

CHAPTER ONE

1.0 Introduction

Parenting is an area of concern in Child and Adolescent Psychology that affects individuals throughout the lifespan. The responsibility of preparing young ones for life in society rests mainly with parents. Hence, humans have influenced the development of certain traits in their offspring. Self esteem in adolescence could well be one of the outcomes that are affected by the parent-child relationship.

Parenting has been viewed as a complex activity that includes an array of specific behaviours that work individually and collectively to influence child outcomes (Darling, 1999). Baumrind in Darling (1999) identified three main styles of parenting; the authoritarian, authoritative and permissive styles. The latter was further categorized into the neglectful and indulgent styles. According to Smith (2007), authoritative parents do not restrict their children and are not intrusive but balance demandingness with emotional responsiveness. Authoritarian parents set rules that they expect to be rigidly followed and are very demanding and directive but lack emotional responsiveness. Martinez and Garcia (2008) observed that neglectful parents are uninvolved while indulgent parents are overly responsive. Both neglectful and indulgent parents demand very little of their children and set no rules at all.

Parenting styles provide a framework on which parenting is studied in the West where they are believed to originate from. The parenting styles basically fall under two main dimensions of demandingness and responsiveness (Darling, 1999). Demandingness refers to the extent to which parents make control, supervision and

maturity demands of their children while responsiveness refers to the extent to which parents display warmth and acceptance to their children, give support as well as reason with them (Martinez and Garcia, 2007). Even though these distinctions of parenting are believed to be Western, they still give a basis for studying parenting the world over.

Parents are basic social agents of their children whose relationships in the home lay a foundation for fostering social relationships extending beyond the family setting (Mboya, 1993). In a study to assess the prevalence and determinants of ever smoked cigarettes among school-going adolescents in Lusaka, Muula and Siziya (2007) observed that adolescents with parents who smoked cigarettes were likely to be smokers themselves because of viewing their parents as role models. Perceiving parents as role models made the feedback the adolescents received from them affect the way they viewed themselves. It is for this reason that relationships with parents were of interest in understanding behaviours perceived in the home which ultimately impact adolescent outcomes. Self esteem which Harter (in Bos *et al.*, 2006) defined as the overall evaluation of one's worth has also been defined by Erikson as, 'a feeling about the self, which tends to remain constant across life and gives the person a coherent psychological basis for dealing with the demands of social reality,' in Lerner, (2002: 139). A healthy self esteem is therefore, important for an individual to function optimally in society.

Low self esteem has been known to co-exist with other undesirable outcomes in most cases. According to Bos *et al.* (2006), low self esteem may result in serious adjustment and mental problems in adolescence and even through adulthood. They

further assert that self esteem in childhood and adolescence is related to academic achievement, social functioning and psychopathology. In addition, Khasakhala *et al.*, (2012) noted that depression in adolescence stems from risk factors such as low self esteem and body image, living in a dysfunctional family, academic problems, stressful life events and low social support among other determinants.

Similarly, Wild *et al.*, (2004) established that poor self esteem was one of the major underlying factors of adolescent risk behaviour. They stated that adolescent deaths were increasingly due to avoidable behaviours interacting with social and environmental factors. In addition, Wilburn and Smith, (2005) linked some mental problems including depression, stress, suicidal ideation and anxiety (affecting at least one in six children) to low self esteem.

Self esteem may be as a result of internal and external factors. Internal factors influencing susceptibility to low self esteem include adolescents' temperament (Heinonen *et al.*, 2002) whilst external factors include, the perceptions of parenting behaviours adolescents are subjected to. It has been observed that parents who exhibit supportive, approving and responsive behaviour will most likely instill the development of high self esteem and those parents who are viewed as unresponsive, disapproving and uninterested may foster low self esteem in their children (Bos *et al.*, 2006).

While parenting has been analysed extensively in the Western world, gaps still remain particularly in the African setting especially in understanding parenting behaviours and how they impact child development. Specifically, literature covering

such studies within the Zambian context is lacking or never gets published. Therefore, this study will focus on whether perceived parenting behaviour is associated with self-esteem in adolescence as has been the case in other studies.

1.1 Statement of the problem

Research has shown that adolescent self-esteem is one of the salient underlying factors that influence adolescent outcomes. While a number of factors can affect the development of self-esteem, some studies have associated it with parenting behaviour.

In Zambian society, like in most Sub-Saharan countries with the exception of South Africa, psychological problems are often left unresolved as the discipline of Psychology has not been explored adequately in these parts of the world particularly, considering the cultural disparities between Africa and the West (Nsamenang, 2007). In addition, it does not help that stigma surrounds those affected by mental illness. While physical illnesses are easily detected and accorded necessary attention, there is an urgent need to address mental health. It has been highlighted that mental illness is increasingly becoming a concern globally and was ranked among the top ten causes of death in 2001 (Kleintjes et al, 2010). The prevalence of mental disorders is estimated at one in five children and adolescents worldwide. Some psychological problems that have been identified among Zambian school going adolescents include suicidal ideation and depression (Muula, 2007). These problems have been attributed to low self-esteem but go undiagnosed.

This study is a contribution to the body of knowledge that seeks to understand the parent-child relationship in African cultures which have not been explored much. It assesses the importance of this relationship in fostering optimum adjustment for proper adolescent functioning to facilitate desirable transitioning from adolescence into adulthood.

1.2 Significance of the study

The family is a universal institution but diverse views are held by different societies about the best parenting practices. A gap in literature necessitates a study such as this one because whilst several theorists have extensively documented studies of parenting and self-esteem, there has been little focus on the third world which Zambia is a part of. Consequently, research findings from among Western samples cannot be generalized to other societies that have divergent ways of parenting.

Oburu and Palmerus, (2003) studied parenting stress and self reported discipline methods of Kenyan care giving grandmothers. They observed that the styles of parenting in the West may not necessarily be reflected in an African setting therefore, making it necessary to discover what constitutes bad and optimum parenting behaviour to prepare one for life in that part of the world.

Furthermore, different cultures have varying connotations of the concept of self-esteem. For instance, the dimensions of individualism and collectivism influence how the self is viewed as is evident in the following statement, “It is apparent that the independent concept of the self is prevalent in most Western European cultures and North American cultures which are an extension of Europe. The interdependent

dimension of self is prominent in Japan, Latin America, Africa, Asia and Southern Europe Cultures.” Mwamwenda, (1999: 3). The implication therefore, is that people who are collectivistic view self-esteem in reference to the people that surround them. Cultures that uphold collectivism encourage pursuing goals in ways that benefit families and society. Zambia, being a part of the third world, is generally collectivistic. Individualistic backgrounds on the other hand, do not encourage interdependence but promote pursuing of goals to benefit the individual. Therefore, the development of self esteem in collectivistic and individualistic environments may result from divergent parental behaviours as they strive to achieve different developmental goals in their children. Thus, instruments that have been developed and extensively used among Western samples which are predominantly individualistic groups may not yield reliable results on African samples. Studying parenting and how it relates to the development of self-esteem needs to be explored in collectivistic cultures to understand what differences exist.

Similarly, other cultural and contextual variables need consideration when determining perceived parenting behaviours within a particular society and how they affect the children and adolescents of that society. Cross cultural studies can help increase knowledge about the effects of different parenting behaviours on children and adolescents as previous research reveals that there may be differences across cultures and ethnic groups, (Martinez and Garcia, 2007). It should not be taken for granted for instance that, what is termed as authoritative parenting which has negative outcomes in Western society, results in undesirable adolescent outcomes in all cultures. Apparently, according to Dwairy et al, in Martinez and Garcia (2007),

parenting behaviours that are typically classified as authoritarian in Western theories, do not negatively affect the mental health of adolescents among Arabs as they do in Western societies. Additionally, Chao (1994) observes that certain qualities of parenting such as strictness have positive effects on adolescents in Chinese culture but are associated with parental hostility in Western societies.

Few studies have looked at the relationship between perceived parenting behaviours and self-esteem in cultures other than those of the West. Nsamenang (2007) observed that scientific psychology south of the Sahara with exception of South Africa, is fairly underdeveloped and limited therefore, few studies are ever published. This could explain the scarcity of parenting studies from this region. In a study conducted by Mboya (1993) among adolescents of South Africa, it was concluded that there is a relationship between perceived parenting behaviours and self-esteem in adolescence. With the consideration that Western instruments may not necessarily be useful when dealing with an African sample, Mboya (1993) developed instruments among African adolescents that are appropriate for this population. Many such studies are necessary in cultures particularly in developing countries where gaps in research regarding the parent-child relationship exist.

Low self-esteem, it can be argued, is detrimental in various domains of life. This study will assist in revealing its prevalence among Zambian adolescents and some of the particular aspects of their lives that are negatively affected by poor self-esteem. This is important because, low self-esteem may have damaging effects with manifestations that are often not easily attributed to it. It is likely that psychological

problems associated with low self esteem are never detected or diagnosed and accorded necessary treatment.

The field of Psychology is still in its rudimentary stages in Zambia (Nsamenang, 2007) thus recognizing and understanding psychological challenges in our society requires research that informs the wider population. This knowledge may not only lead to public education but also, to parental education programmes, self advocacy groups among adolescents and inspire policy making in the field of Education that considers the psychological health of pupils.

This study will make a substantial contribution to the field of Child and Adolescent Psychology by assessing whether results of particular parenting behaviours that have been associated with positive outcomes in children and adolescents elsewhere may be applicable in the Zambian context. It is our belief that this study will not only raise awareness about parenting and self-esteem but ultimately influence the improvement of parenting behaviours in Zambia. Central to this study is the question of whether or not self-esteem can be related to perceived parenting behaviour. This study may spearhead investigations on the importance of self-esteem and how it impacts various aspects of life in the African setting. Perceived parenting behaviours and how they relate to adolescent's self esteem is therefore, a topic of concern that deserves attention and thorough investigation in Zambia.

1.3 General Objective of the study

The main objective of this study was to determine whether a relationship existed between parental behaviors and adolescent self esteem.

1.4 Specific objectives of the study

- a) To assess adolescents' perceptions of parenting behaviours in Lusaka exhibited by their parents
- b) To assess self-esteem among the adolescents
- c) To establish whether adolescent self esteem could be correlated with adolescent perceptions of parenting behaviors.

1.5 The research question

Are adolescent perceptions of high parental involvement positively associated with adolescents' high self esteem?

CHAPTER TWO

2.0 LITERATURE REVIEW

Introduction

The review of literature opens with a topic on understanding self esteem and parenting and will culminate in findings from other studies that explain how parenting behaviours affect self esteem. Research that has been conducted among Western and European samples in the area of self esteem and parenting will be examined and an exploration of studies that have been conducted in other countries globally will be done and eventually this will be narrowed down to the Zambian situation to establish a proper background for this piece of work.

2.1 Self Esteem

For purposes of this study, self esteem was defined as the self evaluations adolescents make regarding their relations with family and peers, their physical appearance and their emotional stability. The necessity of a healthy self esteem throughout life cannot be understated. Not only is a high self esteem good for psychological well-being but also for physiological health in adolescence. ‘Adolescents’ in our study referred to any individual aged between 16 and 18 years in high school. Only late adolescents were recruited for this study as theorists such as Bos et al, (2006) have indicated that self-esteem in childhood is generally high and unstable in early adolescence due to psychological and physiological changes that occur at that stage. Late adolescence is therefore, an appropriate time to measure self-esteem as it is believed to stabilize by then. Researchers have explored self-esteem

and how it is affected by other variables. In parenting studies, self-esteem as Coopersmith in Martinez and Garcia, (2007) has observed, is among the traditional measures of adolescent adjustment.

Psychologically, self esteem promotes optimum social adjustment (Laible et al, 2004). Adolescents possessing a high self esteem are well equipped to stand the pressures of life and function normally in society. Academic success has also been attributed to a high self esteem (Cripps and Zyromski, 2009). Adolescents who were confident in their abilities performed better at school and faced minor difficulties academically. A high self esteem has generally been associated with good adolescent outcomes. On the other hand, low self esteem has been associated with several psychological problems and has been highlighted as being a salient underlying factor predisposing many to various psychological problems. These include anxiety, depression and suicidal ideation(Bos et al, 2006; Byrne, 2000; Muula and Siziya, 2007) among others.

Mann et al, (2004) suggested that self esteem was vital for the mental and social well-being of humans as it acts as a protective factor against not only psychological pressures but also, threats to physical health. Self esteem with a combination of other positive factors was viewed as a buffer against fear and anxiety in studies examining stress and physical ailments particularly, among the chronically ill. It was determined that high levels of self esteem were associated with the ability to withstand psychological stress and to withstand disease. In contrast, those with a low self esteem did not possess the same protective factors and constantly struggled with fear and anxiety in the face of illness. People with low self esteem were reported to

magnify negative experiences in their lives and to blame themselves for such occurrences but on the other hand, attributed their successes to good luck and other external factors.

Mann et al, (2004) further established associations between low self esteem and physiological health where it was reported that a low self esteem made one susceptible to the contraction of HIV/AIDS. This is because people with low self esteem had the tendency to engage in behavior targeted at receiving attention of and validation from others making it easy for them to engage in risky behavior. Similar concerns were observed by Okorodudu, (2010) in a study to ascertain the etiology of delinquency among Nigerian adolescents. It was observed that adolescents who had a low self esteem particularly stemming from poor relations within the home, were predisposed to negative associations outside the home as well. To be validated and accepted in such associations as well as to enhance their perceptions of themselves, these adolescents indulged in behaviours that put their health at risk.

However, it is important to acknowledge that a very high self esteem can have undesirable outcomes. This is because a very high self esteem can also predispose one to risky behavior by foster experimentation through early initiation of sexual activity and alcohol intake (Baumeister et al, 2003). While favourable outcomes have been affiliated with a healthy self esteem, Baumeister et al, (2003) established that sometimes, the effects of self esteem are overrated. This is because some people who score high on self esteem measures may actually be narcissistic as most self esteem measures are self reports and people have the tendency to state only the good about themselves.

Considering the issues raised above, it is clear to see that self esteem is not only psychological in nature but has the ability to impact life in general. Generally though, a healthy high self esteem is what is necessary for one to properly handle the challenges of life. When self esteem is too low or too high, this poses a problem in the individual. Additionally, a healthy self esteem has been highlighted to buffer one throughout life in ways that allows them to function normally. Favorable outcomes in adolescence and eventually adulthood have constantly been attributed to a high self esteem. Low self esteem has been identified as a factor associated with undesirable outcomes.

2.2 Parenting

For purposes of this study, a parent referred to a principal guardian who provided for and was responsible for the welfare of an adolescent. This particular study also considered the prevalence of AIDS and how it has impacted sub-Saharan African families. Therefore, because of the HIV/AIDS pandemic as well as other factors, a considerable number of children have had to live with guardians that may not be their biological parents (Oburu and Palmerus, 2003). It is common in the African setting and Zambia is no exception, to have the extended family taking care of adolescents who have lost their parents or have parents who are not able to provide for them.

Cripps and Zyromski (2009) highlighted parental involvement as an important factor in adolescent psychological well being. The quality of the time invested in the adolescent-parent relationship determined how the adolescents evaluated themselves. This was because the level of involvement of the parent in the adolescent's life

conveyed to the adolescent how important his or her life was. Parental involvement was portrayed through the parent's efforts to know their adolescents' interests, behaviours, activities and other such aspects of their lives which made them feel cared for. Additionally, Cripps and Zyromski (2009) associated parental support with adolescent self evaluation implying that an increase in this support resulted in the improvement of adolescents' self evaluations. Similarly, Bester (2007) observed that, support from parents was vital in determining the emotional stability of adolescents. This conclusion was arrived at from a review of studies that showed that high school students who had loving supportive relationships with their parents had strong self images and had fewer challenges at school. Without this support, adolescents were not equipped enough to deal with the challenges they faced in the school environment.

It has been observed that to instill a sense of a healthy self worth in adolescence, it was important for parents to engage in behaviours that showed support, interest and encouragement. As well as actively participated in their children's lives, had realistic expectations, were nurturing and influenced the development of their children positively, (Mboya, 1993).

Generally, parents have certain expectations of their children to prepare them for life in society. Parental expectation involves parents communicating their thoughts and feelings about what is required of their adolescents (Mboya 1993). Sometimes these expectations are realistic and other times they are not or may altogether be nonexistent. Expectation can be good to motivate adolescents towards achieving the right goals in life. Noack (1998) asserts that adolescents perceive this pressure from

their parents as frustrating their independence. Okorodudu (2010) noted that parental monitoring and control was necessary for the adolescent in the home and without these qualities, adolescents were predisposed to feelings of neglect. However, when parents had unrealistic expectations, they were likely to be perceived as exerting unnecessary pressure on the adolescents to perform beyond their abilities.

Parental nurturance portrays concern to the adolescent in the adolescent-parent relationship. Brendgen et al, (2005) noted that turbulent relationships with parents made a depressed mood highly likely in adolescence. Okorodudu, (2010) observed that attention, love and warmth were vital in parenting in order to create a good environment for proper adolescent adjustment. In addition, Byrne (2000) found that the adolescent-parent relationships are vital in enabling adolescents bear life stressors, particularly so because adolescence is a time of searching for identity. Therefore, parents that nurture their adolescents lighten the burden of some of the processes experienced at this stage which include biological changes and a search for identity.

It is important to also note that sometimes, the ability for parents to be available to their children may be hindered by their involvement in economic activities to provide for the financial needs of the family (Okorodudu, 2010). Consequently, the need to provide for the family is often given priority over the need to spend quality time with the children in the home.

A number of studies have been conducted in the domain of parenting and constantly cited is Baumrind's classification of parenting styles. According to Darling and Steinberg (1993), Baumrind's authoritative, authoritarian and permissive parenting

styles have been the most extensively researched in the field of parenting, yielding consistent findings in the United States of America. The parenting styles lie along a continuum of responsiveness on one end and demandingness on the other.

The authoritative style in cultures of the United States of America has been associated with a balance of responsiveness and demandingness. Parents that have adopted this style display emotional support, grant their children reasonable room for autonomy have good and open communication and set boundaries in the home (Darling and Steinberg, 1993). The authoritative style has been widely accepted as the best parenting style particularly among Western samples. It is believed to foster good adolescent adjustment and therefore recommended highly.

The authoritarian style is characterized by high demandingness and low responsiveness. Parents adopting this style are strict; they make rules that they expect their children to rigidly follow and offer no room for autonomy or negotiation. Unlike the authoritative parent, the authoritarian parent hardly offers any emotional support and is generally harsh towards the child (Darling and Steinberg, 1993). This parenting style has generally been condemned among Western samples and has been associated with poor adolescent outcomes in that part of the world.

Permissive parents lack both demandingness and responsiveness. They do not set any rules for their children and do not offer emotional support (Smith, 2007). Later, the permissive style was further categorized into two; the neglectful and indulgent parenting styles (Martinez and Garcia, 2007). The neglectful parenting style describes parents who show very little involvement in the lives of their children. Parents

exhibiting this style are generally disengaged and are low on both demandingness and responsiveness. The indulgent parenting style describes parents who are overly responsive to their children but very low on demandingness. Both varieties of the permissive style have been associated with undesirable adolescent outcomes.

The authoritarian, authoritative and permissive styles make up the three original parenting styles. They have, however been modified over the years but remain the foundation of a number of studies that seek to understand how and if parenting affects characteristics of children. Baumrind's constructs of parenting have received widespread recognition in the United States of America and Europe but the same cannot be said of them in Africa though they form a basis for studying parenting in a variety of cultures.

For our study, parental behaviours were preferred over parenting styles because firstly, parental behaviours are specific practices parents engage in while parenting styles are a constellation of attitudes that form individual styles that determine the emotional climate in the home (Darling and Steinberg, 1993). Secondly, parenting styles may not adequately describe parenting in the Zambian setting thus a more specific analysis of parenting through parental behaviours was deemed a better approach for our study.

2.3 Self esteem and parenting from a global perspective

Self esteem and how it is affected by parenting has been explored extensively among Western and European studies yielding interesting and useful findings that have informed the wider population.

Adolescent depression is one of the problems that have been associated with low adolescent self esteem. Robertson and Simons (1989) studied adolescent depression and how this was linked to parental behaviours. It was found that the way an adolescent was treated by his or her parents shaped the way they viewed themselves. Parents are generally viewed as vital sources of social support needed by adolescents, thus when parents are not supportive or are perceived as rejecting, the adolescent is likely to develop a lowered sense of self worth which in turn, increases the susceptibility to the development of depression. The results of the study revealed that only parental rejection could be significantly associated with depression. Self-esteem was thought to significantly but not exclusively mediate perceived parental rejection to depression. Perceived parental rejection was strongly associated with both low self-esteem and depression. Findings suggest that parents' support was an important quality in the parent-child relationship particularly for developing their children's self-esteem which would act to provide a barrier from falling into depression.

In another study, Kee et al (2003) studied street corner gangs in Singapore and observed that most members of these gangs joined because they wanted to experience a sense of belonging and acceptance that they did not experience at home. As has been stated earlier, warmth, attention and care are vital constituents of healthy parent-child relationship. Unfortunately, these elements were absent in the parent-child relationships of the gang members included in this study. The gangs provided for the adolescents what the home could not provide. It was observed that youths in Singapore, involved in street corner gangs, had a low sense of self esteem. Findings indicated that less open communication and higher levels of control, particularly, with

mothers were significantly correlated with the involvement of the adolescent in street gangs. Higher levels of control have been associated with authoritarian style of parenting and less open communication could signal little or no emotional responsiveness. The father's contribution in this study was not very significant, most likely due to cultural factors. In general, the study portrayed a poor relationships between parents and adolescents which pushed them towards seeking a sense of validation and belonging among street gangs.

In addition to preceding findings, theorists have attributed the quality of interpersonal relationships to self-esteem determined by the parenting process. For instance, Pfleiger & Vazsonyi (2005) attribute dating violence to the parent-child relationship. They argue that self-esteem is developed and shaped in adolescence and parents are endowed with the responsibility of fostering this development. Positive parenting behaviors were associated with a lower risk of dating violence among adolescents because when adolescents experienced love within the home, they did not feel too desperate to search for it outside the parent-child relationship. Thus, they did not hesitate to leave an abusive relationship because they had an established understanding of what constituted a healthy love relationship. On the other hand, a low self esteem predicted dating violence. Generally, adolescents that did not experience optimum parenting where attention, warmth, love and care were portrayed tended to have a lower self esteem which predisposed them to aggressive behavior in desperate attempts to compensate for the lack of fulfillment stemming from the poor parent-child relationship. Pfleiger and Vazsonyi (2005) also found a direct link between parental monitoring and dating violence. Maternal acceptance was the

strongest predictor of self esteem in adolescents. According to this study, an adolescent's social competence can be fostered by a good relationship with his or her parents which allows for the development of a healthy self-esteem which is a salient underlying factor for developing good interpersonal relationships.

In another study, Smith (2007) investigated whether the development of self esteem and self efficacy in late adolescence is impacted by parenting styles and how differences resulting from this impact influenced feelings of homesickness and adjustment to college among first year American college students. He based his study on the authoritative, authoritarian and permissive parenting types. It was hypothesized that students, whose parents would be rated higher on authoritative parenting, would show higher self-esteem and self efficacy unlike those whose parents would be rated high on authoritarian parenting. Permissive parenting would lead to higher self-esteem and social self-efficacy but low general self-efficacy. Results confirmed these predictions except that there was no relationship between permissiveness in fathers or mothers and self esteem, general efficacy or social self efficacy. These findings suggest that the authoritative style of parenting which encompasses favourable parenting practices is effective in inducing the development of high esteem and facilitating self efficacy in adolescence.

Martinez and Garcia, (2007) investigated the association of parenting styles with adolescents' self-esteem and internalization of values in a sample of Spanish adolescents. In their study, Martinez and Garcia (2007) sought to add to other studies whose findings suggest that authoritative parenting style viewed as conducive for good adolescent outcomes in the United States, has not been confirmed as fostering

the same results in all cultures. They observed that research has confirmed the positive elements of the authoritative style of parenting in Europe and America but also acknowledged that there were differences across ethnic groups and cultures. With regard to self-esteem, Martinez and Garcia (2007) found that adolescents who had indulgent parents, had similar or higher scores than those adolescents who had authoritative parents in the Spanish sample supporting the hypothesis of their study. In essence, the results of the study support findings that question generalizations of the relationship between favourable adjustment and authoritative parenting to any cultural or ethnic context. Findings of this study also seem to be in concordance with other studies conducted in Spain, Italy and Brazil which have associated indulgent parenting with the same or better outcomes than authoritative parenting (Martinez and Garcia, 2007). The need to adapt western methods to suit an African sample is important to understand how one variable impacts another especially considering cultural variations (Nsamenang, 2007).

It has been observed that the way parents and adolescents interacted was influenced by the culture of the ethnic group they belonged to. Similar to Martinez and Garcia (2007), Chao (2001) noted that Asian parents who displayed parenting characteristic of authoritarianism impacted their adolescents positively. Thus, it is possible to have one style of parenting with a variation of outcomes in different cultures. Chao (2001) however, acknowledges the gap that needs to be filled with regards the studies of parenting across cultures and seems to imply that concepts such as authoritarianism and authoritativeness are embedded in a culture and therefore, may encompass different attitudes in different cultures.

Akinsola, (2013) assessed various studies on cultural variations in parenting styles in the majority world and observed that some parents embraced a hybrid of parenting styles in their homes. This was especially true of Nigerian parents who possessed traits of both the authoritative and authoritarian styles of parenting to yield optimum results and Cameroonian parents who portrayed permissive and authoritarian styles of parenting. It was further observed that as long as parenting behavior was in line with the cultural values of society, then children in that culture would accept it. Parenting behaviours did not stand alone but depended on the cultural values embraced by the wider society.

Wild et al, (2004) conducted a study among high school adolescents in Cape Town, South Africa. Initially, a pilot study was conducted to assess the associations between adolescent risk behaviours and self esteem in six domains of; peers, school, family, sports/athletics, body image and global self esteem. The pilot study was conducted at private schools prior to the actual study which was conducted in Cape Town's public schools. Low family self-esteem was associated with increased possibility of suicide, alcohol use and risky sexual behaviour. It was additionally linked to the likelihood of being bullied at school with regards to boys and an increased likelihood of cigarette and drug use for girls. In both the pilot and the actual study, it was found that family self esteem was most significant in correlation with risk behaviours assessed of the six domains of self esteem considered. This implies that adolescents' families are important in the development of healthy adolescent self esteem regardless of economic status as private school enrollers predominantly come from more affluent backgrounds than public school attendants.

Similarly, Mboya, (1993) conducted a study among a South African sample to determine whether adolescents' perceptions of parenting behaviours were related with self-esteem in adolescence. Mboya (1993) evaluates perceptions of parenting and self esteem as multidimensional concepts. For this study, perceptions of parenting were analysed under three domains: Support, interest and encouragement; participation and expectations. Self-esteem was analysed under four domains of relations with family; general school, physical abilities; physical appearance; emotional stability; music ability; relations with peers; health and global self concept. Overall, perceived parental behaviour was most strongly correlated with Relations with family, general school, health and global self-esteem. Findings indicated that there was a close relationship between perceived parenting behaviours and self-esteem in adolescents.

Additionally, Oburu and Palmerus (2003) conducted a study in Kenya assessing parenting stress and self-reported discipline measures of Kenyan care giving grandmothers. Findings suggested that the authoritarian, authoritative, indulgent and neglectful styles of parenting may not be adequate to explain the parent-child relationship dynamics for non Western populations. Supporting the realization that even though these categories lay the foundation for parenting studies, cultural contexts matter when considering parenting behaviours and how they affect the development of self-esteem in adolescence. It is for this reason therefore that for this study, parental behaviours were used to understand parenting in the Zambian setting and to ascertain whether it impacts the development of adolescent self esteem.

2.4 Self Esteem and Parenting behaviours in the Zambian setting

Scarcity in literature is a major challenge in the area of parenting and self esteem in the Zambian context. However, some theorists have made observations that give insight to the overall situation. Research findings relevant to our study are discussed below.

In a draft report by the Ministry of Health (2010) to analyse adolescent health in Zambia, it was observed that adolescents are vulnerable to different types of mental health. The most common being acute psychotic states and schizophrenia at prevalence rates of 3.61 and 1.8 respectively per 10,000 in the population. About ten percent of admissions in hospitals for acute psychotic states are as a result of the misuse of drugs and alcohol. It has been noted that Adolescents with low self esteem are susceptible to risky behavior which includes the abuse of drugs and alcohol and this could well be the underlying factor for poor mental health.

Muula and Siziya, (2007) in their study to assess suicidal ideation and other factors among school going adolescents in Zambia found that suicidal ideation and depression were associated with a low self esteem among Zambian adolescents. Nsamenang (2009) observed that scientific research in Sub-Saharan Africa of which Zambia is part of, lags behind the rest of the world. This however does not mean that psychological problems are nonexistent in Zambia. Unfortunately, it entails that such problems are prevalent but are never diagnosed properly and therefore, never accorded the necessary attention to remedy them. Similar to these findings, Neese et al, (2013) in a study conducted in Zambian schools, observed high levels of

depressive and somatic symptoms among a sample of Zambian adolescents. Such findings give some understanding on the prevalence of psychological problems within our societies which have been associated with self esteem as an underlying factor.

Jere et al, (2005) in a paper discussing adolescence in Zambia, suggests that Zambian adolescents predominantly have good relations with their parents. However, it was observed that the parent-child relationship did not typically constitute open communication which is an attribute of the authoritative style of parenting which is most preferred in the West. More often, conflict between adolescents and parents arises from the adolescent's need to identify with the social group and adopt values that are divergent from their parents' views.

Jere et al, (2005) state that Zambia is predominantly a collectivistic country but as adolescents strive to find their identity, they are torn between adopting the local or the global view because of influences from the media and the education system which typically steers them towards a global culture. Collectivism may not be as popular now as it was in the past but traditionally explains the African culture, Akinsola, (2013).

The African culture entails that adolescents are exposed to the extended family and parenting is not the sole responsibility of biological parents. Thus, some parents opt to leave certain parenting responsibilities to other members of the extended family. For instance, parents may not talk openly about certain topics such as sex concerning the adolescent child but will ask an aunt or uncle to do it on their behalf simply

because, some topics are considered taboo. Traditional beliefs therefore, have an implication on the parent-child relationship.

From the studies reviewed above, it is evident that parents play a major role in shaping their children's self esteem. Low self-esteem predisposes adolescents to various risk behaviours and other problems. Assessing parenting behaviours will help determine what is appropriate or inappropriate with regards to developing healthy self esteem in adolescents to avoid or lessen problems that would arise from poor self-esteem. This study will focus mainly on whether or not perceived parenting behaviours are associated with self-esteem in adolescents in Zambia as has been the case in other parts of the world.

CHAPTER THREE

3.0 METHODOLOGY

Introduction

In this chapter, we will discuss the following components of the study:

- I. Research design
- II. Study population
- III. Study sample
- IV. Sampling procedure
- V. Inclusion, exclusion criteria
- VI. Measures
- VII. Data Collection
- VIII. Data analysis
- IX. Ethical Issues
- X. Study Limitations

3.1 Research Design

For purposes of our study, the cross sectional research design was used to make inferences about the possible relationship between self esteem and parental behavior.

3.2 Study Population

Our study population consisted adolescents in the late stage between the ages of sixteen (16) and eighteen (18) from government high schools of Lusaka.

3.3 Sampling Procedure

Kabulonga Boys, Munali Girls, Kamwala and Libala high schools were included in our study. Stratified random sampling was used to select participants from grades ten, eleven and twelve. The strata used was the age of the participants which was important to our study. For purposes of our study, the sample included only sixteen, seventeen and eighteen year olds in high school thus, the need to use this method of sampling.

3.4 Study sample

Eighty participants were drawn for the study, twenty from each school. The sample consisted of forty females and forty males with ages of participants ranging from 16 to 18. There were 29 sixteen year olds, 24 seventeen year olds and 27 eighteen year olds.

3.5 Inclusive and Exclusive Criteria

For purposes of our study, only adolescents of Lusaka Government High schools were included. Participants were also required to be in the late adolescent stage; between the ages of sixteen (16) and eighteen (18) years old. Pupils in Grades ten, eleven and twelve were excluded if they were younger than 16 or older than 18.

3.6 Instruments

The Self Description Inventory, (SDI), (Mboya, 1993) and the Perceived Parental Behaviour Inventory, (PPBI), (Mboya, 1993) were used in the study (see appendix i).

3.6.1 Self Description Inventory

The Self Description Inventory (Mboya, 1993) is a multi-dimensional measure that assesses adolescent self-esteem. It is designed to measure eight domains of self-

esteem but for this particular study, only four domains were considered relevant. The domains used in this study were:

Relations with Family

This scale was used to assess the adolescents' views of how they related with their families.

Relations with Peers

This scale assessed the social attitudes of adolescents' towards their peers.

Physical Appearance

This scale assessed the adolescents' views of themselves and whether they were satisfied or dissatisfied with their appearance.

Emotional Stability

This scale was used to analyse the emotional stability of the adolescents'.

For each statement under the respective scales, each participant was required to check one of five responses, Strongly Agree, Agree, Not Sure, Disagree or Strongly Disagree.

3.6.2 Perceived Parenting Behaviour Inventory

The Perceived Parenting Behaviour Inventory (Mboya, 1993) was used to assess parenting behaviours as they were perceived by the adolescents. This instrument is multi dimensional and assesses parenting behaviours in the following domains:

Support, Interest and Encouragement

This scale focused on the adolescents' perceptions of whether or not they considered their parents as being supportive, interested in their lives and if they viewed them as sources of encouragement.

Nurturing

The nurturing scale assessed adolescents' perceptions of whether or not their parents were nurturing. It gave insight on the openness of the parent-child relationship and explored whether or not the adolescents could trust their parents and view them as sources of help.

Participation

This scale measured perceptions of parental participation in the lives of the adolescents. Assessment included reviewing how much the parents knew about their adolescent children's academic activities and whether they assisted in supervising their school work.

Expectation

This scale measured perceptions of the adolescents on the parents' levels of expectations of them. It assessed perceived attitudes such as whether or not parents regarded school as important in the lives of the participants and whether or not the investment in education would be of any benefit particularly, in the long term.

The Perceived Parental Behaviour Inventory required that for each statement, the adolescent checks one of five responses, Strongly Agree, Agree, Not Sure, Disagree or Strongly Disagree.

The Self Description Inventory and the Perceived Parental Behaviour Inventory were developed among African adolescents and have been used extensively on African samples. The Self Description Inventory alone has been translated into twelve African languages (Mboya, 1993). The Perceived Parental Behaviour Inventory is also multidimensional and consists of four scales, all of which were used in the present study. Both measures contain negatively and positively phrased statements in order to address issues of reliability. Statements are scored on a scale of one (1) to five (5) where 1 refers to 'strongly disagree', 2 'Disagree', 3 'Not sure', 4 'Agree' and 5 'Strongly Agree' for positively phrased statements while 1 refers to 'Strongly Agree', 2 'Agree', 3 'Not sure', 4 'Disagree' and 5 'Strongly Disagree' for negatively phrased statements.

3.7 Data Collection

The researcher visited Kabulonga Boys, Munali girls, Kamwala and Libala High schools after permission was sought from and granted by relevant school authorities. The researcher on the first visit at each of the respective schools familiarized the teachers assigned to assist in coordinating the data collection with the research instruments. The teachers then administered the questionnaires at appropriate times to avoid interfering with class lessons. The teacher first administered the Perceived Parental Behaviour Inventory. The Self-Description Inventory was administered

shortly after a participant had completed filling in the Perceived Parental Behaviour Inventory. Respondents were not restricted on how much time they would take answering the questionnaires, on average however, all respondent were able to complete both questionnaires in about 30 minutes. The Researcher collected the completed questionnaires after a period of one week from delivery from the respective school.

3.8 Data Analysis

The Percieved Parental Behaviour Inventory and the Self Description Inventory used lickert scale items whose scores were calculated into composite scores for each measure. Percentages were then generated to produce useful scores for analysis owing to varying quantities of items in the individual measures. The minimum score for the Perceived Parental Behaviour Inventory and for each individual scale belonging to this measure was 20%. Similarly, the minimum score for the Self Description Inventory and for each individual scale belonging to this measure was 20%. This resulted in an average score of 60% for each inventory and each scale. Therefore, all scores 60% and below, signaled low parental involvement on the Perceived Parental Behaviour Inventory and low self esteem on the Self Description Inventory. Scores above 60% suggested high parental involvement on the Perceived Parental Behaviour Inventory and high self esteem on the Self Description Inventory.

The Statistical Package for Social Sciences (SPSS) was used to analyse the quantitative data. Frequencies were calculated to assess parenting behaviours as they were perceived by the adolescents as well as to assess the self esteem of the

adolescents. Spearman's correlation coefficient was computed to assess whether perceived parental behaviours were positively related to self-esteem in adolescence as has been hypothesized.

3.9 Ethical Issues

Participants were required to give informed consent to show their willingness to participate in the study by signing consent forms provided by the researcher. They were also assured of confidentiality and their identities were protected as they were not required to indicate their names on the questionnaires used in the study. In addition, the participants were told that they were at liberty to withdraw from the study at any point if they felt uncomfortable.

3.10 Study Limitations

Data was collected only from school going adolescents in Lusaka. Since the collected data was limited to school going adolescents, findings may not be generalized to all adolescents in Lusaka. Also, the data collected was self reported and may therefore have been subject to misreporting either deliberately or inadvertently. Additionally, causation could not be determined because of the nature of the study design.

The preceding chapter discusses the study methodology specifically outlining how the researcher proceeded, as well as the way ethical issues were addressed. It also outlined the limitations of the study.

CHAPTER FOUR

4.0 RESULTS

Introduction

This chapter outlines our study findings and will be presented in the following order:

- (i) Questionnaire Response Rate
- (ii) Assessment of Perceived Parental Behaviour
- (iii) Assessment of Self Esteem
- (iv) The Relationship between Perceived Parental Behaviour and Self Esteem

4.1 Questionnaire Response Rate

Participants were required to complete two questionnaires each thus, of the hundred and sixty (160) questionnaires distributed across the four schools, twenty-six (54) were spoilt and only a total of a hundred and six (106) were deemed useful and included in the study. The questionnaire response rate was therefore at 80%.

4.2 Perceived Parental Behaviour Sub-scales

When all the perceived parental behaviour scores were combined and analysed, 48 of the adolescents indicated that their parents were involved in their lives while 5 perceived that their parents were not adequately involved in their lives. However, Perceived parenting behaviours were further assessed under four domains of:

- (i) Support, Interest and Encouragement,
- (ii) Nurturing,
- (iii) Participation and

(iv) Expectation.

4.2.1 Support, Interest and Encouragement

Our results showed that of the 53 adolescents, 86.8 % perceived their parents as being highly supportive, interested in their lives and viewed them as sources of encouragement while 13.2 % of the participants did not view their parents in that way.

4.2.2 Nurturing

81.1 % yielded high scores on this scale while 18.9 % of the participants did not perceive their parents to be nurturing.

4.2.3 Participation

71.7 % had scores that indicated that their parents participated in their lives and only 28.3 % of the participants indicated that they did not perceive their parents to be participating in their lives.

4.2.4 Expectation

94.3% had high scores on this scale indicating that they perceived that their parents had expectations of them while only 5.7 % of the participants had low scores on this scale implying that they did not perceive their parents to be exhibiting behavior that showed that they had expectations of them.

Of all the perceived parenting behaviours considered, parental expectation ranked considerably high among the adolescents while parental participation was lowest.

Table 1. below summarizes the analysis of Perceived Parental Behaviours.

Table 1. Frequencies and Percentages for Perceived Parental Behaviour

Scale	Level	Frequencies	Percentages
Support Interest and Encouragement	High	46	86.8
	Low	7	13.2
Nurturing	High	43	81.1
	Low	10	18.9
Participation	High	38	71.7
	Low	15	28.3
Expectation	High	50	94.3
	Low	3	5.7

4.3 Assessment of Adolescent self-esteem

When combined scores of self esteem were analysed, 52 of the adolescents recorded a high self esteem with only 1 participant indicating a low global self esteem. However, self esteem was further analysed in the following domains:

- (i) Relations with Family,
- (ii) Relations with Peers,
- (iii) Physical Appearance and
- (iv) Emotional Stability.

4.3.1 Relations with Family

Of the 53 participants, 92.5 % had high scores indicating good relations with their families while 7.5 % had low scores on this scale indicating poor relations with their families.

4.3.2 Relations with Peers

94.3% of the respondents scored highly on this scale unlike 5.7 % whose scores indicated poor relations with their peers.

4.3.3 Physical Appearance

96.2% were satisfied with their physical appearance and only 3.8% of the participants had low scores on this scale indicating that they were not satisfied with their appearance.

4.3.4 Emotional Stability

47.2 % had high scores on this scale indicating that they perceived themselves to be stable emotionally while 52.8% did not view themselves in that way.

Of the scales of self-esteem analyzed, Physical Appearance and Relations with Peers had the highest scores and Emotional Stability had the lowest.

Table 2. Frequencies and Percentages for Self Esteem

Scale	Level	Frequencies	Percentages
Relations with Family	High	49	92.5
	Low	4	7.5
Relations with Peers	High	50	94.3
	Low	3	5.7
Physical Appearance	High	51	96.2
	Low	2	3.8
Emotional Stability	High	25	47.2
	Low	28	52.8

4.4 Perceived parenting Behavior and Self Esteem

A Spearman's correlation coefficient was calculated to determine whether or not there was a relationship between perceived parental behaviour and self esteem. Results showed that there was no relationship between global scores of perceived parental behaviour and self esteem ($r = -.04$, $n = 53$, $p = .01$, *one tailed*). However, relationships were evident when individual scales of perceived parental behavior and scales of self esteem were correlated.

4.4.1 Perceived parental support, interest and encouragement and self esteem

Perceived parental support, interest and encouragement correlated positively and significantly with self esteem in the scale of relations with family ($r = .31$, $n = 53$, $p = 0.5$, *one tailed*) but not with relations with peers, physical appearance or emotional stability.

Table 3: Spearman's Correlation between Perceived Parental Behaviour and Self Esteem

Self Esteem Domains	Perceived Parental Behaviour Domains				Combined Perceived Parental Behaviours
	Support, Interest & Encouragement	Nurturing	Participation	Expectation	
Relations with Family	.31*	.41*	.45**	.23*	.38**
Relations with peers	-.09	-.11	.20	-.06	-.07
Physical Appearance	-.07	-.09	-.12	-.04	-.06
Emotional stability	-.07	-.02	.00	-.25*	-.21
Global self Esteem	-.04	-.05	-.06	-.08	-.03

** Correlation is significant at the 0.01 level, (one tailed).

*Correlation is significant at the 0.5 level, (one tailed).

4.4.2 Perceived parental nurturing and self esteem

Perceived parental nurturing correlated positively and significantly with self esteem in the scale of relations with family ($r = .41, n = 53, p = .05, one\ tailed$). There were no significant correlations observed between perceived parental nurturing and relations with peers, physical appearance or emotional stability.

4.4.3 Perceived parental participation and self esteem

Perceived parental participation correlated positively and significantly with self esteem in the scale of relations with Family ($r = .45$, $n = 53$, $p = .01$, *one tailed*). Parental participation was not related with relations with peers, physical appearance or emotional stability.

4.4.4 Perceived parental expectation and self esteem

A positive and significant relationship was evident between parental expectation and self esteem in the scale of relations with family ($r = .23$, $n = 53$, $p = .05$, *one tailed*). Parental expectation negatively and significantly correlated with self esteem in the scale of emotional stability ($r = -.25$, $n = 53$, $p = .05$, *one tailed*). There were no significant associations evident between parental expectation and self esteem in the scales of relationship with peers and physical appearance.

To conclude, it is important to note that there was no association observed between global scores of self esteem and parental behaviour. Associations were observed when specific domains of self esteem and parental behaviours were correlated.

CHAPTER FIVE

5.0 DISCUSSION

Introduction

This chapter discusses the findings of the study following the sequence in which they were presented in the Results chapter. The purpose of this study was to investigate parental behaviours according to how they were perceived by adolescents and how this was related to the self esteem of the adolescents. The research sought to answer the question ‘Are adolescent perceptions of high parental involvement positively associated with adolescent high self esteem?’. Results showed that perceived parental behaviour was significantly related to self esteem in the domain of relations with family.

5.1 Perceived Parental Behaviour

A considerable number of adolescents, about eighty-five percent, viewed their parents as being supportive and interested in their lives and also, as sources of encouragement. Theorists have argued that parents who supported their adolescents in various aspects of life, showed interest in them and encouraged them in their various projects, fostered optimum adolescent adjustment (Mann, 2004; Darling, 1999). In addition, when parents had realistic expectations of their adolescent children, this motivated the adolescents to achieve goals set before them, however when these expectations were perceived as unrealistic, this exerted too much pressure on the adolescent and did not produce favourable outcomes.

Of all the perceived parental behaviours assessed parental nurturing and participation ranked lowest with parental participation being the lower of the two. Parents were perceived to engage less in behaviours that indicated that they were nurturing to their adolescent children or in behaviours that showed their participation in the adolescents' lives. Parental participation has been one of the ingredients of the authoritative style of parenting which has been credited for good adolescent socialization (Darling, 1999). About a quarter of adolescents included in this study asserted that parents did not actively participate in their lives. Particularly in this study, some adolescents questioned whether their parents even knew what they were studying in school as they never participated in this area. It could be argued that parents were under pressure to provide for their families that they hardly created time to interact with their adolescent children or to participate actively in their lives. As Okorodudu, (2010) observed, for parents, economic responsibilities often are given priority over interacting with children in the home.

Another plausible explanation could be that parents did not intentionally strive to build relationships with their adolescents that allowed them to communicate their feelings freely. This could also be rooted in cultural factors and may additionally account for the lack of parental nurturing. Khasakhala et al, (2012) stressed the importance of positive and constructive communication between parents and adolescents to facilitate conflict resolution consequently, encouraging adaptive behaviour. Jere et al, (2005) highlighted cultural factors that could also explain the lack of open communication among Zambian parents. It was noted that most parents left the responsibility of discussing sensitive issues with their children to other

members of the extended family. Therefore, it is very likely that adolescents are traditionally limited on how much can be discussed between them and their parents. Byrne, (2000) highlighted the importance of a nurturing adolescent-parent relationship in dealing with general life stresses. Adolescence is a difficult phase and one that involves the search for identity (Bos et al, 2006), parents who are perceived as nurturing offered a platform on which adolescents could express their feelings about the various aspects of life that affected them. Results of this study however showed that while the majority of adolescents perceived the element of nurturing in their parents, about twenty percent did not perceive that their parents offered them this quality.

In essence, Zambian adolescents perceived that their parents were supportive, interested in their lives, encouraging as well as nurturing. Parents were additionally viewed as being high on expectations they had of their children but participated very little in the adolescents' lives. This observations may be explained by theorists who have looked at parenting in different cultures such as Akinsola, (2013) who studied parenting styles in the third world. Findings indicated that it was common for Cameroonian and Nigerian parents to use a hybrid of Baumrind's classifications of parenting styles (Baumrind, 1999). This seems to be evident in the Zambian setting as well were parents are supportive, encouraging, show interest and are nurturing but yet are high on demandingness which is reflected in the adolescents' perceptions of high expectations of them by their parents.

Adolescents perceived parental participation as the lowest in all the parental behaviours assessed. Participation can be a challenge for parents who also have the responsibility of providing for the family economically.

5.2 Adolescent Self Esteem

Adolescent self esteem was generally high in the domains of relations with family, relations with peers and physical appearance. Self esteem in the domain of emotional stability was notably lower.

The domain of relations with family is important in shaping adolescent outcomes and was rated third from self esteem in the domains of physical appearance and relations with peers. Good adolescent adjustment has often been identified as a product of an optimum home background. Okorodudu, (2010) stated that adolescents who came from good home environments portrayed very few problems outside the home. However, the opposite was true when the home presented a hostile environment for the adolescent. Such backgrounds made adolescents susceptible to negative associations outside the home in search of validation and belongingness. These associations subsequently predisposed them to susceptibility to indulge in risky behaviours (Kee et al, 2003).

Notably high on the self esteem domains examined, were physical appearance and relations with peers. Adolescent self esteem in the domain of physical appearance was rated higher of the two. The importance of physical appearance in building self esteem was highlighted by Ah-Kion (2006). If adolescents felt comfortable with the way they looked, this in turn boosted their self esteem particularly during the process

of creating an identity and valuing the feedback from those around them to confirm their beliefs about how they looked. Adolescence is a time of searching for identity and according to Jere et al, (2005), this search can be influenced by peers and the media. Physical appearance is valued so much by the adolescent that it is often a source of conflict between them and their parents as the latter may have conservative ideas about the physical appearance of their adolescent children. Lusaka adolescents seemed to value self esteem in the domain of self esteem above all domains.

Similarly, self esteem in the domain of relations with peers was notably high among adolescents. Dijkstra et al, (2009) studied likeability among adolescents and its associations with popularity and status enhancement. It was noted that likeability was dependent on features such as friendliness and being helpful to the peer group. It has additionally been observed that adolescents increasingly become closer to their peer group at this stage and therefore value the opinions and validations of peers (Bester, 2007). This could explain why self esteem was rated high among Lusaka adolescents showing that relationships with the peer group were necessary for adolescent self esteem.

Self esteem in the domain of emotional stability was evidently lower than all the domains of self esteem considered as more than half of the adolescents indicated that they lacked this type of self esteem. However, emotional stability has been highlighted as an important quality necessary for good adolescent adjustment and a low self esteem in the domain of emotional stability negatively affected adolescence. Muula and Siziya, (2007) established that males who were susceptible to suicidal

ideation among Zambian adolescents struggled with worry, sadness and hopelessness. These emotions consequently interfered with their normal functioning.

5.3 Perceived parental behavior and self esteem

When global scores were considered, there was no relationship evident between perceived parental behavior and self esteem in adolescence. Associations however, were noted when specific domains of perceived parental behavior and specific domains of adolescent self esteem were correlated. Research has shown that measures that assess self esteem in specific domains yield more relevant results than those that only consider a global score (Schmitt and Allik,2005: Baumeister, 2003). This assertion was found to be true in the present study.

A positive and significant association was established between all domains of perceived parental behavior and self esteem in the domain of relations with family. The implication then is that adolescents' confidence in their interactions with their families was related to perceived parental behavior. Not only did the adolescents' self esteem in the domain of relations with family correlate with all the separate domains of perceived parental behavior but also with the global perceived parental behavior. A healthy self esteem in the domain of relations with family was found to foster positive adolescent outcomes in other studies and low relations with family self esteem was found to predispose adolescents to indulge in risky behaviour (Wild, 2004; Mboya, 1993).

It is interesting to note that adolescent perceptions of parents as being high in expectations negatively and significantly correlated with the emotional stability of

adolescents. In this study, the domain of expectations assessed adolescents' perceptions of their parents' expectations of them, and the parents' communication of these expectations and their feelings to the adolescents. Findings indicated that adolescents who were emotionally unstable perceived their parents as having high expectations of them. In other observations, particularly those that assess parenting styles, possessing very high expectations of children has been associated with authoritarianism (Darling, 1999; Smith, 2006). Most evaluations of parenting styles have been among Western and European samples. Research findings show that authoritarian parenting is associated with poor adolescent adjustment while the same parenting style among Asian samples yields favourable adolescent outcomes. Results of the present study suggest that adolescents who were emotionally unstable had parents with unrealistic expectations of them. This observation implies that in this aspect, findings may be similar to those of Western studies that have investigated the relationship between parenting and self esteem in adolescence.

Additionally, high parental expectations may stem from cultural factors. Adolescents in the Zambian culture generally are not supposed to question what parents expect of them as regards for instance their school work. Therefore, as much as parental expectations may be beneficial in motivating the child towards achieving goals in life, these expectations can be unrealistic and nonnegotiable consequently, putting pressure on the adolescent. Noack (1998) asserts that this pressure from parents may be perceived as a threat to adolescents' autonomy.

Self-esteem with regards to physical appearance and relations to peers was generally high among adolescents in this study but was not associated with any of the perceived

parenting behaviours examined. While Pflieger and Vazsonvi (2006) arrived at the conclusion that the relationship between a child and a parent was important in fostering self esteem necessary for adolescents to interact well with peers, there seemed to be a contradiction with our findings because this was not the case among Zambian adolescents. Instead, the self esteem in the domain of relations with peers necessary for engaging in social interactions among Zambian adolescents appeared to be independent of perceptions of parental behaviours. This finding is consistent with an observation made by Mboya (1993) in a South African study where it was noted that self-esteem in the domain of relations with peers was not correlated with perceived parental behaviour with regards to girls.

However, there was a statistically significant correlation when boys were considered. Our study results imply that, among Zambian adolescents, perceived parental behaviours are not a salient factor in fostering self esteem in the domain of relations with peers therefore, social interactions engaged in by adolescents with their peers may not be affected by the adolescents' relationships with their parents. In addition, Bester (2007) noted that, as children enter adolescence they remain loyal to the parent-child relationship but increasingly devote much of their time to their friends who become significant social mirrors in the adolescents' lives. Particularly when matters of physical appearance were considered, validation from peers was stronger than that of parents (Dijkstra, 2011; Ah-Kion, 2006). Issues to do with self esteem in the domain of physical appearance could have been affected by other variables such as the peer group and also the media which has been identified as a socializing agent in this age (Ah-Kion, 2006).

Jere et al, (2005) also observed that matters of physical appearance were sometimes a source of conflict between the adolescent and the parent. Parents were more conservative while adolescents preferred to identify with peers and to adopt western ways of dressing influenced by the western media which they are exposed to.

Even though correlations of global scores of self esteem and parenting behaviours did not show a significant relationship, it was interesting to learn which relationships existed between specific domains of self esteem and parenting behaviors if any.

Thus, the study of self esteem and parenting among African samples remains an important area for exploration. It is important to note however that the development of self esteem is not the sole responsibility of parents but interacts with influences from other factors such as the peer group, the media and the Zambian education system which is not entirely indigenous.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

As has been stated in other studies (Martinez and Garcia, 2007; Pflieger and Vazsonyi, 2006; Mboya, 1993) and several other theorists in the field of parenting and self-esteem the world over, results of this study show that the way adolescents perceive parental behaviours is related to the level of their self-esteem particularly when specific aspects of the self esteem are correlated with specific parental behaviours. The study results are in line with empirical evidence gathered from several other studies that have indicated that the quality of the parent-child relationship is important when considering issues that affect optimum adolescent adjustment in this case, in the area of self-esteem. Lastly, the observation that parenting behavior was not associated with self esteem in the domains of physical appearance and relations with peers may demonstrate that parents are not solely responsible for the development of self esteem in adolescents. There are other contributing factors such as the adolescents' peers and the media. Thus, parental behaviours may be overrated by assumptions that they are cardinal in the development self esteem because evidently, they work together with other factors.

6.2 Recommendations

1. The public and especially parents need to be educated on the importance of behaviours that foster the development of self esteem.

2. Education policy makers should consider training and placement of school counselors to address self esteem issues among school going adolescents. Particularly, self esteem in the domain of emotional stability which our study determined was quite low among Lusaka adolescents.

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APPENDIX A
THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF PSYCHOLOGY
MASTERS DEGREE PROGRAM IN CHILD & ADOLESCENT
PSYCHOLOGY
Study Questionnaire One¹

CONFIDENTIAL

Grade: _____ **School:** _____

Teacher: _____ **Age:** _____ **Date:** _____

Please Tick whichever applies:

- This time is for you to look at yourself and your parents/guardians. This is not a test.
- There are no right or wrong answers; each person will respond differently to the statements.
- Please read each statement and decide on your answer. There are five possible answers to each statement: “I strongly agree” SA, “I agree” A, “I am not sure” NS, “I disagree” D, “I strongly disagree” SD.
- Choose your response to each statement and cross the answer you have chosen.
- An example is given below:

Example: I strongly agree I agree I am not sure I disagree I strongly disagree

1. I like mum. SA A NS D ~~SD~~

¹Prof. M. Mboya. 1996. Perceived Parental Behaviour Inventory (PPBI)II

- You should mark **ONE** answer only for each statement.
- Respond to **ALL** the statements.
- Please do not leave out any statements.
- If you have any questions, please put up your hand.
- There is no time limit, work at your own pace.
- Please work on your own; **DO NOT TALK** to the person next to you once you have started.

1. My parents care about me.
SA A NS D SD
2. My parents encourage me to use my own ideas.
SA A NS D SD
3. My parents would allow me to try my own ideas and be responsible for my own actions.
SA A NS D SD
4. My parents are concerned about what I would like to become.
SA A NS D SD
5. It is not easy to be honest with my parents.
SA A NS D SD
6. My parents do not show that they care about me.
SA A NS D SD
7. My parents make me feel more confident in my school work.
SA A NS D SD
8. My parents want me to do things their way and not my own way.
SA A NS D SD
9. My ideas are not taken as important by my parents.
SA A NS D SD
10. My parents do not look at my school work to see that it is completed.
SA A NS D SD
11. My parents support me in the things I do.
SA A NS D SD
12. When I think about my future, I do not discuss it with my parents.
SA A NS D SD
13. My parents often act as if they are always right and I a always wrong.
SA A NS D SD
14. My parents never worry about looking at my school work.
SA A NS D SD
15. My parents do not care about my marks in class.
SA A NS D SD

16. My parents think it is important for me to go to school.
SA A NS D SD
17. I feel that I can tell my secrets to my parents.
SA A NS D SD
18. My parents encourage me to complete my school work.
SA A NS D SD
19. I feel that my parents do not give me enough time to do my school work at school.
SA A NS D SD
20. My parents think education is very important for me.
SA A NS D SD
21. What my parents say about my school work makes me feel hopeless.
SA A NS D SD
22. My parents feel that it is a waste of time for me to go to school.
SA A NS D SD
23. When I am doing my school work my parents do not allow other things to interfere with it.
SA A NS D SD
24. Most of the time, my parents look at my school work.
SA A NS D SD
25. My parents think that education will not do any good for me.
SA A NS D SD
26. I think my parents do not know what I am studying at school.
SA A NS D SD
27. My parents care if I get good or bad marks in my school work.
SA A NS D SD
28. My parents know what I am studying in school.
SA A NS D SD
29. I argue a lot with my parents.
SA A NS D SD

30. I am motivated to do my best by my parents.	SA	A	NS	D	SD
31. I feel I am not accepted by my parents.	SA	A	NS	D	SD
32. I feel I cannot tell my troubles freely to my parents.	SA	A	NS	D	SD
33. When I am in trouble, I talk to my parents.	SA	A	NS	D	SD
34. I enjoy talking with my parents.	SA	A	NS	D	SD
35. I am criticized most by my parents.	SA	A	NS	D	SD
36. My parents treat me well.	SA	A	NS	D	SD

APPENDIX B
THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF PSYCHOLOGY
MASTERS DEGREE PROGRAM IN CHILD & ADOLESCENT
PSYCHOLOGY
Study Questionnaire Two²

CONFIDENTIAL

Grade: _____ **School:** _____

Teacher: _____ **Age:** _____ **Date:** _____

Please Tick whichever applies:

- This time is for you to look at yourself and your parents/guardians. This is not a test.
- There are no right or wrong answers; each person will respond differently to the statements.
- Please read each statement and decide on your answer. There are five possible answers to each statement: “I strongly agree” SA, “I agree” A, “I am not sure” NS, “I disagree” D, “I strongly disagree” SD.
- Choose your response to each statement and cross the answer you have chosen.
- An examples is given below:

Example: I strongly agree I agree I am not sure I disagree I strongly disagree

1. I love reading. SA A NS D ~~SD~~

² Prof. M. Mboya. 1996. Self Descriptive Inventory (SDI)II

- You should mark **ONE** answer only for each statement.
- Respond to **ALL** the statements.
- Please do not leave out any statements.
- If you have any questions, please put up your hand.
- There is no time limit, work at your own pace.
- Please work on your own; **DO NOT TALK** to the person next to you once you have started.

37. My family understands me very well.	SA	A	NS	D	SD
38. I am well liked by others my age.	SA	A	NS	D	SD
39. I feel my family does not care much about me.	SA	A	NS	D	SD
40. It is easy for me to make friends.	SA	A	NS	D	SD
41. My family does not understand me at all.	SA	A	NS	D	SD
42. I am ugly.	SA	A	NS	D	SD
43. My family loves me.	SA	A	NS	D	SD
44. I do not like my family very much.	SA	A	NS	D	SD
45. I do not cry easily.	SA	A	NS	D	SD
46. I feel that I am not well liked by others my age.	SA	A	NS	D	SD
47. I like the way I look.	SA	A	NS	D	SD
48. I get angry easily.	SA	A	NS	D	SD
49. My friends respect my ideas.	SA	A	NS	D	SD
50. Other people think I have a beautiful body.	SA	A	NS	D	SD
51. I tend to cry easily.	SA	A	NS	D	SD

52. I find it difficult to make friends.	SA	A	NS	D	SD
53. I feel I am an important member of the family.	SA	A	NS	D	SD
54. I hate my body.	SA	A	NS	D	SD
55. Not many people of my age like my ideas.	SA	A	NS	D	SD
56. I am satisfied with my appearance.	SA	A	NS	D	SD
57. I enjoy the time I spend with my family.	SA	A	NS	D	SD
58. I am a nervous person.	SA	A	NS	D	SD
59. I do not like to be with my friends.	SA	A	NS	D	SD
60. I am not happy about my appearance.	SA	A	NS	D	SD
61. I would like to change the way I look.	SA	A	NS	D	SD
62. Not much love is shown towards me by my family.	SA	A	NS	D	SD
63. I do not feel hurt when someone shouts at me.	SA	A	NS	D	SD
64. I feel hurt when someone shouts at me.	SA	A	NS	D	SD
65. I think I am good looking.	SA	A	NS	D	SD
66. I like my family.	SA	A	NS	D	SD

67. I do not worry about a lot of things.

SA A NS D SD

68. I enjoy spending time with my family.

SA A NS D SD

69. I do not get along very well with my family.

SA A NS D SD

APPENDIX C

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF PSYCHOLOGY

MASTERS DEGREE PROGRAM IN CHILD AND ADOLESCENT

PSYCHOLOGY

PARTICIPANT'S CONSENT FORM

Dear Participant,

You are kindly requested to take part in this study aimed at establishing whether or not there is a relationship between Perceived parenting behaviours and self esteem in adolescents. You will be required to complete two questionnaires.

By involving you in the study, we will be enlightened on the ways of parenting among Zambian parents and how these could be related to the development of self esteem in adolescence. This is because self esteem is important for normal functioning in life and a lack of it has been associated with a number of adolescent problems.

Information you provide will be solely used for purposes of this investigation. Your participation is voluntary and you are free to withdraw from the study at any time.

You may indicate by signing below, your willingness to be part of this investigation only if you have thoroughly read and understood what is required of you. Participants signature Date

Witness' signature Date

APPENDIX D

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF PSYCHOLOGY

MASTERS DEGREE PROGRAM IN CHILD AND ADOLESCENT

PSYCHOLOGY

TO WHOM IT MAY CONCERN

The bearer of this letter **MISS MAKANI MUHWANGA** is a student at the university of Zambia Directorate of Research and Graduate studies pursuing a Master of Arts in Child and Adolescent Psychology. Kindly assist her, however possible as she undertakes data collection as part of her research work.

Yours faithfully,

Dr S. O. C, Mwaba (Supervisor)