

**RELATIONSHIP BETWEEN PARENTING STYLES AND SELF ESTEEM AMONG
ADOLESCENTS IN SELECTED PUBLIC SECONDARY SCHOOLS IN MBEERE
NORTH SUB-COUNTY OF EMBU COUNTY, KENYA.**

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DECLARATION

I, the undersigned, declare that this is my original work. It has not been presented to any other university or institution of learning for academic or any similar award. Information borrowed from other sources has been duly acknowledged.

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DEDICATION

I dedicate this work to my husband, Tilas Nthia, for his unwavering support and our children Martin Nyaga, Caroline Wawira, Joseph Njuki, Samuel Murimi and Brenda Murugi for their unfailing love and support during my studies.

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ABSTRACT

Issues of self-esteem among adolescents have been on the rise and parenting styles have been linked to this problem. The current study sought to investigate the relationship between parenting styles and self-esteem among adolescents in selected public secondary schools in Mbeere North Sub-County, Embu County, Kenya. The study objectives were to: establish the parenting styles practised in the Sub County, assess the levels of self-esteem among public secondary schools adolescents and establish the relationship between parenting styles and self-esteem. The study employed a quantitative paradigm to collect and analyze data. A correlation research design was utilized. Simple random sampling was used to select five schools in each of the three wards and stratified sampling was used to select 325 respondents of the study. The study was based on the Adult Attachment Theory by Bowlby (1958). Data collection was done using structured questionnaires, the Rosenberg Self-Esteem Scale and Parental Authority Questionnaire. The outcomes were analyzed using descriptive and inferential statistics and correlational analysis with the aid of SPSS (Statistical Package for Social Sciences) Version 22. With respect parenting style, the study found that the most practiced parenting styles were authoritarian (73.3%), authoritative parenting style (23.2%) and permissive parenting style (2.7%). Further, the study found that 51.64% of the adolescents had average self-esteem, followed by 47.13% who had low self-esteem and 1.27% had high self-esteem. Further, the study found that there was a weak negative and insignificant relationship between all parenting styles and self-esteem ($r=-0.219$; $p<0.05$). The study recommended that counselors and school administrators pay special attention to self-esteem and come up with measures to help those at risk of developing low self-esteem.

ABBREVIATION AND ACRONYMS

ANOVA:	Analysis of Variance
APS:	Authoritative Parenting Style
CLPMs:	Cross-Lagged Panel Models
DBPSI:	Diana Baumrind Parenting Style Inventory (DBPSI) scale.
NACOSTI:	National Commission for Science, Technology & Innovation
PAQ:	Parental Authority Questionnaire
PPS:	Permissive Parenting Style
PSDQ:	Parenting Style Dimensions Questionnaire
RI-CLPMs:	Random Intercepts Cross-Lagged Panel Models
RSES:	Rosenberg Self-Esteem Scale
SPSS:	Statistical Package for Social Scientists
TUC:	Tangaza University College
UNO:	The United Nations Organization
UP:	Uninvolved Parenting

OPERATIONAL DEFINITION OF TERMS

Adolescents- Persons whose age falls within the range from 13 years through to 19 years.

Authoritarian Parenting Style - Parenting style is marked by parental behaviours that are highly restrictive and very demanding. It is high in control and demands, but low in support and bi-directional communication between parents and children.

Authoritative Parenting Style - Parenting style characterized by an optimum balance of responsiveness and demandingness; and directing children in a rational, issue-oriented, disciplined manner by clarifying the reasoning behind rules. It is high in all dimensions of family functioning

Parenting Style - Refers to the emotional climate in which parents raise their children

Permissive (Indulgent) Parenting Style - Parenting style characterized by non-restrictiveness and high levels of responsiveness. It is high in nurturance but low in maturity demands, supervision, and bi-directional communication between parents and children

Public Secondary School - Public Secondary School in Kenya is a school funded by the government or communities and are managed through a Board of Governors and parent-teacher association. They provide high-quality education to students in grades 8 to 12, with a curriculum based on the national educational standards set by the Ministry of Education

Self-esteem –The totality of attitudes which depend on perceptions, thoughts, evaluations, feelings and behaviour tendencies aimed towards ourselves, the way we are and behave, our bodies, characters and features.

Uninvolved (Neglectful) Parenting Style -The style of parenting low in both dimensions (like the degree of responsiveness and demandingness) and is believed to be the most detrimental of the four types of parenting styles on children and adolescents' development.

CONCEPTUALISATION OF KEY VARIABLES

Parenting Style - Refers to the emotional climate in which parents raise their children. Parenting styles describe the interaction between parents and their children during the socialisation process. Baumrind (1966) came up with three distinct styles, Authoritative, authoritarian and permissive. The scales used for measuring perceived parenting style identifies factors for distinguishing the different styles i.e warmth and nurturing, maturity demands, control of child's behavior and communication between parent and child.

Self-esteem –The totality of attitudes which depend on perceptions, thoughts, evaluations, feelings and behaviour tendencies aimed towards ourselves, the way we are and behave, our bodies, characters and features. It is the individual's perception of his or her own worth.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides an overview of the research problem, including the background, statement, purpose, study objectives, study questions, and hypotheses. It also justifies the importance of the study, defines scope and limitations, makes assumptions, and concludes with a summary.

1.2 Background of the Study

The issues of self-esteem among adolescent populations have been on the rise globally. Research done on the areas of self esteem among adolescents have shown mixed findings with some countries howing levels of self esteem is higher while others is low. For instance a study conducted by Smith (2017) found that adolescents from China and Japan had higher levels of self-esteem than those from the United States, Europe, and Canada. Similarly, a study conducted by Lee (2015), found that adolescents in South Korea, Japan, and China had higher levels of self-esteem than those in North America, Europe, and Australia.

Further, studies show that low self esteem among adolescents has become a major concern for parents and mental health practitioners in the United States. In support of these findings is Mogoneaa and Mogoneaa (2014) study in United Kingdom which found that 8.1% to 20.5% of teenagers were found to have very low and low self-esteem, respectively. Similarly a study conducted by Mandal et al., (2020) on teens in India found that 24% of adolescents had a low sense of self. In agreement with these findings was a study by Moghaddam, et al. (2017) study investigating self esteem of students enrolled in Zahedan City's primary schools in Iran. The study

found that the overall self-esteem levels of Iranian adolescents were lower than those found in other countries

Similar statistics concerning adolescents self esteem were observed in studies carried out in African countries. For instance, a study by Hamraoui, Attouche and Housbane et al. (2023) on self-esteem and assertiveness in students in Casablanca, Morocco revealed that 54% (n=180) of students had low to very low self-esteem and 46% (n=156) had high or self-esteem in average. similarly, Chinawa et. al (2014) study on self esteem among adolescents in Nigerian secondary schools found that low self esteem was observed in 3.6% of the respondents. Further, the study found that females had lower self esteem (4.3% compared to males (2.5%). With respect to age, low self esteem was mostly seen in older adolescents aged 18-19 (44%) compared to younger adolescents. Low self esteem was more common among the female respondents in all the age ranges.

Studies conducted in Kenya have also revealed that the issue of self-esteem among adolescents exists as well. For instance, Munanu and Kobia's (2016) study on self-esteem among students in secondary schools within Nairobi County, Kenya, found that 62.5% of teenagers had low self-esteem and 37.5% had self-esteem levels that were within a normal range. In addition, A study by Mogoneaa and Mogoneaa (2014) while examining how adolescents develop their sense of self had similar findings. The study found that 8.1% of teenagers were found to have a very low self-esteem, followed by 20.5% with low self-esteem, 23.2% of the teenagers with high self-esteem and 48.2% with very high self-esteem. These findings were supported by Agyemang et. al (2020) study on Self-Esteem Assessment among Adolescents Seeking Healthcare at Komfo Anokye Teaching Hospital-Kumasi, Ghana. Their study found that 66 (47.00%) of the adolescents had Low self-esteem majority being the older adolescents.

According to Rosenberg (1965) self-esteem is one's positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself. According to this study, self esteem was conceptualized as the totality of attitudes which depend on perceptions, thoughts, evaluations, feelings and behavior tendencies aimed towards ourselves, the way we are and behave, our bodies, characters and features. The development of self-esteem is a long and complex process that is closely linked to the development of self-awareness and self-concept. Self-esteem can fluctuate over time, especially during times of transition or change. However, adolescence is a time when self-esteem is particularly vulnerable to change (Covarrubias & Fryberg, 2015).

According to Cvence et al. (2016), adolescence is a critical phase in life during which individuals experience numerous physical, cognitive, and social changes. These changes can affect the individual's behaviour, relationships, and environment, and can have long-term implications for their overall well-being. During teenage adolescents begin to separate from their parents and develop their own selves, peer and societal acceptability become more and more significant. Adults and parents are crucial in offering support and assisting adolescents in doing their best because adolescence comes with special stress and pressure.

Adolescence is a critical period for the development of self-esteem (Schalbetter et al. (2022). This is because adolescents are going through a lot of changes, both physically and emotionally, and they are also starting to develop their own identities and values. Rosenberg (1965) reported that adolescence is a crucial time for the development of one's self-worth. When adolescents have high self-esteem, they are more likely to be mentally healthy, have strong relationships, and achieve their goals. They are also less likely to engage in risky behaviors such as substance abuse and self-harm.

The processes involved in the formation and growth of self-esteem help adolescents establish boundaries in their relationships with the outside world, become more competent, and produce higher-quality work. These processes help adolescents learn about themselves and their strengths and weaknesses. They also help adolescents develop coping mechanisms for dealing with stress and setbacks. As the authors of the study cited in the text state, "The limits in an adolescent's relationship with the outside world are established through processes connected to the formation and growth of self-esteem. These processes also help them become more competent and produce higher-quality work."

Other than the developmental changes which adolescents go through which can affect their self esteem, there are other external factors which can affect self esteem among adolescents such as parenting styles. According to Bamarind (1966), parenting style is a pattern of behaviors, attitudes, and approaches that a parent uses when interacting with and raising their child. Further, Bamarind came up with four main parenting styles — permissive, authoritative, neglectful and authoritarian

Studies have linked parenting styles to self-esteem in youth, with authoritative parenting having the most positive impact on adolescents' self-esteem (Larose et al., 2016). Authoritative parenting is characterized by high levels of warmth, support, and communication, as well as clear expectations and limits (Garcia-Lopez & Dotterer, 2012). This type of parenting has been associated with higher levels of self-esteem in youth (Larose et al., 2016). Conversely, authoritarian parenting, which is characterized by high levels of control and low levels of warmth, has been linked to lower levels of self-esteem in youth (Garcia-Lopez & Dotterer, 2012). Thus, it is essential for parents to create an environment of warmth, support, and clear expectations to promote healthy self-esteem in adolescents. For adults' low esteem impedes the ability to develop

relationships and function successfully. Therefore, building up one's self-worth is crucial for a successful adjustment to society (Stoyanova, 2015).

To support these findings, a study by Martínez and García (2007) on the impact of parenting styles on adolescents' self-esteem and internalization of values among 200 Spanish adolescents found that parenting styles are linked to self-esteem. Specifically, study results revealed that adolescents whose parents practiced indulgent parenting methods had worse self-esteem and less internalization of values. This was also observed adolescents with authoritarian parents.

Similarly, another study by Martinez et al (2020) conducted in Portugal, Spain and Brazil on parenting socialization and adolescents' self-esteem revealed that authoritative and indulgent parenting are both characterized by parental warmth and are well connected to higher levels of self-esteem than authoritarian model of parenting. Another study by Yun et al., (2018) examined the connection between a group of teenagers' self-esteem and their parents' parenting practices in the SMJK, a National-style Chinese school in Penang. The perceived authoritarian or permissive parenting style of the teenagers' parents was negatively associated with the teenager's level of self-esteem. While an authoritative parenting style had a good effect on a child's sense of self. A study conducted in India by Sharma and Pandey (2015) found that there was no significant difference in self-esteem between adolescents raised in liberal and authoritative families. Both parenting styles were associated with higher self-esteem than authoritarian parenting.

A study conducted in South Western Nigeria by Aremu et al. (2018) investigated the relationship between parenting styles and low self-esteem in adolescents. The study surveyed 250 adolescents from secondary schools. The results showed that authoritarian parenting was significantly associated with low self-esteem in adolescents.

In Kenya, as in many other African countries, parenting styles are associated with adolescents' sense of self-worth. For example, a study by Waiya (2018) found that authoritative parenting was positively correlated with teenagers' self-esteem, while permissive, uninvolved, and authoritarian parenting styles were not. This means that adolescents who were raised by authoritative parents had higher self-esteem than adolescents who were raised by permissive, uninvolved, or authoritarian parents.

Another study by Nyabuto (2014) also found a positive relationship between parental style, self-esteem, and adolescent autonomy. This means that adolescents who had parents who were supportive and responsive had higher self-esteem and more autonomy than adolescents who had parents who were not supportive or responsive. These studies suggest that parenting style can have a significant impact on adolescents' self-esteem. However, more research is needed to confirm these findings and to understand the specific mechanisms by which parenting style affects self-esteem.

The proposed study will fill the literature gap about the relationship between adolescents' parenting styles and self-esteem among adolescents in selected public secondary school in Embu County's Mbeere North sub-county. Data was collected on the parenting styles and levels self-esteem .. The findings of the current study will be used to develop interventions that can help to improve the self-esteem of adolescents in Mbeere North sub-county, Embu County.

1.3 Statement of the Problem

Parents play an important role in shaping the child's life such as offering support, encouragement and affection to their children. As a result, this enhances the child's self-esteem positively. However, some studies have shown that some parenting styles such as authoritative

parenting is associated with higher self-esteem in adolescents while others such as authoritarian parenting style can lead to lower self-esteem in adolescents (Rohany et al., 2011)

However, despite the studies done showing the characteristics of each parenting style and how it can affect adolescents self esteem, issues of low self-esteem among adolescents has continues to be on the rise. For instance, Mogoneaa and Mogoneaa (2014) study found that 8.1% to 20.5% of teenagers had very low and low self-esteem; Mandal et al., (2020) found that 24% of teens in India had a low sense of self; Hamraoui, Attouche and Housbane et al. (2023) found that 54% (n=180) students in Casablanca, Morocco had low to very low self-esteem and 46% (n=156) had high or self-esteem in average. Similarly, Chinawa et. al (2014) found that 3.6% of adolescents in Nigerian secondary schools had low self esteem. In Kenya the issue of low self-esteem among adolescents exists as well. For instance, Munanu and Kobia's (2016) found that 62.5% of teenagers in secondary schools in Kenya had low self-esteem

In addition, there is paucity of research on relationship between parenting styles and self-esteem yet few studies done have revealed there is a relationship between the two variables. The studies done have focus on either adolescents' self-esteem or parenting styles separately with few sought to comprehend the relationship between these two variables. This gap in research reflects the limited resources and access to data especially in Mbeere. This study was therefore carried out in order to better understand the relationship between parenting styles and adolescents' self-esteem among students in selected public secondary schools in Mbeere North Sub County, Embu County.

1.4 Purpose of the Study

The purpose of this study was to investigate the relationship between parenting styles and self-esteem among adolescents in selected public secondary schools in Mbeere North sub-county, Embu County.

1.5 Research Objectives

This study had one general objective and three specific objectives.

1.5.1 General objective

The general objective of this study was to investigate the relationship between parenting styles and self-esteem among adolescents in selected public secondary schools in Mbeere North, Embu County, Kenya.

1.5.2 Specific Objectives

The specific objectives of the study were:

1. To establish the parenting styles that are practiced by parents of adolescents in selected Public Secondary Schools in Mbeere North Sub County Embu County.
2. To assess the levels of self-esteem among adolescents in selected public secondary schools in Mbeere North Sub County, Embu County.
3. To establish the relationships between parenting styles and self-esteem among adolescents in selected Public Secondary Schools in Mbeere North Sub County, Embu County.

1.6 Research Questions

This study sought to shed light on the following research questions.

1. What parenting styles are practiced by parents of adolescents in selected public secondary schools in Mbeere North Sub County, Embu County, Kenya?
2. What are the levels of self-esteem among adolescents attending selected public secondary schools in Mbeere North Sub County, Embu County, Kenya,
3. What is the relationship between parenting styles and self-esteem among adolescents in selected Public Secondary Schools in Mbeere North Sub County, Embu County?

1.7 Null Hypothesis

H₀₁. There is no statistically significant relationship between parenting styles and self-esteem among adolescent in selected public secondary schools in Mbeere North Sub County, Embu County.

H_{a1}. There is a statistically significant relationship between parenting styles and self-esteem among adolescent in selected public secondary schools in Mbeere North Sub County, Embu County.

1.8 Justification of the Study

The previous studies focused on effects of parental methods on adolescents' self-esteem with population in western countries and very little has been done in Kenya despite the issue being experienced. Hence, this study was conducted to establish whether the same problem exists within the Kenyan population. In addition, most studies carried out have mainly focused on the parenting style of only one parent. This study focused on both parents parenting style. Further, this study was carried out in order to contribute to the body of knowledge in counselling psychology.

1.9 Significance of the Study

The significance of the study refers to the importance ones work has on the research field identified by researcher,the contribution to new knowledge and its benefits to other people. The findings of this could hopefully be useful and help parents, guardians, teachers, counsellors and school officials recognize the link between parenting styles and adolescent self-esteem. Such relevant information could empower and their children to develop emotional competence, a quality which could help them to establish and maintain healthy relationships and workplace interpersonal relationships. Parents and prospective parents could be able to understand their role towards healthy self-esteem development and psychological well-being of their adolescent children. Parents could gain insights into different parenting styles and how they are associated with a child's self-esteem which could create room for dialogue to enable their adolescent children to have a balanced lifestyle.

School administrations through the guidance of the Ministry of Education, could use the recommendations of this study to come up with programs which are beneficial in development of self-esteem among the adolescents. Further, the findings of this study could provide a basis for future research on parenting styles and adolescent self-esteem. This research may provide valuable information to help administrators, educators, and parents in Mbeere North Sub County create strategies to better support adolescents, increase their self-esteem, and build a better future.

1.10 The Scope/ Delimitation of the Study

Scope refers to the disciplinary boundaries under which the research was conducted, while delimitations refer to the choices made by the researcher to define the boundaries of the study. The next section will discuss the study's scope and delimitations.

1.10.1 The Scope of the Study

The investigation on relationship between parental styles and adolescent self-esteem was conducted in the field of psychology in selected public secondary schools in Mbeere North Sub County, Embu County. The research sought to establish the parenting styles practiced in Mbeere North Sub County and used the scales of perceived self-esteem to assess adolescent self-esteem levels and parental Authority questionnaire to identify parenting styles. Adolescents aged 13-18 years participated in the study. The fifteen schools were selected from three wards of Mbeere North constituency in order to get a sample size of 325. Data was collected using a two standardized tools Parental Authority Questionnaire to measure parenting styles and Rosenberg Self Esteem Scale to measure self esteem.

1.10.2 Delimitation of the Study

The current study delimited to selected public secondary schools in Mbeere North Sub County. The Sub County was purposefully chosen for this research because it is in a rural area where parenting styles have been put to question due to the behaviors of adolescents with regard to the self-esteem.

1.11 Assumptions of the Study

According to Tilburg (2019), an assumption is an unproven statement or belief that is accepted as true without any proof or evidence. It is often taken as the starting point for further analysis or discussion. It was assumed that:-The respondents in this study would cooperate and would be aware of the area under study, the sample size would be a true representation of the population and the tools used in this study were appropriate and adequate to measure the variables under investigation.

1.12 Chapter Summary

This chapter has given a global, regional and local overview concerning the notions of self-esteem and parenting methods. Besides several studies have been cited to examine the relationship between the variables. Further the statement and objectives were stated. The reasons as to why the study was carried out were explained as well as who was to benefit from the study findings. Chapter two will present a critical review of theories and empirical literature and point out the research gap.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a conceptual framework, an empirical literature review, and the theoretical underpinnings of the research as well as a summary highlighting the gaps identified during the review of empirical studies. Exclusion included literature that is not written in English, unpublished works, non-academic literature like newspapers or non-peer reviewed writings.

2.2 Theoretical Literature Review

John Bowlby (1988) was a British psychiatrist who developed the theory of attachment styles. This theory states that the way an individual forms relationship with others is based on their earliest experiences of attachment to their primary caregivers. Bowlby (1988) identified four main attachment styles: secure, anxious-avoidant, anxious-ambivalent, and disorganized/disoriented. He suggested that adolescents' self-esteem is strongly affected by their relationships with caregivers during their childhood. He proposed that the quality of the primary attachment relationship, especially between the adolescent and their primary caregiver, is the major determinant of the adolescent's self-esteem. According to Bowlby (1988), adolescents who have a secure attachment with their primary caregiver are more likely to develop a healthy self-concept and self-esteem. Conversely, if the primary caregiver is unsupportive or neglectful, the adolescent may develop low self-esteem and a negative self-image. Bowlby's theory suggests that self-esteem is a result of the quality of the attachment relationship and that it can be improved or damaged depending on how the caregiver responds to the adolescent.

Application of The Attachment Theory to The Study

According to Baumrind (1966), there are four types of parenting styles- authoritative, authoritarian, permissive and neglectful. The way each type is practised, it will inform the type of attachment which the children/ adolescents will develop towards their parents which will in turn affect their self esteem. For instance, the authoritarian parenting style is characterized by high levels of control and strictness. The children of these parents will find it hard to develop secure attachment with their parents and this can lead to lower self-esteem when they become adolescents. This is because authoritarian parents may be critical and demanding, which can make adolescents feel like they are never good enough. On the other hand, authoritative parenting has been characterized by a balance of warmth and firmness, and is associated with higher self-esteem in adolescents. This is because authoritative parents set clear expectations and boundaries, but they are also supportive and responsive to their children's need. In turn this enhances secure attachment and the end result is improved self esteem. Therefore with the knowledge of how children develop attachment as proposed by Bowlby, it will help us understand how parenting styles practiced can contribute to development of secure or insecure attachment which can in turn affect one self esteem.

2.3 Review of Empirical Studies

Empirical literature on the following sub-headings will be reviewed according to the study objectives: The parenting styles practiced , levels of adolescents' self-esteem, the relationship between parenting styles and self-esteem among adolescents in selected public secondary schools in Mbeere North sub-county, Embu County, Kenya.

2.3.1 Parenting Styles

According to Bamarind (1966), parenting style is a pattern of behaviors, attitudes, and approaches that a parent uses when interacting with and raising their child. Alsheikh (2010) added that parenting style is a means to classify and gauge the level and nature of parental-child interaction. They are the ways in which parents or guardians interact with their children. According to Bamarind, there are four main parenting styles; authoritative, authoritarian, permissive, and uninvolved.

Baumrind (1971), suggests that authoritarian parenting is dictatorial involving the least amount of warmth and the greatest amount of control over children. When children act rebelliously, these parents respond with punitive discipline and demand strict compliance (Kang & Moore, 2011). Permissive parenting on the other hand aims for extreme warmth while having minimal control over children (Kang & Moore, 2011). These parents have fairly low aspirations for their children and few, if any, regulations since they are more receptive than demanding. They frequently have a very informal and laid-back attitude (Verenikina et al., 2011).

Uninvolved parenting is characterized by low levels of warmth and control (Baumrind (1971). This means parents who use this style are often emotionally distant from their children and may only respond to their children's needs out of obligation or annoyance. This style has been linked to negative outcomes for children, such as low self-esteem, behavioral problems, and academic difficulties. Authoritative parenting is characterized by high levels of warmth, support, and communication. Parents who use this style set clear expectations for their children and provide them with guidance and support. They also allow their children to express their opinions and make their own decisions. This style has been linked to positive outcomes for children, such as high self-esteem, good moral development, and improved academic performance.

Some empirical studies done have also revealed that parents practice various parenting styles. For instance, Vasiou, Kassis, Krasanaki, Aksoy, Favre and Tantaros (2023) used web-based survey in Greece via the Internet to explore Parenting Styles Patterns. The sample size was 1203 parents who took part in the study. The Greek version of the Parenting Styles and Dimensions Questionnaire (PSDQ) developed by Robinson, Mandleco, Olsen, and Hart (2001) was used to measure the parenting styles. Parents' parenting style patterns were identified by computing latent profile analyses (LPA) using three classification variables. The study found that majority (66.6%) of the participants practiced Authoritative parenting style (12.4%) of the participants who practiced Permissive parenting style and (4.4%) who practiced authoritarian parenting style.

Bi, Yang, Li, Wang, M Zhang and Deater (2018) used a survey design to investigate parenting styles and how it affects adolescent relationships in China. The sample size comprised of 633 adolescents. Parenting styles were assessed using the Chinese version of Steinberg et al.'s (1994) parenting styles questionnaire (Long et al., 2012). Cluster analysis with K-means method was used to identify the four parenting styles. The study found that all the four parenting styles: were practiced with authoritative being the most practiced type $n=200$ (31.6%) followed by indulgent, $n=177$ (28.0%), authoritarian $n=152$ (24.0%) and neglectful $n= 83$ (13.1%).

Altay et al. (2020) conducted a quantitative-descriptive study to understand perceived parenting styles of adolescents visiting Pediatric Hematology and Oncology Service at Gazi University Turkey. The sample size comprised of 55 adolescents diagnosed with cancer aged 12 and 18. Data were collected using the Parenting Style Questionnaire (PSQ) Scale. To analyze Parenting Style Questionnaire scale scores, the Kolmogorov-Smirnov test was used. The study found that found that 58.2% of the parents of adolescents exhibited democratic/authoritarian behavior and 41.8% exhibited permissive behavior.

On the other side, Mandal et al. (2020) did a observational cross-sectional study to identify the pattern of parenting styles for the adolescents visiting health clinic in a tertiary care hospital in India for a variety of reasons. The sample size comprised of 250 teenagers (124 males and 126 females) and their parents. Parents were asked to fill up 'Parenting styles and dimensions questionnaire' (PSDQ), which consists of 30 questions rated by the parents on a 5-point likert scale ranging from never to always, and according to their responses they were sub-grouped into their predominant parenting style of Authoritarian, Authoritative and Permissive. The data collected were analyzed statistically as appropriate. Categorical variables were expressed as Number of patients and percentage of patients and compared across the groups using Pearson's Chi Square test for Independence of Attributes. The study found that the parenting styles practiced were authoritative (73.2%), authoritarian (20%) and permissive style (6.8%).

Aremu et al. (2018) conducted a study in Nigeria in Ibadan, Oyo State to examine perception of adolescent on paternal and maternal parenting style. This study utilized a multistage sampling technique to obtain a sample size of 504 respondents. The parental authority questionnaire was used to measure the parenting styles. The data were analyzed using descriptive and inferential statistics (Chi-square and Pearson correlation coefficient). The study findings revealed that majority of the respondents perceived their parents to be using the authoritative or flexible parenting style; father 183 (36.3%) and mother 196 (38.9%). This was followed very closely by the authoritarian parenting style; father 173 (34.9%) and mother 165 (32.7%). Few (8.7%; 44) of both parents were perceived by respondents as utilizing more than one parenting style.

Manyama and Lema (2017) examined the best parenting styles in the psycho-social development of a child in Tanzania through literature review. Data were collected using documentary review method and employed comparative research design. Data from the reviewed literature revealed that parents used mixed methods of parenting. All the three parenting styles were used to some degree or at least two styles were used at the same time; the two styles used mostly were authoritative and authoritarian. Authoritarian parenting was also the most acceptable in Tanzania because it agreed with the culture and the parenting norms which ensure children understand authority and the implications of being out of the set norms.

Njogu et al. (2017) used the survey design to investigate parenting styles as predictors of risky sexual behaviours among a sample of public secondary school students in Embu County. Stratified random sampling and systematic selection were used to select a sample of 475 participants comprising 221 girls, 178 boys, 15 Guidance and counseling teachers and 70 secondary school drop outs. PAQ Scale was used to measure parenting styles. According to the study, (70.9%) gave authoritative style a very high rating, followed by authoritarian parenting style (59.4%). Permissive and negligent parenting practices were the least popular (50.1%). The research found that parenting styles are predictors of students' behaviors.

Maigallo, Mbugua and Ngugi (2015) used ex post facto survey research design to understand the different Parenting Styles Used by Parents of Students in Public Boarding Secondary Schools in Kiambu East District. The target population was 11,296 students in public secondary schools in the District from which a sample of 280 students and 28 teachers was selected randomly to participate in the study. Data was collected by use of questionnaires. With the help of SPSS, data was analyzed using descriptive statistics such as frequency tables, percentages and

graphs. The study findings revealed that fathers were not authoritative but were mostly authoritarian, permissive and negligent whereas the mothers were more authoritative.

2.3.2 Levels of Adolescents Self-Esteem

According to Rosenberg (1965), self-esteem refers one's positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself. Several studies have been conducted to find levels of esteem among adolescents globally. For instance, a study conducted by Smith (2017) found that adolescents from China and Japan had higher levels of self-esteem than those from the United States, Europe, and Canada.

The topic of self esteem among adolescents has also been researched by several researcher with some findings showing adolescents have high self esteem while others revealing low self esteem. For instance, Raju (2019), used experimental correlational descriptive survey research design analysis of one's own self-worth among adolescents in selected residential school at Salem in India. The sample was 60 adolescents between the ages of 13– 18 years who are studying in Residential School at Salem sampled randomly. Levels of self-esteem were measured using the Rosenberg self-esteem scale. This study found that (55%) adolescents had normal level of self-esteem, followed by 36.67% who had strong self-esteem, compared to 8.33% who had low self-esteem.

Bhamani, Jamil and Mohsin (2014) used quantitative survey to investigate gender differences in self-esteem in young adolescents of Karachi Pakistan. Convenient sampling method was used to obtain a sample size of 224 adolescents studying at secondary schools the sample comprised 42.9% males and 57.1% females. Multidimensional Self-Esteem Scale (Stake,1979) was used to measure self esteem. Descriptive statistics and t-test were used to measure levels of self esteem and gender differences. The study found that there was a statistically significant gender

difference in self-esteem in adolescents self esteem levels ($t = -2.45$, $df = 222$, $p < .05$) with females scoring higher than the males. This was interpreted that female had higher self-esteem than males.

Minev, Petrova, Mineva and Miroslava (2018) carried out a study to investigate self-esteem in adolescents in Bulgaria. The sample size was 40 eight-grade students from the Ivan P. Pavlov Professional High School of Veterinary Medicine – Stara Zagora. Rosenberg Self-esteem Scale Rosenberg (1965) was adapted and standardized for Bulgarian conditions by Professor H. Silgidzhiyan was used to measure self esteem. Data was analyzed through descriptive statistics and correlation analysis. The study found that that girls lower self-esteem level ($x = 32,76$) as compared to boys ($x = 33,74$). The findings were interpreted that girls had lower self-esteem compared to boys because boys tend to be more independent from the opinion of others, while girls are more prone to conformism.

Chinawa et. al (2014) carried out a study titled self esteem among adolescents in Nigerian secondary schools: a neglected issue. The target population was adolescents attending secondary schools from two cities; (Enugu and Abakiliki located in south eastern part of Nigeria) from which a sample size of 507 was obtained. A structured self administered questionnaire developed from self esteem scores was used for data collection. Pearson's chi-square was used to test for relationship between categorical variables while student t- test was used to test significant relationship between continuous variables. The study found that self esteem among respondents was observed to be low (3.6%) with females having low self esteem (4.3%) compared to males (2.5%). In terms of age, older adolescents aged 18-19 (44%) had lower self esteem compared to younger adolescents (less than 11 years).

Munanu and Kobia (2016), conducted a study on the connection between the type of school and the level of self-esteem among secondary school students in Nairobi County, Kenya. Self-esteem utilizing the Rosenberg Self-Esteem Scale (RSES). The self-esteem survey employed ten different question types. A 4-point Likert scale was used to grade each question (strongly disagree to strongly agree). The self-esteem measure had a 0–30 range. Scores in the typical range fall between 15 and 25. Low self-esteem is indicated by scores under 15, while good self-esteem is shown by scores over 25. The study found out while 62.5 % of adolescents had low self-esteem, 37.6% had normal range of self-esteem.

Omweno (2020), used descriptive survey to determine the connection between students' academic achievement and self-esteem in Kenya, Kisii County, Kenya. The sample size was 340 comprising of 301 students and 39 teachers. Using the Rosenberg Self-Esteem Scale, self-esteem was measured. The statistical software for social sciences (SPSS) was used to evaluate the data collected, and frequency tables and graphs were used to display the results. This research found that the student self-esteem in secondary schools was high (mean 4.07).

2.3.3 Relationship between Parenting Styles and Adolescents Self-Esteem

Several studies have been carried out to find out the relationship between parenting styles and self-esteem. For instance, Krauss et al. (2020) carried out a study to investigate the impact of parenting styles on the self-esteem of adolescents in Germany. The sample size was 441 German adolescents aged 12 to 17. Self-reported questionnaire was used to measure the adolescents' self-esteem and the parents' parenting styles. The study found that authoritative parenting was associated with higher self-esteem in adolescents, while authoritarian parenting was associated with lower self-esteem. Furthermore, the authors found that authoritative parenting had a greater impact on self-esteem than authoritarian parenting.

In support of Krauss et al. (2020) study findings, a study by Pinquart and Gerke (2019) examining the relationship between parenting styles and self-esteem in children and adolescents had similar findings. The study was a meta analysis. They searched PsycINFO and Web of Science databases for 116 studies that used quantitative measures to assess parenting styles and self-esteem. The results showed that authoritative parenting, which is characterized by warmth and control, was positively associated with self-esteem. Other parenting styles, such as authoritarian parenting (control without warmth), permissive parenting (warmth without control), and neglectful/uninvolved parenting (neither warmth nor control), were all associated with lower self-esteem. The authors also found that the associations between parenting styles and self-esteem were stronger for younger children than for adolescents.

Yun, Thing and Hsoon (2019) also carried out a quantitative study to explore the relationship between the parenting style and the self-esteem of a group of adolescents in a National-type Chinese school in Penang. The sample size comprised of 500 students aged 13-17. Parental Authority Questionnaire (PAQ) and Rosenberg Self-Esteem (RSE) scale were used to measure parenting styles and self esteem respectively. The data collected was analyzed using SPSS to find out the relationship between the two variables. The study findings showed that there was significant and negative correlation between authoritative parenting style and self-esteem of the adolescents. These findings were replicated in the relationship between permissive parenting style and self esteem. Further, the study findings revealed that authoritarian parenting had small significant positive correlation with self-esteem of adolescents.

A study carried out in Japan by Hirata and Kamakura (2017) to investigate the extent to which self-esteem is affected by parenting styles had conflicting findings. The sample comprised of 329 Japanese university students. The Parental Authority Questionnaire (PAQ) was used to

measure parenting styles while self-esteem was assessed by the Rosenberg Self-esteem scale (Rosenberg, 1965). Pearson correlation coefficients were calculated for the relationships between parenting styles and self-esteem. The study found out that authoritative parenting style had significant positive influence on adolescents' self-esteem. Further, the study established that authoritarian and permissive parenting did not have significant influence on self-esteem.

Sharma and Pandey (2015) carried a study to understand the parenting styles and its effect on self-esteem of adolescents in Delhi India. the study sample was 120 participants (60 female and 60 male). Coopersmith Inventory Adult Form- developed by Coopersmith (1987) was used to measure self esteem while Parental Authority Questionnaire (PAQ) by Dr. John R. Buri (1991) was used to measure parenting styles. Mean scores, standard deviation, t-test and correlation coefficient were used to analyze the data. The findings of the study revealed that adolescents with authoritarian parenting styles had lower self-esteem than those with authoritative and permissive parenting styles. The study also found that there were no significant differences in self-esteem scores between adolescents with authoritative, permissive, and neglectful parenting styles. These findings suggested that authoritative parenting is the most effective style of parenting for promoting healthy self-esteem in adolescents

Aremu et al. (2018) conducted a study in Nigeria in Ibadan, Oyo State to examine the relationship between parenting styles and adolescents' self-esteem. This study utilized a multistage sampling technique to obtain a sample size of 504 respondents. The parental authority questionnaire was used to measure the parenting styles while rosenberg self esteem scale was used to measure self esteem. The data were analyzed using descriptive and inferential statistics (Chi-square and Pearson correlation coefficient). Pearson correlation coefficient test showed a positive significant relationship between flexible parenting style and adolescent self-esteem for fathers (r

¼ 0.141, p ¼.001) and mothers (r ¼ 0.137, p ¼.001). further, the study findings revealed that a negative nonstatistically significant relationship exists between authoritarian, permissive, neglectful parenting style, and adolescent self-esteem.

Another study conducted by Akomolafe et al. (2015) in Nigeria was an exploration of the relationship between adolescent self-esteem and parenting style. The study used a sample of 400 adolescents aged 11-18 years old. The adolescents were assessed using the Rosenberg Self-esteem Scale and the Parental Authority Questionnaire to measure self-esteem and parental authority, respectively. The findings of the study showed that there was a statistically significant relationship between adolescent self-esteem and parenting style. Adolescents who experienced authoritative parenting had higher self-esteem than those who experienced authoritarian or permissive parenting. This relationship was stronger for boys than girls. The researchers also found that the adolescents who experienced authoritative parenting had higher self-esteem regardless of their age, gender, or socio-economic status. This suggests that parenting style has a significant influence on self-esteem, regardless of other factors.

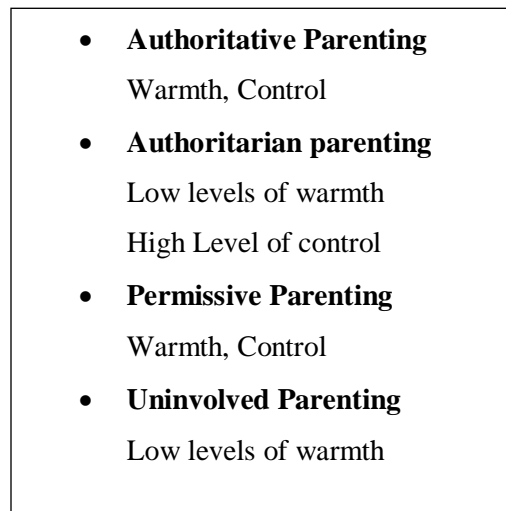
A study in Uganda by Muzaki (2018) on parenting styles, self-esteem and students' academic achievement in secondary schools in Sironko District revealed that there was no significant relationship between authoritative parenting styles and self-esteem. This study also revealed that authoritarian parenting style had a significant negative relationship with self-esteem whereas permissive parenting style showed a significant negative relationship with self-esteem. The study sample size was 255 students. Data was collected by use of questionnaire and analyzed by pearson correlation coefficient. The study concluded that the lack of significant relationship meant that authoritative parenting style could cause both high and low self-esteem

Mburu et al. (2016), examined the relationship between adolescent self-esteem and parenting style in Kenya. The sample consisted of 200 adolescents between the ages of 15 and 19 years old. The participants were surveyed using the Self-Esteem Scale and the Parenting Style Questionnaire. The results of the study showed a significant correlation between parenting style and adolescent self-esteem. Specifically, the results indicated that adolescents with authoritative parenting styles had higher self-esteem than those with authoritarian or permissive parenting styles. Additionally, the study found that the gender of the adolescent had a significant effect on self-esteem, with female adolescents having higher self-esteem than male adolescents. The findings from this study suggest that parenting style plays an important role in the development of adolescent self-esteem and that interventions aimed at improving parenting styles may be beneficial in promoting adolescent self-esteem.

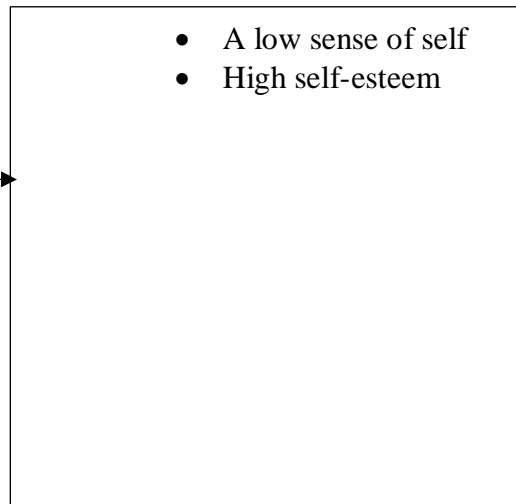
2.4 Conceptual Framework

A conceptual framework is a set of concepts, definitions, and relationships that help to explain a phenomenon (Roxana, 2018). The Variables for this study were authoritative parenting style, authoritarian parenting style permissive parenting style and uninvolved parenting style. The researcher sought to find out the relationship between parenting styles and adolescents self-esteem. The intervening variables for this study were gender and social-cultural background of respondent.

Variable A **Parenting style**



Variable B **Adolescents Self-esteem**



Intervening Variables

- 1 Gender (parent and student)
- 2 Socio-cultural background

Figure 1: Conceptual Framework

Source: Author 2022.

2.5 Research Gaps

The results from these studies showed contradicting findings with some indicating the positive relationship between the parenting styles and self-esteem and some do not. This study was carried out to advance the conversation on the relationship between parenting styles and teenagers' self-esteem. Secondly, most research conducted used different scales to measure the variables under study, hence the different findings. This study used PAQ and RSES to measure parenting styles and self esteem respectively in order to contribute to the discussion. To determine whether the same results were confirmed or refuted, this study was carried out with a Kenyan population.

2.6 Chapter Summary

This chapter provided a review of the attachment theory in which the study was based on. Secondly, empirical review of the studies carried out in relation to the variables under study was done. This was guided by the research objectives. Research gaps from the reviewed studies were also discussed. Conceptual framework explaining the relationship between the variables under study was drawn.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

“This chapter covered the research methodology, study location, target population, sampling techniques and sample size, as well as research instruments, data collection methods, data analysis, logistical and ethical considerations.

3.2 Epistemology of the Study

The current study employed the theory of Positivism Philosophical Approach to acquire knowledge on the relationship between the relationships between parenting styles and self-esteem among adolescents in selected public secondary schools in Mbeere North Sub County, Embu County. Positivism emphasizes uncovering of facts and presenting them empirically. The theory is relevant to the current study because it aims at establishing generalizations that are based on factual knowledge. The approach also enabled the researcher to test the hypotheses.

3.3 Research Design

This study employed a quantitative research approach. It involves collecting and analyzing numerical, objective data that can be used to measure and compare variables. Quantitative research is often used to understand the prevalence of phenomena and establish the relationships between variables. (APA, 2020).

The study adopted correlational research design. This correlational design is the most remarkable for showing relationship between two or more variables. Gravetter and Forzano (2010) argued that correlational method involves measuring variables for each participant to obtain scores.

These measurements are in numerical values and are statistically analyzed for summary and interpretation.

3.4. Location of the Study

This study was conducted in Mbeere North Sub County, Embu County. Embu County is located in the southeastern part of Kenya and borders Tharaka-Nithi County to the east, Machakos County to the south, Kirinyaga County to the west and Meru County to the north. The county has a total land area of 1,743.4 square kilometers and is divided into three sub-counties, namely, Mbeere North, Mbeere South and Runyenjes. Mbeere North Sub County is located in the central part of Embu County and covers an area of 553.8 square kilometers. It borders Mbeere South Sub County to the east, Runyenjes Sub County to the south, Kirinyaga County to the west and Meru County to the north. The sub-county has a total population of 148,688 people, according to the 2019 Kenya Population and Housing Census (KNBS, 2019). There are 47 public secondary schools in Mbeere North Sub County according to Mbeere North Sub County Education Office, 2022 (MoE, 2022). The main ethnic groups in the sub-county include the Mbeere, Embu and Kamba. The main economic activities in the sub-county include agriculture, livestock keeping, and small-scale business enterprises. The selection criterion for the study location was because most schools within the sub county are mixed day schools having students coming from different backgrounds and therefore ideal for the study topic. Secondly, the parents of this region are of various socio-economic backgrounds.

3.5 Target Population

Target population refers to the entire group that is of interest to the researcher with purpose to undertake study (Orodho, 2004). Target population was form two students who attend public secondary schools in Mbeere North Sub County, Embu County. Form two students were ideal population for this study because they are in the critical stage of psychosocial development as proposed by Erick Ericson in 1973. In this stage as adolescents try to know (go through identity crisis) themselves and interact with the environment around them, their self-esteem can be affected.

Mbeere North Sub County has 47 public secondary schools. These schools had approximate 2400 form two students when the study was going on (Mbeere North Sub County Education Office, 2022). Out of the 47 public secondary schools, 15 secondary schools were randomly selected. This is because according to Mugenda and Mugenda (2012), 30% of the accessible population is enough to generalize the results of a study and represent the entire population. Therefore 30% of 47 secondary schools is 15, hence justification why the 15 secondary schools were chosen. The 15 secondary schools had a population of are 1821 form two students (boys and girls). This became the target population of the study. The schools were drawn from three wards in the sub county as shown.

Table 1

Target population of the study

Name of The Ward	No. of Schools(N)	No. of form two students(N) in the selected schools	Percentage (%)
Muminji	5	373	20%
Nthawa	5	854	47%
Evurori	5	594	33%
TOTAL	15	1821	100%

Source: Mbeere North Sub County Education Office (2022)

3.6 Sampling Techniques and Sample Size

The sampling techniques and sample size are covered in this section.

3.6.1 Sampling Techniques

This study used both probability and non-probability sampling methods at various stages. Under probability sampling, stratified sampling technique was used to classify the schools according to the ward they are located. The Stratum were Nthawa, Evurori and Muminji wards. Under non probability sampling, simple random sampling was used to select five school from each ward.

3.6.2 Sample Size

The Yamane (1967) formula for sample size determination was used to establish the sample size for the investigation. The sample size determination formula as proposed by Yamane was

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size

N = Target Population (1821)

e = error margin (0.05)²

Therefore, the sample size required for a population of 1821, with 95% confidence level and a margin of error of 0.05 is:

$$n = \frac{1821}{0.05^2 \times 1821 + 1}$$
$$n = \frac{1821}{5.6}$$
$$n = 325$$

Therefore, sample size was 325.

After obtaining the sample size for the study using the formula by Yamane (1967), the five schools from each ward were randomly selected and the sample size for each school computed as shown in table 2.

Table 2

Sampling Matrix

Name of the Ward: Muminji	Category	No. of Student	Sample	Percentage (%)
Gangara Sec School	Mixed Boarding	85	15	4.6%
Kiambere School Complex	Mixed Boarding	67	12	3.6%
Kirie Sec School	Mixed Day and Boarding	111	20	6.1%
Itiira Sec School	Mixed Day and Boarding	52	9	2.7%
Kivue Sec School	Mixed Day	58	10	3.0%
Total Nthawa	Category	373 No. of Students	66 Sample	20% Percentage (%)
Kambaru Sec School	Mixed Day	69	12	3.6%
Kune Sec School	Mixed Day	37	7	2.1%
Riandu Sec School	Mixed Day and Boarding	27	6	1.8%
Siakago Boys School	Boys Boarding	409	73	22.4%
Siakago Girls High School	Girls Boarding	312	56	17.2%
Total Evurori	Category	854 No. of Students	154 Sample	47% Percentage
Ciangeru Sec School	Mixed Day	52	9	2.7%
Gitii Sec School	Mixed Day and Boarding	109	19	5.8%
Gwakaithi Sec School	Mixed Day and Boarding	153	27	8.3%
Kamarandi Sec School	Mixed Day and Boarding	66	12	3.6%
Kanyuambora Boys Sch	Boys Boarding	214	38	11.6%
Total Grand Total		594	105	33%
		1821	325	100%

Source: author (2022)

From table 2, Muminji ward there were 66 respondents, Nthawa ward 154 respondents and finally Evurori ward 105 respondents making a sample size of 325 respondents. The respondents were accessed through the class teachers of the sample classes, with the permission of the principals of various randomly selected schools.

3.7 Research Instruments

Questionnaires were used in the investigation. Questionnaires are a widely used research instrument in various disciplines. They are employed to collect data from a large percentage of the population quickly and efficiently. The main benefits of using questionnaires in research include their cost-effectiveness, their ability to collect data from a large population in a short time, and their flexibility.

Cost-effectiveness is an important consideration for all researchers. Questionnaires were relatively inexpensive to produce compared to other forms of research instruments. They were also easy to distribute. Using printed questionnaires, researchers can easily send them out to large populations with minimal cost. Using questionnaires for research also allowed for the collection of data from a large population in a short amount of time. This was especially beneficial for researching the population in schools which were not easily accessible and were located in different geographic areas. By using questionnaires, the researcher quickly and efficiently surveyed a large sample size. This is especially important for researchers who need to collect data quickly or who have limited resources (Fowler, 2013). Questionnaires were also very flexible and were adapted to many different research objectives. They were designed to collect quantitative data. They can also be used in both structured and unstructured ways. This allows researchers to tailor the questionnaire to the specific research objectives they are trying to achieve (Fowler, 2013).

Parenting styles were measured using Parental Authority Questionnaire (PAQ) scale developed by Buri (1991). The PAQ measures the degree to which parents are expecting, nurturing, and demanding. It also assesses how much communication and involvement parents have with their children. The PAQ provides a comprehensive assessment of the different parenting styles and allows for comparison of individual parent-child relationships. The items on the PAQ also reflect the different elements of parenting such as monitoring, discipline, communication, involvement, and expectation. The test can be used to assess parenting styles, determine the effectiveness of parenting, and provide insight into the parent-child relationship.

The tool consists of 30 items rated on a five Likert scale starting from strongly disagree to strongly agree. The respondents were requested to fill the scale by indicating the option that deemed appropriate for them with regard to mothers parenting style as well as fathers parenting style. The statements were rated on a five point Likert scale ranging from; strongly agree (SA), agree (A), neither agree nor disagree(U), disagree (D), strongly disagree (SD) and scored 5, 4, 3, 2, and 1 respectively.

During scoring, the PAQ was scored by summing the individual items to comprise the subscale scores which ranged from 10 to 50. the 30 items grouped into three subscales depending on the type of parenting style being tested were: permissive parenting style (items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28), authoritarian parenting style (items 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29), and authoritative/flexible parenting style (items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30).

The statements in the three subscales; permissiveness, authoritarian and authoritative parenting style were grouped in their categories and the means computed for each subscale. The lowest possible mean was 10 while highest possible mean was 50 as indicated on table 6. The findings were interpreted that if any subscale scored a mean above 25, it meant that the

respondents agreed that their mother or father exercise that parenting style. On the other hand, if any subscale scored a mean below 25, it meant that the parenting style is rarely practiced by either their mother or father.

Self-esteem was measured using the Rosenberg self-esteem scale (RSES), developed by sociologist Dr. Morris Rosenberg in 1965. It is a ten-item Likert type scale with items answered on a five-point scale from strongly agree to strongly disagree. Five of the items have positively worded statements and five have negatively worded ones. The scale measures state self-esteem by asking the respondents to reflect on their current feelings. The respondents were requested to fill the scale by indicating the option that deemed appropriate for them. The statements were rated on a four point Likert scale ranging from; strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD).

During scoring, items 1, 3, 4, 7 and 10 were scored as strongly agree 4, agree was scored 3, disagree was scored 2 and strongly disagree was scored 1. On the other hand, items 2, 5, 6, 8, 9 are reversely scored where strongly agree was scored 1, agree was scored 2, disagree was scored 3 and strongly disagree was scored 4. The higher the score, the higher the self-esteem. The Rosenberg self-esteem scale is considered a reliable and valid quantitative tool for self-esteem assessment

The findings were interpreted that if any subscale scored a mean above 2.5, it meant that the respondents' experienced the feeling most of the time. On the other hand, if any subscale scored a mean below 2.5, it meant that few respondents' would experience that feeling

3.8 Pilot Study

The researcher conducted a pilot study to pre-test the research instruments on one school which was not included in the sample but of similar characteristics as the study population. The pilot study was important as it helped the researcher to find out whether the questions measured what they were supposed to measure, whether the wording was clear, if all questions were interpreted in the same way by respondents, and if the research was biased. This was also done in order to enhance reliability and validity of the research instruments. The pilot study was done on one public secondary school E (name withheld because of the confidentiality issues). The sample size was 60 form two students (30 males and 30 females). The target population for this school was 200. A split half method was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept, in order to determine the reliability of the instrument. The procedure involved splitting the chosen group for pilot study into two; each had an even number. Then the research instruments were administered to the group of respondents at the same time. It was assumed that the responses to the two tests would be very similar because the latter reflected the same thing (content) for respondents. If it was not similar, the researcher would do consultation with the supervisors in order to look at the instruments again, make adjustments where necessary and administer again to a different group.

After the pilot study was done, Parental Authority Questionnaire (PAQ) scale was found to have Cronbach's alpha of .812 while Rosenberg self-esteem scale (RSES) had Cronbach's alpha of .823 for one group, and the other group had Cronbach's alpha of .810 for PAQ and Cronbach's alpha of .86 for RSES. Since the two instruments had a reliability coefficient above 0.70, the two instruments were found to be reliable and valid.

3.9 Validity and Reliability of the data collection methods

Verifying the validity and reliability of the instruments used for data collection was crucial if the research results are to be taken seriously. The following were considered in order to deal with this.

3.9.1 Validity

Validity is the extent to which a test captures what it is intended to capture (Orodho, 2004). It was important to determine the questionnaire's content validity in order to confirm that it was measuring and validating the intended outcomes. The expert judgment by the supervisor from the department of psychology, Tangaza University was sought for the purpose of this study. The supervisor was requested to assess the relevance and applicability of the content used in research instruments and provide feedback which was incorporated in the final questionnaires and parental authority questionnaire.

The validity of the Parental Authority Questionnaire (PAQ) was studied by Buri (1991). This study utilized a sample of 5,000 individuals from the United States and Canada. The PAQ was found to have good internal consistency ($\alpha = .90$) and adequate test-retest reliability ($r = .80$). Construct validity was supported by comparisons to scores on the Parental Bonding Instrument ($r = .70$), the Eysenck Personality Inventory ($r = .50$), and the Rosenberg Self-Esteem Scale ($r = .50$). The results of this study support the validity of the PAQ and RSES since the scales were found to have Cronbach's alpha of .812 and .823 respectively which were above .70. Hence it meant the scales were valid and were used as they were. This is according to Creswell (2014) who reported that reliability coefficient should be at least 0.70.

3.9.2 Reliability

The Parental Authority Questionnaire (PAQ) is a commonly used measure of parental behavior, and its reliability has been investigated in multiple studies. In a study by Lippold, et al. (2014), the internal consistency reliability of the PAQ was assessed using Cronbach's alpha. The authors found that Cronbach's alpha for the PAQ was .86, indicating a high degree of internal consistency. In another study by Dix, et al. (2011), the test-retest reliability of the PAQ was assessed. The authors found a significant correlation between the PAQ scores of participants at the two time points, indicating that the PAQ has good test-retest reliability. Overall, these studies suggest that the Parental Authority Questionnaire has good internal consistency, test-retest reliability, and inter-rater reliability. Similarly, The RSES was originally validated in testing the positive and negative self-esteem and has demonstrated potential usage in all age groups whether assessing self-esteem levels among children, adolescents and adults (Monteiro et al, 2021). RSES has an adequate internal consistency reliability (Cronbach's alpha =.87.).

In this study, Cronbach Alpha technique which requires only a single test to determine the internal consistency of the instruments was used. The Cronbach Alpha technique is generally the most appropriate type of reliability test for research especially the use of questionnaires in which there is a range of possible answers for each item (Creswell, 2014). According to Creswell (2014), a reliability coefficient should be at least 0.70. In the case they would have been found to be below 0.70, it would have meant the instruments were not reliable and with consultation of the supervisors, new instruments would be developed.

Even though the two standardized instruments used for the study had been standardized and translated before into different languages with satisfactory reliability, the researcher computed reliability during the study in order to obtain an Alpha coefficient for the two standardized tools

(PAQ and RSES) to ascertain whether they are reliable for the population under study. PAQ scale was found to have Cronbach's alpha of .812 while RSES had Cronbach's alpha of .823. Since the two instruments had a reliability coefficient above 0.70, the two instruments were found to be reliable. This was in tandem with Creswell (2014) who said that a reliability coefficient should be at least 0.70.

3.10 Data Collection Procedures

The researcher obtained introduction letter from the research committee of Tangaza University College (TUC). This letter enabled the researcher to obtain permit from NACOSTI (the National Commission for Science, Technology, and Innovations) which is mandated to grant permission to conduct the study in Kenya before going to the field. With these permits, the researcher was able to get authorization to access participants from office of Embu County Commissioner and the Ministry of Education (Embu County Director of Education).

At the school level, an introduction letter accompanying each questionnaire was sent to the principals of sampled schools explaining the reason for carrying out the research. After permission was granted by the school principals, the researcher was able to meet the respondents with the help of class teachers. Before commencement of data collection, the participants were briefed about the aims of the study, they were asked to complete the questionnaires by recalling parenting styles used by their parents (father and mother). To ensure high response rate the researcher clarified unclear areas asked by respondents. They were told that participation was voluntary and they were free to withdraw at any time during the time provided. The questionnaires were collected immediately after being filled by respondents.

3.11 Data Analysis

Careful checking to see if all the questions were properly answered was done. After the cleanup of the data, it was coded and entered into SPSS 22. It was calculated, tabulated, examined, and reported. For objective one, to establish the parenting styles that are practiced by parents of, descriptive statistical methods such as frequency and percentage distribution were used to analyze the data collected from the standardized questionnaire. This enabled the researcher to determine the parenting styles that are practiced by parents of adolescents in public secondary schools in Mbeere North Sub County Embu County.

To assess the levels of self-esteem among adolescents in public secondary schools in Mbeere, descriptive statistical methods such as mean, median, mode and standard deviation were used to analyze the data collected from the standardized questionnaire. This enabled the researcher to assess the levels of self-esteem. To establish the relationships between parenting styles and self-esteem among adolescents in Public Secondary Schools in Mbeere North Sub County, Embu County: Inferential statistical methods such as Pearson's correlation coefficient was used to analyze the data collected from the standardized questionnaire. This enabled the researcher to examine the relationships between parenting styles and self-esteem. Findings were presented in a tabular form, charts or graphs.

3.12 Ethical Considerations

The researcher sought permission from the Tangaza Ethics Research Committee, clearance from NACOSTI, Ministry of Education and County Commissioner's office and DCI. Informed consent is a fundamental ethical principle in research involving human participants. The researcher provided potential participants with information about the research study, including its purpose, risks and benefits, and any other relevant information to enable them to make an

informed decision about whether or not to participate. Informed consent was obtained from all school principals for participants because they were minors before any data collection took place. Additionally, participants were informed they were free to withdraw from the study at any time, without any penalty or loss. The participants were assured of confidentiality and anonymity. They were be exempted from writing their names on the questionnaires for confidentiality. Participation in the research was voluntary. Debrief was be done immediately after filling the questionnaire with the aim of normalizing the experience and to identify the ones who needed personalized counselling or follow-up. The researcher presented the data with sincerity and objectivity without manipulating the research methods, findings and used the APA method of acknowledging all sources used.

The data was stored securely on a cloud service. Additionally, access to the data was controlled, with only authorized individuals given access to the data. It was also backed up regularly and securely. This ensured that the data was not lost and could be recovered in the event of a data breach or other disaster.

3.13 Chapter Summary

This chapter's discussion of research methodology covered the following topics: study design, target population, sample size, sample selection, research tools, research tool pilot testing, validity of research tools, and reliability of research tools, data collection methods, data processing techniques and ethical considerations.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter presents the findings of the study of the relationship between parenting styles and self-esteem among adolescents in selected public secondary schools among adolescents in Mbeere North Sub-County, Kenya. The findings were presented in five sections with focus on demographic characteristics, gender differences in self-esteem among male and female adolescents, prevalence of parenting styles practiced, the levels of self-esteem among adolescents and the relationship between parenting styles and self-esteem. Other areas of focus were testing the hypothesis on the relationship between parenting styles and self-esteem.

4.2 Response Rate

The sample size for the study was 325 respondents who were students. The 325 student respondents were issued with questionnaires to fill. Out of 325 questionnaires issued, 244 questionnaires were returned duly filled. This made a response rate of 75% .These are illustrated in figure 2.

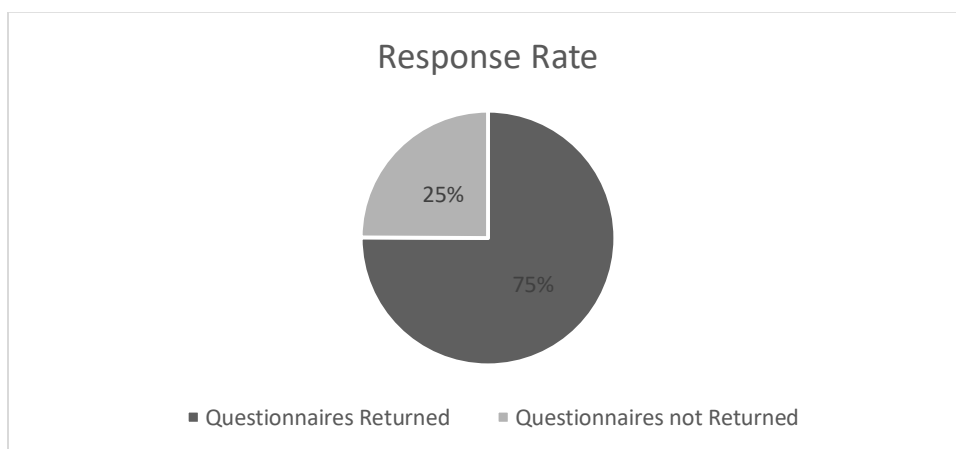


Figure 2: Response Rate

As shown in figure 2, 75% of the students responded to the questionnaires. This response rate is considered adequate for statistical reporting, as Mugenda and Mugenda (2012) recommend a minimum response rate of 50% for data analysis. The high response rate was likely due to the fact that the researcher personally administered the questionnaires and supervised the entire data collection process.

4.3. Demographic Characteristics of Respondents

This section provides the demographic characteristics of the respondents. This included the age and gender of the respondents.

4.3.1 Age of Respondents

The respondents were asked to indicate their age in years. The findings were presented in table 3.

Table 3

Age of Respondents

Age of Respondents	Frequency	Percent
14	13	5.3
15	70	28.7
16	90	36.9
17	54	22.1
18	17	7.0
Total	244	100.0

The study found that 36.9% of the respondents were 16 years old. This was followed by 28.7% for those who were 15 years old then 17 years old having 22.1%. The least percentages of 7.0% and 5.3% were for respondents aged 18 and 14 years respectively. It was quite clear from the study that all the respondents were teenagers.

4.3.2 Gender of the respondents

The study sought to find the gender of respondents. Gender was classified as either male or female. The findings were presented in table 4.

Table 4

Gender of respondents

Gender of Respondents	Frequency	Percent
Male	105	43.03%
Female	139	56.97%
Total	244	100.00%

From table 4, 56.97% of the respondents were females while 43.03% were males. This shows that both genders were given equal opportunity to participate hence no significant gender bias.

4.3.3 Gender Differences in Self-Esteem among Male and Female Adolescent Students in Public Secondary Schools in Mbeere North Sub County, Embu County.

The study sought to understand the gender differences of respondents with respect to self-esteem. The findings were presented in table 5.

Table 5

Gender Differences in Self-Esteem among Male and Female Adolescent Students in Public Secondary Schools in Mbeere North Sub County, Embu County

	Gender of Respondent	N	Mean	Std. Deviation	Std. Error Mean
Self-esteem	Male	105	24.9429	4.25809	.41555
	Female	139	24.7122	4.84879	.41127

The study findings in table 5 show that males had higher self-esteem (mean=24.9429) compared to females (mean=24.7122). However, to ascertain whether the difference in self-esteem was statistically significant, a sample t-test was conducted. The results are shown in Table 6.

Table 6

Independent Sample t-test for Gender Differences in Self-Esteem among Male and Female Adolescent Students in Public Secondary Schools in Mbeere North Sub County, Embu County

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self-Esteem	Equal variances assumed	1.427	.233	.387	242	.699	.23063	.59532	- .94204	1.40330
	Equal variances not assumed			.394	236.510	.694	.23063	.58466	- .92117	1.38242

The results in Table 6 show that the gender differences in self-esteem was not statistically significant ($p=0.699 > 0.05$). The p (0.699) is greater than 0.05 hence the difference in self-esteem mean score is not significant.

4.4 Parenting Styles that are practiced by Parents of Adolescents in Public Secondary Schools in Mbeere North Sub County Embu County

The study sought to understand parenting styles that are practiced by parents of adolescents in public secondary schools in Mbeere North Sub County Embu County. Parenting styles were measured using parental authority questionnaire (PAQ) developed by Buri in 1991. The respondents were requested to fill the scale by indicating the option that deemed appropriate for them with regard to mothers parenting style as well as fathers parenting style.. The statements were

rated on a five point Likert scale ranging from; strongly agree (SA), agree (A), Neither Agree or Disagree (N), disagree (D) and strongly disagree (SD). PAQ was scored by summing the individual items to comprise the subscale scores. Scores on each subscale ranged from 10 to 50. The findings were interpreted that the higher the score the higher the parenting style practiced and viceversa. Mother and father forms of the assessment were identical.

4.4.1 Father Permissive Parenting Style

Fathers permissive parenting styles was tested using items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28) in the PAQ questionnaire. The findings were presented in table 7

Table 7

Father Permissive Parenting Style Practiced By Parents of Adolescents

Statement		SD	D	N	A	SA
	n	38	25	45	76	60
1. Children have their way as parents do	%	15.6%	10.2%	18.4%	31.1%	24.6%
2. Children are free to make their own minds and do as they wish even if not agreeable to the parents	n	72	62	17	50	43
	%	29.5%	25.4%	7.0%	20.5%	17.6%
3. Parent didn't feel that I need to obey rules and regulations simply established by someone in authority	n	93	65	27	35	24
	%	38.1%	26.6%	11.1%	14.3%	9.8%
4. Parent seldom gave me expectations and guidelines for my behavior	n	41	23	28	62	90
	%	16.8%	9.4%	11.5%	25.4%	36.9%
5. My parent did what the children in the family wanted when making family decisions.	n	51	47	57	41	48
	%	20.9%	19.3%	23.4%	16.8%	19.7%
6. Parents felt most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires	n	46	45	54	47	52
	%	18.9%	18.4%	22.1%	19.3%	21.3%
7. Parent allowed me to decide most things for myself without a lot of direction from him/her	n	64	45	37	47	48
	%	26.6%	18.7%	15.4%	19.5%	19.9%
8. Parent did not view himself/herself as responsible for directing and guiding my behavior as I was growing up	n	80	58	42	24	40
	%	32.8%	23.8%	17.2%	9.8%	16.4%
9. Parent allowed me to form my own point of view on family matters and he/she generally allowed me to decide for myself what I was going to do.	n	56	42	44	54	48
	%	23.0%	17.2%	18.0%	22.1%	19.7%
10. Clear direction for my behaviors and activities.	n	87	45	46	27	39
	%	35.7%	18.4%	18.9%	11.1%	16.0%

The study findings revealed that most of the respondents strongly disagreed that their fathers practice permissive parenting style.

4.4.2 Father Authoritarian Parenting Style

Fathers authoritarian parenting styles was tested using items 2, 3,7, 9, 12, 16, 18, 25, 26 and 29 in the PAQ questionnaire. The findings were presented in table 8

Table 8

Father Authoritarian Parenting Style Practiced By Parents of Adolescents

Statement		SD	D	N	A	S A
Childrens own good to comform to what parents think is right	n	33	39	47	77	48
	%	13.50%	16.00%	19.30%	31.60%	19.70%
Parents expect children to do as told immediatly without questioning	n	38	34	18	73	81
	%	15.60%	13.90%	7.40%	29.90%	33.20%
Growing up children were not allowed to question parents decision	n	58	63	26	59	38
	%	23.80%	25.80%	10.70%	24.20%	15.60%
Parents feel more force should be used for children to behave they way they are supposed to	n	41	52	28	53	69
	%	16.90%	21.40%	11.50%	21.80%	28.40%
Wise parents feel they need to teach children early who is boss	n	41	45	48	51	59
	%	16.80%	18.40%	19.70%	20.90%	24.20%
My parent would get very upset if I tried to disagree with him/her	n	52	44	37	55	56
	%	21.30%	18.00%	15.20%	22.50%	23.00%
Parent let me know what behavior they expected of me, and if I didn't meet those expectations, he/she punished me.	n	40	31	39	65	68
	%	16.50%	12.80%	16.00%	26.70%	28.00%
Most problems in society would be solved if we could get parents to strictly and forcibly deal with their children	n	32	49	48	60	55
	%	13.10%	20.10%	19.70%	24.60%	22.50%
Parent often told me exactly what he/she wanted me to do and how he/she expected me to do it	n	21	37	41	73	72
	%	8.60%	15.20%	16.80%	29.90%	29.50%
Knew what my parent expected of me in the family and he/she insisted that I conform to those expectations	n	33	35	50	67	59
	%	13.50%	14.30%	20.50%	27.50%	24.20%

The study findings revealed that most of the respondents agreed that their fathers practice authoritarian parenting style.

4.4.3 Father Authoritative Parenting Style

Fathers authoritative parenting styles was tested using items 4, 5, 8, 11, 15, 20, 22,23, 27, and 30 in the PAQ questionnaire. The findings were presented in table 9.

Table 9

Father Authoritative Parenting Style Practiced By Parents of Adolescents

Statement		SD	D	N	A	SA
Reasoning behind established family policy is discussed with children	n	40	44	50	67	42
	%	16.5%	18.1%	20.6%	27.6%	17.3%
Verbal give and take when rules fekt unreasonable is encouraged	n	45	47	57	59	35
	%	18.5%	19.3%	23.5%	24.3%	14.4%
Parents directed activities and decisions of the children in the family through reasoning and discipline	n	23	17	26	75	102
	%	9.5%	7.0%	10.7%	30.9%	42.0%
I knew what my parents expected and I'm free to discuss the unreasonable	n	33	43	34	87	47
	%	13.5%	17.6%	13.9%	35.7%	19.3%
My parent consistently gave us direction and guidance in rational and objective way	n	28	18	36	77	84
	%	11.5%	7.4%	14.8%	31.7%	34.6%
Parent took the children's opinions into consideration when making family decisions but would not decide simply because the children wanted it.	n	45	45	52	51	51
	%	18.4%	18.4%	21.3%	20.9%	20.9%
Clear standards of behavior for the children in our home as I was growing up, but he/she was willing to adjust those standards to the needs of each of the individual children	n	27	34	55	71	57
	%	11.1%	13.9%	22.5%	29.1%	23.4%
Direction for my behavior and activities expected to follow his/her direction, but he/she was always willing to listen	n	22	24	44	75	79
	%	9.0%	9.8%	18.0%	30.7%	32.4%
clear direction for my behaviors and activities, but he/she was also understanding when I disagreed with him/he	n	27	33	40	79	65
	%	11.1%	13.5%	16.4%	32.4%	26.6%
Parent made a decision in the family that hurt me, and admitted had made a mistake	n	34	36	46	61	67
	%	13.9%	14.8%	18.9%	25.0%	27.5%

The study findings revealed that most of the respondents agreed that their fathers practice authoritative parenting style.

4.4.4 Mothers' Permissive Parenting Style

Mothers' permissive parenting styles was tested using items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28) in the PAQ questionnaire. The findings were presented in table 10.

Table 10

Mothers' Permissive Parenting Style Practiced By Parents of Adolescents

Statement		SD	D	N	A	SA
Children have their way as parents do	n	38	25	45	76	60
	%	15.6%	10.2%	18.4%	31.1%	24.6%
Children are free to make their own minds and do as they wish even if not agreeable to the parents	n	72	62	17	50	43
	%	29.5%	25.4%	7.0%	20.5%	17.6%
Parent didn't feel that I need to obey rules and regulations simply established by someone in authority	n	93	65	27	35	24
	%	38.1%	26.6%	11.1%	14.3%	9.8%
Parent seldom gave me expectations and guidelines for my behavior	n	41	23	28	62	90
	%	16.8%	9.4%	11.5%	25.4%	36.9%
My parent did what the children wanted when making family decisions.	n	51	47	57	41	48
	%	20.9%	19.3%	23.4%	16.8%	19.7%
Parents felt most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires	n	46	45	54	47	52
	%	18.9%	18.4%	22.1%	19.3%	21.3%
Parent allowed me to decide most things for myself without a lot of direction	n	64	45	37	47	48
	%	26.6%	18.7%	15.4%	19.5%	19.9%
Parent did not view himself/herself as responsible for directing and guiding my behavior as I was growing up	n	80	58	42	24	40
	%	32.8%	23.8%	17.2%	9.8%	16.4%
Parent allowed me to form my own point of view on family matters and he/she generally allowed me to decide for myself what I was going to do.	n	56	42	44	54	48
	%	23.0%	17.2%	18.0%	22.1%	19.7%
Parent give clear direction for my behaviors, but was also understanding when I disagreed with him/he	n	87	45	46	27	39
	%	35.7%	18.4%	18.9%	11.1%	16.0%

The study findings revealed that most of the respondents had mixed responses concerning that their mothers practice of permissive parenting style. Some agreed their mother practice permissive parenting style while others disagreed.

4.4.5 Mother Authoritarian Parenting Style

Mother authoritarian parenting styles was tested using items 2, 3,7, 9, 12, 16, 18, 25, 26 and 29 in the PAQ questionnaire. The findings were presented in table 11.

Table 11

Mother Authoritarian Parenting Style Practiced By Parents of Adolescents

Statement		SD	D	N	A	SA
Childrens own good to conform to what parents think is right	n	31	36	43	79	55
	%	12.7%	14.8%	17.6%	32.4%	22.5%
Parents expect children to do as told immediately without questioning	n	26	29	18	75	96
	%	10.7%	11.9%	7.4%	30.7%	39.3%
Growing up children were not allowed to question parents decision	n	55	59	26	57	47
	%	22.5%	24.2%	10.7%	23.4%	19.3%
Parents feel more force should be used for children to behave they way they are supposed to	n	43	50	26	53	71
	%	17.7%	20.6%	10.7%	21.8%	29.2%
Wise parents feel they need to teach children early who is boss	n	43	49	39	46	67
	%	17.6%	20.1%	16.0%	18.9%	27.5%
My parent would get very upset if I tried to disagree with him/her	n	41	44	36	57	66
	%	16.8%	18.0%	14.8%	23.4%	27.0%
Parent let me know what behavior they expected of me, and if I didn't meet those expectations, he/she punished me.	n	22	26	37	63	95
	%	9.1%	10.7%	15.2%	25.9%	39.1%
Most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to	n	32	27	64	58	63
	%	13.1%	11.1%	26.2%	23.8%	25.8%
Parent often told me exactly what he/she wanted me to do and how he/she expected me to do it	n	20	25	30	69	98
	%	8.3%	10.3%	12.4%	28.5%	40.5%
I knew what my parent expected of me in the family and he/she insisted that I conform to those expectations	n	31	31	44	62	74
	%	12.8%	12.8%	18.2%	25.6%	30.6%

The study findings revealed that most of the respondents strongly agreed that their mothers practice of authoritarian parenting style.

4.4.3 Mother Authoritative Parenting Style

Fathers authoritative parenting styles was tested using items 4, 5, 8, 11, 15, 20, 22,23, 27, and 30 in the PAQ questionnaire. The findings were presented in table 12.

Table 12

Mother Authoritative Parenting Style Practiced By Parents of Adolescents

Statement		SD	D	N	A	SA
Reasoning behind established family policy is discussed with children	n	35	37	55	66	51
	%	14.3%	15.2%	22.5%	27.0%	20.9%
Verbal give and take when rules fekt unreasonable is encouraged	n	40	35	55	63	50
	%	16.5%	14.4%	22.6%	25.9%	20.6%
Parents directed activities and decisions of the children in the family through reasoning and discipline	n	15	19	23	82	105
	%	6.1%	7.8%	9.4%	33.6%	43.0%
I knew what my parents expected and I was to discuss what t was unreasonable	n	31	32	28	86	66
	%	12.8%	13.2%	11.5%	35.4%	27.2%
My parent consistently gave us direction and guidance in rational and objective	n	22	16	33	64	109
	%	9.0%	6.6%	13.5%	26.2%	44.7%
Parent took the children’s opinions into consideration when making family decisions but would not decide simply because the children wanted it.	n	30	43	49	60	62
	%	12.3%	17.6%	20.1%	24.6%	25.4%
Clear standards of behavior for the children in our home as I was growing up, but he/she was willing to adjust those standards to the needs of each of the individual children in the family	n	24	29	54	73	64
	%	9.8%	11.9%	22.1%	29.9%	26.2%
Direction for my behavior expected to follow his/her direction, but he/she was always willing to listen to my concerns and to discuss that direction with me	n	18	19	35	72	100
	%	7.4%	7.8%	14.3%	29.5%	41.0%
Clear direction for my behaviors and activities, but was also understanding when I disagreed with him/her	n	33	29	30	74	77
	%	13.6%	11.9%	12.3%	30.5%	31.7%
Parent made a decision in the family that hurt me and was willing to discuss	n	28	30	38	64	84
	%	11.5%	12.3%	15.6%	26.2%	34.4%

The study findings revealed that most of the respondents strongly agreed that their mothers practice of authoritative parenting style. This can be interpreted that there is no unique parenting

style practiced by all parents but each parent practices a specific parenting style depending on the rules and roles that govern that family.

The study further sought to find out the parenting styles practiced generally. The scores were summed up and the frequencies and percentages obtained. The findings were presented in table 13.

Table 13

Distribution of parenting styles

Parenting styles	Frequency	Percentage
Authoritative	110	23.2%
Authoritarian	125	73.3%
permissive	9	2.7%
Total	244	100%

The findings in Table 13 indicate most parents (73.3%) practiced authoritarian parenting style followed by 23.2% of those who practice authoritative parenting style and 2.7% who practice permissive parenting style. This could be interpreted that the findings were like that because in rural areas most parents still believe their word is final.

4.5 Levels of Self-Esteem among Adolescents in Public Secondary Schools in Mbeere North Sub County, Embu County

The study sought to understand the self-esteem of respondents. Self-esteem was measured using the Rosenberg self-esteem scale (RSES), developed by sociologist Dr. Morris Rosenberg in 1965. It is a ten-item Likert type scale with items answered on a five-point scale from strongly agree to strongly disagree. Five of the items have positively worded statements and five have negatively worded ones. The scale measures state self-esteem by asking the respondents to reflect on their current feelings. The respondents were requested to fill the scale by indicating the option

that deemed appropriate for them. The statements were rated on a four point Likert scale ranging from; strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD).

During scoring, items 1, 3, 4, 7 and 10 were scored as strongly agree 4, agree was scored 3, disagree was scored 2 and strongly disagree was scored 1. On the other hand, items 2, 5, 6, 8, 9 are reversely scored where strongly agree was scored 1, agree was scored 2, disagree was scored 3 and strongly disagree was scored 4. The scores in each category were then summed up and frequencies and percentages obtained. The findings were presented in table 14.

Table 14

Descriptive statistics of Adolescents Self-esteem

Statement		SA	Agree	Undecided	Disagree	Strongly Disagree
Satisfied with Self	n	130	86	14	7	7
	%	53.3%	35.2%	5.7%	2.9%	2.9%
At times i feel i am not good at all	n	40	67	28	50	59
	%	16.4%	27.5%	11.5%	20.5%	24.2%
Have a number of good qualities	n	117	77	24	13	13
	%	48.0%	31.6%	9.8%	5.3%	5.3%
Able to do things as well as other people	n	99	86	25	19	15
	%	40.6%	35.2%	10.2%	7.8%	6.1%
Not much to be proud of	n	42	70	30	54	48
	%	17.2%	28.7%	12.3%	22.1%	19.7%
Feel useless at time	n	37	65	30	46	66
	%	15.2%	26.6%	12.3%	18.9%	27.0%
I am worth-equal as others	n	74	90	31	26	23
	%	30.3%	36.9%	12.7%	10.7%	9.4%
Wish to have more self respect	n	110	77	20	21	16
	%	45.1%	31.6%	8.2%	8.6%	6.6%
inclined to feel a failure	n	21	30	38	55	100
	%	8.6%	12.3%	15.6%	22.5%	41.0%
Positive attitude toward myself	n	122	73	17	10	22
	%	50.0%	29.9%	7.0%	4.1%	9.0%

The findings in table 14 show that most respondents agreed with the positive statements about their self worth but disagreed on the negative statements on self worth.

The study further sought to find out the levels of self-esteem among Adolescents. To measure the different levels of self-esteem, the total scores (0-50) on the RSES scale were transformed into three categories and analyzed. The score below 25 were suggested low self-esteem, the score of 25-40 suggested average self-esteem and the score 40-50 suggested having high self-esteem. The findings of the levels of self-esteem among adolescents were presented in table 15.

Table 15

Levels of Self-Esteem among Adolescents

Levels of self esteem	Frequency	Percentage
Low self-esteem	115	47.13%
Average Self-Esteem	126	51.64%
High Self-Esteem	3	1.27%
Total	244	100%

The findings in Table 15 indicate that 51.64% of the respondents had average self-esteem followed by 47.13% of the respondents who had low self-esteem. The least (1.27%) of respondents had high self-esteem. This can be interpreted that slightly more than half of respondents have average self-esteem. This indicate there is a likelihood te self esteem of these adolescents may go to low. Hence, the schools may start focusing more on the mental health of the students with special attention to self-esteem and come up with ways of helping those who have low self-esteem by engaging professionals as well as employ preventive measures to help those are at risk of developing low self-esteem.

4.6 Relationship between Parenting Styles and Self-Esteem among Adolescents in Public Secondary Schools in Mbeere North Sub County, Embu County.

The study sought to understand the relationship between parenting styles and self-esteem among adolescents in public secondary schools in Mbeere North Sub County, Embu County. The study hypothesized that there is no statistically significant relationship between parenting styles and self-esteem among adolescent in public secondary schools in Mbeere North Sub County, Embu County. Pearson correlation was used to test the hypothesis and findings were presented in Table 16.

Table 16

Relationship between Parenting Styles and Self-Esteem among Adolescents in Public Secondary Schools in Mbeere North Sub County, Embu County

Parenting Style		Self-esteem
Father permissiveness	Pearson	-.027
	Correlation	
	Sig. (2-tailed)	.678
	N	244
Father authoritarian	Pearson	-.158*
	Correlation	
	Sig. (2-tailed)	.013
	N	244
Father authoritative	Pearson	-.162*
	Correlation	
	Sig. (2-tailed)	.011
	N	244
Mother permissive	Pearson	-.046
	Correlation	
	Sig. (2-tailed)	.472
	N	244
Mother authoritarian	Pearson	-.155*
	Correlation	
	Sig. (2-tailed)	.015
	N	244
Mother authoritative	Pearson	-.219**
	Correlation	
	Sig. (2-tailed)	.001
	N	244
Self-esteem	Pearson	1
	Correlation	
	Sig. (2-tailed)	
	N	244

The findings in Table 16 show that there was a weak negative and in significant relationship ($r=-0.219$; $p<0.05$) between all parenting styles and self-esteem, except for the mother's authoritative parenting style, which had a weak negative and significant relationship ($r=-0.027$; $p<0.05$). This means that an increase in either parenting style was associated with a corresponding decrease in self-esteem. Since the significance level for the relationship between all types of parenting styles and self-esteem was found to be $p>0.05$, the null hypothesis was accepted

and the alternative hypothesis rejected which stated that there is a statistically significant relationship between parenting styles and self-esteem among adolescent in public secondary schools in Mbeere North Sub County, Embu County. hence there was no relationship between parenting styles and self esteem.

4.7 Limitations of the Study

The researcher encountered the following challenges while carrying out the study. Some of the students were uneasy and unwilling to address the issue of their parenting. To overcome this limitation the researcher explained the purpose of the study, rights of participants and procedures involved in carrying out the study. Further the researcher emphasized on the importance of observing confidentiality and privacy of the respondents. Another limitation was institutional timetables which made it difficult to reach respondents as scheduled. to deal with this limitation, the researcher worked with the school administration to schedule on the convenient time.

4.8 Chapter Summary

This chapter articulates the findings of the study .It presents the demographic details of the participants as well as analysis of the objectives. The chapter also addressed the limitations encountered while the undertaking the study. It also presented the test for hypothesis and it ends with the summary. The next chapter looks at the discussion.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter represents the discussion on the results of the study which were guided by the research objectives which includes, the parenting style practiced in Mbeere north sub-county, levels of self-esteem among adolescents in public secondary schools, relationship between parenting styles and adolescent self-esteem and gender differences among male and female adolescent students in public secondary schools in Mbeere north sub-county.

5.2 Parenting Styles that are practiced by Parents of Adolescents in Public Secondary Schools in Mbeere North Sub County Embu County

The study found that the most practiced parenting styles was authoritarian (73.3%) authoritative parenting style (23.2%) permissive parenting style (2.7%). These findings are supported by Altay et al. (2020) study which found that 58.2% of the parents of adolescents exhibited democratic/authoritarian behavior and 41.8% exhibited permissive behavior. Similarly, Manyama and Lema (2017) study also agreed with findings of this study. Their study found that authoritarian parenting was the most acceptable in Tanzania.

However, a study by Vasiou, Kassis, Krasanaki, Aksoy, Favre and Tantaros (2023) web-based survey in Greece via the Internet to explore Parenting Styles Patterns. Had contradicting findings. Their study found that majority (66.6%) of the participants practiced authoritative parenting style followed by (12.4%) of the participants who practiced Permissive parenting style and (4.4%) who practiced authoritarian parenting style.

Similarly, Bi, Yang, Li, Wang, M Zhang and Deater (2018) study in China did not corroborate this study findings. Their study found that authoritative parenting style was the most

practiced type n=200 (31.6%) followed by indulgent, n=177 (28.0%), authoritarian n=152 (24.0%) and neglectful n= 83 (13.1%). In addition, Mandal et al. (2020) study did not agree with findings of this study. The study found that the parenting styles practiced were authoritative (73.2%), authoritarian (20%) and permissive style (6.8%).

Aremu et al. (2018) study findings which revealed that majority of the respondents perceived their parents to be using the authoritative or flexible parenting style; father 183 (36.3%) and mother 196 (38.9%) contradicted the findings of this study.

5.3 Levels of Self-Esteem among Adolescents in Public Secondary Schools in Mbeere North Sub County, Embu County

The second objective of this study sought to understand the levels self-esteem of respondents. Self-esteem was measured using the Rosenberg Self-Esteem scale (RSES), developed by sociologist Dr. Morris Rosenberg in 1965. The current study found that (51.64%) of the respondents had average self-esteem, followed by 47.13% of the respondents who had low self-esteem. The least of respondents (1.27%) had high self-esteem. This can be interpreted that slightly more than half of respondents have average self-esteem.

The findings of the current study are supported by Raju (2019) who used a sample of 60 adolescents and found that majority 55% of the adolescents had normal level of self-esteem, followed by 36.7% who had strong self-esteem compared to 8.33% who had low self-esteem. On the contrary Munanu and Kobia (2016), conducted a study on the connection between the type of school and the level of self-esteem among secondary school students in Nairobi County, Kenya. The study found out while 62.5 % of adolescents had low self-esteem, 37.5% had normal range of self-esteem. Omweno (2020), used descriptive survey to determine the connection between

students' academic achievement and self-esteem in Kenya, Kisii County. This research found that the student self-esteem in secondary schools was high (mean 4.07).

From the findings of the current study only slightly more than half of respondents have average self-esteem. This is an indicator that schools may start focusing more on the mental health of the students with special attention to self-esteem and come up with ways of helping those who have low self-esteem by engaging professionals as well as employ preventive measures to help those are at risk of developing low self-esteem.

5.4 Relationship between Parenting Styles and Self-Esteem among Adolescents in Selected Public Secondary Schools in Mbeere North Sub County, Embu County

The current study hypothesized that there would be no statistically significant relationship between parenting styles and self-esteem among adolescents in selected public secondary schools in Mbeere North Sub County, Embu County. Pearson correlation was used to test the hypothesis. The study found that there was a weak negative and in significant relationship ($r=-0.219$; $p<0.05$) between all parenting styles and self-esteem, except for the mother's authoritative parenting style, which had a weak negative and significant relationship ($r=-0.027$; $p<0.05$). This means that an increase in either parenting style was associated with a corresponding decrease in self-esteem. Since the significance level for the relationship between all types of parenting styles and self-esteem was found to be $p>0.05$, the null hypothesis was accepted and the alternative hypothesis rejected which stated that there was a statistically significant relationship between parenting styles and self-esteem among adolescents. Hence the relationship was negligible.

These study findings corroborate the findings of Yun, Thing and Hsoon (2019) study. Their study findings showed that there was significant and negative correlation between authoritative parenting style and self-esteem of the adolescents. These findings were replicated in the relationship between permissive parenting style and self esteem. Further, the study findings revealed that authoritarian parenting had small significant positive correlation with self-esteem of adolescents. Similarly, a study by Sharma and Pandey (2015) supported the findings of this study. The study also found that there were no significant differences in self-esteem scores between adolescents with authoritative, permissive, and neglectful parenting styles. These findings suggested that authoritative parenting is the most effective style of parenting for promoting healthy self-esteem in adolescents. However, a study by Hirata and Kamakura (2017) did not support the findings of this study. The study found out that authoritative parenting style had significant positive influence on adolescents' self-esteem. Further, the study established that authoritarian and permissive parenting did not have significant influence on self-esteem.

Similarly, a study by Aremu et al. (2018) in Nigeria did not agree with this study findings. Their study found that there was a positive significant relationship between flexible parenting style and adolescent self-esteem for fathers ($r = 0.141$, $p < 0.001$) and mothers ($r = 0.137$, $p < 0.001$). further, the study findings revealed that a negative nonstatistically significant relationship exists between authoritarian, permissive, neglectful parenting style, and adolescent self-esteem.

5.5 Chapter Summary

The study found that the most practiced parenting styles was authoritarian (73.3%) authoritative parenting style (23.2%) permissive parenting style (2.7%). Secondly, the current study found that (51.64%) of the respondents had average self-esteem, followed by 47.13% of the respondents who had low self-esteem. The least of respondents (1.27%) had high self-esteem.

Finally, the study found that there was a weak negative and in significant relationship($r=-0.219$; $p<0.05$) between all parenting styles and self-esteem, except for the mother's authoritative parenting style, which had a weak negative and significant relationship ($r=-0.027$; $p<0.05$).

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This chapter presents the study findings on the Relationship between Parenting Styles and Self-Esteem among Adolescents in selected Public Secondary Schools in Mbeere North Sub County, Embu County. It also gives conclusions which are drawn from summary and recommendations made that are based on conclusions of the current study.

6.2. Summary

The purpose of the study was to investigate the Relationship between Parenting Styles and Self-Esteem among Adolescents in Public Secondary Schools in Mbeere North Sub County, Embu County. The summary of the findings is presented for each the objective as follows, The first objective sought to establish the Parenting Styles that are practiced by Parents of Adolescents in Public Secondary Schools in Mbeere North Sub County Embu County. The study established the most practiced parenting styles was authoritarian (73.3%) authoritative parenting style (23.2%) permissive parenting style (2.7%).

The second objective of the study sought to assess the Levels of Self-Esteem among Adolescents in Public Secondary Schools in Mbeere North Sub County, Embu County. The findings revealed that 51.64% of the respondents had average self-esteem followed by 47.13% of the respondents who had low self-esteem. The least (1.27%) of respondents had high self-esteem. This can be interpreted that slightly more than half of respondents have average self-esteem. This is an indicator that schools may start focusing more on the mental health of the students with special attention to self-esteem and come up with ways of helping those who have low self-esteem

by engaging professionals as well as employ preventive measures to help those are at risk of developing low self-esteem.

The third objective sought to establish the Relationship between Parenting Styles and Self-Esteem among Adolescents in Public Secondary Schools in Mbeere North Sub County, Embu County. The study found that there was a weak negative and in significant relationship($r=-0.219$; $p<0.05$) between all parenting styles and self-esteem, except for the mother's authoritative parenting style, which had a weak negative and significant relationship ($r=-0.027$; $p<0.05$). This means that an increase in either of parenting style, it led to a corresponding decrease in self-esteem. Since the significance level for the relationship between all types of parenting styles and self-esteem was found to be $p>0.05$, the null hypothesis was accepted and the alternative hypothesis rejected which stated that there is a statistically significant relationship between parenting styles and self-esteem among adolescent in public secondary schools in Mbeere North Sub County, Embu County.

6.3. Conclusion

The present study was done with the aim of studying the relationship between parenting styles and self-esteem of adolescents. The study arrived at the following conclusion based on the findings. With regard to the first objective, the study concludes all the three parenting styles are practiced by parents of adolescents in in selected Public Secondary Schools in Mbeere North Sub County, Embu County. On the second objective the study concluded that the self esteem of adolescents was average. This indicates that it was neither high or low. With regard to the third objective, the study concluded that there was no relationship between parenting styles and self esteem. This is because the relationship was found to be weak negative and insignificant. Hence the null hypothesis was accepted and the alternative hypothesis rejected which stated that there is

a statistically significant relationship between parenting styles and self-esteem among adolescent in public secondary schools in Mbeere North Sub County, Embu County

6.4 Recommendations

6.4.1 For Parents

The study found that there was no significant relationship between all parenting styles and self-esteem of adolescents, except for the mother's authoritative parenting style, which was found to have a weak negative and significant relationship, parents may be educated on how to practice authoritative parenting style and be encouraged to utilize it.

6.4.2 For Counselors and Administrators

Self esteem was found to be on the borderline (average), meaning if adolescents can be subjected to factors like different parenting styles or something which can affect their self esteem, there is a likelihood it can go below average or above average. This is an indicator that schools may start giving special attention to self-esteem and come up with preventive measures to help those at risk of developing low self-esteem. This information can be used to inform interventions aimed at improving adolescent self-esteem.

6.5 Future Research

Since the study found that parenting styles did not have correlation with self-esteem except authoritative parenting styles, future studies may be carried out to find out what other areas of improvement can be made to other parenting styles in order to contribute positively to adolescents self esteem. In regards to gender, females were found to lower esteem in comparison to males. Hence future studies may be conducted to find out if this was contributed by the parenting styles or something else.

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APPENDICES

Appendix I: Introductory Letter

<p>Title of research: Relationship between Parenting Styles and Self Esteem among Adolescents in Public Secondary Schools in Mbeere North Sub-County of Embu County, Kenya.</p>
<ul style="list-style-type: none">▪ This study will be conducted by a master's student in Counselling Psychology at Tangaza University College.▪ It will be approved by research ethics committee under the contacts below.▪ The study involved no known risk to participants and contained no deception. It took approximately 25 minutes to take part in the study. The participants will be required to answer by ticking or circling an appropriate response.▪ The information given will be handled with utmost confidentiality and the participant's results will not be presented individually but only in a collective form.▪ Participation in this study will be voluntary and there will be no monetary benefits. A participant was free to participate or to withdrawal at any time.
<p>Name of researcher: Naleah Mbuu</p>
<p>Position of researcher: MA in Counselling Psychology</p>
<p>Contact address for researcher: naleambucu@yahoo.com , +254721275017</p>
<p>Contact of the College:</p> <p>P.O Box 15055 Langata South Rd, Nairobi, Kenya.</p>
<p>Signed by researcher:.....</p> <p>Date:.....</p>

Statement to be signed by the participant:

- I confirm that the research explained fully the nature of the study and the range of activities which would be undertaken. I confirm that I have had adequate opportunity to ask questions about this research.
- I understand that my participation is voluntary and that I may withdraw at any time during the project, without having to give a reason I agree to take part in this project.

Signature.....

Date.....

Appendix II: Questionnaires for Students

I am a Master of Arts (Counseling psychology) student at Tangaza University College and currently carrying out a research on relationship between parenting styles and adolescent's self-esteem in secondary schools in Mbeere North Sub County. To assist me carry out my research, kindly provide for me the following information

Section A: Background Information of the Respondent

Instructions: Please fill the blank spaces

1. Age:

2. Gender: Male [] Female []

Section B:

Parental Authority Questionnaire Pertaining to Parent(s)

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = *strongly disagree*, 5 = *strongly agree*) that best describes how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother 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. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Strongly Agree

	Statement	Fat her	Mot her
1	While I was growing up my parent felt that in a well-run home the children should have their way in the family as often as the parents do.	1 2 3 4 5	1 2 3 4 5
2	Even if her children didn't agree with them, my parent felt that it was for our own good if we were forced to conform to what she thought was right.	1 2 3 4 5	1 2 3 4 5
3	Whenever my parent told me to do something as I was growing up, he/ she expected me to do it immediately without asking any questions.	1 2 3 4 5	1 2 3 4 5
4	As I was growing up, once family policy had been established, my parent discussed the reasoning behind the policy with the children in the family.	1 2 3 4 5	1 2 3 4 5
5	My parent has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1 2 3 4 5	1 2 3 4 5
6	My parent has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1 2 3 4 5	1 2 3 4 5
7	As I was growing up my parent did not allow me to question any decision she had made.	1 2 3 4 5	1 2 3 4 5

8	As I was growing up my parent directed the activities and decisions of the children in the family through reasoning and discipline.	1 2 3 4 5	1 2 3 4 5
9	My parent has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1 2 3 4 5	1 2 3 4 5
10	As I was growing up my parent did <i>not</i> feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	1 2 3 4 5	1 2 3 4 5
11	As I was growing up I knew what my parent expected of me in my family, but I also felt free to discuss those expectations with my parent when I felt that they were unreasonable.	1 2 3 4 5	1 2 3 4 5
12	My parent felt that wise parents should teach their children early just who is boss in the family.	1 2 3 4 5	1 2 3 4 5
13	As I was growing up, my parent seldom gave me expectations and guidelines for my behavior.	1 2 3 4 5	1 2 3 4 5
14	Most of the time as I was growing up my parent did what the children in the family wanted when making family decisions.	1 2 3 4 5	1 2 3 4 5
15	As the children in my family were growing up, my parent consistently gave us direction and guidance in rational and objective ways.	1 2 3 4 5	1 2 3 4 5
16	As I was growing up my parent would get very upset if I tried to disagree with her.	1 2 3 4 5	1 2 3 4 5
17	My parent feels that most problems in society would be solved if parents would <i>not</i> restrict their children's activities, decisions, and desires as they are growing up.	1 2 3 4 5	1 2 3 4 5
18	As I was growing up my parent let me know what behavior she expected of me, and if I didn't meet those expectations, she punished me.	1 2 3 4 5	1 2 3 4 5
19	As I was growing up my parent allowed me to decide most things for myself without a lot of direction from her.	1 2 3 4 5	1 2 3 4 5

2 0	As I was growing up my parent took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.	1 2 3 4 5	1 2 3 4 5
2 1	My parent did not view herself as responsible for directing and guiding my behavior as I was growing up.	1 2 3 4 5	1 2 3 4 5
2 2	My parent had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.	1 2 3 4 5	1 2 3 4 5
2 3 3	My parent gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me.	1 2 3 4 5	1 2 3 4 5
2 4	As I was growing up my parent allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.	1 2 3 4 5	1 2 3 4 5
2 5	My parent has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.	1 2 3 4 5	1 2 3 4 5
2 6	As I was growing up my parent often told me exactly what she wanted me to do and how she expected me to do it.	1 2 3 4 5	1 2 3 4 5
2 7	As I was growing up my parent gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her.	1 2 3 4 5	1 2 3 4 5
2 8	As I was growing up my parent did not direct the behaviors, activities, and desires of the children in the family.	1 2 3 4 5	1 2 3 4 5
2 9	As I was growing up I knew what my parent expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority.	1 2 3 4 5	1 2 3 4 5
3 0	As I was growing up, if my parent made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.	1 2 3 4 5	1 2 3 4 5

Description: 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).

Scoring: The PAQ is scored easily by summing the individual items to comprise the subscale scores. Scores on each subscale range from 10 to 50.

Rosenberg Self-Esteem Scale (RES)

Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

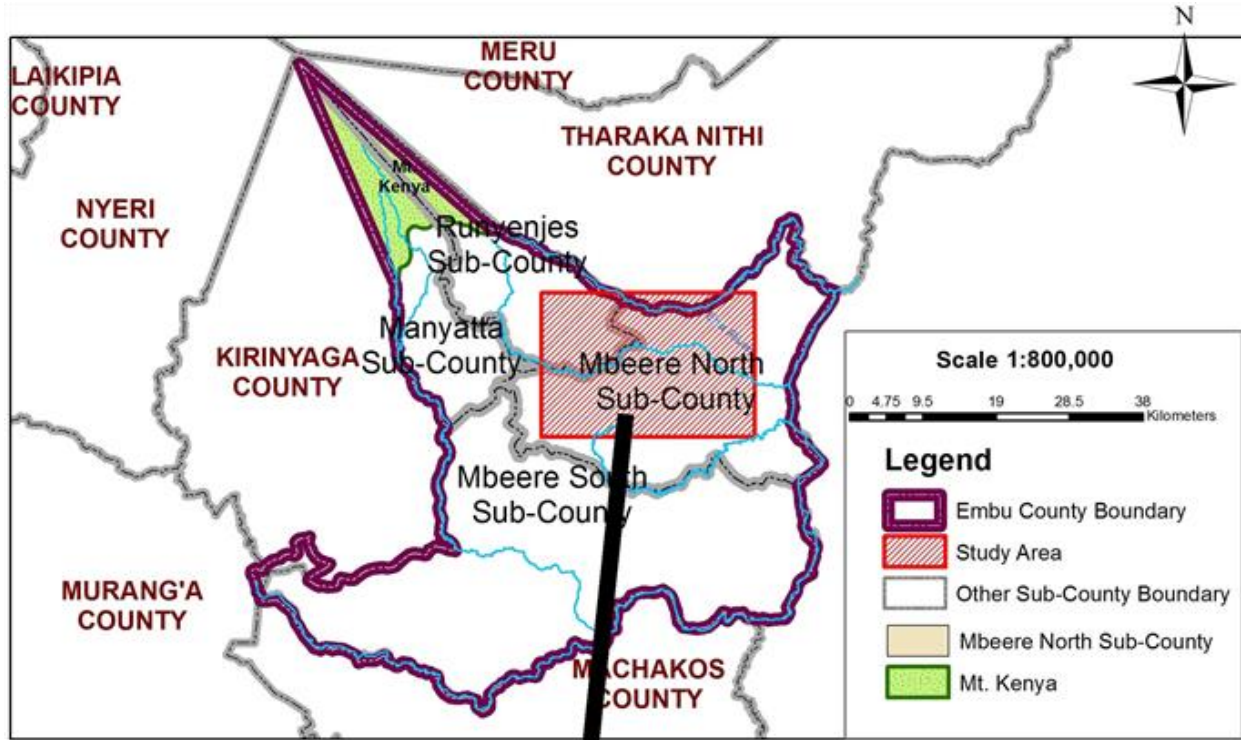
	1	2	3	4
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY AGREE
I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
I feel that I have a number of good qualities.	SA	A	D	SD
All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
I am able to do things as well as most other people.	SA	A	D	SD
I feel I do not have much to be proud of	SA	A	D	SD
I take a positive attitude toward myself.	SA	A	D	SD
On the whole, I am satisfied with myself	SA	A	D	SD
I wish I could have more respect for myself.	SA	A	D	SD
I certainly feel useless at times.	SA	A	D	SD
At times I think I am no good at all.	SA	A	D	SD

To score the items, assign a value to each of the 10 items as follows:

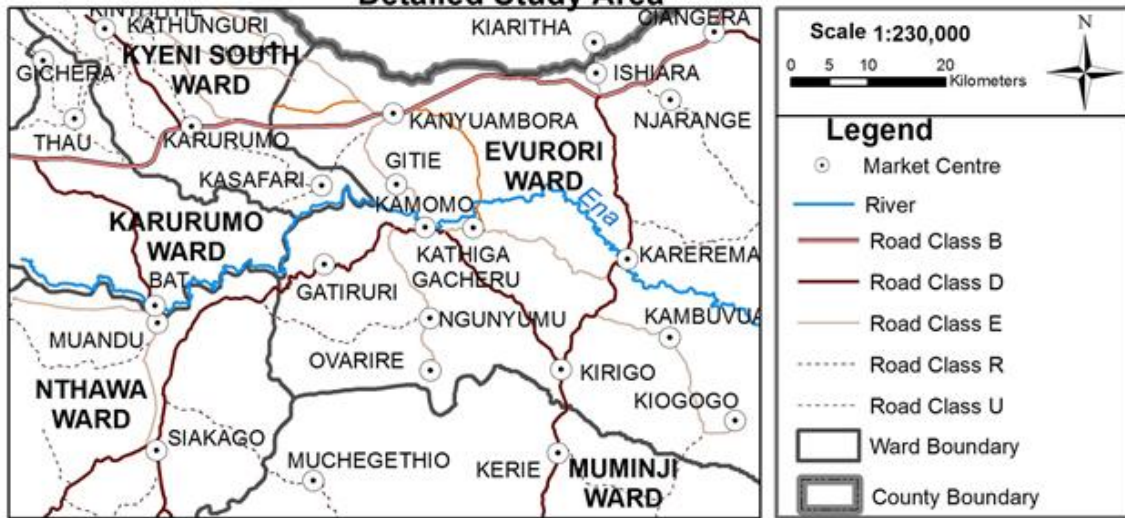
- For items 1,2,4,6,7: Strongly Agree=3, Agree=2, Disagree=1, and Strongly Disagree=0.
- For items 3,5,8,9,10 (which are reversed in valence, and noted with the asterisks** below): Strongly Agree=0, Agree=1, Disagree=2, and Strongly Disagree=3.

The scale ranges from 0-30, with 30 indicating the highest score possible. Other scoring options are possible. For example, you can assign values 1-4 rather than 0-3; then scores will range from 10-40. Some researchers use 5- or 7-point Likert scales, and again, scale ranges would vary based on the addition of "middle" categories of agreement.

Appendix III: Map of Mbeere North Sub County



Detailed Study Area



Prepared by:
Fausta Mbura Njiru, 2017

Appendix IV: Schools in Mbeere North

PUBLIC SECONDARY SCHOOLS IN PUBLIC SECONDARY SCHOOLS MBEERE NORTH SUB-COUNTY					
S/N	NAME OF SCHOOL	CLASSIFICATION	CATEGORY	FORM 2	
				BOYS	GIRLS
1	CIANGERA SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	20	32
2	CIANTHIA SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	21	20
3	CIERIA SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	12	16
4	GANGARA SEC. SCHOOL	EXTRA COUNTY	MIXED BOARDING	50	35
5	GIKUYARI SEC. SCHOOL	SUB-COUNTY	MIXED DAY & BOARDING	17	18
6	GITIBURI SEC. SCHOOL	SUB-COUNTY	MIXED DAY & BOARDING	16	46
7	GITII SEC. SCHOOL	COUNTY	MIXED DAY & BOARDING	52	57
8	GWAKAITHI SEC. SCHOOL	SUB-COUNTY	MIXED DAY & BOARDING	40	113
9	ITIIRA SEC. SCHOOL	SUB-COUNTY	MIXED DAY & BOARDING	21	31
10	KABACHI SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	8	11
11	KAMARANDI SEC. SCHOOL	COUNTY	MIXED DAY & BOARDING	26	40
12	KAMBARU SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	37	32
13	KAMIGUA SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	12	5
14	KAMUTU SEC. SCHOOL	SUB-COUNTY	MIXED DAY & BOARDING	57	47
15	KAMWAA SEC. SCHOOL	SUB-COUNTY	MIXED DAY & BOARDING	40	46
16	KANYUAMBORA BOYS SCHOOL	EXTRA COUNTY	BOYS BOARDING	214	0
17	KANYUERI HIGH SCHOOL	COUNTY	MIXED DAY & BOARDING	100	101
18	KARAMBARI SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	26	17
19	KARANGARE SEC. SCHOOL	COUNTY	MIXED DAY & BOARDING	107	122
20	KARIGIRI SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	13	16
21	KARUARI SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	33	32
22	KATHAGUTARI SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	24	18
23	KATHIGAGACERU SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	7	7
24	KAVENGERO SEC. SCHOOL	SUB-COUNTY	MIXED DAY & BOARDING	26	29
25	KIAMBERE SCHOOL COMPLEX	EXTRA COUNTY	MIXED BOARDING	31	36
26	KIANJERU SEC. SCHOOL	SUB-COUNTY	MIXED DAY & BOARDING	18	15
27	KIATHAMBU SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	1	2
28	KIGWAMBITI SEC. SCHOOL	COUNTY	MIXED DAY & BOARDING	27	21
29	KIRIE SEC. SCHOOL	SUB-COUNTY	MIXED DAY & BOARDING	54	57
30	KIRIGO SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	26	40
31	KIVUE SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	32	26
32	KOGARI SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	8	11
33	KUNE SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	16	21
34	KYENIRE SEC. SCHOOL	COUNTY	MIXED BOARDING	55	40
35	ST. MARY MAGDALENE SFD	SPECIAL	MIXED BOARDING	6	9
36	MBARAGA SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	0	0
37	MBARWARI SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	20	10
38	MICHEGETHIU SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	14	9

39	MUCHONOKE SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	16	12
40	MUTHANTHARA SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	7	8
41	NDUTORI SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	4	3
42	NGOCE SEC. SCHOOL	SUB-COUNTY	MIXED DAY SEC.	11	21
43	NGUNYUMU SEC. SCHOOL	SUB-COUNTY	MIXED DAY & BOARDING	22	36
44	RIANDU SEC. SCHOOL	COUNTY	MIXED DAY & BOARDING	8	19
45	SIKAGO BOYS SCHOOL	EXTRA COUNTY	BOYS BOARDING	409	0
46	SIKAGO MIXED DAY SEC	SUB-COUNTY	MIXED DAY SEC.	90	84
47	SIKAGO GIRLS HIGH SCHOOL	NATIONAL	GIRLS BOARDING	0	312

Appendix V: Standardized tool permission

From: Naleah Nthia <naleambucu@yahoo.com>
Sent: Saturday, February 18, 2023 6:46 AM
To: Buri, John R. <JRBURI@stthomas.edu>
Subject: [External] Request for Use of Parental Authority Questionnaire

You don't often get email from naleambucu@yahoo.com. [Learn why this is important](#)

Dear Dr. Buri,

I am writing to request permission to use the Parental Authority Questionnaire, a standardized tool for assessing parental authority, for a research study I am conducting.

I am a Master of Arts (Counseling psychology) student at Tangaza University College and currently carrying out a research on relationship between parenting styles and adolescent's self-esteem in secondary schools in Mbeere North Sub County, Kenya.

I am confident that the Parental Authority Questionnaire will be a valuable tool in my research. I am therefore requesting permission to use it in my study.

I look forward to hearing your response.

Sincerely,
Naleah Mbucu

• Re: [External] Request for Use of Parental Authority Questionnaire

Yahoo/Inbox ☆



• **Buri, John R.** <jrburi@stthomas.edu>
To: Naleah Nthia



Sat, Feb 18 at 7:33 PM ☆

Dear Naleah:

Thank you for your interest in the Parental Authority Questionnaire (PAQ). Please feel free to use the PAQ for any not-for-profit purposes. For further information about the PAQ (for example, scoring details, norms, reliability measures, validity), please see the following journal article:

Buri, J. R. (1991). Parental authority questionnaire. *Journal of Personality Assessment*, 57, 110-119.

I wish you the best with your research project.

John R. Buri, Ph.D.
Professor - Dept. of Psychology
U. of St. Thomas

UNIVERSITY OF MARYLAND
DEPARTMENT OF SOCIOLOGY

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Rosenberg Self Esteem Scale

The Rosenberg Self-Esteem Scale is perhaps the most widely-used self-esteem measure in social science research. Dr. Rosenberg was a Professor of Sociology at the University of Maryland from 1975 until his death in 1992. He received his Ph.D. from Columbia University in 1953, and held a variety of positions, including at Cornell University and the National Institute of Mental Health, prior to coming to Maryland. Dr. Rosenberg is the author or editor of numerous books and articles, and his work on the self-concept, particularly the dimension of self-esteem, is world-renowned.

The Rosenberg Self-Esteem Scale is now in the public domain, meaning you may use it without charge and without notifying the Sociology Department. This permission extends to making translations or adaptations as you see fit, consistent with traditional scholarly attribution practices. The department does not maintain any information on the scale beyond what is linked below, and cannot advise on its use.

<https://socy.umd.edu/about-us/rosenberg-self-esteem-scale>

Appendix VI: Research Permit from Tangaza University College



TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

OFFICE OF THE DIRECTOR OF RESEARCH & POST GRADUATE STUDIES

E-mail: dir.pgsr@tangaza.ac.ke Website: www.tangaza.ac.ke

OUR Ref: DPGSR/ER/04/2023

Date: 1st April 2023

To The Commission Secretary,
National Commission for Science, Technology and Innovation
P.O. Box 30623,
Nairobi – Kenya.

Dear Sir/Madam,

Re: Research Permit for Naleah Mbucu Nthia

This is to confirm that the person named in this letter is a student at Tangaza University College (TUC). She is registered in the Institute for Youth Studies (Reg. No. 20/00827) and she is pursuing M.A degree in Counselling Psychology.

Naleah has met all our provisional academic requirements leading to data collection. However, she cannot proceed to the field before getting a Research Permit from the National Commission for Science, Technology and Innovation (NACOSTI). Kindly assist her to process the permit for data collection for her M.A. Thesis.

Thanking you in advance for your cooperation

Yours sincerely,



Dr. Daniel M. Kitonga (Ph.D.)
Director, Research & Post-Graduate Studies

CC:

Rev. Dr. Hubert Pinto – Programme Leader, M. A. Counselling Psychology (IYS)

Appendix VII: Ethics Clearance



TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

OFFICE OF THE DIRECTOR OF RESEARCH & POST-GRADUATE STUDIES

E-mail: dir.pgsrc@tangaza.ac.ke

Website: www.tangaza.ac.ke

OUR Ref: DPGSR/ER/04/2023

Date: 1st April 2023

Naleah Mbucu Nthia
Institute for Youth Studies
School of Arts & Social Sciences
Tangaza University College

Dear Naleah,

RE: ETHICS CLEARANCE FOR NALEAH MBUCU NTHIA, REG. NO. 20/00827

Reference is made to your letter dated 15th March 2023 requesting for ethical clearance of your research proposal to carry out a study on “*Relationship between parenting styles and self-esteem among adolescents in Public Secondary Schools in Mbeere North sub-county of Embu County, Kenya*”.

I am pleased to inform you that, your research proposal has been reviewed and you can apply for research permit from the National Commission for Science, Technology and Innovation (NACOSTI). This should be done before commencing the data collection. You are also advised to adhere to the code of ethics as regards the protection of human subjects during the entire process of your study.

This approval is valid for one year from 1st April 2023.

Please, ensure that after the data analysis and final write up, you submit a soft copy of the thesis to the Director of Research & Post-Graduate Studies – Tangaza University College for records purposes.






Yours sincerely,



DR. DANIEL M. KITONGA (Ph.D.)
Director, Research & Post-Graduate Studies
Tangaza University College

CC: Rev. Dr. Hubert Pinto – Programme Leader, M.A. Counselling Psychology (IYS)

Appendix VIII: NACOSTI Research Licence

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 251030	Date of Issue: 29/April/2023
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. Naleah Mbcu Nthia of Tangaza University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Embu on the topic: "Relationship Between Parenting Styles and Self-Esteem Among Adolescents in public secondary schools in Mbeere North Sub-County of Embu County, Kenya" for the period ending : 29/April/2024.</p>	
License No: NACOSTI/P/23/25596	
251030 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

Appendix IX: Ministry of Interior and National Administration Authorization



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Telephone: Embu0202310839
FAX 30040
Email: ccembu@gmail.com
When replying please quote ref and date

County Commissioner
Embu County
P.O. Box 3 - 60100
EMBU.

Ref No: EBU/CC/ADM/3/37 VOL.IV/8

8th May, 2023

Deputy County Commissioner
MBEERE NORTH SUB COUNTY

RE: RESEARCH AUTHORIZATION

Please be informed that **Ms. Naleah Mbucu Nthia** License No. **NACOSTI/P/23/25596** has been authorized to carry out research in your Sub County for the period ending 29th April 2024.

The Research is based on "**Relationship between Parenting Styles and Self-/Esteem among Adolescents in Public Secondary School in Mbeere North Sub-County of Embu County Kenya**"

Kindly accord them the necessary assistance.

A handwritten signature in black ink, appearing to read 'Beatrice Gituto'.

BEATRICE GITUTO
For: COUNTY COMMISSIONER
EMBU COUNTY.

✓ **Copy to: MS. NALEAH MBUCU NTHIA**

Appendix X: Ministry of Education Authorization



MINISTRY OF EDUCATION

State Department of Early Learning and Basic Education

Telegrams: "Provedu". Embu
Telephone: Embu 31711
Fax: 30956
E-mail: cde.embu@yahoo.com
When replying please quote:

OFFICE OF THE
COUNTY DIRECTOR OF EDUCATION
EMBU COUNTY
P o Box 123-60100
EMBU

Ref: EBC/GA/32/1/Vol. VI/102

Date: 8TH May, 2023

MS .Naleah Mbucu Nthia

TANGAZA UNIVERSITY COLLEGE

RE: RESEARCH AUTHORIZATION

Reference is made to your letter dated 29th April, 2023.

This office acknowledges receipt of your research authorization to carry out research on **"Relationship between parenting styles and self -Esteem among adolescents in public secondary schools in Mbeere North Sub-county of Embu County ,Kenya for the period ending 29th April, 2024.**

This office has no objection and therefore wishes you success in this undertaking and requests prospective participants/respondents to accord you cooperation or support you may require.

COUNTY DIRECTOR OF
EDUCATION - EMBU COUNTY
P. O. Box 123-60100, EMBU


PP **KIPRUTO KOSGEI**
County Director of Education
EMBU COUNTY

Copy to:

The Principal Secretary, MOE-NAIROBI
The Secretary/CEO, NACOSTI – NAIROBI
The County Commissioner – **EMBU COUNTY**
The Sub-county Directors of Education – **EMBU COUNTY**



Appendix XI: Ministry of Education, Sub-County Authority



**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

Telegrams: Education
Telephone: Mbeere 21051
Fax: 21230
Email: deombeerenorth@gmail.com
When replying please quote

Sub-County Education Office
Mbeere North Sub-County
P.O. Box 207-60104
SIKAGO

Ref. MRE/N/EDU/GA/E.12/98

Date: 10th May, 2023

TO WHOM IT MAY CONCERN

AUTHORITY TO CONDUCT RESEARCH - NALEAH MBUCU NTHIA

I hereby write to introduce the above named person, who has been authorized by the National Council for Science and Technology (NACOSTI) to carry out research on **“Relationship between parenting styles and self-Esteem among adolescents in public secondary schools in Mbeere North Sub-county of Embu County, Kenya”** for the period ending 19th April, 2024.

This office has no objection in her carrying out the research in the public secondary schools in Mbeere North. Kindly accord her the necessary assistance.


W. NGAIRA

For: SUB –COUNTY DIRECTOR OF EDUCATION
MBEERE NORTH.



Appendix XII: Ministry of Interior and Coordination of National Government

Authorization



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL
GOVERNMENT**

Telegrams:
Telephone: (068) 21281 Or
020-2381633
Fax: (068-21005)
email: dcmbeerenorth2011@gmail.com
When replying please quote;

**DEPUTY COUNTY COMMISSIONER
MBEERE NORTH SUB COUNTY
P.O. BOX 197- 60104
SIAKAGO**

Date: 8TH MAY, 2023

Ref: MBE/ADM.15/14 VOL.II/44


**ASSISTANT COUNTY COMMISSIONERS
MBEERE NORTH SUB COUNTY**

RESEARCH AUTHORIZATION

Kindly be informed that Ms. Naleah Mbucu Nthia of License No. NACOSTI/P/23/25596, has been authorized to carry out research in Mbeere North Sub County for the period ending 29th April, 2024.

The research is based on "Relationship between Parenting Styles and Self-/Esteem among Adolescents in Public Secondary School in Mbeere North Sub – County of Embu County Kenya".

You are therefore asked to accord her the necessary assistance.


**DAVID OKONG'O
FOR: DEPUTY COUNTY COMMISSIONER
MBEERE NORTH SUB-COUNTY**



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