults. Kretchmar-Hendricks (2017) defines parenting as the act of providing children with protection and care so they can transition healthily into adulthood, while the New World Encyclopaedia (2020) describes it as a system of raising children with the aim of encouraging and reinforcing their cognitive, relational, physiological, ethical, psychological, and spiritual growth from birth to maturity. APA (2021) emphasizes three critical goals of parenting practices worldwide: ensuring the safety and health of children, preparing them for a productive and mature existence, and propagating societal ideals.

Parenting can be described in two modules likewise, parenting responsiveness and demandingness (Ooi, Choi, & Rabeatul, Husna, 2015). Parenting styles are categorized on the basis of levels of parenting demandingness i.e. command, control, adulthood demands etc. and responsiveness i.e. participation, acceptance and warmth etc. Further, parenting styles have portrayed as a four dimensional structure which is; authoritarian (controlling style), authoritative (empowering), permissive (allowing) and neglectful (Uninvolved) parenting styles (Heberle et al., 2015).

Authoritative Parenting Style

Baumrind first introduced the concept of authoritative parenting style. According to Baumrind (in Cherry, 2021), the authoritative parents provide guidance to their children on issue oriented and rational manner. Since the level of demandingness is higher in this parenting style, parents usually welcome effective communication as well as effective relationship between them (Piko & Balazs, 2012). Hoskins (2014) points out that authoritative parents display more demandingness and responsiveness by exhibiting more supportive towards harsh behaviour. These parents encourage verbal give-and take, express reasoning behind rules and use power, reason, and shaping to strengthen objectives. This style of parenting is more associated with positive students outcomes. As a result, it is found as most beneficial and effective style of parenting among most of the families. In other words, authoritative parenting style fosters positive well-being of students. For parents to be classified as authoritative, they should fulfill the criterion proposed by Baumrind; however, for parents to be categorized as authoritative, they should have low score in terms of passive acceptance.

Authoritarian Parenting Style

The authoritarian parents attempt to evaluate, shape and control the attitudes as well as behaviour of adolescents in line with set standards of conduct, known as

absolute standard. In the light of this absolute standard, adolescents are supposed to follow very strict rules defined by their parents. In case the children fail to comply with such rules they are punished. Cherry (2021) points out that authoritarian parents usually fail to come up with reasoning behind such rules. According to Hoskins (2014), authoritarian parents exhibit low responsiveness and they are highly demanding. In this style of parenting, parents emphasize on conformity and obedience and thus expect that they are obeyed without explanation in a less warm environment. Furthermore, authoritarian parents display low level of engagement and trust toward their children. They most often discourage open communication and make strict control of a child's behaviour. In other words, it is widely believed that an authoritarian parent is forceful, punitive and believes that a child should adhere to work in accordance to ethics and should be obedient. In the authoritarian parenting style, parents are more concerned with the traditional family structure; therefore, they limit the child's autonomy along with the parent-child relationship. Since the foremost concern of this parenting style rests within the traditional family structure, the child is demanded to adhere to parent's orders without any questions; therefore, it can be argued that authoritarian parenting style tends to rely on rules that are considered as concrete. According to Nijhof and Engels (2007), the authoritarian parenting style is related with the lower level of ability and self-confidence to employ coping mechanisms among adolescents and thus restricts a child to explore his/her capabilities and social interactions, eventually resulting in the child's dependence on parental guidance and direction.

Permissive Parenting Style

According to Baumrind (in Cherry, 2021), permissive parents attempt to behave in acceptance, affirmative and non-punitive manner toward their children's impulses, actions and desires. Considering the definition proposed by Baumrind that this parenting style tends to have a higher level of responsiveness, it implies that a responsive parent is more likely to define and determine rules associated with family, while encouraging the adolescents to consider it as a resource (Johnson & Kelley, 2011). According to Hoskins (2014), permissive parents can be characterized as exhibiting low level of demandingness and high level of responsiveness. This parenting style is a style of parenting in which parents are very involved with their children but place few demands or controls on them" (Santrock, 2007). Permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These indulgent parents are warm and indulgent but they do not like to say no or disappoint their children. Parents of permissive style allow their children with all freedom in decision making. On the other hand, children of permissive parents show little initiative and are immature and anxious, (Zupancic, Podlesek, & Kavcic, 2014).

Neglectful Parenting Style

Neglectful parenting style entails low demandingness and low responsiveness. It is a form of abuse, an egregious behaviour of caregivers (e.g., parents) that results in depriving a child of their basic needs, such as the failure to provide adequate supervision, health care, clothing, or housing, as well as other physical, emotional, social, educational, and safety needs (Borvanick, 2007). Neglectful parents do not set firm boundaries or high standards. They are indifferent to their children's needs and uninvolved in their lives. These uninvolved parents may have mental issues themselves such as depression, or physical abuse or child neglect when they were kids. Neglectful parenting is a style characterized by detachment and emotional

distance between parent and child. Neglectful parents show little or no interest in their children's lives, leaving them to do as they please, with an “I don't care” attitude as noted by Schremph (2021). Horizons (2021) add that neglectful parents are also characterized by low demands, low responsiveness, poor communication, little or no nurturing, and a lack of discipline style. Children from uninvolved homes are unable to self-regulate, leading to impulsive behaviour and an increased tendency towards delinquency, as explained by Li (2021). Neglectful parenting is widely considered negative, and children of neglectful parents lack emotional attachment and are often disinterested in their activities, as stated by Higuera (2019). This style of parenting carries a more negative connotation. Beyond food, clothing, and shelter, children of neglectful parents don't receive any other response from their parents.

In essence, the choice of parenting style has a significant impact on a child's life, from their weight to their self-esteem. Neglectful parenting, with its emotional distance and lack of attention to a child's needs, can lead to long-term negative consequences for the child's development. It is essential for parents to be aware of their parenting style and the impact it has on their children. Children raised in a warm and loving environment are more likely to be well-adjusted and have a positive outlook on life. Therefore, parents should strive to develop a parenting style that balances discipline and nurturing to promote their children's overall well-being. Morin (2021) therefore concludes that a chosen parenting style affects everything concerning children, from their weight to how they feel about themselves.

It is important to note that each parenting style has unique characteristics and can have different effects on children's development. For instance, authoritative parenting, which is characterized by high demandingness and high responsiveness, is associated with positive outcomes like higher academic achievement, better self-esteem, and lower levels of problem behaviour. Conversely, authoritarian parenting, which is characterized by high demandingness and low responsiveness, is linked to negative outcomes such as anxiety, depression, and low self-esteem.

Locus of Control

The Locus of control refers to the extent to which individuals believe that they can control events that affect them. Understanding of the concept was developed by Julian B. Rotter in 1954, and has since become an aspect of personality studies. A person's “locus” (Latin for ‘ place’ or ‘location’) is conceptualized as either internal [the person believes they can control their life]or external (meaning they believe that their decisions and life are controlled by environmental factors which they cannot influence). Locus of Control (LOC) is an expectancy variable, which refers to person's belief about what causes the good or bad results in his or her life, either in general or in a specific area such as health or academics. Locus of Control was formulated within the framework of Rotter's “ Social Learning theory of Personality”. It is important to note that the concept of Locus of control is also situated within expectancy-value theory. In order to increase the likelihood for reinforcements to result in behaviour change, the reinforcement must be of value to the person. (Baiju & Nath, 2014).

This work is anchored on theory of self-esteem as postulated by Williams in 1890. This explains that the success and failure of an adolescent is strictly

dependent on his/her self-esteem. The higher the self-esteem of an individual the higher, the chances of succeeding in its entire endeavour particularly for academic challenges and vice versa.

Research Questions

To guide the study, the following research questions were answered:

1. How do parenting styles (authoritative, authoritarian, permissive and neglectful) jointly correlates with self-esteem of adolescent students in University of Port Harcourt.
2. How do parenting style and locus of control correlate with self-esteem of adolescent students in University of Port Harcourt?

1.5 Hypotheses

The following null hypotheses were tested at 0.05 level of significance which guided the investigation.

1. Parenting styles (authoritative, authoritarian, permissive and neglectful) does not significantly correlates with self-esteem of adolescent students in University of Port Harcourt.
2. Locus of control does not significantly correlate with self-esteem of adolescent students in University of Port Harcourt.

Methodology

Correlational research design was adopted for the study. The population of this study consists of 735 adolescent students in three faculties in University of Port Harcourt for (2022/2023 Academic Session). Simple random sampling technique was used to sample 430 adolescent students from the population using Taro Yemen formula. Data were collected using Adapted instrument. The instrument was in two form, the first one was A-10 items instruments titled “Self-Esteem Scale (S-ES) adapted from Rosenberg Self-Esteem Scale (SS) (1965) and the second was A-50 items instrument titled “Parenting Style and Locus of Control Scale (PSLCS) which was further divided into sub-sections; Parenting Style Scale (PSS) adapted from Janssen Pascual Parenting Style Questionnaire (PSQ), (2018) and Locus of Control Scale (LCS) adapted from Terry Pettijohn Locus of Control Scale (LCS) (2003).A four (4) points scale were adopted for the questionnaire, which was Strongly Agreed; (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagreed (SD) = 1. The instruments were validated by experts from measurement and evaluation, department of educational psychology and mathematics teachers in each of the schools. Construct validity of the instrument was determined through factor analysis. The factorial validity coefficient was determined under the condition that component correlational matrix loading was ($\geq .45$) and the Eigen values (>1) for each of the instruments. Cronbach Alpha method was used by the researcher for the determination of the reliability of the internal consistency of the instrument. 20 copies of the instrument were administered to respondents outside the study sample. Data gotten from this was analyzed using Cronbach Alpha statistics and reliability coefficient refer to alpha reliability coefficient was determined as 0.51, 0.80, 0.79, 0.73, 0.68 and 0.76 for authoritative parenting style, authoritarian parenting style, permissive parenting style, neglectful parenting style, locus of control and self esteem respectively which establishes that the instruments are reliable for the study. Multiple correlations were

used to answer research question. ANOVA associated with multiple correlations were used to test the corresponding hypothesis at 0.05 level of significance with the use of Statistical Packages for Social Sciences (SPSS) version 20.

Result

Research Question One: How do parenting styles (authoritative, authoritarian, permissive and neglectful) jointly correlates with self-esteem of adolescent students in University of Port Harcourt.

Hypothesis One: Parenting styles (authoritative, authoritarian, permissive and neglectful) does not significantly correlates with self-esteem of adolescent students in University of Port Harcourt.

Table 1: Joint correlate of parenting styles with self-esteem of adolescent students in University of Port Harcourt

Descriptive Statistics			
	Mean	Std. Deviation	N
authoritative	26.3171	6.29136	395
Authoritarian parenting style	28.4706	5.60572	395
Permissive parenting style	29.7673	6.34880	395
neglectful parenting style	27.5550	6.63181	395
self esteem	26.9616	6.06470	395
locus of control	29.7749	6.33229	395

Correlations

			Authoritative parenting style	Authoritarian parenting style	Permissive parenting style	Neglectful parenting style	Self esteem
Control Variables of locus control	authoritative	Correlation	1.000	.076	.028	.090	-.024
		Significance (2-tailed)	.	.135	.581	.077	.631
		df	0	388	388	388	388
Authoritarian parenting style		Correlation	.076	1.000	.017	-.089	-.183
		Significance (2-tailed)	.135	.	.742	.080	.000
		df	388	0	388	388	388
Permissive parenting style		Correlation	.028	.017	1.000	-.040	-.067
		Significance (2-tailed)	.581	.742	.	.435	.186
		df	388	388	0	388	388
neglectful parenting style		Correlation	.090	-.089	-.040	1.000	.041
		Significance (2-tailed)	.077	.080	.435	.	.415
		df	388	388	388	0	388
self esteem		Correlation	-.024	-.183	-.067	.041	1.000
		Significance (2-tailed)	.631	.000	.186	.415	.
		df	388	388	388	388	0

Correlation is significant at the 0.05 level (2-tailed). **Source: Survey Data 2024, SPSS output Version 20 Decision Rule:** Reject H_0 if P-Value is less than level of significance ($\alpha = 0.05$), otherwise accept

Table 1 shows the result of research question one and its corresponding hypothesis for the joint correlate of parenting styles with self-esteem of adolescent students in University of Port Harcourt. The descriptive statistics shows the mean (\bar{x}), standard deviation (σ) and population of the respondents for all the parenting styles as well as corresponding descriptive statistics for self esteem.

For the testing of the corresponding null hypothesis, it indicated only authoritarian parenting style with p-value of 0.000 correlates significantly with self esteem of adolescents students at 0.05 level of significant when locus of control is drastically control for or partialled out, while authoritative, permissive and neglectful parenting styles with p-value of 0.63, 0.18 and 0.42 respectively does not jointly significantly correlate with self esteem of adolescent students at 0.05 level of significant when the influence of Locus of control is partialled out. Hence the null hypothesis of no significant correlation when parenting style jointly correlate with self esteem of adolescent student is sustained.

Research Question Two: How does locus of control correlate with self-esteem of adolescent students in University of Port Harcourt?

Hypothesis Two: Locus of control does not significantly correlate with self-esteem of adolescent students in University of Port Harcourt.

Table 2: Correlate of locus of control with self-esteem of adolescent students in University of Port Harcourt

Descriptive Statistics			
	Mean	Std. Deviation	N
locus of control	29.7634	6.33040	395
self esteem	27.0278	6.06996	395

Correlations			
		locus of control	self esteem
locus of control	Pearson Correlation	1	.658
	Sig. (2-tailed)		.037
	N	395	395
self esteem	Pearson Correlation	.658	1
	Sig. (2-tailed)	.037	
	N	395	395

Correlation is significant at the 0.05 level (2-tailed). *Source: Survey Data 2024, SPSS output Version 20* **Decision Rule:** Reject H_{01} if P-Value is less than level of significance ($\alpha = 0.05$), otherwise accept

Table 2 shows the result of research question one and its corresponding hypothesis which depicts the correlate of permissive parenting style with self-esteem of adolescent students in University of Port Harcourt. The results shows the mean (\bar{x}) = 29.76 standard deviation (σ) = 33 and number of respondents (N) = 395 of locus of control and self esteem adolescents student as mean (\bar{x}) = 27.03 standard deviation (σ) = 6.07 and respondents (N) = 395.

From the testing of the corresponding null hypothesis, it indicated correlation coefficient (r) of 0.658 which was gotten at 0.05 level of significance with a corresponding P-value of 0.037. Since the P-Value was greater than 0.05, the hull hypothesis one is sustained and the alternate rejected. This result therefore indicates that there locus of control significantly correlate with self-esteem of adolescent students in University of Port Harcourt.

Discussion of Findings

Parenting Styles and Self-Esteem of Adolescent Students

Findings based on research question one revealed and its corresponding hypothesis shows that only authoritarian parenting style significantly correlate with self-esteem of adolescent students while authoritative, permissive and neglectful parenting styles does not correlate with self esteem of adolescent students . This finding agrees with that of (Dosumu et al., 2017) who found out that Authoritarian parenting style is positively correlated with adolescents 'self-esteem. This implies that the positive involvement and interaction of parents can cause adolescents to feel secure and capable, also moderate control over adolescents can stabilize their self-esteem level

Locus of Control Significantly and Self-Esteem of Adolescent Students

Findings on research question two and its corresponding hypothesis reveals that Locus of control significantly correlate with self-esteem of adolescent students in University of Port Harcourt. This finding tallies with (Suraj et al., 2023) who revealed in his study that Self-esteem and locus of control totally predicted 41% of the variation in academic achievement, with self-esteem and locus of control both being stronger factors to predict academic achievement. Area (rural, urban), family type (nuclear, joint), and academic scores have a strong correlation with locus of control and self-esteem and locus of control both being stronger factors to predict academic achievement. Area (rural, urban), family type (nuclear, joint), and academic scores have a strong correlation with locus of control and self-esteem.

Conclusion

The study reveals that parenting is important and each parenting style has influences on a child's behavior. It could be either helpful or harmful. However, parenting styles does not always have to be strict as long as the parent is consistent with the rules given conversely, one could say that locus of control plays a significant role in self-esteem of adolescents students. This study concludes that a significant and substantial relationship of parenting style and locus of control correlates with self-esteem of adolescents students.

Recommendations

Based on the study findings, the following recommendations are made;

1. Both parents and children must become more patient with one another to identify, understand and agree on the best way forward especially in dealing with self-esteem of the students in tertiary institution.
2. Allow children to make little choices supporting bigger decision-making later in life.
3. Spend more time with your child. This could mean asking them what they're interested in and engaging in activities they enjoy.
4. Parents should be able to fan turn the best parenting style highly suitable and adoptable for raising the children before they transect to higher institutions.

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