



Parenting styles as correlates to self-esteem of underprivileged adolescents: basis for a proposed parenting skills program

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Abstract

The main objective of the study was to create a parenting skills program proposed to the institution which will improve the parents' styles of raising their children. This study specifically aimed to address the following concerns: (1) the different parenting practices received by the underprivileged adolescents from their parents; (2) the levels of self-esteem of the respondents; (3) the making of the proposed parenting skills program based from the results of this study. In order to describe the relationship of parenting styles to self-esteem, descriptive method of research was used. The researcher used simple random sampling technique, a total of (66) respondents was chosen from the population. The results of this study revealed that authoritative is the most practiced style received by the adolescents. It was concluded that children nowadays are tougher in handling situations and that there is indeed a significant relationship between parenting styles and self-esteem of adolescents.

Keywords: parenting styles, adolescents, self-esteem, parenting skills programs

Introduction

Adolescence is a period of change. It is a period of rapid change, not just physically, but also emotionally, mentally, and socially. It is a period when a person becomes connected onto the society of adults. It is also the time when an individual is still searching and developing the so called "self". This includes the task of establishing the attitudes, behavior and personality patterns. It has evolved immensely, particularly in their social facet. In the present time, adolescents are faced with more challenges and are given the freedom to choose to be independent and cautious at the same time. The relationship with their family has become more radical than conventional. Their parents are more open to their children's personal relationship compared to the earlier years where courtship was given much importance. Given the condition, it was also observed that the parents are further willing to engage to their life's pursuit. It was learned that young people who have supportive parents tend to develop a positive outlook in life. However, it is important to realize that what happened earlier during the childhood years has left its mark and will influence these new patterns of behavior and attitudes. In his Psychoanalytic developmental theory, the Sigmund Freud said that "the child is father of a man". The experiences one had during the childhood years greatly determines the person he or she will likely become. We often hear older people say that they want to go back to their childhood days when they are problem-free and all they do is play. People who say this must have had positive childhood experiences that they can just look back and smile.

However, this is not likely true for people who had negative experiences as a child. They might have experienced death, divorce, or separation in their family. These things affect young children's self-esteem unfavorably. That's why childhood plays a significant role in developing a better and a

well-rounded person. Family and peers constitute the social world of young children. How they feel about them and how they treat them are important factors in boosting their self-esteem. As stated, a parent is a person who plays a role of a guardian; a mother or a father in general.

These parents provide discipline and control the well-being of their children. Their approach might be different from other parents' approach that is called the parenting styles (Chiew, 2011) ^[21]. Some parents allow their children to explore on their own and be independent. Some are strict and dictatorial. There are parents who implement policies, restrict actions, but shows transparency and mutual respect. These types of parenting styles vary from culture to culture. Most parents raise their children just the way they were raised by their parents. The practice of parenting styles has been passed on from one generation to another, while others totally go beyond the norms and explore different ways on how to appropriately raise a child, and stick to what they find the most effective. The capability of adolescent to evaluate himself in domains or areas in which he considers important success is called "self-concept" and under this broad umbrella is one's "self-esteem" (Cherry, 2016). It represents the sum of an individual's beliefs about his or her own attributes.

As what has been stated by Piaget, adolescence is the age when the individual becomes integrated into the society, because unlike the previous development stages, adolescence embarks socializing and interaction with other people. He/she can also look at life, themselves and their families in the best of situation. Self-esteem is important for any individual because it will determine their strength and weakness as a person. Children will act according to how they were raised by their parents. Self-esteem was explained to be a self-evaluative part of the self-concept, the judgment the children make about their overall worth (Fiest, 2006). According to

McLeod (2014), self-esteem may be evaluated as low, medium or high. From this, one may see how vital childhood experiences are in the formation of the self-esteem of an individual most especially during the adolescent period- a stage when an individual establishes his or her identity. Self-esteem, as the core of personality, is the individual's evaluation of himself. It is the set of beliefs they hold about what they are like as individuals. Whether a person becomes insecure or sociable is greatly determined by their experiences as a child.

Result showed that there is a huge connection between parenting styles to self-esteem. Authoritative parenting style was dominant among the styles and has the greater numbers of students with high level of self-esteem. Significant association was found amongst authoritative and authoritarian parenting style on levels of self-esteem as compared with those who came from permissive families. Overall, the study showed that parents' role and their parenting styles play critical role in influencing children's self-esteem. Unquestionably, an individual's personality development which includes his/her thoughts, feelings and behaviors may properly be formed from the existence of his/her parents and family. Parents' child rearing practices may contribute to the successes or failures of adolescents, despite of their capabilities in decision-making, the effect of the earlier interactions may also affect the results. However, as observed in this present times there are some adolescents who grew up with minimal supervision from their parents during their childhood years, yet still live successfully and have a positive outlook among themselves.

This numerous observations gave a great challenge to the researcher as a former social worker in the institution where the underprivileged adolescents are being catered to pursue this research topic. Therefore, the objectives of this study are to: First, identify the parenting practices received by underprivileged adolescents from their parents using the Parental Authority Questionnaire (PAQ) designed by Dr. John Buri. Second, assess the levels of self-esteem of the respondents through the Rosenberg Self-Esteem Scale. Next is, to know if there is a significant relationship between the different parenting styles of the underprivileged respondents to their self-esteem. Lastly, to developed and proposed a counseling enhancement program which can be useful in the development of the Student Center's parent-child relationship, knowing that the institution has no formal parenting skills program yet.

Background of the study

The Student Center Project is a nongovernmental institution under the care of an International organization administered by the project director, committees, caseworkers and teachers. A project director heads the institution as the policy making and governing person of the student center. There are five members of the committee who help in monitoring different aspects, five caseworkers who directly follow up, communicate and handle assigned number of children, and fifteen teachers who impart knowledge and guide the students along their stay in the project. Sponsors coming from different nations and choose a child to be sponsored through the assistance of the international sites where they are located.

The Student Center Project was built in the year of 2005

started registering eighty two students as the first batch and continually grows in number now with the total of 370 students in their 16th batch of registration in the Fiscal Year (F.Y) 2016-2017 composing of ages from 3 to 18 years old.

The main vision of Student Center Project is to witness children to be released from poverty through its mission of holistically monitoring and providing the needs of children in their four aspects namely cognitive development, physical, socio-emotional, and lastly spiritual domain. Each of the children has their sponsor upon being registered and chosen as a part of the project. The student center goal is to help each child to be the light for their parents to build a strong foundation and relationship that will eventually leads to a healthy community. The Student Center objectives are as follows: a.) Find a sponsor for each child; b.) Meet child's critical needs; c.) Help each child to develop as a future leader and a responsible Christian to his/her community. The Student Center has no existing formal counseling program for student-parent relationship since it was established. Therefore, the results of this study will also serve a basis in making a formal parenting skills program for the said institution.

Theoretical Framework

A number of theories believed that the concept of self does not exist from the day when an individual was introduced to the world. It will take a lot of years and experiences before one can fully understand what the concept of self is all about and why it is considered essential and significant to one's everyday living. Erik Erikson's psychosocial theory of development emphasizes the importance of the role of one's society including his/her family and some other external factors which might have some effects to his/her personal development. Consequently, in Identity vs. Role Confusion (Adolescence ages 12 to 18 yrs. old), development depends on what is done by a person. At this point, development now depends primarily upon what a person does. An adolescent might experience some struggles discovering and finding his/her own identity. He/she is dominantly responsible for this "seeking-time", though there parent are still important, authority is not fully at their hands. If this stage is not properly fulfilled, identity crisis and confusion might happened. On the other hand, if it's successfully undergone, one's identity is well-established and formed.

Papalia, *et al.* (2012) ^[7] noted that in Baumrind's theory there are three major parental authority prototypes: the authoritarian, referring to the harsh parent; permissive which is opposite of the first; and authoritative/flexible tend to fall between these extremes. On the other hand, self - esteem is the evaluation of your self-concept (Burger, 2013) ^[1] supported by the belief of Rogers' that the central personality of self pertains to our inner personality, in which one of its components is self that expresses the uniqueness of an individual's self-worth. He also believed that the development of feeling of self-worth was formed with the interaction with the mother and the father in an early childhood (McLeod, 2014), that parent role is significant to foster an adolescent's self-esteem as to encourage them to feel good about themselves (Papalia, *et al.* 2012) ^[7]. The manifestation of one's self-esteem is seen on the child's overt behavior as a product on the parenting style practiced by

parent, for parents are the ones shaping their children as to how these individuals would become.

The guiding theoretical assumption of this research is that these parenting styles are still applicable even up to the present time in determining the self-esteem of adolescents into all different walks of life in the Philippine setting.

Literature Review

This chapter reviews the works of researchers on the problems closely related to the present study. Further, it presents the foreign and local literature and foreign and local studies.

According to Fiest (2013) adolescence is viewed as the “storm and stress” period which is categorized into three distinct key features namely: mood disruptions, parental conflict and risk behaviors which involve changes in an adolescent’s personal, social, emotional and physical interactions with other people, and these changes in interaction can be accumulated to form one’s self-esteem.

Variety of personality development theories have contributed in this study. Freud explained the importance of one’s earlier experiences/stages to his/her future self-concept development including his/her self-esteem. Within Erikson’s paradigm, adolescent’s self-concept encompasses two psychosocial crises, industry vs inferiority and identity versus role confusion. The onset of the first crisis coincides with the midpoint of adolescence, and the crisis may continue through young adulthood, the three theories of Hall, Freud, and Erikson have greatly contributed to the widening of empirical research studies on adolescent’s self-esteem in the past years.

Parenting styles are the ways of making connection and interaction of parents to their children. It is by giving guidance and being part of their psychological, mental, social and emotional development. There are 3 major types of parenting as discussed by Diana Baumrind cited in the work of Hong (2015) [29]. These are: Authoritative/Flexible, Permissive and Authoritarian. Each parenting styles have distinct characteristics and they are as follows:

Permissive parents are high on responsiveness and low on exigency. They are most of the times too open, kind and may feel frustrated when their child’s behavior is undesirable. Though despite of these frustrations, they do not often step into, or try to change their child’s behavior as long as they won’t be physically harmed. They rarely enforce rules, these parents are indulgent, and they do not want to impose their will on their children. This type of parents seldom put strict discipline to their children because of their low-expectations and self-control. They’re not too demanding and are more responsive; they are lenient and non-traditional. To avoid confrontation and punishment, parents just accept and support the decision of their children. Permissive parents find it hard to set clear limitations and put immediate disciplinary actions to bad behaviors of their children; instead they tend to reward bad behaviors regularly, children are encouraged to obey guideline even if they exist, they are not enforced to follow those (Grobman, 2008).

Authoritarian Parents expect to produce children with higher level of maturity compare to other children at their ages. They are the type of parents that are often harsh and strict. They show little affection and are not considerate with their children’s opinion. They discourage verbal give-and-take

communication. Obedience, respect and tradition are what they highly valued. Their rules are non-negotiable; they believe that parents are always right and children are often punished (Grobman, 2008).

An Authoritative/Flexible Parent produces a loving open home environment and provides a high degree of consistent emotional support. Their family rules are more democratic rather than dictatorial; they apply strong limits and strictly require their children to obey with their set rules and regulations. Parents use valid reasons, negotiations and persuasion, they do not force to gain their children’s coordination. They are loving and kind and use valid reason and explanations to make disciplinary decisions, they discouraged too much punishments and offers balance of warmth and control. Their listening-demanding ratio is also equal. This parenting style is more likely to encourage their children in their academic success, which has positive effects with achieving good grades. They use give-and-take communication through discussion (Grobman, 2008).

These different parenting styles show how a family works together in the household. They are implemented on children as early as childhood stage and for most cases; these parenting styles were transmitted from generation to generation. However, the families of today are more of ascertaining which parenting styles work best not only for their children, but for all family members. Some parents practice authoritative style, which shows an impressive way of enforcing obedience and imposing proper guidance. The authoritarian type is more of the imposition of rule of conduct. While in the permissive type of parents are the ones who are open for the opinions coming from their children. They allow them to make own decisions rather than giving dictations (Cohen, 2008) [22].

According to Lawrence (2011) [21] self-esteem is defined as the sum total of an individual’s perceived and desired mental and physical characteristics assessment which is also referred as times as the self-concept which is often referred as the “umbrella” term for it. This includes the individual’s repetitively asking of the question “who am I?” which incorporates the self-image, the ideal-self and the self-esteem of the person. Thus, the self-concept can be viewed as an overall interpretation of “who am I?” (Branden, 2007) [20].

According to the book of Christopher Mruk (2006) there are at least three good reasons to continue the search of self-esteem. First, today, self-esteem may be a key way in finding “self-regulation” and “quality of life.” Second, studying and restudying self-esteem researches may result to development of more elaborated researches, comprehensive theories and more effective techniques in enhancing self-esteem. Finally, this may help in the discovering of the new trends that may contribute in the advancement of positive psychology in understanding and changing faces of self-esteem in the modern world.

Local Literature

The predominant characterization of Filipino personality is congruent with the interdependent conception of self. In this study, it was examined that the perception of the self is fundamentally connected with others, and the organization of behavior according to other’s feeling, thoughts and actions. Go (2014) developed the concept of “kapwa” as central to the

Filipino self, where “kapwa” does not simply refer “to other”, but reflects the unity between the self and other. “Hindi ako iba saaking kapwa”. This conceptualization of the self extends to the moral domain of Filipino values and behavior. For instance, the recognition of the shared inner identity between the self and other teach to an acceptance and relationship with other person as an equal, with the appropriate regard to the dignity inherent in the other thus the core value guiding the Filipino’s action is basic respect for a person’s being, or pagkatao. To think and act as if the self were separate from kapwa (e.g. “I don’t care about my fellow being) is to be “walang kapwa tao”, the ultimate transgression in Filipino society. Lamas (2011) [30] believed that Filipino has a unique characteristic of having a genuine and compassionate love for family which is not limited to their spouses and children only, but also to other extended family members; thus, for them one’s family is the source of their personal identity, the source of their emotional support and commitment.

The parenting styles in the Philippines present different dimensions as compared to those existing in other side of the world. And it includes the three main ideas: 1) Goals of specialization which stated that the child must be taught to be respectful, obedient to parents, identify strong w/ his family, to be a good neighbor and kinsman, recognize and reciprocate favors received and if possible improve his economic state. The second one is the 2) child practices stated that children are considered by couples, particularly those living in the countryside, to be economic investments. Children are considered gifts or blessings from God. Pregnant women are expected to keep away from foods that are considered taboo for they are believed to affect the features of the unborn child to the rural people; pregnancy makes the mother and the unborn child attractive to supernatural beings. Babies are fed anytime. Toilet training has been found to begin at 10-15 months, lasting up to two years old, with the child being taught to call for the mother or other adults whenever he needs to receive himself. And lastly the child-rearing techniques stated that Filipino parents tend to be stricter in the reinforcement of discipline for older children parents consider as one of their primary responsibilities the institution of discipline and good manners. Punishments are used more often than rewards in disciplining children. In all the attempts to control children’s behavior, the primary emphasis on parental authority. Good behavior is reinforced and this is expressed through affectionate gestures such as kissing, embracing, patting on the read and calling the child affectionate names (Ochoa and Torre, 2014).

The Family is a nurturing institution geared toward the development of self-worth and self-esteem in its members. It instill respect for both parents and children, nation and God. At the same time, it is an institution that fosters discipline in all areas of life, while cultivating desirable values of peace, justice, non-violence and a sense of nationhood. Finally, family is the ore moral regeneration efforts that could lead to a stronger nation. It has a crucial role to play in the transformation of and individual towards a better society (Abarquez 2009) [16].

According the study of Dr. Honey Carandang (2010) echoes this is her last book self-worth and the Filipino child. Carandang, who has worked with countless children and

families over a span of over three decades, pioneered group play therapy for children and family therapy in the country. She says that the greatest gift we can give our children is a healthy and positive self-concept. “The child’s self-concept and self-worth do not develop because of his/her abolition or the lack of them. Rather, they depend a lot on the messages about himself/herself that the child absorbs from the significant people in his/her life, especially those that have an impact during his/her growing up years, namely parents, family members and teacher. Carandang also stated that a child who has a healthy sense of self-worth will not only love himself or herself out will be able to love in an even higher way through service to other people.

Foreign Studies

A research entitled “An Analysis on the Relationship between Parenting Styles and Self-Esteem of Students of University in Malaysia conducted by Hong, Husna, Long & Rahman (2015) [29] which analyzes about the relationship between parenting style and self-esteem among students in a faculty at a Public University in Malaysia. Results showed from this study that there is a significant relationship between parenting styles and self-esteem among respondents. It was also found out that the dominant parenting style received by the students from their parents is permissive parenting style. Permissive and authoritative parenting styles produce the high level of self-esteem among students. In addition, the study presented that there was a positive relationship among authoritative and permissive parenting style to the students’ self-esteem while authoritarian parenting style was negative.

Furthermore, according to Lee (2011) in his study, “A study of relationship between parenting styles and self-esteem: Self-esteem’s indicator- parenting styles.” At the University of Tunku Abdul Rahman (UTAR) where there were 100 UTAR students as their sample which completed surveys of Parental Authority Questionnaire (PAQ) and Rosenberg Self-Esteem Scale (RSE). Result showed that there is a huge connection between parenting styles to self-esteem. Authoritative parenting style was dominant among the styles and has the greater numbers of students with high level of self-esteem. Positive correlation was found among authoritative and authoritarian parenting style on levels of self-esteem as compared with those who came from permissive families. Overall, this study showed that self-esteem is affected by the role that their parents have portrayed in accordance also to their parenting styles.

Deshpande and Chabriya (2013) did a research on parenting styles and its effect on adolescents’ self-esteem which the respondents which findings concluded that due to the generation gap between the parents and the adolescents, misunderstanding arise. From this, parents who showed high acceptance and understanding of their children, produced high self-esteem adolescents.

Driscoll (2013) [25], studied the link between self-esteem and parenting styles at four stages of life with four different age points. The results validated that at ages 14 in general, self-esteem of adolescents is at its lowest level. This is due to different changes that they’re going through where they also experience tough times. While at the ages of 18-23, most changes to permissive parenting styles in general. Adolescents

from authoritative families showed higher self-esteem, as well as those who grew up in a permissive parenting compared to those who received an authoritarian rearing.

MacDonald, Steger and Adams (2011) ^[32] from University of British Columbia did a study on Child rearing-behaviors and Adolescent Self-esteem wherein results concluded that there is a positive association between parental support and adolescent self-esteem and a negative association between parental control and their adolescent self-esteem.

Fletcher, Steinberg and Sellers (2009) ^[26], researched how the adolescents' well-being is connected to the Inter-parental Consistency. This revealed that adolescents who experienced of having one authoritative and one authoritarian parent were experiencing and internalizing personal distress with their self-esteem development, while those who had consistent parenting practices possessed firm self-esteem.

Local Studies

A study entitled "Parenting Style: Its Relation to Self Esteem and Academic Performance of First Year College Students in Angeles University Foundation, Angeles City", the authoritative parenting was associated with high self-esteem while those who perceived their parents as neglectful had the lowest self-esteem according to Galang (2011) ^[27]. There were 320 first year college students ages 17-19 years old as the respondents. The results indicated that majority of the respondents who perceived their parents as authoritative are with high self-esteem and those who have low self-esteem they perceived their parents as uninvolved or neglectful. The study showed a strong connection of parenting style to the child's self-esteem across different cultures. Dalisay (2014) ^[23] conducted a study which identified Parenting Styles and Self-Esteem among Criminology students in Lyceum of the Philippines University-Batangas (LPU-B). Out of 28 respondents, results revealed that fourteen (14) students have High level of Self-Esteem and fourteen (14) students have Moderate Level of Self-Esteem. High level and moderate level of self-esteem equally show positive regard toward the self. All the respondents claimed that they experienced authoritative parenting style from their parents through receiving warmth love and acceptance from them.

In the Philippines, there are more than 2,600 young offender cases as reported in 2009 by the Department of Social Welfare and Development (Omaga-Diaz, 2011). The number reduced to 1,200 after a year. However, there are still many unreported cases in the country as claimed by the DSWD. According to the Philippines Mental Health Association in Dumaguete, the youth offenders have mental health issues and reiterates that it is not just the absence of mental illness. Leading to their low self-control is the concept of right and wrong among the juvenile delinquents. Their values become distorted in the long run allowing them to commit crimes without feeling guilty (Flores, 2011). The Executive Director of the Council for the Welfare of Children stated that victims of dysfunctional families, communities and poverty are the juvenile delinquent (Vigo, 2011 cited in Omaga-Diaz, 2011). It is then that proper supervision and guidance of parents is highly required as to how parenting style they will exercise.

This study explored the various dimensions and self-representation of the self-esteem across the life span. In addition, it also looked into how individuals define their self-esteem in terms of accuracy of assessment, consistency/stability and positivity-negativity. The 100 respondents from Los Banos, Laguna. Age 8-82 years old, were each administered an interview schedule to look into the mentioned variables. Specifically, the findings of the study were.

1. The dimensions which were highly reflected in the respondents statements were the social and personality dimensions with the physical dimension also reflected in the children's statements the cognitive dimension reflected in the adolescents statements;
2. That the ideal selves of the respondents were based on their dream professions being happy successful and of service to others; the "ought selves" were based on their dream professions, being good, serving others and playing their family roles well; the "could selves" were related to their dream professions, family roles, being good and of service to others; and the "afraid to be selves of the respondents were about being bad people, sickly and useless, being failures in life;
3. That 83.3% of the respondents received validation for their reported statements about their self-esteem;
4. The traits, both positive and negative, were generally reported as remaining consistent in the self-esteem although children also included behaviors and appearance adolescents included values; early adults included principles and faith in God; middle-aged adults included values/principles and abilities; and the elderly included faith in God; and
5. That the respondents generally look at them-selves positively w/ the elderly showing greater positivity of the self-esteem (Yazon, 2014).

Aguilas (2003) conducted a parenting study which stated that parents who were in their early forties then observed to be more open with their children, contradict to their earlier upbringing. "These parents who were born in the 1960's were either strict or liberal, depending on the situations they faced," she says. They can be more authoritarian with time and were more trusting with their kids' choices. Aguila's other parenting study, made in 2006, and also showed that traditional gender roles still carry some weight. Parents are more open to adolescents' son coming home late rather than to their daughter, but still requiring them of doing heavier household chores. On the other hand, they showed to be stricter to girls more often on curfew issues, but pampering them with wants and needs. Men are still expected to fulfill their breadwinner roles in their families, failure of doing this may carry a certain bad image to the society.

Manalastas and Mondragon (2006) conducted a study on how satisfied are Filipino college students with their lives and do their respective fathers and mothers accurately gauge this. In study, results that students with mothers and fathers who made open judgment also tended to have higher self-reported life satisfaction.

Conceptual Framework

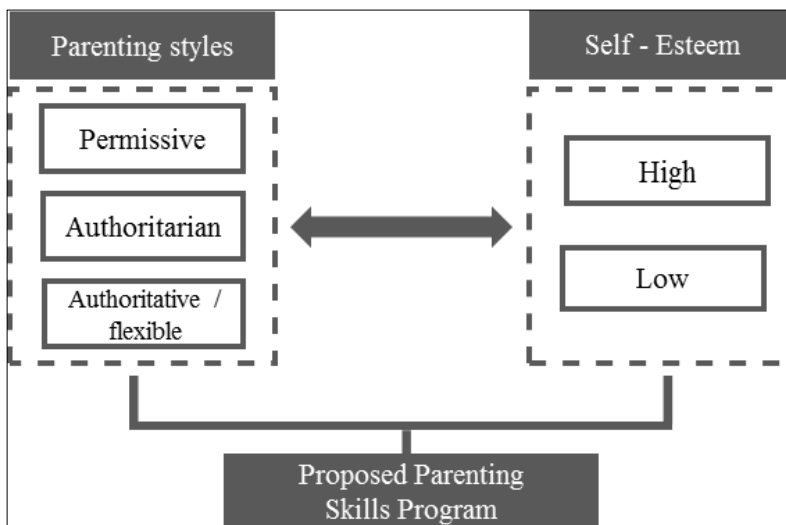


Fig 1: Conceptual Framework

Based on different theoretical references presented in this research study, it is shown that the parenting styles of both parents, whether the same or different will contribute to the adolescents levels of self-esteem depending on their styles. Therefore, conceptualized that parenting styles and self-esteem are dependent or significant with each other. Thus, the results of this study served as basis for a proposed parenting skills program for the institution.

Research Methodology

This chapter includes the research design used, the subjects of the study and the techniques to be utilized in gathering, the statistical treatment used and analyzing of data. The researchers used descriptive method of research. This method is designed for the investigator to gather information about present existing conditions. A descriptive study determines and reports the way things are. Just as historical research has no control over what was, descriptive research has no control over what is, and it can only measure what already exists (Gravetter&Forzano, 2016). This can be achieved either by personal interview or by a mail survey. The data you have gathered might be factual information or merely composed of varied opinions. The second direct means of acquiring descriptive information is by observation. Observation has been categorized into three as to the purpose of your study. Observation that centers on the actual behavior of your participants is classified as an activity analysis. Observation which is concentrated on the product of your participant’s behavior may be termed as product analysis. Lastly, the main objective of your observation is to determine the sets of conditions in which the behavior of your participants occur. The third means by which you can obtain descriptive information is by the use of devices or descriptive survey instruments to conduct measurements from the identified participants. The researchers also utilizes simple random sampling technique to one hundred forty two adolescents in the institution. Each individual was chosen entirely by chance and have an equal chance of being included in the sample.

The following are the criteria which delimited the study and served its purpose; first, the absence of either the mother or the father, that individual was considered ineligible, second the participants must be 12-18 years old; anyone who is under 12 or over 18 was not qualified either. The respondents were selected from the population of 370 students registered of Stalwart’s tent Student Center Project. The respondents belong from different academic levels from grade seven to college level. The respondents of the study were adolescents only, participants are belong to the below average families and are under the scholarship of the institution particularly ages 12-18. Moreover, in order to protect and preserve the moral and ethical standards of research, utilization of appropriate informed consent was properly maintained and delivered through the respondents both in oral and written form. Consent was properly obtained without force, threat, intimidation, coercion or violence. Furthermore, in this study, the data that were gathered by the researchers from the respondents was through the use of standardized questionnaire using the Parental Authority Questionnaire and Rosenberg Self-Esteem Scale.

Results and Discussions

In this chapter, data is presented, analyzed and interpreted. Presentation and analysis were accomplished through tables and narratives. Data were interpreted in light of information gathered during the review of relevant theories, literature and studies.

Table 1: Parenting styles of the Respondents

Respondents	Frequency	%
Permissive	17	25.76
Authoritarian	14	21.21
Authoritative	35	53.03
Total	132	100

The table shows the parenting styles of both parents to the respondents. Out of 66 respondents 35 or 53.03% are

authoritative, followed by permissive with 17 or 25.76%, and last is authoritarian with 14 or 21.21%.

This revealed that majority of the underprivileged adolescents in the Student Center grew up in an authoritative/flexible parental practice from their parents.

This also means that these adolescents are receiving a democratic way of disciplining from both of their parents.

They want their children to utilize reasoning and work independently, but they also have high expectations for their children. When children break the rules, they are disciplined in a fair and consistent manner. These authoritative parents were also observed to be flexible. If there are extenuating circumstances, they allow their child to explain what happened and adjust their response accordingly. They offer consistent discipline, but in a way that is fair and takes into account all of the variables including the child’s behavior and the situation (Grobman, 2008). These adolescents freely raised by their parents identified themselves as happier and more capable to be successful. They tend to have happier dispositions and develop good social skills. Thus, they are confident about their abilities to learn new skills (Cherry, 2016). Next in the scores is permissive, adolescents grew up

in this kind of parenting style were observed to be lacking in self-discipline, sometimes they do have poor social skills. Since these parents have so few requirements for controlling behaviors, some adolescents showed unruly behaviors and have lower self-esteem compared to others (Ochoa and Torre, 2014). Lastly, the lowest score falls in the authoritarian parenting, wherein these adolescents were observed of receiving punishments rather than discipline coming from their parents. Most of the times these individuals conform easily and possessed deeper shyness around others compared to adolescents at their ages.

Based from observation, adolescents who claimed of receiving an authoritative/flexible parenting style were those who have active parents accompanying them in going to the student center since the first day that they were enrolled up to this present times. They were those consistently engaged in continuous follow-ups and participation in every activity in the institution. While those adolescents who showed to have an authoritarian and permissive parenting styles, were those students whose parents are seldom attending in the student’s center scheduled activities.

Table 2: Level of Self-esteem of the Respondents

Respondents	Frequency	%
Low Self – Esteem	1	1.5
High Self - Esteem	65	98.5
Total	66	100

Table 2 shows the levels of self-esteem of the respondents. Out of 66, only 1 or 1.5% has a low self-esteem, followed by the majority which is 65 out of 66 or 98% of the adolescents have high self-esteem.

It was noticed that majority of the underprivileged adolescents have high self-esteem and only one of them deviate from the others. This proves that despite of the struggles that they’ve gone through in the different stages of their development, they’ve discovered and found their identity. Even though their parents controlled them or not,

They developed a sense of fitting in with community that they’re living with. For this stage, they may see not only their family as the source of their confidence, but also the other people that surround them such as their friends, teachers and mentors who possibly contributed to the level of their self-esteem. Thus, Filipino youth nowadays have so many nurturing institutions to help them geared up toward the development of their self-worth and self-esteem (Go, 2014). As the adolescents were enrolled in the student center since they were young, aside from their family this also served as their second home as they established their own identities

where they were guided and molded since then until this present times.

This is also to commend those parents of adolescents who showed to have higher self-esteem levels, for despite of their busy working schedules they still manage to guide and mold their children towards having a positive view of themselves. Based from observation, these adolescents who scored of having high self-esteem are those students who were consistently attending in every activity being conducted in the student center. They always showed enthusiasm in joining and participating every event in the institution. Each of them is a part of different ministries wherein they were trained through various activities (e.g. youth camp, summer talent show, sports fest), this is as stated in the goal of the institution, that these adolescents will be helped to develop as future leader and a responsible Christian to his/her community. On the other, these adolescents were also those students who were consistently guided and monitored and accompanied by their parents since they were registered in the student center up to this present time.

Table 3: Correlation between the parenting styles and the levels if self-esteem of the respondents

Parenting Style	Levels of Self-Esteem			
	Pearson Coefficient	p-value	Decision	Remarks
Permissive Parenting Style	-0.226	0.119	Accept Ho	Not Significant
Authoritarian Parenting Style	-0.154	0.224	Accept Ho	Not Significant
Authoritative Parenting Style	-0.514	0.027	Reject Ho	Significant

Note: If p value is less than or equal to the level of significance which is 0.05 reject the null hypothesis otherwise accept. Correlation coefficient values: ±0.76 – ±0.99 Very Strong; ±0.51 – ±0.75 Strong; ±0.26 – ±0.50 Moderate; ±0.11 – ±0.25 Weak; ±0.01 – ±0.10 Very Weak.

This table displays the relationship between the parenting styles of the mother and level of self-esteem of the students' respondents using Pearson Correlation. According to the table, permissive and authoritarian parenting styles have greater p value than 0.05 therefore, the null hypothesis is accepted because based on the decision rule that if the generated p value is less than or equal to the level of significance which is 0.05, reject the null hypothesis otherwise accept. This means that there is no significant relationship between the permissive and authoritarian parenting styles and levels of self-esteem of the respondents.

On the other hand, authoritative/ flexible parenting style depicted a strong correlation coefficient and p value lower than 0.05, which means the null hypothesis is rejected. In other words, authoritative/flexible parenting style was dominant among the styles and has greater number of adolescents with high level of self-esteem. Significant correlation was found among authoritative parenting style on levels of self-esteem compared with those who came from authoritarian and permissive families.

This showed that adolescents who were raised democratically by their parents have greater possibility of developing a higher self-esteem. Parents who used loving and kind reasons and discouraged harsh forms of punishments might positively contribute in their child's self-esteem during adolescence years (Hong, 2015) [29]. Because authoritative parents act as role model and exhibit same behaviors they expect from their children, kids are more likely to internalize these behaviors even up to their grown up stage. These adolescents observed of exhibiting good emotional understanding and control which helps them to understand others as well. Authoritative parents also allow children to act independently, which teaches kids that they are capable of accomplishing things on their own, helping to foster strong self-esteem and self-confidence (Grobman, 2008).

Therefore, as always observed, it is really important that even though parents have the highest authority to give rules and regulations in fostering their children it is still vital that they give them some freedom of having and stand for their decisions in life. They might fall sometimes, but this might help them to stand again and have a more positive outlook towards life.

Conclusions and Recommendations

In this chapter, the researcher outlined the summary of the study as well as the findings, conclusions and recommendations in the context of the identified research problems.

This study aimed to determine the Relationship of Parenting styles to the Self-esteem of Underprivileged Adolescents, which will also serve as basis for a Proposed Parenting Skills Program. The 66 respondents of this study were selected from the population of 370 students registered of Student Center Project. The respondents belong from different academic levels from grade seven to college level. In this study, the data that were gathered by the researcher from the respondents was through the use of standardized questionnaire using the Parental Authority Questionnaire which is a 30-item with three likert scale type that was designed by Dr. John R. Buri to measure the different parental styles of the respondents. In

addition to this, to measure the level of self-esteem of the adolescents, Rosenberg Self-Esteem Scale which is a 10-item with four-point Likert scale developed by Morris Rosenberg was also administered to the respondents. The researcher also used descriptive method of research to gather information about the present existing conditions. This study will also utilized the use of simple random sampling technique in which each individual is chosen entirely by chance and have an equal chance of being included in the sample.

The following are the results drawn from this research.

1. The results of this study revealed that authoritative is the most practiced style received by the adolescents, followed by permissive last is authoritarian.
2. This study showed that majority of the adolescents have high self-esteem and only one of the, got a low self-esteem.
3. Results of this study examined that there is no significant relationship between authoritarian and permissive parenting styles and the levels of self-esteem of the underprivileged adolescents.
4. On the other hand, there is a strong correlation with the authoritative/flexible parenting style to the level of self-esteem of the respondents.

Conclusions

The following conclusions were derived based on the findings:

1. This study concluded that majority of the underprivileged adolescents in the student center received a democratic way of being raised by their parents.
2. This also showed that majority of the adolescents have developed a high self-esteem despite of the fact that they are underprivileged.
3. Also, authoritative parenting style has a strong significant relationship to the levels of self-esteem of the underprivileged respondents.
4. Therefore, based from the results of this study a proposed parenting skills program was developed.

Recommendations

Based on the results of the findings and conclusions gathered, the researcher would like to recommend the following:

1. The student center may conduct a seminar-workshop on parenting to give awareness of the different parental practices and its implications.
2. The Student Center may implement continuous administration testing programs that may help to assess their students' personality development and behavioral changes.
3. Parents may give their full support to the Student Center in its Enrichment Programs for students, provide them the annual schedules of events and activities in the student center so that they can freely participate.
4. The proposed parenting skills program may be implemented and evaluated thereafter. Follow up studies and further researches are still needed to find out other contributing variables that may affect the adolescents' self-esteem development so that more effective planning programs may be planned and executed afterwards.

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