

**SELF –ESTEEM OF ADOLESCENTS AS RELATED
TO PARENTING STYLE AND SOCIO-ECONOMIC
STATUS OF PARENTS: A STUDY OF HIGH
SCHOOL STUDENTS IN DESSIE**

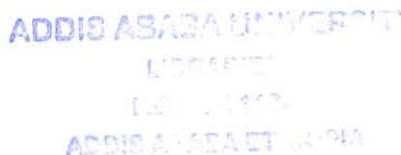


**BY
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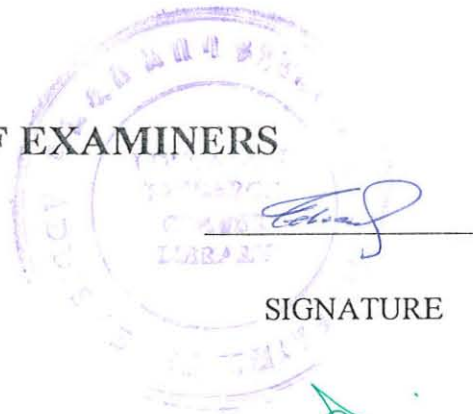
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List of Abbreviations

PC	Parental Control
PW	Parental Warmth
RSES	Rosenberg Self-esteem Scale
SE	Self-esteem
SES	Socio-economic Status
SPSS	Statistical Packages for Social Sciences
TEFL	Teaching English as a Foreign Language

Abstract

This investigation aimed to study the self-esteem of adolescents in relation to parenting style and socio-economic status of parents. The data were collected using self-esteem scale, parenting style and socio-economic status inventories by administering these on 300 students who were randomly selected from a high school. Having collected the data scores were tabulated and thereafter, the scores of the data were analyzed using intercorrelation, simple regression, multiple regression, stepwise regression, and independent samples t-test statistical techniques. The results of the analyses suggest that authoritative, neglectful, and authoritarian parenting styles were significantly related to adolescents' self-esteem. Authoritative parenting was found to correlate positively while neglectful and authoritarian parenting styles were found to correlate negatively with self-esteem. The result also showed that socio-economic status had small but statistically significant positive relationship with self-esteem. Males were found to score slightly higher self-esteem scores than females. The implication of these findings is discussed and recommendations are forwarded at the end of the paper.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The self-concept is a topic that bridges a variety of disciplines and has been the subject of many studies (Ostrow, cited in Rosenberg et al., 1989). Psychologists generally agree that in many cultures individuals develop an understanding of themselves as distinct and separate from others. In addition, some developmental researchers argue that the sense of oneself as distinct from others develop within the first year of life (Mahler and Pine, cited in Gardner et al., 1998).

Self-concept and self-esteem are frequently used in a discussion of how people view themselves. Some contend that the content of the self-concept and its evaluation, which results in self-esteem, are virtually inseparable (Shavelson & Bolus, cited in Gardner et al; 1998). However, recent developments in self-concept research increasingly demonstrate that self-esteem may indeed be a distinct aspect of self-concept. According to Verkuten (1995) self-esteem is deemed an important component of the self-concept. The self-concept or "how I see my self" can be distinguished from self-esteem or "how I feel about how I see my self" which can be further defined as an element of the self-concept. In this study, the researcher is interested to focus on self-esteem, the evaluative aspect of the self-concept.

Self-esteem is considered to play a significant role in psychological

adjustment and scholastic success (Saigal et al; 2002). Self-esteem is an important variable that is one of the major forces influencing the behavior of all humans. Self-esteem is a fundamental need that influences one's accomplishment, interaction with other, achievement patterns, and mental health (Battle, cited in Bahru, 1999). It is an extremely popular construct within psychology, and has been related to virtually every other psychological concept or domain, including personality (e.g.: shyness), behavior (e.g. task performance), cognitive (e.g. attributional bias), and clinical concepts (e.g. anxiety and depression)(Stewart and Adler,2004).

Adolescence is a period of change. Physical maturation, the individual's relationships with his or her significant others, shifting educational environments are among the changes that take place during this period of development. According to Barber et al (1992) these changes present opportunities for adolescents to use their newly developed cognitive abilities in establishing self-judgments about their value and position in society. An adolescent's self-esteem, therefore, can be a useful marker of the success with which he or she is proceeding through this important period.

As indicated above, self-esteem is an important construct in psychology and adolescence is an important period of development. It is, therefore, important for psychologists to study the variables related to adolescents' self esteem.

The family is generally considered an important context for the development of a child's self-concept. It is the place where our initial sense of

self is formed through intimate, intensive, and extensive interaction with parents and other family members (Gecas & Schwalbe, 1986). According to Maccoby (cited in Gardner et al; 1998) childrearing practices and family environment are believed to be very influential in the development of personality and self-esteem, especially during the first year of life.

Different investigators discuss the self-esteem of individuals in relation with parenting styles and socio-economic status of parents. The findings of Bachman (1970), Coopersmith (1967), Gecas et al., (1970), and Rosenberg (1965) have identified certain parental behavior variables as important to the development of the child's and adolescent's self-esteem. Researchers also studied the relationship between socio-economic status and self-esteem (Rosenberg and Pearlin, 1978, Richman et al; 1985; Yancey et al; 1972).

Little is known about the relationship of parenting style, SES and self-esteem among Ethiopian adolescents. This study, therefore, focuses on the relationship of self-esteem with parenting style and SES among high school adolescents in Dessie.

1.1.1. An Overview of The Period of Adolescence

Adolescence is the period of psychological and social transition between childhood and adulthood. As a transitional stage of human development it represents the period of time during which a juvenile matures into adulthood. The word adolescence comes from the Latin word "adolescere" meaning "to grow up" or "to grow into maturity"

(Muss, cited in Kimmel and Weiner, 1995).

There is no clear-cut and universally accepted definition of adolescence. The meaning of adolescence, and the ages at which it begins and ends, differ from one part of the world to another.

Adolescence has been described as a phase of life beginning in biology and ending in society (Patersen, cited in Barlow, 1988). It may be defined as the period within the life span when most of a person's biological, cognitive, psychological and social characteristics are changing from what is typically considered child-like to what is considered adult-like (Lerra and Spanier, cited in Seiffert and Huffnung, 1994). According to Erickson (cited in Santrock, 1999), the period is a time in which individuals face the tasks of finding out who they are, what they are all about, and where they are going in life, and confronted with many new roles and adult statuses.

According to Papalia and Olds (1994) adolescence is the span of life years between childhood and adulthood and covers the time from the age of 12 or 13 till early twenties. For Hurlock (1959) this period begins at the years of 13 or 14 and ends around 21 years of age. It is divided in to two sub- periods, namely, early and late adolescence.

Adolescence is considered to start with the set of puberty. Puberty is defined as a period of transition from a stage of reproductive immaturity to a stage to full reproductive competence. And adolescence is the period in life span of a person when he or she assumes the ability for reproduction (Santrock, 1999, Hurlock, 1980).

The period of adolescence is a dynamic period in human development. It is a period when rapid physiological change and demand of new social roles take place. The adolescents, due to these changes often face a number of crisis and dilemmas (Santrock, 1999).

According to Fabes and Martin (2000), physical changes brought by puberty among adolescents are often accompanied by emotional tensions. The adolescent is exposed to new social situations, patterns of behavior, and societal expectations that bring a sense of insecurity.

Due to rapid physiological changes taking place in the adolescent, a consciousness and increased interest about one's own body develops. The body image can bring a sense of fun, pride, shyness or even unhappiness (Fabes & Martin, 2000).

For G. Stanley Hall (cited in Kimmel & Weiner, 1995)

adolescence is a period of storm and stress and emotional instability for most of the adolescents. Similarly, Cox (1967) noted that adolescence is often described as a difficult period of life because of its marginal and transitional character. He indicated that in many societies roles for adolescents are variable and often contradictory.

On the other hand, some other authors indicate that the period of adolescence is also characterized by various pleasant emotional states such as calm, happiness, and enjoyment (Conger & Peterson, 1984., Kimmel, 1985). These various pleasant and unpleasant emotions that characterize adolescence are mainly associated with or interrelated on several factors. With respect to this Eccles et. al., (cited in Sieffert and Huffnung, 1994) have reported that how negative or positive the changes associated with adolescence are likely to be will depend on the degree of fit between adolescents' developing needs and opportunities offered to them by adults rather than on themselves.

Adolescence brings a change in habitual patterns of behavior, attitude, and personality. There are marked changes in the adolescent's social interest. Adolescents use new set of values in the selection of friends and social grouping. The choice of friends

depends on similar interests and values. For the adolescent, the period is a dramatic challenge one requiring adjusting to changes in the self, in the family, and in the peer groups. In contemporary society, adolescents experience institutional changes as well. Understandably, then, for both adolescents and their parents, adolescence is a time of excitement and of anxiety, of happiness and of troubles, of discovery and of bewilderment and of breaks with the past and yet links with the future (Santrock, 1999).

In adolescence, changes in self-conceptions also take place. Regarding this Damon and Hart (1982) provide an excellent review of some of the developmental changes in self-perceptions that take place in adolescence. The important point for this discussion is that one cannot assume that attitudes about the self remain qualitatively the same over the life course. The evidence suggests that as individuals become adolescents there is an increase in the degree of abstraction used to refer to the self as well as an increase in the use of psychological rather than physical descriptions of the self. In addition, Steinberg (1993) noted that self-conceptions change in structure as well as content during the transition from childhood into adolescence. Regarding self-esteem, in a longitudinal study of change in self-esteem during the early adolescent years, sociologist

Roberta Simons and her colleagues found that going through puberty may lead to modest declines in self-esteem among adolescent girls but only when accompanied by other changes that require adaptation on the part of the young person (Simons et al., cite in Steinberg, 1993).

Regarding the period of adolescence under the Ethiopian context, the few researches conducted years ago are reviewed in the following paragraphs.

A study conducted by Cox(1967)on Haile Silasie First University students indicated that 72% of the respondents reported adolescence as a period of "stress and strain". Eighty six percent reported that adults expected a different standard of behavior from adolescents; seventy two percent believed that they had often been treated as children when they should have been accepted as adults. Sixty five percent reported that their parents were too authoritarian and had repeatedly conflicts with them. Fifty four percent had problems of social adjustment at school or else where.

Another research conducted on Hale Silasie First University students noted that 44% of the respondents reported their adolescent years were characterized by happiness and enjoyment(Renner,1969).According to this research 20% of the

respondents experienced permanent stress, worries and tension, and the rest experienced both happiness and stress.

Levine (1965) studied rural Amhara adolescents. He indicated that the time of adolescence passes usually unnoticed in rural Amhara, even with no name given to the period. According to him, in Amhara culture adolescence scarcely exists as a concept, let alone as a problem, while there are Amharic words that signify “young person”, there is no word in Amharic that specifically denotes a transitional stage between childhood and adulthood. However this description of Levine about the absence of a name given to the period of adolescence is not correct this time. There are Amharic words that signify adolescent boys and girls. “Korreda” and “Gorremsa” are words that signify adolescent girls and boys, respectively.

According to Yusuf (1998) today’s Ethiopian youth face the most rapidly changing physical, physiological, and psychological processes more than their elders .He further noted that Ethiopian adolescents are the most “neglected” and “least understood” age group. They are often perceived as isolate, un kept, unpredictable, emotionally hot, adventurers and challenging.

1.1.2 Self- esteem –A Bird’s Eye View

✱ By definition, self-esteem is the way in which an individual perceives himself/ herself. Many researchers define self-esteem as evaluative belief about one's self.

According to Rosenberg (1965) self-esteem is the evaluation which the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval or disapproval. Coopersmith (1967) defined self-esteem as a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself. According to Pope et al (1988) self-esteem is an evaluation of the information contained in the self-concept, and is derived from the individual's feeling about all the things he is.

Blaskovich and Tomaka (cited in Frost and McKelvie, 2004) stated that self-esteem refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. For Arthur Cohen (1968) self-esteem may be defined as the degree of correspondence between an individual's ideal and actual concept of himself and for Darlega and Janda (1986) self-esteem is how we think of ourselves, whether in a positive or negative fashion.

The definitions given above reveal that most definitions of self-esteem share a common theme of self-evaluation.

Social scientists have long viewed self-esteem, the evaluative component of the self, as a central psychological concept. What we think of ourselves and how we feel about ourselves affect our behavior. Systematic investigation of the

antecedents of self-esteem is comparatively voluminous and has consistently shown that self-esteem develops in response to the reactions of others, especially significant others (Wlie and Gergen, cited in Gecas ,1972).

Reflected appraisals, social comparison, and self-attribution processes have been repeatedly described in the literature as primary sources of self-esteem formation (e.g. Demo and Savin-Williams, 1983; Gecas and Schwalbe, 1986; Rosenberg and Pearlin, 1978). The principle of reflected appraisals holds that people's feeling about themselves are strongly influenced by their judgments of what others think of them. Self-esteem is thus viewed as product of social interaction. The principle of social comparison holds that, in the absence of objective information about themselves, people judge themselves on the basis of comparisons with others. Self-attribution consider how naïve observers characteristically attribute motives, intentions, causes, dispositions, etc to themselves on the basis of their observation of their actions. When people draw conclusions about themselves by observing the success or failure of their efforts, they are exemplifying the self-attribution process.

Research has shown that self-esteem is correlated with various social and psychological variables. Positive or high self-esteem has been found to be related to psychological well-being or adjustment, higher academic performance, and a supportive family environment .In contrast, research has described the association of low self-esteem with loneliness, anxiety, irritability, delinquency, and depression.

Each person may have a high or low self-esteem. According to Pope et al, (1988) a person who has a high self-esteem evaluates him self in a positive way and feels good about his strong points. A feeling satisfied with the major portion of the self does not mean that the individual has no desire to be different in any way. A person with high self-esteem often works hard at improving weak areas, yet is forgiving of himself when at times he falls short of his goals.

A number of researchers (Khan, 1969; Watkins and Estela, 1980) have found a relationship between positive self-esteem and higher grades in school .A phenomenon known as “self-fulfilling prophecy” suggests that an individual’s beliefs about himself will have a strong impact on how well he performs (Pope, et al; 1988).

According to Wilson (cited in Pope et al: 1988) individuals with high self-esteem are assertive, trusting, competent, autonomous, achieving, respected by peers, and generally efficacious in meeting personal goals and aspirations. High self –esteem according to Campbell (1984) is the basis for a good personality and effective social functioning.

According to Coopersmith (1967) effectiveness, ability and school performance are related to self-esteem. According to him, persons with high self-esteem are more likely to expect success in their social and academic encounters than are the individuals with low self–esteem who have previously experienced rejections, disrespect and failure.

People with high self-esteem have self-confidence that is a vital trait for

development. What a child believes he can or cannot do sometimes influences what he can or cannot do. Children who perceive that they lack competence, for instance, may not try something because they have no confidence in themselves (Gonzalez Mena, 1993).

In general, high self-esteem is valued because it is positively related with desirable outcomes such as academic achievement, happy moods, assertiveness, and self-confidence.

In contrast, low self-esteem is found to be associated with social and psychological problems. In their exploration of the controversial link between global self-esteem and externalizing problems, Donnellan et al, (2005) found a robust relation between low self-esteem and externalizing problems such as aggression, antisocial behavior, and delinquency.

According to Coopersmith (1967) individuals with low self-esteem are individuals with a picture of discouragement and depression. They feel isolated, unlovable, incapable of expressing or defending themselves and too weak to confront or overcome their deficiencies. In the presence of a social group, at school or else where, they remain in the shadows, listening rather than participating, sensitive to criticism, self-conscious, preoccupied with inner problem. Individuals with low self-esteem frequently exhibit an artificially positive self-attitude to the world, in a desperate attempt to prove to others and themselves that they are adequate persons, or they may retreat into themselves feeling no contact with others, who they fear will ultimately reject them. A person with low self-esteem is

essentially a person who finds little to be proud of himself (Pope et al, 1988).

In general, as Leary and MacDonald (cited in Passmore et al; 2005) indicated the development of a healthy self-esteem is an important indicator of psychological adjustment, with self-esteem being related to numerous emotional, cognitive, and behavioral variables. Without positive self-esteem, psychological growth is stunted. People with low self-esteem have less resilience to deal with life's challenges. They tend to be more influenced by the desire to avoid pain than to experience joy. Negatives have more power over them than positives. Those with high self-esteem feel they can handle life's challenges and seek the stimulation of change and striving for worthwhile and demanding goals.

There are certain factors that have been reported to influence the development of self-esteem. These factors are grouped into biological, inborn traits such as temperament, intelligence, physical characteristics; and environmental influences, such as parents' parenting style and economic status and relationships with other adults and peers.

Empirical literature on the psychosocial correlates of adolescent self-esteem included gender as one of the inborn /individual influences that is related to the particular person.

Virtually in every culture of the world, the views about men and women are different and even they are treated very differently. Sex typing and sex role socialization begin at birth, and they continue unabated well into adulthood. For instance, new parents (especially fathers) perceive their baby daughters as smaller,

weaker, and cuter than their baby sons even when daughters and sons are identical in size, weight, and activity level (Rubin, Provenzano, and Luria, cited in Pehan et al., 2005). As children mature, socialization based on gender expands to include a wide range of thoughts, feelings, and behaviors.

Children learn at a very early age what it means to be a boy or a girl. Through myriad activities, opportunities, encouragements, discouragements, overt behaviors, covert suggestions, and various forms of guidance, children experience the process of gender role socialization. It is difficult for a child to grow to adulthood without experiencing some form of gender bias or stereotypes, whether it be the expectation that boys are better than girls at math or the idea that only females can nurture children. As children grow and develop, the gender stereotypes they are exposed to at home are reinforced by other elements in their environment and are thus perpetuated throughout childhood and on into adolescence (Martin et al., 1990).

A child's earliest exposure to what it means to be male or female comes from parents. From the time their children are babies, parents treat sons and daughters differently, dressing infants in gender-specific colors, giving gender-differentiated toys, and expecting different behavior from boys and girls (Thorne, 1993). Rubin et al. (1974) indicated that parents have differential expectations of sons and daughters as early as 24 hours after birth.

According to Santrock (1994), a child's burgeoning sense of self, or self-concept, is a result of the multitude of ideas, attitudes, behaviors, and beliefs to

which he or she is exposed. The information that surrounds the child and which is internalized comes to the child within the family arena through parent-child interactions, role modeling, reinforcement for desired behaviors, and parental approval or disapproval.

Traditional theories of sex-role development have identified adolescence as a period in which the development of masculinity in males and femininity in females is of primary importance (Erikson, cited in Lanke, 1982).

Scores of studies conducted in the western countries have emphasized that adolescent females, on average, have lower self-esteem than adolescent males.

In their study of multi-ethnic adolescent sample, Miamoto et al. (2001) reported that adolescent males comprising their sample had significantly higher self-esteem scores than females. Similarly, many investigators reported mean differences in self-esteem: males were found to score higher than females (e.g. Hoester, 1983; Carnis et al., 1990; Frost and Mckelvie, 2004).

In the following sections, the empirical literature on the relationship of self-esteem to parenting styles and socioeconomic status is reviewed.

1.1.3. Parenting Style and Self-esteem

Most writers consider the family relationships as a very significant aspect of human development. There is much evidence to support the position that parent-child relationships are of the extreme importance in the emergence of personality. This is due to the fact that parents or home environment is the direct, immediate and strongest socializing agent for children's development (Cox, 1967). According

to Wesley and Sullivan (1980), home environment is the most significant among many factors that positively or negatively affect the behavior of the growing child. In addition Bahrudin and Luster (cited in Towel and Sonnak, 2001) noted that the role of child rearing practices and their effects on children's and adolescents' development has received particular attention.

➤ Self -esteem is influenced by interpersonal relationship in a variety of contexts. Self-esteem is influenced by both formal and intimate interactions with one's partner, family and peers. The importance of the parent -child relationship and its contribution to adolescent self -esteem is of particular interest for many researchers.

Kuppuswamy (1980), Graybill (1978), and Coopersmith (1967) indicated that parent's child rearing styles are key variables affecting the development of self-esteem. According to them, one's self -esteem develops through interaction with other people .A child is not born with a self -esteem. But children slowly learn to define themselves on the basis of how others treat them.

According to Jersild (1960), if a child is accepted, liked for what he is, he will be helped to acquire favorable attitude towards himself. But if the significant people in his life at first his parents belittle, blame, and reject him, the child develops attitude towards himself that is likely to become unfavorable.

Rogers (cited in Darlega and Janda, 1986) described the effect that different types of parent-child interaction can have on children's self -esteem. Early in infancy, children gradually become aware of being liked or disliked. Hearing

parents say, "I love you" while being cuddled, communicates liking and loving.

If this positive expression happens often enough children will come to think of themselves as worthwhile and loveable. But on the contrary if children are constantly told "you are bad" or "you are naughty" they are bound to develop low self-esteem.

Different child-rearing behaviors have been associated with the development of self-esteem. In this study parenting style refers to the adolescents' perception of parental behavior with respect to parental support / involvement and parental control / demandingness. Parental support can be broadly defined as those behaviors that promote positive interaction between parent and child. Such behaviors include open communication, acceptance, interest, aiding in activities, praise, warmth and affection. Parental control is reflected in such tasks as how many decision the parents make for the child, amount of supervision they implement, and the extent and severity of the rules that they bestow on the child (Amato, 1989).

The studies of Bachman (1970), Coopersmith (1967), and Rosenberg (1965) reported that parental support of and involvement with their children and parental willingness to grant autonomy and freedom to their children are positively related to self-esteem among the children.

Bachman (1970), in a national sample of high school boys found high self-esteem to be associated with good family relations, which were characterized by affection between family members, common activities and inclusion of children in

family decision making. Rosenberg (1965) also studying high school students, found high self-esteem to be related to parental interest in the child and his or her activities.

Gecas (1971) found parental support to be strongly related to the child's self-esteem in a sample of high school students. Felson and Zielenski (1989) studied the reciprocal relationships between parental support and self-esteem among children in the fifth through eighth grades. The results suggest that parents' supportive behavior as measured by children's reports affects the self-esteem of children but that self-esteem also affects how much support children report their parents give them.

Gecas and Schwalbe (1986) obtained significant correlations between adolescents' self-esteem and their perceptions of parental support, autonomy/control, and participation. They indicated that adolescents who report a high level of family support had higher global self-esteem.

Barber et al (1992) conducted a comparative study on German and US adolescents. In this study parenting behaviors (e.g. support and control) were significantly related to self-esteem in US adolescents. But the same parenting behaviors were not related to self-esteem in German adolescents, however a more general measure of the quality of the parent adolescent relationship was strongly related to self-esteem.

Kemis et al. (2000) examined the extent to which children's self-esteem stability and level related to their perceptions of various aspects of parent-child

According to Demo et al (1987) research on parental control is less definitive than research on supportive parenting behaviors. Although the relationship between parental control and self-esteem may be positive for children, the opposite may be true for adolescents. When parenting style reflects a rigid, authoritarian manner adolescents tend to reject parental authority. Mussen et al. (1984) states that authoritarian parents do not feel an obligation to explain the reason for their directives and they view unquestioning obedience as a virtue .By doing so, they suppress dissent, and they are likely to encourage resentment. Amato (1989) found that over- protectiveness and restrictiveness was associated with low self-esteem in adolescents.

Loeb et al. (1980) found that high self-esteem was associated with parents who offered suggestions but left the child some freedom of choice, rather than with a directive style, in which the parent told the child what to do. In contrast, parents of children with low self- esteem set few and poorly defined limits and were autocratic, dictatorial, rejecting and uncompromising in their methods of control.

Permissiveness on the part of parents is reported to be a pattern of parenting which does not provide the kind of support needed by adolescents. Kuppuswamy(1980)indicated that a child with permissive parents is not able to build up many interests outside the home. This gives rise to a low level of ego strength and a low level of frustration tolerance. As a result, it makes the child lose confidence in himself. Adler (cited in kuppuswamy, 1980) reported that rejection of the child by the parents affects his sense of security, increases his sense of

helplessness, and undermines his self-esteem.

1.1.4 Socioeconomic Status and Self-esteem

Socioeconomic status (SES) remains a topic of great interest to those who study children's development. Research shows that SES is associated with a wide array of health, cognitive, and socio-emotional outcomes in children, with effects beginning prior to birth and continuing into adulthood (Bradly and Corwyn, 2002).

According to Demo and Savin-Williams (1983) social class is precisely the type of macro structural variable which Franks and Marolla deem significant for research aimed at gaining a better understanding of societal effects on self-esteem.

Investigations in the past used the term SES to refer to dimensions of SES, specifically education, occupation, and income (e.g. Rosenberg & Kaplan, 1982). According to Coopersmith (1967) the SES of an individual is based largely on occupation, income and residence. Persons higher in the system have higher income, and tend to live in large and more luxurious houses located in more desirable neighborhood. These persons are more successful in the materials and cultural benefits that should lead them to believe that they are generally more worthy than others.

Some studies have found that subjects with higher SES have high self-esteem than subjects with low status (Watkins, 1976; Watkins and Estilla, 1979, Yanecy et.al.,1972). Watkins and Estilla (1979) have found statistically significant differences in self-esteem between high and low socioeconomic groups. Their study indicated that the high self-esteem group had an appreciably great proportion

Pearlin, 1978). Among adolescents weak associations have been found (Bachman, 1970, Rosenberg, 1965, Jensen, 1972). Among adults, clear positive relationships have been reported (Yancy et al., 1972).

Rosenberg and Pearlin (1978) rely on theories about social comparison processes, reflected self-appraisals, self-perception theory and psychological centrality to explain the age graded relationship between SES and self-esteem. Because the salience of class in the interpersonal context differs for children and adults, and because the social class of children is ascribed while that of adults is generally considered achieved, they argue that class organizes the social experiences of adults and of children differently. According to them the extent to which the sense of inequality inherent in the meaning of social class is mirrored within individuals is not the same for children as it is for adults.

1.2 Statement of the Problem

At the end of this study, the following questions were expected to be answered.

1. Is there a significant relationship between parenting styles and adolescents' self-esteem?
2. If there is a relationship between parenting styles and self-esteem, which parenting styles are more positively related to adolescents' self-esteem?
3. Is there a significant relationship between adolescents' self-esteem and socio-economic status of parents?
4. Is there a significant gender difference among adolescents with respect to self-esteem?

1.3 Objectives of the study

The main objectives of this study are to: -

1. Investigate the relationship between parenting style and adolescents' self-esteem.
2. Examine which parenting styles are more positively related with adolescents' self-esteem.
3. Investigate the relationship between SES and adolescents' self-esteem.
4. Investigate whether or not there is significant gender difference among adolescents with respect to self-esteem.

1.4 Significance of the Study

Self-esteem is an important variable that is one of the major forces influencing the behavior of human beings.. As indicated in the background, self-esteem can be important in terms of how one thinks, feels and responds to stressful life events. Therefore it is important to investigate the variables that are related to self-esteem.

Many investigators have investigated different variables that are related to self-esteem development in adolescence, such as social acceptance, academic ability, body image, school environment, media influences, socio-economic status, and relationship with family, age and ethnicity.

Little is known about the relation of self-esteem with other variables under the Ethiopian context. This study investigates the relationship of adolescents' self-esteem with parenting style and SES and is expected to contribute the following.

1. It can provide information about the relationship of adolescents' self-esteem with parenting style and SES.

Chapter 2

Methodology

This chapter is intended to explain the steps that have been adopted in carrying out this study. The target population, the sample and sampling technique, the instruments used to gather data, data collection procedure, and the statistical techniques of data analysis are presented.

2.1 Population

The target population of the study was high school students in Dessie.

2.2 Sample and Sampling Technique

As indicated above the participants of this study were high school students in Dessie. The town has two governmental high schools (Hotie and Kidame Gebeya high schools). For the purpose of this study one of these schools was randomly selected using lottery method. Data were gathered from a self-report questionnaire administered to three hundred students who were randomly selected among 6053 students enrolled in the school.

The participants were drawn from the selected school. From the high school 18(10 grade 9 and 8 grade 10) sections were randomly selected using lottery method. The participants were stratified by grade and sex. The males and females were listed separately. Then systematic random sampling technique was used to select three hundred participants. However some of the selected participants (four in number) were absent during the time of questionnaire administration and some (21 in number) did not complete the instrument appropriately. In addition, in order

to increase the difference among the rated scores with respect to the two parenting style dimensions i.e. parental warmth and parental control, individuals with the scores of the median, one score above the median, and one score below the median were removed. Therefore parents whose adolescents score the median and plus or minus one score from the median on either of the dimensions were excluded from further analysis. These were 35 in number. The total participants included in the study are presented in Table 1 below.

Table 1 Number of Participants by Grade and Sex

	Grade level		
	9	10	
Male	58	65	123
Female	64	53	117
Total	122	118	240

2.3 Tools of Data Collection

The tools used for data collection in this study included parenting styles, self-esteem, and SES inventories.

2.3.1 The Parenting Style Questionnaire

This questionnaire consists of items developed to measure adolescents' perception of their parents with respect to two dimensions of parenting styles.

The questionnaire includes items on parenting styles that were adapted from

the existing measures (Lamborn, et al; 1991, Dornbusch et al; 1987)

The questionnaire is used to measure the two dimensions of parenting styles, namely parental warmth/responsiveness and control /demandingness.

The warmth /responsiveness subscale measures adolescents' perception of their parents as warm, loving, responsive and involved (sample item: "when my parents or guardians want me to do something they explain why"). This subscale consists of 14 items, which were scored on a 4-option Likert scale ranging from "strongly agree" to "strongly disagree".

The control/demandingness dimension measures the degree of parental monitoring supervision and limit setting of the adolescent (Sample item: "how much do your parents or guardians try to know where you are and what you are doing?"). This subscale consists of 15 items with responses arranged on the basis of a three point Likert type (e.g. Don't try, try a little and try a lot) except the first two items.

The four parenting style groups were defined by dichotomizing the sample on each dimension and examining the two variables simultaneously. First, the median of each dimension was computed. Based on the median; the samples were dichotomized in the following manner .The parents whose adolescents score one score above the median of each dimension were grouped as the high group. Those parents whose adolescents score one score below the median were grouped as the low group. Parents whose adolescents score the median itself and plus or minus one score from the median were excluded from further analysis.

Then, following Maccoby and Martin's (1983) categorizing scheme, parents were grouped as follows. Authoritative parents were those in the high group on both the warmth/involvement and control /demandingness subscales; whereas neglectful parents were those in the low group on both dimensions. Authoritarian parents were those in the high group on the control/demandingness dimension but in the low group on the warmth/involvement dimension. Indulgent parents were those in the high group on warmth/involvement but in the low group on control/demandingness dimension.

2.3.2 The Self-Esteem Scale

In this study, self-esteem was measured by the scale adapted from Rosenberg (1965). The Rosenberg Self-Esteem Scale (RSES) is a widely used self-esteem measure in many researches. It is regarded as a measure of an individual's global feelings of self-worth. Many studies have shown that the scale is a valid and reliable unidimensional measure of self-esteem. It is comprised of five positively worded items (e.g. I take a positive attitude toward myself) and five negative worded items (e.g. "All in all, I am inclined to feel that I am a failure."). Four responses are possible, ranging from "Strongly agree" to "strongly disagree."

2.3.3 The Socio-economic Status Inventory

The socioeconomic status inventory was adapted from the existing measure of Desalegn (1993) and Birhanu (1996).

This inventory consists of five indices. These indices are educational index (EDI), House Index (HOI), Earning Index (EAI), prestige rating of occupation

(OCP) and Major Properties Index (MPI). Parents' socio-economic status was measured using these five indices.

Parents' level of education was collected with the help of two questions. Both questions are about the level of education of parents. One of them asked about the father's level of education, whereas the other asked about mother's level of education. The questions were rated on a six point scale, where 0 = illiterate, 1= traditional level; i.e. Church or Quran education; 2 = elementary level; 3 = junior secondary level; 4 = senior secondary level; 5= Completed grade 12 but no diploma & 12 complete with some training (elementary school teacher, dresser, typist); 6= College diploma and above.

Father's and mother's level of education was averaged to get a single index of parents' level of education.

House Index (HOI) was measured using 3 items asking about the quality of house (3-point scale), number of rooms (3-point scale) and ownership of the house (private/rental – 2-point scale). Maximum score for HOI is 8 and minimum score is 3.

Earning Index (EAI) was measured using four items asking about parents' amount of salary and other sources of income. Those subjects, whose parents are merchants & craftsmen, were required to report the estimate of their parent's monthly income. Those subjects whose parents are employée of governmental or non-governmental organization were asked to report their monthly income. Those whose parents are farmers were asked to report the number of livestock and the

K being 0.42 for prestige rating.

Major property index (MPI) was measured with one open ended question. The item asks to list major properties parents or guardians have.

Therefore, SES of parents is computed by the formula

$$SES = EDI+HOI+EAI+OCP+MPI$$

2.4 Pilot Study

It was believed that the respondents have difficulties in understanding the English Version of the questionnaire. Therefore, before the pilot study, the instrument was translated into Amharic language by the researcher with the help of two senior graduate students in the department of TEFL. One of them translated the items from English version to Amharic while the other translated it from Amharic back to English language. Some differences that appeared in the forward and backward translations were corrected out by the translators and the researcher jointly.

For the pilot test, from the selected high school in the town, three sections of grade 9 and two sections of grade 10 were selected by using simple random sampling, and by employing systematic random sampling 50 adolescents (half male and half female) were selected. These students completed the Amharic Version of the instrument. Out of the 50 adolescents, 5 adolescents provided inadequate information and therefore they were excluded from the analysis. Sections from which these students were selected were excluded in the main study.

In the case of parenting style measures, cronbach alpha coefficients of 0.81

and 0.73 were obtained for the warmth / involvement and control demandingness dimensions respectively. Lamborn et al. (1991) have reported reliabilities of alpha 0.72 for the warmth/ involvement subscale and 0.76 for the control/ demandingness subscale. Markos (1996) reported the reliability coefficients of alpha 0.83 for parental acceptance and 0.82 for parental control under the Ethiopian context. In addition, Kassahun (2005) reported cronbach alpha of 0.91 and 0.78 for the warmth /involvement and control/ demandingness dimensions. On the analysis, from a total of 34 items, 5 poor items (those items that have very low or very high variance from others) (3 from parental/ warmth dimension and 2 from parental/ control dimension) were discarded.

Numerous studies have established the reliability and validity of the Rosenberg Self Esteem scale. For example Sibling and Tippett (cited in Spence and Adams, 1997) have reported cronbach's alpha of 0.85, Demo et al; (1987) reported alpha coefficient of 0.86. In addition, Roberten and Simon (1989) have reported an alpha coefficient of 0.76. In the present study the alpha coefficient for the scale was 0.81.

Researchers who studied parents' socioeconomic status have used the SES inventory. In the present study, the inventory consisted of 5 indices. One of the five indices was the MPI, which required the participants to list major properties owned by their parents as listed in the item as an example. During the pilot test, respondents provided inadequate responses to this item. It seems that they couldn't understand the item very well. All the properties listed couldn't be considered

authoritative parenting (X1), neglectful parenting (X2), indulgent parenting (X3), and authoritarian parenting (X4).

2.7 Method of Data Analysis

The data was described by computing preliminary explanatory statistics such as means, standard deviations and percentages. Then correlation matrix was computed to understand the relationship among the variables under investigation. Simple regression analysis, multiple regression analysis, and step – wise regression analyses were conducted to explain the relationship between dependent and independent variables and to investigate the contribution of each independent variable to the variation of the dependent variable. Finally, independent samples t-test was computed to find out whether there is a difference between male and female adolescents with respect to self-esteem. In this study, the analysis was done using SPSS (Statistical Packages for Social Sciences) computer program.

interest. In this study the same approach was followed and the nature and degree of relationship between the dependent and independent variables was examined and is presented in Table 4.

Table 4 Intercorrelation Matrix among the Independent Variables and Between Independent and Dependent Variables

Variables	X1	X2	X3	X4	X5	Y
X1	1					
X2	-0.392**	1				
X3	-0.356**	-0.290**	1			
X4	-0.374**	-0.304**	-0.276**	1		
X5	0.080	0.003	-0.168**	0.071	1	
Y	0.445**	-0.226**	-0.038	-0.230**	0.145*	1

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

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

X1= Authoritative parenting style

X2=Neglectful parenting style

X3=Indulgent parenting style

X4= Authoritarian parenting style

X5=Socioeconomic status

Y=Self-esteem

The above table (Table 4) shows the zero order correlation among the variables. As indicated on the table the four groups of parenting styles (X1, X2, X3, and X4) are negatively and significantly correlated to each other. For example, authoritative parenting style (X1) is correlated negatively and significantly to the rest of the parenting styles.

One can see from table 4 that the relationship between SES and parenting style is very weak in almost all cases. Authoritative, authoritarian, and neglectful parenting styles show weak positive relationship with SES. Indulgent

parenting style is the only parenting style that shows a negative relationship with SES. Regarding the significance of the relationship, the table shows that the three parenting styles that are positively related with SES display statistically non-significant relationship. The correlation of indulgent parenting with SES is statistically significant at 0.01 level of significance.

Authoritative parenting (X1) is found to correlate positively and significantly with self-esteem. The other three parenting styles (X2, X3, and X4) are found to correlate negatively with self-esteem. Neglectful parenting and authoritarian parenting are negatively and significantly correlated with self-esteem. Similarly, indulgent parenting is negatively related to self-esteem although the correlation is not statistically significant. The other independent variable, that is SES, is found to have a small but statistically significant positive correlation with self-esteem at 0.05 level of significance.

3.1.3 Result of Simple Regression Analysis

Simple regression analysis was conducted to evaluate the extent of relationship between the independent and dependent variables when the independent variables are entered into the regression model alone. The analysis revealed the following results.

Table 5 Result of Simple Regression Analysis

Variables	Reg. Coeff. (B)	Standard error of B	Standardized Reg. coeff (Beta)	t-values
X1	4.950	0.646	0.445	7.663**
X2	-1.376	0.384	-0.226	-3.581**
X3	-0.163	0.277	-0.038	-0.588
X4	-0.718	0.197	-0.230	-3.649**
X5	0.146	0.065	0.145	2.258*

* P<0.05

**P<0.01

Therefore, independent samples t-test was computed and the result is presented in Table 8 below.

Table 8 Result of Independent Samples T-test

Sex	N	Mean	SD	t	df	t-crit(2 tail)
M	123	29.8293	4.8985	4.293	238	4.077*
F	117	27.0342	5.1877			

* Significant at $\alpha = 0.05$

As can be seen from Table 8 above, the mean difference between male and female adolescents with respect to self – esteem was found to be statistically significant at 0.05 level of significance.

3.2 Discussion

In this section of this study, the research questions raised at the beginning of the study are discussed on the basis of the research outcomes presented above.

3.2.1 Parenting Styles as Related to Adolescents' Self –esteem

The analysis conducted to investigate the relationship of parenting styles with adolescents' self –esteem revealed that authoritative, neglectful, and authoritarian parenting styles are significantly associated with adolescents' self –esteem.

As it is shown in Tables 4&5 authoritative parenting style is positively and significantly related with adolescents' self-esteem. Similar findings were reported by other investigators (Peterson et al., 1983, Graybill, 1978, Fischer et al., 1984, Baumrind, 1975). Authoritative parents are parents who are supportive, warm and demanding. They set standards for the child's conduct but form expectations that

are consistent with the child's developing needs & capabilities. They place a high value on the development of autonomy and self-direction but assume the ultimate responsibility for their child's behavior (Steinberg, 1993). According to Fabes and Martin (2000) warm, supportive, and accepting parental behavior is associated with the development of high self-esteem among adolescents. This study, therefore, adds to a large body of research that authoritative parenting is associated positively with self-esteem of adolescents.

In this study, neglectful parenting is found to be negatively and significantly associated with adolescents self esteem (Table 4 and Table 6). Neglectful parents are neither supportive nor demanding. As Steinberg (1993) described neglectful parents know little about their child's activities and whereabouts, show little interest in their child's experiences at school or with friends, rarely converse with their child, and rarely consider their child's opinion when making decision. These parents have been reported to have children who as adolescents are low in self-esteem (Efrem, 1999, Fisher et al, 1984, Kuppuswamy, 1980). The negative correlation found in this study is, therefore, consistent with past researches.

Regarding authoritarian parenting, the result shows that it is also negatively and significantly related with adolescents' self-esteem. Authoritarian parents are high in demandingness but low in responsiveness. They show attention and concern but not in the way of warmth and support, and they exercise firm control on the basis of power assertion (Kimmel & Weiner, 1995). Many researchers reported that authoritarian parenting style is correlated negatively with children's self-esteem

Williams, 1983; Efrem, 1999.,Twenge et al,2002;Watkins, 1976; Yancey et al., 1972).

In general, in the attempt to examine the relationship of adolescents' self-esteem with parenting styles and SES, the analysis suggested that these variables are related to self-esteem. Authoritative, authoritarian, neglectful parenting styles and SES were found to be significantly related to adolescents self-esteem.

The most influential variable was found to be parenting style. The largest contribution in the variation of self-esteem among students came from authoritative parenting style (See Table 7). This, therefore, indicates that parents should be aware of their influence in the formation of their children's self-esteem and they should support and control their children so that they can be able to exert their influence in the positive direction.

The processes of self-esteem formation described in section 1.1.2 of this study can be used as explanation for the association of parenting styles and socioeconomic status with self-esteem of adolescents.

The self develops in social interaction .The interaction of individuals with significant others, especially parents, can be very important in this regard. Reflected appraisals involve perceiving oneself as significant others see him/her. Children perceive behaviors of their significant others as symbol of their worth. Parental support and warmth convey to the child that he or she is a person of worth and value. Therefore supportive parenting is positively related

technique. These students completed the questionnaire prepared for the purpose of this study.

The data gathered were analyzed using correlations, simple regression, multiple regressions, stepwise regression and independent samples t-test statistical techniques and the following results were found.

1. Authoritative parenting style, neglectful parenting style, and authoritarian parenting style were found to be significantly related to adolescents' self-esteem.
2. Authoritative parenting style was found to be the only parenting style to be positively related to adolescent' self-esteem.
3. Socioeconomic status, like the three parenting styles, was found to be significantly related to adolescents' self-esteem. This variable had a small but statistically significant positive correlation with self-esteem.
4. A statistically significant difference between male and female adolescents with respect to self-esteem was found. Males scored slightly higher than females.

4.2 Conclusions

1. Parenting styles and socioeconomic status of parents seem to be important variables related to the development of self-esteem among adolescents. Parenting styles seem to have greater relationship with self-esteem. Of course, the importance of parenting styles in affecting the personality and behavior of children is the most significant and documented findings for long.

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Back Ground Information

1. Sex a. Male b. Female
2. Age _____
3. Grade _____
4. Religion _____
5. With whom are you living now? I live with
 - a. both my biological father and mother
 - b. only my mother
 - c. only my father
 - d. my mother and step-father
 - e. my father and step-mother
 - f. sometimes with my mother and other times with my father.
 - g. other relatives (grand parents, aunt, uncle, etc).
 - h. foster parents who are not relatives
 - i. alone
 - j. if other specify _____

Declaration

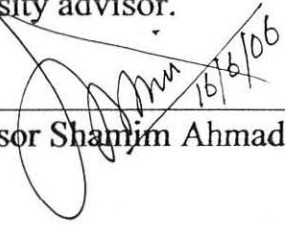
I, the undersigned, declare that this thesis is my original work has not been presented for a degree in any other university and that all sources of materials for the thesis have been dully acknowledged.

Name Nuredin Mohammed

Signature  _____

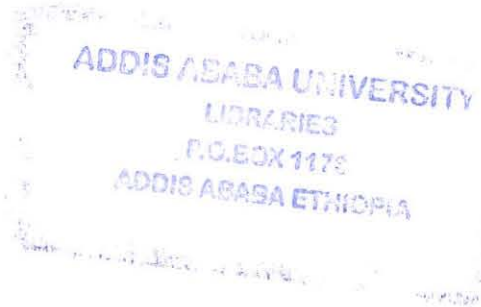
Date: 16th June, 2006.

This thesis has been submitted for examination with my approval as a university advisor.



Professor Shamim Ahmad Ansari

**SELF –ESTEEM OF ADOLESCENTS AS RELATED
TO PARENTING STYLE AND SOCIO-ECONOMIC
STATUS OF PARENTS: A STUDY OF HIGH
SCHOOL STUDENTS IN DESSIE**

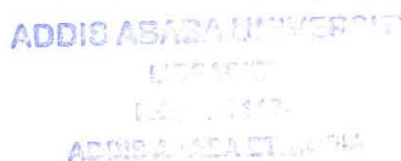


**BY
NUREDIN MOHAMMED**

**A THESIS SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN PSYCHOLOGY**

July, 2006



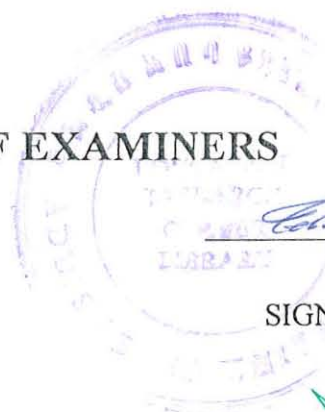
ADDIS ABABA UNIVERSITY
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STUDENTS IN DESSIE

BY NUREDIN MOHAMMED

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Chapter 4

Summary, Conclusion, and Recommendation

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List of Abbreviations

PC	Parental Control
PW	Parental Warmth
RSES	Rosenberg Self-esteem Scale
SE	Self-esteem
SES	Socio-economic Status
SPSS	Statistical Packages for Social Sciences
TEFL	Teaching English as a Foreign Language

Abstract

This investigation aimed to study the self-esteem of adolescents in relation to parenting style and socio-economic status of parents. The data were collected using self-esteem scale, parenting style and socio-economic status inventories by administering these on 300 students who were randomly selected from a high school. Having collected the data scores were tabulated and thereafter, the scores of the data were analyzed using intercorrelation, simple regression, multiple regression, stepwise regression, and independent samples t-test statistical techniques. The results of the analyses suggest that authoritative, neglectful, and authoritarian parenting styles were significantly related to adolescents' self-esteem. Authoritative parenting was found to correlate positively while neglectful and authoritarian parenting styles were found to correlate negatively with self-esteem. The result also showed that socio-economic status had small but statistically significant positive relationship with self-esteem. Males were found to score slightly higher self-esteem scores than females. The implication of these findings is discussed and recommendations are forwarded at the end of the paper.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The self-concept is a topic that bridges a variety of disciplines and has been the subject of many studies (Ostrow, cited in Rosenberg et al., 1989). Psychologists generally agree that in many cultures individuals develop an understanding of themselves as distinct and separate from others. In addition, some developmental researchers argue that the sense of oneself as distinct from others develop within the first year of life (Mahler and Pine, cited in Gardner et al., 1998).

Self-concept and self-esteem are frequently used in a discussion of how people view themselves. Some contend that the content of the self-concept and its evaluation, which results in self-esteem, are virtually inseparable (Shavelson & Bolus, cited in Gardner et al; 1998). However, recent developments in self-concept research increasingly demonstrate that self-esteem may indeed be a distinct aspect of self-concept. According to Verkuten (1995) self-esteem is deemed an important component of the self-concept. The self-concept or "how I see my self" can be distinguished from self-esteem or "how I feel about how I see my self" which can be further defined as an element of the self-concept. In this study, the researcher is interested to focus on self-esteem, the evaluative aspect of the self-concept.

Self-esteem is considered to play a significant role in psychological

adjustment and scholastic success (Saigal et al; 2002). Self-esteem is an important variable that is one of the major forces influencing the behavior of all humans. Self-esteem is a fundamental need that influences one's accomplishment, interaction with other, achievement patterns, and mental health (Battle, cited in Bahru, 1999). It is an extremely popular construct within psychology, and has been related to virtually every other psychological concept or domain, including personality (e.g.: shyness), behavior (e.g. task performance), cognitive (e.g. attributional bias), and clinical concepts (e.g. anxiety and depression)(Stewart and Adler,2004).

Adolescence is a period of change. Physical maturation, the individual's relationships with his or her significant others, shifting educational environments are among the changes that take place during this period of development. According to Barber et al (1992) these changes present opportunities for adolescents to use their newly developed cognitive abilities in establishing self-judgments about their value and position in society. An adolescent's self-esteem, therefore, can be a useful marker of the success with which he or she is proceeding through this important period.

As indicated above, self-esteem is an important construct in psychology and adolescence is an important period of development. It is, therefore, important for psychologists to study the variables related to adolescents' self esteem.

The family is generally considered an important context for the development of a child's self-concept. It is the place where our initial sense of

self is formed through intimate, intensive, and extensive interaction with parents and other family members (Gecas & Schwalbe, 1986). According to Maccoby (cited in Gardner et al; 1998) childrearing practices and family environment are believed to be very influential in the development of personality and self-esteem, especially during the first year of life.

Different investigators discuss the self-esteem of individuals in relation with parenting styles and socio-economic status of parents. The findings of Bachman (1970), Coopersmith (1967), Gecas et al., (1970), and Rosenberg (1965) have identified certain parental behavior variables as important to the development of the child's and adolescent's self-esteem. Researchers also studied the relationship between socio-economic status and self-esteem (Rosenberg and Pearlin, 1978, Richman et al; 1985; Yancey et al; 1972).

Little is known about the relationship of parenting style, SES and self-esteem among Ethiopian adolescents. This study, therefore, focuses on the relationship of self-esteem with parenting style and SES among high school adolescents in Dessie.

1.1.1. An Overview of The Period of Adolescence

Adolescence is the period of psychological and social transition between childhood and adulthood. As a transitional stage of human development it represents the period of time during which a juvenile matures into adulthood. The word adolescence comes from the Latin word "adolescere" meaning "to grow up" or "to grow into maturity"

(Muss, cited in Kimmel and Weiner, 1995).

There is no clear-cut and universally accepted definition of adolescence. The meaning of adolescence, and the ages at which it begins and ends, differ from one part of the world to another.

Adolescence has been described as a phase of life beginning in biology and ending in society (Patersen, cited in Barlow, 1988). It may be defined as the period within the life span when most of a person's biological, cognitive, psychological and social characteristics are changing from what is typically considered child-like to what is considered adult-like (Lerra and Spanier, cited in Seiffert and Huffnung, 1994). According to Erickson (cited in Santrock, 1999), the period is a time in which individuals face the tasks of finding out who they are, what they are all about, and where they are going in life, and confronted with many new roles and adult statuses.

According to Papalia and Olds (1994) adolescence is the span of life years between childhood and adulthood and covers the time from the age of 12 or 13 till early twenties. For Hurlock (1959) this period begins at the years of 13 or 14 and ends around 21 years of age. It is divided in to two sub- periods, namely, early and late adolescence.

Adolescence is considered to start with the set of puberty. Puberty is defined as a period of transition from a stage of reproductive immaturity to a stage to full reproductive competence. And adolescence is the period in life span of a person when he or she assumes the ability for reproduction (Santrock, 1999, Hurlock, 1980).

The period of adolescence is a dynamic period in human development. It is a period when rapid physiological change and demand of new social roles take place. The adolescents, due to these changes often face a number of crisis and dilemmas (Santrock, 1999).

According to Fabes and Martin (2000), physical changes brought by puberty among adolescents are often accompanied by emotional tensions. The adolescent is exposed to new social situations, patterns of behavior, and societal expectations that bring a sense of insecurity.

Due to rapid physiological changes taking place in the adolescent, a consciousness and increased interest about one's own body develops. The body image can bring a sense of fun, pride, shyness or even unhappiness (Fabes & Martin, 2000).

For G. Stanley Hall (cited in Kimmel & Weiner, 1995)

adolescence is a period of storm and stress and emotional instability for most of the adolescents. Similarly, Cox (1967) noted that adolescence is often described as a difficult period of life because of its marginal and transitional character. He indicated that in many societies roles for adolescents are variable and often contradictory.

On the other hand, some other authors indicate that the period of adolescence is also characterized by various pleasant emotional states such as calm, happiness, and enjoyment (Conger & Peterson, 1984., Kimmel, 1985). These various pleasant and unpleasant emotions that characterize adolescence are mainly associated with or interrelated on several factors. With respect to this Eccles et. al., (cited in Sieffert and Huffnung, 1994) have reported that how negative or positive the changes associated with adolescence are likely to be will depend on the degree of fit between adolescents' developing needs and opportunities offered to them by adults rather than on themselves.

Adolescence brings a change in habitual patterns of behavior, attitude, and personality. There are marked changes in the adolescent's social interest. Adolescents use new set of values in the selection of friends and social grouping. The choice of friends

depends on similar interests and values. For the adolescent, the period is a dramatic challenge one requiring adjusting to changes in the self, in the family, and in the peer groups. In contemporary society, adolescents experience institutional changes as well. Understandably, then, for both adolescents and their parents, adolescence is a time of excitement and of anxiety, of happiness and of troubles, of discovery and of bewilderment and of breaks with the past and yet links with the future (Santrock, 1999).

In adolescence, changes in self-conceptions also take place. Regarding this Damon and Hart (1982) provide an excellent review of some of the developmental changes in self-perceptions that take place in adolescence. The important point for this discussion is that one cannot assume that attitudes about the self remain qualitatively the same over the life course. The evidence suggests that as individuals become adolescents there is an increase in the degree of abstraction used to refer to the self as well as an increase in the use of psychological rather than physical descriptions of the self. In addition, Steinberg (1993) noted that self-conceptions change in structure as well as content during the transition from childhood into adolescence. Regarding self-esteem, in a longitudinal study of change in self-esteem during the early adolescent years, sociologist

Roberta Simons and her colleagues found that going through puberty may lead to modest declines in self-esteem among adolescent girls but only when accompanied by other changes that require adaptation on the part of the young person (Simons et al., cite in Steinberg, 1993).

Regarding the period of adolescence under the Ethiopian context, the few researches conducted years ago are reviewed in the following paragraphs.

A study conducted by Cox(1967)on Haile Silasie First University students indicated that 72% of the respondents reported adolescence as a period of "stress and strain". Eighty six percent reported that adults expected a different standard of behavior from adolescents; seventy two percent believed that they had often been treated as children when they should have been accepted as adults. Sixty five percent reported that their parents were too authoritarian and had repeatedly conflicts with them. Fifty four percent had problems of social adjustment at school or else where.

Another research conducted on Hale Silasie First University students noted that 44% of the respondents reported their adolescent years were characterized by happiness and enjoyment(Renner,1969).According to this research 20% of the

respondents experienced permanent stress, worries and tension, and the rest experienced both happiness and stress.

Levine (1965) studied rural Amhara adolescents. He indicated that the time of adolescence passes usually unnoticed in rural Amhara, even with no name given to the period. According to him, in Amhara culture adolescence scarcely exists as a concept, let alone as a problem, while there are Amharic words that signify “young person”, there is no word in Amharic that specifically denotes a transitional stage between childhood and adulthood. However this description of Levine about the absence of a name given to the period of adolescence is not correct this time. There are Amharic words that signify adolescent boys and girls. “Korreda” and “Gorremsa” are words that signify adolescent girls and boys, respectively.

According to Yusuf (1998) today’s Ethiopian youth face the most rapidly changing physical, physiological, and psychological processes more than their elders. He further noted that Ethiopian adolescents are the most “neglected” and “least understood” age group. They are often perceived as isolate, un kept, unpredictable, emotionally hot, adventurers and challenging.

1.1.2 Self- esteem –A Bird’s Eye View

* By definition, self-esteem is the way in which an individual perceives himself/ herself. Many researchers define self-esteem as evaluative belief about one's self.

According to Rosenberg (1965) self-esteem is the evaluation which the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval or disapproval. Coopersmith (1967) defined self-esteem as a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself. According to Pope et .al (1988) self-esteem is an evaluation of the information contained in the self-concept, and is derived from the individual's feeling about all the things he is.

Blaskovich and Tomaka (cited in Frost and McKelvie,2004) stated that self-esteem refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. For Arthur Cohen (1968) self-esteem may be defined as the degree of correspondence between an individual's ideal and actual concept of himself and for Darlega and Janda (1986) self-esteem is how we think of ourselves, whether in a positive or negative fashion.

The definitions given above reveal that most definitions of self-esteem share a common theme of self-evaluation.

Social scientists have long viewed self-esteem, the evaluative component of the self, as a central psychological concept. What we think of ourselves and how we feel about ourselves affect our behavior. Systematic investigation of the

antecedents of self-esteem is comparatively voluminous and has consistently shown that self-esteem develops in response to the reactions of others, especially significant others (Wlie and Gergen, cited in Gecas ,1972).

Reflected appraisals, social comparison, and self-attribution processes have been repeatedly described in the literature as primary sources of self-esteem formation (e.g. Demo and Savin-Williams, 1983; Gecas and Schwalbe, 1986; Rosenberg and Pearlin, 1978). The principle of reflected appraisals holds that people's feeling about themselves are strongly influenced by their judgments of what others think of them. Self-esteem is thus viewed as product of social interaction. The principle of social comparison holds that, in the absence of objective information about themselves, people judge themselves on the basis of comparisons with others. Self-attribution consider how naïve observers characteristically attribute motives, intentions, causes, dispositions, etc to themselves on the basis of their observation of their actions. When people draw conclusions about themselves by observing the success or failure of their efforts, they are exemplifying the self-attribution process.

Research has shown that self-esteem is correlated with various social and psychological variables. Positive or high self-esteem has been found to be related to psychological well-being or adjustment, higher academic performance, and a supportive family environment .In contrast, research has described the association of low self-esteem with loneliness, anxiety, irritability, delinquency, and depression.

Each person may have a high or low self-esteem. According to Pope et al, (1988) a person who has a high self-esteem evaluates him self in a positive way and feels good about his strong points. A feeling satisfied with the major portion of the self does not mean that the individual has no desire to be different in any way. A person with high self-esteem often works hard at improving weak areas, yet is forgiving of himself when at times he falls short of his goals.

A number of researchers (Khan, 1969; Watkins and Estela, 1980) have found a relationship between positive self-esteem and higher grades in school .A phenomenon known as “self-fulfilling prophecy” suggests that an individual’s beliefs about himself will have a strong impact on how well he performs (Pope, et al; 1988).

According to Wilson (cited in Pope et al: 1988) individuals with high self-esteem are assertive, trusting, competent, autonomous, achieving, respected by peers, and generally efficacious in meeting personal goals and aspirations. High self –esteem according to Campbell (1984) is the basis for a good personality and effective social functioning.

According to Coopersmith (1967) effectiveness, ability and school performance are related to self-esteem. According to him, persons with high self-esteem are more likely to expect success in their social and academic encounters than are the individuals with low self–esteem who have previously experienced rejections, disrespect and failure.

People with high self-esteem have self-confidence that is a vital trait for

development. What a child believes he can or cannot do sometimes influences what he can or cannot do. Children who perceive that they lack competence, for instance, may not try something because they have no confidence in themselves (Gonzalez Mena, 1993).

In general, high self-esteem is valued because it is positively related with desirable outcomes such as academic achievement, happy moods, assertiveness, and self-confidence.

In contrast, low self-esteem is found to be associated with social and psychological problems. In their exploration of the controversial link between global self-esteem and externalizing problems, Donnellan et al, (2005) found a robust relation between low self-esteem and externalizing problems such as aggression, antisocial behavior, and delinquency.

According to Coopersmith (1967) individuals with low self-esteem are individuals with a picture of discouragement and depression. They feel isolated, unlovable, incapable of expressing or defending themselves and too weak to confront or overcome their deficiencies. In the presence of a social group, at school or else where, they remain in the shadows, listening rather than participating, sensitive to criticism, self-conscious, preoccupied with inner problem. Individuals with low self-esteem frequently exhibit an artificially positive self-attitude to the world, in a desperate attempt to prove to others and themselves that they are adequate persons, or they may retreat into themselves feeling no contact with others, who they fear will ultimately reject them. A person with low self-esteem is

essentially a person who finds little to be proud of himself (Pope et al, 1988).

In general, as Leary and MacDonald (cited in Passmore et al; 2005) indicated the development of a healthy self-esteem is an important indicator of psychological adjustment, with self-esteem being related to numerous emotional, cognitive, and behavioral variables. Without positive self-esteem, psychological growth is stunted. People with low self-esteem have less resilience to deal with life's challenges. They tend to be more influenced by the desire to avoid pain than to experience joy. Negatives have more power over them than positives. Those with high self-esteem feel they can handle life's challenges and seek the stimulation of change and striving for worthwhile and demanding goals.

There are certain factors that have been reported to influence the development of self-esteem. These factors are grouped into biological, inborn traits such as temperament, intelligence, physical characteristics; and environmental influences, such as parents' parenting style and economic status and relationships with other adults and peers.

Empirical literature on the psychosocial correlates of adolescent self-esteem included gender as one of the inborn /individual influences that is related to the particular person.

Virtually in every culture of the world, the views about men and women are different and even they are treated very differently. Sex typing and sex role socialization begin at birth, and they continue unabated well into adulthood. For instance, new parents (especially fathers) perceive their baby daughters as smaller,

weaker, and cuter than their baby sons even when daughters and sons are identical in size, weight, and activity level (Rubin, Provenzano, and Luria, cited in Pehan et al., 2005). As children mature, socialization based on gender expands to include a wide range of thoughts, feelings, and behaviors.

Children learn at a very early age what it means to be a boy or a girl. Through myriad activities, opportunities, encouragements, discouragements, overt behaviors, covert suggestions, and various forms of guidance, children experience the process of gender role socialization. It is difficult for a child to grow to adulthood without experiencing some form of gender bias or stereotypes, whether it be the expectation that boys are better than girls at math or the idea that only females can nurture children. As children grow and develop, the gender stereotypes they are exposed to at home are reinforced by other elements in their environment and are thus perpetuated throughout childhood and on into adolescence (Martin et al., 1990).

A child's earliest exposure to what it means to be male or female comes from parents. From the time their children are babies, parents treat sons and daughters differently, dressing infants in gender-specific colors, giving gender-differentiated toys, and expecting different behavior from boys and girls (Thorne, 1993). Rubin et al. (1974) indicated that parents have differential expectations of sons and daughters as early as 24 hours after birth.

According to Santrock (1994), a child's burgeoning sense of self, or self-concept, is a result of the multitude of ideas, attitudes, behaviors, and beliefs to

which he or she is exposed .The information that surrounds the child and which is internalized comes to the child within the family arena through parent-child interactions, role modeling, reinforcement for desired behaviors , and parental approval or disapproval.

Traditional theories of sex-role development have identified adolescence as a period in which the development of masculinity in males and femininity in females is of primary importance (Erikson, cited in Lanke, 1982).

Scores of studies conducted in the western countries have emphasized that adolescent females, on average, have lower self-esteem than adolescent males.

In their study of multi-ethnic adolescent sample, Miamoto et al. (2001) reported that adolescent males comprising their sample had significantly higher self-esteem scores than females. Similarly, many investigators reported mean differences in self –esteem: males were found to score higher than females (e.g.Hoester, 1983; Carnis et al., 1990; Frost and Mckelvie, 2004).

In the following sections, the empirical literature on the relationship of self-esteem to parenting styles and socioeconomic status is reviewed.

1.1.3. Parenting Style and Self –esteem

Most writers consider the family relationships as a very significant aspect of human development. There is much evidence to support the position that parent-child relationships are of the extreme importance in the emergence of personality. This is due to the fact that parents or home environment is the direct, immediate and strongest socializing agent for children’s development (Cox, 1967). According

to Wesley and Sullivan (1980), home environment is the most significant among many factors that positively or negatively affect the behavior of the growing child. In addition Bahrudin and Luster (cited in Towel and Sonnak, 2001) noted that the role of child rearing practices and their effects on children's and adolescents' development has received particular attention.

➤ Self –esteem is influenced by interpersonal relationship in a variety of contexts. Self-esteem is influenced by both formal and intimate interactions with one's partner, family and peers. The importance of the parent –child relationship and its contribution to adolescent self –esteem is of particular interest for many researchers.

Kuppuswamy (1980), Graybill (1978), and Coopersmith (1967) indicated that parent's child rearing styles are key variables affecting the development of self-esteem. According to them, one's self –esteem develops through interaction with other people .A child is not born with a self -esteem. But children slowly learn to define themselves on the basis of how others treat them.

According to Jersild (1960), if a child is accepted, liked for what he is, he will be helped to acquire favorable attitude towards himself. But if the significant people in his life at first his parents belittle, blame, and reject him, the child develops attitude towards himself that is likely to become unfavorable.

Rogers (cited in Darlega and Janda, 1986) described the effect that different types of parent-child interaction can have on children's self –esteem. Early in infancy, children gradually become aware of being liked or disliked. Hearing

parents say, "I love you" while being cuddled, communicates liking and loving. If this positive expression happens often enough children will come to think of themselves as worthwhile and loveable. But on the contrary if children are constantly told "you are bad" or "you are naughty" they are bound to develop low self-esteem.

Different child-rearing behaviors have been associated with the development of self-esteem. In this study parenting style refers to the adolescents' perception of parental behavior with respect to parental support / involvement and parental control / demandingness. Parental support can be broadly defined as those behaviors that promote positive interaction between parent and child. Such behaviors include open communication, acceptance, interest, aiding in activities, praise, warmth and affection. Parental control is reflected in such tasks as how many decision the parents make for the child, amount of supervision they implement, and the extent and severity of the rules that they bestow on the child (Amato, 1989).

The studies of Bachman (1970), Coopersmith (1967), and Rosenberg (1965) reported that parental support of and involvement with their children and parental willingness to grant autonomy and freedom to their children are positively related to self-esteem among the children.

Bachman (1970), in a national sample of high school boys found high self-esteem to be associated with good family relations, which were characterized by affection between family members, common activities and inclusion of children in

family decision making. Rosenberg (1965) also studying high school students, found high self-esteem to be related to parental interest in the child and his or her activities.

Gecas (1971) found parental support to be strongly related to the child's self-esteem in a sample of high school students. Felson and Zielenski (1989) studied the reciprocal relationships between parental support and self-esteem among children in the fifth through eighth grades. The results suggest that parents' supportive behavior as measured by children's reports affects the self-esteem of children but that self-esteem also affects how much support children report their parents give them.

Gecas and Schwalbe (1986) obtained significant correlations between adolescents' self-esteem and their perceptions of parental support, autonomy/control, and participation. They indicated that adolescents who report a high level of family support had higher global self-esteem.

Barber et al (1992) conducted a comparative study on German and US adolescents. In this study parenting behaviors (e.g. support and control) were significantly related to self-esteem in US adolescents. But the same parenting behaviors were not related to self-esteem in German adolescents, however a more general measure of the quality of the parent adolescent relationship was strongly related to self-esteem.

Kemis et al. (2000) examined the extent to which children's self-esteem stability and level related to their perceptions of various aspects of parent-child

communication. They found that compared to children with stable self-esteem, children with unstable self-esteem reported that their fathers were more critical and psychologically controlling, and less likely to acknowledge their behavior or to show their approval in value-affirmative ways. Likewise children with low self-esteem reported that their fathers exhibited those qualities to a greater extent than did children with high self-esteem. Other researchers (Furnhan and Cheng, 2000) suggested that a reasonable discipline exercised by mothers towards their children is particularly beneficial in the offspring's self-esteem

Baumrind (1975) stated that democratic, authoritative parents value both autonomy and disciplined behavior. They encourage verbal give and take, and when they exercise parental authority in the form of demand or prohibitions, they explain their reason for doing so. Such parents are most likely to have children who as adolescents are self confident, high in self-esteem and responsibly independent (Rosenberg, 1965, Bachman, 1970).

In his study of preadolescents, Coopersmith (1967) reported that the mother of children with high self-esteem were more liking and had closer relationship with their children than did the mothers of children with low self-esteem. The interest on the part of the mother appeared to be interpreted by children as an indication of their significance, that they were worth of the concern, attention, and time of those who were important. Peterson et al. (1983) reported a result that was consistent with the finding of Coopersmith and state that children with high self-esteem view their parents as accepting, understanding, and loving.

According to Demo et al (1987) research on parental control is less definitive than research on supportive parenting behaviors. Although the relationship between parental control and self-esteem may be positive for children, the opposite may be true for adolescents. When parenting style reflects a rigid, authoritarian manner adolescents tend to reject parental authority. Mussen et al. (1984) states that authoritarian parents do not feel an obligation to explain the reason for their directives and they view unquestioning obedience as a virtue .By doing so, they suppress dissent, and they are likely to encourage resentment. Amato (1989) found that over- protectiveness and restrictiveness was associated with low self –esteem in adolescents.

Loeb et al. (1980) found that high self-esteem was associated with parents who offered suggestions but left the child some freedom of choice, rather than with a directive style, in which the parent told the child what to do. In contrast, parents of children with low self- esteem set few and poorly defined limits and were autocratic, dictatorial, rejecting and uncompromising in their methods of control.

Permissiveness on the part of parents is reported to be a pattern of parenting which does not provide the kind of support needed by adolescents. Kuppuswamy(1980)indicated that a child with permissive parents is not able to build up many interests outside the home. This gives rise to a low level of ego strength and a low level of frustration tolerance. As a result, it makes the child lose confidence in himself. Adler (cited in kuppuswamy, 1980) reported that rejection of the child by the parents affects his sense of security, increases his sense of

helplessness, and undermines his self-esteem.

1.1.4 Socioeconomic Status and Self-esteem

Socioeconomic status (SES) remains a topic of great interest to those who study children's development. Research shows that SES is associated with a wide array of health, cognitive, and socio-emotional outcomes in children, with effects beginning prior to birth and continuing into adulthood (Bradly and Corwyn, 2002).

According to Demo and Savin-Williams (1983) social class is precisely the type of macro structural variable which Franks and Marolla deem significant for research aimed at gaining a better understanding of societal effects on self-esteem.

Investigations in the past used the term SES to refer to dimensions of SES, specifically education, occupation, and income (e.g. Rosenberg & Kaplan, 1982). According to Coopersmith (1967) the SES of an individual is based largely on occupation, income and residence. Persons higher in the system have higher income, and tend to live in large and more luxurious houses located in more desirable neighborhood. These persons are more successful in the materials and cultural benefits that should lead them to believe that they are generally more worthy than others.

Some studies have found that subjects with higher SES have high self-esteem than subjects with low status (Watkins, 1976; Watkins and Estilla, 1979, Yanecy et.al.,1972). Watkins and Estilla (1979) have found statistically significant differences in self-esteem between high and low socioeconomic groups. Their study indicated that the high self-esteem group had an appreciably great proportion

of better-educated fathers and mothers. They were also higher in income and had high occupational status family heads than did the low self-esteem groups. Yanecy et al. (1972) found that social status is correlated with self-esteem in the relative prestige according to various social positions, which included education, income, and occupation.

Richman, Clark, and Brown (1985) found a main effect for the relationship between self-esteem and SES among adolescents, but demonstrate complicated interactions of gender, race, and social class. White females were significantly lower in general self-esteem than white males and black males and females.

The most famous investigation into the relationship of self-esteem to SES may be Rosenberg and Pearlin's (1978) assessment of social class and self-esteem among children and adults. In an effort to clarify decades of inconclusive work on what many thought would be an obvious connection between one's social status or prestige and one's personal sense of worth; Rosenberg and Pearlin suggested that age was a critical factor in teasing apart this relationship. They found virtually no association between social class of parents and self-esteem among younger children, a modest association among adolescents and a moderate association among adults based on their own social class.

Twinge et al. (2002) reported that SES has a small but significant relationship with self-esteem. In a meta-analysis of 446 samples, these researchers found that higher SES individuals reported higher self-esteem.

Using both traditional and non-traditional measures of social class, Witfang

and Scarbecz (1990) found that father's education had a small positive relationship with adolescents' self-esteem and non-traditional measures had moderate to strong associations with self-esteem, all in the expected direction. They also found, however, that adolescent achievement variables contributed significantly more to their self-esteem than did parental social class variables.

Bledsoe (1981) took black students from both middle and lower SES as his subjects from high schools and found the result that confirmed the strong influence of economic status on self-esteem among high school students.

The study of Coopersmith (1967) reported no statistically significant differences in self-esteem between higher and lower SES subjects, but he stated that although the result in the study is not as might have been expected, children in the upper middle economic class tended to display high esteem than those in the lower middle class.

Filsinger and Anderson (1982) found no relationship between own SES and self-esteem among adolescents, but a significant relationship between the SES of the person's best friend and self-esteem. They attribute this to a heightened sense of self-efficacy among those who interact with friends who are of a higher social status than themselves, as it may be the social status of significant others from which adolescents derive their own sense of social status.

Different investigators indicated that the strength of the relationship between SES and self-esteem is different for children and adults. Among younger children there seems to be little or no relationship (Long & Headerson, 1970, Rosenberg and

Pearlin, 1978). Among adolescents weak associations have been found (Bachman, 1970, Rosenberg, 1965, Jensen, 1972). Among adults, clear positive relationships have been reported (Yancy et al., 1972).

Rosenberg and Pearlin (1978) rely on theories about social comparison processes, reflected self-appraisals, self-perception theory and psychological centrality to explain the age graded relationship between SES and self-esteem. Because the salience of class in the interpersonal context differs for children and adults, and because the social class of children is ascribed while that of adults is generally considered achieved, they argue that class organizes the social experiences of adults and of children differently. According to them the extent to which the sense of inequality inherent in the meaning of social class is mirrored within individuals is not the same for children as it is for adults.

1.2 Statement of the Problem

At the end of this study, the following questions were expected to be answered.

1. Is there a significant relationship between parenting styles and adolescents' self-esteem?
2. If there is a relationship between parenting styles and self-esteem, which parenting styles are more positively related to adolescents' self-esteem?
3. Is there a significant relationship between adolescents' self-esteem and socio-economic status of parents?
4. Is there a significant gender difference among adolescents with respect to self-esteem?

1.3 Objectives of the study

The main objectives of this study are to: -

1. Investigate the relationship between parenting style and adolescents' self-esteem.
2. Examine which parenting styles are more positively related with adolescents' self-esteem.
3. Investigate the relationship between SES and adolescents' self-esteem.
- 4 Investigate whether or not there is significant gender difference among adolescents with respect to self-esteem.

1.4 Significance of the Study

Self-esteem is an important variable that is one of the major forces influencing the behavior of human beings.. As indicated in the background, self-esteem can be important in terms of how one thinks, feels and responds to stressful life events. Therefore it is important to investigate the variables that are related to self-esteem.

Many investigators have investigated different variables that are related to self-esteem development in adolescence, such as social acceptance, academic ability, body image, school environment, media influences, socio-economic status, and relationship with family, age and ethnicity.

Little is known about the relation of self-esteem with other variables under the Ethiopian context. This study investigates the relationship of adolescents' self-esteem with parenting style and SES and is expected to contribute the following.

1. It can provide information about the relationship of adolescents' self-esteem with parenting style and SES.

2. The study may inform parents to be aware of the factors that are related with their children's self-esteem.
3. It can enrich the existing literature concerning the issue.
4. It can serve as stimulus for other interested researchers to conduct further study on the topic and beyond.

1.5. Delimitation/Limitation of the Study

Due to time and financial constraints this study is limited to a sample of high school students in the town of Dessie. It would have generated more generalized information if it included a wider area across the country. In addition, among the various variables related to self-esteem, the study focuses on parenting styles and socio-economic status because many investigators reported these variables to be important in the development of self-esteem.

1.6 Operational Definitions

Parental warmth: - refers to parental behaviors that are expressed in terms of parental supportiveness, fulfilling needs, closeness, and the like as measured by the scale adapted from Dornbush et al. (1987) and Lamborn et al. (1991). The term is synonymous to "involvement acceptance, and responsiveness"

Parental control: -refers to parental behaviors that are expressed in terms of parental demandingness, following up how adolescents spend their time and money, and the like as measured by the scale adapted from Dornbursh et al. (1987) and Lamborn et al. (1991). The term is synonymous to "supervision , monitoring" .

Parenting styles: -refers to adolescents' perception of their parents' behavior with

respect to parental warmth and parental control as measured by the scale adapted from Dornbusch et al. (1987) and Lamborn et al. (1991).

Self -esteem: -refers to adolescents' general value judgment of their personal worthiness as measured by the Rosenberg self -Esteem scale (Rosenberg, 1965).

Socio-economic status: -refers to the status of parents regarding education, occupation, earning as measured by the instrument adapted from Birhanu (1996) and Desalegn (1993)

Chapter 2

Methodology

This chapter is intended to explain the steps that have been adopted in carrying out this study. The target population, the sample and sampling technique, the instruments used to gather data, data collection procedure, and the statistical techniques of data analysis are presented.

2.1 Population

The target population of the study was high school students in Dessie.

2.2 Sample and Sampling Technique

As indicated above the participants of this study were high school students in Dessie. The town has two governmental high schools (Hotie and Kidame Gebeya high schools). For the purpose of this study one of these schools was randomly selected using lottery method. Data were gathered from a self-report questionnaire administered to three hundred students who were randomly selected among 6053 students enrolled in the school.

The participants were drawn from the selected school. From the high school 18(10 grade 9 and 8 grade 10) sections were randomly selected using lottery method. The participants were stratified by grade and sex. The males and females were listed separately. Then systematic random sampling technique was used to select three hundred participants. However some of the selected participants (four in number) were absent during the time of questionnaire administration and some (21 in number) did not complete the instrument appropriately. In addition, in order

to increase the difference among the rated scores with respect to the two parenting style dimensions i.e. parental warmth and parental control, individuals with the scores of the median, one score above the median, and one score below the median were removed. Therefore parents whose adolescents score the median and plus or minus one score from the median on either of the dimensions were excluded from further analysis. These were 35 in number. The total participants included in the study are presented in Table 1 below.

Table 1 Number of Participants by Grade and Sex

	Grade level		
	9	10	
Male	58	65	123
Female	64	53	117
Total	122	118	240

2.3 Tools of Data Collection

The tools used for data collection in this study included parenting styles, self-esteem, and SES inventories.

2.3.1 The Parenting Style Questionnaire

This questionnaire consists of items developed to measure adolescents' perception of their parents with respect to two dimensions of parenting styles.

The questionnaire includes items on parenting styles that were adapted from

the existing measures (Lamborn, et al; 1991, Dornbusch et al; 1987)

The questionnaire is used to measure the two dimensions of parenting styles, namely parental warmth/responsiveness and control /demandingness.

The warmth /responsiveness subscale measures adolescents' perception of their parents as warm, loving, responsive and involved (sample item: "when my parents or guardians want me to do something they explain why"). This subscale consists of 14 items, which were scored on a 4-option Likert scale ranging from "strongly agree" to "strongly disagree".

The control/demandingness dimension measures the degree of parental monitoring supervision and limit setting of the adolescent (Sample item: "how much do your parents or guardians try to know where you are and what you are doing?"). This subscale consists of 15 items with responses arranged on the basis of a three point Liker type (e.g. Don't try, try a little and try a lot) except the first two items.

The four parenting style groups were defined by dichotomizing the sample on each dimension and examining the two variables simultaneously. First, the median of each dimension was computed. Based on the median; the samples were dichotomized in the following manner .The parents whose adolescents score one score above the median of each dimension were grouped as the high group. Those parents whose adolescents score one score below the median were grouped as the low group. Parents whose adolescents score the median itself and plus or minus one score from the median were excluded from further analysis.

Then, following Maccoby and Martin's (1983) categorizing scheme, parents were grouped as follows. Authoritative parents were those in the high group on both the warmth/involvement and control /demandingness subscales; whereas neglectful parents were those in the low group on both dimensions. Authoritarian parents were those in the high group on the control/demandingness dimension but in the low group on the warmth/involvement dimension. Indulgent parents were those in the high group on warmth/involvement but in the low group on control/demandingness dimension.

2.3.2 The Self-Esteem Scale

In this study, self-esteem was measured by the scale adapted from Rosenberg (1965). The Rosenberg Self-Esteem Scale (RSES) is a widely used self-esteem measure in many researches. It is regarded as a measure of an individual's global feelings of self-worth. Many studies have shown that the scale is a valid and reliable unidimensional measure of self-esteem. It is comprised of five positively worded items (e.g. I take a positive attitude toward myself) and five negative worded items (e.g. "All in all, I am inclined to feel that I am a failure."). Four responses are possible, ranging from "Strongly agree" to "strongly disagree."

2.3.3 The Socio-economic Status Inventory

The socioeconomic status inventory was adapted from the existing measure of Desalegn (1993) and Birhanu (1996).

This inventory consists of five indices. These indices are educational index (EDI), House Index (HOI), Earning Index (EAI), prestige rating of occupation

(OCP) and Major Properties Index (MPI). Parents' socio-economic status was measured using these five indices.

Parents' level of education was collected with the help of two questions. Both questions are about the level of education of parents. One of them asked about the father's level of education, whereas the other asked about mother's level of education. The questions were rated on a six point scale, where 0 = illiterate, 1= traditional level; i.e. Church or Quran education; 2 = elementary level; 3 = junior secondary level; 4 = senior secondary level; 5= Completed grade 12 but no diploma & 12 complete with some training (elementary school teacher, dresser, typist); 6= College diploma and above.

Father's and mother's level of education was averaged to get a single index of parents' level of education.

House Index (HOI) was measured using 3 items asking about the quality of house (3-point scale), number of rooms (3-point scale) and ownership of the house (private/rental – 2-point scale). Maximum score for HOI is 8 and minimum score is 3.

Earning Index (EAI) was measured using four items asking about parents' amount of salary and other sources of income. Those subjects, whose parents are merchants & craftsmen, were required to report the estimate of their parent's monthly income. Those subjects whose parents are employee of governmental or non-governmental organization were asked to report their monthly income. Those whose parents are farmers were asked to report the number of livestock and the

amount of agricultural products their family annually produces. Then the cash value of these items was estimated by knowledgeable person and each value was determined by the average market price in the area.

Then depending on the monthly income of parents, the earning index was rated as follows:

1. Up to 100 Birr
2. 101 - 300 Birr
3. 301 - 500 Birr
4. 501 - 700 Birr
5. 701 - 1,000 Birr
6. Above 1,000 Birr

Prestige rating of occupation (OCP) was measured using items that ask the type of occupation parents or guardians are engaged in. Blank spaces were provided to write the type of work for father and mother. A list of different occupations frequently observed in the sample was prepared. Six senior postgraduate students, two from psychology, two from Demography, and two from Economics were asked to rate the occupations into six categories.

A score (rating) of 1 represents the least prestige assigned to the occupation as perceived by the judges and a score of 6 represents the highest value. The agreement among judges was measured employing Cohen's Kappa (K) static (Cohen, 1960., Hays,1994), Kappa ranged from 0.37 to 0.61 with average value of

K being 0.42 for prestige rating.

Major property index (MPI) was measured with one open ended question. The item asks to list major properties parents or guardians have.

Therefore, SES of parents is computed by the formula

$$SES = EDI + HOI + EAI + OCP + MPI$$

2.4 Pilot Study

It was believed that the respondents have difficulties in understanding the English Version of the questionnaire. Therefore, before the pilot study, the instrument was translated into Amharic language by the researcher with the help of two senior graduate students in the department of TEFL. One of them translated the items from English version to Amharic while the other translated it from Amharic back to English language. Some differences that appeared in the forward and backward translations were corrected out by the translators and the researcher jointly.

For the pilot test, from the selected high school in the town, three sections of grade 9 and two sections of grade 10 were selected by using simple random sampling, and by employing systematic random sampling 50 adolescents (half male and half female) were selected. These students completed the Amharic Version of the instrument. Out of the 50 adolescents, 5 adolescents provided inadequate information and therefore they were excluded from the analysis. Sections from which these students were selected were excluded in the main study.

In the case of parenting style measures, cronbach alpha coefficients of 0.81

and 0.73 were obtained for the warmth / involvement and control demandingness dimensions respectively. Lamborn et al. (1991) have reported reliabilities of alpha 0.72 for the warmth/ involvement subscale and 0.76 for the control/ demandingness subscale. Markos (1996) reported the reliability coefficients of alpha 0.83 for parental acceptance and 0.82 for parental control under the Ethiopian context. In addition, Kassahun (2005) reported chronbach alpha of 0.91 and 0.78 for the warmth /involvement and control/ demandingness dimensions. On the analysis, from a total of 34 items, 5 poor items (those items that have very low or very high variance from others) (3 from parental/ warmth dimension and 2 from parental/ control dimension) were discarded.

Numerous studies have established the reliability and validity of the Rosenberg Self Esteem scale. For example Sibling and Tippett (cited in Spence and Adams, 1997) have reported chronbach's alpha of 0.85, Demo et al; (1987) reported alpha coefficient of 0.86. In addition, Roberten and Simon (1989) have reported an alpha coefficient of 0.76. In the present study the alpha coefficient for the scale was 0.81.

Researchers who studied parents' socioeconomic status have used the SES inventory. In the present study, the inventory consisted of 5 indices. One of the five indices was the MPI, which required the participants to list major properties owned by their parents as listed in the item as an example. During the pilot test, respondents provided inadequate responses to this item. It seems that they couldn't understand the item very well. All the properties listed couldn't be considered

'major' and help to differentiate among the respondents. According to Rosenberg and Kaplan (1982) properties that cannot be considered major can't be a good measure of SES. Because of this the MPI was not included in the main study.

Investigators in the past have reported that the instrument has high reliability. Desalegn (1993) reported a reliability of 0.81 and 0.87 for alpha coefficient and split – half method respectively. In addition, Elias (1999) reported a coefficient of 0.89 for split- half and 0.84 for chronbach alpha. In this study the computed reliabilities were 0.88 and 0.82 for split – half and chronbach's alpha respectively.

2.5 Data Collection

After the samples were identified, they were given explanation about the purpose of the study. Necessary clarification on how to respond to the questionnaire was provided. The participants were encouraged to ask questions if anything is unclear during administration of the instrument. They were informed that the information they provide would be confidential and encouraged to respond honestly and genuinely.

2.6 Variables Included in the Study

2.6.1 Dependent Variable (y)

The dependent variable in this study is self-esteem.

2.6.2 Independent Variable (x)

Research in the past reported that self-esteem is related to various variables. In this study the independent variables are parenting style and socio-economic status. Parenting style was the prime of interest in this study and includes

authoritative parenting (X1), neglectful parenting (X2), indulgent parenting (X3), and authoritarian parenting (X4).

2.7 Method of Data Analysis

The data was described by computing preliminary explanatory statistics such as means, standard deviations and percentages. Then correlation matrix was computed to understand the relationship among the variables under investigation. Simple regression analysis, multiple regression analysis, and step – wise regression analyses were conducted to explain the relationship between dependent and independent variables and to investigate the contribution of each independent variable to the variation of the dependent variable. Finally, independent samples t-test was computed to find out whether there is a difference between male and female adolescents with respect to self-esteem. In this study, the analysis was done using SPSS (Statistical Packages for Social Sciences) computer program.

Chapter 3

Result and Discussion

The results of this study are presented in this chapter. Results obtained using simple descriptive statistical methods are presented first. Then the inter-correlations among variables are displayed. Third, results of simple regression analysis, results of multiple regression analysis and step-wise regression analysis are presented. Finally, the result of independent samples t-test is displayed.

3.1 Results

3.1.1 Results Obtained Using Simple Descriptive Statistical Method

The descriptive values computed here are intended to provide an overall picture of the research problem under investigation. The means and standard deviations of the variables under the study were computed and presented in Table 2 below. The distribution of the samples among the four parenting style groups is also displayed in table 3.

Table 2 Mean and Standard Deviations of Independent and Dependent variables

Variables	N	Mean	Standard deviation
PW	240	42.73	7.85
PC	240	42.06	8.31
SES	240	22.85	5.17
SE	240	28.47	5.22

PW=Parental Warmth SES=socio-economic status
 PC=Parental Control SE=Self-esteem

As can be seen from Table 2 above, almost all the variables have relatively high standard deviations. Therefore, this indicates that these variables have scores that are well dispersed away from the mean score.

Table 3 Distributions of Parents Among the Parenting Style Groups

Parenting Styles	N	%
Authoritative	78	32.5
Authoritarian	54	22.5
Indulgent	50	20.83
Neglectful	58	24.17

240

As can be observed from Table 3, from the total of 240 study samples, 78 or 32.5% perceive their parents as authoritative, 54 or 22.5% as authoritarian, 50 or 20.83% as indulgent, and 58 or nearly 24.17% as neglectful.

Authoritative parents are those parents who scored high on both warmth /involvement and control /demandingness measures .On the contrary, neglectful parents are those who scored low on both the warmth and control dimensions. Authoritarian parents are those who scored high on control but low on warmth dimensions whereas indulgent parents are those who scored high on warmth but low on control dimensions.

As it is shown in Table 3, the largest number of parents is categorized under authoritative parenting style. Neglectful parenting style is the second prevalent parenting style followed by authoritarian and indulgent parenting styles.

3.1.2 Intercorrelation among Variables

To understand the relationship among variables, it is very important to examine the strength of the relationship and to test the statistical significance of the relationship.

This is the approach that is followed by many researchers who are interested to examine the nature and degree of the relationship among the variables of their

interest. In this study the same approach was followed and the nature and degree of relationship between the dependent and independent variables was examined and is presented in Table 4.

Table 4 Intercorrelation Matrix among the Independent Variables and Between Independent and Dependent Variables

Variables	X1	X2	X3	X4	X5	Y
X1	1					
X2	-0.392**	1				
X3	-0.356**	-0.290**	1			
X4	-0.374**	-0.304**	-0.276**	1		
X5	0.080	0.003	-0.168**	0.071	1	
Y	0.445**	-0.226**	-0.038	-0.230**	0.145*	1

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

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

X1= Authoritative parenting style

X2=Neglectful parenting style

X3=Indulgent parenting style

X4= Authoritarian parenting style

X5=Socioeconomic status

Y=Self-esteem

The above table (Table 4) shows the zero order correlation among the variables. As indicated on the table the four groups of parenting styles (X1, X2, X3, and X4) are negatively and significantly correlated to each other. For example, authoritative parenting style (X1) is correlated negatively and significantly to the rest of the parenting styles.

One can see from table 4 that the relationship between SES and parenting style is very weak in almost all cases. Authoritative, authoritarian, and neglectful parenting styles show weak positive relationship with SES. Indulgent

parenting style is the only parenting style that shows a negative relationship with SES. Regarding the significance of the relationship, the table shows that the three parenting styles that are positively related with SES display statistically non-significant relationship. The correlation of indulgent parenting with SES is statistically significant at 0.01 level of significance.

Authoritative parenting (X1) is found to correlate positively and significantly with self-esteem. The other three parenting styles (X2, X3, and X4) are found to correlate negatively with self-esteem. Neglectful parenting and authoritarian parenting are negatively and significantly correlated with self-esteem. Similarly, indulgent parenting is negatively related to self-esteem although the correlation is not statistically significant. The other independent variable, that is SES, is found to have a small but statistically significant positive correlation with self-esteem at 0.05 level of significance.

3.1.3 Result of Simple Regression Analysis

Simple regression analysis was conducted to evaluate the extent of relationship between the independent and dependent variables when the independent variables are entered into the regression model alone. The analysis revealed the following results.

Table 5 Result of Simple Regression Analysis

Variables	Reg. Coeff. (B)	Standard error of B	Standardized Reg.coeff (Beta)	t-values
X1	4.950	0.646	0.445	7.663**
X2	-1.376	0.384	-0.226	-3.581**
X3	-0.163	0.277	-0.038	-0.588
X4	-0.718	0.197	-0.230	-3.649**
X5	0.146	0.065	0.145	2.258*

* P<0.05

**P<0.01

3.1.4 Results of Multiple Regression Analysis

In this study there is a single criterion variable (Y) and multiple predictor variables (Xi). To evaluate the association of the criterion variable with the predictor variables, multiple regression analysis is a very appropriate method of analysis. Therefore, in order to investigate the gross contribution of all the predictor variables for the prediction of the dependent variable, all the independent variables were entered simultaneously into the regression model. Table 6 below shows the result obtained from this analysis.

Table 6 Result of Simultaneous Regression Analysis: Beta Weights for Predicting Self-esteem from Parenting Style and Socio-economic Status

Variables	Beta weights (B)	t-values
Authoritative parenting (X1)	0.307	4.038**
Neglectful parenting (X2)	-0.159	-2.155*
Indulgent parenting (X3)	0.019	0.260
Authoritarian parenting (X4)	-0.173	-2.355**
Socio-economic status (X5)	0.133	2.290*

*P<0.05

**P<0.01

Multiple correlation (R) = 0.481 (R square = 0.232)

Standard Error of the Estimate = 4.61614

The result of multiple regression analysis shown in Table 6 above indicates

that authoritative parenting style, neglectful parenting style, authoritarian parenting style and socio-economic status are significantly related to students' self-esteem. It can be noted that all the predictor variables contributed about 23 percent to the variance of the dependent variable.

3.1.5 Result of Stepwise Regression Analysis

Stepwise regression analysis was conducted to find out the relative contribution of parenting style and socio-economic status in predicting students' self-esteem. Table 7 below shows that only authoritative parenting, authoritarian parenting, and socio-economic status were significant predictors of self-esteem. As it is indicated on table 7 authoritative parenting accounts for 19.8% of the proportion of variance in self-esteem. This variable seems to be the independent variable that improves the accuracy of prediction to a great extent. Authoritarian parenting and socio-economic status added 1.6% and 1.7% to the prediction of self-esteem respectively.

Table 7 Results of Final Summary of Stepwise Regression Analysis

Step No.	Variables entered	Reg.coeff (B)	Standard error of Reg.coeff	Standard Reg.coeff (Beta)	R ²	Increase in R ²	F	P
1	X1	4.950	0.646	0.445	0.198		58.722	P<0.01
2	X4	0.589	0.264	0.138	0.214	0.016	32.354	P<0.01
3	X5	0.134	0.059	0.132	0.231	0.017	23.695	P<0.01

3.1.6 Result of Independent Samples T-Test

Investigating whether or not there is sex difference among adolescents with respect to self-esteem was the other focus of this study. Since the data came from two separate groups (males and females), independent samples t-test was the appropriate method for dealing with the problem under investigation.

Therefore, independent samples t-test was computed and the result is presented in Table 8 below.

Table 8 Result of Independent Samples T-test

Sex	N	Mean	SD	t	df	t-crit(2 tail)
M	123	29.8293	4.8985	4.293	238	4.077*
F	117	27.0342	5.1877			

* Significant at $\alpha = 0.05$

As can be seen from Table 8 above, the mean difference between male and female adolescents with respect to self – esteem was found to be statistically significant at 0.05 level of significance.

3.2 Discussion

In this section of this study, the research questions raised at the beginning of the study are discussed on the basis of the research outcomes presented above.

3.2.1 Parenting Styles as Related to Adolescents' Self –esteem

The analysis conducted to investigate the relationship of parenting styles with adolescents' self –esteem revealed that authoritative, neglectful, and authoritarian parenting styles are significantly associated with adolescents' self –esteem.

As it is shown in Tables 4&5 authoritative parenting style is positively and significantly related with adolescents' self-esteem. Similar findings were reported by other investigators (Peterson et al., 1983, Graybill, 1978, Fischer et al., 1984, Baumrind, 1975). Authoritative parents are parents who are supportive, warm and demanding. They set standards for the child's conduct but form expectations that

are consistent with the child's developing needs & capabilities. They place a high value on the development of autonomy and self-direction but assume the ultimate responsibility for their child's behavior (Steinberg, 1993). According to Fabes and Martin (2000) warm, supportive, and accepting parental behavior is associated with the development of high self-esteem among adolescents. This study, therefore, adds to a large body of research that authoritative parenting is associated positively with self-esteem of adolescents.

In this study, neglectful parenting is found to be negatively and significantly associated with adolescents self-esteem (Table 4 and Table 6). Neglectful parents are neither supportive nor demanding. As Steinberg (1993) described neglectful parents know little about their child's activities and whereabouts, show little interest in their child's experiences at school or with friends, rarely converse with their child, and rarely consider their child's opinion when making decision. These parents have been reported to have children who as adolescents are low in self-esteem (Efrem, 1999, Fisher et al, 1984, Kuppuswamy, 1980). The negative correlation found in this study is, therefore, consistent with past researches.

Regarding authoritarian parenting, the result shows that it is also negatively and significantly related with adolescents' self-esteem. Authoritarian parents are high in demandingness but low in responsiveness. They show attention and concern but not in the way of warmth and support, and they exercise firm control on the basis of power assertion (Kimmel & Weiner, 1995). Many researchers reported that authoritarian parenting style is correlated negatively with children's self-esteem

(Elder, 1980;Cogner et al, 1984; kuppuswamy ,1980;Mussen et al,1984).

Like authoritarian and neglectful parenting styles, indulgent parenting is also reported to be negatively associated with self –esteem (Elder, 1980; Cogner et al; 1984; Kuppuswamy, 1980). However the result in the present finding regarding the relationship of indulgent parenting with self –esteem is not in line with previous findings cited above.

Indulgent parenting is the only parenting style in this study that has non-significant and low correlation with self –esteem (See tables 4 & 6). This result would not enable us to associate it with self –esteem, which does not support past research findings which associate indulgent parenting with self-esteem. The present finding shows that indulgent parenting is poorly related with adolescent's self-esteem.

Regarding the second research question, as discussed at the beginning of this section, authoritative parenting is the only parenting style that is positively related with adolescents' self –esteem. In addition, Table 7 shows that it is really the highest predictor of self-esteem explaining a large proportion of the variances.

In the literature, authoritative parenting is described to be associated with healthy adolescent development. Youngsters who are raised in authoritative homes score higher than their peers from permissive or authoritarian homes on a wide variety of measures of competence, achievement, social development, self –esteem and mental health (Maccoby &Martin, 1983). In their study of patterns of competence and adjustment among adolescents, Lamborn et al. (1991) reported that

adolescents who come from homes characterized as authoritative are better adjusted and more competent, they are confident about their abilities, and less likely than their peers to get into trouble. Whatever their family background, adolescents benefit most from being reared in an authoritative way by parents who are both warm and firm; compared to adolescents who are reared in non-authoritative ways they are more competent socially and in the class room, and less likely to be bad or get into trouble (Steinberg et al: 1991).

The literature on why this parenting style is associated with positive developmental outcomes provides several explanations. First, authoritative parents provide a nice balance between restrictiveness and autonomy which on the one hand provides the young person with opportunities to develop self-reliance but on the other hand sets the sorts of standards, limits and guidelines that developing individuals need. Second, because authoritative parents are more likely to engage their children in verbal give- and - take, they are likely to promote the sort of intellectual development that provides an important foundation for the development of psycho-social competence. Third, because authoritative parenting combines moderate control with a good deal of warmth, children are more likely to identify with their parents.

3.2.2 Socio-economic Status as Related to Self-esteem

In this study, as can be seen from table 4 and 6 socioeconomic status has a small but statistically significant positive correlation with adolescents' self-esteem. This result is consistent with previous findings (Demo& Savin-

Williams, 1983; Efrem, 1999.,Twenge et al,2002;Watkins, 1976; Yancey et al., 1972).

In general, in the attempt to examine the relationship of adolescents' self-esteem with parenting styles and SES, the analysis suggested that these variables are related to self-esteem. Authoritative, authoritarian, neglectful parenting styles and SES were found to be significantly related to adolescents self-esteem.

The most influential variable was found to be parenting style. The largest contribution in the variation of self-esteem among students came from authoritative parenting style (See Table 7). This, therefore, indicates that parents should be aware of their influence in the formation of their children's self-esteem and they should support and control their children so that they can be able to exert their influence in the positive direction.

The processes of self-esteem formation described in section 1.1.2 of this study can be used as explanation for the association of parenting styles and socioeconomic status with self-esteem of adolescents.

The self develops in social interaction. The interaction of individuals with significant others, especially parents, can be very important in this regard. Reflected appraisals involve perceiving oneself as significant others see him/her. Children perceive behaviors of their significant others as symbol of their worth. Parental support and warmth convey to the child that he or she is a person of worth and value. Therefore supportive parenting is positively related

to children's self-esteem. On the other hand, parental behavior which is characterized by firm and inconsistent control may lead the child to question his or her worth and value.

Self-attribution reflects the individual's appraisal of his or her achievements and competencies. According to Bern (cited in Gacas & Scawlb, 1986) our self-conceptions are formed by various self-attributions, that is, we come to know ourselves and to form conceptions of ourselves by observing our behavior and its consequences. The home environment can provide opportunities to children by which their behaviors have implication for their self-attributions. A child who receives praise and warm response for his/her actions, for example, may draw positive conclusions about himself/herself.

We, in part, may evaluate ourselves by comparing ourselves with others. When adolescents become more aware of indicators of economic status they compare themselves to their peers and perceive their relative inferiority or superiority. The small positive relationship between parental socioeconomic status and self-esteem found in this study can be explained by this process of social comparison in the formation of self-esteem.

3.2.3. Gender Differences in Self-esteem

The last research question in this study was to test whether there is significant gender difference among adolescents with respect to self-esteem. As indicated on Table 8, the mean difference between male and female adolescents was statistically significant. This result is in agreement with the results of different

investigators in the past (eg. Carnis et al., 1990; Frost and Mckelvie, 2004; Hoelfer, 1983).But it contradicts with some other researches that reported no gender difference(e.g. Deaux; Maccoby and Jacklin, cited in Mackie,1983).

An explanation for the lower self-esteem of girls may be the way in which gender role development occurs in the culture of the present sample. In this culture, boys are encouraged to involve in tasks out of the home that require competence, they are encouraged to express self-reliance and independence and all these could enhance their feelings of competence and level of self-esteem. On the other hand, girls are encouraged to involve in tasks in the home and kitchen and to develop nurturing behaviors and this may lead them to exhibit submission to avoid confrontation which in turn may minimize their self evaluation.

Another explanation can be related to the change to physical appearance caused by puberty .As Harter (cited in Connor et al; 2004) reported that during adolescence girls views of their physical appearance was significantly lower than those of boys. This may bring the difference in self –esteem among adolescent males & females. In addition, Maehr and Nicholls (cited in Connor et al, 2004) suggested that some gender differences in self –esteem might be due to a response bias in that girls have been found to be more modest in self –report measures than boys.

A study conducted by Seifert and Miller (1988) states that males are judged less harshly than females, which in turn causes females' performance

and behavior to be evaluated negatively which decreases their self-esteem. It seems that the same is true in the present cultural context. Although further research is unquestionable, it can be said that the lower academic participation of females in higher institution of our country might be due to their low self-esteem, since self-esteem is related to individuals' performance in the academic field.

Chapter-4

Summary, Conclusions and Recommendations

4.1 Summary

The main objective of the present study was to investigate whether or not there is a Significant relationship among parenting styles (authoritative, neglectful, authoritarian, and indulgent parenting), socio-economic status and adolescent's self-esteem. For the achievement of this objective the following questions were raised at the beginning of the research.

1. Is there a significant relationship between parenting styles and adolescents' self-esteem?
2. If there is a relationship between parenting styles and adolescents' self-esteem, which parenting styles are more positively related to self-esteem?
3. Is there a significant relationship between socioeconomic status of parents and adolescents' self-esteem?
4. Is there a significant difference between male and female adolescents' with respect to self-esteem?

In seeking answers to the aforementioned questions data were gathered using parenting style, self-esteem, and socioeconomic status inventories. Participants were selected from a high school in Dessie town using systematic random sampling

technique. These students completed the questionnaire prepared for the purpose of this study.

The data gathered were analyzed using correlations, simple regression, multiple regressions, stepwise regression and independent samples t-test statistical techniques and the following results were found.

1. Authoritative parenting style, neglectful parenting style, and authoritarian parenting style were found to be significantly related to adolescents' self-esteem.
2. Authoritative parenting style was found to be the only parenting style to be positively related to adolescent' self-esteem.
3. Socioeconomic status, like the three parenting styles, was found to be significantly related to adolescents' self-esteem. This variable had a small but statistically significant positive correlation with self-esteem.
4. A statistically significant difference between male and female adolescents with respect to self-esteem was found. Males scored slightly higher than females.

4.2 Conclusions

1. Parenting styles and socioeconomic status of parents seem to be important variables related to the development of self-esteem among adolescents. Parenting styles seem to have greater relationship with self-esteem. Of course, the importance of parenting styles in affecting the personality and behavior of children is the most significant and documented findings for long.

2. The results of this study imply that parents should be aware of the fact that their way of rearing children may affect the self-esteem of their children. Over-controlling, neglecting, and rejecting adolescents can minimize their adolescents' self-esteem. On the other hand, balancing support and control, which is the characteristic of authoritative parenting, help to develop high level of self-esteem among adolescents.

4.3. Recommendations

1. Parents should be aware of the impact of parenting practices on the development of children's self-esteem. Using different media channels, parents should be informed the significance of warm, related, responsive, demanding and encouraging behavioral treatments in families in the development of healthy self-esteem among adolescents.
2. Concerned governmental and non-governmental organizations should take steps to upgrade the socioeconomic status of low income families by establishing various income generating activities such as handicraft production, rearing of small animals or poultry, and production of food items so that stresses caused by economic hardship would be minimized.
3. In this study females scored lower self-esteem scores than males. One reason for sex differences in self-esteem may be that adolescents' view of themselves is based partly on how satisfied they are with their bodies, and body satisfaction differs between males and females. Therefore it is important for parents to sensitize their daughters in accepting their physical appearance.
4. Self-esteem is related to various variables. A research including other variables and covering a wider area of the country is recommended.

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Appendix

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The purpose of this study is to investigate the relationship among adolescents' self-esteem, parenting styles, and socio-economic status of parents. This questionnaire is therefore intended to gather some information about adolescents' self-esteem parenting styles and socio-economic status of parents. The study can be successfully accomplished only when you complete all the items honestly and frankly.

The information obtained from the responses of this questionnaire will be used only for research purposes. Please, give your responses freely and genuinely. Your responses will be kept confidential.

Thank you for your kind cooperation!

Back Ground Information

1. Sex a. Male b. Female
2. Age _____
3. Grade _____
4. Religion _____
5. With whom are you living now? I live with
 - a. both my biological father and mother
 - b. only my mother
 - c. only my father
 - d. my mother and step-father
 - e. my father and step-mother
 - f. sometimes with my mother and other times with my father.
 - g. other relatives (grand parents, aunt, uncle, etc).
 - h. foster parents who are not relatives
 - i. alone
 - j. if other specify _____

7.	When I get poor grades in school, my parents encourage me to try harder				
8	My parents or guardians spend time just talking with me				
9	My parents or guardians enjoy staying home with me more than going out with friends				
10	My parents or guardians give me a lot of care and attention				
11	My parents or guardians act cold and unfriendly if I do something they do not like				
12	My parents or guardians tell me that their ideas are correct and that I shouldn't question them				
13	My parents or guardians give me a lot of support and are involved in my life decisions				
14	My parents believe that children know more about something than adults do				

B. Parental control/demanding ness

Instruction

Encircle the number that accurately reflects your parents or guardians behavior towards you. Don't omit any item.

1. In a typical week (From Monday- Friday), what is the latest time your parents or guardians allow you to stay out on the nights?

1. Don't allow me out
2. 7.00 p.m
3. 8.00 p.m
4. 9.00 p.m
5. 10.00 p.m
6. 11.00 p.m
7. Midnight
8. As late as I want

2. In a typical weekend (Saturday and Sunday) what is the latest time you can stay out during the night?

1. Don't allow me out
2. 7.00p.m.
3. 8.00 p.m
4. 9.00 p.m
5. 10.00 p.m
6. 11.00 p.m
7. Midnight
8. As late as I want

3. How much do your parents or guardians try to know exactly where you are and what you are doing?

1. Don't try
2. Try a little
3. Try a lot

4. How much do your parents or guardians try to know whether you go to school or not?

1. Don't try
- 2 Try a little
3. Try to a lot

5. How much do your parents or guardians try to know what you do with your free time?

1. Don't try
2. Try a little
3. Try a lot

6. How much do your parents try to know where you are most afternoons after school?

1. Don't try
2. Try a little
3. Try a lot

7. How much do your parents or guardians try to know what you do with your money?

1. Don't try
2. Try a little
3. Try a lot

8. How much do your parents or guardians try to know who your friends are?

1. Don't try 2. Try a little 3. Try a lot

9. How much do your parents or guardians really know exactly where you are and what you are doing?

1. Don't know 2. Know a little 3. Know a lot

10. How much do your parents or guardians really know whether you go to school or not?

1. Don't know 2. Know a little 3. Know a lot

11. How much do your parents or guardians really know what you do with your free time?

1. Don't know 2. Know a little 3. Know a lot

12. Do your parents or guardians really know where you are most afternoons after school?

1. Don't know 2. Know a little 3. Know a lot

13. Do your parents or guardians really know what you do with your money?

1. Don't know 2. Know a little 3. Know a lot

14. How much do you parents or guardians really know who your friends are?

1. Don't know 2. Know a little 3. Know a lot

15. How often do your parents or guardians supervise and monitor you?

1. Never at all 2. Sometimes 3. Always

II. Self-esteem Inventory

Instruction

The following statements describe about how you feel about yourself. Please read each item separately and based on your self-perception put your tick mark (✓) in the respective space.

No	Item	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
1	I feel that I am a person of worth, at least an equal plane with others .				
2	I feel that I have a number of good qualities .				
3	All in all, I am inclined to feel that I am a failure ¹				
4	I am able to do things as well as most other people .				
5	I feel I do not have much to be proud of.				
6	I take a positive attitude toward my self				
7	On the whole, I am satisfied with my self.				
8	I wish I could have more respect for my-self.				
9	I certainty feel useless at times .				
10	At times I think I am no good at all.				

III. Socio-economic Status (SES) Inventory

Instruction

Below are questions related to your parents or guardians. Please indicate the alternatives that you think refers to your parents or guardians by circling its corresponding number or filling the blank space.

1. What is your father's (male guardian) level of education?

0 = illiterate

1 = Church or Quran education

2 = Elementary level

3 = Junior secondary level

4 = Senior secondary level

5 = Completed grade 12 but no diploma and 12 complete with some training (e.g. elementary school teacher, dresser, typist)

6 = College diploma and above

2. What is your mother's (female guardian) level of education?

0 = illiterate

1 = Church or Quran education

2 = Elementary level

3 = Junior secondary level

4 = Senior secondary level

5 = Completed grade 12 but no diploma and 12 complete with some training (elementary teacher, dresser, typist)

6 = College diploma and above

3. How many rooms does your house have including kitchen?

1. 1

2. 2-3

3. 4 and above

4. What is your house made of?

1. Made of grass and mud plastered

2. Mud plastered and covered with concrete

3. Built of bricks or stone

5. Is your house

1. Rental

2. Private

6. Write the salary of your parents, if they are employee of governmental or non-governmental organization. (Please write your estimate, if you don't know exactly).

Father _____

Mother _____

7. Write the number of livestock that your parents possessed on the space provided. If they don't have any, write 0.

Oxen _____ Sheep _____

Cows _____ Donkey _____

Mules _____ List of any _____

Horse _____

8. Among the list of agricultural products given below, write an estimate number in quintals that you think your parents produce annually. If they don't produce any, write 0.

Teff _____ Barley _____

Peas _____ Coffee _____

Sorghum _____ Maize _____

Beans _____ Wheat _____

Any other _____

9. Your parents' monthly income is approximately _____.

1. Up to 100 birr

2. 101-300 birr

3. 301-500 birr

4. 501-700 birr

5. 701-1000 birr

6. above 1000 birr

10. What is your parent's job?


Mother _____

Father _____

Declaration

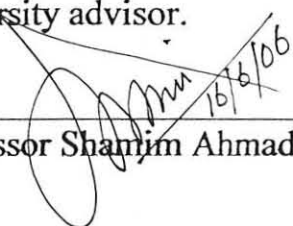
I, the undersigned, declare that this thesis is my original work has not been presented for a degree in any other university and that all sources of materials for the thesis have been dully acknowledged.

Name Nuredin Mohammed

Signature  _____

Date: 16 June, 2006.

This thesis has been submitted for examination with my approval as a university advisor.



Professor Shamim Ahmad Ansari