

PARENTING STYLES AND SELF-ESTEEM AMONG CRIMINOLOGY STUDENTS OF LYCEUM OF THE PHILIPPINES UNIVERSITY-BATANGAS

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Abstract

Parents play an important role in every child's development. Parenting Styles greatly affect the development of Self-Esteem among developing individuals. This study identified Parenting Styles and Self-Esteem among Criminology students in Lyceum of the Philippines University-Batangas (LPU-B). A descriptive design was used to obtain the information needed. Twenty eight (28) Criminology students of LPU-B completed the questionnaires that include Rosenberg Self-Esteem Scale (RSE) and Parenting Style Questionnaire (PSQ). 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. Meanwhile all of the respondents claimed to have authoritative parents who provide warmth love and acceptance for them and educate them to become progressively responsible individual. Based on the findings, this study recommended the conduct of enrichment programs on "Enhancing Self-esteem" and seminar-workshop on "Child-Parent Relationship".

Keywords - Self-Esteem, Parenting style, Criminology Students

INTRODUCTION

The Counseling and Testing Center (CATC) in Lyceum of the Philippines University-Batangas (LPU-B) provides services such as: counseling, testing / psychological assessments, and enrichment programs like seminars and film showing. These services focus in the holistic development of the students including the Criminology students in the University. As the guidance counselor assigned in the College of Criminology, the researcher put interest in this study to increase understanding about the students in the College.

Criminology students in LPU-B are noticeably assertive. Accord-

ing to professors these students exhibit different attitude and behavior from among other Lyceans. They easily express themselves and their thoughts about every situation. Some of the interviewed Lyceans consider them highly confident. Their behavior affirms this idea about them. When they greet professors, they are either respectful or loud. In class, they are participative in discussions such as they always comment and start discussions with classmates. Given chances to excel, Criminology students may also fare well not only in academics but also in sports cultural and other aspects too. They just need support or proper guidance. As per CATC's report base on referral (one of the services rendered by the CATC is Referral System-professors report about student's status (academic and non-academic included) Criminology students have records on absenteeism and low academic performance.

Factors affecting the behavior of a person include the family background: Parenting Styles and the acquired attitude: Self-Esteem, are the focuses of this study. The role of parenting is very crucial in the development of Self-Esteem. It has been psychologists focused for years. Harter (as cited in Chiew, 2011) mentioned that parental involvement, acceptance, support, and exposure to define limits influence self-esteem of children. A well known parenting style researcher, Diana Baumrind created parenting style theory. This theory includes the parenting behavior that reflects the level of control, clarity of communication, maturity demands and nurturance. This theory also constitutes two essential dimensions of parenting behavior such as, responsiveness (support) and demandingness (strict control). These dimensions are the basis of three distinct parenting styles that have been labeled as permissive, authoritarian and authoritative.

This model indicated that permissive parents tend to make fewer demands on their children, allowing them to regulate their own activities as much as possible. Permissive parents also exert little control over their children and use minimal forms of punishment. On the other hand, the authoritarian parents are very demanding and highly directive on their children. They are those who expect unquestioning obedience from their children, while providing little warmth and being more detached than other parents. In addition, authoritarian parents favor strict disciplinary measures over discussions to control their children's behavior. Moreso, authoritative parents fall somewhere between these two extremes. Between these extremes are parents who are firm and directive toward their children while allowing room for warmth and support. Disciplinary actions of these parents are based on reasons, discussion, and flexibility (as cited in Smith & Renk, 2007).

Moreover, the role of parenting is very crucial in the development of self-esteem. Research over many years has confirmed that parenting

style has direct effect in shaping individuals' development. For instance, Baumrind and many researchers have well documented the relationship between parenting practices and self-esteem. Much research has proven that the way parents interact with their children has a direct impact on their level of self-esteem (Chiew, 2011)

According to a writer and educator Cherry Kendra, self-esteem is a description of a person's overall sense of self-worth or personal value. It is often seen as a personality trait, which means that it tends to be stable and enduring. This can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviors (Cherry, 2013). Rosenberg and other social-learning theorists defined self-esteem as a personal worth or worthiness. Furthermore a psychotherapist from California, Nathaniel Branden defined self-esteem as the experience of being competent to cope with the basic challenges of life and being worthy of happiness. Branden added that self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth).

Students who have troublesome relationships with their parents show higher risk factors for poorer college adjustment (Klein & Pierce, 2010). The most successful college adjustment was seen in students with parents viewed as providing the unique combination of high care and low overprotection. Higher parental care and less overprotection were significantly associated with better college adjustment across several domains of college-related problems, including academic problems, anxiety, interpersonal problems, depression, self-esteem problems, and family problems. Both maternal and paternal care was critical for successful college adjustment. These results have important implications for understanding how familial issues powerfully influence college adjustment and student retention, and provide compelling evidence of the need for limits to parental support in students entering college (Klein, 2010).

Family background characteristics that contributed to the students' scholarly achievements are good parental commitment to the importance of education; parental facilitation of a child's autonomy; non-verbal parental expressions of support for educational targets; and the presence of supportive faculty mentors and role models in the lives of students (Ceballo, 2004). The influence of family is present for students throughout their lives (Meetze, 2006).

Parenting style is a psychological construct representing standard strategies that parents use in their child rearing. Many differing theories and opinions on the best ways to rear children, as well as differing levels of time and effort that parents are willing to invest are parental

investment which starts soon after birth. Parents create their own style from a combination of factors, and these may evolve over time as the children develop their own personalities and move through life's stages. This is affected by both the parents' and children's temperaments, and is largely based on the influence of one's own parents and culture.

Research has generally viewed parent-child relations in terms of individual dyads or children combined as a composite (Ward, 2008). Focusing on a particular tie, however, or viewing children as an undifferentiated composite, loses information about how relations with one child fit within and are related to those with other children in a network of parent-child ties. Multiple relations in any such network include the possibilities that some are positive but others are negative. Some research has looked at relations with multiple adult children.

Many researches proved relationship of Parenting Styles and Self-Esteem, on the other hand, this study aims to increase understanding about Criminology students in LPU-B, determining the Parenting Styles their parent practices and identifying the level of Self-Esteem among them. Additionally, this also provided the CATC a background about the students that could be of help in counseling. And as an MA Psychology student, findings of this study also increased knowledge about personalities of possible clients in the future.

OBJECTIVES OF THE STUDY

The research determined the Parenting Style and Self-Esteem among Criminology Students of Lyceum of the Philippines University-Batangas, More specifically to determine the demographic profile variable of the respondents; to describe the Parenting Styles and Self-esteem of Criminology students per college level; and to propose a plan of action to strengthen the relationship between parents and their children and to improve the level of Self-Esteem among Criminology students.

METHOD

Research Design

A descriptive design was used in this study to obtain the information needed. The researcher opted to make use of the descriptive research method that attempts to provide description of the Parenting Styles and Self-Esteem among Criminology Students of LPU-B.

Participants

All the participants involved in this study were Criminology students. The participants answered the Rosenberg Self-esteem Scale

and the Parenting Style Questionnaire. A total of 28 participants were involved in this study, which are seven randomly selected students from each level. Ages of the respondents are ranging from 16-24 years old. Most of them are Male (20) and only eight (8) of the respondents were female.

Instruments

The two self-report surveys were administered to the participants. These are the Rosenberg Self-Esteem Scale (Rosenberg, 1965) and The Parenting Styles Questionnaire. Rosenberg Self-Esteem Scale is a ten item Likert scale with items answered on a four point scale - from strongly agree to strongly disagree. The original sample for which the scale was developed consisted of 5,024 High School Juniors and Seniors from 10 randomly selected schools in New York State. While the Parenting Style Questionnaire was originally derived from the Parental Authority Questionnaire developed in 1991 by John R. Buri and equally patterned on Robinson, C., Mandleco, B., Olsen, S.F., and Hart, C.H. in 1995. Scores of this questionnaire range from "Never" to "Always" on a 6-point scale. Along with the self-report surveys, demographic questions were given to the students. Questions include age, gender and college level.

Procedures

The researcher gave the participant an overview of why they are participating in this study and the overall purpose of our study. They are informed that their information will remain confidential and that they have the right to leave under any circumstances needed. Ethical procedures were taken into considerations to make sure the students are treated humanely. In rewarding of one credit for their participation, the participants were asked to voluntarily come in and at their will and fill out a certain number of questions. This took them 30 to 45 minutes to complete.

RESULTS AND DISCUSSION

Demographic Profile of Criminology Students & Parenting Styles

Table 1 shows the Parenting Styles of Criminology students. Students from the College claim that their parents are authoritative. This shows that they believe that their parents are firm and directive toward them while still allowing room for warmth and support. And they are certain that every disciplinary actions their parents have are based on reasons.

A parenting style researcher, Baumrind (1961) described parents who are authoritative as democratic but establish rules and guidelines that children are expected to follow. They are responsive to their

children and willing to listen to questions. If their expectations are not met by their children, they are more nurturing and forgiving rather than punishing (as cited in Chiew, 2011).

Table 1. Parenting Styles Among Criminology Students

Respondents	Average Mean	Parenting Styles	Rank
First year	4.70	Authoritative	1
	3.53	Authoritarian	2
	2.61	Permissive	3
Second year	5.02	Authoritative	1
	3.13	Authoritarian	2
	2.45	Permissive	3
Third year	4.93	Authoritative	1
	2.73	Authoritarian	2
	2.22	Permissive	3
Fourth year	4.32	Authoritative	1
	2.97	Authoritarian	2
	2.57	Permissive	3

As shown in the preceding table, First year, Second year, Third year and Fourth year Criminology students claimed that their parents are authoritative. Authoritative Parenting Style rank 1 in the list followed by authoritarian at rank 2 and lastly at rank 3 is permissive parenting. Most of the parents of Criminology students frequently monitor their child's academic status. Some of them became the guidance counselor's textmate as they always ask for updates about their child's attendance, academic status and even how they are in school: how they mingle with other students etc. Some parents always remind the counselor not to tell their child about their queries on them. But during cases when their child's grade is failing due to absenteeism, low performance and misbehavior during classes, parents personally visit the Counseling and Testing Center having followed up about their child. They request conference with the professors and sometimes directly going to the College Department for their queries about their child's class standing as reported by the Faculty Members and the Department's Secretary. Most of the time, if their child incurred too many absences, they request guidance counselor for their child's counseling. They request the presence of professors and their children on discussions about class standing and the failing. They listen to their children's reasons and give chances to improve their grades. In cases where most of the grades fails or marked unofficially dropped, parents discussed options about their child's studies in front of

their children, either continue or stop. Some parents had initiated dropping the subjects for their children due to so many absences incurred by their children that affect the academic performance.

Level of Self-Esteem among Criminology Students

Respondents	Average Mean	Verbal Interpretation
First year	19.57	Moderate
Second year	23.29	High
Third year	19.14	Moderate
Fourth year	22.57	High

Table 2 presents the Self-Esteem of Criminology students. This shows that most of the first and third year students have moderate level of self-esteem. On the other hand, Second year and Fourth year students have High Level of Self-Esteem. The higher the raw score the higher the self-esteem and the higher the self-esteem the higher the self-regard. High level of self-esteem indicates positive self-regard. Those persons with high self-esteem describe themselves positively and are clear. They feel that they have more strengths than weaknesses. They are confident about succeeding in a task, are not overly concerned with failing and look at every setting as an opportunity to do well (Lane, 2002).

Most of the Criminology students are very vocal of what and how they feel about situations. They can easily say what they want to and never feel afraid of disturbing others' silence or discussions. In every intervention or activity with them together with the Counseling and Testing Center, it appears that they are active in answering questions and participating in any activity during seminars or workshops. They also take initiatives in joining such activities.

It was noticed that Second year and Fourth year Criminology students manifested high Level of Self-Esteem. According to their professors, Second year Criminology students were well adjusted after their transition from High School to College. While Fourth year students were among the listed good academic performer among the four levels.

Table 3. Proposed Action Plan

Key Results Area	Objectives	Strategies	Person(s) / Offices In-charge	Target Date
Parenting Style	To establish close relationships between parents and their children	Conduct of Seminar-Workshops focusing on Enhancing Child -Parent Relationship	Counseling & Testing Center, Office of the Students' Affair and College of Criminology	Continuous year round activity – as need arises
Self-Esteem	To improve the level of Self-Esteem To provide for continuous Testing Program on students' Assessment	Team Building Activities and Seminars during Criminology days, proposed topic: • Boosting Self-Esteem Continuous Testing Program on students' assessment like: • Assessment for College Potential	Counseling & Testing Center in coordination with the Department of Criminology and Faculty Members. Counseling & Testing Center	During their First year in College, for the first semester During their First year in College, for the first semester

CONCLUSIONS

Parents of Criminology students are mostly authoritative as perceived by the respondents. These parents are described to be democratic. They are clear, reasonable and consistent and given with support and encouragement. First year and Third year Criminology students have Moderate level of Self-Esteem. Meanwhile, it was identified that Second year and Fourth year Criminology students exhibit high level of Self-esteem. This proves that Criminology students display competencies and confidence about their actions especially the Second year and fourth year levels who are well-adjusted. A Plan of action is proposed to strengthen

parent-child relationship and improve the level of self-esteem among Criminology students.

RECOMMENDATIONS

The Counseling and Testing Center may continuously conduct Enrichment Programs that ought to develop and enhance Self-Esteem may be implemented. Also, The Counseling and Testing Center in coordination with the Office of Students Affair (OOSA) may provide the conduct of Seminar-Workshop to enhance Child-Parent Relationship may be implemented during Criminology days and or a pamphlet focusing on how to be a better parent may be generated. The Counseling and Testing Center may continue their testing programs especially those of the personality tests so to determine what other characteristics need to be addressed for the students to develop their potentials. CATC may intensify the Counseling Program to Criminology Students either referred by professors or not, that can be done during interventions and during one on one counseling. The College of Criminology may continuously support the Counseling and Testing Center in its Enrichment Programs for students, give them schedules and assist them in information dissemination about each activity. The proposed plan of action may be implemented and evaluated thereafter. More follow up studies using other variables on related topics maybe done for more effective planning programs.

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