PARENTING STYLES AND STUDENTS SELF-ESTEEM IN UGANDA

A CASE OF KATABI TOWN COUNCIL IN WAKISO DISTRICT

BY

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A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF POST GRADUATE IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A MASTER DEGREE OF PSYCHOLOGY GUIDANCE AND COUNSELING OF NKUMBA UNIVERSITY

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DECLARATION

I Kyomugisha Evas hereby declare that the work presented is original and has not been presented to any University or institution either in total or part for the any award and has not been published before.

SIGN……………………………….

Kyomugisha Evas

Student.

Date:…………………………….

APPROVAL

This dissertation has been submitted for examination with my approval as the supervisor from the school of post graduate studies and research of Nkumba University.

Signature…………………………………………

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Supervisor.

Date:……………………….

DEDICATION

This book is dedicated to my father Rev. Geofrey Atukwase, mother Kobusigye Harriet, my aunties Alice, Joselyne, my cousins Prettie, Pamela, uncles Robert, Micheal, my lecturers and all counseling students.

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ABSTRACT

The study set out to examine the relationship between parenting styles and self-esteem. A case of Katabi Town Council Entebbe Wakiso Uganda. The study focused on parenting styles because of their effects on self-esteem. The study was guided by the following objectives: to examine the levels of self-esteem among the students (both high and low self-esteem), to analyze the factors responsible for the students' self-esteem and to investigate the relationship between parenting style and students' self-esteem in katabi town council. The study was cross-sectional because it sought to describe the incidence of a phenomenon at a given time that is the levels of students' self-esteem. Data was collected from the residents of Katabi Town Council from a total of 80 respondents were selected using simple random sampling. Questionnaires, observations and documentaries were the methods of data collection applied in the study.

The study discovered that most of the students agreed that "they are people of worth, at least on an equal plane with others". This implies that most students of Katabi Town Council have high self-esteem according to Rosenberg's Self Esteem Inventory. The researcher recommends students and other people to believe in them-selves, to focus on positive and avoid comparing themselves to others in order to maintain high self-esteem

The study discovered that 100% of the students agreed that there was teasing and bullying of new students. Teasing and bullying tortures students both physically and psychologically which also affects self-esteem. Schools should aim at encouraging students to stop bullying and teasing their fellow new students since this influences peoples self-esteem negatively.

The study discovered that 91%) agreed to the statement that they are always encouraged to obey rules and regulations of behavior once established by someone with authority while (9%) disagreed. Since most students of katabi town council agreed to the statement, shows that parents of katabi town council use authoritative parenting style which is characterized with: parents monitor their children's behavior, use discipline based on reasoning, encouraging their children to make decisions and learn from their mistakes according to Diana Baumrind's observations. The study recommended parents to practice authoritative parenting style because it tends to produce children who are happy, capable and successful.

The study recommended that students should avoid comparing themselves to others since the response given when asked may impact ones self-esteem negatively resulting into low self-esteem.

The study concluded that most students in Katabi Town Council Wakiso District Entebbe Uganda is high and should believe in themselves to maintain their high self-esteem since high self-esteem enables people to see themselves as achievers in control of their destiny than the low self-esteem that makes people believe that they are failures with no future (Rosen, 1960).

STRUCTURE OF THE REPORT

Chapter one constitutes of the following; background of the study, problem statement, purpose of the study, research objectives, research questions, significance of the study and the scope of the study.

Chapter two is the study of literature which constitutes of the following; literature review where parenting styles, students, self-esteem and factors influencing students' self-esteem are discussed.

Chapter three includes the study methodology which constitutes of the following; research design, study population, sample size, data collection methods, data collection instruments and data collection procedures.

Chapter four consists of the research finding which are to be presented in tables with their respective percentages and number of the respondents.

Chapter five involves the discussion, conclusion about the research as well as the recommendations to the various parties and departments (researcher, 2018).

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This study aimed at examining the students' self-esteem that is high and low self-esteem, factors influencing students' self-esteem and the relationship between parenting styles such as authoritative, authoritarian and negligent-permissive and students' self-esteem in Katabi Town Council Wakiso District Entebbe Uganda.

This chapter covers the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study and the hypothesis.

1.1Background to the study

Historical perspective

Stevensen et.al (1990), Asian American parents tend to be more strict and controlling of their children. Research has found that Asian American teenagers face "unrealistic parental expectations in terms of academic and career achievements; parental over involvement in their children's lives; parents' overall tendency to exclude their children in the decision-making process; and negative attitudes towards their children's behaviors and lifestyles" (Way et.al, 2000). The concept of harmony and interdependence is so strong within the culture that parents feel the need to control their children more since their children's behaviors, accomplishments, and attitudes are a reflection on the parents. Good parenting styles such as authoritative that tends to produce children who are happy, capable and successful leads to high self-esteem while negligent-permissive parenting tend to produce children who are obedient but rank low in happiness and self-regulation which sometimes results into low self-esteem (Maccoby, 1992). And thus high self-esteem leads people to see themselves as achievers in control of their destiny in future while low self-esteem leads to inner conflict that makes people to believe that they are failures with no future (Beatrice, 2007).

Asian Americans are strong believers in the idea that "children are supposed to sacrifice their own desires for the benefit of the family" (Uba, 1994). If the child's desires conflict with the

desires of the family as a whole, that desire must be suppressed in order to provide collective benefit for the family unit. This implies that good parenting style such as authoritative that tends to produce children who are happy, capable and successful in future sometimes results into high self-esteem while poor parenting style like permissive, authoritarian tends to produce children who rank low in happiness and self-regulation which sometimes results into low self-esteem (Maccoby, 1992). High self-esteem leads people to see themselves as achievers in control of their destiny in future while low self-esteem leads to inner conflict that makes people to believe that they are failures with no future (Beatrice, 2007).

Asian American parents "cling to traditional notions of filial piety demanding unquestioning obedience, strict parental discipline, and control of children" (Nguyen et.al,1992). In a study done by Dornbush et.al (1987), Asian American parents scored the highest on a scale of authoritarian parenting, providing support for the idea that Asian Americans tend to be stricter. Additionally, Asian American parents exert "more control than European American parents over their children's selection of clothes, extracurricular activities, and courses of study" (Yao, 1985), which is basically every area of the child's life. Furthermore, it is "not uncommon to hear about Asian American children whose college major was decided by their parents (Uba, 1994). An extreme case is seen in a college student who could not move out of his parents' house because the parent told him that moving out "meant he did not appreciate everything she had done for him" (Uba, 1994).

Asian Americans teenagers are typically stereotyped to be very successful in the academic realms. This has to do with parenting practices as well. Parents often expect a perfect academic record from their children, however, it is found that these expectations of children's "general academic achievement were often unrealistic and beyond the abilities of children" (Shon et.al, 1982). This could potentially cause psychological distress, depression and low levels of self-esteem in the child because they are constantly reaching for these unattainable goals and low self-esteem leads to inner conflict that makes an individual difficult to get along with in the workplace (Beatrice, 2007).

In addition, Chinese parents often fail to praise their children for academic achievements, because it is expected of them. The absence of praise and encouragement, in addition to

punishment for failure, may have adverse consequences on the mental health of these Asian American teenagers and self-esteem as well. Praising and encouraging children for the academic achievement sometimes increases children's self-esteem which leads children to be achievers in controlling their destiny while punishing children for the failure results into low self-esteem which leads children to see themselves as failures with no future (Maccobby, 1992).

According to Meredith Small, a professor of anthropology at Cornell University and author of Our Babies, Ourselves, American parenting stands out as the most odd of parenting practices when compared with non-Western cultures. The United States parents value independence and self-reliance. In other places, parents value family integration and there is no thought about babies being independent. In the United States, parents are convinced, for example, that the baby has to 'cry it out' to learn to 'self-soothe,' which would horrify other cultures. This implies that American parents use authoritative parenting which encourages self-reliance and independence and the researcher recommends all parents to adapt to this parenting style because it produces happy children, capable and successful in future. (Maccoby, 1992).

According to Ann Pleshette Murphy, French parents manage a certain detachment, which many frazzled American parents admire. "Although it is impossible to generalize, I would also say that American parents probably do more for their children [for better or worse] than French parents," Murphy says. "You don't see French mothers following their children around the playground and commenting on everything their children are doing." "French mothers are stricter and expect their children to be respectful and more patient and self-sufficient than U.S. moms," Murphy says. The strictness of the parents may lead to low happiness, social competence and self-esteem among the children hence recommending all parents to adopt the authoritative parenting style because children are encouraged to express opinions, encourages independent thinking and successful in future (Maccoby, 1992).

 According to the UK.Care.com story, British parents are more likely to rationalize with their children and incorporate their children into problem solving when dealing with a sticky situation. British parents will lay out, step-by-step, what went wrong and why the behavior should not be repeated. British children are expected to demonstrate a mild-mannered demeanor, be polite and academically proficient. "This combination of conservative and liberal techniques aims to

produce well-adjusted children," the article states. According to the statement above, British parents use authoritative parenting style which produces happier children thus encourage all parents to adopt authoritative parenting style because it encourage children to examine options and think for themselves which makes them successful in future (Maccobby, 1992).

Parenting in Canada

In many countries, children are more involved in day-to-day activities than they are in Canada, says Kathy Lynn, a best-selling author and Canada's leading speaker on parenting issues. "You are more likely to see them in restaurants or even neighborhood pubs in some countries," Lynn says. "In north America, we tend to separate children from the adults." "Today's Canadian parents are more likely to turn to their peers for information and advice although generally, how they were raised will be part of their understanding," Lynn says. Good parenting produces children who are happy, capable and successful especially through practicing authoritative parenting style well as poor parenting styles produce children who rank low in happiness and self-regulation (Maccoby, 1992).

Canadian parents tend to involve their children in day-to-day activities which is a good parenting style because this teaches them to do work even when their parents are not around while North American parents separate their children from the adults which is not good because no one will teach them how to work and in future these children may find it difficult in future hence recommending all parents to adopt authoritative parenting style because it set boundaries, consequence, expectations and encourage children to express opinions which helps children to be happy, capable and successful in future (Maccoby, 1992).

Parenting in China and South Korea

Vanessa Van Petten, author and creator of RadicalParenting.com, has conducted extensive research on parenting in China and South Korea. She says the Chinese culture strongly supports its elders. "In this way, most grandparents also have an active role in raising children," Van Petten says. "Babysitters are used much more infrequently. Grandparents often live in the same home. This means a child might have two or four active parental figures." Receiving aid and wisdom from grandparents is normal everywhere, but not as frequent in the US. "Overall, Chinese parents believe that what Americans call 'helicopter parenting' is the job of

most parents," Van Petten says. "They believe good parenting is being incredibly involved and pushing your child absolutely as far as they can go." And this good parenting style such as authoritative parenting style produces children who are happy, capable and successful than the poor parenting style such as negligent-permissive and authoritarian that produce children who rank low in happiness and self-regulation (Maccoby,1992).

Van Patten says parents in China and South Korea are strict and the relationship between child and parents is less casual than in other countries. "For example," Van Patten says, "in South Korea, one family she interviewed, [said] during the family dinners, the children rarely spoke directly to the father unless called upon by him or asked a specific question." Parents in China and South Korea are strict; the relationship between the child and the parent is low which may cause loneliness among the children leading to low rank in happiness, social competence and self-regulation. Thus encourage all parents to use authoritative parenting style since it produces children who are happy, capable and successful (Maccoby, 1992).

In the Swedish perspective, parenting is fashioned in the most desiring ways in which children are supposed to be taken care of: in order to produce responsible and secure citizens. Under different situations that are likely to harm the child, the best interest of the child has been placed at the fore front to cushion any anticipated shocks (singer et.al,2008). This conception supports a more child-centered approach to understand and respond to child needs that is well embedded in the Swedish child policy. However, this does not entirely abandon the family approach where support can be delivered to propagate broader interventions to other members (Brunnberg et.al, 2007). "Based on international standards, Sweden has one of the more generous family policies in the world, including provisions for child and family benefits, parental insurance and child care all of which are provided based on the cornerstone principles of universality and equality"(Holosko, 2009). Such family policy fragments not only affect the native Swedish parents but also immigrants that have moved to Sweden both in recent and the past decades. In order to parent well children, the researcher encourage all parents to adopt authoritative parenting style because children are encouraged to examine options , think for themselves and express warm and nurturing(Psychologist Diana,1970)

In an African system, parenting is again perceived to take a lot of forms which is able to lead the child to be a responsible adult. Though there are various parenting styles, there are ways in which the African parent brings up a child in order for the child to imbibe the cultural values of the land and also be a responsible adult. Some of these forms of parenting are through story telling (folktales), the extended family, traditional rites and mother's care, attention and love self-growth (2012).The researcher recommends African parents to adopt authoritative parenting style since it sets boundaries, consequences, expectations and encourages independent thinking which results into children who are happy, capable and successful in future (Maccoby, 1992).

Parenting in South Africa

"In a political and economic environment that is less predictable than in most first-world countries, I think that parents have an obligation to engender a pioneering spirit that is open to new ideas and quick learning," says **Natalie Naude**, who runs the country's premier baby and parenting expo. "Education is an area that needs special attention from South African parents. We should play a more active role in our children's education than is possibly necessary in other countries." "Heritage and traditional parenting styles are very common in South Africa and often the grandparents will be the primary caregivers," Naude says. "Income and geography play decisive roles in ways that parent's parent. More young parents are referring to friends and the internet to gain an understanding of the latest parenting ideas." Reading and taking advice from trusted peers and professionals is smart, but parents must find what works for their particular family in order to attain balance. Taking notes from generations past is natural, but attention should be paid to the fact parenting methods change with the times. South African parents should aim at raising their children well through using a good parenting style which is authoritative which aim at producing children who are happy, capable and successful (Maccoby, 1992).

In the Ugandan perspective, the conventional methods of parenting in an African setting are correspondent with cultural dynamics but are practiced and applied different. The preservation of culture is prevalent in African parenting literature from the ancient and modern times. Parenting practices, beliefs and norms become intergenerational as they are passed onto the generation for conservational purposes of their heritage (Yovsi, 2014). The division of parenting roles is quite

distinct from the western civilization of raising children. Fathers are viewed as instillers of discipline and mothers as comforters to children (Babatunde et.al, 2014). The society's role is to oversee the grooming of children into acceptable members in its social milieu (Wadende et al; 2014). Both parents are viewed as instillers of discipline and comforters to children and hence Ugandan parents should adopt authoritative parenting style because it tends to result in children who are happy, capable, and successful through encouraging children to express opinions (Maccoby, 1992).

Yes, parenting styles in different countries are different. But parenting is bound to imperfection. One similarity is certain: All parents want what's best for their family. Lynn says it best: "Children need unconditional love from their parents and they need parents who are doing the job of child-raising in a thoughtful and considerate ways." Good parenting styles such as authoritative produces children who are happy, capable and successful in future while poor parenting styles such as negligent-permissive parenting styles produce children who rank low in happiness and self-regulation (Maccoby, 1992).

Theoretical perspective

The theory of parenting style is based on research that suggests children's self-esteem is directly related to their parent's child-rearing practices. Parents who combine high levels of parental warmth with high levels of supervision are more likely to have children who are more confident, more autonomous and more socially responsible resulting into high levels of self-esteem and this high self-esteem enables children to see themselves as achievers in controlling their destiny. This implies that good parenting style like authoritative parenting style produces children who are capable and successful in future and poor parenting styles like negligent-permissive parenting style produces children who rank lower in happiness, social competence and self-esteem (Maccoby, 1992).

Diana Baumrind studied social, clinical and developmental psychology in the late 1940s and early '50s.She chose research after she graduated with a PhD because she felt it would give her flexibility in caring for her daughters, according to the American Psychological Association. During the 1970s, she conducted extensive studies of parent-child interactions in the home.

Baum rind developed the theory that there were four main types of parenting styles and those differences in parenting styles accounted for the way children functioned socially, emotionally.

Authoritarian parenting style

Authoritarian parents always want to be in control and are very strict with their children. They have high expectations for their children. They have a pre-defined set of rules and expect their child to follow them without question. Many authoritarian parents communicate in a direct fashion without warmth or being affectionate. These type of parent do not encourage their children to question their decisions and if questioned would offer no explanation other that reiterating their authority and this results or produces children who are obedient and proficient but rank lower in happiness, social competence and self-esteem (Maccoby, 1992).

According to Psychologist Diana Baum rind, authoritarian parenting styles may produce children that: have difficulty socially relating to others, act more aggressive or act fearfully shy when they are relating to others, they tend to connect obedience and successfulness with love and sometimes they have a low self-esteem. Authoritarian parents expect obedience; consequently the children typically are very good at following rules and procedures. Children raised by authoritarian parents may not have good self-discipline, so they may lack skills in setting boundaries. Authoritarian parenting style generally lead to children who are obedient and proficient, but they rank in happiness, social competence and self-esteem (Maccoby, 1992).

Permissive parenting style

Permissive parents believe that demonstrating love to their child is the sum total of parenting. They relate to their child as a friend rather than an authority figure. They avoid setting boundaries and bribe their children with promises of 'good things 'and never send a message of expecting obedience. They are lenient, lax and liberal. Permissive parent respond to their children but they make little if any demands on their children. These types of parents are extremely tolerant of the children behavior or misbehavior and impose little or no responsibility or consequences. This parenting style often results in children who rank low in happiness, self-regulation and these children are more likely to experience problems with authority, tend to perform poorly in school (Maccoby, 1992).

Opposite of the authoritarian type, these parents appear to have no rules for their child. Inconsistent or non-exist discipline creates difficulty with lack of responsibility, motivation and the child's self- control. Children of permissive parenting exhibit insecurity due to lack of boundaries and become demanding and selfish. Permissive parents may become confused as to why they have parenting problems when they have loved and given their children so much attention. Permissive parenting often results in children who rank low in happiness and self-regulations. These children are more likely to experience problems with authority and tend to perform poorly in school (Maccoby, 1992).

Authoritative parenting style

This type is a democratic parenting style. This style involves a child centered approach where the parents have high expectations. Characteristics of authoritative parenting include: children are encouraged to express opinions, encourage independent thinking, set boundaries, consequences and expectation, express warm and nurturing, consistent discipline, fairly administered and encourage children to examine options and think for themselves. This parenting style tend to result in children who are happy, capable and successful (Maccoby, 1992).

This style is a positive blend with love and nurturing of the permissive style and the requirement of high expectations of the authoritarian style. Parents exhibit good understanding and control, teach their children to manage their own emotions and expectations. Children are encouraged to act independently and responsibly. They also taught to take initiative and follow through with creative solutions. Authoritative parenting styles tend to result in children who are happy, capable and successful (Maccoby, 1992).

Uninvolved parenting style

Researchers added the uninvolved parenting style several years later after the first three were identified by Diana Baumrind during the 1960's.This style characterizes a neglectful parenting style whereby the parent is concerned with providing basic needs for the child, but is emotionally disconnected and sometimes even rejects the child. Characteristics of the uninvolved parenting style include: the child fears that he will become dependent on others, learn to provide for himself at an early age, emotionally withdrawn, experiences anxiety and fear due to lack of

family support and may be involved with substance abuse or delinquency which leads people to develop low self-esteem that makes people see themselves as failures with no future (Beatrice, 2007).

These children may have difficulty forming attachments and also have difficulty setting boundaries. They may often act inappropriately in social situations. Parents may be caught up in their busy lives and fail to see that they are unable to provide emotional support and act as a parent. These children tend to lack self-control, have low self-esteem and are less competent than their peers which lead to low self-esteem which creates inner conflict that makes an individual difficult to get along within the work place (Beatrice, 2007).

In conclusion: Authoritative parenting style is a positive blend with love and nurturing of the permissive style and the requirement of high expectations of the authoritarian style. Parents exhibit good understanding and control, teach their children to manage their own emotions and expectations. Children are encouraged to act independently and responsibly. They also taught to take initiative and follow through with creative solutions. Authoritative parenting styles tend to result in children who are happy, capable and successful (Maccoby,1992) thus the research recommend parents to adopt this style of parenting to parent their children.

Conceptual perspective

Self-esteem refers to a person's overall sense of his or her value or worth. It can be considered a sort of measure of how much a person "values and like him or herself" (Stewart et.al, 2004). Self-esteem is the judgment that individuals make about his or her own worth and the feelings connected with those judgment is the definition of self-esteem (Berk, 2009).

Self-esteem is the way individuals think and feel about themselves and how they do things that are important to them. In children, self-esteem is shaped by what they think and feel about themselves. Children's self-esteem is highest when they see themselves as approximating their "ideal" self, the person they would like to be. Children who have high self-esteem have an easier time handling conflicts, resisting negative pressures and making friends. Children laugh and smile more and have a generally optimistic view of the world and their life while children with low self-esteem have a difficult time dealing with problems, are over self-critical, can be become

passive, withdrawn and depressed. Children may hesitate to try new things, may speak negatively about themselves, are frustrated and often see temporary problems as permanent conditions. Children are also pessimic about themselves and their life (Martinez, 2007). Good parenting leads to high self-esteem which enables people to see themselves as achievers in control of their destiny while low self-esteem leads people to believe that they are failures with no future (Beatrice, 2007). So people should feel good about them-selves and focus on positive to gain and maintain high self-esteem.

According to self-esteem expert Morris Rosenberg, self-esteem is quite simply one's attitude toward oneself (1965). He described it as a "favorable or unfavorable attitude toward the self". Self-esteem has been highly researched into with multiple types to investigate. Self-esteem is generally defined as one's assessment of own self-worth (Cole et.al, 2009).

This general definition can be called global self-worth, considering internal and external factors. Internal factors refer to emotions, genetic make-up and personality traits while external factors refer to specific events, family, school, career among others. There is also trait self-esteem which refers to the amount of regard we have for ourselves over time. This type is referred to as part of the personality because it is fairly enduring and can be used to describe an individual. The present study is concerned with this type of self-esteem. There are more specific types of self-esteem like academic self-esteem where the feeling of self-worth is contingent upon how well one does academically (Valizadeh, 2012). Another type of self-esteem is state self-esteem which is fluid and is affected by feelings and situations (Driscoll, 2013).

Self-esteem is important because of its role in healthy human development. These factors that are both internal and external like school, family among others influences people's self-esteem both negatively and positively which may result into high self-esteem where people see themselves as achievers and low self-esteem where people see them-selves as failures (Beatrice, 2007).

Self-esteem is important because of its role in healthy human development; Abraham Maslow categorized self-esteem as one of the basic human motivations. In the hierarchy of needs, self-esteem comes near the top. First comes physical needs such as food, sleep, then security or safety needs, reflection of personal worth and accomplishment, followed by only self-actualization,

where one can finally fulfill their full potential (Maslow, 1987). Based on this hierarchy of needs, a child's level of self-esteem is a good way to determine level of success for parenting style. It is clear that one can look at self-esteem in many lights and under multiple contexts and the factors affecting self-esteem include how we compare ourselves to others and how they respond to us. One important factor influencing self-esteem development is parenting (Schwalbe et.al, 1986). Researchers and developmental psychologists have over the years uncovered convincing links between parenting styles and the mental, psychological and emotional development of children. The types of parenting children receive have significant implications on their physical, social, emotional and cognitive development (Milu et.al, 2015).Thus the types of parenting children receive have significant implications on their self-esteem, good parenting style leads to high self-esteem where people see themselves as achievers in control of their destiny well as poor parenting leads to low self-esteem which leads people to see themselves as failures with no future (Beatrice, 2007)

Self-esteem, that is contingent on success and competence, triggers fundamentally different habitual thought and behavior patterns than contingent self-esteem that involves seeking compensation from emotional support and acceptance. These behaviors and attitudes have in recent studies been linked to distinctive patterns of coping with social threats and differential health outcomes. A central theme in this research is a dynamic integrative view of personality and health. In personality processes self-esteem is considered to play an important role whether cognitive and motivational aspects result in vulnerability or resiliency. Trait level of self-esteem combined with different needs and strivings to maintain or increase self-esteem, is an important aspect to consider for a realistic understanding of mechanisms underlying behavior and wellbeing since people with high self-esteem see themselves as achievers in control of their destiny than low self-esteem that make people to believe that they are failures with no future (Beatrice, 2007).

Parenting is the process of raising and educating a child from birth or before until adulthood (self-Growth, 2012). Synonymously, parenting refers to carrying out the responsibilities of raising and relating to children in such a manner that the child is well prepared to realize his or her full potential as a human being. This implies that parenting is the process of taking care or supporting a child from birth to adulthood involving the physical, emotional, social and

intellectual capabilities (self-growth, 2012). It can simply mean the process or state of being a parent. In fact one can be a parent both to the biological or non-biological children. Parenting style and self-esteem is the process of raising children and confidence in one's own worth or abilities NSPVACIS (2015). Parenting styles are something that many people have familiarity with either while parenting or while growing up, and therefore there are many opinions on the best or better ways of going about it. These different approaches can be categorized as different parenting styles such as authoritative, authoritarian and negligent-permissive and the idea of parenting style exist was originally observed by Psychologist Diana Baumrind(1970). The term parenting style refers to behaviors and strategies used by parents to control and socialize their children (cole et.al, 2009).

The styles of parenting that parents use to raise their children influence children's self-esteem both positively and negatively and thus good parenting style such as authoritative which tend to produce children who are happy, capable and successful (Maccoby,1992) results into high self-esteem which enables people to see themselves as achievers while poor parenting style such permissive that tends to produce children who rank low in happiness and self-regulation results into low self-esteem which makes people to see themselves as failures with no future.

Parenting styles became the main focus in the early part of 21st century (Caporella, 2007). It is significant to society as it plays a pivotal role on development of the youth who are important to the future. Much research has been conducted due to the well-documented importance of parenting style on various developments (Gale Encyclopedia of Education). Additionally it is started since 1920's (Darling, 2010). Thus good parenting practices can positively impact children's self-esteem like authoritative that tend to produce children who are happy, capable and successful which leads to high self-esteem of children while poor parenting practices can negatively impact children's self-esteem such as permissive that tend to produce children who rank low in happiness and self-regulation which results to low self-esteem of children (Maccoby,1992).

Baumrind conducted a study consisting of interviews and observations with parents and children, concluding in the identification of three types of parenting based on levels of

demandingness (control, supervision and maturity demands) and responsiveness (warmth, acceptance and involvement). These parenting styles she called authoritarian, authoritative and permissive. The authoritarian parenting style is described as black and white style of parenting, where rules are expected to be followed without questions or there will be consequences. These parents tend to be strict and demanding, while not treating their children equals, parents do not appear very responsive to their children. The authoritative parenting style also is one with rules that must be followed, however the parents tend to be more open about their reasoning and take into account their children's opinions more so than authoritarian parents. Authoritative parents tend to talk about issues with their children in a supportive manner instead of simply inflicting punishment. Permissive parents tend to act more responsively and demand less from their children; in turn they do not usually discipline their children as regularly. They are also communicative and nurturing (Diana Baumrind, 1970). Good parenting style like authoritative produce children who are happy, capable and successful that results into high self-esteem that enables people to see themselves as achievers in controlling conflict than the authoritarian and negligent-permissive that tends to produce children who rank low in happiness and self-regulation (Maccoby, 1992).

Contextual perspective

Katabi Town Council formally known as Katabi Ssabaddu Sub-County is located at the shores of Lake Victoria in the central region of Uganda in Wakiso District. The Town Council boarders Entebbe Municipality the gateway of Uganda. The Town Council lies between 50-63 latitude and 43.9 - 45.7 longitude self-growth, (2012)

Katabi Town Council is comprised of 5 parishes and 23 villages of which have resident men and women and executive committees, which coordinate the various functions. These are replaced every after five years. (self-growth, 2012)

The town council is a local authority at L.C. IV level, with the mandate to carry out its own planning and budgeting under the decentralization system of governance. The town council is made up of five parishes which are; Nkumba, Kitala, Nalugala, Kabale, and Kisubi. The five parishes are also made up of 23 villages which are the grass root units in the cadre of

administration. The Town council has at least four fast growing trade centers and they include; Baita-Ababiri, Kitala, Kawuku and Mpala. It is therefore important to note it is out of these growing trade centers that Katabi has been elevated to a town count. Self-growth, (2012)

Some parents in Katabi Town Council Entebbe Uganda are dictatorial, exert control over the children in unresponsive, rejecting relationship, cannot listen, explain issues to their children and they end up with children with low self-esteem, less popular with peers and perform poorly in schools. Low self-esteem leads to inner conflict that makes an individual difficult to get along within the work place (Beatrice, 2007).

1.2 PROBLEM STATEMENT

Parenting services have drastic impact on students' self-esteem. Most students fear to answer and ask questions especially while in class. This may be due to lack of confidence which leads them not to believe in them-selves and do not interact freely with their peers. An estimate of 75% of the parents in Katabi Town Council Entebbe Uganda apply parenting styles without prior knowledge that the parenting styles they employ in child rearing have both positive and negative impact on children's self-esteem, building self-confidence in both intra-personal, interpersonal relationships and academic problems. Some parents in Katabi Town Council Entebbe Uganda are dictatorial, exert control over the children in unresponsive, rejecting relationship, cannot listen, explain issues to their children and they end up with children with low self-esteem, less popular with peers and perform poorly in schools. Low self-esteem leads to inner conflict that makes an individual difficult to get along within the work place (Beatrice, 2007).

Ideally, parenting styles should promote confidence, self-reliance, and high self-esteem, help children experience warm and nurturing. Parenting styles should produce children who are happy, capable and successful but instead results in children who rank low in happiness, social competence, self-regulation, and lack- self- control which results into low self-esteem (Maccoby, 1992). As children come from various families and join to learning institutions for studying, they bring with them their behaviors, cultures, traditions and beliefs among others which at times influence and impact other students' self-esteem during studying. That is high self-esteem that enables people to see themselves as achievers in control of their destiny and low self-esteem that make an individual difficult to get along within the workplace (Beatrice, 2007).

It is in the light of the above that the researcher deemed it pertinent to investigate the role of parenting styles in fostering students' self-esteem, to examine the levels of self-esteem among the student's that is high and low self-esteem, analyze the factors influencing students' self-esteem such as high and low self-esteem and investigate the relationship between parenting styles such as authoritative, authoritarian and negligent-permissive and self-esteem like high and low self-esteem in Katabi Town Council Wakiso District Entebbe Uganda (Researcher, 2018)

1.3 Purpose of the study

Was to analyze the role of parenting styles in fostering students' self-esteem such as high and low self-esteem in katabi town council in Wakiso District in Uganda.

1.3.1 Specific objectives of the study

To examine the levels of self-esteem among the students (both high and low self-esteem) in Katabi Town Council Wakiso district Entebbe Uganda.

To analyze the factors responsible for the students' self-esteem in Katabi Town Council Wakiso district Entebbe Uganda.

To analyze the relationship between parenting styles and self-esteem in Katabi Town Council Uganda.

1.3.2 Research questions.

What are the levels of self-esteem among the students of Katabi Town Council Wakiso district Entebbe Uganda?

What are the factors for the students' self-esteem in Katabi Town Council Wakiso district Entebbe Uganda?

What is the relationship between parenting styles and self-esteem in Katabi Town Council Wakiso district Entebbe Uganda?

1.3.3 Hypothesis

There is no significant relationship between parenting styles and self-esteem in Katabi Town Council Wakiso District Entebbe Uganda.

There is no significant relationship between parenting styles and the factors influencing self-esteem in Katabi Town Council Wakiso District Entebbe Uganda.

There is significant relationship between the factors influencing self-esteem and students' self-esteem.

1.4 Significance of the study

The content gathered during the study will be essential to all respondents involved in the study because students will know their levels of self-esteem that it is high and low self-esteem where high self-esteem enables people to see themselves as achievers in controlling destiny while low self-esteem also makes people to feel that they are failures with no future (Beatrice, 2007).

Due to increased rate of children in the world today, more researchers are bound to carryout parenting styles and children's rights, parenting styles and language development, parenting styles and childhood education, parenting styles and children's behavior. Thus the study information attained may serve as reservoir of knowledge for researchers within the field to research into similar topics (researcher, 2018).

The researcher is interested in parenting styles and this study may provide her with more insight of the issues resulting from parenting methods and thus prepare by reading possible parenting style theories and techniques that were appropriate for counseling sessions basing on the type of challenge faced by the client (Diana Baumrind, 1970).

Policy makers especially those interested in social works might be provided with the causes of both high and low self-esteem such as family influence including parents especially in Buganda, the effects of low and high self-esteem for-example high self-esteem leads to achievers in controlling destiny and low self-esteem leads to failures with no future thus implement appropriate rules which support people to gain and maintain high self-esteem (Beatrice, 2007).

1.5 Scope of the study

Content scope

The study focused on the relationship between parenting styles and self-esteem in Katabi Town Council Wakiso Entebbe Uganda, the factors influencing the students' self-esteem and the levels of students' self-esteem. Parenting style refers to behaviors and strategies used by parents to

control and socialize their children (Light foot et.al, 2009). The parenting styles include authoritative, authoritarian and negligent-permissive. Self-esteem is the way an individual thinks about him or herself (Martinez, 2009). The study intended to examine how parenting styles such as authoritative, authoritarian and negligent-permissive relates with self-esteem that is high and low self-esteem in Katabi Town Council Wakiso District Entebbe Uganda.

Geographical scope

The geographical scope is Nkumba parish located in Entebbe area that lies at $0^{o.}04N,320.280E$ and is 37kilometers south East of Kampala the city of Uganda. Entebbe is situated in Wakiso district boarding LakeVictoria in the south. The municipality is located on a peninsular into Lake Victoria covering a total area of 56.2km^2, out of which 20km^2 is water.

Time scope

The study lasted from 2016to2018.

1.6 Conclusion

This chapter introduced us to the study by pointing out parenting styles and how wide they are spread in the world for example in the United Kingdom, Asia-America, China, South Korea, Canada, Sweden, South Africa, and Africa, in our own country Uganda and the area of the study Katabi Town Council Entebbe municipality. In it we see how parenting styles should be, it clearly outlines for us the research questions and objectives, the scope of the study in which the physical features in and around the area of the study are mentioned. The next chapter is about review of the related literature. In it the researcher discussed objective per objective basing on what other researchers have written about the topic and that is parenting styles and self-esteem

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher discussed objective per objective basing on what other researchers have written about the topic including the review of the parenting styles such as authoritative, authoritarian and negligent-permissive, self-esteem that is high and low self-esteem and the factors influencing self-esteem such as learning environment like schools, institutions, family influence and cultural influence.

2.1 Theoretical review of literature

Theories of parenting styles

It was developed by Diana Baumrind (1970) after observing her own children's behavior. After observing the way her children responded to elders forced her to develop the three parenting styles which include authoritative parenting style that which uses both force and peace to raise children, authoritarian parenting style uses force and authority to raise children and negligent-permissive parenting style allows freedom to children.

The theory of parenting is based on research that suggests children's self-esteem is directly related to their parent's child-rearing practices. Parents who combine high levels of parental warmth with high levels of supervision are more likely to have children who are more confident, more autonomous and more socially responsible resulting into high levels of self-esteem and this high self-esteem enables children to see themselves as achievers in controlling their destiny. This implies that good parenting style like authoritative parenting style produces children who are capable and successful in future and poor parenting styles like negligent-permissive parenting style produces children who rank lower in happiness, social competence and self-esteem (Maccoby, 1992).

2.2 The parenting styles

The parenting styles include authoritative, authoritarian and negligent-permissive.

Parenting is the process of raising and educating a child from birth or before until adulthood (self- Growth, 2012). Synonymously, parenting refers to carrying out the responsibilities of

raising and relating to children in such a manner that the child is well prepared to realize his or her full potential as a human being. This implies that parenting is the process of taking care or supporting a child from birth to adulthood involving the physical, emotional, social and intellectual capabilities. It can simply mean the process or state of being a parent. In fact one can be a parent both to the biological or non-biological children. Parenting usually takes place when one meets the defined criteria mentioned in the definition. The parenting styles used when raising children include authoritative which tends to produce children who are happy, capable and successful, negligent-permissive and authoritarian parenting tend to produce obedient children but rank low in happiness and self-regulation (Maccoby, 1992).

According to Santrock, (2006), parenting requires interpersonal skills and again makes emotional demands. Also, other researchers, for example Baumrind (1967) have suggested that there are four major styles of parenting. The researchers argue that majority of the parents display one four different parenting styles. These styles are authoritarian parenting, authoritative parenting, permissive parenting and uninvolved parenting. Thus good parenting style like authoritative which tends to produce children who are happy, capable and successful in future should be recommended to be used this parenting style to arise the children worldwide than using poor parenting styles like negligent-permissive and authoritarian which tend to produce children who rank low in happiness and self-regulation (Maccoby,1992).

According to Cherry (2012), authoritarian parenting style expect the child to adhere or follow the strict rules established by the parents. Failure to follow the rules will result in punishment. Usually, because the parents have ordered, it must be done without explanations and questions. On the other hand, authoritative parents establish rules and guidelines that their children are expected to follow. Nevertheless, this parenting style is much more democratic (Cherry, 2012 and Santrock, 2006).

Parents with authoritative style are responsive and ready to listen and cooperate. Baumrind, (1991)argues that these parents are assertive but not intrusive and restrictive. Santrock, (2006) also stated that permissive parents have few demands to make of their children. These parents allow their children a lot of freedom. They hardly punish or discipline them (Baumrind, 1991) while uninvolved parenting is attributed with few demands and little communication. Though the parents fulfill the needs of the child, they rarely get attached to the child (Cherry, 2012).

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Similarly, uninvolved parents make few to no demands of their children and they are often indifferent, dismissive or even completely neglectful. Numerous works on parenting have brought about a number of conclusions as far as the impact of parenting styles on children are concerned (Santrock, 2006).

(Cherry 2012) reported that authoritarian parenting styles normally result in children who are obedient and proficient but rank lower in happiness social competence and self-esteem on the contrast, Maccoby (1992) informed that authoritative parenting styles lead to children who are happy and capable and successful. Also permissive parenting styles breed children who are low in happiness and uninvolved parenting styles lead to children who have low self-control, low self-esteem and highly incompetents. Therefore, all parents are encouraged to adopt authoritative parenting style because parents who use this style are ready to listen, responsive and cooperate to their children which sometimes result into children who are happy, capable and successful (Maccoby, 1992).

There is no universally best parenting style as culture; environment and individual characters differ from person to person. In the Western cultures, self-esteem has been demonstrated to be consistently negatively correlated with parenting styles characterized by low levels of acceptance and high levels of over protectiveness (Herz et.al (1999). Authoritarianism is characterized by this affectionless control and the parenting style is presumed to be associated with social incompetence and poor communication skills. In traditional collectivist cultures (like Nigeria), there may be preference for this parenting style and it is not thought to have a negative impact on self-esteem. Yamawaki et.al (2010), studying Japanese college students, found that warm and caring parenting which is characteristic of the authoritative parenting may be a universally crucial factor for the individuals' psychological well-being later in life. The results of the study also suggest that poor parenting such as low parental care and warmth was significantly associated with low happiness, self-regulation and low life satisfaction which may lead to poor psychological well-being and low self-esteem (Maccoby, 1992).

Research results show that authoritarian parenting style puts children at a greater risk of anxiety, low self-esteem and depression (Bacus, 2014). Accordingly, Cardinali et.al, (2007) mentioned that adolescents treated authoritatively become more socially adjusted and independent compared to their peers. Maccoby and Martin (1983) also found that young people who

experienced authoritative parenting style have higher social development and self-esteem than other parenting styles. In the same vein, Yusuf et.al, (2009) asserted that authoritative parenting has been consistently associated with positive cognitive, emotional and social outcomes. Permissive parenting, on the other hand is associated with social incompetence and lack of self-control (Maccoby et.al, (1991). This implies that poor parenting such as low parental care and warmth such as negligent-permissive is significantly associated with low happiness, self-regulation and low life satisfaction which may lead to poor psychological well-being and low self-esteem (Macobby, 1992).

2.3 The levels of self esteem

Some research has been done specifically looking at the effect of these four styles (authoritative, authoritarian, permissive, and neglecting). There is some variation among results as to what parenting style leads to the highest level of self-esteem. Martínez et.al, (2007) found that children of indulgent parents had the highest levels of self-esteem while children of authoritarian parents had the lowest. Another study done later by Martínez et.al, (2008) found that adolescents with indulgent parents had equal or higher levels of self-esteem than adolescents with authoritative parents. The research additionally showed that adolescents with authoritarian and neglectful parents had the lowest levels of self-esteem. Alternatively, Garcia et.al, (2009) found that both the children of indulgent parenting style as well as the authoritative parenting styles had the highest levels of self-esteem. It was also concluded in 2007 that the authoritative and indulgent parents' children scored highest on levels of self-esteem (Yube et.al, 2007). Based on these results it is somewhat unclear which of the parenting styles can be labeled most successful on the basis of the child's self-esteem, therefore more research is needed. Good parenting results into high self-esteem which enables children to see themselves as achievers in control of their destiny and poor parenting styles results into low self-esteem which leads to inner conflict that makes an individual difficult to get along with in the work place (Beatrice, 2007)

Moreover, previous research has concluded specific qualities of a parent can lead to higher levels of self-esteem. The quality of supportiveness as perceived by the child predicted higher levels of implicit self-esteem in a study conducted by Kassotaki et.al, (2012). This means it is likely that children with neglecting parents would have lower levels of self-esteem. Furthermore parents who were recognized as more nurturing (authoritative and permissive) had a positive effect on

their children's self-esteem, while parents perceived to be overprotective (authoritarian) had a negative effect (DeHart et.al 2006). Additionally emotional warmth (authoritative and permissive) has been positively correlated with higher levels of self-esteem, while negative loving, anger and rejecting were negatively correlated (Yang et.al, 2008). While considering the effects of these traits on self-esteem it is important to look at the potential changes in self-esteem over time, unlike these past studies that focused on examining participants at only a single time period. One's self-esteem over time has been studied a multitude of times with varying outcomes. The most popular finding is that self-esteem increases throughout adolescence to middle adulthood where it begins to decrease as one enters old age (Orth et.al, 2012). It is important to consider potential confounding variables within these results, such as success in one's career or family life or decrease in health (Trzen et.al, 2010). It is possible that the results partly reflect accomplishment of age specific challenges such as completing levels of school, marriage, children, physical complications, retirement, or sickness (Wagner et.al, 2012). Another study arrived at the same conclusion of an increase in self-esteem throughout adolescence, and additionally notes that gender did not make a difference in the expected trajectories (Erol et.al, 2011). It is important to note the insignificant effect of gender because the current study did not consider gender as a variable of interest for that reason. When looking simply at the adolescent stage, results mostly show a general increase in self-esteem throughout adolescence (Robins et.al, 2012). Similarly, it is essential to look at possible confounding variables affecting this increase in self-esteem during adolescence. One variable that was found to have an important effect is education level. It was found that as education level increases so does level of self-esteem (Hallsten et.al, 2012). While discussing factors that affect self-esteem levels and the ways that self-esteem can change over time, it is relevant to acknowledge that parenting styles could change over time as well. This is important to recognize because different parenting styles could have positive or negative effects on the child's self-esteem levels through time and development and these parenting styles include: authoritative characterized by children who are happy, capable, successful, authoritarian characterized by children who are obedient, proficient but they rank lower in happiness, social competence, self-esteem, permissive characterized by children who rank low in happiness, self-regulation, experience problems with authority, tend to perform poorly in school and uninvolved parenting style characterized by children who lack self-control, have low self-esteem and are less competent than their peers (Maccoby,1992).

At the same time, it has been found that inconsistent parenting can be related to aggressive and rebellious behavior (Cole et.al, 2009). So where is the happy medium, Further studies have shown that for any and every age group the bonding, responsiveness, and sensitivity qualities in a parent are most important to the child's successful development, while the disciplinary characteristic is the least important when trying to raise a happy, effective child (Shamah, 2011). Due to these findings, perhaps a singular parenting style is better across all ages. Previous research done on the subject of parenting styles and self-esteem has investigated a wide variety of elements, however there is still more to be covered and concluded. First, most of the studies on self-esteem and parenting styles focus solely on children in early adolescence or an adult, which leaves a large gap between these two stages that must be explored. It is also true for the most part that studies evaluate participants only at one age point and not across time. While studies do a thorough job detailing the current status of one's perceived parenting style or self-esteem, it is important to see how these variables can change over time in order to understand their relationship. Also, there is a lot of research done outside of the United States on these topics; it would be helpful to see more data within the United States because of potential cultural differences, which were clearly expressed in the Tiger Mom versus Panda Dad scenario. While so much has been examined, there is undoubtedly more to be studied and analyzed. Good parenting styles such as authoritative parenting style which aims at producing children who are happy, capable and successful results into high self-esteem which leads people to see themselves as achievers in control of their destiny and poor parenting style such as permissive parenting style which tends to produce children who rank low in happiness and self-regulation leading to low self-esteem that makes people to believe that they are failures with no future (Beatrice, 2007).

Deshpande et.al, (2013) did a research on parenting styles and its effect on adolescents' self-esteem for which they focused on adolescent teenagers and conveyed through their research that due to generation gap between parents and their adolescents and inability of parents to understand their adolescents, conflicts arise. Their findings included that adolescents who perceive acceptance attitude in their parents have a higher self-esteem than the adolescents who perceive avoidance and concentration attitude in their parents, parental acceptance or support is positively related to adolescents' self-esteem. And that mild punishment from parents can result in high self-esteem in adolescents' as they view their parents as their care taker and sometimes

protector. Driscoll (2013) , studied the link between self-esteem and parenting styles at four stages of life with four different age points .The results showed that self-esteem was lowest during 14 years of age for the children in general, reason being it's the stage when they experience tough times in the sense that there are various changes that they have to deal with ranging from their body to the relationships they have with their friends and family and most common type of parenting changes to permissive parenting during 18-23 years of age, in general. Children from authoritative families had higher self-esteem at all four age points as compared to children from authoritarian families. Even permissive parenting was found to result in higher self-esteem levels in comparison to authoritarian parenting. This also implies that some parenting styles used by parents impacts children's' self-esteem both positively and negatively. Therefore Parenting styles either result into high self-esteem through good parenting such as authoritative which enables people to see themselves as achievers in control of their destiny and low self-esteem through poor parenting of the children such as negligent that makes people believe that they are failures with no future (Beatrice, 2007).

Variations exist as to which parenting styles lead to highest levels of self-esteem.

Martinez and Garcia (2008) found that children of indulgent parents had the highest level of self-esteem while those of authoritarian parents had the lowest levels of self-esteem. Gracia et.al, (2009) found that both the children of indulgent and authoritative parents had the highest levels of self-esteem. These variations in results make it unclear as to which parenting style could be labelled as most successful in self-esteem development. Yang et.al, (2008) suggested that nurturing and supportive parenting styles could improve children' self-esteem. Regarding parental characteristics, nurturing (authoritative and permissive) had positive effect on children's self-esteem while perceiving parents to be over-protective (authoritarian) had negative effects (Tennen et.al, 2006). Also, emotional warmth (authoritative, and permissive) correlated positively with higher self-esteem while negative loving, anger and rejecting were negatively correlated with self- esteem (Yang et.al, 2008). Akinsola (2010, 2011) reported that parental practices in Nigeria combines all the parenting styles as parental emphasis was on obedience and compliance with parental instructions. This, the researcher reported was accompanied by responsiveness, love, care, sensitivity and reciprocal dialogue. Most parents aim for the well-being of their children but children may not experience or perceive parenting in the same manner parents believe they do. Children's perception may therefore be more relevant to their well-being than

the actual parenting style. This implies that the individual's subjective evaluation/ perception of father's and mother's parenting pattern/style may influence self-esteem development to the extent, and in the way that the person perceives the behavior. The present study therefore, is designed to determine the relationship between students' self-esteem that is low and high self-esteem and parenting styles such as authoritative, authoritarian and permissive.

2.4 Factors responsible for the students self esteem

2.4.1Family

Family is the first unit of socialization to child, adults and parents available physically and emotionally. Family is the best unit of all forms of child rearing and learning (instruction). The fundamental first place to parent and discipline children is a family system with its rules, structures and everyone's roles well stipulated. Nurturing family is one with emotionally stable parents and care givers that are functionally loving and caring.

Against this background one should note that parents are the first custodians of all values (moral, intellectual, physical, social and spiritual) that children need for/in their instructions. Therefore, parents are the sole/first teachers and instructors with the family being the initiation institution for child instruction(s).

Family is the second most threatened to extinction next to environment (BBC-2011). Yet family is the most important nucleolus or ingredient in nation building, because that is where values are built, where learning begins and is the cradle land of civilization(development, wellbeing), yet no one has ever come up to suggest the basic ingredients for family building.

Family setting is important when considering developing adolescents' characters and personal traits. This part discusses family influence on students' self-esteem from parts: parental pattern, quality of family relationship (including parental relationship, sibling's relationship, and parent-children relationship).

According to previous studies, parental pattern may influence the self-esteem of adolescents. A research made by Van Volkom, (2009) revealed that college women who felt over-protected in the early years as well as currently may have low self-esteem. The possible explanation would be: children receive a negative message from their parents that they cannot take care of

themselves; they also do not receive encouragement or trust from their parents regarding their abilities to handle different matters. These two factors lead to low self-esteem. Moreover, the research shows that participants' family situation, such as parents' employment and marital status (for example: divorce, separated, widowed or unmarried), as well as birth order do not impact children's self-esteem. The character and self-esteem of the parents can also influence students' self-esteem. One research (Elfhag et.al, 2010) examines the self-esteem in 1,236 pairs of spouses, their 12-year-old children and 159 pairs of ex-spouses. This research tries to find the correlation of self-esteem in family setting. One of the results reveals the parent-child association in self-esteem: girls' global self-worth is positively correlating with their mothers' global self-worth. Elfhaget et.al, (2010) explain that family environment can contribute to the formation of self-esteem. Besides parental pattern and parent's own characters, the quality of parents' relationship has a great influence on students' self-esteem such as high self-esteem and low self-esteem. People with high self-esteem see themselves as achievers in control of their destiny while people with low self-esteem see themselves as failures with no future (Beatrice, 2007).

Contrast to conclusions from Elfhaget, at.al, (2010), who asserts that parental divorce does not influence children's self-esteem, Kim (2011) believes that divorce does have a negative impact on children's self-esteem. He examined the influence of three different parental divorce stages (pre-, in-, after- divorce) on children's cognitive skills and non-cognitive traits, and found out that negative consequences of parental divorce are most prominent when parents are in the process of getting divorced. Compared with children from intact families, children whose parents are in the stage of divorce are more likely to have problems with 'anxiety, loneliness, low self-esteem, and sadness' (Kim, 2011:501). This implies that children who have both parents staying together happily are more likely to be successful in future resulting into high self-esteem than those children whose parents divorced and separated which may lead children to rank low in happiness which may result into low self-esteem (Maccoby, 1992).

Lau (2007) identifies different patterns of post-divorce parental alliance in Hong Kong parents. The 6 different patterns are harmonious co-parenting, harmonious parallel parenting, supportive parallel parenting with some conflicts, disengaged parallel parenting, enmeshed co-parenting, and antagonistic conflicting parenting. The result shows that conflicting parental relationship has a destructive impact on children's well-being, and harmonious parental alliance is also negatively

associated with children's self-esteem. Lau explains that inadequate coordination between the parents pose strain on the children, and the struggle between children's desire for autonomy and their perceived filial obligations. Thus students who have more mother acceptance/ involvement, display comparatively higher level of self-esteem and that is high and low self-esteem (Nyarko, 2012).

2.4.2 School environment

For adolescents, school is the place where they spend most of the daily time. In the school, they interact with teachers, students, and administrators. Therefore, it is fair to ask does a school experience contribute to adolescent health development, especially self-esteem.

Previous research approve that in general, school experiences do affect adolescents' self-esteem. One of the key roles of school is passing on the knowledge and proving different skills to the next generation. Therefore, the content of lessons is of great importance. A study shows that life skills training in school helps to boost self-esteem (Esmaeilinasab, 2011). The research randomly divided 160 Iranian male students into two groups: study group and control group. Participants in study group received altogether 500 minutes life skills training from 4 experienced counselors, and students in control group did not attend any life skills training courses. Result shows that the mean score of self-esteem is higher in study group than in control group, and the difference is significant (P<0.001). Schools can influence their students' self-esteem through the attitudes they foster toward competition and diversity and their recognition of achievement in academics, sports and the arts. By middle childhood, friendships have assumed a pivotal role in a child's life. Studies have shown that school-age youngsters spend more time with their friends than they spend doing homework, watching television, or playing alone. In addition, the amount of time in which they interact with their parents is greatly reduced from when they were younger. Therefore, social acceptance by a child's peer group formed from school plays a major role in developing and maintaining self-esteem thus learning environment such as schools influence students' self-esteem in Uganda (Esmaeilinasab, 2011).

Ma (2007) argues that perceived academic status can also influence adolescents' self-esteem. Students who consider themselves having high academic status have higher self-esteem than students who consider themselves having low academic status. This finding is supported by a

Korean study which suggests that the slope of academic achievement is positively related to the growth rate of self-esteem among Korean adolescents (Lee, 2012). The perceived safety in school also influences student's self-esteem. When the students feel safe in school, they have higher esteem (Ma, 2007). And ninth graders in schools with unfair school rules have higher self-esteem than ninth graders from schools with fair school rules. The reason behind this result is that a feeling of unfair school rules could encourage the students to form gang-like friendship to protect them-selves. This explanation may lead to another area which worth considering: school violence. Violence in school has always been a big problem; students may receive maltreatment from students as well as teachers. Research by Kang et.al, (2011) reveals that in Taiwan, student perpetration does not successfully predict low self-esteem, and 'accounts for almost no proportion of self-esteem' (Kang et.al, 2011:493). More surprisingly, maltreatment by teachers has very limited impact on students' self-esteem and depression. All these findings are contradictory to previous Western studies (Benbenishty et.al, 2005). Those studies indicate that school violence is strongly related to low self-esteem and maltreatment from teacher can reduce the level of self-esteem. Sheng et.al, (2011) attribute the difference to different cultural settings: in Asian culture, students may perceive violence from adults as a natural way of punishing, thus do not see it as a problem affecting their self-esteem. Violence may create fear among the students which in most cases result into low self-esteem in children facing violence while at school either from teachers or peers. Low self-esteem leads people to see themselves as failures with no future as the factor influencing students' self-esteem in Uganda (Astor, 2005).

How the knowledge delivered in the classroom can also impact students' self-esteem. The classroom used to be teacher-centered, which means most of the time in the classroom is always about teachers' talking and students do not have enough chance to express their own opinions and collaborate with other students. Through a comprehensive literature review, Tedesco (1999) believes that cooperative learning has a positive impact on students' self-esteem. It allows students to form a group and help each other with studies. Thus by working together, students can develop social skills, build positive peer relations, improve their academic achievement and acquire knowledge which also improves students' self-esteem and high self-esteem leads people to be achievers in controlling destiny in future as also a factor influencing students' self-esteem in Uganda Tedesco (1999).

2.4.2.1 Peer

When adolescents seek independence from their parents, they may spend more time with their peers and interact more often with their peers (Smith et.al, 2011). Shaffer et.al, (2010) point out that peer influence on self-esteem become more apparent when the children enter the phase of adolescence, and the quality of the friendship plays the most important part in deciding adolescents' self-esteem. During this time, there is a negative relationship between adolescent-peer relationship and their self-esteem (Nyarko, 2012). Larson for example reported no relationship between participation in various extracurricular activities and self-esteem. Adolescence in Context: The Interplay of Family, School, Peers, and Work in Adjustment. New York: Springer. Groups formed from peers encourages social interaction which can help students develop social skills, build positive relations which also helps students to improve self-esteem into high self-esteem as the factor influencing students' self-esteem in Uganda (Larson, 2012).

2.4.2.2 Media

No relationship was found between television viewing and self-esteem. (Nihill et.al, 2013).Media plays an important part in adolescences' daily lives. One common area that has been investigated in the media' influence on adolescences' body satisfaction, many magazines target at adolescents and often focus on fashion, luxury, and items that usual adolescents cannot afford (Anderson et.al); moreover, the models presented in the magazines are often fit or slim, which cause an increase body dissatisfaction among women (Fernandez et.al, 2012). Newman and Dodd found out self-esteem is negatively related to the reading of sports magazines, television and movie guides. However, it cannot be concluded that fashion magazine viewing can influence adolescents' self-esteem. Research done by Smeesters et.al show that exposure to thin (not very thin) models does not have a negative impact on girls' self-esteem. On the contrary, televisions bring both positive and negative impact on one's self-esteem and that is high and low self-esteem as the factor influencing students' self-esteem in Uganda (Plotnikoff, 2013).

With the rapid development of technology, Internet has become very common in adolescents' life, especially for adolescents from developed countries. Along with that, smart phones have become a common accessory for students from western world. Social networking sites (SNS) such as Face-book and Twitter have created a new method for self-representation, especially for young people. For the research approves that exposure to thin (not

very thin) models bring positive impact on adolescents' self-esteem, the definition of 'thin', 'moderately thin' and 'extremely thin' is not clearly defined in the article, and they are purely personal opinions, which may vary on different people with different body shapes. Therefore, the effectiveness of this research method is doubtable. In contrast to Richins's findings, were demonstrated that exposure to thin models does not necessarily have a negative impact on one's self-esteem and thus technology has a negative effect on the students' self-esteem such as high and low self-esteem (Richins, 2015)

Gonzales and Hancock (2011) found that Face-book has a positive effect on self-esteem. The research contain three different groups: participants in the first group finish self-esteem scale after viewing their own Face-book profile, participants in second group finish self-esteem scale while being exposed to their own reflection in the mirror, participants in the third group finish the questionnaire without computer nor mirror. Results show that Face-book has a positive effect on self-esteem relative to a traditional objective self-awareness stimulus. Contrast to this, another research suggests that Face-book use does not have a direct impact on self-esteem, but has a positive direct effect on relatedness, and self-esteem can be an outcome of relatedness (Abellera et al., 2012). Relatedness exerts mediating effect on Face-book use and self-esteem. Thus face-book as media is another factor influencing students' self-esteem in Uganda.

2.5 Conclusion

The second chapter included the theoretical review of literature, parenting styles were discussed; levels of self-esteem and factors influencing self-esteem. The next chapter includes the study methodology.

2.6 Conceptual framework

Conceptual framework illustrating the relationships between the independent variable (parenting styles) and dependent variable (self-esteem) as well as the intervening variables.

Independent variable   **Dependent variables**

Types of parenting styles
❖ Authoritative   ❖ Authoritarian   ❖ Negligent-permissive

Students' self-esteem
❖ Poor parenting leads to low self-esteem   ❖ Good parenting leads to high self-esteem   ❖ Excellent parenting leads to self-actualization

Intervening variables

❖ Community influence   ❖ Culture factors   ❖ School environment
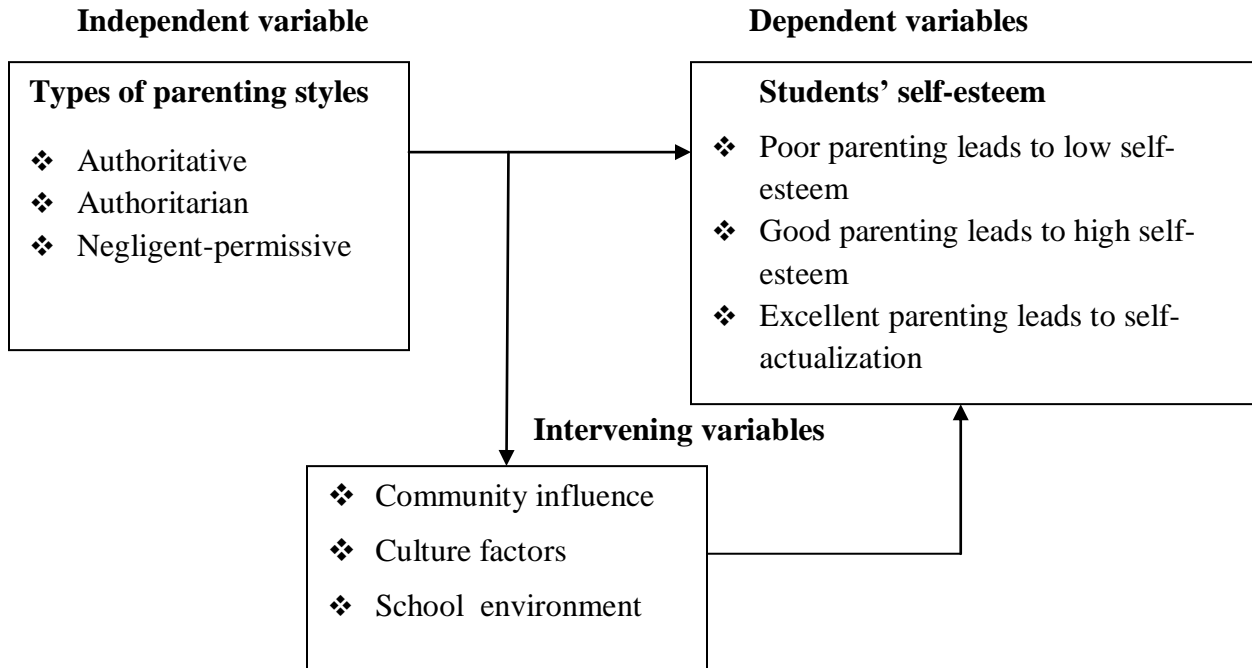
Source: Model developed by the researcher (2018) based on the model by Gonzales and Hancock (2011)

The researcher focused on parenting styles as the independent variable with authoritarian, authoritative and negligent- permissive as the main elements and how these influence people's self-esteem as the dependent variable with high and low self-esteem as the elements. The intervening variables include family influence, culture factors and learning environment.

The relationship between the variables is that poor parenting style leads to low self-esteem while good parenting style leads to high-esteem and excellent parenting leads to self-actualization.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presented an account of how the study was carried out. It covered the description of the methods and techniques the researcher administered during the study. It included research design, study area, population of the study, sample size, sampling methods, data collection instruments, data processing analysis, research procedure, ethical considerations and anticipated difficulties.

3.1 Research design

A cross-sectional research design was adopted for this study. This is where data is gathered just once from a cross section of sources for purposes of answering questions (Sekaran, 2003). A cross-sectional survey is the most commonly used research method in social research (Amin, 2005) and can produce data which permits the establishment of casual relationships (Serantakos, 2005). The cross sectional design required one to use a number of data collection methods and collecting information from a cross section of respondent (Sekaran, 2003).

According to Maxwell (2004), a cross sectional study involves measuring different variables in the population of interest at a single point in time. This simultaneous data gathering is often thought of as a snapshot of conditions present at that instant; that is, the data obtained may be influenced by time or climate in which the respondents are and therefore, the situation may provide differing results if another time-frame had been chosen. Even then, the merits of this study design outweigh its disadvantages.

Amin, (2005) noted that cross sectional studies aim at providing a systematic description that is as factual and as accurate as possible. It is relatively inexpensive and does not involve manipulating variables. The research also adopted quantitative and qualitative approaches. The qualitative approach aimed at providing an easier understanding and description of the respondents experiences of the study. On the other hand, the quantitative approach involved the collection and analysis of numerical and non-numerical data. The target population was 100.

3.2 Area of study

The study concentrated in Katabi Town Council as a case study in Wakiso district found in Kampala the capital city of Uganda. This was because university students participated in the study.

3.3 Study population

The study population refers to the events or things of interest or group of people that the researcher wishes to investigate. (Dooley, 1995) defines a study population as the collection of individual units or respondents to whom the results of a survey are to be generalized.

The researcher targeted 100 respondents in Katabi Town Council as the case study and a sample size of 80 respondents was used. This included students as the participants.

3.4 Sample size population.

The information and data related to the objectives of the study was collected from the students in Katabi Town Council Wakiso district Entebbe Uganda. From the targeted population of 100, the sampled population of 80 was accessed. The sample size was reached based on Krejcie Morgan (1970) as quoted by Amin (2005).

3.5 Sampling technique

In selecting the sample, a random sampling technique was used since it involves selecting the sample at random from the sampling frame to give all members an equal chance to emerge in the sample data to be collected.

3.6 Data collection instrument.

This research used a self-rated structured questionnaire as survey instrument to analyze the relationship between parenting styles and self-esteem, factors influencing self-esteem and the levels of students' self-esteem. Besides the questionnaires, observation, primary and secondary document analyses were also used to gather more information from respondents.

This study used both qualitative and quantitative. A quantitative approach was used because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationship. The quantitative approach also enabled the study to work out the relationship between variables. The main benefit of quantitative and qualitative

approaches is that they allow the strengths and weaknesses of each technique to be addressed and produce more convincing research findings. The questionnaires possessed both open and closed ended questions.

The questionnaires contained three sections: to examine the levels of students' self-esteem, to analyze the factors for the students' self-esteem and to investigate the type of parenting style mostly practiced in Katabi Town Council Wakiso District Entebbe Uganda.

3.7 Data quality control measures.

Validity and reliability

The issue of validity and reliability were taken into account. White (2002) pointed out that validity is concerned with the idea that the research design fully addresses the research objectives that have to be achieved. In the current study, validity was established through a validity test using the Content Validity Index (CVI). The product of the CVI test was 0.771. Since conventional research wisdom requires that a good research be ≥0.6 (either equal or greater than 60%), it means that the questions posed were relevant and valid to the study variables.

Reliability is important because the data collection instrument must have the ability to consistently yield the same results when repeated measurements are taken of the same individuals under the Cronbach's (1964) alpha (a) test in order to ascertain the internal consistency of the study variables. The results of the reliability test were shown in the table below:

Table 3.1: Reliability

	Variables	Cronbach Alpha Coefficients
1	Parenting styles	0.772
2	Self-esteem	0.770
	Average	0.771

Source: computed using SPSS

3.8 Research procedure

An introductory letter was obtained from the school of education, humanities and sciences Nkumba University. The letter was presented by the researcher to authorities to seek permission to carry out the research. The researcher first made necessary introductions to relevant authorities then the researcher went ahead to create rapport and seek consent from the respondents by assuring them confidentiality and explaining to them the purpose of the study to be carried out. The researcher interviewed and recorded results from the respondents who were unable to read and write and for those who can write and read were given questionnaires to fill or answer.

3.9 Data analysis and processing

Specifically inferential and descriptive statistics were generated using SPPS software (version 20.0); Pearson's correlation coefficient (r) was used to establish the relationship between parenting styles and self-esteem.

Data processing is organizing and summarizing the collected information from the field in order to make meaning out of it. Data was compiled, sorted, edited and coded in order to have the required accuracy, quality and completeness. The data derived from the questionnaire was further be analyzed using SPSS (version 20.0) that is data was collected and then each questionnaire was entered one by one. After inputting all questionnaires, a command function was placed and frequency tables were extracted for bio data, reliability and validity. Principal component analysis was then run to identify patterns and reduce data to a manageable level (field 2018).

3.10 Ethical consideration

The researcher ensured that she was given an introductory letter from Nkumba University School of education, humanities and sciences before going to the field. The researcher also ensured that information provided by the respondents or participants was kept confidential. The researcher ensured that the research was conducted in conjunction with frequent consultation and guidance from the research supervisor.

3.10.1 Anonymity

The researcher ensured that none of the respondents' name was mentioned anywhere in the report but instead clients were referred to using letters of alphabet for example client "A or B or AB".

3.10.2 Informed consent

The researcher ensured that she informs her respondents about the purpose of the study and before interviewing the respondents, the researcher asked the respondents whether they had agreed or not to be interviewed and disclose their personal information.

3.10.3 Confidentiality

The researcher ensured that other than her and her supervisor, no one else will have access to the information obtained during the study and that all data will be treated with absolute confidentiality.

3.11 Limitations

Some respondents were not willing to answer the questions presented to them which made the data collection process difficult.

It was very costly in terms of printing, transport and collection of literature review from the café.

3.12 Conclusion

This chapter discussed the research design, study population, sample size, sampling techniques which included simple random, data collection methods such as observation, questionnaires, data quality control, validity and reliability, data analysis methods, quantitative analysis, qualitative analysis, ethical considerations such as anonymity, informed consent, confidentiality and the limitations to the study. The next chapter however will include the research findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

In this chapter, results are presented and discussed. Findings were done in relations to study objectives. In presentation of findings tables showing frequencies and percentages were used to explain the findings. The study objectives were to examine the level of the students' self-esteem, to analyze the factors for the students self- esteem and to investigate the relationship between parenting styles and self-esteem in Katabi Town Council Wakiso District Entebbe Uganda.

This section of the study discusses the characteristics of the respondents involved in Katabi Town Council such as Gender of respondents. Results obtained are discussed in the tables that follow. The study constituted of 80 respondents and all were students from the selected area of study.

4.1 Background information

Table 4.1: Gender of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	38	47.5	47.5	47.5
Valid	Female	42	52.5	52.5	100.0
	Total	80	100.0	100.0	

Source: primary data (2018)

According to table 1 above, out 80 respondents, 38 (47.5%) of the respondents were male and 42 (52.5%) were females. Most of the respondents were females.

4.2 Objective one: The level of students' self-esteem in katabi Town Council Entebbe wakiso district Uganda.

Table 4:2 Feel I am a person of worthy, at least on an equal plane with others.

		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly agree	37	46.3	46.3	46.3
	Agree	25	31.3	31.3	77.5
Valid	Disagree	12	15.0	15.0	92.5
	strongly disagree	6	7.5	7.5	100.0
	Total	80	100.0	100.0	

Source: primary data (2018)

According to table 2 above, when respondents were given the statement I feel am a person of worth, at least on an equal plane with others, n=80, 37(46.3%) strongly agreed, 25(31.3%) agreed, 12(15%) disagreed while 6(7.5%) strongly disagreed. The number of respondents that agreed were more than those that disagreed. This implies that that the respondents have high self-esteem since 78% of the respondents agreed to the statement and people with high self-esteem see themselves as achievers in control of their destiny while people with low self-esteem believe that they are failures with no future (Beatrice, 2007).

Table 4.3: I feel that I have a number of good qualities.

		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly agree	32	40.0	40.0	40.0
	Agree	35	43.8	43.8	83.8
Valid	Disagree	9	11.3	11.3	95.0
	strongly disagree	4	5.0	5.0	100.0
	Total	80	100.0	100.0	

Source: primary data (2018)

According to the table 3 above, N=80, 32 (40%) respondents strongly agreed to the statement,35 (43.8%) agreed, 9 (11.3%) disagreed well as 4(5%) strongly disagreed to the statement. The number of respondent that agreed to the statement of I feel that I have a number of good qualities were more than those that disagreed with the statement. This implies that the respondents' self-esteem is high and people with high self-esteem see themselves as achievers in control of their destiny while people with low self-esteem believe that they are failures with no future (Beatrice,2007)

Table 4.4: All in all, I am inclined to feel that I am a failure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	2.5	2.5	2.5
	Agree	10	12.5	12.5	15.0
	Disagree	31	38.8	38.8	53.8
	strongly disagree	37	46.3	46.3	100.0
	Total	80	100.0	100.0	

Source: primary data (2018)

According to table 4 above, when respondents were presented the statement: all in all I am inclined to feel that I am a failure, n=80, 2(2.5%) of the respondents strongly agreed, 10(12.5%) agreed, 31(38.8%) disagreed well as 37(46.3%) strongly disagreed with the statement of all in all I am inclined to feel that I am a failure. This implies that the respondents' self- esteem is high since most of the respondents disagreed with the statement. Thus students of Katabi Town Council Wakiso Entebbe Uganda have high self-esteem and high self-esteem enables people to see themselves as achievers in future while low self-esteem creates inner conflict that makes an individual difficult to get along with in the work place (Beatrice, 2007).

Table 4.5: I am able to do things as well as most other people.

		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly agree	21	26.3	26.3	26.3
	Agree	38	47.5	47.5	73.8
Valid	Disagree	16	20.0	20.0	93.8
	strongly disagree	5	6.3	6.3	100.0
	Total	80	100.0	100.0	

Source: primary data (2018)

With evidence given is table 5, on reading the statement: I am able to do things as well as most other people, n=80, 21(26.3%) strongly agreed, 38 (47.5%) agreed, 16(20%) disagreed and 5(6.3%) strongly disagreed. This implies that the students' self- esteem is high and people with high self-esteem see themselves as achievers in control of their destiny while people with low self-esteem believe that they are failures with no future (Beatrice, 2007).

Table 4.6: I feel I do not have much to be proud of.

		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly agree	24	30.0	30.0	30.0
	Agree	23	28.8	28.8	58.8
Valid	Disagree	13	16.3	16.3	75.0
	strongly disagree	20	25.0	25.0	100.0
	Total	80	100.0	100.0	

Source: primary data (2018)

According to table 6 above, when respondents were given the statement I feel I do not have much to be proud of, n=80, 24 (30%) strongly agreed, 23 (28.8%) agreed, 13(16.3%) disagreed and 20(25%) strongly disagreed. This implies that the respondents' self- esteem is low and people with low self-esteem believe that they are failures with no future and this leads to inner conflict that makes an individual difficult to get along with in the work place while high self-esteem enables people to see themselves as achievers in control of their destiny (Beatrice, 2007).

Table 4.7: I take a positive attitude towards myself.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	45	56.3	56.3	56.3
	Agree	25	31.3	31.3	87.5
	Disagree	5	6.3	6.3	93.8
	strongly disagree	5	6.3	6.3	100.0
	Total	80	100.0	100.0	

Source: primary data (2018)

Basing on the evidence from the table 7, given the statement I take a positive attitude towards myself, n=80, 45(56.3%) strongly agreed, 25(31.3%) agreed, 5(6.3%) disagreed and 5(6.3%) strongly disagreed. This implies that the respondents' self- esteem is high which enables them to see themselves as achievers in control of their destiny while low self-esteem creates inner conflict that makes an individual difficult to get along within the workplace (Beatrice, 2007).

Table 4.8: On the whole, I am satisfied with myself.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	19	23.8	23.8	23.8
	Agree	35	43.8	43.8	67.5
	Disagree	19	23.8	23.8	91.3
	strongly disagree	7	8.8	8.8	100.0
	Total	80	100.0	100.0	

Source: primary data (2018)

According to table 8 above, when respondents were given the statement, on the whole, I am satisfied with myself, n=80,19(23.8%) strongly agreed, 35(43.8%) agreed, 19(23.8) disagreed and 7(8.8%) strongly disagreed. this implies that most of the respondents self- esteem is high since those that agreed were more than those that disagreed with the statement. people high self-

esteem normally see themselves as achievers while those with low self-esteem believe that they failures with no future (Beatrice, 2007)

Table 4.9: I wish I could have more respect for myself.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	35	43.8	43.8	43.8
	Agree	34	42.5	42.5	86.3
	Disagree	3	3.8	3.8	90.0
	strongly disagree	8	10.0	10.0	100.0
	Total	80	100.0	100.0	

Source: primary data (2018)

According to table 9 above, presented with the statement I wish I could have more respect for myself n=80, 35(43.8%) strongly agreed, 34(42.5%) agreed, 3(3.8%) and 8(10%) strongly disagreed. Basing on the evidence from above table, most of the respondents agreed with the statement which implies that their self-esteem is low and low self-esteem leads to inner conflict that makes an individual difficult to get along with in the workplace while high self-esteem enables people to see themselves as achievers in control of their destiny (Beatrice, 2007).

Table 4.10: I certainly feel useless at times.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	7.5	7.5	7.5
	Agree	7	8.8	8.8	16.3
	Disagree	37	46.3	46.3	62.5
	strongly disagree	30	37.5	37.5	100.0
	Total	80	100.0	100.0	

Source: primary data (2018)

On the basis of data in table 10 above, when given the statement; I certainly feel useless at times, n=80, 6(7.5%) strongly agreed, 7(8.8%) agreed, 37(46.3%) disagreed and 30(37.5%) strongly disagreed. Most of the respondents disagreed with the statement which implies that their self-esteem is high and people with high self-esteem see themselves as achievers in control of their

destiny while people with low self-esteem believe that they are failures with no future (Beatrice, 2007).

Table 4.11: At times I think I am no good at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	6.3	6.3	6.3
	Agree	12	15.0	15.0	21.3
	Disagree	29	36.3	36.3	57.5
	strongly disagree	34	42.5	42.5	100.0
	Total	80	100.0	100.0	

Source: primary data (2018)

According to table 11 above, when presented with the statement; at times I think I am no good at all, n=80, 5(6.3%) strongly agree, 12(15%) agreed, 29(36.3%) disagreed and 34(42.5%) strongly disagreed. This means that students in Katabi Town Council have high self-esteem since most of the respondents disagreed with the highest percentage of 79% and this helps people to see themselves as achievers in control of their destiny while low self-esteem creates inner conflict that makes an individual difficult to get along within the workplace (Beatrice, 2007).

Table 4.12: Descriptive Statistics

	N	Mean	Std. Deviation
I feel I am a person of worthy, at least on an equal plane with others.	80	.84	.947
All in all, I am inclined to feel that I am a failure.	80	2.29	.783
I feel that I have a number of good qualities.	80	.81	.828
I certainly feel useless at times	80	2.14	.868

Field data: (2018)

In table 13 above, the mean of the respondents was 2 which was low and the standard deviation was 1which was also low. The standard deviation (std Dev.) provides an indication of how far the individual responses to a question vary or deviate from the mean. The standard deviation tells the researcher how spread out the responses are: - are they concentrated around the mean or

scattered far and wide. Basing on the above results in the table 13 above, the standard deviation concentrated around the mean which implies that the data collected was accurate and not biased (researcher, 2018).

Table 4.13: Correlations of the students' self-esteem.

		High self-esteem	High self-esteem	Low self-esteem	Low self-esteem
I feel I am a person of worthy, atleast on an equal plane with others	Pearson Correlation	1	.518[**]	-.450[**]	-.431[**]
	Sig. (2-tailed)		.000	.000	.000
	N	80	80	80	80
I am able to do things as well as most other people	Pearson Correlation	.518[**]	1	-.322[**]	-.278[*]
	Sig. (2-tailed)	.000		.004	.013
	N	80	80	80	80
I certainly feel useless at times	Pearson Correlation	-.450[**]	-.322[**]	1	.410[**]
	Sig. (2-tailed)	.000	.004		.000
	N	80	80	80	80
at times I think I am no good at all	Pearson Correlation	-.431[**]	-.278[*]	.410[**]	1
	Sig. (2-tailed)	.000	.013	.000	
	N	80	80	80	80

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

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

In table 13 above, the level0.05, implying that the respondents' self-esteem is high. High self-esteem enables people to see themselves as achievers in control of their destiny while low self-esteem leads people to see themselves as failures with no future (Beatrice, 2007). The statics are statistically significant since the correlation is significant at 0.05 and 0.02 level.

4.3 Objective 2: Factors responsible for the students' self-esteem in katabi Town Council Entebbe Wakiso District Uganda.

4.3.1 Family influence

Table 4.14: My parents are staying together happily.

		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly agree	3	15.0	15.0	15.0
	Agree	7	35.0	35.0	50.0
Valid	Disagree	6	30.0	30.0	80.0
	strongly disagree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Source: primary data (2018)

The field findings in table 14 above, when the respondents were presented with the statement; my parents are staying together happily, n=20, 3(15%) strongly agree, 7(35%) agreed, 6(30%) disagreed and 4(20%) strongly disagreed. Since the number of respondents that agreed with the statement were more than those disagreed, implied that a stable family results into high self-esteem which is a factor influencing students' self-esteem (BBC-2011)

Table 4.15: My parents always allow me to do whatever I want.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Agree	4	20.0	20.0	20.0
	Disagree	8	40.0	40.0	60.0
Valid	strongly disagree	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

Source: primary data (2018)

According to table 15 above, when respondents were given the statement; my parents always allow me to do whatever I want, n=20, 4(20) agreed, 8(40%) disagreed and 8(40%) strongly disagreed. This implies that parents contribute to their children self-esteem, thus the family

influence is one of the factors that is responsible for the self-esteem in Katabi Town Council Wakiso district in Entebbe Uganda (BBC-2011).

Table 4.16: I feel free to interact with my parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	10.0	10.0	10.0
	Agree	9	45.0	45.0	55.0
	Disagree	7	35.0	35.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Source: primary data (2018)

According to the findings in table 16 above, when respondents read the statement; I feel free to interact with my parents, n=20, 2(10%) strongly agreed, 9(45%) agreed, 7(35) disagreed and 2(10) strongly disagreed. This implies that students find it easy to interact with their parents which may result into high self-esteem among the students and parents are sole or first teachers and instructors with family being the initiation institution for child instructions (BBC-2011).

4.3.2 Learning environment

This includes: schools, peers and teachers

Table 4.17: There was teasing and bullying of new students at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	10	50.0	50.0	50.0
	Agree	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

Source: primary data (2018)

According to the table 17 above, when respondents were given the statement; there was teasing and bullying of new students at school, n=20, 10(50%) strongly agreed and 10(50%) agreed.

This implies that learning environment influences students' self-esteem basing on the evidence from above table. Bullying and teasing leads to fear among the teased children which may cause low self-esteem that leads to inner conflict which makes an individual difficult to get along with the work place (Beatrice, 2007)

Table 4.18: I feel free to interact with my teachers at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	7	35.0	35.0	40.0
	Disagree	10	50.0	50.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Source: primary data (2018)

Basing on the table 18 above, when respondents were presented with the statement; I feel free to interact with my teachers at school, n=20, 1(5%) strongly agreed, 7(35%) agreed, 10(50%) disagreed and 2(10%) strongly disagreed. This implies that teachers also influence students' self-esteem while at school. When teachers are rude and harsh makes students to fear them which makes students not to feel free to interact them which sometimes results to poor self-confidence and low self-esteem. People with low self-esteem believe that they are failures with no future while people with high self-esteem see themselves as achievers in control of their destiny (Beatrice, 2007).

Table 4.19: I always feel free to interact with my peers while at school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	35.0	35.0	35.0
	Agree	12	60.0	60.0	95.0
	Disagree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Source: primary data (2018)

According to findings in table 19 above, after reading the statement; I always feel free to interact with my peers while at school, n=20, 7(35%) strongly agreed, 12(60%) agreed and 1(5%) disagreed which implies that peers also influence students' self-esteem especially those who tease their fellow students which in builds fear among the teased students and thus resulting into low self-esteem and people with low self-esteem see themselves as failures with no future while high self-esteem enables people to see themselves as achievers in control of their destiny(Beatrice, 2007) and thus the factor influencing self-esteem in Katabi Town Council Wakiso District Entebbe Uganda.

4.3.3 Cultural influence

Table 4.20: I greet people while kneeling.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	20.0	20.0	20.0
	Agree	12	60.0	60.0	80.0
	Disagree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Source: primary data (2018)

On the basis of data from the table 20 above, when given the statement; I greet people while kneeling, n=20, 4(20%) strongly agreed, 12(60%) agreed while 4(20%) disagreed. Most of the respondents agreed with the statement which implies that culture also influences self-esteem. Culturally most young people greet elders while kneeling which promotes self-confidence which sometimes results into high self-esteem and people with high self-esteem see themselves as achievers in control of their destiny while low self-esteem creates inner conflict that makes an individual difficult to get along within the workplace (Beatrice, 2007).

Table 4. 21: My parents would punish me whenever I failed to greet other people.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	30.0	30.0	30.0
	Agree	9	45.0	45.0	75.0
	Disagree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

Source: primary data (2018)

With evidence given in table 21 above, on reading the statement; my parents would punish me whenever I failed to greet other people, n=20, 6(30%) strongly agreed, 9(45%) agreed well as 5(25%) disagreed. Punishing children in builds fear and anger in them which creates poor or low self-confidence which may result into low self-esteem among them which make it difficult to get along with in the work place due to inner conflict lead by this low self-esteem while high self-esteem helps people to see themselves as achievers in control of their destiny (Beatrice, 2007)

Table 4.22: I am not allowed to put on short clothing in public.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	30.0	30.0	30.0
	Agree	10	50.0	50.0	80.0
	Disagree	2	10.0	10.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Source: primary data (2018)

Due to the facts in table 22 above, when presented with the statement; I am not allowed to put on short clothing in public, n=20, 6(30%) strongly agreed, 10(50%) agreed, 2(10%) disagreed and 2(10%) strongly disagreed. This statement can result into both self-esteem and low self-esteem and people with high self-esteem see themselves as achievers in control of their destiny while those with low self-esteem see themselves as failure with no future.(Beatrice, 2007).

Table 4. 23: Descriptive Statistics

	N	Mean	Std. Deviation
I feel free to interact with my parents	20	2.45	.826
There was teasing and bullying of new students at school	20	1.50	.513
I used to greet people while kneeling	20	2.00	.649

Field data: (2018)

In table 23 above, the mean of the respondents was 2which was low and the standard deviation was1 which was also low. The standard deviation (std Dev.) provides an indication of how far the individual responses to a question vary or deviate from the mean. The standard deviation tells the researcher how spreads out the responses are: - are they concentrated around the mean or scattered far and wide. Basing on the above results in the table 23 above, the standard deviation concentrated around the mean which implies that the data collected was accurate and not biased (researcher, 2018).

Table 4.24: Correlation results between factors and students' self-esteem.

		High and low self-esteem	High and low self-esteem	High and low self-esteem	High and low self-esteem
there was teasing and bullying of new students at school	Pearson Correlation	1	-.203	-.186	.158
	Sig. (2-tailed)		.391	.431	.506
	N	20	20	20	20
My parents would punish me whenever I failed to greet other people.	Pearson Correlation	-.203	1	.206	.534[*]
	Sig. (2-tailed)	.391		.384	.015
	N	20	20	20	20
I feel free to interact with my parents	Pearson Correlation	-.186	.206	1	-.098
	Sig. (2-tailed)	.431	.384		.680
	N	20	20	20	20
I used to greet people while kneeling	Pearson Correlation	.158	.534[*]	-.098	1
	Sig. (2-tailed)	.506	.015	.680	
	N	20	20	20	20

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

In table 24 above, results indicate that there exist a significant positive relationship between factors that influence self-esteem and students' self-esteem with p<0.05. The statistical expressions means that at 95% confidence level and 5% margin error, we are confident that there is significant relationship between factors influencing self-esteem and students' self-esteem and thus the statics are statistically significant since the correlation is at significant at 0.05 level.

The factor variables such as learning environment, family influence and cultural influence significantly influence self-esteem that is low and high self-esteem and thus high self-esteem leads people to be achievers in control of their destiny while low self-esteem creates inner conflict that makes an individual difficult to get along within the workplace (Beatrice, 2007).

4.4: Objective 3: The relationship between parenting styles and self-esteem in Katabi Town Council Wakiso District Entebbe Uganda.

In the table 26 below, showing correlation about parenting styles and self-esteem. Parenting styles such as authoritative, authoritarian and negligent permissive have negative correlations with self-esteem such as high and low self-esteem, which implies that there is no significant relationship between parenting styles like authoritative, authoritarian and negligent-permissive and self-esteem that is high self-esteem and low self-esteem.

That is to say that the independent variable (parenting styles such as authoritative, authoritarian and negligent-permissive) do not determine students' self-esteem in Katabi Town Council Wakiso District Entebbe Uganda and thus the statistics are not statistically significant.

 Thus good parenting styles such as authoritative tends to produce children who are happy, capable and successful and poor parenting styles such as negligent-permissive, authoritarian tend to produce children who are obedient but rank lower in happiness (Maccoby, 1992).

Table 4.25: Descriptive Statistics

	N	Mean	Std. Deviation
1. My parents do not allow children to question any decision made (authoritarian parenting style uses force to parent children)	44	2.80	.701
2. My parents sometimes force children to behave the way they are supposed to(authoritative parenting style uses both force and peace to parent children)	44	1.82	.870
3. My parents allow us as children to decide most things for ourselves without a lot of direction from them(permissive parenting gives children freedom)	44	2.89	.813
4. My parents direct the activities and decisions to the children in the family through reasoning and discipline(authoritative parenting style discusses the reason behind the decisions made with the children)	44	1.95	.645

Field data: (2018)

In the table 25 above, the mean of the respondents was 2 and 3, implying that the respondents mean was low and the standard deviation was 1 which was also low. The standard deviation (std Dev.) provides an indication of how far the individual responses to a question vary or deviate from the mean. The standard deviation tells the researcher how spread out the responses are: - are they concentrated around the mean or scattered far and wide. Basing on the above results in the table 25 above, the standard deviation concentrated around the mean which implies that the data collected was accurate and not biased (researcher, 2018).

Table 4.26: Correlation results between parenting styles and self-esteem

		low self-esteem and low self-esteem	high self-esteem and low self-esteem	high and low self-esteem
My parents do not allow us as children to question any decision made. (authoritarian parenting style uses force when parenting children)	Pearson Correlation	1	-.072	-.057
	Sig. (2-tailed)		.641	.712
	N	44	44	44
My parents direct the activities and decisions to the children in the family through reasoning and discipline. (authoritative parenting style explains the reasons behind the directed activities)	Pearson Correlation	-.072	1	.024
	Sig. (2-tailed)	.641		.876
	N	44	44	44
My parents always felt that what children need is to be free to make their own minds and to do what they want to do, even if does not agree with what they might want.(negligent-permissiveallows to children to make their own mind and decisions when parenting children)	Pearson Correlation	-.057	.024	1
	Sig. (2-tailed)	.712	.876	
	N	44	44	44

Field data: (2018)

In the table 26 above, parenting styles like authoritative, authoritarian and negligent permissive have negative correlations with self-esteem such as high and low self-esteem, which implies that there is no significant relationship between parenting styles like authoritative, authoritarian and negligent-permissive and self-esteem that is high self-esteem and low self-esteem. Thus implying that that the statics are not statistically significant since the relationship between the variables is negative. Thus good parenting styles such as authoritative tends to produce children who are happy, capable and successful and poor parenting styles such as negligent-permissive, authoritarian tend to produce children who are obedient but rank lower in happiness (Maccoby, 1992).

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the summary of all the study findings from the field and conclusions in comparison with the literature. The summary of the findings were discussed according to the study objectives and recommendations given in accordance with the gaps identified.

5.1 Discussion of findings

5.2 Levels of students' self-esteem

The study discovered that 78% of the students agreed that they are people of worth, at least on an equal plane with others while 22% disagreed to the statement. This implies that most students of Katabi Town Council have high self-esteem according to Rosenberg's Self Esteem Inventory (1965). Hence the study recommend students and other people to believe in themselves and to focus on positive to gain high self-esteem therefore the researcher agrees with the above results because high self-esteem enables people to see themselves as achievers in control of their destiny while low self-esteem creates inner conflict that makes an individual difficult to get along within the workplace (Rosen, 1965).

 The study also discovered that 84% agreed to the statement of I feel that I have a number of good qualities and this implies that the students' self-esteem of Katabi Town Council Wakiso district Entebbe Uganda is high according to Rosenberg's Self-esteem Inventory. Thus the researcher agrees with the above statement because high self-esteem helps people see themselves as achievers in control of their destiny than the low self-esteem that makes people believe that they are failures with no future (Maccoby,1992).

The study revealed that 85% of the students only disagreed that all in all I am inclined to feel that I am a failure thus implying that students in Katabi Town Council have high self-esteem according to Rosenberg's Self-esteem Inventory. Here the researcher also agrees with the above results because high self-esteem makes people to be achievers in control of their destiny while low self-esteem creates inner conflict that makes an individual difficult to get along within the workplace (Beatrice, 2007).

The study further revealed that 74% of the students agreed that they are able to do things well as most other people which shows that the students' self-esteem is high according to Rosenberg's Self-esteem Inventory. The researcher agrees to the above results since high self-esteem enables people to be achievers in control of their destiny than low self-esteem which makes an individual believe that he or she is a failure (Rosen, 1960).

The study discovered that 59% agreed that they feel do not have much to be proud of while 41% disagreed which implies that students' self- esteem is low since most of them agreed that they do not have to be proud of through using Rosenberg's Self-esteem Inventory. The researcher disagrees with the above results where most of the respondents do not have to be proud which indicates low self-esteem among the students in Katabi Town Council Wakiso District Entebbe Uganda because low self-esteem creates inner conflict that makes an individual difficult to get along within the workplace while high self-esteem makes people to see themselves as achievers in control of their destiny.(Beatrice, 2007).

The study also discovered that 88% of the students in Katabi Town council Wakiso district Entebbe Uganda agreed that they take a positive attitude towards themselves while12% students only do not take a positive attitude towards themselves which indicates that the students have high self-esteem (Rosenberg's Self- esteem Inventory). The researcher agree with the results above since high self-esteem makes people to be achievers in future than low self-esteem that makes people believe that they are failures with no future (Maccoby,19927).

The study further revealed that 68% of the students in Katabi Town Council Wakiso Entebbe District Uganda agreed that they are satisfied with themselves while 32% are not satisfied with themselves which implies that these students have high self-esteem (Rosenberg's Self-esteem Inventory). The researcher also agrees with the results above because people with high self-esteem see themselves as achievers in control of their destiny while people with low self-esteem believe they are failures with no future (Beatrice, 2007).

The study also discovered that 86% of students in Katabi Town Council Wakiso district Entebbe Uganda agreed that they wish they could have more respect for them-selves while 13% student's feel that they are satisfied with the respect they are given. This implies that 13% of the students only have high self-esteem and 86% of the students need to be more respected which shows that they have low self-esteem according to Rosenberg's Self-esteem Inventory. The researcher also

agrees that students in Katabi Town Council should have more respect to improve their self-esteem that makes people to be achievers in control of their destiny than low self-esteem that creates inner conflict that makes an individual difficult to get along within the workplace (Rosen, 1960).

The study further revealed that 14% of the students agreed that they certainly feel useless at times while 84% of the students disagreed that they certainly feel useless at times which implies that students in Katabi Town Council have high self-esteem according to Rosenberg's Self-esteem Inventory. Thus the researcher agrees with the results above because people high self-esteem see themselves as achievers in control of their destiny while people with low self-esteem believe they are failures with no future (Maccoby,1992).

The study discovered that 79% of the students disagreed that they think that they are no good at all which implies that there is high self-esteem among students of Katabi Town Council Wakiso district Entebbe Uganda through using Rosenberg's Self-esteem Inventory. The researcher agrees with the results above because high self-esteem makes people see themselves as achievers in control of their destiny while low self-esteem make people believe they are failures with no future (Beatrice, 2007).

Descriptive statistics found out that the mean of the respondents was 2 which was low and the standard deviation was 1which was also low when students were given the following statements: I feel I am a person of worthy, at least on an equal plane with others, All in all, I am inclined to feel that I am a failure, I feel that I have a number of good qualities and I certainly feel useless at times.

5.3 Factors influencing students' self-esteem

5.3.1Family influence

The study revealed that 50% of the students agreed that their parents are staying together happily while 50% of the students also disagreed with the statement. This implies that a happily family results into high self-esteem than unhappy family which may result into low self-esteem. The researcher agrees that families influence self-esteem through good parenting style children can gain high self-esteem and through poor parenting styles children can gain low self-esteem and

people with high self-esteem see themselves as achievers in control of their destiny while low self-esteem makes people believe they are failures with no confidence (Rosen,1960).

The study revealed that 20% of the students only agreed that their parents allowed them to do everything they want to do which leads the students to be irresponsible and sometimes resulting into low self-esteem while 80% of the students were not allowed to do whatever they wanted to do. They were restricted to do things which lead the students to be responsible hence resulting into high self-esteem among the students of Katabi Town Council Wakiso district Entebbe Uganda. The researcher agrees with the results above because good parenting leads to high self-esteem than poor parenting styles and high self-esteem leads people to become achievers in control of their destiny while low self-esteem creates inner conflict that makes an individual difficult to get along within the workplace (Maccoby,1992).

The study also discovered that 55% of the students agreed that they feel free to interact with their parents which gives them confidence which would sometimes result into high self-esteem while 45% of the students are not free to interact with their parents may because they fear their parents which sometimes results into low self-esteem among the students of Katabi Town Council Wakiso district Entebbe Uganda. The researcher agrees that the character of the parents influences students' self-esteem that is low and high self-esteem and high self-esteem makes people to be achievers in control of their destiny than low self-esteem which creates inner conflict that makes an individual to get along within the workplace (Beatrice, 2007).

5.3.2 School influence

The study discovered that 100% of the students agreed that there was teasing and bullying of new students. Teasing and bullying tortures students both physically and psychologically this also affects self-esteem. Schools should aim at encouraging students to stop bullying and teasing their fellow new students since this influences peoples self-esteem both positively and negatively. The researcher agrees with the results above teased students always display low levels of self-esteem and low self-esteem makes people believe that they are failures with no future while high self-esteem makes people believe that they are achievers in control of their destiny (Maccoby,1992).

The study also discovered that 40% of the students only agreed that they feel free to interact with teachers at school while 60% of the students fear to interact with their teachers may be because

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they fear them and this fear sometimes results into low self-esteem. Students should be encouraged to be free to interact with their teachers through befriending them, being social to the students by teachers which will help students develop a positive self-esteem resulting into high self-esteem. The researcher also agrees that the character of the teachers influence the students' self-esteem both positively and negatively that is high and low self-esteem, low self-esteem creates inner conflict that makes an individual difficult to get along within the workplace while high self-esteem makes people believe they are achievers in control of their destiny (Beatrice, 2007).

The study revealed that 95% of the students agreed that they feel free to interact with their peers which in-built confidence in them which would result into high self-esteem while only 5% fear to interact with their peers. Finding it easy to interact and help fellow students let us in class may be through discussing for them enables one to build self-confidence which results into high self-esteem. The researchers agrees that peer influences self-esteem positively and negatively that is low and high self-esteem, people with high self-esteem see themselves as achievers while people with low self-esteem believe they are failures (Maccoby,1992).

5.3.3 Cultural influence

The study discovered that 80% of the students agreed that they greet people while kneeling while 20% of students disagreed. This also builds self- confidence which results into high self-esteem. Greeting while kneeling encourages and promotes behavior among the people and thus the researcher agrees that cultures influences self-esteem positively and negatively that is high and low self-esteem and high self-esteem enables people to see themselves as achievers while low self-esteem leads people to believe they are failures with no future (Beatrice, 2007).

The study also discovered that 75% of the students agreed that their parents would punish them whenever they failed to greet people while 25% disagreed with the statement. punishing children sometimes results into fear that leads children to develop low self-esteem and the researcher agrees that this influences self-esteem that is high and low self-esteem thus low self-esteem creates inner conflict that makes an individual believe they are failures with no future while high self-esteem makes people believe they are achievers in control of their destiny (Maccoby, 1992).

The study revealed that 80% of the students agreed that they are not allowed to put on short clothing in public while 20% of the students disagreed to the statement and thus the researcher

also agrees that culture influence peoples' self-esteem both positively and negatively that is high and low self-esteem. People with high self-esteem see themselves as achievers while people with low self-esteem believe they are failures with no future (Rosen,1992).

Descriptive statistics found out that the mean of the respondents was 2which was low and the standard deviation was1 which was also low when they the following statements: I feel free to interact with my parents, There was teasing and bullying of new students at school and I used to greet people while kneeling.

5.4 The relationship between parenting styles and self-esteem in katabi Town Council Wakiso district Entebbe Uganda.

The study revealed that parenting styles like authoritative, authoritarian and negligent permissive have negative correlations with self-esteem such as high and low self-esteem, which implies that there is no significant relationship between parenting styles like authoritative, authoritarian and negligent-permissive and self-esteem that is high self-esteem and low self-esteem. Thus good parenting styles such as authoritative tends to produce children who are happy, capable and successful and poor parenting styles such as negligent-permissive, authoritarian tend to produce children who are obedient but rank lower in happiness (Maccoby, 1992).

5.5 CONCLUSIONS

Levels of students' self-esteem

The study concluded that most students in Katabi Town Council Wakiso District Entebbe Uganda is high and should believe in themselves to maintain their high self-esteem since high self-esteem enables people to see themselves as achievers in control of their destiny than the low self-esteem that makes people believe that they are failures with no future.

Factors influencing students' self-esteem in Katabi Town Council Wakiso District Entebbe Uganda

The study concluded that learning environment such as schools, teachers, peer, family that includes parents and cultural influence are factors influencing the students' self-esteem and they influences the self-esteem both positively and negatively that is high and low self-esteem and thus people with high self-esteem see themselves as achievers in control of their destiny while

low self-esteem creates inner conflict that makes an individual difficult to get along within the workplace.

The relationship between parenting styles and self-esteem in Katabi Town Council Wakiso District Entebbe Uganda.

There is no significant relationship between parenting styles and self-esteem and thus good parenting styles such as authoritative style that tends to produce children who are happy, capable and successful improves the children's self-esteem that is high self-esteem which enables themselves to see themselves as achievers in control of their destiny while poor parenting styles such negligent-permissive leads children to develop low self-esteem which makes people believe they are failures with no future and excellent parenting styles that is authoritative mixed with authoritarian leads to self-actualization.

5.6 RECOMMENDATIONS

Recommendations based on the levels of self-esteem among the students in Katabi Town Council Wakiso District Entebbe Uganda.

The study recommended students to find ways of maintaining and improving their self-esteem since the study revealed that most of the students' self-esteem is high and high self-esteem enables people to see themselves as achievers in control of their destiny while low self-esteem creates inner conflict that makes an individual difficult to get along within the workplace.

The study also recommended that people should avoid comparing themselves to others, believe in themselves in order to maintain high self-esteem that makes people to see themselves as achievers in control of their destiny than low self-esteem that makes people believe that they are failures with no future.

Recommendation based on the factors influencing the students' self-esteem in Katabi Town Council Wakiso District Entebbe Uganda

The study recommended parents and teachers to try to be emotionally available and accepting, show interest and respect the children's desire and improve the communication means when talking to the children which will help improve the students' self-esteem and people with high self-esteem see themselves as achievers than people with low self-esteem who believe that they are failures with no future.

Recommendation based on the relationship between the parenting styles and self-esteem

The study also recommended parents in Katabi Town Council Wakiso District Entebbe Uganda to adopt the authoritative parenting style that tends to produce children who are happy, capable and successful resulting into high self-esteem than the negligent-permissive and authoritarian parenting styles that tend to produce children who rank low in happiness and self-regulation resulting into low self-esteem.

Areas for further study

The study about parenting styles and self-esteem as presented in this dissertation reveals the study gaps that other future studies and researchers could develop into and these include but not limited the following: parenting styles and children's behavior, parenting styles and children's rights and parenting styles and language development.

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CONSENT FORM

I am Kyomugisha Evas, a student in the school of post graduate and research pursuing a Master's Degree of Arts in Counseling of Nkumba University. I am carrying out a field study on parenting styles and self- esteem: A case of Katabi sub-county Entebbe Wakiso district Uganda. I kindly request that you read the questionnaire here with and choose the number that best describes your parenting ways.

Any information resulting from this study will be kept strictly confidential and your answers will be used for what they are intended for (academic purposes)

Kyomugisha Evas

………………………………………………………………………….

Please tick the most appropriate response

Gender

Male ☐   female ☐

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

ROSERNBERG'S SELF-ESTEEM INVENTORY (1965)

Statement	Strongly Agree	Agree	Disagree	Strongly disagree
1. I feel I am a person of worth, atleast on an equal plane with others				
2. I feel that I have a number of good qualities				
3. All in all, I am inclined to feel that I am a failure				

4. I am able to do things as well as most other people				
5. I feel I do not have much to be proud of				
6. I take a positive attitude toward myself				
7. On the whole, I am satisfied with myself				
8. I wish I could have more respect for myself				
9. I certainly feel useless at times				
10. At times I think I am no good at all				

Statement	Strongly agree	Agree	disagree	Strongly disagree
My parents are staying together happily.				
My parents always allow me to do whatever i what				
I feel free to interact with my parents				
There was teasing of new students at school.				
I always feel free to interact with my teachers.				
I always free to interact with my fellow students.				
I used to greet people while kneeling.				
My parents would punish me when I failed to greet elders.				
I am not allowed to wear short things at home.				

For each of the following statements, choose the number that best describes the ways of raising your children practiced by your parents.

1	2	3	4
Strongly agree	Agree	Disagree	Strongly disagree

1. Even if we as children do not agree with our parents, our parents feel that it is for our own good. My parents are not forced to confront us as children to what is right.	
2. When my parents tell us to do something, they expect us to do it immediately without asking any questions.	
3. Once family policy has been established, my parents discuss the reason behind the policy with the children in the family.	
4. My parents always feel that what we children need is to be free to make up our own minds and to do what we want to do, even if this does not agree with what my parents might want.	
5. My parents do not allow us as children to question any decision they have made.	
6. My parents direct the activities and decisions to the children in the family through reasoning and discipline.	
7. My parents sometimes force children to behave the way they are supposed to.	
8. My parents always encourage us as children to obey rules and regulations of behavior once established by someone with authority.	
9. We as children know what is expected of us in the family, but also free to discuss the expectations with the parents when we feel that they are not reasonable.	

10. My parents always teach us as children who is boss in the family.	
11. My parents do not give children expectations and guidelines for the behavior.	
12. My parents allow us as children to decide most things for our-selves without a lot of direction from them.	
13. My parents take the children's opinions into consideration when making family decisions, but do not decide for something simply because the children want it.	
14. My parents do not tell us as children exactly what they want us to do and how they expect us as children to do it.	
15. My parents do not direct the behaviors, activities, and desires to the children in the family.	
16. If my parents make a decision in the family that hurts us as children, they are willing to discuss the decision with us and to admit it if they made a mistake.	