

**Parenting Styles, Self- Esteem and Students' Academic Achievement in Secondary Schools  
in Sironko District**

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**Declaration**

I hereby declare that this Dissertation entitled “Parenting styles, self-esteem and Students’ academic achievement in secondary schools in Sironko District” is my original work and to the best of my knowledge, it has never been published or submitted to any other university or institution for any award.

Muzaki Winnie

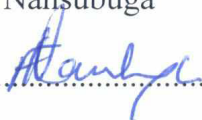
Signature.....*Winnie*..... Date.....*31.10.2018*.....

### Approval

This is to certify that this Dissertation entitled “*Parenting Styles, Self- Esteem and Students’ Academic Achievement in Secondary Schools in Sironko District*” has been submitted with our approval as University supervisors.

Dr Florence Nansubuga

Signature.....



.....Date.....

2<sup>nd</sup> Nov. 2018

### **Dedication**

I dedicate this research this research to my Dad, Mr. Birabi Milton and My Mum, M/s Sarah Wegosasa and all my family members for supporting me in all aspects up to this level. Thank you so much for being there for me. May God bless you.

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I would like to thank the head teachers of the schools for allowing me conduct research in their schools. I would also like to thank the students who participated as respondents during the study.

To God be the Glory.

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## Abstract

This study examined the relationship between parenting styles, self-esteem and students' academic achievement in secondary schools in Sironko District. The objectives were to examine the relationships between: parenting styles and self-esteem; self-esteem and students' academic achievement; parenting styles and academic achievement. The study was a survey and used a sample of 472 S.4 students of 2016 drawn from four secondary schools, namely, Masaba SS, Bugunzu SS, Buhugu SS and Bumasifwa SS. Demographic data were analyzed using frequencies counts and descriptive statistics. Spearman's rank correlation coefficient was used to test the study variables. The findings revealed an insignificant positive relationship between authoritative parenting style and students' self-esteem; while authoritarian parenting style and permissive parenting style each had a significant negative relationship on students' self-esteem. On research objective two, this study found an insignificant negative relationship between self-esteem and academic achievement among secondary school students in Sironko District. For research objective three, authoritative parenting style and permissive parenting styles each had insignificant relationship with student's academic achievement while authoritarian parenting style had a significant positive relationship with academic achievement.

Recommendations were that; parents in Sironko District should consider other strategies to boost self-esteem other than authoritative parenting style; urgent strategies and mitigation measures should be put in place to address the negative effects of authoritarian and permissive parenting styles on self-esteem among secondary school students there; much emphasis should be put on authoritarian parenting style as a strategy to boost academic achievement among secondary school students but not authoritative and permissive parenting styles.

## **Chapter One**

### **Introduction**

#### **Background of the study**

Academic achievement is one of the most important indicators of learning and understanding in all educational systems and is viewed as a scientific progression and rise in specified time situations which can be calculated by final average at the end of the school year (Mehr, 2008). Uganda implemented Universal Secondary Education (USE) to ensure more equitable access to secondary education (MoES, 2008; Lewin, 2006; and Policy Guidelines, 2005). Access to secondary education seems to have been achieved; however, educational outcomes remain disappointing. According to Byamugisha (2004) academic achievement among lower secondary students in schools under USE programme is still low. According to Kuh (2006), academic achievement is measured in terms of; acquisition of desired knowledge, skills and competencies, attainment of educational outcomes, career success and out of school achievement.

Studies have examined parenting styles and self-esteem and revealed a significant finding. Ruiz, Roosa, and Gonzales (2002) examined the link between parenting and self-esteem among European Americans and compared their results to Mexican Americans. The study revealed that cultural background might interact with parenting practices to influence children's self-esteem. The relationship between self-esteem and academic achievement has been well documented in the literature. Different studies have reached the conclusion that academic achievement and self-esteem are positively correlated (Lockett, 2003; Schmidt & Padilla, 2003). Carr, Borkowski and Maxwell (1991) found self-esteem to be a significant predictor of reading awareness.

Self-esteem concept according to Drew (1996) posits that psychologically self-esteem is a construct which refers to what an individual thinks about oneself. Measures of self-esteem include self-confidence, sense of self-worth, self-respect, self-regard, self-assurance and pride as aspects of personal description (Drew1996). These aspects have aroused great concern among school authorities as they correlate with self-esteem to increase the level of confidence or hinder learning and academic achievement of individual students in secondary schools (García 2007). Self-esteem plays an important role in academic achievement, social and personal responsibility of a child (Darling, 1999; and Mohammad, 2010). Individuals with high self-esteem tend to feel more confident and achieve more in academics than those with low self-esteem. Previous research has shown that there is a persistent, significant relationship between self-concept and many aspects of human behavior (Grusec, 2000). People with higher self-esteem tend to be more confident in their abilities resulting in higher aspirations and greater chance of success in achievement situations.

Parenting in humans is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood (Martinez, 2007). Drawing from Darling (1999), this study considered only three main parenting styles which were emphasized by a developmental Psychologist Diana Baum rind. Baum rind (1988) initially identified three main parenting styles in early child development as; authoritative, authoritarian and permissive (indulgent). Darling (1999), points out that the too hard (authoritarian) parents are strict and provide structured environments, enforce clear and rigid rules and are less responsive to the changing needs of their children. Such parents are autocratic and directive in dealing with children's behavior. Children of these parents tend to perform moderately in school, exhibit few problem behaviors but show poor social skills (Darling, 1999; and Fletcher,

Walls, Cook, Madison & Bridges, 2008). The authoritative parents consider “just right” and are supportive while expecting their children to behave. These parents provide clear and careful explanations so that their children can understand. The children of these parents tend to exhibit high levels of academic achievement and social competency and have few problem behaviors (Darling, 1999 and Fletcher et al, 2008). The permissive parents are too soft, they are child centered but undemanding. They are not clear and inconsistent in establishing structure or expectations. The children of permissive parents tend not fare well academically and behaviorally in school but show better social skills and lower levels of depression (Darling, 1999 and Fletcher, et al 2008). Baum rind (1991) identified four parenting styles and these were authoritarian parenting style, authoritative parenting style, permissive parenting style and the uninvolved parent. The Uninvolved parents may dismiss their children’s opinions and feelings. These parents are not in sync with their children’s emotions and feelings nor are they willing to consider their perspectives. These parents generally provide the basic needs for the children such as housing and food but will be emotionally unsupportive. Children of uninvolved parents often feel that other things in their parents’ lives are more important than them. They may attempt to provide for themselves, withdraw socially, and act much older than they are. This style of dealing with uninvolved parenting will impact the children’s adult relationships later in life. Asimwe and Maganda (2017) in their study on parents as enablers of academic achievement in secondary schools in Uganda confirmed and postulate that parental involvement in academic activities of the child enables the child’s academic achievement.

Most Previous studies have attempted to relate the three main parenting styles and children’s academic and social behavior. In a study carried out by Blair, and Qian (1998), it was found out that parental control was positively related to school achievement of Chinese

adolescents. In Spain, a study that investigated the impact of parenting styles on adolescents' self-esteem and internalization of values, Martínez, (2007) found that adolescents of indulgent parents show highest scores in self-esteem whereas adolescents from authoritarian parents obtain the worst results. For all social and educational developments, Abdorreza (2010) notes that the family and parenting style play an important role. In spite of the agreement on the effects of parenting practices on the child's development, many questions about the construct of parenting style remain unanswered. It is against this background that the researcher will explore whether parenting style and self-esteem are related to students' academic achievement.

### **Statement of the problem**

Crow and Crow (1969) posit that academic achievement is the holistic extent to which a learner is profiting from instructions in a given area of learning and it transcends one's potential in the educational goals measured by examinations. Ampofo and Osei- Owusu (2015) suggest that parenting styles and self-esteem play a vital role in constructive learning as indicators of academic achievement. Nyarko (2011) indicates that better social behavior and better grades are good indicators of a child's academic achievement. Parenting styles and self-esteem play a vital role in the physiological, socio-emotional and cognitive development of a child (Epstein, 2011).

Uganda National Examination Board (UNEB) has continuously released students' results that are disappointing to most people in most districts in Uganda. Some schools in Uganda have continuously achieved no first grades despite parents' and public fund expenditures on education. This clearly indicates that many students' learning achievements are still poor. When students fail to achieve academically, the public, parents and students themselves are quick to incriminate teachers for having not taught or for being bad teachers who know not how to teach children. They ignore the role played by the nature of students' parenting style and self-esteem

on students' academic achievement. It seems, many people do not understand the impact of parenting style on self-esteem which consequently affects students' academic achievement which is the main focus of this study.

### **Purpose of the study**

To examine the relationship between parenting styles, self-esteem and students' academic achievement in secondary schools in Sironko District.

### **Objectives of the study**

To examine the relationship between different parenting styles and self-esteem among students in secondary school in Sironko District.

To establish the relationship between self-esteem and students' academic achievement in secondary schools in Sironko District

To assess the relationship between the different parenting styles and academic achievement in secondary schools in Sironko District

### **Scope of the study**

The scope of the study entailed the following:

#### **Geographical scope**

The study was carried out in Sironko District which is located in the eastern part of Uganda. It was carried out in the following selected sub counties of; Busulani, Buyobo, Bumasifwa Buhugu. These sub counties in Sironko District have high dropout and illiteracy rates characterized by early marriages and teenage pregnancies.



### **Conceptual scope**

In terms of content the study concentrated on the relationship between parenting styles and self-esteem (as the independent variables) and students' academic achievement (as the dependent variable) in secondary schools in Sironko District. Parenting styles were conceptualized as; authoritative, authoritarian and permissive parenting. Self-esteem was conceptualized as; high or low self-esteem. Students' academic achievement was conceptualized as grades attained.

### **Significance of the study**

This study makes a number of contributions to various stake holders in education and particularly in the Ugandan context as far as parenting styles, self-esteem and learner's achievement is concerned. Theoretically this study shades light on how to improve learner's achievement and its findings clarify to future researchers, policy analyst, policy planners and policy implementers the relationship between importance of parenting styles and self-esteem in respect to students learning achievement and this could help them in their endeavours.

Practically the findings and methodology could guide the policy makers in formulating policies that would help stakeholders to work together and improve the parenting roles, teaching and learning processes.

Teachers and students in Ugandan schools would benefit from the study because when policies regarding learning achievement are made they would be the immediate beneficiaries.

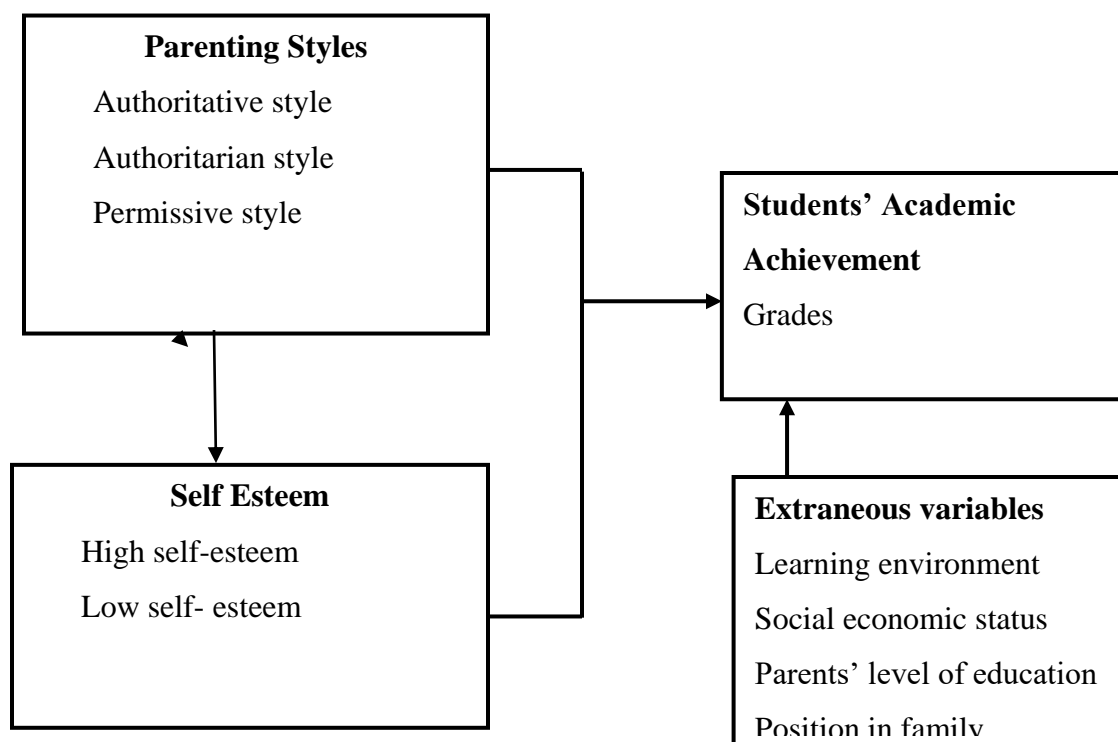
This study creates and adds more knowledge to the already existing body of knowledge for further researchers who might like to carry on further studies related to the current research and can now act as source of reference.

## Conceptual framework

The conceptual framework describes the variables of the study, how they were operationalized and interrelated. The conceptual framework shows the relationship between the independent variables (parenting styles and self-esteem), dependent variable (academic achievement) and the intervening variables.

### Independent Variable

### Dependent Variable



**Figure 1: Conceptual framework for the analysis of the effect of parenting style and self-esteem on student academic achievement in secondary schools in Sironko District**

Source: Developed for this study basing on ideas adopted from Langi (2015); Judge and Kemmerer-Mueller (2012) and Touré-Tillery and Fishbach (2011).

In the study the independent variables were conceptualized as parenting styles and self-esteem and student academic achievement as the dependant variable. The conceptual framework

explains that parenting styles in terms of authoritative style, authoritarian style and permissive style affect the students' academic achievement as adapted from Darling (1999). According to Fletcher et al (2008), as adapted in the conceptual framework it suggested that students' self-esteem affects students' academic achievement in secondary schools. However, as adapted from Drew (1996) the conceptual framework further suggests that parenting style affects self-esteem which also affects students' academic achievement in secondary schools. From this framework, dimensions of parenting style and self-esteem are examined in relation to students' academic achievement.

## **Chapter Two**

### **Literature Review**

#### **Introduction**

There have been many studies on the considerable knowledge gaps on the subject in Uganda and available literature will be reviewed on parenting styles, self-esteem and students' academic achievement. It is in this light that this study will be carried out to explore the effect of parenting styles and self-esteem on students' academic achievement in secondary schools in Sironko District.

#### **Parenting styles and self esteem**

Alsheikh (2010) noted that parenting style is a way to categorize and measure the quality and type of interaction between parents and children. Self-esteem concept according to Drew (1996) is a psychological construct which refers to what an individual thinks about himself. Measures of self-esteem include self-confidence, sense of self-worth, self-respect, self-regard, self-assurance and pride as aspects of personal description (Drew, 1996). According to (Bandura, 1997), self-esteem is the belief in one's capabilities to organize and execute courses of action required to produce given attainments.

Parents strive to protect and prepare their children for life in the world and how that goal is approached varies (Goodnow, 1998). Parents vary in their interactions with children along dimensions of warmth and demandingness (Goodnow, 1998). Baumrind, (1988) classified parent-child interactions into authoritarian characterized by lack of warmth and high demandingness, authoritative characterized by high warmth and high demandingness and permissive interaction characterized by high warmth and low demandingness. Self-esteem has been found to be influential in the actions and success of individuals in many different areas,

including overcoming fears, success in the workplace, hard life transitions and academic performance (Bandura, 1986; Chemers, Hu&Garcia, (2001). For example, Kansiime (2015) in his study on parenting perspectives, trajectories and influences among migrant Ugandan mothers in Sweden found out that, mothers remained protective and strict on shaping children's behaviour through denial of materials because physical punishment was abolished in Sweden. The Ugandan-migrant mothers also understood parenting as role modelling, creating friendship with the child, loving the child, teaching and guiding to develop good character traits including self-esteem.

Deshpande and Chabiriya (2014) in their study found that parenting style affects adolescents' self-esteem. The study examined acceptance, concentration and avoidance attitudes among parents and results showed that adolescents who perceive parental acceptance attitudes have a higher self-esteem than the adolescents who perceive concentration and avoidance attitudes among parents.

Rudy (2006) noted that one of the classic measures of adolescent adjustment in parenting studies is the self-esteem. Isabel et al (2007) posit that self-esteem is categorized into four dimensions, that is, academic, social, family and physical self-esteem. Deshpande and Chabiriya (2014) hold that parenting styles affect adolescents' self-esteem. Under parenting styles, adolescents who perceive parental acceptance attitudes have a higher self-esteem than the adolescents perceive concentration and avoidance attitudes among parents Deshpande and Chabiriya (2014). Martinez and Garcia (2007) found that adolescents of indulgent parents show highest scores in self-esteem whereas adolescents from authoritarian parents obtain the worst results.

Social contexts of the home environment are characterized in terms of the degree of parenting style that enhances or diminishes child motivation, extrinsic or intrinsic motivation. According to Erlanger, Chandler and Heffer (2013), the more autonomy, demand, and support parents provide, the more students are confident and persistent academically. A family environment created by a particular parenting style may influence one's general sense of self-esteem (Bandura, 1997). Deshpande and Chabiriya (2014) examined acceptance, concentration and avoidance attitudes among parents and results showed that adolescents who perceive parental acceptance and attitudes have a higher self-esteem than the adolescents who perceive concentration and avoidance attitudes among parents. According to Deshpande and Chabiriya (2014), affection or support from parents is a key builder of adolescent's self-esteem. Grusec and Goodnow (1994) indicated a persistent, significant relationship between self-concept and many aspects of human behavior. Dehyadegary, Yaacob, Juhari and Talib (2012) examined the relationships between parenting styles, self-esteem and school achievement and found that authoritative parenting style had a positive significant correlation with adolescents' self-esteem and academic achievement. However none of these studies was conducted in the context of Uganda or a developing country like Uganda but in the developed countries with different cultural dimensions and therefore it is not sufficient material to draw conclusion in the African setting of varying socio-economic status and cultural diversity. This study was to establish facts on parenting styles and how they correlate with self-esteem in the African setting of varying socio-economic status and cultural diversity and how it was applicable in Sironko District secondary schools.

### **Self-esteem and students' academic achievement**

Academic achievement according to Mehr (2008) was viewed as a scientific progression and rise in specified time situations which can be calculated by final average at the end of the school year. In general terms, academic achievement refers to academic success of students which could be measured based on tests results (Hosseini, Nasaband Parast, 2002). According to Kuh (2006), academic achievement is measured in terms of; grades awarded, acquisition of desired knowledge, skills and competencies, attainment of educational outcomes, career success and out of school performance. Individuals with high self-esteem tend to feel more confident and achieve more in academics than those with low self-esteem.

Previous research has shown that there is a persistent, significant relationship between self-concept and many aspects of human behavior (Grusec, 2000). In Spain, a study that investigated the impact of parenting styles on adolescents' self-esteem and internalization of values by Martinez and Garcia (2007), found that adolescents of indulgent parents show highest scores in self-esteem whereas adolescents from authoritarian parents obtain the worst results. According to the authors, affection or support from parents was a key builder of adolescent's self-esteem. Grusec (2000) indicated a persistent, significant relationship between self-concept and many aspects of human behavior. People with higher self-esteem tend to be more confident in their abilities resulting in higher aspirations and greater chance of success in achievement situations. Seifert (1983) notes that, students' senses of self-worth affect their motivation in school. Students who feel good about themselves set relatively high and reasonably achievable goals for themselves but those students with lower self-esteem may set goals that are either unrealistically high or extremely low (Seifert, 1983).

Hattie, (1992) observed that self-esteem influences our perceptions of reality and was significantly associated with performance in academic and non-academic areas of our lives. Strage & Brandt (1999) studies have found that college students' GPA and self-esteem in performing academically were positively related (e.g., Strage & Brandt, 1999). In conjunction with the effects of authoritative parenting on academic achievement, students' motivation and self-esteem may also contribute to academic success. Pajares (1996) found self-esteem to be strongly associated with academic performance in college students. Chemers et al (2001), also found that self-esteem is a significant predictor of academic performance and expectations and as students' academic expectations and self-esteem increase, they are more likely to show higher academic performance (Chemers et al (2001)).

Hattie (1992) and Seifer t(1983) were consistent with each other that people with higher self-esteem tend to be more confident in their abilities resulting in higher aspirations and greater chance of success in achievement situations. Seifert (1983) notes that, students' senses of self-worth affect their motivation in school. Students who feel good about themselves set relatively high and reasonably achievable goals for themselves but those students with lower self-esteem may set goals that are either unrealistically high or extremely low (Seifert, 1983). In authoritative parenting, the cognitive, social, and emotional development of the child is the focus (Pellerin, 2005).

Bhagat (2016) examined the relationship between self-esteem using secondary students as units of analysis and found that self-esteem students who had high self-esteem also had high academic achievement as compared to those with low self-esteem. Aryana (2010) also investigated the relationship between self-esteem and academic achievement using pre-university students in Qaemsher, Iran as units of analysis. Aryana (2010) established that self-esteem



among pre-university students was a strong determinant of academic achievement. Arshad, Zaidi and Khalid (2015) in their study on the relationship between self-esteem and academic performance used students from the university of GC Faisalabad, Malaysia as units of analysis; and the results from their study revealed that students with high self-esteem also performed well in academics with less stress.

However, though the positive relationship between self-esteem had been persistently established by a number of studies, occasionally some studies were on the contrary. For example, Vialle, Heaven and Ciarrochi (2005) in their study on the relationship between self-esteem and academic achievement used high ability students from Wallong Australia as units of analysis and did not find any significant relationship between self-esteem and academic achievement.

Since self-esteem is measured basing on self-confidence, sense self-worth, self-respect, self-regard, self-assurance and pride as aspects of personal description, there is need to examine aspects that influence our perceptions of reality among adolescents. In my own observation from most schools, there is little submission, acceptance and communication in homes which affects adolescents' self-esteem. This study will be conducted to establish whether facts underpinning self-esteem enhance adolescents' perception of acceptance which is instrumental in the child's self-satisfaction.

## **Parenting styles and students' academic achievement**

Parenting styles have aroused great concern among school authorities as they increase the level of confidence or hinder learning and academic achievement of individual students in secondary schools (Garcia, 2007). Previous studies have attempted to relate parenting styles and children's academic and social behavior. In a study carried out by Blair and Qian (1998), it was found out that parental control was positively related to school performance of Chinese adolescents. Authoritative parenting style, have consistently been shown to relate to various outcomes of academic performance. Previous studies have established a positive correlation between authoritative parenting style and academic achievement. For example, some studies (e.g. Slaten, 2006; Roche, 2007; Simons, 2007; Pong, Johnston and Chen, 2010) observed that students with better academic achievement had parents who were more authoritative. On authoritative parenting style, Fletcher et al (2008) position amounts to the thought that, in general, an authoritative parenting style emphasizing both responsiveness and demandingness appears superior in fostering higher academic performance and is positively associated with academic achievement.

Erlanger et al (2013) examined the relations among authoritative parenting style, academic performance, self-efficacy, and achievement motivation and results indicated that authoritative parenting continues to influence the academic performance. According to Erlanger et al (2013), authoritative parenting is characterized by high levels of nurturance, involvement, sensitivity, reasoning, and encouragement of autonomy. Erlanger et al (2013) observed that authoritative parents direct the activities and decisions for their children through reasoning and discipline.

Children of these parents tend to perform moderately in school, exhibit few problem behaviors but show poor social skills (Darling, 1999; and Fletcher et al, 2008). Corroborating this, Aremu (1991) found that students whose parents adopt the democratic style of parenting fare better in their performance than their counterparts, whose parents are autocratic. Goodnow (1988) and Miller (1986) have shown that positive parenting and child acceptance enhance children's academic performance. This also makes them feel relaxed in odd circumstances, which include examination conditions (Baumrind, 1988; and Agbeniyeh, 1999).

Similarly, Taylor (1995) posits that those students whose parents adopt autocratic parenting style score lower grades in school. Sekiwunga and Whyte (2009) in their study on poor parenting in eastern Uganda established that parents and guardians were both too lenient and too harsh failed to provide for their daughters' needs and this only pressured them into early marriages instead of prioritizing their education. Also, students whose parents are permissive score lower grades. Positive parenting does not only enhance the child's cognitive development, it also aids in school related behaviors. Involving parents in the task of correcting school-related behavior is a practice that has been used effectively in a variety of therapy approaches (Lavigne, Paterson, Sheese and Peterson, 1973). Kansiime (2015) in his study on migrant Ugandan mothers living in Sweden established that, mothers remained protective and strict on shaping children's academic performance through denial of materials because physical punishment was abolished in Sweden. In a general overview, the mothers' parenting paradigm had been slightly altered to fit that of the Swedish society, although their African sentimentalism about parenting had not completely vanished. Hybrids of African and Swedish parenting approaches were interchangeably applied. Biira and Anika (2018) investigated the impact of parenting styles on academic performance of secondary school students in Bukonzo County in

Uganda and findings indicated that the most prevalent parenting style was democratic style and the least was laissez-faire even as much as parents' perception may assume that children tend to want freedom. Furthermore, statistically significant positive correlations exist between democratic, authoritarian parenting styles and academic performance. It therefore implied that children would wish to have parents who are in control of them as opposed to those who leave them to do what they want. Therefore, democratic and authoritarian parenting styles proved to enhance students' academic performance as opposed to permissive parenting style

Aremu (2000) noticed that recent studies place high premium on the importance of positive parenting. He added that a warm and positive child-parent interaction could serve as a boost to academic performance. Dehyadegary et al (2012) conducted a comparison study between parenting style, self-esteem and school achievement and found out that authoritative parenting style has a positive significant correlation with adolescents' self-esteem and academic achievement. However the study was conducted in developed countries with different cultural dimensions and therefore it is not sufficient material to draw conclusion in the African setting of varying socio-economic status and cultural diversity. This study will be conducted to establish whether facts on authoritative parenting style correlates with self-esteem to affect students' academic achievement and how it is applicable in Sironko District secondary schools.

### **Hypotheses**

1. There is significant relationship between different parenting styles and students' self-esteem achievement in secondary schools in Sironko District
  - i) There is a significant relationship between authoritative parenting style and students' self-esteem.

- ii) There is a significant relationship between authoritarian parenting style and students' self-esteem.
  - iii) There is a significant relationship between permissive parenting style and students' self-esteem.
2. There is significant relationship between self-esteem and students' academic achievement in secondary schools in Sironko District.
  3. There is significant relationship between different parenting styles and students' academic achievement in secondary schools in Sironko District.
    - (i) There is a significant relationship between authoritative parenting style and students' academic achievement.
    - (ii) There is a significant relationship between authoritarian parenting style and students' academic achievement.
    - (iii) There is a significant relationship between permissive parenting style and students' academic achievement.

## **Chapter Three**

### **Methodology**

#### **Introduction**

This chapter presents the methodology that was used to conduct the study in relation to the research design, study population, sample size and selection procedure, sampling technique, data collection methods, data collection instruments, validity and reliability of instruments, procedure for data collection, data analysis strategy and ethical consideration and anticipated limitations of the study.

#### **Study design**

The researcher adopted a correlation design and under this design, a quantitative method was used. The design was useful at identifying relationships between study variables. It was also good in describing the magnitude of the problem and was appropriate in generalizability (Amin, 2005). The design was quick to collect primary data over a short period of time.

#### **Study population**

The study was conducted in four sub counties of Busulani, Buhugu, Bumasifwa and Buyobo in Sironko District. The population for this study was students and the study concentrated on 4 schools of Masaba SS, Buhugu SS, Bumasifwa Seed School and Bugunzu Seed School. These schools are under USE programme and had a high failure rate yet the government was injecting a lot of funding to all USE schools including the four used in this study. The USE schools absorbed the majority of the students, constituted the largest number of schools in that locality and their findings could be easily generalized to other contexts. Only senior four students from these schools were required to participate in the study since they had index numbers which were used to tag their performance. The senior four students from the four

schools also did the same mock examinations and their results were used as the basis to determine their level of achievement. The secondary school students were preferred for this study since they were mature and literate enough to provide responses in the self-administered questionnaires used as the main data collection tool in this study. Masaba SS had 188 students in S.4, Bugunzu Seed School has 124, Buhugu SS 70 and Bumasifwa Seed School 90 students in S4 for 2016 constituting a sample population of 472. It was from these that a sample size for the study was drawn.

### **Sampling strategy and sample size**

Purposive sampling was used to select one school from each of the sub counties. Selection of respondents involved simple random sampling since they were likely to be many. The main benefit of the simple random sample was that each member of the population had an equal chance of being chosen and it guaranteed that the sample chosen was representative of the population and was an effective way of avoiding bias of respondents according to Sekaran (2000).

Using a simple random sampling technique, a sample size of 210 respondents comprising of only senior four students from the population of 472 who were targeted by the study took part in the study. The sample size was determined basing on Krejcie & Morgan's (1970) table for determining sample size.

### **Data collection method**

For purposes of this study, a survey was an appropriate data collection strategy. This method enabled the researcher to collect a large amount of data with ease.

## **Instruments of the Study and measurement of study variables**

Data collection instrument was a structured self-administered questionnaire. A five-Likert Scale questionnaire ranged from “Strongly Agree”, “Agree”, “Not Sure”, “Disagree” and “Strongly Disagree”, to allow the researcher to uncover degrees of opinion from students. The questionnaire consisted of four sections; demographic data of respondent, parenting style, self-esteem and academic achievement.

Parenting style was measured using an instrument developed by Robinson, Mandleco, and Olsen and Hart (1995) on Authoritative, authoritarian, and permissive parenting practices. Self-esteem was measured basing on a self-esteem scale, an instrument developed by Sorensen (2005) on psychological, emotional, personal and relationship issues. Students’ academic achievement was measured basing on students’ grades of their mock results.

## **Quality control**

### **Validity**

The questionnaire was validated by the supervisors to ensure clarity of the items and to remove any ambiguity. The purpose of the validation was to obtain feedback and find out if the items were relevant to measure the study variables before the instrument was committed to collect the actual data needed for the study. Basing on the expert opinion from the supervisors, a content validity index (CVI) was established after their validation of each item.

$$\text{CVI} = \frac{\text{total number of items recieving postive ratings of content relevance}}{\text{total number of items on a measure}} .$$

$$= \frac{45}{49}$$

$$= 0.92$$



According to Amin (2005) for the instrument to be acceptable, the average index should be 0.6 and above which the current instrument surpassed.

### **Reliability**

Reliability was calculated to establish the acceptable Cronbach's alpha value of 0.7 and above (Amin, 2005, Bryman and Cramer, 2001). Cronbach's alpha established internal-consistency as a measure of the extent to which item responses obtained at the same time correlated highly with each other. The reliability statistics on the multi item constructs were computed with the help of SPSS and presented in Table 1

**Table 1: Reliability statistics**

Variable	Items	Alpha
Authoritative parenting style	10	0.79
Authoritarian parenting style	7	0.55
Permissive parenting style	4	0.50
Self-esteem	10	0.52

The average Cronbach ( $\alpha$ ) values were high enough as compared to the threshold value of 0.6 (Hair, Anderson, Tatham & Black, 2006) which implied that at the initial stage, the multi-item constructs were reliable measures to undertake the study.

The table above shows that the instrument used to measure authoritative parenting style was 79% reliable to measure the intended variable. The table also shows that the instrument for measuring authoritative parenting style was 55% reliable for measuring what it intends to measure. The tool for measuring permissive parenting style was 50% reliable for its intended

objective. Originally, the items for this instrument were 9 but when the alpha coefficient was tested, only four survived. The problem could have been inadequacy among respondents this being a USE school. The reliability of the instrument used to measure self-esteem was 52% reliable to measure the variable.

### **Procedure**

Upon approval of the research proposal and after proving that the research instruments were valid, the researcher obtained a letter of introduction from the College of Humanities and Social Sciences, Makerere University to help her seek permission to conduct the study. With permission, the researcher got to the area of study to collect data from the respondents. The letter acted as evidence of what the research was about in order to avoid any bias from the respondents.

### **Data Management and Analysis**

The data obtained was managed by first checking it for completeness and then entered into the computer for storage and further processing. The SPSS package was used to edit the data and get rid of obvious errors. At the uni-variate level data was analyzed using descriptive statistics in the form of frequency counts and presented in tables and figures according to specific objectives and demographic attributes. At the bi-variate level Spearman's rank Correlation coefficient was used to obtain probability and significance tests. The Spearman's rank Correlation Coefficient was used as it could generate sample statistics needed to establish the degree and the direction of the relationship between the study variables as stated in the study objectives. Spearman's rank Correlation coefficient was preferred as the most appropriate measure for testing the hypotheses since this study was focused on establishing the relationships between the study variables. The tests were done with the help of SPSS.

**Ethical considerations**

Before embarking on field research, the proposal to this study had gone through approval and authorization for field research was granted by the Dean to the school of psychology, Makerere University. On the basis of this authorization, the researcher sought for permission to collect data from the respondents from the relevant authorities in Sironko district and the schools. The researcher formally asked respondents for their consent to participate in the study, which they each granted through ticking and signing on the self-administered questionnaire request letter. Before, collecting data, the objectives of the study were clearly explained to the respondents who were assured of confidentiality of and that the information provided would only be used for academic purposes. Confidentiality was ensured by keeping respondents' identity anonymous. Conclusions of the study were based on accurate handling of data collected and findings were to be disseminated and not to the disadvantage of anybody.

## Chapter Four

### Presentation and Interpretation of Findings

#### Introduction

This chapter presents findings from data analysis in two sections. Section 1 presents results in demographic information while section 2 presents inferential statistics results of the following hypotheses:

#### Hypotheses

1. There is significant relationship between different parenting styles and students' self-esteem achievement in secondary schools in Sironko District
  - (i) There is a significant relationship between authoritative parenting style and students' self-esteem.
  - (ii) There is a significant relationship between authoritarian parenting style and students' self-esteem.
  - (iii) There is a significant relationship between permissive parenting style and students' self esteem.
2. There is significant relationship between self esteem and students' academic achievement in secondary schools in Sironko District.
3. There is significant relationship between different parenting styles and students' academic achievement in secondary schools in Sironko District.
  - (i) There is a significant relationship between authoritative parenting style and students' academic achievement.
  - (i) There is a significant relationship between authoritarian parenting style and students academic achievement.

- (ii) There is a significant relationship between permissive parenting style and students' academic achievement.

### **Descriptive Statistics for demographic information**

Information about the demographic characteristics of the sample being studied was described in this section. The demographic characteristics of the respondents analyzed include the following; gender and age group of the respondent. These demographic characteristics were presented only to enable the reader understand the sample characteristics but not necessarily to address the study objectives is done to determine whether they are related to this study objectives. The distribution of respondents by their gender was presented in Table 2.

**Table 2:**

*Distribution of respondents by gender*

Gender	Frequency	Percent
Male	71	48
Female	75	51
Missing	1	1
Total	147	100

From Table 2, the majority 75(51%) of the respondents were females as compared to the minority 71(48%) of them who were males. One respondent did not indicate gender for reasons not mentioned and this was treated as non-response of that particular item.

The respondents' distribution by secondary schools was computed and presented on Table 3.

**Table 3:***Distribution of respondents' by secondary schools*

	Frequency	Percent
Bumasifwa Seed School	39	27
Bugunzu Seed School	38	26
Buhugu S.S	26	18
Masaba S.S.S	44	30
Total	147	100

Table 3 shows that the majority 44 (30%) of the respondents were from Masaba Secondary School, followed by Bumasifwa Seed Secondary School which contributed 39 (27%) of the respondents, then followed by Bugunzu Secondary School which contributed 38 (26%) of the respondents, while Buhugu Seed Secondary School contributed the least 26 (18%) of the respondents for this study.

**Section 2:****Inferential Statistics**

This section presents inferential statistics results as they are presented in Table 4. The results were interpreted and presented according to each hypothesis obtained from the statistical tests. Spearman's rank correlation coefficient was used to establish relationships because continuous data was correlated with categorical data (non-parametric data).

**Table 4:***Spearman rank order correlation coefficient*

		Self-esteem	Academic achievement
Authoritative parenting style	$r_s$	.067	-.04
	P	.432	.68
	N	140	145
Authoritarian parenting style	$r_s$	-.218*	.203*
	P	.012	.02
	N	132	134
Permissive parenting style	$r_s$	-.245**	.05
	P	.01	.6
	N	139	143
Academic achievement	$r_s$	-.020	
	P	.817	
	N	142	

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

\* . Correlation is significant at the 0.05 level (2-tailed).

*H1 There is significant relationship between different parenting styles and students' self-esteem achievement in secondary schools in Sironko District*

*H1 (a) There is a significant relationship between authoritative parenting style and self esteem*

From Table 4, Spearman Rank Order ( $r_s = 0.067$ ,  $p = 0.43 > 0.05$ ) suggested that there was no significant relationship between authoritative parenting style and self-esteem. This means that authoritative parenting style does not affect students' self-esteem. In other words authoritative parenting style neither improved nor decreased students' self-esteem.

*H1 (b) There is a significant relationship between authoritarian parenting style and students' self-esteem.*

Table 4 shows that Spearman's rank Correlation Coefficient ( $r_s = -0.22$ ,  $p = 0.01 < 0.05$ ) suggested a significant negative relationship between authoritarian parenting style and students' self-esteem. This means that when parents use a lot of authoritarian parenting style, students self esteem declines whereas if parents increasingly avoided the use of authoritarian parenting style consistently, the students' self-esteem was also seen to improve.

*H1 (c) There is a significant relationship between permissive parenting style and students Self-esteem.*

Table 4 also reveals that Spearman's rank Correlation Coefficient ( $r_s = -0.245$ ,  $p = 0.01 < 0.05$ ) suggesting a significant negative relationship between self-esteem and permissive parenting style. It meant that the more the parents practiced permissive parenting style, the more the students' self-esteem is lowered while the opposite of this was also true.

*H2. There is a significant relationship between students self-esteem and students' academic achievement*

Table 4 shows that Spearman's rank Correlation Coefficient ( $r_s = -.020$ ,  $p = .817 > 0.05$ ) this suggested that there is no significant relationship between student's self-esteem and academic achievement. This means that neither did self-esteem increase nor decrease student's academic achievement in Sironko secondary schools..

*H3. There is a significant relationship between parenting styles and students' academic achievement*

*H3 (a) There is a significant relationship between authoritative parenting style and academic achievement*



Table 4 shows that Spearman's Rank Correlation coefficient suggested there was no significant relationship between authoritative parenting style and students' academic achievement ( $r_s = -0.04$ ,  $p = 0.68 > 0.05$ ). This means that neither did authoritative parenting style improve nor cause any decline on students' academic achievement.

*H3 (b) There is a significant relationship between authoritarian parenting style and academic achievement*

Table 4 also shows that Spearman's Rank Correlation Coefficient ( $r_s = 0.203$ ,  $p = .02 < 0.05$ ) suggested a positive and significant relationship between authoritarian parenting style and students' academic achievement. It meant that the more parents use and exercise authoritarian parenting style, the more the students' academic achievement improves.

*H3 (c) There is a significant relationship between permissive parenting style and academic achievement*

Table 4 reveals that Spearman's Rank Correlation Coefficient ( $r_s = 0.5$ ,  $p = 0.6 > 0.05$ ) confirmed that there is no significant correlation between permissive parenting style and students' academic achievement. This means permissive parenting style neither caused any improvement nor decline on students' academic achievement

## Chapter Five

### Discussions, Conclusion and Recommendations

#### Introduction

The study focused on establishing the relationships between parenting styles, self-esteem and academic achievement. This chapter presents discussions about results of inferential data analysis in relation to the objectives of the study which provided the basis for conclusions, recommendations and suggestions on areas for further research.

The objectives that guided the discussions in this sub-section were as follows; to examine the relationship between different parenting styles and self-esteem among students in secondary schools, to establish the relationship between self-esteem and students' academic achievement and to assess the relationship between the different parenting styles and academic achievement in secondary schools in Sironko District

The parenting styles that this study measured were authoritative, authoritarian and permissive. Each of these parenting styles was correlated with self-esteem and academic achievement respectively and the following are the discussions on findings.

#### **The relationship between parenting styles and self-esteem**

The study established that there was no significant relationship between authoritative parenting style and students self- esteem ( $r_s = 0.07$ ,  $p > 0.05$ ). This means that students who were brought up under authoritative parenting style may have low or high self- esteem and this could not be attributed to authoritative parenting style. Though some studies had established that authoritative parenting style had a significant positive relationship with students' self-esteem, the results of the current study had not. This study finding was in disagreement with some studies conducted in other contexts. For example, it disagreed with Deshpande and Chhabriya (2014)

who examined acceptance, concentration and avoidance attitudes among parents and results showed that adolescents who perceive parental acceptance attitudes have a higher self-esteem than the adolescents who perceive concentration and avoidance attitudes among parents.

According to Deshpande and Chhabriya (2014), affection or support from parents is a key builder of adolescent's self-esteem. Deshpande and Chhabriya's (2014) findings therefore disagreed with the current study. This study's finding was in total disagreement with Erlanger et al (2013) who concluded that the more autonomy, demand, and support parents provided; the more students were confident with high self-esteem and more persistent academically. Dehyadegary et al (2012) examined the relationships between parenting styles, self-esteem and school achievement in varied contexts; they were consistent with each other to the effect that authoritative parenting style had a positive significant correlation with adolescents' self-esteem and academic achievement.

Though some studies had established that authoritative parenting style had a significant positive relationship with students' self-esteem, the current study had not. The findings of this study are consistent with some researchers. For example it concurs with Driscoll (2013) in her study on parenting styles and self-esteem among psychology class students in a liberal arts college in southern California, who found that authoritative parenting style, did not have a significant effect on a child's self-esteem. This was consistent with Ashiono (2013) who investigated relationships between parenting styles and pre-school children's performance in curriculum activities in Kisauni, Kenya and also found significant differences in means of parenting styles among parents of different employment status. The findings from this study contradict with some earlier studies, but also concur with some earlier studies which is so interesting. This study therefore leaves the question on the relationship between authoritative

parenting style and self-esteem unresolved. The first hypothesis in this study which stated that “there is a significant relationship between authoritative parenting style and self-esteem” was therefore rejected according to the findings of this study.

The results of this study established that authoritarian parenting style had a significant negative relationship with students’ self-esteem ( $r_s = -0.22$ ,  $p < 0.05$ ) confirming that there was a significant negative relationship between authoritarian parenting style and students’ self-esteem. This means that when authoritarian parenting style increases, self-esteem decreases. This finding was in agreement with a number of studies to the effect that authoritarian parenting style was negatively related to self-esteem. For Instance, it was in agreement with Martinez and Garcia (2007) who investigated the impact of parenting styles on adolescents’ self-esteem and internalization of values in Spain and found that adolescents of indulgent parents show highest scores in self-esteem whereas adolescents from authoritarian parents obtain the worst results. Similarly, it concurred with Grusec and Goodnow (1994) who found that affection or support from parents was a key builder of adolescent’s self-esteem. In conclusion they indicated a negative significant relationship between self-concept and many aspects of authoritarian parenting behavior. People with higher self-esteem tend to be more confident in their abilities resulting in higher aspirations and greater chance of success in achievement situations.

This study finding was also consistent with Seifert (1983) who noted that, students’ senses of self-worth affect their motivation in school. Students who were encouraged to feel good about themselves by their parents set relatively high self-esteem goals for themselves but those students with lower self-esteem due to autocratic parenting style may set goals that were extremely low about their self-esteem. This study therefore concurs with other earlier studies and confirms their findings that autocratic parenting style was a negative predictor of students’

self-esteem though some stakeholders have always viewed it the other way round. For example, some parents in Uganda reacted negatively when the MoES recently abolished corporal punishments in schools. Some schools have also defied the MoES directive to abolish corporal punishments which has an element of autocratic parenting style. The second hypothesis in this study stated that, “there is a significant relationship between authoritarian parenting style and self-esteem”. The findings from this study indicate that this hypothesis was retained and supported.

The findings from this study reveal that Permissive parenting style had a significant and negative relationship with self-esteem ( $r_s = -0.3, p < 0.01$ ). This means that the more children are exposed to permissive parenting style the less self-esteem they have. This finding was consistent with some studies. For example it concurred with Donna (2014) who found out that permissive parents do not set rules, avoid engaging in behavioral control, and set few behavioral expectations for adolescents and showed steep decreases in monitoring once their children reached adolescence and these children increased their levels of externalizing behavior.

Adolescents from permissive families report a higher frequency of substance use, school misconduct, and are less engaged and less positively oriented to school compared to individuals from authoritative or authoritarian families. Permissive parenting is also associated with low self-esteem and extrinsic motivational orientation among adolescents. The third hypothesis under parenting styles and self-esteem stated that, “there is a significant relationship between permissive parenting style and students’ self-esteem”. This third hypothesis was therefore retained and upheld according to the findings of the study.

### **The relationship between self-esteem and academic achievement**

The results from data analysis reveal that there was no significant correlation between self-esteem and academic achievement among secondary school students in Sironko District. This study's finding was not in agreement with some studies. For instance, it did not agree with Grusec and Goodnow (1994) who indicated a persistent, significant relationship between self-concept and many aspects of human behavior. People with higher self-esteem tend to be more confident in their abilities resulting in higher aspirations and greater chance of success in achievement situations. It was also not consistent with Seifert (1983) who found that, students' senses of self-worth affect their motivation in school; and students who feel good about themselves set relatively high and reasonably achievable goals for themselves but those students with lower self-esteem may set goals that are either unrealistically high or extremely low.

Hattie (1992) who observed that self-esteem influences our perceptions of reality and was significantly associated with performance in academic and non-academic areas of our lives, also differed from the findings of the current study. This study's finding also differed from Strage and Brandt (1999) who found that college students' GPA and self-esteem in performing academically were positively related. In conjunction with the effects of authoritative parenting on academic achievement, students' motivation and self-esteem may also contribute to academic success.

It equally did not concur with Aryana (2010) who investigated the relationship between self-esteem and academic achievement using pre-university students in Qaemsher, Iran as units of analysis. Aryana (2010) established that self-esteem among pre-university students was a strong determinant of academic achievement. Arshad, Zaidi and Khalid (2015) in their study on the relationship between self-esteem and academic performance among students from the University of GC Faisalabad, Malaysia also differed from the current study since the results from

their study revealed that students with high self-esteem also performed well in academics with less stress.

Though the positive relationship between self-esteem had been persistently established by a number of studies, occasionally some studies were on the contrary. For example, Vialle, Heaven and Ciarrochi (2005) in their study on the relationship between self-esteem and academic achievement used high ability students from Wallong Australia as units of analysis and did not find any significant relationship between self-esteem and academic achievement.

The findings were also in agreement with Aqeel, Tufail and Hussain (2014) who investigated the impact of parenting styles and self-esteem on academic achievement of post graduate students from Islamia University of Bahawalpur, Pakistan and found that self-esteem did not have a significant relationship with academic achievement.

Vialle, Heaven and Ciarrochi (2005) in their study on the relationship between self-esteem and academic achievement used high ability students from Wallong, Australia as units of analysis and did not find any significant relationship between self-esteem and academic achievement. In summary, the finding from this study still leaves the question of self-esteem in relation to students' academic achievement unresolved since it concurs with some and disagrees with others. Based on the findings from this study, the hypothesis that, "there is a significant relationship between self-esteem and academic achievement", was rejected in this study.

### **The relationship between parenting styles and academic achievement**

Under this objective the study investigated the relationships between three different types of parenting styles, namely; authoritative parenting style, authoritarian parenting style and the permissive parenting style in relation to academic achievement among secondary school students.

The results from this study also revealed that there is a significant and positive relationship between authoritarian parenting style and academic achievement”. It meant that when parents use authoritarian parenting style, students’ academic achievement improves. This finding was consistent with some studies in other contexts. For instance, it was in agreement with Blair and Qian (1998) who found that parental control was positively related to school performance of Chinese adolescents. This finding also concurred with Inam, Nomae and Abiodullah (2016) who conducted a study on the relationship between parenting styles and academic achievement of middle school students and concluded that authoritarian parenting style enhanced students’ academic performance significantly.

However a number of studies also had findings that were contrary to the current study finding. For example, Taylor (1995) posits that those students whose parents adopt autocratic parenting style score lower grades in school. Also, students whose parents are permissive score lower grades. Corroborating this, Aremu (1999) found that students whose parents adopted the democratic style of parenting fared better in their performance than their counterparts, whose parents are autocratic. The relationship between authoritarian parenting style and student’s academic achievement is now a contentious issue due to the different conclusions drawn by different studies in different contexts. This study finding therefore confirms the hypothesis that, “there is a significant relationship between authoritarian parenting style and students’ academic achievement”.

The results from this study revealed that there was no significant relationship between authoritative parenting style and academic achievement. This result did not agree with some studies conducted in other contexts with varied conclusions from this study’s result. Previous studies have established a positive correlation between authoritative parenting style and



academic achievement. For example, this study did not agree with some studies (e.g. Slaten, 2006; Roche, 2007; Simons, 2007; Pong, Johnston and Chen, 2009) who concluded that students with better academic achievement had parents who were more authoritative. This study was neither consistent with Erlanger et al (2013) who examined the relationship between authoritative parenting style, academic performance, self-efficacy, and achievement motivation and results indicated that authoritative parenting continues to influence the academic performance.

According to Erlanger et al (2013), authoritative parenting is characterized by high levels of nurturance, involvement, sensitivity, reasoning, and encouragement of autonomy. Erlanger et al (2013) observed that authoritative parents direct the activities and decisions for their children through reasoning and discipline. Goodnow (1988) and Miller (1986) have shown that positive parenting and child acceptance enhance children's academic performance. This also makes them feel relaxed in odd circumstances, which include examination conditions (Baumrind, 1988; and Agbenihae, 1999).

Aremu (2000) noticed that recent studies place high premium on the importance of positive parenting. He added that a warm and positive child-parent interaction served as a boost to academic performance. Dehyadegary et al (2012) conducted a comparison study between parenting style, self-esteem and school achievement and found that authoritative parenting style had a positive significant correlation with adolescents' self-esteem and academic achievement.

However, findings of this study were in agreement with Aqeel, Tufail and Husein (2014), who also found no significant relationship between authoritative parenting style and academic achievement. This study finding therefore rejects the hypothesis that, "there is a significant relationship between authoritative parenting style and students' academic achievement".

This study established that there was no significant relationship between permissive parenting style and academic achievement. It means that academic achievement was not significantly enhanced by permissive parenting style. Studies conducted on the relationship between permissive parenting style and students' academic achievement concluded with varied results from the current study. This finding was in agreement with some studies conducted in other contexts. For example, Masud , Ahmad, Jan and Ahmad (2016) found out that permissive parenting in itself had no significant relationship with students' academic achievement.

However this study finding differed from other studies for example Taylor (1995) found that students whose parents adopted permissive parenting style scored lower grades. Similarly, Barak, Kawser and Sharmin (2016) investigated the impact of parenting style on children's academic achievement and findings revealed that permissive parenting style negatively affected children's academic achievement.

Some studies concluded that permissive parenting style was positively related to students' academic achievement. For example, Hassan and Sen (2015) concluded that permissive parenting style had a positive relationship with academic achievement among undergraduate students from the University of Putra in Malaysia. In other contexts, permissive parenting style was found to have an insignificant relationship with students' academic achievement. For instance, Vialle et al (2005) established that permissive parenting style had an insignificant relationship with students' academic achievement among secondary school students in Wallong, Australia. The different findings from different studies in varied contexts show that the question of permissive parenting style in relation to students' academic achievement still remains unresolved. The hypothesis that "there is a significant relationship between permissive parenting style and students' academic achievement", was rejected based on the findings of this study.

## Conclusions

The following conclusions were derived from the findings based on the three research objectives:

Authoritarian parenting style had a significant negative relationship with students' self-esteem. This means that the low esteem among secondary school students in Sironko District is greatly contributed by the authoritarian parenting style practiced by the parents there.

Permissive parenting style had a significant negative relationship with students' self-esteem. In other words, the permissive parenting style is one of the strong contributing factors to low esteem among secondary school students in Sironko District.

This study concludes that there was no significant relationship between self-esteem and academic achievement among secondary school students in Sironko District. This implied that self-esteem among students neither increased nor decreased their academic achievement. Self-esteem was sometimes associated with over confidence which was detrimental to academic achievement.

This study concludes that authoritative parenting style had no significant relationship with Students academic achievement in Sironko District. This meant that authoritative parenting style neither improved students' academic achievement nor made it to decline.

From the findings of this study, the conclusion was drawn that authoritarian parenting style had a significant positive relationship with academic achievement among the secondary school students in Sironko District. This meant that the more authoritarian parents were the higher the students' academic achievements were.

This study concluded that permissive parenting style had no significant relationship with students' academic achievement in Sironko District. This meant that permissive parenting style was not a predictor of academic achievement.

## **Recommendations**

This study contributes to the existing body of knowledge by making the following recommendations:

The parents in Sironko District should encourage their children to: talk about their feelings and problems, explain their expectations to their children, consider their children's preferences in family planning and treat their children as equal members of the family; these sub components of authoritative parenting style were rated fair as compared to the rest which were rated good. They should practice authoritative parenting style alongside other strategies like school based activities including boosting their socio-economic status, debates, Music dance and Drama, co-curricular activities and involving students in talk shows among others as control variables. This was drawn from the finding that, authoritative parenting style had no significant positive relationship with students' self-esteem in Sironko District.

This study recommends that the stakeholders in Sironko District consider urgent strategies to address the negative effects of authoritarian parenting style on self-esteem among secondary school students there. Parents should be made aware of the negative effects of authoritarian parenting style and be discouraged from its practice through sensitization spearheaded by school administrators and managers.

This study recommends that the stakeholders work towards mitigating the negative effects of permissive parenting style since it had a significant negative relationship with students' self-esteem. In other words, the permissive parenting style is one of the strong contributing factors to low self-esteem among secondary school students in Sironko District. Parents should be made to realize that this permissive parenting style destroys their children's' self-esteem to a greater extent.

This study recommends that parents in Sironko District should not attach much emphasis on self-esteem as a strong determinant of academic achievement based on the finding that there was no significant relationship between self-esteem and academic achievement among secondary school students in Sironko District. Self-esteem was not a strong determinant of academic achievement.

This study recommends that authoritative parenting style should not be given much attention as one of the factors that enhance academic achievement among secondary school students in Sironko District. Authoritative parenting style had no significant relationship with Students academic achievement in Sironko District. This meant that authoritative parenting style neither resulted to high academic achievement nor decreased it.

The stake holders in Sironko should critically examine and attach much emphasis on authoritarian parenting style as a strategy to boost academic achievement among secondary school students since it had a significant positive relationship with academic achievement among the secondary school students in Sironko District. This meant that the more authoritarian parents were the higher the students' academic achievements were.

The stakeholders in Sironko district should not attach much emphasis on permissive parenting style as one of the ways to enhance academic achievement among secondary school students since it had no significant relationship with academic achievement, other factors should be considered. This study concluded that permissive parenting style had no significant relationship with students' academic achievement in Sironko District. This meant that permissive parenting style neither boosted academic achievement nor decreased it.

### **Suggestions for further research**

This study was interested in finding the relationships between the different parenting styles; self-esteem and academic achievement among secondary school students in Sironko District. This study concurred with some earlier studies to the effect that authoritarian parenting style and permissive parenting style each had a significant negative relationship with self-esteem. More research is recommended on the relationship between authoritative parenting style and self-esteem since the relationship had remained unclear.

This study also found no significant relationship between self-esteem and secondary students academic achievement in Sironko while other studies had found the two variables to have significant positive relationship in other contexts. The relationship between self-esteem and academic achievement therefore was still unclear and this study recommends that further research be conducted in Sironko District and other contexts so as to resolve this controversy.

It was also interesting that this study found authoritative parenting style to have no significant relationship with academic achievement while a number of other studies concluded that authoritative parenting style had a significant positive relationship with academic achievement. These varied results now call for more research to ascertain the relationship between authoritative parenting style and academic achievement in Sironko District and other contexts. This study was also not consistent with several other studies in its finding that authoritative parenting style had a significant positive relationship with academic achievement since other studies had found significant negative relationships between these two variables. It was therefore still imperative that more research is done on the relationship between authoritative parenting style and academic achievement. The interesting finding of this study was that there was no significant correlation between permissive parenting style and academic

achievement. This contrasted with findings from several earlier studies. This study recommends that further research be conducted on the relationship between permissive parenting style and academic achievement since this study had found no significant relationship between permissive parenting style and academic achievement whereas other studies had found significant negative relationship between these two variables.

This study also recommends that other factors such as; school leadership, teacher motivation, job satisfaction, teacher commitment, learning environment, institutional culture among others be investigated as determinants of academic achievement among secondary school students, which is an important endeavor in all educational efforts. Such as still crucial to isolate and analyze other factors deemed responsible in attracting foreign direct investments to Uganda apart from incentives. Such factors may include; political stability, availability of market, availability and cost of labor among others as areas of concern for further research.

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## Appendix I

### Questionnaire for Students

Dear Respondent,

I am **Winnie Muzaki**, a student at Makerere University pursuing a Masters in Educational Psychology and as a requirement to completing my studies; I am carrying out a study entitled; *Parenting Style, Self Esteem and Student Academic Achievement in Secondary Schools in Sironko District*. You have, therefore, been chosen to participate in this study to enable me complete my studies. I request you to freely and objectively respond to the under listed questions. The information given will be used purely for academic purposes and will be confidentially kept. Your cooperation is very essential for my success. I kindly request you to indicate your consent to take part in this study by ticking one of the boxes below depending on your personal decision. If you tick yes then kindly sign against your tick.

Yes

No

Sign .....

Thank you for participating in this research project.

#### **Section A: Socio-Demographic Characteristics of the Respondent (please tick the right information)**

**1. Gender** 1. Male                      2. Female

**2. Age group of the respondent**

**3. Name of school.....**

In these sections, use the scale provided to tick a number that best describes your opinion

**5= Strongly Agree (SA) 4 = Agree (A) 3 = Not Sure (N) 2 = Disagree (D) 1= Strongly Disagree (SD)**

You are asked to go through the issues listed below. Respond to the following questions using the scale below. Tick or circle according to how you feel.

<b>Strongly Agree(SA)</b>	<b>Agree(A)</b>	<b>Not Sure(NS)</b>	<b>Disagree(D)</b>	<b>Strongly Disagree(SD)</b>
5	4	3	2	1

### Section B: Parenting Styles

No	Statement	SD	D	NS	D	SA
<b>Authoritative Parenting Style</b>						
1	My parents are responsive to my feelings and needs	1	2	3	4	5
2	My parents take my wishes into consideration before I ask them to do something	1	2	3	4	5
3	My parents explain to me how they feel about my good/bad behavior	1	2	3	4	5
4	My parents encourage me to talk about my feelings and problems	1	2	3	4	5
5	My parents encourage me to freely “speak my mind” even if they disagree with me	1	2	3	4	5
6	My parents explain their expectations to me	1	2	3	4	5
7	My parents provide comfort and understanding when I am upset	1	2	3	4	5
8	My parents consider my preferences in family plans	1	2	3	4	5
9	My parents treat me as an equal member of the family	1	2	3	4	5

	<b>Authoritarian Parenting Style</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	My parents usually insist that I do what they think is right	1	2	3	4	5
2	My parents expect me to immediately do whatever they ask me to do without asking any questions	1	2	3	4	5
3	My parents don't allow me to question decisions they make	1	2	3	4	5
4	My parents use force to make me behave the way they want	1	2	3	4	5
5	My parents tend to get upset when I try to disagree with them	1	2	3	4	5
6	When I don't meet my parents' expectations, they punish me	1	2	3	4	5
7	My parents always tell me what they want me to do & how they expect me to do it	1	2	3	4	5
	<b>Permissive Parenting Style</b>					
1	My parents find it difficult to discipline me	1	2	3	4	5
2	My parents want me to follow their expectations simply out of respect	1	2	3	4	5
3	My parents usually tell me exactly what they want me to do & how they expect me to do it.	1	2	3	4	5
4	My parents do not direct my desires	1	2	3	4	5
5	My parents allow my opinions regarding family matters	1	2	3	4	5
6	It is not the responsibility of my parents to direct my desires & behavior.	1	2	3	4	5
7	My parents always do what I ask them to do	1	2	3	4	5
8	My parents do not give me specific expectations and guidelines for my behavior	1	2	3	4	5
9	I do not feel that children need to obey rules at home	1	2	3	4	5

**Section C: Self Esteem**

1	On the whole, I am satisfied with myself	1	2	3	4	5
2	At times I think I am not good at all	1	2	3	4	5
3	I feel that I have a number of good qualities.	1	2	3	4	5
4	I am unable to do things as well as most other people.	1	2	3	4	5
5	I feel I do not have much to be proud of.	1	2	3	4	5
6	I certainly feel useless at times.	1	2	3	4	5
7	I feel that I am not a person of worth at least like others.	1	2	3	4	5
8	I wish I could have more respect for myself.	1	2	3	4	5
9	All in all I am inclined to feel that I am a failure.	1	2	3	4	5
10	I take a positive attitude towards myself	1	2	3	4	5

**Section C: Academic achievement (to be completed by the researcher after accessing results from the administration).**

In the table below, fill in the obtained Grades in each subject and Aggregate in the best eight done subject in the last promotional set of exam.

<b>Subject</b>	<b>Score</b>	<b>Aggregate (e.g. D1, D2, C3....)</b>
English		
Mathematics		
Biology		
Physics		
Chemistry		
Geography		
History		
CRE/IRE		

Total aggregate.....

*Thank You for Your Co-operation and Responses.*

## Appendix II:

### Introduction Letter (1)



**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHUSS)**  
**SCHOOL OF PSYCHOLOGY**  
**Department of Educational, Social and Organisational Psychology**

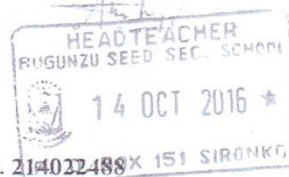
12<sup>th</sup> October, 2016.

TO WHOM IT MAY CONCERN.

Dear sir/Madam,

Re: **Introducing MS. MUZAKI WINNIE,**

**REG. NO. 2014/HD03/2330U & STU. NO. 214022488X 151 SIRONKO**



The above named is a student in our department offering Master of Educational Psychology degree of Makerere University. She is required to carry out a compulsory research and her research topic is **Parenting Styles, Self-esteem and Academic achievement in Secondary Schools in Sironko District.**

She is seeking to obtain information from your Institution that could help her in her research.

Any help you offer to her regarding this study will be highly appreciated as it will help her successfully undertake her research and fulfill the partial requirements for the award of a Master's Degree.

Yours sincerely,

Dr. Nansubuga Florence (PhD),  
**SUPERVISOR**  
Tel: +256 752624899



## Appendix II:

### Introduction Letter (2)



**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHUSS)**  
**SCHOOL OF PSYCHOLOGY**  
**Department of Educational, Social and Organisational Psychology**

12<sup>th</sup> October, 2016.

**TO WHOM IT MAY CONCERN.**

Dear sir/Madam,

**Re: Introducing MS. MUZAKI WINNIE,**  
**REG. NO. 2014/HD03/2330U & STU. NO. 214022488**

The above named is a student in our department offering Master of Educational Psychology degree of Makerere University. She is required to carry out a compulsory research and her research topic is **Parenting Styles, Self-esteem and Academic achievement in Secondary Schools in Sironko District.**

She is seeking to obtain information from your Institution that could help her in her research.

Any help you offer to her regarding this study will be highly appreciated as it will help her successfully undertake her research and fulfill the partial requirements for the award of a Master's Degree.

Yours sincerely,

**Dr. Nansubuga Florence (PhD),**  
**SUPERVISOR**  
Tel: +256 752624899



*Permission granted to carry out the research*

*Date 14/10/2016*

*MBALE*

### Appendix III:

#### Introduction Letter (3)



**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHUSS)**  
**SCHOOL OF PSYCHOLOGY**  
**Department of Educational, Social and Organisational Psychology**

12<sup>th</sup> October, 2016.

TO WHOM IT MAY CONCERN.

Dear sir/Madam,

**Re: Introducing MS. MUZAKI WINNIE,**  
**REG. NO. 2014/HD03/2330U & STU. NO. 214022488**

The above named is a student in our department offering Master of Educational Psychology degree of Makerere University. She is required to carry out a compulsory research and her research topic is **Parenting Styles, Self-esteem and Academic achievement in Secondary Schools in Sironko District.**

She is seeking to obtain information from your Institution that could help her in her research.

Any help you offer to her regarding this study will be highly appreciated as it will help her successfully undertake her research and fulfill the partial requirements for the award of a Master's Degree.

Yours sincerely,

Dr. Nansubuga Florence (PhD),  
**SUPERVISOR**  
Tel: +256 752624899



*Permitted to carry out her research in school this term*

HEADTEACHER  
BIMASEKA SEED S.S.  
12 OCT 2016  
P. O. BOX 432, MBALE



## Appendix IV

### Introduction Letter (4)

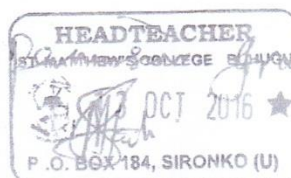


**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHUSS)**  
**SCHOOL OF PSYCHOLOGY**  
**Department of Educational, Social and Organisational Psychology**

12<sup>th</sup> October, 2016.

**TO WHOM IT MAY CONCERN.**

Dear sir/Madam,



**Re: Introducing MS. MUZAKI WINNIE,**  
**REG. NO. 2014/HD03/2330U & STU. NO. 214022488**

The above named is a student in our department offering Master of Educational Psychology degree of Makerere University. She is required to carry out a compulsory research and her research topic is **Parenting Styles, Self-esteem and Academic achievement in Secondary Schools in Sironko District.**

She is seeking to obtain information from your Institution that could help her in her research.

Any help you offer to her regarding this study will be highly appreciated as it will help her successfully undertake her research and fulfill the partial requirements for the award of a Master's Degree.

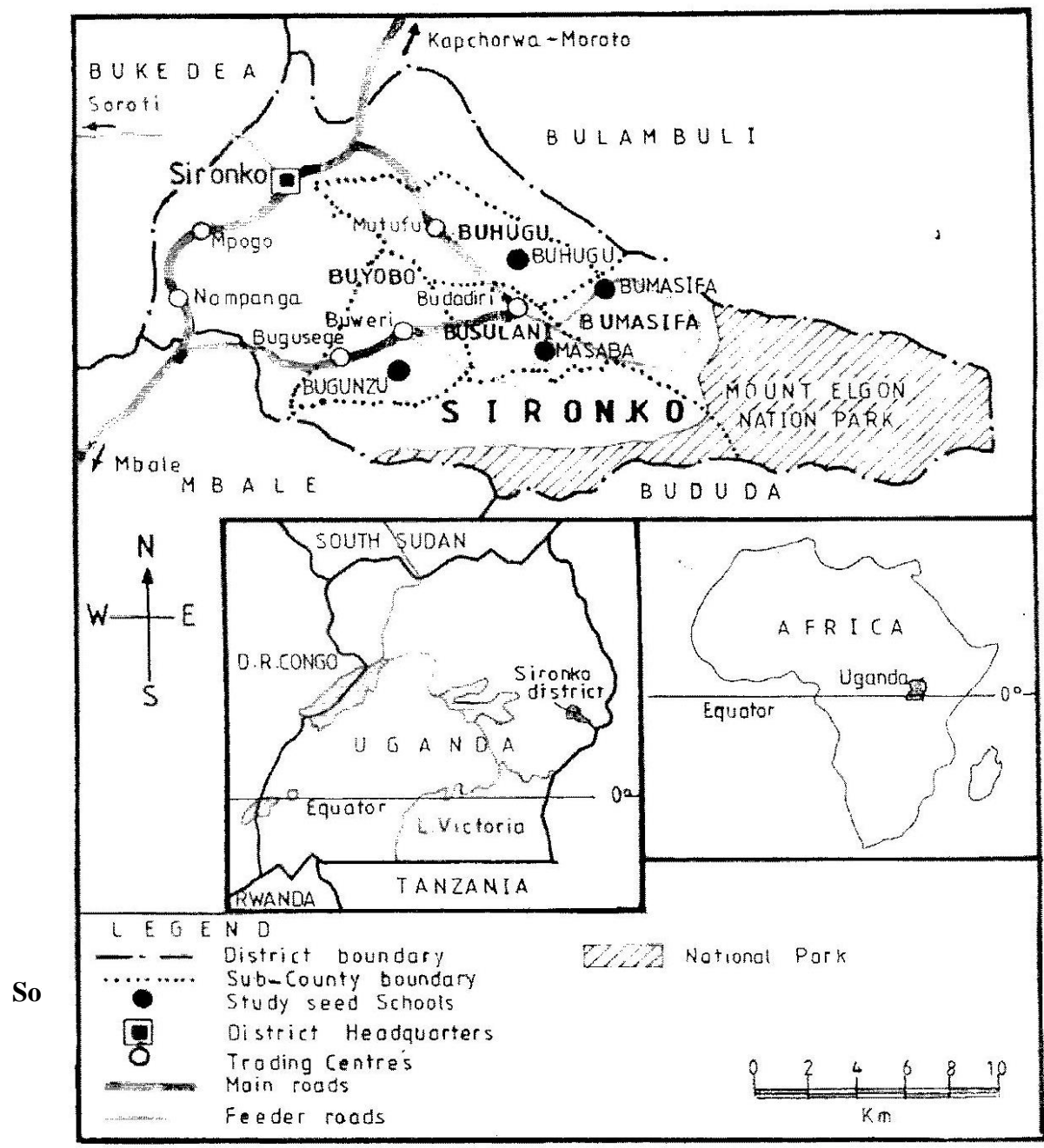
Yours sincerely,

Dr. Nansubuga Florence (PhD),  
**SUPERVISOR**  
Tel: +256 752624899



Appendix V:

Map Showing the Location of the Study Seed Shools in Sironko District



So