

PARENTING STYLES ON LOW ACADEMIC SELF-ESTEEM AMONG IN-SCHOOLING ADOLESCENTS IN IBADAN METROPOLIS, OYO STATE, NIGERIA

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Abstract

*Academic self-esteem plays a vital role in students' performance, as it affects their emotional regulation and adaptability. While many studies have examined factors influencing academic self-esteem, little attention has been given to low academic self-esteem and its relationship with parenting styles. The study aimed to ascertain the role of parenting styles in reducing low academic self-esteem among in-schooling adolescents. The study used correlational research design. The target population was in-schooling adolescents in public secondary schools in Ibadan Metropolis, Oyo State, Nigeria. A multi-stage sampling procedure was used to select 197 in-schooling adolescent. The instruments used were standardised scales named academic self-esteem $\alpha = .71$ and parenting styles $\alpha = .79$. Three research questions were raised and answered at 0.05 level of significance. Data were analysed using Pearson Product Moment Correlation (PPMC) and Multiple Regression Analyses. Findings showed that the three parenting styles were significantly related with adolescents' academic self-esteem. Since the dependent variable was low academic self-esteem, these results indicated that higher levels of these parenting styles are linked with lower levels of low self-esteem (**higher academic self-esteem**) among in-schooling adolescents. Therefore, it was recommended that in-schooling adolescent should be taught different adjustment techniques to help boost academic self-esteem and to enhance good academic performance.*

Keyword: Low academic self-esteem, Parenting styles, In-schooling adolescents

Introduction

Self-esteem refers to an individual's ability to approach and manage different situations with confidence and composure. It is a feeling of self-worth tied to the ability to execute extraordinary tasks and achieve great feats. Low self-esteem, or lack of confidence, causes students to doubt their ability to succeed, making them reluctant to engage in learning or take necessary academic growth risks. In contrast, self-esteem is strengthened and sustained through meaningful achievements and positive experiences, even when they are small.

However, Han and Park (2020) asserted that when appropriate goals are set, placing greater emphasis on the process rather than solely on the outcome can reduce stress and increase the likelihood of success. Similarly, Susman (2022) noted that self-esteem can be either healthy or unhealthy. Healthy self-esteem fosters enthusiasm, motivates individuals to tackle challenging tasks, and enhances overall well-being. Conversely, unhealthy self-esteem negatively affects individuals, often leading to repeated failure, including in academic pursuits.

Cherry (2022) conceptualized self-esteem as the overall sense of importance or the value individuals place on themselves. Among undergraduate students, low self-esteem has been linked to increased stress, depression, and anxiety. Research further suggests that self-esteem does not significantly differ between male and female medical and dental students. Several studies have also established a positive correlation between self-esteem and academic performance (Stanger, 2022). For instance, in Nigeria, a study involving eighty university students—equally divided by gender—employed the Rosenberg Self-Esteem Scale and the Academic Performance Rating Scale to examine this relationship. The findings revealed that higher levels of self-esteem were associated with better academic performance (Mete, 2021).

Flowing from the above, academic self-esteem is a widely used concept in measuring human academic capabilities and abilities mostly in the area of educational psychology. However, academic self-esteem is a concrete aspect of human fundamental existence that plays a major impact in an individual's growth, development, career advancement, and quality of life. Furthermore, academic self-esteem refers to the degree of value or worth an individual places on themselves within the context of academic performance and achievement (Subon, Unin, & Sulaiman, 2020). Academic self-esteem shapes individual's beliefs which in turn shape their actions, and these actions in turn shape their social reality and the social realities of the people around them. Academic self-esteem is as the evaluative appraisal of the experience of being capable of meeting academic challenges and being worthy of happiness (Stangor, 2022).

Low academic self-esteem is often persistent and rooted in a deeply negative self-image. It is characterized by patterns of excessive self-criticism, self-blame, and frequent self-doubt, which manifest as a lack of confidence in one's abilities, judgment, and decision-making. Individuals with low academic self-esteem frequently engage in negative self-talk, marked by critical internal dialogue, and tend to compare themselves unfavorably with

others. Common features include a heightened fear of failure, resulting in significant anxiety about making mistakes or not meeting expectations, as well as a fear of rejection stemming from the dread of being criticized, abandoned, or excluded. Such individuals may also struggle with assertiveness, finding it difficult to express needs, desires, or boundaries, and often display passivity through avoidance of decision-making or action. Additionally, self-sabotaging behaviors, which unconsciously undermine personal efforts and success, are prevalent. Feelings of shame and guilt further exacerbate the condition, fostering a pervasive sense of worthlessness, remorse, or regret (Gidi, Horesa, Jarso, Tesfaye, Tucho, & Siraneh, 2021).

In-schoolin g adolescent with low academic self-esteem lose interest in learning and develop self-defeating and ways to deal with challenges such as quitting, connectedness, avoidance, silliness, and denial (Sharma & Sharma, 2021). Students with low self-esteem may blame themselves for situations beyond their control or attempt to control others' behavior to reduce feelings of helplessness. Low academic self-esteem can diminish a student's motivation to learn, concentration, and willingness to take academic risks (Henriques & Michalski, 2020). One major reason in-school adolescents struggle to build and maintain positive self-esteem is repeated experiences of academic failure. When students encounter failure, they often receive negative feedback that highlights their shortcomings. This, in turn, reduces their confidence in their abilities and discourages them from embracing new academic challenges (Mete, 2021). Low academic self-esteem, often reflected in a lack of confidence, causes students to doubt their ability to succeed. This self-doubt makes them reluctant to actively engage in learning or to take the necessary risks required for academic growth.

The prevalence of low academic self-esteem is significant. For instance, Rasheed (2024, as cited in Byrne, 1996) found that approximately 30-40% of students experience academic low self-esteem while students from minority and low-socio-economic status

backgrounds tend to have lower academic self-esteem. Research indicates that females' tend to have lower academic self-esteem than males, particularly in math and science while academic self-esteem tends to decrease as students' progress through school, with the most significant decline occurring during the transition from elementary to middle school (Yu, Qian, Abbey, & Wang, 2022). Low academic self-esteem led to some consequences for in-schooling adolescent such as poor academic performance, avoidance behaviours, increased stress and anxiety, decreased resilience, limited academic goals, difficulty seeking help, negative self-talk, social withdrawal, increased dropout rates, mental health concerns, strained relationships, lack of creativity, missed opportunities and perpetuation self-doubt.

Consequently, students with high academic self-esteem generally hold positive perceptions of themselves, feel accepted and valued, display confidence in their abilities, take pride in their achievements, and possess the self-belief and assurance needed to attempt new challenges (Henriques & Michalski, 2020). Furthermore, students with high academic self-esteem are more likely to have a growth mind-set. Conversely, students with low academic self-esteem often lack confidence, engage in excessive self-criticism, and are overly harsh on themselves. They tend to feel inferior to their peers and frequently doubt their ability to perform successfully in academic tasks.

The problems and consequences of low academic self-esteem require urgent attention, particularly among secondary school students. Accordingly, the present study sought to examine the role of parenting styles, among other factors, in determining low academic self-esteem in in-school adolescents. Parenting style, in this context, parenting style, in this context, refers to the approaches and techniques parents employ in raising their children. It encompasses the strategies such as behaviors, attitudes, and values used to interact with children and influence their physical, emotional, social, and intellectual development. Parenting style is not limited to isolated parental behaviors but reflects a consistent pattern of bidirectional relationships

between parents and children. The central motivation behind research on parenting styles has been the concern for the physical and psychosocial well-being of children and families. (Ying, Zheng, Pan, & Zhou, 2021).

There has been a growing interest in identifying both positive and negative parenting attitudes and practices, as well as in understanding how they can be shaped to achieve better physical and psychosocial outcomes for children. Parenting style is particularly important, as numerous studies have shown that it predicts student performance across multiple domains, including social competence, psychosocial development, academic achievement, and problem behavior. In the context of this study, parenting style is considered crucial in shaping adolescents' academic self-esteem, as certain parenting approaches may either buffer against or contribute to low academic self-esteem among in-schooling adolescents.

This study classifies parenting styles into four established categories: authoritative (characterized by high levels of both demandingness and responsiveness), authoritarian (marked by high demandingness but low responsiveness), permissive (low demandingness coupled with high responsiveness), and neglectful (low in both demandingness and responsiveness).

The authoritative parenting style provides a balanced approach, combining warmth, communication, and moderate discipline (Kuppens & Ceulemans, 2019). This supportive environment enhances independence, competence, and self-reliance, thereby helping adolescents develop stronger academic self-esteem and reducing the likelihood of low self-esteem (Yu, Qian, Abbey, & Wang, 2022; Garcia & Santiago, 2017).

The authoritarian parenting style, however, is strict and highly demanding, with limited parent-child communication. Students raised in this context are often anxious, withdrawn, and uncertain about their abilities, which makes them more vulnerable to low academic self-esteem (Kuppens & Ceulemans, 2019).

In contrast, the permissive parenting style emphasizes nurturance and acceptance but sets few behavioral expectations (Garcia & Santiago, 2017). While such children may be sociable and creative, the lack of clear boundaries and academic demands often results in poor regulation, impulsivity, and lower academic achievement, thereby heightening the risk of low academic self-esteem (Gracia & Santiago, 2017).

Finally, the neglectful or uninvolved parenting style is low in both responsiveness and demandingness. Parents rarely monitor or support their children, leaving students without adequate guidance. Adolescents from such homes frequently engage in externalizing behaviors like delinquency and substance use, and the absence of parental support contributes strongly to low academic self-esteem (Ying, Zheng, Pan, & Zhou, 2021).

Taken together, these findings indicate that while authoritative parenting helps mitigate low academic self-esteem, authoritarian, permissive, and neglectful parenting styles increase adolescents' susceptibility to low self-esteem in academic contexts. In Nigeria in particular, parenting style studies are still emerging and the few existing studies have focused on finding links between parenting styles and several other outcomes among students, and not academic self-esteem. Therefore, this study examines the role of parenting styles on low academic self-esteem among in-schooling adolescents in Ibadan metropolis, Oyo state.

Statement of the problem

There are several factors that can contribute to or influence the development of low academic self-esteem. These include peer influence, school environment, class size, body image and others which are not limited to school and social adjustment. Low academic self-esteem may lead to deviant behaviors such as aggression, violence, truancy, bullying, and other forms of negative conduct, all of which can significantly affect students' academic performance and overall development.

Most likely, they may manifest these behaviours in school unless they are

compelled to adjust/adapt to school standards and norms. Through the academic self-esteem, in-school adolescents jettison antisocial behaviors which can hinder inter-personal relationships build-up among learners and between students and staff. Adopting prosocial behaviors helps students remain focused and fosters a conducive learning environment, thereby promoting academic success. The present study investigates the impact of parenting styles as determinant of low academic self-esteem among in-school adolescents. While many studies have explored general academic performance, relatively few have examined the specific role of low academic self-esteem in shaping learning outcomes among in-school adolescents. Existing literature often highlights socio-economic status, peer influence, or teacher-student interaction as key predictors of academic self-esteem, but limited attention has been given to parenting styles as a central factor influencing adolescents' low academic self-esteem in the Nigerian context.

Research Questions

R Q1: What is the relationship between each parenting style (authoritative, authoritarian, permissive, neglectful) and low academic self-esteem among in-school adolescents?

RQ2: What is the composite effect of parenting style (authoritative, authoritarian, permissive, neglectful) to low academic self-esteem among in-school adolescents?

RQ1: What is the relative contribution of each of the independent variables to Low academic self-esteem among in-school adolescent?

Methodology

The study adopted a correlational research design. The method is considered desirable because it is useful for collecting data on phenomena that cannot be directly observed and for examining the relationships that exist between two or more variables. The target population for this study consisted of all in-school adolescents in public secondary schools

in Ibadan Metropolis, Nigeria. A total of two hundred respondents were randomly selected in this study using a multistage sampling procedure.

This was done in three stages in selecting the respondents of the study i.e. firstly, a simple random sampling technique was used in selecting the Five (5) Local Government Areas out of Eleven (11) Local Government Areas in Ibadan Metropolis using balloting method; secondly, Two (2) public secondary schools were randomly selected in Five (5) Local Government Areas selected, therefore, Ten (10) public Secondary Schools were purposively selected for the study out of Eleven (11) Local Government Areas domiciled in Ibadan Metropolis.

Lastly, a simple random sampling technique was to select Twenty (20) in-school adolescents for each public secondary school selected for the study that is Forty (40) in-schooling adolescents were selected in each local government areas used in the study. In sundry, Two Hundred (200) in-school adolescents were randomly selected for the study. However, out of two hundred questionnaires distributed to the respondents, one hundred and ninety-seven were filled appropriately and were used for the data analysis

Instrumentation

Academic Self-Esteem Scale

Academic self-esteem scale was adopted from Huang (2011). This instrument was used to measure the low academic self-esteem of the students. The scale consists of 22 items with a response format ranging from Strongly Agree = 4 to Strongly Disagree = 1, on a four-point Likert-type scale. Samples of the items are: ***"Most of the time my efforts in school are rewarded."*** and ***"I do well in my courses given the amount of time I dedicate to studying"***. It

has Cronbach alpha of $\alpha = .71$ as reliability coefficient.

Parenting style scale

A Parenting Style Scale was adapted from the work of Slatter and Bremner (2017) focused on authoritative (high on demandingness and responsiveness), authoritarian (high on demandingness but low on responsiveness), and uninvolved (low on both demandingness and responsiveness). This instrument was used to measure different parenting style on the children. This section consists of 23 items with a response format ranging from Strongly Agree = 4 to Strongly Disagree = 1, using a four-point Likert scale. Samples of the items are: ***"My parent slaps me when I misbehave"*** and ***"My parent states punishments to me and does not actually do them"***. The scale demonstrated good internal consistency in this study, with a Cronbach's alpha of .79.

Method of Data Analysis

The data collected were analyzed using of Pearson Product Moment Correlation (PPM C) that tested for the relationship between each independent variables and the dependent and Multiple regression analysis used for composite and relative predictive of independent variables on dependent variables tested at 0.05 level of significance using the Statistical Package for Social Sciences (SPSS).

Result

RQ1: What is the significant relationship among the independent variables; parenting styles (authoritative, authoritarian and uninvolved) to the dependent variable (Low academic self-esteem) among in-schooling adolescent?

Table 1: Summary of Descriptive Statistics and Relationship between Parenting Styles and Dependent Variable of In-schooling Adolescents in Ibadan Metropolis

Variables	Mean	SD	1	2	3	4
Low Academic Self-Esteem (1)	32.05	7.89	1.000			
Authoritative (2)	15.72	4.73	.536**	1.000		
Authoritarian (3)	19.07	5.48	.651**	.719**	1.000	
Uninvolved (4)	11.53	4.62	.736*	.244	.268**	1.000

P<.05

The table 1 above shows the inter-correlational relationship that exists among independent variables (authoritative, authoritarian and uninvolved) and dependent variable (low academic self-esteem) among in-school adolescent; authoritative ($r = .536$, $p < 0.05$) had positive significant correlation in reducing low academic self-esteem, authoritarian ($r = .651$, $p < 0.05$) had significant relationship in reducing low academic self-esteem while uninvolved ($r = .736$, $p < 0.05$) had significant relationship in reducing low academic self-esteem among in-school adolescent. This indicates that students with parents who adopt an authoritative, authoritarian and uninvolved style are less likely to experience low academic self-esteem, as higher authoritative, authoritarian and uninvolved parenting scores are associated with stronger self-esteem outcomes. This implies that authoritative, authoritarian and uninvolved, play a significant impact on low academic self-esteem among in-school adolescent.

RQ2: What is the composite contribution of parenting styles (authoritative, authoritarian and uninvolved) to the dependent variable (Low academic self-esteem) among in-school adolescent?

Table 2: Multiple Regression Analysis of Parenting Styles on Low Academic Self-Esteem of in-schooling Adolescent

R	R Square	Adjusted Square	R	Std. Error of the Estimate
0.891	0.641	0.584	6.85417	

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7212.901	3	2404.300		
Residual	6927.195	193	35.892	66.987	.000 ^b
Total	14140.096	196			

Table 2 showed the composite contribution of the independent variables (authoritative, authoritarian and uninvolved) on dependent variable (low academic self-esteem) among in-schooling adolescent when merged together. The table shows coefficient of multiple correlation (R) of 0.891 a multiple R square of 0.641. This means that **58.4% (Adj. R² = 0.584) of the variance in low academic self-esteem among in-schooling adolescents is explained by the independent variables (authoritative, authoritarian, and uninvolved parenting styles) when taken together**. The remaining percentage is attributable to other factors not included in the study. The analysis of variance for the regression also showed a significant result, ($F_{(3,193)} = 66.987$, $p < 0.05$). This indicates that the model is statistically significant at the 0.05 level. In other words, there is a **significant composite contribution of the independent variables** (authoritative, authoritarian, and uninvolved parenting styles) to the dependent variable (low academic self-esteem) among in-schooling adolescents.

RQ₃: What is the relative contribution of each of the independent variables: parenting styles (authoritative, authoritarian and uninvolved) to the dependent variable (Low academic self-esteem) among in-schooling adolescents?

Table 3: Relative Contribution of Parenting Styles to the Prediction of Low Academic Self-Esteem among In-schooling Adolescents

Model	Unstandardized Coefficients ^a			Standardized Coefficients	
	B	Std. Error	Beta	t	Sig.
(Constant)	39.071	15.915		2.453	.000
Authoritative	1.106	.178	.703	6.201	.000
Authoritarian	-.740	.203	.291	-3.641	.210
Uninvolved	1.909	.196	.582	9.732	.000

Table 3 presents the relative contributions of parenting styles to low academic self-esteem among in-school adolescents. The findings indicate that authoritative parenting ($\beta = .703$, $p < 0.05$) made the strongest and statistically significant contribution to predicting levels of low academic self-esteem. This was followed by uninvolved parenting ($\beta = .582$, $p < 0.05$), which also showed a significant contribution. Conversely, authoritarian parenting ($\beta = .291$, $p > 0.05$) did not significantly contribute to the prediction of low academic self-esteem.

Discussion of Findings

The findings from research question one indicate that authoritative, authoritarian, and uninvolved parenting styles all showed significant relationships with low academic self-esteem among in-school adolescents. This suggests that parenting approaches, regardless of type, have measurable effects on adolescents' academic self-concept and confidence. The result that authoritative parenting significantly reduces low academic self-esteem is consistent with prior studies which emphasize the positive outcomes of high responsiveness combined with reasonable demands. Adolescents with authoritative parents often report greater encouragement, emotional support, and opportunities for independent decision-making, which in turn strengthen their self-esteem and academic engagement. This is in support with the study of Kuppens and Ceulemans (2019) found that academic self-esteem would be lower in the future when proper

care is not taken by parental pattern and school authority or management in determine learning outcomes, also, concluded that the mean hope would reduce over time as a result of this failure.

Previous studies have shown that different parenting styles have varying effects on students' self-esteem and academic outcomes. For instance, Masud, Ahmad, Cho, and Fakhr (2019) predicted that perceptions of permissive and authoritarian parenting would be associated with lower expectations and reduced academic self-esteem, whereas authoritative parenting would foster higher levels of hope and stronger academic self-esteem. Similarly,

Alsheikh, Parameswaran, and Elhoweris (2020) argued that permissive parenting, characterized by a laissez-faire attitude, significantly influences low academic self-esteem among high school students. In this style, parents are generally more communicative and nurturing, but discipline is inconsistent and irregular, which may hinder students' ability to develop resilience and self-confidence.

Adding to this, Kwan (2024), in a study involving 100 undergraduates at Kebangsaan University, Malaysia, found a clear relationship between authoritarian parenting and low academic self-esteem, suggesting that excessive control and limited warmth negatively affect students' self-perceptions. Furthermore, Hong, Long, and Rahman (2025) discovered a similar relationship between uninvolved parenting and low academic self-esteem, emphasizing that a

lack of parental engagement or guidance can undermine adolescents' sense of academic competence. However, since the dependent variable was low academic self-esteem, these results indicate that higher levels of authoritative parenting are associated with reduced low academic self-esteem (i.e., higher self-esteem), while authoritarian and uninvolved parenting styles are more strongly linked with increased low academic self-esteem.

Findings from research question two shows the composite contribution of authoritative, authoritarian and uninvolved in reducing low academic self-esteem among in-schooling adolescents. The result revealed that there was a composite contribution of the independent variables (authoritative, authoritarian and uninvolved) to the dependent variable (Low academic self-esteem) among in-schooling adolescent. Lopez, Schembре, Belcher, O'Connor, Maher, Arbel, Margolin, Dunton (2018) found that adolescents with indulgent parents had equal or higher levels of self-esteem than adolescents with authoritative parents. The research addit ionally showed that adolescents with authoritarian and neglectful parents had the lowest levels of self-esteem. Alternatively, Henriques, and Michalski J. (2020) found that both the children of indulgent parenting style as well as the authoritative parenting styles had the highest levels of self-esteem.

Findings from research question three shows the relative contribution of each of authoritative, authoritarian and uninvolved to low academic self-esteem among in-schooling adolescents. The results suggest that parenting style plays an important role in shaping adolescents' academic self-esteem. Interestingly, authoritative parenting, which is typically associated with positive developmental outcomes, was found to have the greatest impact on low academic self-esteem. This may suggest that adolescents who perceive their parents as highly demanding and responsive might internalize high expectations in ways that contribute to pressure and reduced self-confidence. On the other hand, uninvolved parenting also significantly predicted

low self-esteem, consistent with prior literature linking neglectful parenting to poor psychosocial adjustment. The lack of a significant contribution from authoritarian parenting indicates that while strictness and low responsiveness may affect adolescents, these effects were not strong enough in this study to predict academic self-esteem outcomes. That is, factors such as authoritative and uninvolved predict and determine low academic self-esteem among in-schooling adolescents.

In terms of magnitude of contribution, authoritative made the most significant contribution to low academic self-esteem among in-schooling adolescent, followed by uninvolved. This is in line with study of Pong, Johnston, and Chen (2020) found that authoritative parents are high in both demandingness and responsiveness, displaying more supportive than harsh behaviors. As children mature, they naturally strive for independence, which may explain why earlier studies consistently identify the authoritative parenting style as the most effective in fostering academic self-esteem. This is consistent with the findings of the present study, which showed that authoritative parenting had the strongest contribution to reducing low academic self-esteem among in-schooling adolescents. Similarly, Kuppens and Ceulemans (2019) reported that authoritative parents tend to raise children who are more socially, emotionally, and academically competent compared to other parenting styles. In the same vein, Pomerantz, Grohnick, and Price (2005) found that children of authoritative parents exhibited stronger social skills, independent problem-solving abilities, psychological well-being, and better adjustment. Collectively, these qualities correspond with high academic self-esteem, reinforcing the pivotal role of authoritative parenting in adolescents' academic success.

Conclusion

This study has established that the independent variables that is authoritative, authoritarian, and uninvolved parenting styles identified a significant impact on low academic self-esteem among in-school adolescents. The findings

underscore the critical role of parenting approaches in shaping students' self-perceptions and academic confidence. This implies that authoritative, authoritarian and uninvolved play a significant role on low academic self-esteem among in-schooling adolescents. Also, there was a composite contribution of the independent variables (authoritative, authoritarian and uninvolved) to the dependent variable (Low academic self-esteem) among in-schooling adolescents. Likewise, the study reveals that there is a significant relative positive contribution of authoritative and uninvolved to the low academic self-esteem, expressed as beta weights.

Recommendations

Based on the results of this study, the following are recommendations:

1. school counsellors and psychologists design and implement intervention programmes aimed at strengthening resilience and enhancing coping strategies among adolescents with low academic self-esteem. Such programmes should incorporate cognitive-behavioural techniques to help students challenge negative self-perceptions and build a more positive academic self-concept.
2. Parents should adopt positive and supportive parenting styles, particularly the authoritative style, to motivate and assist in-school adolescents in developing stronger academic self-efficacy and healthy academic self-esteem. By providing both guidance and responsiveness, parents can foster confidence and resilience in their children's learning.
3. Schools should design and implement training and seminar programmes on effective student-centered teaching strategies aimed at enhancing academic self-esteem among adolescents. Such initiatives would equip teachers with practical skills to foster supportive classroom environments that build students' confidence and reduce low academic self-esteem.

4. Schools should establish peer mentoring and cooperative learning initiatives where students can support and motivate one another, thereby reducing feelings of inferiority and building self-confidence.
5. Educational policymakers should integrate self-esteem enhancement modules into the curriculum to ensure that issues of low academic self-esteem are addressed systematically across all levels of secondary education.

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