



RETHINKING CONNECTION AMONGST PARENTING STYLES, SELF-WORTH AND STUDENTS' BEHAVIOUR IN TERTIARY INSTITUTIONS

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ABSTRACT

The study investigates the relationship between students' behaviour at tertiary institutions, parenting style, and self-worth. The study is predicated on the idea that parenting style is a collection of attitudes based on how parents communicate and feel about their kids. Additionally, it was shown that self-worth has no correlation with permissive parenting but is favorably correlated with authoritative parenting and negatively correlated with authoritarian parenting. In order to enhance children's behavior and well-being, this article suggests that government agencies and policymakers include organized parenting education into national and local development initiatives.

KEYWORDS

Parenting Styles,
Self-Worth,
Authoritarian,
Permissive,
Adolescents

INTRODUCTION

Parenting styles are the methods and strategies parents use to raise their children. These parenting beliefs have a significant influence on children's behavior, development, and overall growth. Many psychologists and academics have classified different parenting philosophies using the two main attributes of responsiveness and demandingness. While responsiveness refers to a parent's level of warmth, support, and nurturing, demandingness refers to their level of control, supervision, and punishment. Children's behavioral features, which manifest as observable patterns of behaviors, feelings, and ideas that affect how they interact with their peers, authority figures, and social surroundings, are greatly influenced by their parents' parenting styles.

According to Akinsola (2011), a parent's parenting style may have a big influence on whether or not their children are actively involved in their schoolwork, maintain strong social interactions, or develop desirable attributes like self-discipline, respect, and resilience. According to research, cultural circumstances have a significant impact on parenting practices, which in turn have varying effects on children's behavioral characteristics in different civilizations (Hayek et al. 2022). In their research in China, for example, Akinsola (2011) found that while traditional values had changed, parent-child interactions still placed a strong emphasis on love and communication within certain cultural norms. However, because it promoted qualities like independence and strong social skills, the authoritative

parenting style—which combined responsiveness and demandingness was frequently supported (McKinney, 2022).

On the other hand, Russell et al. (2010) suggested that while authoritarian parenting may help children succeed academically in some cultures, it may also cause anxiety, withdrawal, and dissatisfaction in children due to its harsh rules, high demands, and lack of emotional warmth. Children's behavioral characteristics were also influenced by authoritarian parenting in African environments. For instance, a research conducted in Botswana (Akinsola, 2011) found that parenting techniques had a substantial impact on children's social, psychological, and emotional well-being. These behaviors were affected by both cultural traditions and legal frameworks.

Strict compliance, punishment, and control over nurturing are the hallmarks of authoritarian parenting, which also emphasizes poor responsiveness and high expectations (García & Gracia, 2020). Cherry (2022) said that rather than encouraging autonomy, authoritarian parents concentrated more on upholding regulations and severely punished infractions.

According to Hayek et al. (2022), children of authoritarian parents frequently have poorer levels of enjoyment, social competence, and self-esteem as a result of their parents' high demands and lack of support. Authoritarian parenting produced organized surroundings, but it also led to less positive child outcomes, according to a research of 600 Flemish families with children between the ages of 8 and 10 (Llorca et al. 2021). High levels of control and a lack of emotional reactivity are characteristics of authoritarian parenting, which prioritizes following rules above independence and self-control (Kuppens & Ceulemans, 2019). Such parents often employed punitive methods instead of positive reinforcement, encouraging conformity at the expense of emotional and cognitive development, according to a recent research by García and Serra (2021).

According to research by Sorkhabi and Mandara (2021), children who grew up in authoritarian homes encountered rigorous, controlled situations with little chances for candid communication and compromise. This frequently resulted in decreased social skills, more criticism, and low self-esteem (Calafat et al., 2020; Guarnotta, 2023). Crucially, authoritarian parenting may have resulted from personality qualities or parental background rather than being a conscious decision. According to research, those who grew up in authoritarian homes were more likely to adopt a similar parenting style (Child Family Studies, 2020). Although they largely obeyed the rules, children with authoritarian parents had difficulty exercising self-control and making their own decisions (Denis & Bodma, 2018). In the absence of rigorous parental authority, kids may struggle with self-regulation since they have little opportunity to make decisions and face natural consequences. According to recent research (Smith et al., 2023), these kids frequently had reduced self-esteem and poorer social skills, which affected their general behavioral characteristics.

If a child's primary concern is sensitivity or responsiveness, the value of parenting style may diminish, while it may grow if the focus is on education or punishment (Igabari, 2022). If the emphasis is on general welfare and protection, it won't change over the preschool years. Later, when the kid reaches late adolescence and early adulthood, parenting approaches become less prevalent (Wentzel as referenced by Egbule, 2018).

This suggests that a parent's approach should adapt to the child's developmental stage. Aggressive and rebellious conduct has also been linked to uneven parenting (Lightfoot et al. as referenced by Igabari, 2025). According to other research, responsiveness and sensitivity are two exceptional traits that parents should have for a kid's growth at a certain age and generation, whereas disciplinary traits are

the least important when attempting to raise a contented and successful child (Shamah, 2011). These results suggest that there may be a single parenting approach that is effective for all age groups. Using teenage accomplishment and Baumrind's typology, a research by Dornbusch et al. (quoted by Lawrence and Egbule, 2022) investigated the association between child-reported parent style.

According to the study's findings, parents who reported lower grades were more tolerant, less authoritative, and more authoritarian. This study emphasized the significance of parenting styles to school-related competence, even though it only employed children's objective indicators of school success and parental behavior reports. By seeking to distinguish between autonomy vs control orientations and strong versus lax parental control, the most recent study on the relevance of parenting styles to the academic sphere builds upon earlier research. Structure and autonomy support are two separate, discrete elements that we conceived. The degree to which parents value and employ strategies that promote independent approaches to problem-solving, making wise decisions, and participating in decision-making as opposed to externally dictating results and encouraging achievement through physical force, disciplinary measures, pressure, or methods of controlling rewards is known as autonomy support. On the other hand, the structure was described as the degree to which parents set clear and consistent norms, expectations, and boundaries for their children's conduct, regardless of the manner in which they are encouraged.

A research was conducted that recreated Baumrind's typology of parenting styles in relation to the academic achievement of adolescents. Both authoritarian and permissive parenting styles were found to be positively correlated with grades using a large and diverse sample of San Francisco Bay Area high school students (N=7836). Gender, age, parental education, race, ethnicity, and family structure all showed a predicted relationship between parenting methods and grades. Further research showed that, with the exception of Hispanic boys, authoritarian parenting had a larger correlation with grades than the other two parenting philosophies—all of which were more prevalent among white pupils. As stated, the greatest mean scores were obtained by pure authoritative families (high on authoritative but low on two indices), and the lowest marks were obtained by inconsistent families who combined authoritarian parenting with other parenting approaches.

The association between four parenting styles and academic success in schoolchildren was examined in Hong Kong, the US, and Australia based on a study by Leung et al. (1998). The findings showed that Australian parents' levels of academic authoritarianism were lower than those of Chinese and American parents. Chinese parents had greater levels of general authoritarianism but lower levels of academic and general authoritativeness as compared to the two English-speaking groups. Academic accomplishment exhibited no correlation with academic authoritativeness in any of these cultures, but it was adversely correlated with academic authoritarianism.

The contemporaneous and predictive relationships between parenting styles, teenagers' attributions, and four educational outcomes were assumed by Glasgow et al., as mentioned by Igabari (2025). Teenagers attending six high schools in California and three high schools in Wisconsin provided data throughout the 1987–1988 and 1988–1989 academic years. The main predictions that teenagers who thought their parents lacked authority were more likely than their classmates to blame performance outcomes on outside factors or poor aptitude were partially supported by the route analysis results. Additionally, the greater the percentage of dysfunctional attributions for both academic achievements and failures. A year later, the survey also discovered reduced levels of homework and classroom involvement. Adolescents' attributional style served as a link between parenting style and two

educational outcomes, but it was insufficient to completely explain the effects of parenting in both situations.

According to a research on the connection between parenting practices and children's academic success, there was a strong positive correlation between the family's emotional climate and the values of democracy and creativity (Mehrafza, 2004). The study also showed that creativity and authoritarian parenting were significantly correlated negatively, and there was no statistically significant correlation between creativity and the family's emotional climate, dropping to complete independence.

Among the variables associated with academic performance, authoritarian parenting style and family composition highlighted achievement motivation, according to the findings of a study on the relationship between motivations and educational achievements on high school students in Isfahan and their family characteristics (Abedi et al. 2005). Another study that looked at the link between academic success and self-esteem among Tehrani high school students discovered a strong association between the two (Biabangard, 2005). According to Kordi and Baharudin (2010), referenced by Bradski and Hutz (2012), an authoritative parenting style is linked to children's academic success.

From a research by Bacus (2014) on the relationship between parenting practices and academic achievement, authoritarian parenting was the most prevalent parenting style in Mindanao. It was seen as a strong kind of discipline to mold a successful youngster. However, some children were allegedly nurtured by permissive parents in order to deal with the rapidly changing society. In this instance, kids were given a lot of freedom to do anything they wanted. The study revealed that the participants had a favorable reaction to learning, as seen by their positive attitudes toward their school, teachers, and assignments. Academic success was shown to be significantly correlated with an authoritative parenting style. A study conducted in Ahvaz titled "Examination of the relationship of parenting styles and attitudes with creativity and its relationship with intelligence, educational achievement, and progressive behaviors" discovered a negative correlation between academic performance and the different parenting styles.

According to a different survey, teens most frequently use the authoritative style. Additionally, it was said that children are more resilient in managing circumstances and shown a strong correlation between parenting practices and teenagers' self-esteem (Hirata & Kamakuma, 2018). In a research on the parenting practices and self-esteem of Lyceum of the Philippines criminology students, Dalisay (2014), quoted by Moudgil and Moudgil (2017), found that most respondents had authoritarian parents and exhibited moderate to high levels of self-esteem. Similar trends were found in Gilongos and Guarin's (2013) study, which used focus groups, interviews, and survey questionnaires to investigate the association between parenting practices and social adaptations of school-age children in Aklan. Their positive relationships with parents and peers were considered to be the hallmark of authoritative parenting. Some parenting theories that are commonly discussed in scholarly literature include the following:

Authoritative parenting places a strong emphasis on parents being sensitive to their children's needs and desires. They are encouraging, compassionate, and kind. Additionally, authoritative parents set and continuously enforce clear rules and standards for their kids. However, they also allow for flexibility and open communication. Children with powerful parents tend to be independent, self-disciplined, socially adept, and have high self-esteem.

Authoritarian parenting demonstrates that while authoritarians are straightforward and demanding, they are also not particularly accommodating. They prioritize obedience and discipline above anything

else. They enforce strict rules and regulations with little to no room for discussion or compromise. Children with authoritarian parents may immediately conform, but they may also experience fear. Permissive parenting demonstrates a parent's openness without being overly demanding. They may struggle to set boundaries and enforce rules, but they are kind and considerate. They often avoid confrontation and prioritize their kids' freedom and enjoyment over following the rules. Children raised by permissive parents may struggle to create and achieve objectives, battle with authoritative figures, and lack self-control.

Self-Worth and Students Behaviour

A person's assessment of their own worth as a valued, competent human being deserving of respect and regard is known as self-worth. The idea of self-worth is arbitrary. Positive self-esteem is often associated with higher levels of confidence. Conversely, having low self-worth entails harsh self-judgment, poor self-esteem, and a propensity to concentrate on one's flaws and errors rather than one's skills and qualities. In addition to being one of the most often mentioned and researched markers of mental health during adolescence, self-worth is thought to be a significant predictor of positive adjustment to life demands, absence of antisocial behavior, social support, and persistence in the face of failure (Marshall et al., 2013). Therefore, it is impossible to overstate how crucial a student's sense of self-worth is to their academic achievement. Adelman and Taylor (2000) support Elias's (2003) assertion that a school's educational mission will be most successful when it integrates efforts to enhance students' academic, social, and emotional learning. They contend that if schools concentrate solely on academic instruction in their efforts to help students attain academic success, they will likely fall short of their goals. Research demonstrating a strong correlation between students' self-worth and their learning behaviors and accomplishments is of special relevance to schools in this respect (Hipkins, 2005).

According to Hattie (2002), kids' confidence and sense of self-worth may be boosted by success in one area of school, which can lead to success in other areas. These different factors offer a compelling justification for making sure educators are well-versed in the connections between students' motivation and learning capacity and their sense of self-worth. Although the necessity of improving self-worth in the classroom is widely acknowledged, there has been disagreement within the educational system on the best way to carry out these initiatives. Beane (1991) observed that many schools in western education systems received bundled programs related to developing self-worth in his critical analysis of concepts of self-esteem in the classroom. He criticized these programs, along with more recent commentators and theorists (Manning, 2007), for failing to acknowledge that initiatives to support students' self-worth must be integrated into the school's culture and curriculum delivery method because the balance of interactions between an individual and their surroundings is what fosters the development of self-worth.

Conclusion

A parent's communication and feelings toward their children form the basis of their parenting style. Additionally, it was shown that self-worth has no correlation with permissive parenting but is favorably correlated with authoritative parenting and negatively correlated with authoritarian parenting. In addition to being linked to compliance, authoritarian parenting has also been linked to anxiety, emotional distancing, and closed communication. Students complained about strict

regulations and no emotional support. When students got organized assistance at home, their behavioral traits the dependent variable were highest in the social and intellectual domains. According to regression analysis, children's development of undesirable behavioral traits was most significantly positively impacted by authoritative parenting. The study comes to the conclusion that students' behavioral development is greatly influenced by authoritarian parenting. Authoritarian parenting, on the other hand, negatively impacts learning engagement and mental health.

Recommendations

In order to promote children's behavior and well-being, this study advises policymakers and government organizations to incorporate organized parenting education into national and local development initiatives.

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