

Self-esteem, Parenting Styles and Adolescent Depression among Senior Secondary School Students in Oyo State

Donald Abidemi Odeleye¹ and Afusat Omolola Ogunlade²

^{1,2}*Department of Arts and Social Science Education*

Lead City University, Ibadan, Nigeria

¹*odeleye.bidemi@lcu.edu.ng || +234 807 695 4162*

²*hephzibahlaw@gmail.com || +234 803 074 9631*

Abstract

This study examined the influence of self-esteem and parenting styles on adolescent depression among senior secondary school students in Oyo State. The study adopted the descriptive survey research design. The population of the study comprised of all public SSS 3 students (55,728) of which 2,884 were sampled, using the Multistage sampling procedure. Questionnaire was used to gather data. Data was analysed using descriptive and inferential statistics. Result showed: low (mild) level of depression ($\bar{x} = 2.240$); high level of self-esteem in area of self-acceptance ($\bar{x} = 2.787$) and low level in area of self-confidence ($\bar{x} = 2.493$); authoritarian parenting style is mostly adopted ($\bar{x} = 2.728$) by the students' parents; there is a significant joint influence of self-esteem and parenting styles on adolescent depression ($F_{6, 2540} = 9.974$; $P < 0.05$); self-acceptance ($\beta = -.098$; $t = -2.698$; $P < 0.05$), self-confidence ($\beta = -.160$; $t = 3.009$; $P < 0.05$), authoritarian parenting style ($\beta = .151$; $t = 2.991$; $P < 0.05$), and permissive parenting style ($\beta = .081$; $t = 2.317$; $P < 0.05$) all have significant relative influence on adolescent depression except authoritative parenting style ($\beta = -.065$; $t = -.721$; $P > 0.05$). The study recommended among others that parents should use authoritative parenting style.

Keywords: Self-esteem, Parenting Styles, Adolescent Depression, Senior Secondary School Students.

Introduction

Depression refers to feelings of sadness, loss or anger that interferes with a person's everyday activities. It affects all age groups, but seems to be more common among adolescents especially in recent times.

Adolescents who are individuals within the ages of 12 to 19 years are usually secondary school students. This period tends to be a crucial stage for them as they undergo various psychological, physiological and physical changes in themselves. Their inability to manage this stage of their lives properly could lead them to depression which may be termed ‘adolescent depression. According to Longjohn and Uri (2020), adolescence is a time of critical transition for individuals, as they deal with the physical, cognitive and social changes that occur during this developmental period. Chukwuere, Pienaar and Sehularo (2020) opined that adolescence as a developmental period is characterised by introspection which in some may be associated with depression. Depression occurs when the adolescent is in a low mood or loses interest or pleasure in daily activities persistently for more than two weeks (Chukwuere, Pienaar & Sehularo, 2020; Bimiluyi, Fasina & Ireto-Oscar, 2020).

Most adolescents are usually students in junior and senior secondary schools. According to Beirão, Monte, Amaral, Longras Matos and Villas-Boas (2020), these students as adolescents are at a stage where they develop knowledge and skills, learn how to manage emotions and relationships and acquire attributes and abilities for adulthood. It is a time when students go through a lot of changes as a result of ongoing growth (Akanaeme, Kalu & Onyishi, 2022). However, they could easily fall into depression at this stage of their lives. If they become depressed, they would experience prolonged feelings of sadness, negativity and irritability both in school and at home. These feelings permeate through their social and personal life, causing them to become withdrawn and lonely, thus affecting their self-image, physical life and academic performance (Fader, 2020).

Self-esteem means “reverence for self.” The ‘self’ pertains to the values, beliefs, and attitudes that a secondary school adolescent holds about him or herself. It is also seen as a secondary school adolescent’s sense of his or her value or worth, feelings and thoughts about self-worth or the extent to which he or she values, approves of, appreciates, prizes, or

likes his or herself (Moksnes & Reidunsdatter, 2019; Noronha, Monteiro & Pinto, 2018). According to Kariuki, Ogolla and Kimani (2019), self-esteem is the extent to which secondary school students (adolescents) believe themselves to be capable, significant, successful and worthy in schools. Self-esteem is self-assessment, perception or evaluation which can be positive or negative, pleasant or unpleasant (Noronha, Monteiro & Pinto, 2018). Adolescent students with high self-esteem are more positive about their own performance than those with poor self-esteem. Those with poor self-esteem are more prone to suffer from social anxiety and lack interpersonal confidence, which limits their social contacts and performance (Akanaeme, Kalu & Onyishi, 2022; Ifeonu, Okafor, Onyeneje & Emesibe, 2021).

The purpose of this study is to investigate self-esteem and parenting styles as determinants of adolescents' depression among senior secondary school students in Oyo State. This study attempted to find answers to the following questions:

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

Literature Review

Self-Esteem

Self-esteem has been defined by Moksnes and Reidunsdatter (2019) as the positive or negative attitude towards oneself. It is a person's feelings and thoughts about self-worth. It is an evaluation process that may be quantified as the ratio of an individual's success for effective development. It is one's understanding, perception, or belief about oneself and behaviour. In other words, self-esteem strives to keep an

individual's behaviour at a level that allows them to operate socially. It is an accurate and justified assessment of one's value, achievement, and accomplishment (Akanaeme, Kalu & Onyishi, 2022). According to Yun, Soo and Hsoon (2019), self-esteem is the affective and evaluative element of self-concept, prone to various internal and external developments and changes during adolescence. Martinez, Garcia, Veiga, Garcia, Rodrigues., and Serra (2020) defined self-esteem as an individual perception of oneself and has been a key deciding factor when it comes to understanding social functioning, cognitive, emotional, and behaviour.

Self-esteem is self-assessment, perception or evaluation which can be positive or negative, pleasant or unpleasant. The term means “reverence for self.” The ‘self’ pertains to the values, beliefs, and attitudes that one holds about his or herself. Having a strong will and self-confidence, decision-making power and originality, creativity, sanity and mental health which is directly related to self-esteem and sense of self-worth. Noronha, Monteiro and Pinto (2018), regarded self-esteem as an individual’s sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself.

Self-esteem is an overall evaluation of the person’s value, expressed in a positive or negative orientation towards himself. Its development starts from birth and is constantly changing under the influence of experience. It is the awareness of the absolute value of one's own personality or dignity, the satisfaction or dissatisfaction with oneself. Self-esteem is the capacity to see oneself as valuable and competent, loving and lovable, having certain unique talents and a worthwhile personality to share in relationships with others.

Parenting Styles

Parenting style is a psychological description of standard strategies for child-rearing efforts used by parents (Jinan, Yusof, Binti, Vellasamy, Ahmad, Rahman, & Motevalli, 2022). A parenting style is understood as a set of approaches and behaviours a parent elicits towards a child,

therefore building an emotional environment in which the child is brought up in. Longjohn and Uri (2020) refers to parental style as a constellation of parental attitudes towards the child, and when taken together creates the behaviour expressed towards the child and expectation from the child.

Parenting styles are persistent approaches, strategies and standards parents use in bringing up their children. Ekechukwu (2018), opined that parental style involve how parents respond to children's psychological and material needs, and what parents' demands from their children. Parenting styles are unique and evolve as children develop their personalities. Parenting could be seen as the process of promoting and supporting the physical, emotional, social, financial, and intellectual development of a child from infancy to adulthood. It refers to the aspects of raising a child aside from the biological relationship (Ekechukwu, 2018; Onukwufor & Chukwu, 2017).

Parenting style is the term psychologists use to describe how parents rear their children through behaviour, discipline, and methods used that influence children. It is a psychological construct representing standard strategies that parents use in their child upbringing. A parent can spend an entire afternoon with his child, yet the parent may be engaged in a different activity and not demonstrating enough concern towards the child. Parenting styles are the representation of how parents respond and place demand on their children. The relationship between the parent and the child is attachment. In the stage of adolescence, parents encounter new challenges, such as adolescents seeking and desiring freedom (Onukwufor & Chukwu, 2017).

Adolescent Depression among Secondary School Students

According to Chukwuere, Pienaar and Sehularo (2020), adolescent depression among secondary school students is a mood disorder characterised by symptoms such as loss of interest in pleasurable or usual activities, recurrent low mood, and feelings of worthlessness, helplessness, hopelessness, impaired functioning, and guilt.¹⁷

Adolescent students' depression is a state of low mood; the sufferer is mostly angry without cause manifested through a deep moody appearance. When a student is angry, he or she cannot concentrate, which might affect his or her academic performance. Depression is a state of discouragement characterised by low self-esteem, meaning that the person will feel that there is no hope and feeling of helplessness, making most learners feel as if they are not welcomed in the society. A student experiencing persistent boredom or disinterest in daily activities because of depression can become agitated and difficult to manage behaviourally. Unfortunately, because these adolescents do not always seem sad; they are more likely to be labelled as troublesome by teachers and parents and rarely get treatment for the underlying cause of their behaviours (Animba & Obika, 2020; Chukwuere, Pienaar & Sehularo, 2020).

Adolescent depression among secondary school students is a state of emotional devastation resulting from struggles and challenges of life that the adolescent is facing from either family or the environment. It is a serious issue in the society as it makes students appear unhappy, moody, feel isolated and hardly talk to people. Chukwuere, Pienaar and Sehularo (2020), opines that most secondary school students are fighting hidden battle maybe as a result of high expectation from their parents which they are not meeting up with but their parents are ignorant of the situation and so never care to understand the emotional state of their children and this makes the child to always get lost in thoughts.

Theoretical Framework

This study is anchored on Beck's Theory. Beck's theory propounded in 1967 suggests that negative self-beliefs, self-confidence and self-evaluation are key precursors in the development of depression. Beck's theory of depression posits that if an individual develops a negative concept of him or herself, he or she becomes more prone to depression. This cognitive style creates a vulnerability which is triggered when negative events occur. As such, the theory suggests that negative self-beliefs, along with negative beliefs about the environment and the

future, are critical features in the development of depression. This is supported by evidence that individuals at high risk for depression display increased levels of negative self-beliefs. Beck's cognitive triad theorizes that depressed people have negative and hopeless thoughts or core beliefs about themselves, their experiences in the world, and their future (Beck, 1967; Gittins, & Hunt, 2020).

This theory renders support to the influence of self-esteem which is a person's acceptance and confidence of him or herself on development of depression. The theory shows a link between an individual's perceptions of self on having depression. An individual or adolescent who has negative self-confidence in him or herself or is not able to accept him or herself, strengths and weaknesses may end up being depressed.

Methodology

The study employed a descriptive survey research design. The population is consisted of all the Senior Secondary School three (SSS3) students in all the public senior secondary schools in Oyo State. As at the year 2023, when this study was carried out, there are a total of six hundred and twenty five (625) public senior secondary schools in Oyo State spread across all three (3) senatorial districts and thirty three (33) local government areas in Oyo State. Yamane sample size determination formula was used to sample a fraction of the seventeen thousand, four hundred and forty five (17,445) public senior secondary school three students to make up a sample size of two thousand, eight hundred and eighty four (2,884) public senior secondary school three students. Questionnaire administered to the senior secondary school three students. 2, 884 questionnaires was administered, 2, 691 were returned and 2,547 valid. Data collected were analysed using descriptive and inferential statistical techniques. Demographic information of the students was analysed using descriptive statistics such as frequency and percentage.

Results and Presentation of Data

Table 1: Frequency Distribution of Public Senior Secondary School Three Students' Demography (n = 2,547)

Variables	Characteristics	Frequency	Percentage
Gender	Male	1182	46.4
	Female	1365	53.6
	Total	2547	100
Age (years)	12-14	110	4.3
	15-17	1421	55.8
	18 and above	1016	39.9
	Total	2547	100
Family Type	Nuclear	1345	52.8
	Extended	803	31.5
	Single	399	15.7
	Parenthood	2547	100
	Total		

Source: Field Survey, 2023

Table 1 above shows the classification of respondents according to gender, age and family type. It shows distinction between male and female among senior secondary school three (SSS3) students in all the public senior secondary schools in Oyo State. The table shows that 1182 (46.4%) of the students are male while 1365 (53.6%) % are female respondents. Thus, female students are more than their male counterparts in the Public Senior Secondary Schools in Oyo State. It is observed that 110 (4.3%) of the students in the total population are within the age range 12-14 years, 1421 (55.8%) are within 15-17 years, while 1016 (39.9%) are 18 years and above. This indicated that majority of the student are in their mid to late adolescents. Lastly, 1345 (52.8%) are in Nuclear family type consisting of father, mother and children, 803 (31.5%) are in the extended family type consisting of father, mother, children and relatives. However, 399 (15.7%) have single parents which is only father or only mother. This implies that majority of the children are from intact homes.

Analysis of Research Questions

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

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

S/N	Items	VHL	HL	LL	VLL	\bar{x}	Std. Dev.
1	I have low mood, sadness, feeling blah or down, depressed, and just can't be bothered	487 (19.1 %)	721 (28.3 %)	903 (35.5 %)	436 (17.1 %)	2.4 94	0.985
2	I am irritable, loose temper easily, feeling pissed off, and loosing it	369 (14.5 %)	716 (28.1 %)	759 (29.8 %)	703 (27.6 %)	2.2 95	1.142
3	I have sleep difficulties - different from my usual, trouble falling asleep, lying awake in bed	496 (19.5 %)	626 (24.6 %)	742 (29.1 %)	683 (26.8 %)	2.3 67	1.052
4	I have feelings of decreased interest in hanging out with friends; being with my best friend; being with my boyfriend/girlfriend; going out of the house; doing school work or work; doing hobbies or sports or recreation	518 (20.3 %)	673 (26.4 %)	824 (32.4 %)	532 (20.9 %)	2.4 62	1.033
5	I have feelings of worthlessness, hopelessness, letting people down, not being a good person	301 (11.8 %)	598 (23.5 %)	651 (25.6 %)	997 (39.1 %)	2.0 80	1.152
6	I feel tired, fatigued, low in energy, hard to get motivated, have to push to get things done, want to rest or lie down a lot	335 (13.2 %)	686 (26.9 %)	848 (33.3 %)	678 (26.6 %)	2.2 66	1.144

7	I have trouble concentrating, can't keep my mind on schoolwork or work, daydreaming when I should be working, hard to focus when reading, getting "bored" with work or school	342 (13.4%)	962 (37.8 %)	895 (35.1 %)	348 (13.7 %)	2.51 0	0.971
8	I do feel that life is not very much fun, and I do not get as much pleasure from fun things as usual	300 (11.8%)	681 (26.7 %)	752 (29.5 %)	814 (32.0 %)	2.18 3	1.149
9	I feel worried, nervous, panicky, tense, and anxious	248 (9.7%)	578 (22.7 %)	823 (32.3 %)	898 (35.3 %)	2.06 9	1.158
10	I have physical feelings of worry like: headaches, butterflies, nausea, tingling, restlessness, diarrhea, shakes or tremors	316 (12.4%)	499 (19.6 %)	797 (31.3 %)	935 (36.7 %)	2.07 7	1.154
11	I do have thoughts, plans or actions about suicide or self-harm	235 (9.2%)	358 (14.1 %)	718 (28.2 %)	1,236 (48.5 %)	1.84 0	1.162

Source: Field Survey, 2023

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

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

Table 2 presents the level of adolescent depression among public senior secondary school students in Oyo State, Nigeria. The rating scale of Very Low Level (1) to Very High Level (4) was used with the criterion mean set at 2.500. Eleven (11) items were used to ascertain the level of depression among adolescent students. All the items were positive items. Results revealed that ten (10) of the items are rated "low level"

as their means are within 1.751-2.500. However, one of the item was rated 'high level' as its mean was within 2.501-3.250. The weighted mean (SD) of **2.240 (1.100)** confirms generally that depression among adolescent students in Public Senior Secondary Schools Oyo State is at a "low level" which is considered as mild level of depression.

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

Table 3: Level of Self-Acceptance among the Students (n = 2,547)

S/N	Items	VHL	HL	LL	VLL	\bar{x}	Std. Dev.
1	In order to get along and be liked, I refuse to be what others expect me to be	652 (25.6 %)	1093 (42.9 %)	489 (19.2 %)	313 (12.3 %)	2.8 18	.851
2	I have more respect for myself	862 (33.8 %)	995 (39.1 %)	338 (13.3 %)	352 (13.8 %)	2.9 29	.849
3	I take a positive attitude toward myself	633 (24.9 %)	1183 (46.4 %)	402 (15.8 %)	329 (12.9 %)	2.8 32	.853
4	I find it easy to believe the nice things people say about me	571 (22.4 %)	986 (38.7 %)	522 (20.5 %)	468 (18.4 %)	2.6 52	.861
5	I am never bothered by feelings of inferiority	803 (31.5 %)	967 (38.0 %)	462 (18.1 %)	315 (12.4 %)	2.7 06	.858

Source: Field Survey, 2023

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

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

Table 3 presents the level of self-acceptance among the public senior secondary school students in Oyo State, Nigeria. The criterion mean was set at 2.500. The rating scale of Very Low Level (1) to Very High Level (4) was used. Five (5) items were used to ascertain the students' level of self-acceptance. All the items were positive. Results revealed that all the items are rated 'High Level' as their means are within 2.501-3.250 which is good. This implies that majority of the students refuse to be what others expect them to be just to get along, have more respect for themselves and take positive attitude towards themselves at a high level. They also find it easy to believe the nice things people say about them and are never bothered by feelings of inferiority at a high level. This shows they accept themselves. The weighted mean (SD) of **2.787 (.854)** generally confirms that students' self-acceptance in Oyo State Public Senior Secondary Schools is at a high level which is good.

Table 4: Level of Self-Confidence among the Students (n = 2,547)

S/ N	Items	VHL	HL	LL	VLL	\bar{x}	Std. Dev.
1	On the whole, I am satisfied with myself	403 (15.8 %)	710 (27.9 %)	966 (37.9 %)	468 (18.4 %)	2.4 11	.901
2	I feel that I have a number of good qualities	431 (16.9 %)	614 (24.1 %)	947 (37.2 %)	555 (21.8 %)	2.3 62	.910
3	I am able to do things as well as most other people	498 (19.6 %)	731 (28.7 %)	793 (31.1 %)	525 (20.6 %)	2.4 72	.891
4	I feel I have much to be proud of	508 (19.9 %)	791 (31.1 %)	833 (32.7 %)	415 (16.3 %)	2.5 47	.880
5	I feel that I'm a person of worth, at least on an equal plane with others	621 (24.4 %)	754 (29.6 %)	892 (35.0 %)	280 (11.0 %)	2.6 74	.869

Source: Field Survey, 2023

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

Mean Threshold: 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = High Level and 3.251 to 4.000 = Very High Level Table 4 presents the level of self-confidence among the public senior secondary school students in Oyo State, Nigeria. The criterion mean was set at 2.500. The rating scale of Very Low Level (1) to Very High Level (4) was used. Five (5) items were used to ascertain the students' level of self-confidence. All the items were positive. Results revealed that three out of the five items are rated 'low level' as their means are within 1.751-2.500 which is poor. This implies that the students are satisfied

with themselves, feel they have lots of good qualities and are able to do things as well as most other people at a low level. However, two of the items are rated “high level” as their means are within 2.501-3.250. This implies that the students feel they have much to be proud of and are persons of worth at least on an equal plane with others at a high level. The weighted mean (SD) of **2.493 (.890)** generally confirms that the students’ self-confidence in Oyo State Public Senior Secondary Schools is at a low level. In answer to research question two, the level of self-esteem of the students in terms of self-acceptance is at a high level while self-confidence is at a low level which is poor. This shows that although majority of the students accept themselves, they are however not that confident in themselves or in their abilities.

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

Table 5: Authoritarian Parenting Style of the Students' Parents (n = 2,547)

S/N	Items	SA	A	D	SD	\bar{x}	Std. Dev.
1	My parents/guardians scold me when they disapprove of my behaviour	748 (29.4 %)	928 (36.4 %)	516 (20.3 %)	355 (13.9 %)	2.8 12	.831
2	My parents/guardians yell in anger towards me when I misbehave	605 (23.8 %)	964 (37.8 %)	493 (19.4 %)	485 (19.0 %)	2.6 63	.859
3	My parents/guardians spank me when they do not like what I do or say	703 (27.6 %)	817 (32.1 %)	801 (31.4 %)	226 (8.9 %)	2.7 84	.841
4	My parents/guardians use physical punishment as a way to discipline me	615 (24.1 %)	924 (36.3 %)	563 (22.1 %)	445 (17.5 %)	2.6 71	.852
5	When I ask my parents why I have to do something they tell me it is because they said so	642 (25.2 %)	877 (34.4 %)	647 (25.4 %)	381 (15.0 %)	2.6 99	.847
6	My parents always expect me to accept their judgments without questioning	712 (28.0 %)	851 (33.4 %)	593 (23.2 %)	391 (15.4 %)	2.7 40	.843

Source: Field Survey, 2023

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1); S.D = Standard Deviation; \bar{x} = Mean
*****Threshold:** mean value of 0.000-1.750 = Strongly Disagree (Very Good); 1.751-2.500 = Disagree (Good); 2.501-3.250 =Agree (Bad); 3.251 to 4.000 = Strongly Agree (Very Bad)

Table 5 presents the authoritarian parenting style of public senior secondary school students' parents in Oyo State, Nigeria. The criterion mean was set at 2.500. The rating scale of Strongly Disagree (1) to Strongly Agree (4) was used. Six (6) items were used to ascertain the authoritarian parenting style of the students. All the items were positive. Results revealed that all the items are rated 'agree' as their means are within 2.501-3.250 which is bad. This implies that the students "agree" that their parents scold yell and spank them when they misbehave or disapprove of their behaviour. The students also agree that their parents use physical punishment as a way of discipline, do not explain the reason for their judgments instead expect them to accept their parents' judgments without questioning their parents. The weighted mean (SD) of **2.728 (.846)** generally confirms that the students 'agree' that they have parents who are authoritarian in their parenting styles which is actually bad parenting method.

Table 6: Authoritative Parenting Style of the Students' Parents (n = 2,547)

S/N	Items	SA	A	D	SD	\bar{x}	Std. Dev.
1	My parents explain to me the consequences of my behaviour	358 (14.1 %)	532 (20.9 %)	964 (37.8 %)	693 (27.2 %)	2.218	.982
2	My parents respect my opinions and encourage me to express my feelings, opinions and problems	406 (15.9 %)	577 (22.7 %)	893 (35.1 %)	671 (26.3 %)	2.282	.978
3	My parents give me reasons to obey rules	468 (18.4 %)	591 (23.2 %)	887 (34.8 %)	601 (23.6 %)	2.364	.946
4	Parent/guardian (s) is aware of problems or concerns about me in school	501 (19.7 %)	589 (23.1 %)	859 (33.7 %)	598 (23.5 %)	2.390	.943
5	My parent/guardian (s) expresses affection by hugging, and holding me	311 (12.2 %)	467 (18.3 %)	1220 (47.9 %)	549 (21.6 %)	2.212	.986
6	My parent/guardian (s) gives praise when I do good	543 (21.3 %)	691 (27.1 %)	832 (32.7 %)	481 (18.9 %)	2.509	.871

Source: Field Survey, 2023

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

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

Table 6 presents the authoritative parenting style of public senior secondary school students' parents in Oyo State, Nigeria. The criterion mean was set at 2.500. The rating scale of Strongly Disagree (1) to Strongly Agree (4) was used. Six (6) items were used to ascertain the authoritative parenting style of the students. All the items were positive. Results revealed that five (5) of the items are rated 'disagree' as their means are within 1.751-2.500 which is bad. This implies that the students "disagree" that their parents explain to them the consequences of their behaviour, respect their opinions and encourage them to express their feelings, opinions and problems, give them reasons to obey rules, are aware of problems or concerns about them in school and express their affection by hugging, and holding them. However, one of the item was rated "agree" as its mean is within 2.501-3.250. This item implies that the students agree that their parent/guardian (s) gives them praise when they do good or the right thing. The weighted mean (SD) of **2.329 (.951)** generally confirms that the students 'disagree' that they have parents who are authoritative in their parenting style which is bad. This is because authoritative parenting style is good if not termed the best parenting style.

Table 7: Permissive Parenting Style of the Students' Parents (n = 2,547)

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

Source: Field Survey, 2023

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

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

Table 7 presents the permissive parenting style of public senior secondary school students' parents in Oyo State, Nigeria. The criterion mean was set at 2.500. The rating scale of Strongly Disagree (1) to Strongly Agree (4) was used. Six (6) items were used to ascertain the permissive parenting style of the students. All the items were positive. Results revealed that all the items are rated 'disagree' as their means are within 1.751-2.500 which is good. This implies that the students "disagree" that their parents find it difficult to discipline or scold them when they misbehave or act contrary to wishes. They also disagree that their parents threatens them with punishment more often than giving it, encourage them to freely express themselves even when they disagree with their opinions, bribe them with rewards to bring about compliance and give in to them when they cause a commotion about something. The weighted mean (SD) of **2.159 (.973)** generally confirms that the students 'disagree' that they have parents who are permissive in their parenting style which is good. This is good because permissive parenting styles is not the best style of parenting as it can often spoil children.

Tests of Hypotheses

H₀1: There will be no significant joint influence of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) on adolescent depression among senior secondary school students in Oyo State.

Table 8: Multiple Regression analysis and Model Summary for the joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State.

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

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

Source: Field Survey, 2023

Source: Field Survey, 2023

Dependent Variable: Adolescent Depression

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

In table 8, the Anova results reveal a significant joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State ($F_{6, 2540} = 9.974$; $P < 0.05$). The null hypothesis (H_0) which states that there will be no significant joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State is therefore rejected. This results suggest that self-esteem and parenting styles both influence Adolescent Students' Depression in Oyo State public senior secondary schools. The model

summary shows the coefficient of determination (R) value to be .521; R² value to be .271 and Adjusted R² to be .268. The adjusted R² value shows that 26.8% (.268) of the variability in Adolescent Depression can be explained by the predictors (self-esteem and parenting styles). The value also implies that 73.2% could be due to errors and indices that are not included in the model or considered in the study. Standard error of the estimate (.00014) shows that the model represents a good fit of the data which means it is precise since the level of error is small and could easily be ignored.

H₀₂: There will be no significant relative influence of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) on adolescent depression among senior secondary school students in Oyo State.

Table 9: Coefficients of Multiple Regression for the relative influence of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State

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

Dependent Variable: Adolescent Depression

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

Source: Field Survey, 2023

Table 9 shows that all the indices (except authoritative parenting style) have significant relative influence on adolescent students' depression in

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

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

Discussion of Findings

This study was carried out to investigate self-esteem and parenting styles as determinants of adolescents' depression among senior

secondary school students in Oyo State. Five objectives consisting of three (3) research questions and two (2) null hypotheses were raised for the study. This section discusses the findings of the study, compares and contrasts the findings with that of previous studies.

The students' demography shows that 1182 (46.4%) of the students are males while 1365 (53.6%) are females. Furthermore, it is revealed that 110 (4.3%) of the students are within 12-14 years of age, 1421 (55.8%) are within 15-17 years of age while 1016 (39.9%) are 18 years of age and above. Lastly, most of the students, 1345 (52.8%) are in Nuclear family type, 803 (31.5%) are in extended family type while 399 (15.7%) have single parents. This result is in line with a work carried out in 2021 on "Psychological Stress and its Associated Factors among In-school Adolescents in Ibadan, Oyo State, Nigeria" carried out by Adeleye and John-Akinola (2021) revealed that most public secondary school students are within the ages of 13-15 years, mostly females and in nuclear family type with monogamous homes¹. The result also agrees with a work carried out in 2022 on "Gender and Location as Factors Determinants of Secondary School Students Civic Engagement in Oyo State, Nigeria" which revealed more male to female secondary school students in Oyo State and most students with 13-17 years of age (Olorunda, 2022). The studies maybe similar to the present study because they were all carried out in Oyo State and among public secondary school students.

Research question one which states that - "what is the level of adolescent depression among senior secondary school students in Oyo State? Reveals that the level of depression among adolescent students in public senior secondary schools in Oyo State is at a "low level ($\bar{x} = 2.240$) which is considered as mild. This result implies that adolescent depression among the students is neither "very high" nor "high". It is however at a "low level" which is mild not moderate or severe. This finding is similar to a previous work by Lesi, Balogun, T. W. Ladi-Akinyemi and Igwilo (2021) showed that most adolescents have mild level of depression. These adolescents do not want to hang out with

friends, have decrease in appetite, poor performance in school, want to run away from home and have suicidal thoughts. This result may be similar to that of this present study probably because it was also carried out in a state in southwest, Nigeria as this present study. These states tend to share similar cultural ideologies. Studies by Ibimiluyi (2020) and Ibimiluyi, Fasina, and Ireto-Oscar (2020) also revealed mild to moderate level of depression among in-school adolescents (). The results of these studies are probably similar to the result of this present study because they were all carried out in Southwest Nigeria. Most states in southwest, Nigeria tend to share similar cultural, socio-economic and religious beliefs and norms that may affect how parents relate with their children and how secondary schools operate which could be causing such level of depression among adolescents in the region. Abayomi (2018) revealed mild level of depression and suicidal ideation among in-school adolescents in Ibadan, Oyo State. According to Abayomi (2018), the students are not depressed all the time nor most of the time which means they have mild or much of the time level of depression. The result is also similar to that of this present study because they were carried out in the same state.

Research question two which states that - what is the level of self-esteem (self-acceptance and self-confidence) among senior secondary school students in Oyo State? Reveals that the level of self-esteem of the students in terms of self-acceptance ($\bar{x} = 2.787$) is high but low in terms of self-confidence ($\bar{x} = 2.493$) in public secondary schools in Oyo State. This shows that although the students have self-acceptance, they are not that self-confident especially in their abilities. This result disagrees with a previous work by Ofole (2017) which revealed low self-acceptance of students repeating classes in Ibadan, Oyo State. The differences observed in the results could be that this study was carried out in the year 2017 whereas this present study was carried out in the year 2023. More so, there may have been tremendous improvements in the self-acceptance of the students based on the works done by counsellors and educational stakeholders over the years on these students. Also, another reason for the difference between this study and the present study could

be that the study was only carried out in Ibadan metropolis whereas these study was carried out across the three senatorial districts in the state. However, a more recent study carried out by Adewuyi, Jimoh, and Falaye (2023) confirms the result of this present study by revealing good self-acceptance among Adolescents in Oyo State secondary schools. The finding of this study is also in consonance with (Olutola, Adamu and Okonkwo (2023) which revealed low level of self-confidence among secondary school students in Katsina State. Results may be similar because they were all carried out in Nigeria.

Research question three which states that - what are the mostly adopted parenting styles (authoritarian, authoritative and permissive) of senior secondary school students in Oyo State? Reveals that the parenting styles of the students' parents is mostly authoritarian ($\bar{x} = 2.728$) less authoritative ($\bar{x} = 2.329$) and permissive ($\bar{x} = 2.159$) in public secondary schools in Oyo State. This result partially disagrees with a work carried out in the year 2020 on "Does Parenting Style Influence Children's Use of Social Media? Observations from Olalere and Olatokun (2020) which showed that the mostly adopted parenting style among the students is authoritative but less authoritarian and permissive parenting styles. Although both studies were carried out in Oyo State, the differences in the result could be that the study was carried out in only one secondary school in Ibadan whereas this present study was carried out in many secondary schools in Ibadan and Oyo State. However, the result of this present study is similar to that of a study carried out by Victor-Aigbodion, Ngwoke, Nnamani and Adaogu (2019) which revealed that the mostly used parenting style is authoritarian followed by authoritative and permissive parenting styles. The results of both studies could be similar because they were all carried out in southern Nigeria which tend to have similar cultural ideologies, norms and beliefs. As observed by the researcher, most parents in the southern Nigeria believe they have to be strict to inculcate fear and discipline in their children.

Hypothesis one revealed a significant joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles

(authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State ($F_{6, 2540} = 9.974$; $P < 0.05$). The null hypothesis (H_0) which states that there will be no significant joint contribution of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) to adolescent depression among senior secondary school students in Oyo State is therefore rejected. The alternate hypothesis is therefore accepted. This results suggest that self-esteem and parenting styles both influence adolescent depression in Oyo state public senior secondary schools. This result is in consonance with a work carried out Adams and Owodunni (2018) which revealed that Self-Esteem, and Parenting Styles jointly predicted Truancy among Secondary School Students in Oyo State, Nigeria ($F_{3, 196} = 13.742$; $P < 0.05$). The results are probably similar because they were both carried out in Oyo State.

Hypothesis two revealed that self-acceptance ($\beta = -.098$; $t = -2.698$; $P < 0.05$), self-confidence ($\beta = -.160$; $t = 3.009$; $P < 0.05$), authoritarian parenting style ($\beta = .151$; $t = 2.991$; $P < 0.05$), and permissive parenting style ($\beta = .081$; $t = 2.317$; $P < 0.05$) all have significant relative influence on adolescent students' depression. This implies that they may be the cause of the significance observed in the model. However, authoritative parenting style ($\beta = -.065$; $t = -.721$; $P > 0.05$) does not have significant relative influence on adolescent students' depression. The null hypothesis (H_0) which states that there will be no significant relative influence of self-esteem (self-acceptance and self-confidence) and parenting styles (authoritarian, authoritative and permissive) on adolescent depression among senior secondary school students in Oyo State is therefore rejected for self-acceptance, self-confidence, authoritarian parenting style, and permissive parenting style but accepted for authoritative parenting style. This result completely disagrees with a previous work by Olalere and Olatokun (2020) which showed that none of the parenting styles (authoritative, authoritarian and permissive) have significant relative influence on use of social media among secondary school students. This result partially agrees with the study carried out by Adams and Owodunni (2018) which revealed an

inverse relationship between self-esteem (self-acceptance and self-confidence) on Truancy but no significant relative influence of authoritarian, authoritative, and permissive (laissez-faire) parenting styles on truancy among Secondary School Students in Oyo State, Nigeria.

Conclusion

On the basis of the findings, it can be concluded that low level of the students' self-esteem in area of self-confidence and mostly employed authoritarian parenting style of the students' parents could be responsible for the mild level of depression among the public secondary school students in Oyo State.

Recommendations

This study offers the following recommendations:

1. Parents and Educational stakeholders should ensure that they regularly check up on their children/students so they are quick to know if they are gradually falling into depression so they can take proper measures in solving the situation before it escalates;
2. Parents and Educational stakeholders should do all they can within their powers to ensure that students continually accept themselves regardless of their short-comings and weaknesses;
3. Parents and Educational stakeholders should also do all they can to ensure that students develop self-confidence in themselves and their abilities as this could help them avoid falling into depression be it mild or severe. After all, it is mild that later becomes severe depression;
4. Parents should imbibe the right parenting styles especially authoritative style which is known to be the best parenting style in parenting their children. They should avoid the permissive and the neglectful or uninvolved parenting styles which could make children easily fall into depression; and
5. Parents should use authoritarian parenting only when the need arises. They should not adopt it as their parenting style as it's observed that children who are brought up by authoritarian

parents appear to be conformist but not very happy most of the time which could make them suffer from depression and self-blame.

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