Self Esteem and Parenting Styles as Determinants of Adolescents' Depression among Senior Secondary School Students in Oyo State

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Certification

This is to certify that **Afusat Omolola OGUNLADE** with the matriculation number **LCU/PG/001041** carried out this research work titled: '**Self Esteem and Parenting Styles as Determinants of Adolescents' Depression among Senior Secondary School Students in Oyo State'** in the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Masters of Education Degree (MEd) in Guidance and Counselling and that this has not been previously submitted.

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Dedication

This work is dedicated to Almighty God for His wisdom, knowledge, goodness and strength in my life and my family.

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Abstract

This study examined self-esteem and parenting styles as determinants of adolescents' depression among senior secondary school students in Oyo State. Three research questions and two hypotheses were raised. Descriptive survey research design was employed. Target population comprised of all public SSS3 students (55,728) of which 2,884 were sampled using multi-stage sampling technique. Questionnaire titled – "Self-Esteem, Parenting Style and Depression Questionnaire (SEPSDQ) (α = .817)" was used to gather data. Data was analysed using descriptive and inferential statistics. Results showed low (mild) level of depression ($\bar{x}$ = 2.240), high level of self-esteem in area of self-acceptance ($\bar{x}$ = 2.787) and low level in area of self-confidence ($\bar{x}$ = 2.493). Authoritarian parenting style is mostly adopted ($\bar{x}$ = 2.728) by the students' parents while authoritative ($\bar{x}$ = 2.329) and permissive ($\bar{x}$ = 2.159) parenting styles are less adopted. Hypotheses showed significant joint contribution of self-esteem and parenting styles to adolescent depression ($F_{6, 2540}$ = 9.974; P<0.05). Furthermore, self-acceptance (β = -.098; t = -2.698; P<0.05), self-confidence (β = -.160; t = 3.009; P<0.05), authoritarian parenting style (β = .151; t = 2.991; P<0.05), and permissive parenting style (β = .081; t = 2.317; P<0.05) all have significant relative influence on adolescent depression except authoritative parenting style (β = -.065; t = -.721; P>0.05). In conclusion, low level of the students' self-esteem in area of self-confidence and mostly employed authoritarian parenting style of the students' parents could be responsible for the mild level of depression among the public secondary school students in Oyo state. It was recommended amongst others that parents should imbibe authoritative parenting and ensure that they improve the self-acceptance and self-confidence of their children.

Keywords: Self-Esteem, Parenting Style, Adolescent, Depression

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Chapter One

Introduction

1.1 Background to the Study

Depression refers to feelings of sadness, loss or anger that interferes with a person's everyday activities. It affects all age groups but seems to be more common among adolescents especially in recent times. Adolescents who are individuals within the ages of 12 to 19 years are usually secondary school students. This period tends to be a crucial stage for them as they undergo various psychological, physiological, physical changes in themselves. Their inability to manage this stage of their lives properly could lead them to depression which may be termed 'adolescent depression.'

Adolescence is a time of critical transition for individuals, as they deal with the physical, cognitive and social changes that occur during this developmental period[1]. Adolescence as a developmental period is characterised by introspection which in some may be associated with depression[2]. Depression occurs when the adolescent is in a low mood or loses interest or pleasure in daily activities persistently for more than two weeks[2,3].

Most adolescents are usually students in junior and senior secondary schools. These students as adolescents are at a stage where they develop knowledge and skills, learn how to manage emotions and relationships and acquire attributes and abilities for adulthood[4]. It is a time when students go through a lot of changes as a result of ongoing growth[5]. However, they could easily fall into depression at this stage of their lives. If they become depressed, they would experience prolonged feelings of sadness, negativity and irritability both in school and at home. These feelings permeate through their social and personal life, causing them to become withdrawn and lonely, thus affecting their self-image, physical life and academic performance[6].

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Based on this researcher's observations as a school teacher, interviewer and counsellor, some secondary school students in Oyo state tend to display characteristics of depression. Some of them seem to be withdrawn, show feelings of helplessness, worthlessness, and hopelessness. They also seem to have trouble solving everyday problems and remembering information; find it hard to make decisions; seem forgetful and have negative thoughts that are hard to change or ignore like self-harm, death or suicide. This seems to affect the academic life of the students in Oyo State as some of the students seem not to do well in both internal and external examinations. Oyo State is currently ranked 23rd in WAEC-organized examinations[7].

It is important that researchers and most especially educational stakeholders turn their gaze towards this direction because of the detrimental effects of adolescent depression among secondary school students. Globally, depression is the fourth leading cause of illness and disability among adolescent students aged 15 - 19 years and fifteenth for those aged 10 - 14 years[8]. It leads to a variety of emotional and physical problems which decreases adolescent students' interest in school activities they once enjoyed[9]. It is therefore imperative to examine variables that could be responsible for adolescent depression among secondary school students in Oyo State. This study focuses on two important variables that could influence adolescents' depression but scarce in literature. They are – self-esteem of the adolescent students and the parenting styles of their parents.

Self-esteem means "reverence for self." The 'self' pertains to the values, beliefs, and attitudes that a secondary school adolescent holds about him or herself. It is also seen as a secondary school adolescent's sense of his or her value or worth, feelings and thoughts about self-worth or the extent to which he or she values, approves of, appreciates, prizes, or likes his or herself[10,11]. Self-esteem is the extent to which secondary school students (adolescents) believe themselves to be capable, significant, successful and worthy in

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schools[12]. Self-esteem is self-assessment, perception or evaluation which can be positive or negative, pleasant or unpleasant[11]. Adolescent students with high self-esteem are more positive about their own performance than those with poor self-esteem. Those with poor self-esteem are more prone to suffer from social anxiety and lack interpersonal confidence, which limits their social contacts and performance[5,13].

A study has shown that self-esteem is a strong predictor of psychological well-being of senior secondary school adolescents in Anambra State[14]. Studies reveal that self-esteem has a negative correlation with depression among students at a university in Lagos, Nigeria and students' counselling perception in Rivers State secondary schools[15,16]. However, studies revealed no significant relationship between self-esteem and students' academic performance in Federal Government Colleges in Northwest zone of Nigeria and Senior Secondary School Students in Gombe Metropolis[17,18]. Another study also revealed no significant influence of self-esteem on student's deviant behaviours in Federal Universities situated in Southern Nigeria[19]. Studies are however scarce on self-esteem and depression among adolescents in Nigeria.

Indices of self-esteem include - self-image, self-satisfaction, self-worth, self-acceptance, and self-confidence[12]. This study focuses on two major indicators of self-esteem which are – self-acceptance and self-confidence. Self-acceptance is when a secondary school adolescent is able to acquire a positive opinion about his or herself and embrace his or her positive and negative attributes[20]. It means that adolescent students refrain from self-criticism of their body image, self-worth, nor give credence to other person's negative judgments[21]. Self-acceptance could therefore determine depression among adolescent students. A study has shown that self-acceptance group therapy significantly reduces aggression, tension, fatigue, frustration, anger, and depression among students in Hamadan[22]. Another study revealed no significant relationship between self-acceptance

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and creativity among high school students in Saveh city, central Iran Studies[23]. Studies are however scarce on self-acceptance and depression among adolescents in Nigeria.

Self-confidence refers to an adolescent student's belief in his or her abilities. It is a student's perceived ability to handle situations successfully without relying on others and to encourage constructive self-evaluation. It is the courage to realize and trust in oneself and abilities and act effectively on the beliefs and abilities. It is an attitude which permits adolescent students to be positive and realistic towards themselves and circumstances and situations of life[24]. A study showed a significant relationship between self-confidence and academic performance of senior secondary school students in English Language in Dutsin-Ma Local Government Area of Katsina State, Nigeria[25]. However, a study showed that students' academic self-confidence recorded a very low positive relationship with academic achievement in Mathematics in Anambra State[26]. Studies are hugely scarce on self-confidence and depression among adolescents in Nigeria.

Parenting style is understood as a set of approaches and behaviours a parent elicits towards a child, therefore building an emotional environment in which the child is brought up in. It refers to a constellation of parental attitudes towards the child, and when taken together creates the behaviour expressed towards the child and expectation from the child[1]. Parents are one of the closest and most influential people in a young person's life. They have been described as the most critical factor in children's social development. Parents have a crucial role to play as a socializer and controlling agent for the behaviour of children[27].

Research suggests that parenting styles and the quality of a parent and adolescent relationship may have an impact on the social development of adolescents in Bayelsa State, Nigera[28]. Studies show significant relationship between parenting styles and drug

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addiction and tendency to abuse drugs among adolescents in secondary schools in Rivers State, Nigeria[29,30]. A study shows a strong correlation between parenting styles and aggressive behaviour among in-school adolescents in Abia State[31]. A research also suggests that perceived parenting styles has a low significant relationship with depressive symptoms among adolescents in Uyo, Akwa-Ibom State, Nigeria[32]. There are however paucity of studies are hugely scarce on parenting styles and depression among adolescents in Nigeria.

Three parenting styles distinguished by responsiveness and demandingness have been conceptualized to include - authoritarian parenting style, authoritative parenting style, and permissive parenting style[33]. Authoritarian parenting style is defined by less responsiveness from parents but with high demandingness. These parents are harsh, inconsiderate, restrict their children's autonomy and decide what an appropriate behaviour is[33]. Authoritarian parents adopt strict and rigid measures in child rearing with many rules and regulations. These parents apply excessive physical punishment on their children when they fail to meet up to expected standard of behaviour[1,33]. Children who are brought up authoritarian parents appear to be conformist, highly obedient, calm, and not very happy most of the time. These children often suffer from depression and self-blame[29].

Research suggests that authoritarian mothers have adolescents who reported lower pro-social behaviours with friends[34]. Another research revealed a significant relationship between authoritative parenting and social adjustment of secondary school students in Delta State, Nigeria[35]. A research established that authoritarian parenting style has a low and discouraging influence on the students' attitude to reading their books[36]. Studies are still lacking on the influence of authoritarian parenting style on adolescent depression in Nigeria hence the need for this study so as to address this gap in literature.

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Authoritative parenting style is characterized by high parental responsiveness and demands. These parents normally set specified standards for their children, monitor the limits which they set, and allow them to develop independence[29]. Children of authoritative parents can manage their negative emotions effectively, resulting to better social outcomes and emotional health. Since authoritative parents also encourage independence, their children could learn that they are capable of accomplishing goals on their own[30]. Research suggests that students' attitude toward reading in secondary schools is positive and highly encouraging with authoritative parenting style[36]. Another study also revealed a significant effect of mothers and fathers' authoritative parenting on child problem behaviour[37]. There are still scarcity of studies on authoritative parenting styles on adolescent depression in Nigeria.

Permissive parenting styles involve giving children total liberty to behave as they wish with little or no control over speech and other behaviour[1]. Permissive parenting style is characterized by high responsiveness but less demand. These parents encourage children's autonomy allowing them to make their own decisions and have their activities. They have low control but are high in warmth and acceptance[33]. Children of permissive parents may tend to be more impulsive and as adolescents may engage more in misconduct such as drug use. They never learn to control their own behaviour and always expect to get their way. Positively, they are emotionally secure, independent and are willing to learn and accept defeat. They mature quickly and are able to live life without the help of someone else[29].

Research suggests that permissive parenting style has a moderate and encouraging influence on students reading attitudes only if the child is naturally good at reading either at home or school[36]. A study revealed significant impact of permissive parenting styles on the academic performance of adolescents in the senior high school of Birim Central

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Municipality in Ghana[38]. A research also showed that permissive parenting style has a strong positive relationship with examination cheating tendencies among secondary school students in Siaya Sub County, Kenya[39]. There are still scarcity of studies on permissive parenting styles on adolescent depression in Nigeria.

The above background has shown that there is a link between self-esteem, parenting styles and depression among adolescents. Self-esteem which is the extent to which secondary school students (adolescents) believe themselves to be capable, significant, successful and worthy in schools could determine whether they would be depressed or not. Also, parenting styles of the students which could be authoritarian, authoritative and permissive could also determine whether they would be depressed or not. A search of literature however reveals scarcity of studies on the joint contribution of self-esteem and parenting styles to adolescent depression among secondary school students in Nigeria. This study therefore seeks to address this gap in literature with a specific focus on secondary schools in Oyo State.

1.2 Statement of the Problem

Depression has been observed among some adolescent secondary school students in Oyo State by the researcher. Based on the researcher's observations as a school teacher, interviewer and counsellor, some secondary school students in the state tend to display painful experience, bad humour, performance delay of various psychic and cognitive functions, tendency to isolation, de-motivation, feelings of hopelessness and worthlessness, negative thoughts, delusions, state of dejection and unhappiness associated with depressive moods. Some of them seem to be withdrawn from others in the classroom and even at home. They also seem to have trouble solving everyday problems and remembering information which seems to be affecting their academic performance as

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some of the students seem not to do well in both internal and external examinations. This is evident in poor academic achievement of students in WAEC-organised examinations in Oyo[7]. There is therefore need to examine factors that could be responsible for adolescent depression among secondary school students. This study sought to investigate the extent to which salient factors such as self-esteem and parenting styles determine depression among the students. Moreover, a search of literature shows huge scarcity of studies on the joint contribution of self-esteem and parenting styles to adolescent depression among secondary school students in Oyo State, Nigeria. This study therefore sought to close this identified gap in knowledge.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate self-esteem and parenting styles as determinants of adolescents' depression among senior secondary school students in Oyo State. The objectives were to:

i. identify the level of adolescent depression among senior secondary school students in Oyo State;
ii. identify the level of self-esteem (self-acceptance and self-confidence) among senior secondary school students in Oyo State;
iii. determine the mostly adopted parenting styles (authoritarian, authoritative and permissive) of senior secondary school students in Oyo State;
iv. investigate the joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State; and

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v. examine the relative influence of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State.

1.4 Research Questions

This study attempted to find answers to the following questions:

1. What is the level of adolescent depression among senior secondary school students in Oyo State?
2. What is the level of self-esteem (self-acceptance and self-confidence) among senior secondary school students in Oyo State?
3. What are the mostly adopted parenting styles (authoritarian, authoritative and permissive) of senior secondary school students in Oyo State?

1.5 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

$H_0$1: There will be no significant joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State.

$H_0$2: There will be no significant relative influence of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) on adolescent depression among senior secondary school students in Oyo State.

1.6 Significance of the Study

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The findings of this study would be of immense help to parents, students, teachers, counsellors and researchers. To the parents, the findings of this study should help them to play their role in ensuring that their children or wards are well brought up with the right parenting styles so as to prevent them from becoming depressed which could affect their physical, academic, mental, emotional, health and social life.

The findings of the study would enable public upper basic school students to see how their parenting styles and self-esteem could be positively or negatively affecting them with respect to depression. This should thus help them to ensure that they develop healthy self-esteem, self-acceptance and self-confidence and also make sure they develop proper attitude to life regardless of their parents' parenting style.

The findings of the study would also make teachers to ensure that they use words that reinforce healthy self-esteem among the students they teach. They should avoid verbal assault or languages that could hinder the self-confidence and esteem of their students. They should also act as good supportive parents to the students they teach as this should ensure that the students develop attitudes and feelings against depression.

The findings of the study should benefit school counselors as it would provide information that would enable them build good self-esteem among the students wither on a one on one basis or through programmes such as seminars and workshops. Finally, the findings of the study would add to the body of literature when published and thus be a useful guide as well as a point of reference to researchers who intend to carry out studies in the subject area.

1.7 Scope of the Study

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The scope of this study strictly focused on self-esteem and parenting styles as determinants of adolescents' depression among senior secondary school students in Oyo State. The variable scope therefore covered two independent variables which are - self-esteem and parenting styles and one dependent variable which is adolescent depression. The first independent variable which is "self-esteem" was treated using two major indices which are – 'self-acceptance' and 'self-confidence'. The second independent variable which is "parenting styles" was treated using the three major parenting styles which are – 'authoritarian', 'authoritative' and 'permissive' parenting styles. However, the dependent variable which is "adolescent depression" was treated as a single variable. The geographical spread covered all the public secondary schools in Oyo State. The population scope strictly focused on public secondary school students in Oyo State.

1.8 Limitations of the Study

At first, some of the vice principals were not willing to grant permission for the survey to be carried out as they saw it as distracting to the students' academic activities. However, with much persuasion, the researcher alongside her research assistants were able to distribute the instruments. Secondly, even after the permission was granted, some teachers made it difficult to have access to the students. Lastly, some of the students were in a hurry to respond to the questionnaires as they had a lot to do. This made some of the instruments to be incomplete which rendered them not valid.

1.9 Operational Definition of Terms

The following terms are defined as they were used in the study:

Adolescent Depression: This refers to feelings of sadness, loss or anger that interferes with an adolescent student's everyday activities in public secondary schools.

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Self-Esteem: This refers to an adolescent student's sense of his or her value or worth, feelings and thoughts about self-worth or the extent to which he or she values, approves of, appreciates, prizes, or likes his or herself in secondary schools. Self-esteem include – self-acceptance and self-confidence.

Self-Acceptance: This refers to secondary school adolescent student's ability to acquire a positive opinion about his or herself and embrace his or her positive and negative attributes

Self-Confidence: This refers to an adolescent student's perceived ability to handle situations successfully without relying on others and to encourage constructive self-evaluation

Parenting Styles: This refers to a set of approaches and behaviours a parent elicits towards a child, therefore building an emotional environment in which the adolescent student is brought up in. They include – authoritarian, authoritative and permissive parenting styles

Authoritarian Parenting Styles: This style is characterized by less responsiveness from parents but with high demandingness. These parents are harsh, inconsiderate, restrict their children's autonomy and decide what is behaviourally appropriate.

Authoritative Parenting Styles: This style is characterized by high parental responsiveness and demands. These parents normally set specified standards for their children, monitor the limits which they set, and allow them to develop independence.

Permissive Parenting Styles: This style is characterized by high responsiveness but less demand. These parents encourage children's autonomy allowing them to make their own decisions and have their activities.

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Chapter Two

Literature Review

This section is organised under the following sub-headings:

2.1 Conceptual Review

2.1.1 Adolescence

2.1.2 Depression

2.1.3 Adolescent Depression

2.1.4 Adolescent Depression among Secondary School Students

2.1.5 Self-Esteem

2.1.6 Self-Esteem among Secondary School Students

2.1.7 Indices of Self-Esteem

2.1.8 Parenting Styles

2.1.9 Kinds of Parenting Styles

2.2 Theoretical Framework

2.2.1 Beck's Theory

2.2.2 Baumind's Theory

2.3 Review of Empirical Studies

2.3.1 Self-Esteem and Adolescent Depression among Secondary School Students

2.3.1.1 Self-Acceptance and Adolescent Depression among Secondary School Students
2.3.1.2 Self-Confidence and Adolescent Depression among Secondary School Students
2.3.2 Parenting Styles and Adolescent Depression among Secondary School Students
2.3.2.1 Authoritarian Parenting Style and Adolescent Depression among Secondary School Students
2.3.2.1 Authoritative Parenting Style and Adolescent Depression among Secondary School Students
2.3.2.1 Permissive Parenting Style and Adolescent Depression among Secondary School Students
2.4 Conceptual Model
2.5 Summary of Gaps in Literature Reviewed

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2.1 Conceptual Review

2.1.1 Adolescence

Adolescence is derived from the Latin word 'adolescre', which means 'maturing' or 'to grow'[1]. It represents a crucial period for developing mental health and a unique sense of self and identity[2,3]. Adolescence is a period in human growth and development that occurs after childhood and before adulthood. The World Health Organization (WHO) placed the age range from 12 to 19 years. It is a time of critical transition for individuals, as they deal with the physical, cognitive and social changes that occur during this developmental period[4]. Adolescence is an important period in developing knowledge and skills, learning how to manage emotions and relationships and acquiring attributes and abilities for adulthood[5]. It is a time when a person goes through a lot of changes as a result of ongoing growth[6].

Adolescence is that critical period of human development during which rapid biological, psychological and social changes take place. This period marks the end of childhood and sets the foundation for maturity. It is defined as the period of transition between childhood to adulthood that involves biological, cognitive, and socio-emotional changes. During this period, parents expect more self-regulation and initiative at the very time that their early adolescents are beginning to experiment with all kinds of risky behaviours[7]. Adolescence is a period of increased vulnerability to depression because of complex changes in biology, cognition, and social domains[8].

At the period of adolescence, individuals form personal identity, test and develop inter personal and occupational roles that they will later assume as adults. It is therefore imperative for parents to treat adolescents with special regard. During the period of adolescence the young people spend more time with their peers and less time with parents[9]. Adolescence is a period that a person encounters numerous problems from all areas of his or her growth and development, such as physical, mental, social, psychological, cultural, and spiritual growth problems. Such is the task which every child faces when growing from child-hood until adulthood psychologists define it as a period of "storms and stress". This adolescent period varies from culture to culture as a result of cultural differences and level of advancement[10].

2.1.2 Depression

The word depression comes from a latin word "depressio" which means sinking. It is a mood disorder that varies from normal transient low mood in daily life to clinical syndrome with severe and significant duration with associated signs and symptoms marked differently. It is a common and serious medical illness that negatively affects how an individual feel, think and act. It is described as feelings of sadness, loss or anger that

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interferes with a person's everyday activities. It is an ongoing problem which consisted of episodes during which the symptoms lasts for at least two weeks. It leads to a variety of emotional and physical problems thereby decreasing individual's interest in activities once enjoyed. Symptoms include - painful experience, bad humor, anguish, panic attacks, performance delay of various psychic and cognitive functions, tendency to isolation, demotivation, apathy, hopelessness, negative thoughts, delusions, state of dejection and unhappiness[11].

Depression is a state of dejection accompanied by lower sensitivity to certain stimuli, reduction of physical and mental activities and difficulty in thinking and unwarranted condition of prolonged sadness or dejection; the state of being sad or downcast. Depressed individuals usually experience truly profound unhappiness and remain so most of the time[12]. Depression is a chronic debilitating psychological illness that can affect all age groups including late childhood and adolescence referred to in this study as school age. Globally, depression is the fourth leading cause of illness and disability among adolescents aged 15 - 19 years and fifteenth for those aged 10 - 14 years[13].

Depression affects approximately one in 15 adults (6.7%) of U.S. population age 18 and older in a given year and one in six people (16.6%) will experience depression at some time in their life. Depression can occur at any time, but on average, first appears during the late adolescent to mid-20s and women are more likely than men to experience it. It can decrease a person's ability to function at work and home[14]. Depression by the World Health Organization (WHO) is a mental disorder characterized by a persistently low mood, loss of interest and enjoyment and a decrease in energy all of which lead to increased fatigability and diminished activity[15].

2.1.3 Adolescent Depression

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Depression in adolescence is a common mental health disease with a prevalence of 4–5% in mid to late adolescence. It is a major risk factor for suicide and can also lead to social and educational impairments[5]. Adolescent depression is different from the change in behaviour and mood due to puberty. Those changes fade away through time and are differentiated from clinical depression by its severity and functioning. Adolescents mostly experience changes in mood and behaviour due to hormonal and other social changes. Adolescents with depression would have mood changes (anger, sadness, irritability), behaviours (sleeping or eating more or less than usual, taking drugs or alcohol, acting out; withdrawing from friends and family), feelings (loneliness, insecurity, apathy), and thoughts (hopelessness, worthlessness, thoughts of suicide). These changes can make adolescents vulnerable to mental health problems, disease, injury and disability[14].

Adolescence as a developmental period is characterised by introspection which in some may be associated with depression[17]. Depression occurs when the adolescent is in a depressed mood or loses interest or pleasure in daily activities persistently for more than two weeks. Adolescent depression has long been regarded as one of the most occurring serious psychiatric disorders and it has been ranked as the fourth leading cause of disability and premature death among the adolescents, worldwide[16,17]. Depression, like other mental illnesses, is frequently ignored in most communities around the world particularly in African societies, and it is a major mental health disease condition that affects people of all ages including adolescents[18].

Adolescents might have more than one sign of depression. The signs might be ongoing, or they might seem to come and go over a period of weeks or even months. In addition, while some adolescents still function reasonably well, most of them who are suffering from depression would suffer from a noticeable change in their social activities and life, a loss of interest in school and poor academic performance, and possible drastic changes in

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appearance. They may also begin abusing drugs and/or alcohol. With the onset of depression, risk of reoccurrence and suicide, adolescent depression is an important time when interventions aimed at early detection and treatment might help reduce the persistence or severity of primary disorders and prevent the subsequent onset of secondary disorder[19].

2.1.4 Adolescent Depression among Secondary School Students

Adolescent depression among secondary school students is a mood disorder characterised by symptoms such as loss of interest in pleasurable or usual activities, recurrent low mood, and feelings of worthlessness, helplessness, hopelessness, impaired functioning, and guilt[17]. Adolescent students' depression is a state of low mood; the sufferer is mostly angry without cause manifested through a deep moody appearance. When a student is angry, he or she cannot concentrate, which might affect his or her academic performance. Depression is a state of discouragement characterised by low self-esteem, meaning that the person will feel that there is no hope and feeling of helplessness, making most learners feel as if they are not welcomed in the society. A student experiencing persistent boredom or disinterest in daily activities because of depression can become agitated and difficult to manage behaviourally. Unfortunately, because these adolescents do not always seem sad; they are more likely to be labelled as troublesome by teachers and parents and rarely get treatment for the underlying cause of their behaviours[11,17].

Adolescent depression among secondary school students is a state of emotional devastation resulting from struggles and challenges of life that the adolescent is facing from either family or the environment. It is a serious issue in the society as it makes students appear unhappy, moody, feel isolated and hardly talk to people. Most secondary school students are fighting hidden battle maybe as a result of high expectation from their

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parents which they are not meeting up with but their parents are ignorant of the situation and so never care to understand the emotional state of their children and this makes the child to always get lost in thoughts[17].

It was stated that adolescent depression among secondary school students is a serious mental condition where the student experiences prolonged feelings of sadness, negativity and irritability both in school and at home. These feelings permeate through their social and personal life, causing them to become withdrawn and lonely, thus affecting their self-image and physical life[20].

It was observed that the sad feelings experienced in adolescent depression among secondary school students can last several days. When this occurs, they sometimes have trouble sleeping, eating, concentrating or getting motivated both at school and home. Adolescent depression when neglected can escalate into a life-threatening clinical situation. It was also observed that sometimes adolescent depression among secondary school students might be hard to spot. But there are some common thoughts, emotions, behaviours and physical changes that are signs of depression. They include - having trouble solving everyday problems and remembering information; finding it hard to make decisions; seeming forgetful and having negative thoughts that are hard to change or ignore like self-harm, death or suicide – for example, a sufferer might say, life is not worth living or I cannot do this anymore[21].

Emotional signs of adolescent depression among secondary school students are feeling sad, tearful, moody or irritable; not enjoying or interested in or school activities; having angry outbursts that are out of character; and feeling worthless, guilty and loneliness. Physical signs include - feeling tired, unmotivated or low in energy; eating too little or over eating, which causes changes in their weight; having vague or unexplained physical

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problems - for example, stomach aches, nausea or headaches; having sleeping problems - for example, insomnia, oversleeping or staying in bed for most of the day; and not feel rested after sleep[19,21].

2.1.5 Self-Esteem

Self-esteem has been defined as the positive or negative attitude towards oneself[1]. It is a person's feelings and thoughts about self-worth[2]. It is an evaluation process that may be quantified as the ratio of an individual's success for effective development. It is one's understanding, perception, or belief about oneself and behaviour. In other words, self-esteem strives to keep an individual's behaviour at a level that allows them to operate socially. It is an accurate and justified assessment of one's value, achievement, and accomplishment[6]. Self-esteem is the affective and evaluative element of self-concept, prone to various internal and external developments and changes during adolescence[22]. Self-esteem is defined as an individual perception of oneself and has been a key deciding factor when it comes to understanding social functioning, cognitive, emotional, and behaviour[23].

Self-esteem is self-assessment, perception or evaluation which can be positive or negative, pleasant or unpleasant. The term means "reverence for self." The 'self' pertains to the values, beliefs, and attitudes that one holds about his or herself. Having a strong will and self-confidence, decision-making power and originality, creativity, sanity and mental health which is directly related to self-esteem and sense of self-worth. Self-esteem is regarded as an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself[24].

Self-esteem is an overall evaluation of the person's value, expressed in a positive or negative orientation towards himself. Its development starts from birth and is constantly

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changing under the influence of experience. It is the awareness of the absolute value of one's own personality or dignity, the satisfaction or dissatisfaction with oneself. Self-esteem is the capacity to see oneself as valuable and competent, loving and lovable, having certain unique talents and a worthwhile personality to share in relationships with others. Far from being conceited of self-centered, it means having a realistic awareness of oneself and of one's rights. It was maintained that self-esteem means to honor one's uniqueness and spiritually to accept one's life as a gift from God because those with healthy self-esteem are usually self-confident, they are able to build healthy relationships, see themselves as successful and act towards others in non-threatening ways[25].

Self-esteem refers to one's evaluative appraisal of self. It reflects the extent to which a person likes or dislikes self or the extent to which a person thinks positively or negatively of oneself. It encompasses belief such as when somebody tells himself or herself "I am competent or I am worthy". It encompasses emotions such as triumph, despair, pride and shame. It has a prominent effect on one's mental health as well as personal balance. It is confidence in one's traits, strengths, attributes and worth[26]. Self-esteem is the way in which a person appreciates his or herself; the way a person recognizes his or her strengths, qualities, and attributes. It is a mechanism of support in order to maintain equitable interpersonal relationships and prevent depression, an essential step for success, the subjective way in which one sees his or herself but which does not always represent objective reality or what others think of him or herself. It is the balanced measure of valuing one's self. Self-esteem that is too low is undesirable while an unrealistically high level causes one to be avoided by others[25,26].

Self-esteem has been defined in six categories – Global self-esteem which refers to as the overall aggregated opinion of oneself at any one time on a scale between negative and positive; Domain specific self-esteem which relates to one's self-esteem in regard of a

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particular area, such as sport; Trait self-esteem which is described as an individual's accumulated lifelong perception of social inclusion and exclusion; State self-esteem which is a perception of changes in one's level of social inclusion, given a particular setting; Stable self-esteem which is compared to unstable and narcissistic self-esteem, with the latter two eliciting stronger emotional reactions to ego threats and True or authentic which is high self-esteem that is stable. Self-esteem is a way of thinking, feeling and acting that implies that one accepts, respects and believes in oneself. It refers to a person's overall sense of his or her value or worth. It is considered as a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself"'. Self-esteem refers to one's affective or evaluative appraisal of the self[25].

2.1.6 Self-Esteem among Secondary School Students

Self-esteem to be the extent to which secondary school students (adolescents) believe themselves to be capable, significant, successful and worthy in schools. It is a larger part of their understanding of self and as such likely to fluctuate as it is susceptible to internal and external influences. It is the value a secondary school student places on him or herself relative to others. It is also what secondary school adolescents believe and feel about themselves. It can also mean accepting one's weaknesses as well as strengths, and that one feels that they deserve the respect from others in secondary schools. With self-esteem, secondary school adolescents learn to build on strengths and to compensate for weaknesses[27]. High (positive) and low (negative) self-esteem are the two major forms of self-esteem of secondary school adolescent students. High Self-Esteem has to do with one's high or positive view about oneself[28].

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Adolescent students with high self-esteem are more positive about their own performance than those with poor self-esteem. Those who have a favourable self-perception are more likely to have high self-esteem because they are more adept in social circumstances and are accepted by their peers. Additionally, adolescent students with high self-esteem develop beneficial attributes and talents that they can bring to a relationship. When a student develops a negative opinion of him or herself, he or she acquires low self-esteem. Low self-esteem is the incapacity of an adolescent student to have a positive assessment of his or her value or worth. Low self-esteem is connected with a range of bad outcomes such as depression, rage, negative mentality, and poor relationships. Those adolescent students with poor self-esteem are more prone to suffer from social anxiety and lack interpersonal confidence, which limits their social contacts. Low self-esteemed adolescents are prone to loneliness, resentment, anger, and depression because they lack the ability to demonstrate high levels of social competence[6,28].

2.1.7 Indices of Self-Esteem

Indices of self-esteem include - self-image, self-satisfaction, self-worth, self-acceptance, and self-confidence[27]. This study focuses on two major indicators of self-esteem which are – self-acceptance and self-confidence.

2.1.7.1 Self-Acceptance

Self-acceptance is described as the full acceptance of oneself regardless of intelligence and correct or competent behaviour and with no attention to approval, respect, and love from others. Self-acceptance is an important strength in personality and argued that it is good for children to accept themselves unconditionally[29]. It is when a person is able to acquire a positive opinion about themselves and embrace his or her positive and negative attributes[30]. Self-acceptance refers to the positive and negative characteristics adolescent

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students attribute to themselves. It acknowledges that "one is a complex, imperfect human being capable of making mistakes. It means that adolescent students refrain from self-criticism of their body image, self-worth, nor give credence to other person's negative judgments[31].

Self-acceptance is an act of accepting everything in one's self, whether it is a weakness or strength, so that the adolescent student can realize and accept his or her personal characteristic, strengths, and have a higher value of self in pursuing his or her goals, hopes, and ambitions despite all limitations. Self-acceptance is a behaviour where adolescent students accept themselves. This acceptance is based on relatively objective tests towards an individual's talents, abilities, and unique general values. Realistic acceptance of their limitations and a feeling of whole satisfaction towards their talents and limitations. It is the ability to accept everything in one's self, so that in the case of unpleasant event the student can think logically about the good and the bad in his or her problem without causing a negative feeling, conflict, inferiority, shame, and insecurity[32].

2.1.7.2 Self-Confidence

Self-confidence refers to the belief in oneself and his/her abilities. It depicts an inner state framed of what an adolescent student thinks and feels about himself/herself and his/her abilities. Self-confidence being an attribute of perceived self refers to an adolescent student's perceived ability to handle successfully the situations without relying on others and to encourage constructive self-evaluation. It is the courage to realize oneself, trust in oneself and abilities and act effectively on the beliefs and abilities. It amalgamates the capacities and capabilities of the body and mind and directs them towards the goal. How much secure an adolescent student is in his/her own decision is described by the level of self-confidence. It shows the level of confidence or belief or trust an adolescent student

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has on his/her own self and abilities. It is an attitude which permits adolescent students to be positive and realistic towards themselves and circumstances and situations of life[33].

Self-confidence is defined as the trust that a student has in performing something successfully[34]. It means being aware of when a person is struggling and having the strength and commitment to do something about it. It involves self-respect and having the courage to tell the truth about what one is, what he or she likes and believe. It is an individual's trust in his/her own abilities, capacities and judgements or belief that he or she can successfully face day to day challenges and demands. Self-confidence is an individual's characteristic (a self-construct) which enables a person to have a positive or realistic view of themselves or situations that they are in[33,34].

Self-confidence refers to a person's expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a person's potential is realized. In other words, a person with a high self-confidence has a realistic view of himself and his capabilities which makes him persistent in his endeavours. Self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome and to get things go all right. It is simply faith in one's own abilities. It is confidence in oneself or on one's own unaided powers, judgement, etcetera. It is an adolescent students' perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation[33].

2.1.8 Parenting Styles

Parenting style is a psychological description of standard strategies for child-rearing efforts used by parents[1]. A parenting style is understood as a set of approaches and behaviours a parent elicits towards a child, therefore building an emotional environment in which the child is brought up in. It refers to a constellation of parental attitudes towards

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the child, and when taken together creates the behaviour expressed towards the child and expectation from the child[4].

Parenting styles are persistent approaches, strategies and standards parents use in bringing up their children. They involve how parents respond to children's psychological and material needs, and what parents' demands from their children. Parenting styles are unique and evolve as children develop their personalities[7]. Parenting could be seen as the process of promoting and supporting the physical, emotional, social, financial, and intellectual development of a child from infancy to adulthood. It refers to the aspects of raising a child aside from the biological relationship[7,9].

Parenting style is the term psychologists use to describe how parents rear their children through behaviour, discipline, and methods used that influence children. It is a psychological construct representing standard strategies that parents use in their child upbringing. A parent can spend an entire afternoon with his child, yet the parent may be engaged in a different activity and not demonstrating enough concern towards the child. Parenting styles are the representation of how parents respond and place demand on their children. The relationship between the parent and the child is attachment. In the stage of adolescence, parents encounter new challenges, such as adolescents seeking and desiring freedom[9].

Parenting is a complex activity that includes many specific behaviours that work individually and together to influence child-rearing outcomes. The role parents play over their children`s life cannot be over emphasized. Parents are presumed to have vision for the children they bring into this world. For this purpose, they develop some strategies they use to see the children move through stages of life towards realizing the vision and conforming to acceptable social norms. The practice which parents often use to direct and

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shape the lives of their children is the parenting styles[35]. Parenting styles are the methods used by parents to educate, nurture, and guide their children. It can be described as the way parents' communication and influence their personal, emotional, social, or intellectual development with their children[36].

Parenting style is purposive activities aimed at ensuring the survival and development of children. It is derived from the Latin word 'parere'- which means 'to bring forth, develop or educate'. The word 'parenting' is more concerned with the activity of developing and educating children. It is the style in which parents adopt in raising their children from the time they are born to adult. Parenting styles is the manner in which parents raise their children. This can be referred to the parents' levels of expectations, performance demands, attentiveness to rules, etc., as well as the styles of discipline that the parents utilize to enforce their expectations. It is a strategy used by parents to raise a child[35,36].

It was noted that parenting style refer to the aspects of raising, promoting, supporting the physical, emotional, social and intellectual development of a child from the time the child is born until adulthood[37]. Parenting style is also viewed as intricacies of raising a child and not exclusively for a biological relationship. The most common caretaker in parenting is the father or mother, or both, biological parent(s) of the child in question, although a surrogate may be an older sibling, a step-parent, a grandparent, a legal guardian, aunt etcetera[38].

Parenting styles are the child-rearing method or activities adopted by parents in the upbringing of their children, in other to support social and intellectual development of the children. It has to do with the combinations of attitude and behaviours of parent towards their children which are displayed in various situations. It simply describes the role of parents in controlling and socializing their children. Parenting is not a specific act, but a

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rigorous activity which encompasses various behaviour in influencing the life of a child[36,38].

Parenting style refers to characteristics way parents train their children which is reflected in their relationship with the child or children and their attitudes towards issues concerning the children or their responsibilities to the children. These styles are all the rearing practices implicated by the family as well as the maternal and paternal influences evolved so that the child can live a fulfilled life. It also refers to the broad patterns of childrearing practices, values and behaviour that determines the power, relationship and expectation between parents and children. It is the predominant rearing pattern that parents adopts in the training their children which involves the establishment of rules and enforcement of same[39].

2.1.9 Kinds of Parenting Styles

Three parenting styles distinguished by responsiveness and demandingness have been conceptualized to include - authoritarian parenting style, authoritative parenting style, and permissive parenting style. Later, the fourth style called 'neglectful or uninvolved parenting style', was added[1]. The responsiveness dimension refers to how the parents express love and affection, talk, support, and reason with their children[3,40]. Whereas the demandingness dimension indicates the degree to which parents use supervision and control, maintain the position of authority, and establish norms for children[41].

2.1.9.1 Authoritarian Parenting Style

This parenting style is defined by less responsiveness from parents but with high demandingness. In this parenting style, parents restrict their children's autonomy and decide what is behaviourally appropriate. The authoritarian parenting style focuses on

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parents' control over their children. This parenting style implies that adolescents tend to suffer from depression, are uncooperative with low self-esteem, making them face difficulties in making decisions[1]. Authoritarian parents adopt strict and rigid measures in child rearing with many rules and regulations. Parents with this style are harsh, inconsiderate and apply excessive physical punishment on their children when they fail to meet up expected standard of behaviour[4].

Authoritarian parenting which is characterized by strict compliance with parental rules is likely to influence guilt, anxiety and dependency in the adolescent and the adolescent would bring these feelings to bare in his or her relationship with members of society[7]. Authoritarian parenting is a restrictive, punishment-heavy parenting style in which parents make their children adhere to their directions with little to no explanation or feedback and focuses on the child and family's perception and status. Children who are brought up by authoritarian parents appear to be conformist, highly obedient, calm, and not very happy most of the time. These children often suffer from depression and self-blame. For some children brought up by authoritarian parents, these behaviours continue into adulthood. Children who are resentful of or angry about being raised in an authoritarian environment but have strived to develop high behavioural self-confidence often rebel in adolescence and/or young adulthood[9].

Authoritarian parenting style is also known as autocratic and rigid form of parenting style. Rules are given and enforced nearly if not totally to the letter. In authoritarian parenting, strict rules are enforced as if they were "divine edicts". These rules are not explained to the adolescent, why they must be followed religiously. These adolescents are the best-behaved in the room because of the consequences of misbehaving. Additionally, they are better able to adhere to the precise instructions required to reach a goal. Furthermore, this parenting style can result in adolescents who have higher levels of aggression but may

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also be shy, socially inept, and unable to make their own decisions. This aggression can remain uncontrolled as they have difficulty managing anger as they were not provided with proper guidance. They have poor self-esteem, which further results in their inability to make decisions[35].

Parents who practice authoritarian style of parenting have strict set of rules and regulations and require rigid obedience. If and when rules are not followed, strict punishment is mostly employed to enforce compliance. No explanation is provided to the child for the punishment. When any attempt is made to question the parents' authority, the only response provided is that "because I said so". Children from this home are expected to accept the parents' opinion of right and wrong without questioning it. They are often obedient and display high level of self-control, but have been shown to be withdrawn emotionally, as well as lacking in curiosity. These children are found to be less cheerful and display more of aggressive tendencies[39].

Authoritarian parents tend to have a one-way mode of communication where a parent establishes strict rules that the child must obey. There is little or no room for negotiations from the child, and the rules are not usually explained. They expect their children to uphold these standards while making no errors. Mistakes usually lead to punishment. Authoritarian parents are normally less nurturing and have high expectations with limited flexibility[42]. It was acknowledged that certain qualities of adolescents who are reared by authoritarian parents are irritable, fearful, apprehensive, moody, unhappy, annoyance, passively hostile, vulnerable to stress, aimless, sulky and unfriendly. The above situation result out of the fact that the adolescent have been over-powered by an authority[35,43].

Authoritarian parents are most likely to hit a child as a form of punishment instead of correcting the child by using other corrective measures. Children nurtured with this type

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of parenting style lack social competence. Authoritarian parents will likely predict what the child should do, instead of allowing the child to take initiatives. These children rarely think on their own, they are socially withdrawn and look up to others to decide on what is right. They lack spontaneity and curiosity. On the opposite side of the spectrum, some children might also rebel by openly defying the parents and leaving home at a tender age as well as dating or marrying a partner whom they know their parents would disapprove and may estranged from their parents during adulthood[35].

Parents who use authoritarian styles are often very demanding, rigid, and primitive. They expect absolute obedience from their children and often use forceful measures to control their behaviour. Verbal give-and-take is rare because the child is expected to accept parental authority without question. Authoritarian parents typically show their children little warmth and support and children from these homes are often moody and unfriendly[35,43].

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2.1.9.2 Authoritative Parenting Style

The authoritative parenting style is a mixture of permissive and authoritarian styles. The authoritative parenting style is defined as parents having control over the decisions made by children. This parenting style reflects how the parents want their children to be according to their wishes. Furthermore, this style gives permission and courage for children to widen their opinions and beliefs[1]. Authoritative parenting style exists when parents establish democratic principles in child rearing in which children and parents jointly agree on rules and regulations[4].

An authoritative style of parenting mainly results when there is high parental responsiveness and parental demands. Authoritative parents normally set specified standards for their off springs, monitor the limits which they set, and allow their children to develop independence. They also expect mature autonomous and age-related appropriate behaviour from their children. Consequently, children from authoritative parenting homes are more likely to be successful, well-liked by people around them, generous and capable of self-determination[9].

Authoritative parenting style is a more flexible form of parenting where considerable freedom is given to children yet imposes restrictions, but give satisfying reason for the restriction provided and still ensure that children follow the guidelines designed for them. The views of children are taking seriously with two ways communication existing within the family circle, they set out rules and advantages are outlined as benefits for obeying such rules. The parents here are responsive to their children's needs and their point of view[35].

Authoritative family relationships are cordial and cooperative among family members. Parents are genuinely interested in the children welfare and make modest attempt to provide appropriate care for them. This in turn leads the children to respect their parents, other family members and themselves. Parents do what is proper and socially acceptable and encourage their children to do same. Under these circumstances, moral judgment is improved and children are encouraged to develop and display socially appropriate behaviour[39]. This parenting style involves dialogues with children to develop their talent and interest, whereby parents act as mentors. This parenting style shows the appropriate level of independence and mutual parent-child relationship by combining high emotional support and skills. This style also involves dialogue for children to develop their talent and interest, whereby parents act as controllers[1,44].

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It was stated that authoritative parenting style is characterized by high expectations of compliance to parental rules and directions, an open dialogue on those rules for behaviours and child centered approach. They are not usually controlling but allow the child to explore freely. Authoritative parents set limits, but demand maturity when punishing a child by explaining their reasons for such punishment, when a child falls short. Children who are subject to this kind of parenting style may debate or discuss with parents on issues affecting them. Having at least one authoritative parent can make a huge difference[35,45].

It was reported that children of authoritative parents can manage their negative emotions more effectively, which leads to better social outcomes and emotional health. Since authoritative parents also encourage independence, their children will learn that they are capable of accomplishing goals on their own. This results in children who grow up with higher self-esteem. Also, these children have a high level of academic achievement and school performance[35].

Authoritative parenting is often demanding, manifesting elevated expectations and standards for their children and encouraging compliance with their rules and directives. Nevertheless, they encourage discussion about these rules as well as independence, autonomy and freedom, inviting children to think about their own lives and behaviour. As a consequence, the punishment are measured, consistent and justified explicitly rather than unpredictable, erratic and unfounded. The parents also exhibit warmth in responsive manner. They are sensitive to the needs and concerns of their children and forgiving them when standards are not fulfilled. This balance of direction, independence and sensitivity enhances the progress and independence of their children. The children show initiative and confidence[39,45].

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This type of parenting normally develops a close, nurturing relationship with their children. They have clear guidelines for their expectations and explain their reasons associated with disciplinary actions. Disciplinary methods were used as a way of support instead of punishment. Not only can children have input into goals and expectations, but there are also frequent and appropriate levels of communication between the parent and their child. In general, this parenting style leads to the healthiest outcomes for children but requires a lot of patience and effort on both parties. Authoritative parenting results in children who are confident, responsible, and able to self-regulate[42,45].

Authoritative parents are warm, demanding and controlling but also responsive and supportive. These parents are flexible but firm, maintaining control and discipline but showing some reason and flexibility as well as communicating expectations but allowing verbal give and take. They score high on demanding and responsiveness and have clear expectations for behaviour and conduct which they monitor. Their discipline fosters responsibility, cooperation and self-regulation. For instance, an authoritative parent would say, you would have the car after you have picked your sister from school but remember not to be home late. Authoritatively reared children cope the best. They are individuated, mature, resilient, achievement oriented, self-regulated, and responsible and have the highest scores on tests of cognitive competence[39,45].

It was noted that authoritative parents show respect for their children, involve them in family affairs and decision making, engaging them in age appropriate independence while retaining ultimate responsibility. The possible deduction from this point of view is that authoritative parenting style promotes social, intellectual and academic competence in adolescent. There will exist a carryover effect of the family worth to the society thus, such socially well objected adolescent will interact freely with people within his environment and would not impose his views upon people rather, will like to reason

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together with them and there is the likelihood that he will always allow superior arguments or reasoning to take preeminence during argument[35,45].

Parents who use this method raise children who are successful, articulate, and happy with themselves and are generous to others. They are less likely to report depression and low self-esteem, and less likely to engage in anti-social behaviours. Authoritative parenting style is characterized by high expectations of compliance to parental rules and directions. One advantage for this system is that the adolescent here tend to be very obedient, conforming to reported low level of problem behaviour and they are academically competent but tend to have negative perception of their social abilities. These children are usually liked by teachers and peers especially in cultures where individual initiative is valued[35,45].

Adolescents raised in such authoritative homes are energetic, friendly, self-reliant, self-controlled, cheerful and friendly, copes well with stress, cooperate with adults, curious purposive and achievement oriented. Parents who use the authoritative parenting styles are demanding. They impose rules and standards of behaviour, but they are also responsive and supportive. These parents encourage autonomy and self-reliance, and tend to use positive reinforcement rather than harsh punishment[46].

Authoritative parents are notable for being adjustable and receptive to the child's demand, but however, they implement sensible standards of behaviour. Authoritative parents set-out boundaries and implement compulsory acceptable level of standards. Moreover, authoritative parents as very receptive, caring, provides reasons for their actions, laws and order are spell-out for their children. Authoritative parents are less expected to control children through introduction of disgrace, blame or disengagement/denial of affection. Authoritative parents define explicit standards for their children, checking the boundaries

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they establish, and permitting the children to develop independence. The parents are vigilant to the child's demands and interests, and will usually pardon and educate instead of disciplining when the child behaviour fails to measure-up to the expected behaviour[35,45].

2.1.9.3 Permissive Parenting Style

This parenting style represents more parents' responsiveness but less demand, which leads to less expectation from parents to their children because they have given more attention to them. Permissive parents encourage the children's autonomy and allow them to make their own decisions and have their activities. Permissive parents have low control but are high in warmth and acceptance. Permissiveness is also considered as an indulgent parenting style that motivates the children to do their activity, encourages them to make decisions, and gives them autonomy. This style allows the child to do everything and has absolute freedom. However, this parenting style has its pros and cons[1]. Permissive parenting styles involve giving children total liberty to behave as they wish with little or no control over speech and other behaviour[4].

Permissive parents do not play parental role to their children rather they try to be ''friends'' to them. Children of permissive parents may tend to be more impulsive and as adolescents may engage more in misconduct such as drug use. Children of permissive parents never learn to control their own behaviour and always expect to get their way. But positively, they are emotionally secure, independent and are willing to learn and accept defeat. They mature quickly and are able to live life without the help of someone else[9].

Permissive parents permit their children to act as they please. Little or no attempt is made to control the behaviour of children by parents. Permissive parents believe that children have rights similar to adults but expects them not be responsible in character and behaviour. These parents demand little or no responsible behaviour from their children.

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The attitude of parents with this style can be summed up in the statement "Do what you want to do". Rules are seldom enforced if they are made at all. The children have their way as they please. It has been argued that this form of parenting leads to immature adulthood, where the individual acts with little regard for socially-appropriate behaviour[39].

Permissive parents tend to be warm, nurturing and usually have minimal or no expectations. They impose limited rules on their children. Communication remains open, but parents allow their children to figure things out for themselves. These low levels of expectation usually result in rare uses of discipline. They act more like friends than parents. Permissive parenting style is characterized as having few behavioural expectations for the children. This type of parent simply wants the child to love him or her at the end of the day, will do anything the child requested. These parents are nurturing and accepting, but not demanding. Sometimes, permissive parents might do this out of fear that their children will rebel in negative ways if they are to control their impulses. Bribery in form of gifts and toys are therefore used as a means to control their kids[35,47].

Permissive parents believe that when children are controlled or discipline, it inhibits their natural psychological growth or self-actualizing tendency. Due to this permissive parents view themselves as resources to be used by the child without taking active roles in the child's choice or moulding them in ways that are socially appropriate. This parenting style involves the use of an accepting but lax pattern of parenting in which adults make relatively few demands, permit their children to freely express their feelings and impulses, they do not closely monitor their children's activities and rarely exert firm control over their behaviour[39]. Children of permissive parents get mature quickly and are able to live life without the help of someone else. Their children are often aggressive, bossy, lacking in self-control, self-centred, low in independence and achievement[37,39].

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Permissive parenting style sometimes called indulgent, nondirective, lenient, libertarian or anti-authoritarian is characterized as having few behavioural expectations from the child. Permissive parents try to be friendly with their children, but do not play a parental role. The expectations of the child are very low and there is no discipline. Such parents also allow children to make their own decisions. This type of parenting is very lax, with few punishments or rules. The parents also tend to give their children whatever they want and hope that they are appreciated for their accommodating style[35,45].

Permissive parents never discipline their children, though they set rules, but rarely enforce them. In order to get their children's approval as good parents, they unconsciously allow their children to control them. The children of permissive parents often become spoiled, bossy, and self-absorbed. They are more likely to struggle academically and may exhibit more behavioural problems as they do not appreciate authority and rules. Permissive parents are accepting and tolerant of their children's impulses, and so, are not likely to respond negatively, and became angry if their children behave in inappropriate or socially unacceptable way, allow children to regulate their activities and make their own decisions. These parents are unable to express their anger, impatience or annoyance. Permissive parents as friendly, caring, supportive and receptive to the child, but however poor in parents' control and minimal maturity in behaviours[35].

It was reported that permissive parents are approving, place minimal need on their children and hardly control the children behaviour. However, they do not demand mature behaviour from their children, permit reasonable self-control and avoid encounter with their children. Children from these homes are often immature, withdrawn or underachieving. The children also have a lot of freedom as they decide their bedtime, if or when to do homework, and screen time with the computer and television. Freedom to this degree can lead to other negative habits as the parent does not provide much guidance on

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moderation. They often show signs of a variety of psychological and behavioural problems such as drug abuse and bullying. Because these children were used to doing what they want, they may become rebellious when confronted with demanding teachers or other authority figure[35].

2.2 Theoretical Framework

This study is guided by the following theories:

1. Beck's Theory
2. Baumrind's theory

2.2.1 Beck's Theory

Beck's theory propounded in 1967 suggests that negative self-beliefs, self-confidence and self-evaluation are key precursors in the development of depression. Beck's theory of depression posits that if an individual develops a negative concept of him or herself, he or she becomes more prone to depression. This cognitive style creates a vulnerability which is triggered when negative events occur. As such, the theory suggests that negative self-beliefs, along with negative beliefs about the environment and the future, are critical features in the development of depression. This is supported by evidence that individuals at high risk for depression display increased levels of negative self-beliefs. Beck's cognitive triad theorizes that depressed people have negative and hopeless thoughts or core beliefs about themselves, their experiences in the world, and their future[48,49].

Relevance of the Theory to the Study

This theory renders support to the influence of self-esteem which is a person's acceptance and confidence of him or herself on development of depression. The theory shows a link between an individual's perceptions of self on having depression. An individual or

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adolescent who has negative self-confidence in him or herself or is not able to accept him or herself, strengths and weaknesses may end up being depressed.

2.2.2 Baumrind's Theory

Baumrind's theory was pioneered by a theorist in 1966. She researched on three parenting styles to describe normal parenting behaviour that she categorized as; the authoritarian, authoritative, and permissive parenting styles[50]. The theorist observed that pre-schoolers displayed markedly different types of behaviour. She said that each type of behaviour was highly associated with specific kind of parenting. She placed these parents into two dimensions that are responsiveness and demandingness. She further categorized the three kinds of parenting style to authoritative style which had a high receptiveness and high demandingness. This kind was outstanding in protecting their adolescents from risk behaviours and generation of competence. The Authoritarian style has low receptiveness and high demandingness while permissive style, is characterized by high receptiveness and low demandingness[50,51].

Uninvolved parents permit their children to actively participate without being concerned for their activities. This kind of parents shows very low levels of involvement as well as strictness with their child hence involving in risky behaviours. Baumrind's theory purports that there is a close relationship between the type of parenting style and children's behaviour. Different parenting styles can lead to different child development and child outcomes. These styles were later revised to four parenting styles by adding uninvolved parenting style. It was agreed that some behavioural problems in children are due to the defective relations of the family members and incorrect training methods by their parents[50,52].

Relevance of the Theory to the Study

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The theory renders support to the influence of parenting styles on children's behaviours. It shows that there are various kinds of parenting styles and each of these styles can determine the behaviours of the children. The parenting styles could be positive or negative. Positive parenting practices include parental warmness, honesty, continuous support, persistent monitoring, availability and setting of clear rules according to the age of the child. The approach parents take in raising their children is significant to their growth and the behaviours they will develop in the future. Therefore, when a child does not get the support needed in any stage of development, he or she is bound to look for support elsewhere. This may put the individual at risk of engaging in maladaptive behaviours like substance use and also becoming depressed which would ultimately affect the child's performance at school.

2.3 Review of Empirical Studies

2.3.1 Self-Esteem and Adolescent Depression

A study investigated self-esteem and locus of control as predictors of psychological well-being of senior secondary school adolescents in Anambra State. Specifically, the study sought to: ascertain the predictive value of self-esteem on psychological well-being of senior secondary school adolescents in Anambra State; find out the predictive value of locus of control on psychological well- being of senior secondary school adolescents in Anambra State; determine the predictive value of self-esteem on psychological well-being of male and female secondary school adolescents in Anambra State; find out the predictive value of locus of control on psychological well-being of male and female senior secondary school adolescents Anambra State; and to ascertain the predictive value of self-esteem and locus of control on psychological well-being of senior secondary school adolescents in Anambra State. Correlation research design was employed for the

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study. The population of the study comprised twenty thousand, eight hundred and eighty nine (20,889) senior secondary two (SS2) students from public secondary schools in Anambra State. The sample for the study comprised seven hundred and sixty three (763) SS 2 students made up of three hundred and ninety six (396) males and three hundred and sixty seven (367) females drawn using multistage sampling procedures. Three standardized instruments were used for data collection. Data analysis was done using multiple regression analysis. The findings of the study revealed among others that self-esteem is a strong predictor of psychological well-being of senior secondary school adolescents, while locus of control is a moderate predictor of psychological well-being of male and female senior secondary school adolescents in Anambra State. It was also found out that self-esteem and locus of control are jointly significant predictors of psychological well-being of senior secondary school adolescents in Anambra State. Based on the findings, it was recommended among others that Post Primary School Service Commission should train and post qualified guidance counsellors to secondary schools to help senior secondary school students strengthen their self-esteem and locus of control for enhancing their psychological well-being[25].

A closely similar work was carried out to examine the influence of self-esteem on students' academic performance in secondary schools in Tharaka-Nithi County, Kenya. The study adopted the descriptive survey research design. A sample size of three hundred and forty (340) respondents were selected. Stratified random sampling and purposive sampling technique were used to select the three hundred and one (301) form three students, thirteen (13) heads of curriculum, thirteen (13) deputy head-teachers and thirteen (13) heads of guidance and counseling. Data was collected using questionnaires and interview schedules. Descriptive statistics (such as frequencies, mean and standard deviation) and inferential statistics (such as Chi-square test) techniques were used to

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analyze data. The study found that self-esteem has no significant influence on students' academic performance in secondary schools. This implies that low or high self-esteem does not influence student's academic performance. It was recommended that there is however the need to build self-esteem among students as it could still enhance their mental, social and physical life. It will also guarantee good academic performance in secondary schools[27].

A similar study was done to investigate the prevalence of self-esteem, anxiety and depression, their socio-demographic correlates and the relationships between self-esteem, anxiety, and depression. A cross-sectional design was employed for the study with the participation of two hundred and thirty six (236) students at a university in Lagos, Nigeria. Standardized questionnaires were used to collect data for the study. Results on the reported levels of self-esteem showed that low percentage of the students had low self-esteem and very few percent of the students experienced higher self-esteem. The males had lower self-esteem compared to the female participants. Majority of the participants experienced probable anxiety while about one-third of them manifested with probable depression. There were negative correlations between self-esteem, anxiety and depression. It was concluded that self-esteem negatively correlated with anxiety and depression. This negative association could significantly affect students' educational achievements and quality of life. There is a need for educational institutions to routinely determine the self-esteem of students and also provide psychological interventions aimed at proactively increasing students' self-esteem to prevent the existence of comorbid psychological and academic distress[53].

Another closely related study was examined on the relationship between self-esteem and students' academic performance among selected Federal Government Colleges in Northwest zone of Nigeria. Two research questions, objectives and research hypotheses

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guided the study. The study adopted a descriptive correlational design. A sample of two hundred and sixty nine (269) students was drawn from a population of nine hundred and forty five (945) through multi-stage sampling technique. Standardized questionnaires were used to collect data for the study. The questionnaires were validated and found to be reliable using Cronbach's alpha. Findings revealed no significant relationship between self-esteem and academic performance of students while the results of the t-test analysis shows that male and female students do not differ significantly in their self-esteem among selected Federal Government Colleges in North-west zone of Nigeria. It was recommended that school counsellors should encourage students to believe that they have the capacity to achieve a set goal and adequately cope with the challenges of academic performance[54].

Another closely similar study was investigated on the relationship between Self-esteem and the Academic Performance of Senior Secondary School Students in Gombe Metropolis: Implication for Counselling. A descriptive survey design was adopted. Purposive sampling procedure was used to select six Senior Secondary schools in Gombe Metropolis. Three hundred and forty six (346) students were selected using a sample size determination formula from a given population. Two set of instruments were used for data collection. They were questionnaire and Academic Performance Test (APT) in Mathematics and English Language. Data were analyzed using Pearson Product Moment Correlation and t-test. The result showed that self-esteem has no significant relationship with Senior Secondary School Students' Academic Performance while female students performed better in Mathematics and English Language subjects than their male counterpart in Gombe Metropolis. It was recommended that counsellors should assist the students in developing positive self-esteem in order to improve their academic

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performance and to minimize the level of failure in both internal and public examinations[55].

An identical research investigated the correlation between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya. The participants of the study were three hundred and thirty five (335) undergraduate male and female students selected through Systematic Random sampling. Standardized questionnaires were used for data collection. Data was analyzed using SPSS and presented in summary tables. Pearson's (r) coefficient was used to examine the relationship between self-esteem and depression. Findings showed that some of the participants had average self-esteem, few of them had high self-esteem while very few had low self-esteem. Females had higher self-esteem compared to their male counterpart. Results further revealed that over average number of the students were in mild mood disturbance (no depression), very few of them had borderline clinical depression, few of them had moderate depression, very little had severe depression, and little percent of them showed extreme depression. Females had borderline clinical depression while the males had mild mood disturbance (no depression). It was established that there is a significant positive relationship between self-esteem and depression among poorly performing students of Africa Nazarene University, Kenya[56].

Another similar study was examined on perceived paternal care and self-esteem as predictors of depressive symptoms among adolescent boys in selected secondary schools in Kiambu County, Kenya. The objectives of the study were: to establish perceived paternal care among adolescent boys; to assess self-esteem as a vulnerability factor of depression; to investigate symptoms of depression among adolescent boys; and to establish the relationship between perceived paternal care and development of depression among adolescent boys. Spearman Rank Correlation was used to test the relationship

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between paternal care and development of depression as well as assess self-esteem as a vulnerability factor to depression. Stratified random sampling was used to select four boy's schools. Purposive sampling was then used to select eighty seven (87) boys who had fathers. Standardized instruments were used to collect data for the study. Results revealed that there is a negative correlation between perceived paternal care and depression among adolescent boys; and there is a negative correlation between self-esteem and depression. It was recommended that hands must be on deck in ensuring self-esteem of the students is raised and their depression is reduced[57].

A similar study was investigated on the influence of self-esteem and self-efficacy on counselling perception among students. A sample of six hundred and fourteen (614) students were sampled from a population of four thousand, seven hundred and ninety two (4,792) senior secondary school students in Emohua Local Government Area of Rivers State, Nigeria using a combination of simple random sampling technique and proportionate stratified random sampling technique. Standardized questionnaires were used as instrument for data collection. They were properly validated and found to be reliable using Cronbach alpha. The results of the study show that self-esteem and self-efficacy each has a negative and significant influence on students' counselling perception. It was therefore recommended that students irrespective of their level of self-esteem and self-efficacy should be made to have a positive perception about counselling[58].

A closely related study was examined on the relationship between social support, self-esteem and depression among school going adolescents. It adopted a correlational research design. A sample of fifty (50) adolescents within the ages of 13 – 20 years were selected through simple random sampling technique. Data was collected by use of self-administered questionnaire. Inferential statistics was used for data analysis. Results revealed that there is a significant relationship between social support and depression, as

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well as self-esteem and depression among school going adolescents. Additionally results also revealed that there is a significant relationship between social support and self-esteem among school going adolescents[59].

A closely similar research was undertaken to assess the relationship between self-esteem and depression among adolescents in secondary schools in Narok County, Kenya. The study was guided by four research objectives which are - to determine the levels of depression and self-esteem among adolescents in secondary school; the relationship between self-esteem and depression; and to assess interventions. Descriptive survey research design was employed. The target population comprised of forty thousand, six hundred and thirty eight (40,638) students and one hundred and fifty eight (158) counsellor teachers from public secondary schools. The sample size included three hundred and ninety six (396) students and sixteen (16) guidance and counseling teachers, from sixteen (16) schools. Both qualitative and quantitative data collected using structured questionnaires were used. Quantitative data was analyzed using descriptive and inferential statistics while qualitative data was analyzed thematically and presented in a narrative form. Results showed that a significant number of the students had a mild to moderate levels of depression. It also showed that highest number of students with mild or moderate levels of depression were in mixed boarding schools followed by mixed day secondary schools. There was a weak and insignificant correlation between self-esteem and depression levels meaning that depression levels may exist among adolescents even when they have high levels of self-esteem. It was recommended that guidance and counseling should be reinforced in the schools to address the levels of depression among students[60].

A related research work was implemented on the influence of self-esteem on student's deviant behaviours in Federal Universities situated in Southern Nigeria. Research

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questions and hypothesis were formulated to guide the study. Descriptive survey design was adopted. The population of study comprised of sixty nine thousand, one hundred and fifty two (69,152) students. The sample size consisted of one thousand, five hundred and twenty four (1,524) students. Self-constructed questionnaire were used to collect data for the study. They were validated and found to be reliable. Data were analyzed using descriptive and inferential statistics. Results showed that there is no significant influence of self-esteem on student's deviant behaviours. However, there is a significant influence of students' self-esteem on their sexually related deviant behaviours. It was recommended that there should be collaborative efforts in curbing sexually related deviant behaviours[61].

Another similar research work was undertaken on students' self-esteem and their academic achievement in Imo state. Correlation research design was employed. Twenty-three secondary schools were selected through purposive sampling technique with a total population of six thousand, eight hundred and seventy two (6,872) students. Self-esteem Scale and achievement test were used for data collection. Data collected were analysed using descriptive and inferential statistics Results revealed that students' self-esteem has positive significant relationship with their academic achievement in both English Language and Mathematics. It was concluded that there exists a significant positive relationship between secondary school students' self-esteem and their academic achievement in Imo state. It was recommended that school administrators should ensure that programs are initiated on self-esteem development among the students[62].

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2.3.1.1 Self-Acceptance and Adolescent Depression

A similar study was carried out to investigate the impact of educational motivation and self-acceptance on creativity among high school students. Three hundred and sixty-one high school students in Saveh city, central Iran, participated in this correlational study. Standardized questionnaires were used for data collection. The findings indicated a significant relationship between students' educational motivation and their creativity, but no significant relationship between self-acceptance and creativity. According to the results of this study, creativity of students increases along with their educational motivation[65].

A study was done to examine the effectiveness of self-acceptance group therapy on stress reduction in a group of school students expecting university entrance exam in Hamadan, Iran. To analyze the data, statistical tests such as mean, standard deviation, and analysis of covariance were used via SPSS software. Results showed after intervention, the experimental group's means and standard deviations of depression, tension, aggression, fatigue, anger, and frustration were lower than the control group. Analysis of covariance showed a significant difference between experimental and control group concerning most dimensions of stress responses, including aggression, tension, fatigue, frustration, anger, and depression. In other words, self-acceptance group therapy significantly reduced aggression, tension, fatigue, frustration, anger, and depression in the experimental group. This study thus shows the pivotal role of self-acceptance in reducing stress among pre-university students expecting university entrance exam[29].

A research work was aimed at determining the level of social skills, conformity, and self-acceptance in junior high school students and the relationship between them. The population in this study were five hundred and thirty six (536) junior high students and two hundred and five (205) students participated as participants which recruited using the proportionate stratified sampling method. The data was collected using psychological

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scale specifically the social skills, conformity, and self-acceptance scale. The data collected were analyzed using the multiple regression analysis using the SPSS program. The result showed a positive relationship between conformity and self-acceptance with social skills in junior high school students. Good social skills make students complete tasks faster and more proficient in social life[63].

A similar study was undertaken to explore the role of interpersonal relationship and self-acceptance as potential moderator of the relationship between emotional intelligence and mental health of college students in China. The online survey platform "Questionnaire Star" was conducted among three hundred and sixty seven (367) undergraduates. The questionnaires of self-rated health measurement scale, emotional intelligence scale, interpersonal relationship assessment scale, and self-acceptance questionnaire was used for questionnaire survey and analysis. The self-rated health status was positively correlated with emotional intelligence and self-acceptance and negatively correlated with interpersonal relationships. Further analysis using multivariate regression found that the interaction between emotional intelligence, interpersonal relationship and self-acceptance is statistically significant on health status[64].

2.3.1.2 Self-Confidence and Adolescent Depression

A study was investigated on self-confidence as correlates of senior secondary school students' academic performance in English language in Dutsin-Ma Local Government Area. Descriptive survey research was used for this study. The population for the study consisted of three thousand and twenty-six senior secondary two students. Purposive sampling technique was used to select one hundred and twenty-four senior secondary school two students for the study. Self-confidence Inventory (SCI) and English Language Performance Test (ELPT) were used for data collection. Data collected were analyzed

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using Pearson Product Moment Correlation and t-test statistics. Findings of the study showed that there is significant relationship between no significant relationship between self-confidence and academic performance of senior secondary school students in English Language but there is no significant difference in the self-confidence and academic performance of senior secondary school students in Dutsin-Ma Local Government Area of Katsina State, Nigeria based on gender. It was recommended that secondary school management should encourage their students to prepare for the examinations in advance so that they will develop self-confidence which will improve their academic performance in English language[34].

A similar research study was executed on self-confidence and academic performance among the secondary school students in online learning amidst COVID-19. These students were studying in private schools in Lahore. The purposes of the research were to check the difference between the progress of secondary level students in their academic accomplishments over personality and their self-confidence, to examine these factors among girls and boys, and to review the connection and role among personality, self-confidence, and academic achievement. Descriptive Survey Method was used. Random samples were collected for this study (about two hundred girls who were in Secondary schools in Lahore districts). T-test and Pearson product moment correlation were used for data analysis. Results showed that there is no significance between self-confidence and academic achievement[66].

A closely related study was carried out to probe the relationship between self-confidence and self-efficacy among the randomly selected sixty (60) Grade 12 students of the University of San Carlos, Cebu City, Philippines while engaging themselves in online learning amidst COVID-19 through a descriptive correlational study. Data were gathered online using valid and reliable 4-point adapted Likert-type survey questionnaires. Results

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revealed that both self-confidence and self-efficacy were high among the students. There was a significant relationship between self-confidence and self-efficacy. It was concluded that there is a moderately high positive correlation between the levels of self-confidence and self-efficacy among the students while engaging in online learning. It was recommended that schools should instill policies to augment students' self-confidence and self-efficacy levels to guarantee optimal learning outcomes despite the current setting[67].

Another similar research work was investigated on the relationship between the self-confidence levels and job finding anxiety of the students of the faculty of sports sciences within the framework of Bayburt University. The relational survey model was employed. The sample of the study consisted of a total of three hundred and eleven (311) students – one hundred and thirteen (113) females and one hundred and ninety eight (198) males, at the Faculty of Sports Sciences of Bayburt University. Convenience sampling method, one of the non-probabilistic sampling approaches, was used in the selection of the sample. Questionnaire was used as data collection tool. Results showed that there are significant correlations within the scope of the age and monthly average family income level of the participants regarding the scales. On the other hand, no significant correlation was found between the monthly average personal income level and the dimensions of the scales. As a result, it was found that there was a negative and significant correlation between the external self-confidence mean scores and job finding anxiety mean scores of the participants. However, no significant correlation was found between the participants' inner self-confidence mean scores and their job finding anxiety mean scores[68].

A closely related work was done to measure students' self-confidence and its impacts on their learning process at Kandahar University. Descriptive research design was employed. Questionnaire was used to collect data for the study. The participants comprised of one thousand, three hundred and seventy five (1,375) male and female students selected

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through stratified sampling technique. Results revealed that only some of the students have low self-confidence while most of them had high self-confidence. In addition, students' self-confidence effected their learning in areas of students' participation, in seeking goal, developing interest in lessons, in decreasing students' anxiety, they are being comfortable with their instructors and classmates and also in sharing their opinions related to lessons in class[69].

A similar study was aimed to explore the role of academic self-confidence and technological experience in determining secondary school students' academic achievement in mathematics in Anambra State. Four research questions and four null hypotheses guided the study. The study adopted a correlational approach to provide answers to the research questions and testing of the hypothesis. The population of the study comprised of twenty one thousand, two hundred and four (21,204) from which a sample of six hundred (600) was drawn. Multi-stage procedure was used to select the sample. Standardized questionnaires as well as score from students' promotional examination were used for data collection. Cronbach's alpha was used to determine the reliability of the items in the instruments. Descriptive and inferential statistics were used for data analysis. Findings showed that students' academic self-confidence recorded a very low positive relationship with academic achievement. Findings also revealed that the variables do not statistically predicted students' academic achievement in mathematics. Based on these findings, it was recommended that school teachers should device new teaching strategies to enhance students' academic self-confidence so that it will boast their confidence to engage in learning[70].

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2.3.2 Parenting Styles and Adolescent Depression

A research work was undertaken on the influence of family and parenting styles on adolescent social behaviour in Bayelsa Satte, Nigeria. Ex-post-facto design was employed for the study. A sample of three hundred and eighty three (383) respondents were used for the study. The sample size was statistically drawn using Taro Yamane formula. Simple random sampling technique was used to select ten (10) schools from the eighteen (18) public schools and purposive sampling technique to determine respondents for the study. Two standardized and one self-constructed questionnaires were used to collect data for the study. Data collected were answered with mean and standard deviation statistics, while the hypotheses were tested with an independent t-test. The data analyzed revealed that, family type (single/step-parent) had insignificant influence on social behaviour of adolescents. Based on the findings of the study, it was recommended that, parents ought to be educated on the importance of adopting the parenting style that would aid in promoting their children's development. Educators and counsellors could be used to give lectures during PTA meetings, Speech and Prize Giving Days, Open Days and Anniversaries to educate parents on the influence of parenting styles on children's development[7].

A closely related study was conducted to find out the relationship between parenting styles and secondary students drug addiction among adolescents in secondary schools in Obio-Akpor Local Government Area (L.G.A.) of Rivers State Nigeria. The study was guided by three research questions and similar number of null hypotheses. The study adopted a correlation research design. The population of the study consisted of twelve thousand (12,000) senior secondary students in thirteen public secondary schools in Obio-Akpor L.G.A. The study had a sample of one thousand, two hundred (1,200) students. A proportional stratified sampling technique was used to draw the sample size. Two instruments called Parenting Styles Questionnaire (PSQ) and Adolescent Drug Addiction

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Questionnaire (ADAQ) were used for the study. The instruments were subjected to face and content validities and also found to be reliable using Cronbach alpha. Data collected were subjected to descriptive and inferential statistics. Result of the study among others showed that authoritarian and authoritative parenting styles have a very low positive relationship with adolescents' drug addiction. It was recommended that parents, counselors, teachers and all those involved in character formation should try and be more authoritative in their attitude towards children, especially the adolescents[9].

A similar research work was investigated on parenting styles as a correlate of aggressive behaviour among in-school adolescents in Abia State. Four research questions and three null hypotheses guided the study, correlational research as design. The sample consisted of eight hundred and seventy eight (878) respondents drawn through two stage sampling procedure from a population of eight thousand, seven hundred and eighty three (8,783) in-school adolescents. Two self-constructed instruments were used to collect data for the study. The instruments were subjected to face and content validity and Cronbach's alpha for reliability. The collected data were subjected to descriptive and inferential statistics. Results showed that the prevalence of aggressive behaviour is to a high extent as the in-school adolescents experience physical, emotional and verbal aggressive behaviours to a high extent. Parenting styles correlated to a very high and significant extent with aggressive behaviour of in-school adolescents; a positive but very low and no significant gender differences exist in the relationship between parenting styles and aggressive behaviour of the adolescents; location (urban and rural areas) to a positive high and significant extent creates differences in the correlation between parenting styles. Among the educational implications of the findings was that aggressive behaviour depends on parenting styles among in-school adolescents. It was thus recommended among others that there need for periodic exposure of in-school adolescents and their parents to

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seminars on parenting styles and as relate to aggressive behaviour among in-school adolescents[10].

Another closely similar work was examined on perceived parenting styles, self-esteem and academic achievement as determinant of depressive symptoms among adolescents in Uyo, Akwa-Ibom State, Nigeria. Descriptive cross-sectional survey was adopted utilizing a correlational design method. Two hundred and seventeen (217) adolescents consisting of one hundred and thirty four (134) male, and eighty three (83) female secondary school students in Uyo participated in the study. Data was collected using validated measures of perceived parenting style, self-esteem and depression as well as socio-demographic prototype. Data was analysed using t-test, one-way Analysis of Variance (ANOVA) and Pearson's Product Moment Correlation to test the hypotheses formulated. Findings indicated that authoritarian style of parenting influence depressive symptoms among adolescents while self-esteem positively correlated with depressive symptoms, academic achievement, authoritative and permissive styles of parenting do not have significant relationship with depressive symptoms among adolescents. Based on the findings, it was recommended that employment of psychological services in the various agencies, departments and schools in Akwa Ibom State be done to help sensitize parents on the importance of parenting styles[12].

An identical study was investigated on parenting styles and tendency to abuse drugs among secondary school students in Obio/Akpor Local Government Area Rivers State. Three (3) specific objectives, three research questions and three null hypotheses respectively guided the conduct of the study. The research design used for the study was a correlational research design. The population of the study consisted of eleven thousand, nine hundred and twenty (11,920) senior secondary school students in Obio/Akpor Local Government Area of Rivers State. Three hundred and eighty seven (387) senior

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secondary school students were sampled through stratified sampling technique. The instrument used for the data collection was self-structured questionnaire. The data gathered were analyzed using Pearson Product Moment Correlation for both the research questions and test of hypotheses. Results revealed that authoritative parenting style, authoritarian parenting style and permissive parenting style have significant relationship on secondary school student's tendency to abuse drugs in Obio/Akpor Local Government Area Rivers State. It was recommended that: government through the school management should organize workshop or seminars for parents on the importance of authoritative parenting style School management should orient the management staff Parent Teachers Association on the benefits of using authoritarian parenting style and government and non-governmental organization should always preach to parents on the dangers of permissive parenting style[35].

Another closely identical study was examined on the role of parenting style on juvenile delinquency, using one hundred and seventy (170) adolescents with behavioural issues who were place at government remand homes Lagos Nigeria. Simple random sampling was used in selection of the sample. The hypotheses were tested using Pearson correlation at .05 significance level. Results indicated that abusive type of parenting style stands as the main predictor of juvenile delinquency among the adolescent. It is suggested that parent at all levels should step up their parenting effort and adopt authoritative style of parenting as the appropriate style of parenting, based on the research outcome[36].

A closely similar study was investigated on social adjustment among students with physical disability in Port Harcourt City Local Government Area of Rivers State as predicted by their reported parenting style. The study identified four parenting styles namely authoritarian, authoritative, permissive and neglectful. The study adopted the correlational research design using a sample of two hundred and thirty six (236) students

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with physical disability. An instrument titled - Correlates of Social Adjustment Inventory was used for data collection which was adequately assessed for reliability and validity. The multiple regression coefficient was used for data collection, while ANOVA and t-test associated with multiple regression were used for analysis of data. The result obtained from the analysis showed that authoritative parenting style had a significantly higher prediction on social adjustment of with physical disability than other parenting styles. On the basis of the result obtained, it was recommended that school counsellors organized programmes with the full participation of parents aimed at understanding improving the social adjustment of the students, especially those with disability[39].

A similar study was carried out on Parental Styles, Self-Concept and Depressive Symptoms among Nigerian Adolescents. Three hundred and five (305) secondary school students in Ilesa, Osun State, Nigeria selected using multistage sampling technique responded to Parental Authority Questionnaire (PAQ), Children Depression Inventory (CDI), and Multidimensional Self-Concept Scale (MSCS). Findings revealed that very few percent prevalence of severe level of depressive symptoms as well as a significant negative relationship between depressive symptoms and father and mother authoritative parental styles. Also, children of single parents reported significantly higher depressive symptoms than those whose parents were living together. The study identified significant negative relationships between self-regard dimension of self-concept, social confidence, school ability, physical appearance, physical ability, and depression among the students. This implies that the lower the global and specific dimensions of self-concept, the higher the depressive symptoms reported by the students. It was concluded that authoritative parental styles and negative self-concept influence the manifestations of depressive symptoms among secondary school students[71].

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Another similar study was designed to investigate the influence of parenting styles on children's/wards' use of social media at Oritamefa Baptist Model School (OBMS), Ibadan, Nigeria. The study adopted the ex-post facto research design, questionnaire was the main instrument of data collection. Two hundred and sixty-eight copies of a questionnaire were administered, out of which two hundred and forty (240) copies were retrieved and found valid for analysis. Percentages, mean, and standard deviation were used to analyse research questions while Pearson Product Moment correlation at 0.05 level of significance was used to test the hypothesis. Findings revealed that the frequency of use of social media platforms such as Badoo, Snapchat, Tumblr, WeChat, Flickr was very low and are almost never used by students compared to WhatsApp, Facebook and Youtube. Students used WhatsApp and YouTube daily, weekly and monthly while Badoo, Snapchat, Tumblr, Wechat, Flicker were never used. The majority of students used social media for chatting with friends, keeping themselves company, downloading music and watching films while only few of them used it for educational purposes. The parenting style mostly used was the authoritative style which was found not to influence children's/wards' use of social media. It was concluded that parenting style does not predict the use of social media by the students of OBMS suggesting that there are no significant relationships between parenting styles of parents and use of social media by the students[72].

Another closely similar study was investigated on the influence of parenting styles on moral development of secondary school students in the Federal Capital Territory Abuja. Descriptive survey research design was employed. The specific objective was to find out the correlation between parenting style and the status of moral development of secondary school students in the Federal Capital Territory Abuja. Forty five thousand, seven hundred and ninety five (45,795) students in the Federal Capital Territory made up the

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study population. A sample size of three hundred and eighty one (381) was used. Parenting Style and Moral Development Questionnaire (PSMDQ) was used to collect data from the sampled secondary school students. The data collected were subjected to descriptive and inferential statistical analysis. Results showed that the parents of secondary school students are more autocratic than other parental styles and the status of moral development of students are appreciably high. It was recommended that parents should be mindful of the type of parenting style to adopt and possible adopt autocratic parenting style[73].

A similar study was explored on the perceived parenting styles, moral identity and pro-social behaviours in adolescents. It was hypothesized that perceived parenting styles are likely to predict moral identity and pro-social behaviours in adolescents. Furthermore, it was hypothesized that moral identity is likely to mediate the relationship between perceived parenting styles and pro-social behaviours. Through purposive sampling, a sample of two hundred and thirty six (236) adolescents were selected from different schools of Lahore, Pakistan. Standardized questionnaires were administered to collect data. Descriptive and inferential statistics were used to analyze the collected data. Results showed that perceived permissive parenting style was negatively related to moral identity and pro-social behaviours in adolescents. Furthermore, perceived authoritative style was positively related to moral identity and pro-social behaviours. However, in the case of authoritarian style, only perceived mother's authoritarian style showed negative relationship with pro-social behaviours and only perceived father's authoritarian style showed positive relationship with moral identity. Moral identity (internalization) was positively related to compliant, altruistic, anonymous, dire, emotional pro-social behaviours while moral identity (symbolization) was positively related to compliant, anonymous, dire, emotional and public pro-social behaviours. Mediation analyses showed

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that moral identity was a significant mediator between perceived parenting styles and pro-social behaviours. The findings also showed that parenting plays an essential role in the internalization of moral values in adolescents[74].

Another research work similar to the above was undertaken to determine the influence of parenting styles on lifestyle of secondary school students in Anambra State. Descriptive survey design was employed. Three research objectives were raised to guide the study. Population of the study comprised of one thousand, two hundred and seventy three (1,273) from thirty one (31) secondary schools in Onitsha Education Zone. A non-proportionate stratified random sampling technique was used to select one hundred and twenty (120) teachers from the population. A self-constructed questionnaire was used to collect data for the study. The instrument was validated by experts and the reliability index of 0.864 was established using Cronbach's Alpha method. The data collected was analyzed using mean scores and standard deviation (SD). The t-test of independence was used to test the null hypotheses at 0.05 level of significance. The results of the study revealed that democratic leadership style, autocratic leadership style and laissez faire leadership style influence lifestyles of secondary school students in Anambra state to a great extent. It was recommended among others that parents should adopt democratic leadership style in order to promote creative thinking and encourage their children to develop positive attitudes towards their education[75].

A similar investigation was implemented on the influence of parenting styles on psychopathological symptoms among in-school adolescents in Ogun State, South-western Nigeria. A cross-sectional survey design method was utilized. One thousand and twenty-eight (1028) in-school adolescents were drawn from ten secondary schools. Standardized questionnaires were used to collect data for the study. Results showed that a significant mean score difference was found between negligent parenting style and authoritarian

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parenting style in determining severities of psychopathological symptoms among adolescents. Responsive and control dimension of parenting style jointly predicted psychopathological symptoms. Gender significantly influenced general psychopathology. The family type also had a significant influence on psychopathological symptoms. Participants from polygamous family setting reported higher psychopathological symptoms than those from polygamous family settings. A balance between the control parenting style and the responsive parenting style is recommended[76].

Another closely similar study examined whether the relationship between authoritative (warmth and strictness), authoritarian (strictness without warmth), indulgent (warmth without strictness), and neglectful (neither warmth nor strictness) parenting styles shows equal or different pattern of adjustment and maladjustment for aggressive and non-aggressive adolescents. The sample consisted of nine hundred and sixty nine (969) Spanish adolescents which included five hundred and fifty four (554) females and four hundred and fifteen (415) males within the ages of 12 to 17 years. Families were classified into one of four typologies by their scores on warmth and strictness, and the adolescents were grouped by their aggressiveness (low vs. high). Adolescent adjustment was captured with three self-esteem indicators (emotional, physical, and family) and personal maladjustment with five indicators (negative self-esteem, negative self-adequacy, emotional irresponsiveness, emotional instability, and negative worldview). It was tested main and interaction effects between parenting and aggressiveness considering also sex and age factors. Findings showed that aggressive adolescents always had the worst socialization outcomes (i.e., the lowest self-esteem and the highest personal maladjustment). Aggressive and non-aggressive adolescents have a common pattern: both, indulgent and authoritative parenting styles were always associated with better outcomes than either authoritarian or neglectful parenting, but indulgent parenting style was

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associated with the best outcomes across all the criteria. In contrast with previous evidence about the idea that parental strictness and imposition might be beneficial to raise aggressive adolescents, present findings highlight the positive impact of parental warmth even with aggressive adolescents. Implications for family interventions were considered[77].

A related study was examined on parenting styles and its relationship to juvenile delinquent behaviour using mixed method design. Surveys were distributed to one hundred and eighty seven (187) students and interview sessions were conducted to five students to explore the relationship between parenting styles (authoritative, authoritarian, permissive) and delinquent behaviours (verbal, physical, sexual, anti-social). Study result showed that there is a significant relationship between authoritarian parenting style and juvenile delinquent behaviour. However, authoritative and permissive parenting styles do not show any significant relationship. This means that parents who like to control and restrict the freedom of their children influence the behaviour of juvenile students. Data collected from the interview shows that authoritarian type of parents have a lot more influence towards juvenile delinquent behaviour. This is because authoritarian parenting style prioritizes a high control level to make the children listen to them in making decisions causing the children to feel conflicted, less communicative and lost their trust in parents. Therefore, this study will explain on how parents play an important role in having faith in their children so that they will be responsible and smart in limiting and preserving their behaviour[78].

Another closely identical study was carried out to examine the influence of parenting style and involvement in drug abuse among secondary school students in Calabar Education Zone of Cross River State, Nigeria. A sample of four hundred and eight (408) students were used for the study. The selection was done through the stratified random sampling technique. A self-constructed questionnaire was used as instrument used for

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data collection. The instrument was validated by two experts from Measurement/Evaluation and one from Guidance and Counselling. The reliability estimate of the instruments was established through Cronbach's Alpha reliability method. One way analysis of variance (ANOVA) was used to test the hypothesis under study. The result of the analysis revealed that parenting style significantly influence students' involvement in drug abuse in Calabar Education Zone of Cross River State, Nigeria. Based on the findings of the study, it was recommended among others that Guidance and counselling unit should be established in schools to enable students who have social adjustment problem to be guided[79].

The purpose of a similar study was to examine the influence of parenting styles on substance use among youths from treatment centers in Kiambu County. The study specifically sought to establish the influence of authoritative parenting style, authoritarian parenting style, permissive parenting style and uninvolved parenting style on substance use among youths from treatment centers in Kiambu County. A descriptive research design was employed. The target population of consisted of thirty (30) recovering addicts and six (6) counsellors aged 18-35 years from Wonderpeace, Ahadi and Sober Living treatment centers. The study employed a modified Parenting Style Four-Factor Questionnaire and interview schedule to measure parenting styles as perceived by the youths. The Drug Abuse Screening Test was used to assess substance use levels among the youth. Pilot testing involved participants from the Retreat treatment center in Limuru SubCounty, Kiambu County. The questionnaires were subjected to face and content validity and Cronbach's alpha for reliability. Descriptive statistics (such as frequencies, means, standard deviations and percentages) and inferential statistics were used for data analysis. Data from the semi-structured interview guides were coded and analyzed using. Thematic analysis and presented in verbatim. Pearson correlation was used to test

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relationships between independent and dependent variables. Findings of the study indicated that there is no significant relationship between authoritative parenting style and the youths' substance use; there is a significant relationship between authoritarian parenting and youths' substance use; and there is a strong positive relationship between both permissive and uninvolved parenting styles and the youths' substance use. It was established from the findings that authoritarian, permissive and uninvolved parenting styles had influence on substance use among youths from treatment centers in Kiambu County. It was recommended that parents should not impose forceful and punitive discipline to disobedience in children, but rather make engagements and negotiation to find an amicable solution; and parents should keep track of their children's social interaction and behaviour to ensure they are consistent with the moral virtues and principles accepted in society[80].

An identical research work was carried out on the relationship between parenting styles and subjective well-being among undergraduate youths in the University of Port Harcourt using the correlational research design. The study was guided by five research questions and their corresponding null hypotheses. The sample for the study was composed of four hundred (400) undergraduate students drawn using the purposive sampling technique. Two instruments were used for data collection which were the parenting style inventory and the subjective well-being inventory. The instruments were assessed for reliability and validity and were shown to be valid and reliable. Data analysis was done using linear regression and multiple regression for answering the research questions, while ANOVA associated with linear and multiple regression were used to test the null hypotheses. Results showed that authoritative parenting style had the highest independent prediction on the subjective well- being of youths, while authoritarian had the least independent prediction. On the basis of the result obtained, it was recommended that parents adopt the

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authoritative parenting style when dealing with their children so as to achieve an optimal state of subjective well-being[81].

An identical study was done on the influence of parenting styles on the psychosocial wellbeing of Nigerian adolescents in Osun state, southwestern Nigeria and relation with similar social cultural background. Purposive sampling technique was used to select three hundred and thirty two (332) in-school adolescents who responded to Mental Health Continuum – Short Form (MHS-SF) and Parenting Style Instrument (PSI). Descriptive and inferential statistics were used for data analysis. A low level of psychosocial wellbeing was observed among the adolescents. Prevalence of very low levels of emotional wellbeing, social wellbeing, and psychological wellbeing were reported. Patterns of observed parenting styles are authoritative parenting style, authoritarian parenting style; permissive parenting style for low, high and very high levels respectively. No significant gender difference was observed in the psychosocial wellbeing scores of the adolescents; a significant religious affiliation difference was found in the social wellbeing of the participants. Adolescents from public schools manifested higher levels of social wellbeing than their counterparts from private schools. Parenting styles significantly predict level of psychosocial wellbeing of the adolescents. Neither family type nor family size had significant influence on level of psycho-social wellbeing of the adolescents[82].

A somewhat similar study was aimed at investigating the attitude of parents as well as the effects of parentage on cybercrime among children in Abraka community, Delta State. Survey research design was used for the study. A Likert scaled structured questionnaire was administered to one hundred and seventy three (173) randomly selected parents in Abraka community. The reliability of the instrument was tested using Cronbach's alpha for estimating the internal consistency of an instrument. All the instruments were found to be reliable with a reliability index of above 0.70. The data obtained from the

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questionnaire was collated and analyzed using the descriptive statistics and Pearson Product Moment Correlation. The Data were analyzed using descriptive and inferential statistics. Results showed that most parents frown at the cybercrime involvement of their children. Parents who are authoritarians will not tolerate cybercrimes. As for the parents that are authoritative, they have fewer children who are involved in cybercrimes. But for the permissive parent and uninvolved parents, majority of the young ones involved in cybercrime may likely come from such home where they are either allowed to do whatever they want or the parents do not care at all how the child lives his/her life. There was a significant difference in the children involvement in cybercrime based on their parenting styles. Cybercrime involvement among children differ significantly between the Authoritarian and uninvolved parent; was significantly different between the authoritative and uninvolved parent. It was recommended that the parents in Abraka, should be enlightened on the legal consequence of cyber-crime. Parents in the homes where authoritative, permissive and involvement parenting is practiced should be encouraged to be more committed to involvement in their children's use of internet[83].

A research work was undertaken on the influence of parenting styles on academic achievement of students in university of Port Harcourt. The purpose of the study was to determine how authoritative and authoritarian parenting style, broken home and family size influence the academic achievement of students in university of Port Harcourt. Methodology: The study employed a descriptive survey design. A purposive sampling technique was used to select a sample of two hundred (200) students from a larger population of forty five thousand students in various departments in the University of Port Harcourt. Questionnaire was used for data collection instrument and data was analyzed using mean and standard deviation to answer research questions while the hypothesis was analyzed using T-test to establish the influence of parenting style on academic

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achievement of students in university of port Harcourt . Results showed that the students who performed best experienced authoritative parenting style and therefore, it was the best method of parenting style in relation to academic achievement. It was recommended that parents should consider their children's opinion and allow them air their views while making some critical decisions in issues, particularly the ones above 18 years[84].

A similar investigation was carried out on the relationship between parents' personality, parenting styles and adolescents' personality development. Specifically, the study was carried out to examine personality of parents, styles parents adopted in the upbringing of adolescents and how these two variables influenced the personality development of adolescents. To guide the study, two hypotheses were formulated. A correlational survey design was adopted for the study. Ten schools were selected and a total of two hundred (200) senior secondary school students drawn from ten (10) secondary schools as well as their parents were used for the study. The sample was achieved using a simple random sampling technique. The respondents thoroughly completed three 20-item questionnaires: The big Five Personality Inventory, Parenting Style Questionnaire and Adolescent Personality Development Questionnaire. The results showed that Parents' personality significantly influenced adolescent personality development while parenting styles does not influence adolescent personality development. These findings imply that the personality of parents influenced adolescents' behaviour more than the styles parents adopted in their upbringing. It was suggested that parents make conscious efforts in modeling good behaviours in order to help adolescents achieve set goals[85].

A similar study was examined on the perceived effects of parenting styles on the development of creativity among primary school children in Port Harcourt Metropolis of Rivers State. The study adopted the descriptive design. The population comprised of parents and their children (male and female) in all private primary schools in three

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defined local government areas that constituted Port Harcourt metropolis using simple random sampling technique. The instrument used for the study was a creativity questionnaire and parenting style inventory. Cronbach Alpha was used to assess the reliability of the two instruments. They yielded a reliability coefficient values of above 0.86. After the respondents filled the questionnaires, they were collected from them and subjected to descriptive and inferential statistics such as Pearson Product Moment Correlation Coefficient, the Analysis of Variance (ANOVA) and linear regression. Results showed that parents' creativity contributed a moderate percentage to children's creativity; it was also discovered that parenting styles do not just have a higher impact on children creativity, they were also a good predictors of creativity in children. Based on the findings it was therefore concluded that parental style has significant effects on their children creativity. Authoritative and permissive parenting styles proved to be more impactful on creativity development in children than Authoritarian style. On a general note parenting style is a good predictor of creativity in children. It was recommended that: parents should take cognizance of their children wellbeing by paying pertinent attention to the up bring of their children and by applying the appropriate parenting style for raising their children[86].

A similar investigation was done on the influence of parenting styles on the identity style development of students in Public Senior Secondary Schools in Ogun State. A multistage sampling technique was used to select three hundred and ninety six (396) adolescents from public senior secondary schools. The research instrument used was an adapted questionnaire. Data were analysed using frequency counts, percentages, mean, standard deviation and Pearson Product Moment Correlation (PPMC). Findings revealed that some parents were authoritative, and authoritarian while few were permissive. Also, some of the respondents were informative and normative while few were diffuse avoidant. Results

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also showed a significant relationship between authoritative parenting style and informative identity style, authoritarian parenting style and informative identity style. Authoritarian parenting style was significantly but inversely related to normative identity style. Result also showed a significant relationship between permissive parenting style and diffuse avoidant identity style. It was concluded from the study that authoritative parenting style was commonly used by parents followed by authoritarian parenting style and lastly followed by permissive parenting style and the study was able to establish a significant relationship between parenting styles and adolescents identity style development[87].

Another closely related investigation was carried out to analyze the relationship between parenting styles and self-efficacy among secondary school students in Ibanda North, Ibanda district Uganda. The study also examined the contribution of individual parenting styles in predicting students' self-efficacy. The study was quantitative and cross sectional-correlational in nature. Questionnaires were used to gather data from two hundred and ninety (290) male and female participants. Data were analyzed using descriptive and inferential statistics. The findings of the study showed that there is a moderate positive significant correlation between authoritative parenting style and self-efficacy. Authoritarian parenting style had a low positive significant relationship with self-efficacy. Permissive parenting style had a low positive insignificant relationship with self-efficacy and uninvolved parenting style had a low negative relationship with self-efficacy. All parenting styles computed together indicated a high positive significant relationship with self-efficacy. On individual parenting styles' contribution to predicting self-efficacy, findings revealed that only authoritative parenting style was significant. It was recommended that parents should adopt authoritative and authoritarian parenting styles, teachers should give necessary support to students taking in mind the parenting setting

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they could be coming from, schools should take an initiation of encouraging parents do adopt positive parenting styles[88].

A similar investigation was implemented on the influence of parenting styles on the academic achievement of pupils in Mathematics in Awka South Local Government Education Authority of Anambra State. The study adopted an ex-post facto research design. Two research questions guided the study. The population of the study consisted of two thousand, three hundred and seventy seven (2,377) primary five pupils in the forty five (45) public primary schools in Awka South Local Government Education Authority. The sample comprised of four hundred and twenty four (424) primary five pupils selected using multi-stage sampling. Data were collected using a self-structured questionnaire while secondary data was collected from the 2018/2019 mathematics achievement scores of students in each sampled schools. The reliability of the instrument was determined using Cronbach's Alpha which yielded an overall co-efficient of 0.88. Descriptive and inferential statistics were used for data analysis. Results revealed that parents' use of authoritative parenting style mostly influence academic achievement of excellence in pupils in mathematics; Parents' use of authoritarian and permissive parenting styles mostly influence academic achievement of good in pupils in mathematics; and parents' use of uninvolved parenting style mostly led to failure of pupils in mathematics. It was recommended among others that the State government through the Ministry of Education should organize guidance and counseling programmes in the communities to sensitize, educate and empower parents on various parenting styles and their influence on academic achievement of pupils; and Teachers should make efforts to know their pupils' parents and families so as to know the goals they have set for their children[89].

A closely related investigation was done to examine the influence of peer pressure and parenting style on criminal thinking among secondary school students in Abuja Municipal

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Area Council (AMAC). Using a cross-sectional survey design, three hundred and fifty (350) secondary school students in AMAC were systematically sampled as participants across Government Secondary School Gwarimpa Life Camp and Government Secondary School Jabi, (AMAC). Peer Pressure and Popularity Scale, Parental Care Scale (PCS) and Criminal Thinking Scale were used for data collection. Three hypotheses were formulated and tested using Simple Linear Regression and multiple linear regressions. Findings of the study revealed that peer pressure had significant influence on criminal thinking among secondary school students in Abuja Municipal Area Council AMAC. Finally, it was revealed that, there is a significant joint influence of peer pressure and parenting styles on criminal thinking. Among secondary school students in Abuja Municipal Area Council. It was concluded that peer pressure and parenting styles independently and jointly influence criminal thinking among secondary school students in AMAC. It was recommended that efforts should be made by the school authority to encourage and educate students to understand people they interact with so that they will not be pressured by bad friends to think or indulge in criminal acts. Parents should be made to understand and maintain the styles they bring their children up that will help in relating with their children so as to free them from been criminally-minded[90].

Another closely identical study was investigated on the influence of parenting styles and demographic factors on anti-social and aggressive behaviour among adolescents in selected secondary schools in Abeokuta, Nigeria using social learning theory and behavioural theory, with the use of ex-post facto research design. The study employed the random sampling technique to select four hundred and eighty four (484) adolescent secondary school students as its participants. Standardized questionnaires were used to collect data for the study. Results showed a significant positive relationship between authoritative parenting style and anti-social behaviour and there was significant inverse

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relationship between authoritarian parenting style among other findings. It was concluded that good parenting style is effective in reducing antisocial and aggressive behaviour[91].

A similar study was investigated on the parenting styles on student's disruptive behaviour among secondary schools students in Anchau Educational Division of Kaduna State, Nigeria. The study adopted a correlation design. The target population of the study were nine hundred and two (902) male and female SS II Secondary school student in Anchau educational division Kaduna State, Nigeria. The sample of the study were two hundred and seventy two (272) respondents drawn from SS II students. Data was collected using standardized questionnaires. The collected data was processed and analyzed using descriptive (frequencies, mean and standard deviation) and inferential statistics correlational design. Results showed that a significant relationship exists between authoritative style and disruptive behaviour; autocratic parenting style and disruptive behaviour; and laissez-faire parenting style and disruptive behaviour among SS II secondary students with the following values; authoritative style and disruptive behaviour of SS II secondary school students. Autocratic parenting style and disruptive behaviour of SS II secondary school students. Laissez- faire parenting style and disruptive behaviour of SS II secondary school students. It was recommended that there should be proper training of children before sending them to secondary schools as this will help in minimizing the level of disruptive behaviour; and teachers should observe such students with disruptive behaviour and refer them to school counselors for proper behaviour modification[92].

Another similar study was investigated on the major adjustment problems of fresh undergraduate students of Tai Solarin University of Education, Ijebu Ode, Southwestern Nigeria. It examined the parenting styles of parents as perceived by the students. It also established sex differentials in the social adjustment problems of the students. Lastly, it examined the influence of parenting styles on social adjustment of fresh undergraduate

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students. These are with a view to assisting the students cope with adjustment problems in their first year in the university. The study was a descriptive research. The population consisted of all first year undergraduate students of the University. A sample of three hundred and fifty (350) students was composed using the disproportionate simple random sampling technique from three Departments in the College of Social and Management Sciences. Questionnaires were used to elicit information from the students. Results showed that the major social adjustment problems faced by the students included wanting to improve their appearances, getting worried easily, and being timid and shy and feeling lonely. Results also indicated that the authoritative parenting style is the dominant parenting style perceived to be used by most of the students' parents. There was no significant sex difference in the adjustment problems experienced by the students. However, parenting styles had significant influence on the social adjustment problems of the students. It was concluded that the inclusion and whole participation of stakeholders such as parents, Heads of Departments, advisers, lecturers, school administrators and Counselors in the provision of essential advisory services and co-curricular activities for fresh undergraduates may assist them to transit well into the University community and cope effectively with the myriads of challenges therein[93].

2.3.2.1 Authoritarian Parenting Style and Adolescent Depression

A research work was examined on the common parenting styles and behaviour disorders prevalent among senior secondary school students in Gombe metropolis. A total of twenty nine thousand five hundred and fifty four (29,554) students formed the target population out of which three hundred and seventy nine (379) students served as the sample of the study. Standard Questionnaire and structured interview for parents were used as the instruments for data collection. The data collected was analyzed using descriptive statistics. Results showed that authoritarian parenting style is the most

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common style. Common behaviour disorders prevalent among students were: drug use, destruction of school properties, disobedience to teachers and nonchalant attitude to feelings of others. It was also revealed that authoritarian parenting style correlates with behaviour disorders prevalent among senior secondary school students in Gombe metropolis. It was recommended that parents should avoid the use of authoritarian parenting style because children under this style have low esteem and poor social skills[55].

The aim of a similar study was to assess how the maternal authoritarian parenting style is associated with adolescents' pro-social behaviours. It also explored how the association between these two variables differ for friends and strangers. Four hundred and sixty three (463) adolescents between the ages of thirteen and eighteen were used as sample. Results showed that authoritarian mothers had adolescents who reported lower pro-social behaviours with friends. Still, regressions controlling for demographic variables showed no associations between authoritarian parenting and pro-social behaviours with friends or strangers[94].

A closely similar study investigated authoritative parenting, birth order and social adjustment of secondary school students in Isoko South and Isoko North Local Government Areas of Delta State, Nigeria. The study used ex-post facto design and was guided by three research questions and three corresponding hypotheses. From the population of three thousand, three hundred and forty six (3,346) first-year secondary school students, a sample of six hundred and fifty four (654) was drawn using multistage sampling procedure. Standardized questionnaires were used for data collection in the study. The data collected were analysed using mean and standard deviation to answer the research questions while t-test and analysis of variance (ANOVA) were used to test the null hypotheses at 0.05 level of significance. Among others, the result showed that male students of authoritative parenting style were more socially adjusted than their female

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counterparts. Also, there is no significant influence of middle and last born positions on students' social adjustment. Based on the findings, it was recommended that the level of guidance and counselling services should be increased in secondary schools so as to assist students, especially the first-year (JSS-1) students in coping and adjusting to the school environment[95].

A closely similar research was undertaken to examine the influence of the authoritarian parenting style on the reading attitudes of students. The study confined its scope to four thousand, nine hundred and eighty seven (4,987) Senior Secondary One (SS1) students of public secondary schools in Awka. Four hundred and ninety nine (499) of the students were sampled through proportionate stratified random sampling technique. The secondary school students were stratified based on their local governments; for a comprehensive analysis of the study. Questionnaire was used as instrument for data collection. Descriptive survey research design was adopted. Findings revealed that the students' attitude toward reading in secondary schools is positive and highly encouraging and that children of the authoritarian parents are always criticized by their parents whenever they fail to impress them in their reading life. They take their parents' words as the only consideration and final decision in matters concerning reading. Hence, it is agreed that the authoritarian parenting style has a low and discouraging influence on the students' attitude to reading their books[96].

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2.3.2.2 Authoritative Parenting Style and Adolescent Depression

A study sought to examine the influence of the authoritative parenting style on the reading attitudes of students. The study confined its scope to four thousand, nine hundred and eighty seven (4,987) Senior Secondary One (SS1) students of public secondary schools in Awka. Four hundred and ninety nine (499) of the students were sampled

through proportionate stratified random sampling technique. The secondary school students were stratified based on their local governments; for a comprehensive analysis of the study. Questionnaire was used as instrument for data collection. Descriptive survey research design was adopted. Findings revealed that the students' attitude toward reading in secondary schools is positive and highly encouraging and that the authoritative parenting style, more than any other, aids in ensuring healthy reading development[96].

A similar study was aimed to test the effect of mothers' and fathers' authoritative and authoritarian parenting on child problem behaviour. Furthermore, the study was examined on the influence of family adjustment on parenting styles. Participants were one hundred and five (105) pairs of parents (fathers and mothers). They completed a set of questionnaires assessing their parenting styles, child problem behaviour, and family adjustment. Multiple regression analyses resulted in a significant effect of mothers' authoritative parenting on child emotional problems, as well as significant effects of fathers' authoritative and authoritarian parenting on child behavioural problems. Another key finding was that parental teamwork predicted the effectiveness of parenting[97].

2.3.2.3 Permissive Parenting Style and Adolescent Depression

A study sought to examine the influence of permissive parenting styles on the reading attitudes of students. The study confined its scope to four thousand, nine hundred and eighty seven (4,987) Senior Secondary One (SS1) students of public secondary schools in Awka. Four hundred and ninety nine (499) of the students were sampled through proportionate stratified random sampling technique. The secondary school students were stratified based on their local governments; for a comprehensive analysis of the study. Questionnaire was used as instrument for data collection. Descriptive survey research design was adopted. Findings revealed that the students' attitude toward reading in

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secondary schools is positive and highly encouraging and that the permissive parenting style has a moderate and encouraging influence on the students reading attitudes only if the child is naturally good in reading either at home or at school[96].

A similar research was implemented to examine the impact of permissive parenting styles on the academic performance of adolescents in the senior high school of Birim Central Municipality in Ghana. A descriptive survey research design procedure using a quantitative approach was employed. A sample size of three hundred and seventeen (317) respondents were used for the study. Questionnaire was used to obtain data from the respondents. The data was analysed using inferential statistics (multiple regression and Pearson Product Moment Correlation). Results revealed that the academic performance of adolescents in the third year in the Senior High School of Birim Central Municipality in Ghana was greatly influenced by the type of parenting style the parents adopt. However, the findings from study suggest that differences in academic performances of students in the study area were as a result of the variations in parenting styles used by parents. Overall, students from homes with permissive parenting style were found to perform lesser than those from homes with other parenting styles. It was recommended that parents should try as much as possible to adopt the right parenting style for better academic performance of their children/wards[98].

An identical study was investigated on the relationship between permissive parenting styles and examination cheating tendencies among secondary school students in Siaya Sub County, Kenya. A correlational study design within a mixed methods approach was employed. The target population was one thousand, nine hundred and eight (1,908) form three students, thirty five Teacher Counselors and thirty five Deputy Principals. A sample size of one hundred and ninety (190) Form Three students were selected using stratified random sampling. Eight Teacher Counselors and Deputy Principals were purposively

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sampled. Parenting style and Involvement in Examination Cheating Tendency Questionnaires were used to collect quantitative data from form three students while interview schedule was used to collect qualitative data from the Teacher Counselors and Deputy Principals. Validity was ascertained by expert judgment of two university lecturers while reliability of the instrument was ensured using Cronbach's alpha reliability test, where an index of 0.77 was obtained. Quantitative data was analyzed using descriptive statistics as well as inferential statistics such as Pearson Correlation while qualitative data was analyzed through thematic framework. Results revealed that permissive parenting has a strong positive influence on examination cheating tendencies. It was recommended that Kenyan Teachers' Service Commission should train more teacher counselors in schools to cope with the large number of students who have varied parental backgrounds[99].

2.4 Conceptual Model

The conceptual model for this study shows the relationship among the independent variables (self-esteem and parenting styles) and dependent variable (adolescent depression) as shown in figure 2.1:

Independent Variable (X) **Dependent Variable (Y)**

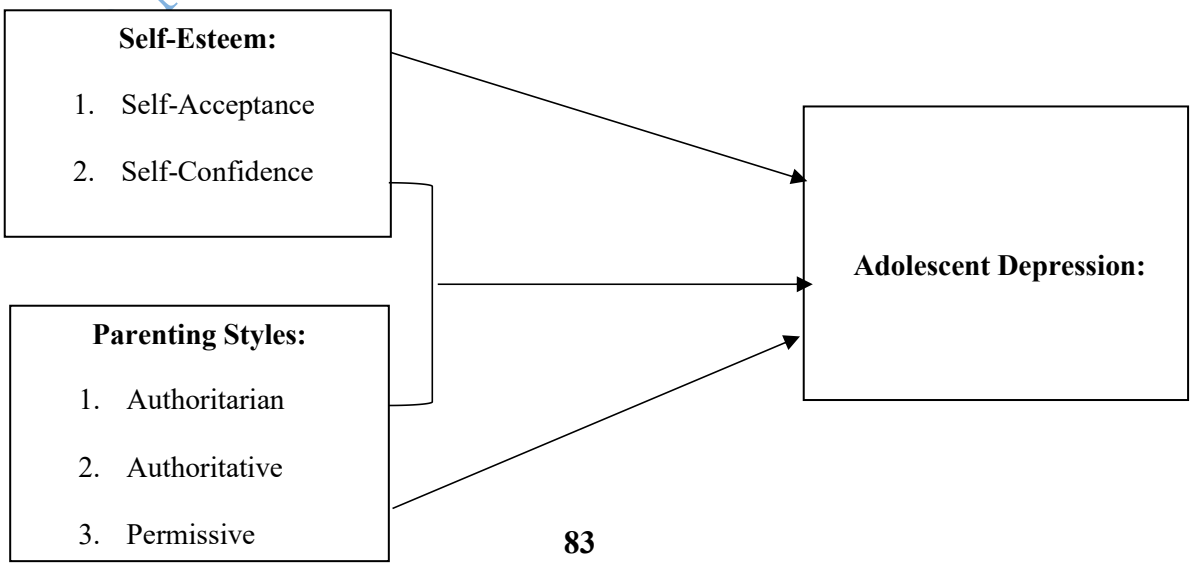

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Figure 2.1: Conceptual Model for the study (A.O. Lawal, 2023)

The conceptual model depicts the relationship among the variables (X and Y) of the study. The independent variables (X) for the study are self-esteem and parenting styles. The first independent variable (X) which is self-esteem would be studied using two major indices – self-acceptance and self-confidence. The second independent variable (X) which is parenting styles would be studied using three kinds – authoritarian, authoritative and permissive styles. The dependent variable (Y) which is adolescent depression would be treated as a single variable that is, without indices. This is supported by a thorough search of literature which shows that depression is treated as single variable. The arrows depict the joint and relative influence of self-esteem and parenting styles along with their indices on adolescent depression among secondary school students.

2.5 Summary of Gaps in Literature Reviewed

This chapter was sub-divided into four sub-headings which are: conceptual review, theoretical review, review of empirical studies and conceptual model. The conceptual review gave a richer insights on useful constructs and concepts of the study such as self-esteem, parenting styles, adolescent, and depression etcetera. Two theories were adopted to guide the study. The first theory – Beck's theory supports the relationship between an adolescent's self-esteem and depression. It suggests that negative self-beliefs, self-confidence and self-evaluation are key precursors in the development of depression. The second theory - Baumind's theory supports the relationship between parenting styles and children's depression among adolescents. It suggests that there are various kinds of parenting styles and each of these styles can determine the behaviours of the children. The parenting styles could be positive or negative. If they are positive, they would have

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good effect on the children and vice versa. Various studies were discussed under review of empirical studies. The empirical studies reviewed however shows scarcity of studies on the joint contribution of self-esteem and parenting styles on adolescents' depression which provided a gap in literature that this study sought to address.

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Chapter Three

Methodology

This chapter describes the procedures that were used for the study. It is discussed based on the following sub-headings:

3.1 Research Design

A descriptive survey research design was employed to carry out this study. This design employs the use of research instrument such as questionnaire to obtain quantitative details from participants without any interference or manipulation of the variables of the study which are – self-esteem, parenting styles and adolescent depression.

3.2 Population of the Study

The target population of the study consisted of all the senior secondary school three (SSS3) students in all the public senior secondary schools in Oyo State. Senior secondary school three students were used for the study because they are mostly within the ages of

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15-19 years which covers both the mid and late adolescent period and they are also matured enough to respond to the instruments for data collection. As at the year 2023 when this study was carried out, there are a total of six hundred and twenty five (625) public senior secondary schools in Oyo State spread across all three (3) senatorial districts and thirty three (33) local government areas in Oyo state. The names of senatorial districts, local government areas, number of public senior secondary schools, and public senior secondary school three students are presented in table 3.1:

Table 3.1: Population of the Study (N= 625 schools; and 55,728 SSS 3 students)

S/N	Senatorial District	Local Government Areas	Number of Public Senior Secondary Schools	Gross Number of Public SSS 3 Students
1.	**Oyo Central**	Afijio	17	1,727
		Akinyele	36	4,216
		Egbeda	30	3,229
		Ogo Oluwa	13	1,007
		Surulere	23	2,399
		Lagelu	26	3,035
		Oluyole	29	3,277
		Ona Ara	33	3,264
		Oyo East	11	729
		Oyo West	11	698
		Atiba	15	1,207
		Sub-total	**244**	**24,788**
2.	**Oyo North**	Saki West	22	1,228
		Saki East	11	660
		Atisbo	12	755
		Irepo	6	273
		Olorunsogo	4	129
		Kajola	16	1,001
		Iwajowa	9	330
		Ogbomoso North	15	1,145
		Ogbomoso South	16	1,224
		Iseyin	23	1,799
		Oorelope	8	389
		Itesiwaju	11	712

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		Orire	18	1,588
		Sub total	**171**	**11,233**
3.	**Oyo South**	Ibadan North	42	5,116
		Ibadan North West	13	898
		Ibadan South West	30	3,199
		Ibadan North East	34	3,169
		Ibadan South East	36	4,001
		Ibarapa East	11	580
		Ibarapa North	8	128
		Ibarapa Central	10	472
		Ido	26	2,144
		Sub total	**210**	**19,707**
	Grand Total		**625**	**55,728**

Source[1]

Table 3.1 shows that the population of public senior secondary schools in Oyo State is six hundred and twenty five (625). It also reveals that the number of public senior secondary school three students is fifty five thousand, seven hundred and twenty eight (55,728) across the thirty three (33) local government areas and three senatorial districts.

3.3 Sample and Sampling Procedures

A multi-stage sampling technique consisting of systematic and Yamane sampling techniques was used to arrive at the sample size for the study. At stage one, the systematic sampling technique was used to sample eleven local government areas across the three senatorial districts for the study. Systematic sampling (also known as interval sampling) relies on arranging the study population according to some ordering scheme (in this case based on local government areas as shown in table 3.1 above) and then selecting elements at regular intervals through that ordered list. Systematic sampling involves a random start and then proceeds with the selection of every k^{th} element from then onwards.

$$k = \frac{\text{Population size (N)}}{\text{Sample size (n)}}$$

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To find an appropriate interval suppose population contains N number of elements and one needs a sample of n size. Then the researcher would divide N by n. The number obtained through this division, say k, is an appropriate interval size to produce a representative sample[2]. In this study, the list of the thirty three (33) local government areas (N) was divided by a chosen sample size (n) of eleven (11) to form an interval (k) of three (3) as shown below:

$$k = \frac{33}{11} = 3$$

So the researcher systematically choose a sample number of eleven (11) local government areas from the thirty three (33) local government areas on the list (table 3.1) based on an interval (k) of every three (3) local government areas beginning with a random start of the first local government area on the table or list. The selected number of local government areas along with their public secondary schools and students are presented in table 3.2.

Table 3.2: Sample of Local Government Areas for the Study (n = 11)

S/N	Senatorial District	Local Government Areas	Number of Public Senior Secondary Schools	Gross Number of Public SSS 3 Students
1.	**Oyo Central**	Afijio	17	1,727
		Ogo Oluwa	13	1,007
		Oluyole	29	3,277
		Oyo West	11	698
		Sub-total	**70**	**6,709**
2.	**Oyo North**	Saki East	11	660
		Olorunsogo	4	129
		Ogbomoso North	15	1,145
		Oorelope	8	389
		Sub total	**38**	**2,323**
3.	**Oyo South**	Ibadan North	42	5,116
		Ibadan North East	34	3,169
		Ibarapa North	8	128
		Sub total	**84**	**8,413**

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Grand Total	**192**	**17,445**

Source[2]

Table 3.2 shows that the eleven selected local government areas by systematic sampling procedure consist of one hundred and ninety two (192) public senior secondary schools, and seventeen thousand, four hundred and forty five (17,445) public senior secondary school three students. At stage two, the proportionate to size sampling technique was used to select 30% of the one hundred and ninety two (192) public senior secondary schools to make a sample size of fifty seven (57) public senior secondary schools as shown in table 3.3:

Table 3.3: Sample Number of Public Senior Secondary Schools (n = 57)

S/N	Senatorial District	Local Government Areas	Number of public senior secondary schools	Sample Number of public senior secondary schools (30%)
1.	**Oyo Central**	Afijio	17	5
		Ogo Oluwa	13	4
		Oluyole	29	9
		Oyo West	11	3
		Sub-total	**70**	**21**
2.	**Oyo North**	Saki East	11	3
		Olorunsogo	4	1
		Ogbomoso North	15	5
		Oorelope	8	2
		Sub total	**38**	**11**
3.	**Oyo South**	Ibadan North	42	13
		Ibadan North East	34	10
		Ibarapa North	8	2
		Sub total	**84**	**25**
	Grand Total		**192**	**57**

Source[3]

Table 3.3 shows that the sample size of public senior secondary schools is fifty seven (57) sampled from a total of one hundred and ninety two (192) public senior secondary

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schools across the eleven (11) selected local government areas and three senatorial districts based on proportionate sampling technique or procedure.

At stage three, Yamane sample size determination formula was used to sample a fraction of the seventeen thousand, four hundred and forty five (17,445) public senior secondary school three students to make up a sample size of two thousand, eight hundred and eighty four (2,884) public senior secondary school three students. The formula is as follows:

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

Where n is the sample size,

N is the population size, and

e is the level of precision. The level of precision is also the level of significance which is 0.05.

According to the Yamane formula, the sample number of public senior secondary school three students is shown in table 3.4:

Table 3.4: Sample Number of Public Senior Secondary School Students (n = 2,884)

S/N	Senatorial District	Local Government Areas	Gross Number of Public SSS 3 Students	Sample Number of Public SSS 3 Students (Yamane Formula)
1.	**Oyo Central**	Afijio	1,727	325
		Ogo Oluwa	1,007	286
		Oluyole	3,277	356
		Oyo West	698	254
		Sub-total	**6,709**	**1,221**
2.	**Oyo North**	Saki East	660	249
		Olorunsogo	129	98

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		Ogbomoso North	1,145	296
		Oorelope	389	197
		Sub total	**2,323**	**840**
3.	**Oyo South**	Ibadan North	5,116	371
		Ibadan North East	3,169	355
		Ibarapa North	128	97
		Sub total	**8,413**	**823**
	Grand Total		**17,445**	**2,884**

Source[4]

Table 3.4 shows that the sample size of public senior secondary school three students is two thousand, eight hundred and eighty four (2,884) sampled from a total of seventeen thousand, four hundred and forty five (17,445) public senior secondary school three students across the eleven (11) selected local government areas and three senatorial districts based on the Yamane sample size determination formula.

3.4 Description of Research Instruments

Three standardized questionnaires titled: "Kutcher's Depression Scale", "Rosenberg Self-Esteem Scale" and "Baumind's Parenting Style Scale" were used to collect data for the study. All three standardized questionnaires were joined as one and tagged – "Self-Esteem, Parenting Style and Depression Questionnaire (SEPSDQ)". This was done because all three standardized questionnaires were responded to by the students only. The questionnaire was thus divided into four sections (A, B, C and D) and described below:

Section A consisted of the demographic variable of the students such as gender, age and family type.

Section B consisted of the depression scale. Eleven (11) structured items were adapted from this scale to determine the level of adolescent depression among senior secondary

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school students in Oyo State. The rating scale was as follows: Very High Level (HL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1.

Section B consisted of the self-esteem scale. Ten (10) structured items were adapted from this scale to determine the level of self-esteem (self-acceptance and self-confidence) among senior secondary school students in Oyo State. Five (5) items each belonged to self-acceptance and self-confidence dimensions. The rating scale was as follows: Very High Level (HL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1.

Section C consisted of the parenting style scale. Eighteen (18) structured items were adapted from this scale to determine the mostly adopted parenting styles (authoritarian, authoritative and permissive) of senior secondary school students in Oyo State. Six (6) items each belonged to authoritarian, authoritative and permissive parenting styles respectively. The rating scale was as follows: Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; Strongly Disagree (SD) = 1.

3.5 Validity of the Instrument

A face and content validity evidence was ensured. This type validity is done to ensure that items evaluated on the instruments are in fact representative and adequate to measure a particular construct[5]. To ensure that the instruments elicited the required responses from the respondents, the researcher showed the instruments to experts in the department of Guidance and Counselling at University of Ibadan and Educational Management Department at Lead City University, Oyo state for their inputs and correction. After all the crucial corrections were made, the instruments were also given to the researcher's supervisor to make the final corrections.

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3.6 Reliability of the Instrument

The reliability of the instrument (questionnaire) was determined using Cronbach's Alpha. The reliability of the questionnaire is done to determine the internal consistency and stability of the responses to the items on the instrument[5]. The questionnaire was administered to fifteen (15) senior secondary school three students in Oyo state who were excluded from the final study. For the purpose of scoring, the items on the questionnaire was entered into Statistical Package for Social Science (SPSS), IBM version 29 and the reliability was estimated. The Cronbach's Alpha reliability coefficient value obtained was 0.817 which was interpreted using psychometric test and found to be reliable.

3.7 Procedure for Data Collection

The researcher personally administered the questionnaire after mass producing it. She also sought the assistance or aid of four (4) research assistants since the number of sampled participants was large. During data administration at the various selected schools, permission was first sought from the vice principals for their approval before the researcher and her assistants proceeded to administer the questionnaires. The senior secondary school three students were given the questionnaires to complete in some minutes and the questionnaires were collected from them after they had responded to them.

3.8 Method of Data Analysis

Data collected were analysed using descriptive and inferential statistical techniques. Demographic information of the students was analysed using descriptive statistics such as

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frequency and percentage. Research questions was answered using descriptive statistics such as frequency, percentage, mean and standard deviation. Hypotheses one and two were tested using inferential statistics such as multiple regression at 5% level of significance.

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Endnotes

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2. K.G. Narayan., D.K. Sinha., & D.K. Singh, *Sampling Techniques,* In: Veterinary Public Health & Epidemiology, **Springer Publishing: Singapore**, 2023, 5. https://doi.org/10.1007/978-981-19-7800-5_12

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4. T. Yamane, *Statistics, An Introductory Analysis*, **Harper and Row: New York,** (2nd ed.), 1967, 8. ASIN: B0000CNPXC, gbv.de/dms/zbw/252560191.pdf

5. S. Shafie., F.A. Majid., S.M. Damio., & T.S. Hoon, *Evaluation on The Face and Content Validity of a Soft Skills Transfer of Training Instrument*, **International Journal of Academic Research in Business and Social Sciences**, 10(10), 2020, 1054–1065. DOI:10.6007/IJARBSS/v10-i10/8267

6. Z. Gizaw., A.W. Yalew., B.D. Bitew., J. Lee & M. Bisesi, *Development and Validation of Questionnaire to Assess Exposure of Children to Enteric Infections in the Rural Northwest Ethiopia,* **Scientifc Reports**, 12(6740), 2022, 1-11. https://doi.org/10.1038/s41598-022-10811-x.

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Chapter Four

Results and Discussion of Findings

This chapter presents the findings based on the descriptive and inferential statistical analysis of the data collected during the instrument administration. This chapter consists of the instrument Response Rate and Data presentation (Demographic Data Presentation, Research Questions and Hypotheses). It also presents the discussion of findings and endnotes.

4.1 Instrument Response Rate

Table 4.1: Instrument Response Rate

Instrument	Amount Administered	Amount Returned	Valid Amount	Percentage Rate of Response

Self-Esteem, Parenting Style and Depression Questionnaire (SEPSDQ)	2,884	2,691	2,547	88.3%

Source: Field Survey, 2023

Table 4.1 shows the instrument response rate. An instrument (questionnaire) titled – "Self-Esteem, Parenting Style and Depression Questionnaire (SEPSDQ)" which was adapted from the self-esteem scale, parenting style scale and Kutcher's depression scale was administered to two thousand, eight hundred and eighty four (2,884) public senior secondary school three students. The instrument was administered personally by the researcher and with the aid of four (4) research assistants. However, two thousand, six hundred and ninety one (2,691) questionnaires were retrieved or returned but two thousand, five hundred and forty seven (2,547) were found to be properly filled and valid after carefully sorting them. This gave a response rate of 88.3% with a low attrition rate of 6.69% since only one hundred and ninety three (193) questionnaires were either missing or not retrieved.

4.2 Data Presentation

4.2.1 Demographic Data Presentation

Table 4.2: Frequency Distribution of Public Senior Secondary School Three Students' Demography (n = 2,547)

Demographic Data	Frequency (F)	Percentage (%)
Gender		
Male	1182	46.4
Female	1365	53.6
Total	**2,547**	**100**
Age (years)		
12-14	110	4.3
15-17	1421	55.8
18 and above	1016	39.9
Total	**2,547**	**100**
Family Type		

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Nuclear	1345	52.8
Extended	803	31.5
Single Parenthood	399	15.7
Total	**2,547**	**100**

Source: Field Survey, 2023

Table 4.2 reveals that 1182 (46.4%) of the students are males while 1365 (53.6%) are females. This result may suggest that female students are more than their male counterparts in the Public Senior Secondary Schools in Oyo state. Furthermore, 110 (4.3%) of the students are within 12-14 years of age, 1421 (55.8%) are within 15-17 years of age while 1016 (39.9%) are 18 years of age and above. This result suggests that majority of the students are in their mid to late adolescents. Lastly, 1345 (52.8%) are in Nuclear family type consisting of father, mother and children. 803 (31.5%) are in extended family type consisting of father, mother, children and relatives. However, 399 (15.7%) have single parents which is only father or only mother. This result implies that majority of the students are from intact homes.

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4.2.2 Research Questions

Research Question One: What is the level of adolescent depression among senior secondary school students in Oyo State?

Table 4.3: Level of Depression among Adolescent Students (n = 2,547)

S/N	Items	VHL	HL	LL	VLL	$\bar{x}$	Std. Dev.	Decision
1	I have low mood, sadness, feeling blah or down, depressed, and just can't be bothered	487 (19.1%)	721 (28.3%)	903 (35.5%)	436 (17.1%)	2.494	0.985	Low Level
2	I am irritable, loose temper easily, feeling pissed off, and loosing it	369 (14.5%)	716 (28.1%)	759 (29.8%)	703 (27.6%)	2.295	1.142	Low Level
3	I have sleep difficulties - different from my usual, trouble falling asleep, lying awake in bed	496 (19.5%)	626 (24.6%)	742 (29.1%)	683 (26.8%)	2.367	1.052	Low Level
4	I have feelings of decreased interest in hanging out with friends; being with my best friend; being with my boyfriend/girlfriend; going out of the	518 (20.3%)	673 (26.4%)	824 (32.4%)	532 (20.9%)	2.462	1.033	Low Level

	house; doing school work or work; doing hobbies or sports or recreation							
5	I have feelings of worthlessness, hopelessness, letting people down, not being a good person	301 (11.8%)	598 (23.5%)	651 (25.6%)	997 (39.1%)	2.080	1.152	Low Level
6	I feel tired, fatigued, low in energy, hard to get motivated, have to push to get things done, want to rest or lie down a lot	335 (13.2%)	686 (26.9%)	848 (33.3%)	678 (26.6%)	2.266	1.144	Low Level
7	I have trouble concentrating, can't keep my mind on schoolwork or work, daydreaming when I should be working, hard to focus when reading, getting "bored" with work or school	342 (13.4%)	962 (37.8%)	895 (35.1%)	348 (13.7%)	2.510	0.971	High Level
8	I do feel that life is not very much fun, and I do not get as much pleasure from fun things as usual	300 (11.8%)	681 (26.7%)	752 (29.5%)	814 (32.0%)	2.183	1.149	Low Level
9	I feel worried, nervous, panicky, tense, and anxious	248 (9.7%)	578 (22.7%)	823 (32.3%)	898 (35.3%)	2.069	1.158	Low Level
10	I have physical feelings of worry like: headaches, butterflies, nausea, tingling, restlessness, diarrhea, shakes or tremors	316 (12.4%)	499 (19.6%)	797 (31.3%)	935 (36.7%)	2.077	1.154	Low Level
11	I do have thoughts, plans or actions about suicide or self-harm	235 (9.2%)	358 (14.1%)	718 (28.2%)	1,236 (48.5%)	1.840	1.162	Low Level
	Criterion Mean = 2.500; Weighted Mean = 2.240; SD = 1.100 Overall Decision = Low Level (Mild)							

Source: Field Survey, 2023

Rating Scale used – Very High Level (HL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1. Std. Dev. = Standard Deviation, $\bar{x}$ = Mean

Mean Threshold: 1.000-1.750 = Very Low Level (Not Depressed); 1.751-2.500 = Low Level (Mildly Depressed); 2.501-3.250 = High Level (Moderately Depressed) and 3.251 to 4.000 = Very High Level (Severely Depressed)

Table 4.3 presents the level of adolescent depression among public senior secondary school students in Oyo State, Nigeria. The rating scale of Very Low Level (1) to Very High Level (4) was used with the criterion mean set at 2.500. Eleven (11) items were used to ascertain the level of depression among adolescent students. All the items were positive items. Results revealed that ten (10) of the items are rated "low level" as their means are within 1.751-2.500. However, one of the item was rated 'high level' as its mean was within 2.501-3.250. The weighted mean (SD) of 2**.240 (1.100)** confirms generally that depression among adolescent students in Public Senior Secondary Schools Oyo State is at a "low level" which is considered as mild level of depression.

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Research Question Two: What is the level of self-esteem (self-acceptance and self-confidence) among senior secondary school students in Oyo State?

Table 4.4: Level of Self-Acceptance among the Students (n = 2,547)

S/N	Items	VHL	HL	LL	VLL	$\bar{x}$	Std. Dev.	Decision
1	In order to get along and be liked, I refuse to be what others expect me to be	652 (25.6%)	1093 (42.9%)	489 (19.2%)	313 (12.3%)	2.818	.851	High Level
2	I have more respect for myself	862 (33.8%)	995 (39.1%)	338 (13.3%)	352 (13.8%)	2.929	.849	High Level
3	I take a positive attitude toward myself	633 (24.9%)	1183 (46.4%)	402 (15.8%)	329 (12.9%)	2.832	.853	High Level
4	I find it easy to believe the nice things people say about me	571 (22.4%)	986 (38.7%)	522 (20.5%)	468 (18.4%)	2.652	.861	High Level
5	I am never bothered by feelings of inferiority	803 (31.5%)	967 (38.0%)	462 (18.1%)	315 (12.4%)	2.706	.858	High Level
	Criterion Mean = 2.500; Weighted Mean = 2.787; SD = .854; Overall Decision = High Level							

Source: Field Survey, 2023

Rating Scale used – Very High Level (HL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1. Std. Dev. = Standard Deviation, $\bar{x}$ = Mean

Mean Threshold: 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = High Level and 3.251 to 4.000 = Very High Level

Table 4.4 presents the level of self-acceptance among the public senior secondary school students in Oyo State, Nigeria. The criterion mean was set at 2.500. The rating scale of Very Low Level (1) to Very High Level (4) was used. Five (5) items were used to ascertain the students' level of self-acceptance. All the items were positive. Results revealed that all the items are rated 'High Level' as their means are within 2.501-3.250 which is good. This implies that majority of the students refuse to be what others expect them to be just to get along, have more respect for themselves and take positive attitude towards themselves at a high level. They also find it easy to believe the nice things people say about them and are never bothered by feelings of inferiority at a high level. This

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shows they accept themselves. The weighted mean (SD) of **2.787 (.854)** generally confirms that students' self-acceptance in Oyo State Public Senior Secondary Schools is at a high level which is good.

Table 4.5: Level of Self-Confidence among the Students (n = 2,547)

S/N	Items	VHL	HL	LL	VLL	$\bar{x}$	Std. Dev.	Decision
1	On the whole, I am satisfied with myself	403 (15.8%)	710 (27.9%)	966 (37.9%)	468 (18.4%)	2.411	.901	Low Level
2	I feel that I have a number of good qualities	431 (16.9%)	614 (24.1%)	947 (37.2%)	555 (21.8%)	2.362	.910	Low Level
3	I am able to do things as well as most other people	498 (19.6%)	731 (28.7%)	793 (31.1%)	525 (20.6%)	2.472	.891	Low Level
4	I feel I have much to be proud of	508 (19.9%)	791 (31.1%)	833 (32.7%)	415 (16.3%)	2.547	.880	High Level
5	I feel that I'm a person of worth, at least on an equal plane with others	621 (24.4%)	754 (29.6%)	892 (35.0%)	280 (11.0%)	2.674	.869	High Level
	Criterion Mean = 2.500; Weighted Mean = 2.493; SD = .890; Overall Decision = Low Level							

Source: Field Survey, 2023

Rating Scale used – Very High Level (HL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1. Std. Dev. = Standard Deviation, $\bar{x}$ = Mean

Mean Threshold: 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = High Level and 3.251 to 4.000 = Very High Level

Table 4.5 presents the level of self-confidence among the public senior secondary school students in Oyo State, Nigeria. The criterion mean was set at 2.500. The rating scale of Very Low Level (1) to Very High Level (4) was used. Five (5) items were used to ascertain the students' level of self-confidence. All the items were positive. Results revealed that three out of the five items are rated 'low level' as their means are within 1.751-2.500 which is poor. This implies that the students are satisfied with themselves, feel they have lots of good qualities and are able to do things as well as most other people at a low level. However, two of the items are rated "high level" as their means are within 2.501-3.250. This implies that the students feel they have much to be proud of and are

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persons of worth at least on an equal plane with others at a high level. The weighted mean (SD) of **2.493 (.890)** generally confirms that the students' self-confidence in Oyo State Public Senior Secondary Schools is at a low level. In answer to research question two, the level of self-esteem of the students in terms of self-acceptance is at a high level while self-confidence is at a low level which is poor. This shows that although majority of the students accept themselves, they are however not that confident in themselves or in their abilities.

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Research Question Three: What are the mostly adopted parenting styles (authoritarian, authoritative and permissive) of senior secondary school students in Oyo State?

Table 4.6: Authoritarian Parenting Style of the Students' Parents (n = 2,547)

S/N	Items	SA	A	D	SD	$\bar{x}$	Std. Dev.	Decision
1	My parents/guardians scold me when they disapprove of my behaviour	748 (29.4%)	928 (36.4%)	516 (20.3%)	355 (13.9%)	2.812	.831	Agree (Bad)
2	My parents/guardians yell in anger towards me when I misbehave	605 (23.8%)	964 (37.8%)	493 (19.4%)	485 (19.0%)	2.663	.859	Agree (Bad)
3	My parents/guardians spank me when they do not like what I do or say	703 (27.6%)	817 (32.1%)	801 (31.4%)	226 (8.9%)	2.784	.841	Agree (Bad)

4	My parents/guardians use physical punishment as a way to discipline me	615 (24.1%)	924 (36.3%)	563 (22.1%)	445 (17.5%)	2.671	.852	Agree (Bad)
5	When I ask my parents why I have to do something they tell me it is because they said so	642 (25.2%)	877 (34.4%)	647 (25.4%)	381 (15.0%)	2.699	.847	Agree (Bad)
6	My parents always expect me to accept their judgments without questioning	712 (28.0%)	851 (33.4%)	593 (23.2%)	391 (15.4%)	2.740	.843	Agree (Bad)
	Criterion Mean = 2.500; Weighted Mean = 2.728; SD = .846; Overall Decision = Agree (Bad)							

Source: Field Survey, 2023

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1); S.D = Standard Deviation; $\bar{x}$ = Mean

***Threshold:** mean value of 0.000-1.750 = Strongly Disagree (Very Good); 1.751-2.500 = Disagree (Good); 2.501-3.250 =Agree (Bad); 3.251 to 4.000 = Strongly Agree (Very Bad)

Table 4.6 presents the authoritarian parenting style of public senior secondary school students' parents in Oyo State, Nigeria. The criterion mean was set at 2.500. The rating scale of Strongly Disagree (1) to Strongly Agree (4) was used. Six (6) items were used to ascertain the authoritarian parenting style of the students. All the items were positive. Results revealed that all the items are rated 'agree' as their means are within 2.501-3.250 which is bad. This implies that the students "agree" that their parents scold yell and spank them when they misbehave or disapprove of their behaviour. The students also agree that their parents use physical punishment as a way of discipline, do not explain the reason for their judgments instead expect them to accept their parents' judgments without questioning their parents. The weighted mean (SD) of **2.728 (.846)** generally confirms that the students 'agree' that they have parents who are authoritarian in their parenting styles which is actually bad parenting method.

Table 4.7: Authoritative Parenting Style of the Students' Parents (n = 2,547)

S/N	Items	SA	A	D	SD	$\bar{x}$	Std. Dev.	Decision
1	My parents explain to me the consequences of my behaviour	358 (14.1%)	532 (20.9%)	964 (37.8%)	693 (27.2%)	2.218	.982	Disagree (Bad)

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2	My parents respect my opinions and encourage me to express my feelings, opinions and problems	406 (15.9%)	577 (22.7%)	893 (35.1%)	671 (26.3%)	2.282	.978	Disagree (Bad)
3	My parents give me reasons to obey rules	468 (18.4%)	591 (23.2%)	887 (34.8%)	601 (23.6%)	2.364	.946	Disagree (Bad)
4	Parent/guardian (s) is aware of problems or concerns about me in school	501 (19.7%)	589 (23.1%)	859 (33.7%)	598 (23.5%)	2.390	.943	Disagree (Bad)
5	My parent/guardian (s) expresses affection by hugging, and holding me	311 (12.2%)	467 (18.3%)	1220 (47.9%)	549 (21.6%)	2.212	.986	Disagree (Bad)
6	My parent/guardian (s) gives praise when I do good	543 (21.3%)	691 (27.1%)	832 (32.7%)	481 (18.9%)	2.509	.871	Agree (Good)
	Criterion Mean = 2.500; Weighted Mean = 2.329; SD = .951; Overall Decision = Disagree (Bad)							

Source: Field Survey, 2023

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1); S.D = Standard Deviation; $\bar{x}$ = Mean

***Threshold:** mean value of 0.000-1.750 = Strongly Disagree (Very Bad); 1.751-2.500 = Disagree (Bad); 2.501-3.250 =Agree (Good); 3.251 to 4.000 = Strongly Agree (Very Good)

Table 4.7 presents the authoritative parenting style of public senior secondary school students' parents in Oyo State, Nigeria. The criterion mean was set at 2.500. The rating scale of Strongly Disagree (1) to Strongly Agree (4) was used. Six (6) items were used to ascertain the authoritative parenting style of the students. All the items were positive. Results revealed that five (5) of the items are rated 'disagree' as their means are within 1.751-2.500 which is bad. This implies that the students "disagree" that their parents explain to them the consequences of their behaviour, respect their opinions and encourage them to express their feelings, opinions and problems, give them reasons to obey rules, are aware of problems or concerns about them in school and express their affection by hugging, and holding them. However, one of the item was rated "agree" as its mean is within 2.501-3.250. This item implies that the students agree that their parent/guardian (s) gives them praise when they do good or the right thing. The weighted mean (SD) of **2.329 (.951)** generally confirms that the students 'disagree' that they have parents who are

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authoritative in their parenting style which is bad. This is because authoritative parenting style is good if not termed the best parenting style.

Table 4.8: Permissive Parenting Style of the Students' Parents (n = 2,547)

S/N	Items	SA	A	D	SD	$\bar{x}$	Std. Dev.	Decision
1	My parents find it difficult to discipline me when I misbehave	365 (14.3%)	488 (19.2%)	963 (37.8%)	731 (28.7%)	2.191	.987	Disagree (good)
2	My parents give in to me when I cause a commotion about something	261 (10.2%)	308 (12.1%)	1103 (43.3%)	875 (34.4%)	1.982	.997	Disagree (good)
3	My parents encourage me to freely express myself even when it disagrees with their opinions	311 (12.2%)	468 (18.4%)	984 (38.6%)	784 (30.8%)	2.120	.991	Disagree (good)
4	My parents withhold scolding and/or criticism even when I act contrary to wishes	271 (10.6%)	316 (12.4%)	1094 (43.0%)	866 (34.0%)	1.997	.998	Disagree (good)
5	My parent/guardian (s) threatens me with punishment more often than giving it	712 (28.0%)	503 (19.7%)	477 (18.7%)	855 (33.6%)	2.421	.879	Disagree (good)
6	My parent/guardian (s) bribe me with rewards to bring about compliance	388 (15.2%)	497 (19.5%)	1001 (39.3%)	661 (26.0%)	2.240	.983	Disagree (good)
	Criterion Mean = 2.500; Weighted Mean = 2.159; SD = .973; Overall Decision = Disagree (Good)							

Source: Field Survey, 2023

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1); S.D = Standard Deviation; $\bar{x}$ = Mean;

***Threshold:** mean value of 0.000-1.750 = Strongly Disagree (Very Good); 1.751-2.500 = Disagree (Good); 2.501-3.250 =Agree (Bad); 3.251 to 4.000 = Strongly Agree (Very Bad)

Table 4.8 presents the permissive parenting style of public senior secondary school students' parents in Oyo State, Nigeria. The criterion mean was set at 2.500. The rating scale of Strongly Disagree (1) to Strongly Agree (4) was used. Six (6) items were used to ascertain the permissive parenting style of the students. All the items were positive. Results revealed that all the items are rated 'disagree' as their means are within 1.751-2.500 which is good. This implies that the students "disagree" that their parents find it difficult to discipline or scold them when they misbehave or act contrary to wishes. They

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also disagree that their parents threatens them with punishment more often than giving it, encourage them to freely express themselves even when they disagree with their opinions, bribe them with rewards to bring about compliance and give in to them when they cause a commotion about something. The weighted mean (SD) of **2.159 (.973)** generally confirms that the students 'disagree' that they have parents who are permissive in their parenting style which is good. This is good because permissive parenting styles is not the best style of parenting as it can often spoil children.

The table below presents a summary of the three parenting styles to determine which parenting style (authoritarian, authoritative and permissive) is mostly adopted by the students' parents in public senior secondary schools in Oyo State.

Table 4.9: Mostly Adopted Parenting Style of Students' Parents (n = 15,282)

S/N	Management Styles	SA	A	D	SD	$\bar{x}$	S.D	Remark
1	Authoritarian	4025 (26.3%)	5361 (35.1%)	3613 (23.6%)	2283 (15.0%)	2.728	.846	Agree
2	Authoritative	2587 (16.9%)	3447 (22.6%)	5655 (37.0%)	3593 (23.5%)	2.329	.951	Disagree
3	Permissive	2308 (15.1%)	2580 (16.9%)	5622 (36.8%)	4772 (31.2%)	2.159	.973	Disagree

Source: Field Survey, 2023

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1); S.D = Standard Deviation; $\bar{x}$ = Mean

***Threshold:** mean value of 1.000-1.750 = Strongly Disagree; 1.751-2.500 = Disagree; 2.501-3.250 =Agree; 3.251 to 4.000 = Strongly Agree

Table 4.9 shows that authoritarian parenting style has more 'agree' and 'strongly agree' responses by the students compared to authoritative and permissive parenting styles. The authoritarian parenting style also has less "strongly disagree" and "disagree" responses by the students compared to authoritative and permissive parenting styles. Authoritative parenting style has lesser 'agree' and 'strongly agree' responses when compared to authoritarian parenting style but more "strongly agree" and "agree" responses when compared to permissive parenting style. This style also has more "disagree" and "strongly disagree" responses when compared to authoritarian parenting style, more "disagree"

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responses and less "strongly disagree" responses when compared to permissive parenting style. Lastly, permissive parenting style has lesser "strongly agree" and "agree" responses when compared to both authoritarian and authoritative parenting styles but more "strongly disagree" responses when compared to authoritarian and authoritative parenting styles. The mean of each parenting style shows that authoritarian parenting style ($\bar{x}$ = **2.728)** is mostly adopted by the students' parents compared to authoritative ($\bar{x}$ = **2.329)** and permissive parenting styles ($\bar{x}$ = **2.159)**. In answer to research question three, the parenting styles of the students' parents is mostly authoritarian. The students' parents are however less authoritative and permissive in their parenting style.

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4.3 Test of Hypotheses

$H_0$1: There will be no significant joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State

Table 4.10: Multiple Regression analysis and Model Summary for the joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State

Anova

Model		Sum of Squares	Df	Mean Square	F	Significance Value	Decision
1	Regression	3678.841	6	368.998	9.974	.000	Highly Significant
	Residual	62843.484	2540	37.198			
	Total	66522.325	2546				

Model Summary
R = .521
R square = .271
Adjusted R Square = .267
Standard Error of the Estimate = .00014

Source: Field Survey, 2023

Dependent Variable: Adolescent Depression

Predictors: (Constant), permissive parenting style, self-confidence, authoritarian parenting style, self-acceptance, authoritative parenting style

In table 4.10, the Anova results reveal a significant joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State ($F_{6, 2540} = 9.974$; $P<0.05$). The null hypothesis (H_0) which states that there will be no significant joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State is therefore rejected. This results suggest that self-esteem and parenting styles both influence Adolescent Students' Depression in Oyo state public senior secondary schools. The model summary shows the coefficient of determination (R) value to be .521; R^2 value to be .271 and Adjusted R^2 to be .268. The adjusted R^2 value shows that 26.8% (.268) of the variability in Adolescent Depression can be explained by the predictors (self-esteem and parenting styles). The

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value also implies that 73.2% could be due to errors and indices that are not included in the model or considered in the study. Standard error of the estimate (.00014) shows that the model represents a good fit of the data which means it is precise since the level of error is small and could easily be ignored.

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$H_0$2: There will be no significant relative influence of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State.

Table 4.11: Coefficients of Multiple Regression for the relative influence of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.399	1.278		20.656	.000
	Self-acceptance	-.121	.045	-.098	-2.698	.019*
	Self-confidence	-.208	.047	-.160	3.009	.009*
	Authoritarian parenting style	.201	.046	.151	2.991	.011*
	Authoritative parenting style	-.091	.052	-.065	-.721	.472
	Permissive parenting style	.114	.041	.081	2.317	.024*

Dependent Variable: Adolescent Depression

*β coefficients significant at 0.05 level of significance (P<0.05); **Source:** Field Survey, 2023

Table 4.11 shows that all the indices (except authoritative parenting style) have significant relative influence on adolescent students' depression in Oyo State senior secondary schools. This result implies that self-acceptance (β = -.098; t = -2.698; P<0.05), self-confidence (β = -.160; t = 3.009; P<0.05), authoritarian parenting style (β = .151; t = 2.991; P<0.05), and permissive parenting style (β = .081; t = 2.317; P<0.05) all have significant relative influence on adolescent students' depression. This implies that they may be the cause of the significance observed in the model. However, authoritative parenting style (β = -.065; t = -.721; P>0.05) does not have significant relative influence on adolescent depression. The null hypothesis (H_0) which states that there will be no significant relative influence of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) on adolescent depression among senior secondary school students in Oyo State is therefore rejected for self-

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acceptance, self-confidence, authoritarian parenting style, and permissive parenting style but accepted for authoritative parenting style.

The Unstandardized Coefficients (B) indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. A one-unit increase in self-acceptance caused a decrease (the negative sign of the coefficient) in adolescent depression by 0.121. A one-unit increase in self-confidence caused a decrease (the negative sign of the coefficient) in adolescent depression by 0.208. A one-unit increase in authoritarian parenting style caused an increase (the positive sign of the coefficient) in adolescent depression by 0.201. A one-unit increase in authoritative parenting style caused a decrease (the negative sign of the coefficient) in adolescent depression by just 0.091. Lastly, a one-unit increase in permissive parenting style caused an increase (the positive sign of the coefficient) in adolescent depression by 0.114. The small standard error values for each of the significant predictors indicates greater precision since the error values are small.

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4.4 Discussion of Findings

This study was carried out to investigate self-esteem and parenting styles as determinants of adolescents' depression among senior secondary school students in Oyo State. Five objectives consisting of three (3) research questions and two (2) null hypotheses were

raised for the study. This section discusses the findings of the study, compares and contrasts the findings with that of previous studies.

The students' demography shows that 1182 (46.4%) of the students are males while 1365 (53.6%) are females. Furthermore, it is revealed that 110 (4.3%) of the students are within 12-14 years of age, 1421 (55.8%) are within 15-17 years of age while 1016 (39.9%) are 18 years of age and above. Lastly, most of the students, 1345 (52.8%) are in Nuclear family type, 803 (31.5%) are in extended family type while 399 (15.7%) have single parents. This result is in line with a work carried out in 2021 on "Psychological Stress and its Associated Factors among In-school Adolescents in Ibadan, Oyo State, Nigeria" which revealed that most public secondary school students are within the ages of 13-15 years, mostly females and in nuclear family type with monogamous homes[1]. The result also agrees with a work carried out in 2022 on "Gender and Location as Factors Determinants of Secondary School Students Civic Engagement in Oyo State, Nigeria" which revealed more male to female secondary school students in Oyo State and most students with 13-17 years of age[2]. The studies maybe similar to the present study because they were all carried out in Oyo State and among public secondary school students.

Research question one which states that - "what is the level of adolescent depression among senior secondary school students in Oyo State? Reveals that the level of depression among adolescent students in public senior secondary schools in Oyo State is at a "low level ($\bar{x}$ = 2.240) which is considered as mild. This result implies that adolescent depression among the students is neither "very high" nor "high". It is however at a "low level" which is mild not moderate or severe. This finding is similar to a previous work on "Knowledge and attitude toward depression among adolescents attending secondary schools in an urban local government area of Lagos State, Nigeria" carried out in 2021 which showed that most adolescents have mild level of depression. These adolescents do

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not want to hang out with friends, have decrease in appetite, poor performance in school, want to run away from home and have suicidal thoughts[3]. This result may be similar to that of this present study probably because it was also carried out in a state in southwest, Nigeria as this present study. These states tend to share similar cultural ideologies. Studies on "Social Support and Depression among Adolescents in Southwest, Nigeria" and "Influence of Negative Life Events on Depression among In-School Adolescents in Southwest Nigeria" both carried out in the year 2020 also revealed mild to moderate level of depression among in-school adolescents[4&5]. The results of these studies are probably similar to the result of this present study because they were all carried out in Southwest Nigeria. Most states in southwest, Nigeria tend to share similar cultural, socio-economic and religious beliefs and norms that may affect how parents relate with their children and how secondary schools operate which could be causing such level of depression among adolescents in the region. A researcher in a study on "Familial Factors Associated with Depression and Suicidal Ideation among In-School Adolescents in Ibadan, Oyo State, Nigeria" revealed mild level of depression and suicidal ideation among in-school adolescents in Ibadan, Oyo State. According to the researcher, the students are not depressed all the time nor most of the time which means they have mild or much of the time level of depression[6]. The result is also similar to that of this present study because they were carried out in the same state.

Research question two which states that - what is the level of self-esteem (self-acceptance and self-confidence) among senior secondary school students in Oyo State? Reveals that the level of self-esteem of the students in terms of self-acceptance ($\bar{x}$ = 2.787) is high but low in terms of self-confidence ($\bar{x}$ = 2.493) in public secondary schools in Oyo State. This shows that although the students have self-acceptance, they are not that self-confident especially in their abilities. This result disagrees with a previous work on "Self-

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Acceptance of Students Repeating Classes in Ibadan Metropolis: Relationship with Parents' Sense of competence, Locus of Control and Quality of Parents child-Relationship" which revealed low self-acceptance of students repeating classes in Ibadan, Oyo State[7]. The differences observed in the results could be that this study was carried out in the year 2018 whereas this present study was carried out in the year 2023. More so, there may have been tremendous improvements in the self-acceptance of the students based on the works done by counsellors and educational stakeholders over the years on these students. Also, another reason for the difference between this study and the present study could be that the study was only carried out in Ibadan metropolis whereas these study was carried out across the three senatorial districts in the state. However, a more recent study carried out in the year 2023 on "The Predictive Influence of Self Compassion, Social Support, Social Media and Gender on Self-Acceptance among School Going Adolescents in Oyo State" confirms the result of this present study by revealing good self-acceptance among Adolescents in Oyo state secondary schools[8]. The finding of this study is also in consonance with a work on "Self-Confidence as Correlate of Senior Secondary School Students' Academic Performance in English Language" which revealed low level of self-confidence among secondary school students in Katsina State[9]. Results may be similar because they were all carried out in Nigeria.

Research question three which states that - what are the mostly adopted parenting styles (authoritarian, authoritative and permissive) of senior secondary school students in Oyo State? Reveals that the parenting styles of the students' parents is mostly authoritarian ($\bar{x}$ = 2.728) less authoritative ($\bar{x}$ = 2.329) and permissive ($\bar{x}$ = 2.159) in public secondary schools in Oyo State. This result partially disagrees with a work carried out in the year 2020 on "Does Parenting Style Influence Children's Use of Social Media? Observations from a Faith-based Secondary School, Ibadan, Nigeria" which showed that the mostly

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adopted parenting style among the students is authoritative but less authoritarian and permissive parenting styles[10]. Although both studies were carried out in Oyo State, the differences in the result could be that the study was carried out in only one secondary school in Ibadan whereas this present study was carried out in many secondary schools in Ibadan and Oyo State. However, the result of this present study is similar to that of a study carried out on "Parenting Styles as Correlates of Academic Motivation among Secondary School Adolescents in Edo State" which revealed that the mostly used parenting style is authoritarian followed by authoritative and permissive parenting styles[11]. The results of both studies could be similar because they were all carried out in southern Nigeria which tend to have similar cultural ideologies, norms and beliefs. As observed by the researcher, most parents in the southern Nigeria believe they have to be strict to inculcate fear and discipline in their children.

Hypothesis one revealed a significant joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State ($F_{6,\ 2540}$ = 9.974; $P<0.05$). The null hypothesis (H_0) which states that there will be no significant joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State is therefore rejected. The alternate hypothesis is therefore accepted. This results suggest that self-esteem and parenting styles both influence adolescent depression in Oyo state public senior secondary schools. This result is in consonance with a work carried out in 2018 on "Self-Esteem, Parenting Styles and Teacher-Student Relationship as Correlates of Truancy among Secondary School Students in Oyo State, Nigeria" which revealed that Self-Esteem, and Parenting Styles jointly predicted Truancy among Secondary School Students in Oyo State, Nigeria ($F_{3,\ 196}$

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= 13.742; P<0.05)[12]. The results are probably similar because they were both carried out in Oyo State.

Hypothesis two revealed that self-acceptance (β = -.098; t = -2.698; P<0.05), self-confidence (β = -.160; t = 3.009; P<0.05), authoritarian parenting style (β = .151; t = 2.991; P<0.05), and permissive parenting style (β = .081; t = 2.317; P<0.05) all have significant relative influence on adolescent students' depression. This implies that they may be the cause of the significance observed in the model. However, authoritative parenting style (β = -.065; t = -.721; P>0.05) does not have significant relative influence on adolescent students' depression. The null hypothesis (H_0) which states that there will be no significant relative influence of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) on adolescent depression among senior secondary school students in Oyo State is therefore rejected for self-acceptance, self-confidence, authoritarian parenting style, and permissive parenting style but accepted for authoritative parenting style. This result completely disagrees with a work carried out in the year 2020 on "Does Parenting Style Influence Children's Use of Social Media? Observations from a Faith-based Secondary School, Ibadan, Nigeria" which showed that none of the parenting styles (authoritative, authoritarian and permissive) have significant relative influence on use of social media among secondary school students[10]. This result partially agrees with the work on "Self-Esteem, Parenting Styles and Teacher-Student Relationship as Correlates of Truancy among Secondary School Students in Oyo State, Nigeria" which revealed an inverse relationship between self-esteem (self-acceptance and self-confidence) on Truancy but no significant relative influence of authoritarian, authoritative, and permissive (laissez-faire) parenting styles on truancy among Secondary School Students in Oyo State, Nigeria[12].

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Chapter Five

Conclusion

This chapter presents the summary of findings, conclusion, recommendations, contribution to knowledge and suggested areas of further research.

5.1 Summary of Findings

This study was carried out to investigate self-esteem and parenting styles as determinants of adolescents' depression among senior secondary school students in Oyo State. Results revealed that 1365 (53.6%) of the students are females while 1182 (46.4%) are males. It also revealed that majority of them, 1421 (55.8%) are within 15-17 years of age and a major fraction of the students, 1345 (52.8%) are in nuclear family type. Findings from research questions revealed low (mild) level of depression among adolescent students ($\bar{x}$ = 1.240), high level of self-esteem in area of self-acceptance ($\bar{x}$ = 2.787) but low level in area of self-confidence ($\bar{x}$ = 2.493). It also showed that the parenting styles of the students' parents is mostly authoritarian ($\bar{x}$ = 2.728), less authoritative ($\bar{x}$ = 2.329) and permissive ($\bar{x}$ = 2.159) in public secondary schools in Oyo State.

Hypothesis one revealed a significant joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State ($F_{6, 2540}$ = 9.974; P<0.05). Hypothesis two revealed that self-acceptance (β = -.098; t = -2.698; P<0.05), self-confidence (β = -.160; t = 3.009; P<0.05), authoritarian parenting style (β = .151; t = 2.991; P<0.05), and permissive parenting style (β = .081; t = 2.317; P<0.05) all have significant relative influence on adolescent students' depression. However, authoritative parenting style (β = -.065; t = -.721; P>0.05) does not have significant relative influence on adolescent students' depression.

5.2 Conclusion

The findings of this study revealed a low or mild level of depression among the adolescent students, high level of self-esteem in area of self-acceptance but low level in area of self-confidence in public senior secondary schools in Oyo State. It also showed

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that the parenting styles of the students' parents is mostly authoritarian, less authoritative and permissive in public secondary schools in Oyo State. This concludes that the students are neither severely nor moderately depressed. They have low or mild level of depression. The study also concludes that although the students have self-acceptance, they are not highly self-confident especially in their abilities. The students' parents are also mostly strict scolding, yelling at them whenever they misbehave (authoritarian). The findings of the study also revealed a significant joint contribution of self-esteem and parenting styles to adolescent depression among senior secondary school students in Oyo State. Also, self-acceptance, self-confidence, authoritarian parenting style, and permissive parenting style all have significant relative influence on adolescent depression. However, authoritative parenting style does not have significant relative influence on adolescent depression. On the basis of the above findings, it can be concluded that low level of the students' self-esteem in area of self-confidence and mostly employed authoritarian parenting style of the students' parents could be responsible for the mild level of depression among the public secondary school students in Oyo state.

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5.3 Recommendations

Recommendations were made on the basis of the findings of this study as follows:

1. Parents and Educational stakeholders should ensure that they regularly check up on their children/students so they are quick to know if they are gradually falling

into depression so they can take proper measures in solving the situation before it escalates;

2. Parents and Educational stakeholders should do all they can within their powers to ensure that students continually accept themselves regardless of their short-comings and weaknesses;
3. Parents and Educational stakeholders should also do all they can to ensure that students develop self-confidence in themselves and their abilities as this could help them avoid falling into depression be it mild or severe. After all, it is mild that later becomes severe depression;
4. Parents should imbibe the right parenting styles especially authoritative style which is known to be the best parenting style in parenting their children. They should avoid the permissive and the neglectful or uninvolved parenting styles which could make children easily fall into depression; and
5. Parents should use authoritarian parenting only when the need arises. They should not adopt it as their parenting style as it's observed that children who are brought up by authoritarian parents appear to be conformist but not very happy most of the time which could make them suffer from depression and self-blame.

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5.4 Contribution to Knowledge

This study has contributed to knowledge conceptually by providing better insights into useful concepts such as self-esteem, self-acceptance, self-confidence, parenting styles,

authoritarian parenting style, authoritative parenting style and permissive parenting style. Two theories were used for this study. They are – Beck's theory and Baumrind's Theory. Beck's theory renders support to the influence of self-esteem which is a person's acceptance and confidence of him or herself on development of depression. The theory shows a link between an individual's perceptions of self on having depression. An individual or adolescent who has negative self-confidence in him or herself or is not able to accept him or herself, strengths and weaknesses may end up being depressed.

Baumrind's theory renders support to the influence of parenting styles on children's behaviours. It shows that there are various kinds of parenting styles and each of these styles can determine the behaviours of the children. The parenting styles could be positive or negative. The approach parents take in raising their children is significant to their growth and the behaviours they will develop in the future. Therefore, when a child does not get the support needed in any stage of development, he or she is bound to look for support elsewhere. This may put the individual at risk of engaging in maladaptive behaviours like substance use and also becoming depressed which would ultimately affect the child's performance at school.

A thorough search of literature shows scarcity of studies that adopted the Beck's theory and Baumrind's theory to support the influence of self-esteem and parenting styles on adolescent depression. Some of the studies or researchers only used the theories to explain or guide the influence of self-esteem and parenting styles on indiscipline and truancy among students. This study therefore adds theoretically to knowledge by showing that these theories can be used to support the influence of self-esteem and parenting styles on adolescent depression and have not be critically used in previous studies. Lastly, it added to empirical literatures by reporting a significant joint contribution of self-esteem

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and parenting styles on adolescent depression among secondary school students in Oyo State.

5.5 Suggested Areas for Further Research

It is suggested that further studies be carried with a different research design such as correlational, expost facto and quasi-experimental designs to authenticate the results of this study. Mixed research approach (quantitative and qualitative) could be used in further studies. This would ensure that the students are also interviewed using interview guides and their responses (opinions) are noted. Since this study was carried out in Oyo state which is in the southwest, other study areas in Southwest and other geo-political zones such as south-south, southeast and north could be used in subsequent to also authenticate the results. Demographic variables of the students such as gender and age could be used as moderating variable in subsequent studies.

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Appendices

Appendix i (Research Questionnaire)

Research Questionnaire

Department of Guidance and Counselling,

Lead City University,

Ibadan, Oyo State.

12th August, 2023.

Dear Respondent,

Subject: Request to Participate in a Research

Am a Post-graduate student at the above mentioned university and am investigating the extent to which parenting manners and esteem of children could affect their level of depression in secondary schools. Please, your sincere answers to the attached questionnaire would be considered useful for this study. Thank you in advance for your kind cooperation.

Yours Faithfully,

Researcher

SECTION A: Demographic Information of Students

1. **Gender:** Male [ ] Female [ ]
2. **Age:** 12-14 years [ ], 15-17 years [ ], 18 years and above [ ]
3. **Family Type:** Nuclear [ ], Extended [ ], Single Parenthood [ ], Others (specify)_____

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Section B: Depression

Kutcher's Depression Scale

For each statement, please tick (√) the appropriate box in front of the statements that describe your opinion (Tick (√).

Key: Very High Level (HL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

		4	3	2	1
S/N	**Items**	**VHL**	**HL**	**LL**	**VLL**
1	I have low mood, sadness, feeling blah or down, depressed, and just can't be bothered				
2	I am irritable, loose temper easily, feeling pissed off, and loosing it				
3	I have sleep difficulties - different from my usual, trouble falling asleep, lying awake in bed				
4	I have feelings of decreased interest in hanging out with friends; being with my best friend; being with my boyfriend/girlfriend; going out of the house; doing school work or work; doing hobbies or sports or recreation				
5	I have feelings of worthlessness, hopelessness, letting people down, not being a good person				
6	I feel tired, fatigued, low in energy, hard to get motivated, have to push to get things done, want to rest or lie down a lot				
7	I have trouble concentrating, can't keep my mind on schoolwork or work, daydreaming when I should be working, hard to focus when reading, getting "bored" with work or school				
8	I do feel that life is not very much fun, and I do not get as much pleasure from				

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	fun things as usual				
9	I feel worried, nervous, panicky, tense, and anxious				
10	I have physical feelings of worry like: headaches, butterflies, nausea, tingling, restlessness, diarrhea, shakes or tremors				
11	I do have thoughts, plans or actions about suicide or self-harm				

Section C: Self-Esteem (Rosenberg's Scale of Self-Esteem)

For each statement, please tick (√) the appropriate box in front of the statements that describe your opinion (Tick (√).

Key: Very High Level (HL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

		4	**3**	**2**	**1**
S/N	**Items**	**VHL**	**HL**	**LL**	**VLL**
	Self-Acceptance				
1	In order to get along and be liked, I refuse to be what others expect me to be				
2	I have more respect for myself				
3	I take a positive attitude toward myself				
4	I find it easy to believe the nice things people say about me				
5	I am never bothered by feelings of inferiority				
	Self-Confidence				
6	On the whole, I am satisfied with myself				
7	I feel that I have a number of good qualities				
8	I am able to do things as well as most other people				
9	I feel I have much to be proud of				
10	I feel that I'm a person of worth, at least on an equal plane with others				

Section D: Parenting Styles

For each statement, please tick (√) the appropriate box in front of the statements that describe your opinion (Tick (√).

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Key: Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; Strongly Disagree (SD) = 1

		4	3	2	1
S/N	**Items**	**SA**	**A**	**D**	**SD**
1	My parents/guardians scold me when they disapprove of my behaviour				
2	My parents/guardians yell in anger towards me when I misbehave				
3	My parents/guardians spank me when they do not like what I do or say				
4	My parents/guardians use physical punishment as a way to discipline me				
5	When I ask my parents why I have to do something they tell me it is because they said so				
6	My parents always expect me to accept their judgments without questioning				
7	My parents explain to me the consequences of my behaviour				
8	My parents respect my opinions and encourage me to express my feelings, opinions and problems				
9	My parents give me reasons to obey rules				
10	Parent/guardian (s) is aware of problems or concerns about me in school				
11	My parent/guardian (s) expresses affection by hugging, and holding me				
12	My parent/guardian (s) gives praise when I do good				
13	My parents find it difficult to discipline me when I misbehave				
14	My parents give in to me when I cause a commotion about something				
15	My parents encourage me to freely express myself even when it disagrees with their opinions				
16	My parents withhold scolding and/or criticism even when I act contrary to wishes				
17	My parent/guardian (s) threatens me with punishment more often than giving it				
18	My parent/guardian (s) bribe me with rewards to bring about compliance				

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Appendix ii

Computation Results from SPSS Analysis

Gender of Public Senior Secondary School Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1182	46.4	46.4	46.4
	Female	1365	53.6	53.6	100.0
	Total	**2547**	**100**	**100**	

Age of Public Senior Secondary School Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12-14	110	4.3	4.3	4.3
	15-17	1421	55.8	55.8	60.1
	18 and above	1016	39.9	39.9	100.0
	Total	2547	100.0	100.0	

Family Type of Public Senior Secondary School Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nuclear	1345	52.8	52.8	52.8
	Extended	803	31.5	31.5	84.3
	Single Parenthood	399	15.7	15.7	100.0
	Total	2547	100.0	100.0	

I have low mood, sadness, feeling blah or down, depressed, and just can't be bothered				
	Frequency	Percent	Valid Percent	Cumulative Percent

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Valid	Very Low Level	436	17.1	17.1	17.1
	Low Level	903	35.5	35.5	52.6
	High Level	721	28.3	28.3	80.9
	Very High Level	487	19.1	19.1	100.0
	Total	2547	100.0	100.0	

I am irritable, loose temper easily, feeling pissed off, and loosing it					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	703	27.6	27.6	27.6
	Low Level	759	29.8	29.8	57.4
	High Level	716	28.1	28.1	85.5
	Very High Level	369	14.5	14.5	100.0
	Total	2547	100.0	100.0	

I have sleep difficulties - different from my usual, trouble falling asleep, lying awake in bed					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	683	26.8	26.8	26.8
	Low Level	742	29.1	29.1	55.9
	High Level	626	24.6	24.6	80.5
	Very High Level	496	19.5	19.5	100.0
	Total	2547	100.0	100.0	

I have feelings of decreased interest in hanging out with friends; being with my best friend; being with my boyfriend/girlfriend; going out of the house; doing school work or work; doing hobbies or sports or recreation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	532	20.9	20.9	20.9
	Low Level	824	32.4	32.4	53.3
	High Level	673	26.4	26.4	79.7
	Very High Level	518	20.3	20.3	100.0
	Total	2547	100.0	100.0	

I have feelings of worthlessness, hopelessness, letting people down, not being a

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good person					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	997	39.1	39.1	39.1
	Low Level	651	25.6	25.6	64.7
	High Level	598	23.5	23.5	88.2
	Very High Level	301	11.8	11.8	100.0
	Total	2547	100.0	100.0	

I feel tired, fatigued, low in energy, hard to get motivated, have to push to get things done, want to rest or lie down a lot					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	678	26.6	26.6	26.6
	Low Level	848	33.3	33.3	59.9
	High Level	686	26.9	26.9	86.8
	Very High Level	335	13.2	13.2	100.0
	Total	2547	100.0	100.0	

I have trouble concentrating, can't keep my mind on schoolwork or work, daydreaming when I should be working, hard to focus when reading, getting "bored" with work or school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	348	13.7	13.7	13.7
	Low Level	895	35.1	35.1	48.8
	High Level	962	37.8	37.8	86.6
	Very High Level	342	13.4	13.4	100.0
	Total	2547	100.0	100.0	

I do feel that life is not very much fun, and I do not get as much pleasure from fun things as usual					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	814	32.0	32.0	32.0
	Low Level	752	29.5	29.5	61.5
	High Level	681	26.7	26.7	88.2
	Very High Level	300	11.8	11.8	100.0
	Total	2547	100.0	100.0	

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I feel worried, nervous, panicky, tense, and anxious					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	898	35.3	35.3	35.3
	Low Level	823	32.3	32.3	67.6
	High Level	578	22.7	22.7	90.3
	Very High Level	248	9.7	9.7	100.0
	Total	2547	100.0	100.0	

I have physical feelings of worry like: headaches, butterflies, nausea, tingling, restlessness, diarrhea, shakes or tremors					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	935	36.7	36.7	36.7
	Low Level	797	31.3	31.3	68.0
	High Level	499	19.6	19.6	87.6
	Very High Level	316	12.4	12.4	100.0
	Total	2547	100.0	100.0	

I do have thoughts, plans or actions about suicide or self-harm					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	1236	48.5	48.5	48.5
	Low Level	718	28.2	28.2	76.7
	High Level	358	14.1	14.1	90.8
	Very High Level	235	9.2	9.2	100.0
	Total	2547	100.0	100.0	

In order to get along and be liked, I refuse to be what others expect me to be					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	313	12.3	12.3	12.3
	Low Level	489	19.2	19.2	31.5
	High Level	1093	42.9	42.9	74.4
	Very High Level	652	25.6	25.6	100.0
	Total	2547	100.0	100.0	

I have more respect for myself				
	Frequency	Percent	Valid	Cumulative

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				Percent	Percent
Valid	Very Low Level	352	13.8	13.8	13.8
	Low Level	338	13.3	13.3	27.1
	High Level	995	39.1	39.1	66.2
	Very High Level	862	33.8	33.8	100.0
	Total	2547	100.0	100.0	

I take a positive attitude toward myself					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	329	12.9	12.9	12.9
	Low Level	402	15.8	15.8	28.7
	High Level	1183	46.4	46.4	75.1
	Very High Level	633	24.9	24.9	100.0
	Total	2547	100.0	100.0	

I find it easy to believe the nice things people say about me					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	468	18.4	18.4	18.4
	Low Level	522	20.5	20.5	38.9
	High Level	986	38.7	38.7	77.6
	Very High Level	571	22.4	22.4	100.0
	Total	2547	100.0	100.0	

I am never bothered by feelings of inferiority					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	315	12.4	12.4	12.4
	Low Level	462	18.1	18.1	30.5
	High Level	967	38.0	38.0	68.5
	Very High Level	803	31.5	31.5	100.0
	Total	2547	100.0	100.0	

On the whole, I am satisfied with myself					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	468	18.4	18.4	18.4

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	Low Level	966	37.9	37.9	56.3
	High Level	710	27.9	27.9	84.2
	Very High Level	403	15.8	15.8	100.0
	Total	2547	100.0	100.0	

I feel that I have a number of good qualities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	555	21.8	21.8	21.8
	Low Level	947	37.2	37.2	59.0
	High Level	614	24.1	24.1	83.1
	Very High Level	431	16.9	16.9	100.0
	Total	2547	100.0	100.0	

I am able to do things as well as most other people					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	525	20.6	20.6	20.6
	Low Level	793	31.1	31.1	51.7
	High Level	731	28.7	28.7	80.4
	Very High Level	498	19.6	19.6	100.0
	Total	2547	100.0	100.0	

I feel I have much to be proud of					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	415	16.3	16.3	16.3
	Low Level	833	32.7	32.7	49.0
	High Level	791	31.1	31.1	80.1
	Very High Level	508	19.9	19.9	100.0
	Total	2547	100.0	100.0	

I feel that I'm a person of worth, at least on an equal plane with others				
Frequency	Percent	Valid Percent	Cumulative Percent	

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Valid	Very Low Level	280	11.0	11.0	11.0
	Low Level	892	35.0	35.0	46.0
	High Level	754	29.6	29.6	75.6
	Very High Level	621	24.4	24.4	100.0
	Total	2547	100.0	100.0	

My parents/guardians scold me when they disapprove of my behaviour					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	355	13.9	13.9	13.9
	Disagree	516	20.3	20.3	34.2
	Agree	928	36.4	36.4	70.6
	Strongly Agree	748	29.4	29.4	100.0
	Total	2547	100.0	100.0	

My parents/guardians yell in anger towards me when I misbehave					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	485	19.0	19.0	19.0
	Disagree	493	19.4	19.4	38.4
	Agree	964	37.8	37.8	76.2
	Strongly Agree	605	23.8	23.8	100.0
	Total	2547	100.0	100.0	

My parents/guardians spank me when they do not like what I do or say					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	226	8.9	8.9	8.9
	Disagree	801	31.4	31.4	40.3
	Agree	817	32.1	32.1	72.4
	Strongly Agree	703	27.6	27.6	100.0
	Total	2547	100.0	100.0	

My parents/guardians use physical punishment as a way to discipline me					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	445	17.5	17.5	17.5

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	Disagree	563	22.1	22.1	39.6
	Agree	924	36.3	36.3	75.9
	Strongly Agree	615	24.1	24.1	100.0
	Total	2547	100.0	100.0	

When I ask my parents why I have to do something they tell me it is because they said so

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	381	15.0	15.0	15.0
	Disagree	647	25.4	25.4	40.4
	Agree	877	34.4	34.4	74.8
	Strongly Agree	642	25.2	25.2	100.0
	Total	2547	100.0	100.0	

My parents always expect me to accept their judgments without questioning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	391	15.4	15.4	15.4
	Disagree	593	23.2	23.2	38.6
	Agree	851	33.4	33.4	72.0
	Strongly Agree	712	28.0	28.0	100.0
	Total	2547	100.0	100.0	

My parents explain to me the consequences of my behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	693	27.2	27.2	27.2
	Disagree	964	37.8	37.8	65.0
	Agree	532	20.9	20.9	85.9
	Strongly Agree	358	14.1	14.1	100.0
	Total	2547	100.0	100.0	

My parents respect my opinions and encourage me to express my feelings, opinions and problems

		Frequency	Percent	Valid Percent	Cumulative Percent

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Valid	Strongly Disagree	671	26.3	26.3	26.3
	Disagree	893	35.1	35.1	61.4
	Agree	577	22.7	22.7	84.1
	Strongly Agree	406	15.9	15.9	100.0
	Total	2547	100.0	100.0	

My parents give me reasons to obey rules					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	601	23.6	23.6	23.6
	Disagree	887	34.8	34.8	58.4
	Agree	577	23.2	23.2	81.6
	Strongly Agree	406	18.4	18.4	100.0
	Total	2547	100.0	100.0	

Parent/guardian (s) is aware of problems or concerns about me in school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	598	23.5	23.5	23.5
	Disagree	859	33.7	33.7	57.2
	Agree	589	23.1	23.1	80.3
	Strongly Agree	501	19.7	19.7	100.0
	Total	2547	100.0	100.0	

My parent/guardian (s) expresses affection by hugging, and holding me					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	549	21.6	21.6	21.6
	Disagree	1220	47.9	47.9	69.5
	Agree	467	18.3	18.3	87.8
	Strongly Agree	311	12.2	12.2	100.0
	Total	2547	100.0	100.0	

My parent/guardian (s) gives praise when I do good					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	481	18.9	18.9	18.9
	Disagree	832	32.7	32.7	51.6

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	Agree	691	27.1	27.1	78.7
	Strongly Agree	543	21.3	21.3	100.0
	Total	2547	100.0	100.0	

My parents find it difficult to discipline me when I misbehave					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	731	28.7	28.7	28.7
	Disagree	963	37.8	37.8	66.5
	Agree	488	19.2	19.2	85.7
	Strongly Agree	365	14.3	14.3	100.0
	Total	2547	100.0	100.0	

My parents give in to me when I cause a commotion about something					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	875	34.4	34.4	34.4
	Disagree	1103	43.3	43.3	77.7
	Agree	308	12.1	12.1	89.8
	Strongly Agree	261	10.2	10.2	100.0
	Total	2547	100.0	100.0	

My parents encourage me to freely express myself even when it disagrees with their opinions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	784	30.8	30.8	30.8
	Disagree	984	38.6	38.6	69.4
	Agree	468	18.4	18.4	87.8
	Strongly Agree	311	12.2	12.2	100.0
	Total	2547	100.0	100.0	

My parents withhold scolding and/or criticism even when I act contrary to wishes					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	866	34.0	34.0	34.0

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	Disagree	1094	43.0	43.0	77.0
	Agree	316	12.4	12.4	89.4
	Strongly Agree	271	10.6	10.6	100.0
	Total	2547	100.0	100.0	

My parent/guardian (s) threatens me with punishment more often than giving it					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	855	33.6	33.6	33.6
	Disagree	477	18.7	18.7	52.3
	Agree	503	19.7	19.7	72.0
	Strongly Agree	712	28.0	28.0	100.0
	Total	2547	100.0	100.0	

My parent/guardian (s) bribe me with rewards to bring about compliance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	661	26.0	26.0	26.0
	Disagree	1001	39.3	39.3	65.3
	Agree	497	19.5	19.5	84.8
	Strongly Agree	388	15.2	15.2	100.0
	Total	2547	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender of public senior secondary school students	2547	1.00	2.00	1.4254	.55198
Age of public senior secondary school students	2547	1.00	3.00	1.9856	.60118
Family Type of public senior secondary school students	2547	1.00	3.00	1.9831	.60067
I have low mood, sadness, feeling blah or down, depressed, and just can't be bothered	2547	1.00	4.00	2.4940	0.98512

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I am irritable, loose temper easily, feeling pissed off, and loosing it	2547	1.00	4.00	2.2951	1.14222
I have sleep difficulties - different from my usual, trouble falling asleep, lying awake in bed	2547	1.00	4.00	2.3673	1.05231
I have feelings of decreased interest in hanging out with friends; being with my best friend; being with my boyfriend/girlfriend; going out of the house; doing school work or work; doing hobbies or sports or recreation	2547	1.00	4.00	2.4622	1.03317
I have feelings of worthlessness, hopelessness, letting people down, not being a good person	2547	1.00	4.00	2.0803	1.15209
I feel tired, fatigued, low in energy, hard to get motivated, have to push to get things done, want to rest or lie down a lot	2547	1.00	4.00	2.2661	1.14446
I have trouble concentrating, can't keep my mind on schoolwork or work, daydreaming when I should be working, hard to focus when reading, getting "bored" with work or school	2547	1.00	4.00	2.5100	0.97121
I do feel that life is not very much fun, and I do not get as much pleasure from fun things as usual	2547	1.00	4.00	2.1832	1.14901
I feel worried, nervous, panicky, tense, and anxious	2547	1.00	4.00	2.0692	1.15801
I have physical feelings of worry like: headaches, butterflies, nausea, tingling, restlessness, diarrhea, shakes or tremors	2547	1.00	4.00	2.0771	1.15400
I do have thoughts, plans or actions about suicide or self-harm	2547	1.00	4.00	1.8401	1.16222
In order to get along and be liked, I refuse to be what others expect me to be	2547	1.00	4.00	2.8184	.85144

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I have more respect for myself	2547	1.00	4.00	2.9291	.84922
I take a positive attitude toward myself	2547	1.00	4.00	2.8324	.85310
I find it easy to believe the nice things people say about me	2547	1.00	4.00	2.6524	.86112
I am never bothered by feelings of inferiority	2547	1.00	4.00	2.7063	.85840
On the whole, I am satisfied with myself	2547	1.00	4.00	2.4114	.90123
I feel that I have a number of good qualities	2547	1.00	4.00	2.3621	.91001
I am able to do things as well as most other people	2547	1.00	4.00	2.4720	.89134
I feel I have much to be proud of	2547	1.00	4.00	2.5474	.88046
I feel that I'm a person of worth, at least on an equal plane with others	2547	1.00	4.00	2.6743	.86928
My parents/guardians scold me when they disapprove of my behaviour	2547	1.00	4.00	2.8124	.83141
My parents/guardians yell in anger towards me when I misbehave	2547	1.00	4.00	2.6632	.85903
My parents/guardians spank me when they do not like what I do or say	2547	1.00	4.00	2.7841	.84118
My parents/guardians use physical punishment as a way to discipline me	2547	1.00	4.00	2.6710	.85200
When I ask my parents why I have to do something they tell me it is because they said so	2547	1.00	4.00	2.6992	.84704
My parents always expect me to accept their judgments without questioning	2547	1.00	4.00	2.7403	.84349
My parents explain to me the consequences of my behaviour	2547	1.00	4.00	2.2182	.98209

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My parents respect my opinions and encourage me to express my feelings, opinions and problems	2547	1.00	4.00	2.2823	.97828
My parents give me reasons to obey rules	2547	1.00	4.00	2.3642	.94636
Parent/guardian (s) is aware of problems or concerns about me in school	2547	1.00	4.00	2.3904	.94329
My parent/guardian (s) expresses affection by hugging, and holding me	2547	1.00	4.00	2.2120	.98603
My parent/guardian (s) gives praise when I do good	2547	1.00	4.00	2.5091	.87118
My parents find it difficult to discipline me when I misbehave	2547	1.00	4.00	2.1913	.98701
My parents give in to me when I cause a commotion about something	2547	1.00	4.00	1.9821	.99718
My parents encourage me to freely express myself even when it disagrees with their opinions	2547	1.00	4.00	2.1200	.99125
My parents withhold scolding and/or criticism even when I act contrary to wishes	2547	1.00	4.00	1.9973	.99822
My parent/guardian (s) threatens me with punishment more often than giving it	2547	1.00	4.00	2.4214	.87910
My parent/guardian (s) bribe me with rewards to bring about compliance	2547	1.00	4.00	2.2402	.98308
Valid N (listwise)	2547				

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the

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				Estimate
1	.521[a]	.271	.267	.00014
a. Predictors: (Constant), permissive parenting style, self-confidence, authoritarian parenting style, self-acceptance, authoritative parenting style				

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3678.841	6	368.998	9.974	.000
	Residual	62843.484	2540	37.198		
	Total	66522.325	2546			
a. Dependent Variable: Adolescent Depression						
b. Predictors: (Constant), permissive parenting style, self-confidence, authoritarian parenting style, self-acceptance, authoritative parenting style						

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.399	1.278		20.656	.000
	Self-acceptance	-.121	.045	-.098	-2.698	.019
	Self-confidence	-.208	.047	-.160	3.009	.009
	Authoritarian parenting style	.201	.046	.151	2.991	.011
	Authoritative parenting style	-.091	.052	-.065	-.721	.472
	Permissive parenting style	.114	.041	.081	2.317	.024
	(Constant)	26.399	1.278		20.656	.000
a. Dependent Variable: Adolescent Depression						

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Bio-data

A. Personal data

1. Full Name: Afusat Omolola OGUNLADE

Home Address:

E-mail Address:

Phone number: +234 (0) 9082160059

2. Date and Place of Birth:

3. Nationality: Nigerian

4. Name and Address of Next of Kin:

B. Educational Background

	Institutions Attended	Qualification Obtained	Date
1.			
2.			
3.	Lead City University, Oyo State	(Masters in Guidance & Counselling in view)	2023

C. Working Experience with Dates

	Work Place	Date
1.		

D. Awards and Fellowships (If any):

E. Membership of Academic Professional Bodies:

F. Publications:

4. Notable scholarly or Professional Accomplishments:

5. Major Conferences/Workshops Attended:

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6. **Date and Signature: 13/09/2023/** Ogunlade**, A.O.**

The University Compliance Certification

This is to certify that the thesis by Afusat Omolola OGUNLADE in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University Format and Style.

Signature Date

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