



Parenting Styles, Personality, and Gender as Determinants of Self-Esteem Among Undergraduates: An Empirical Investigation At The University Of Lagos

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Date of Submission: 08-06-2024

Date of Acceptance: 21-06-2024

Abstract

This study examined the influence of parenting style and personality on the self-esteem of students in the University of Lagos. The study was guided by six specific research purposes with corresponding six research questions and hypotheses. The population of the study consists of all undergraduate students of the University of Lagos out of which 250 undergraduates were sample for the study using a simple random sampling technique. Three instruments, titled, Parenting Style Questionnaire (PSQ) Personality Trait Questionnaire (PTQ) and Self-Esteem Questionnaire (SEQ) were used to gather data needed for the study. The instrument were tested for reliability using test re-test method, the PSQ had 15 items with a reliability coefficient of .806; PTQ had 20 items with a reliability coefficient of .951 while SEQ had 10 items with a reliability coefficient of .628. Related literature on the variables of the study was reviewed vividly. The descriptive statistics of frequency count and percentage were used to present the demographic characteristics of respondents while the hypotheses were tested using inferential statistical tools of independence sample t-test, One-way Analysis of Variance and Two-way Analysis of Variance (ANOVA) at 0.05 significant level. All the analyses were done with the use of a Statistical Package for

Social Science (SPSS). The findings of this study revealed that parenting style has a positive and significant influence on students' self-esteem; personality type has a positive and significant influence on the self-esteem of students and significant gender differences exist on students' self-esteem in the University of Lagos. Furthermore, parenting style and personality type have a positive and significant influence on the self-esteem of students; parenting style and gender have a positive but not-significant influence on self-esteem, and also, personality type and gender have a positive and significant influence on the self-esteem of students in the University of Lagos. Based on the study findings, it was recommended among others, that parenting skills training should be given by the federal ministry of education, especially to the parents of adolescents across the country and Parents should not have a specific style of parenting but rather should be making use of all the available parenting style based on the situation at hand in training their children as this has a lot of influence on their children self-esteem later in life.

Keywords: Parenting Style, Personality, Self-Esteem, Student Engagement Efficacy, Classroom Management Efficacy.



I. Introduction

Self-esteem is the emotional feeling of an individual for its own worth and value. It shows whether someone thinks of themselves in a positive or negative way (Coopersmith, 1967). A person with high self-esteem is generally considered to be confident, self-satisfied, personality and resilient (Jordan et al., 2020; Balgiu, 2017). On the other hand, people with low self-worth are less resilient and more vulnerable to anxiety, depression, and loneliness in the face of various adversities (Zhou, et al., 2020; Nguyen & Wright, 2019). Self-esteem is a perspective of one's net worth as a person - a perception of one's psychological extent of worth and is important to self-esteem, being importance one's belief that they have the correct to succeed and happiness, and meaning one's case, confidence around their competence toward cope on life's simple challenges. These may sound as if they are quite different, but they affect one's self-esteem as a result of self-evaluation and perceptions of one own worth in the arbitrary eyes of other people (Alford, 1997).

Self-esteem then, is oriented but in opposite directions. Optimism equips people with a feeling of purpose and the courage and tenacity to reclaim their lives and learn from their errors without the dread of repeating these same hiccups and shame or ridicule. In contrast, a bad orientation prevents people who making mistakes in the past because they believe that the individual does not develop (Hulme et al., 2012; Rosenberg, 1965). External and internal factors may influence one's self-perception. Internal factors, such as how the individual sees and values themselves are grounded in the individual itself (Brown & Zeigler-Hill 2017; De Ruiter et al. 2017). According to Kaur and Singh (2018), personality is a significant internal factor that determines the self-worth of an individual. By contrast, external factors are things beyond the individual's control that help determine how that person values himself. Family factors are considered one of the external influences affecting self-esteem (Zakeri & Karimpour, 2011). Therefore, the current study investigates the effect of parenting styles and personality on self-esteem among female students.

Parenting or child rearing is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood (Holden, 2019). The way that parents raise and nurture their children, teaching them values, societal norms, ethics and discipline to contribute in a positive way to society is

parenting style. Darling and Steinberg (2017) identified three key dimensions of parenting styles: acceptance-involvement, psychological autonomy-granting, and behavioral strictness supervision. Jaffe (1998), refers to acceptance-involvement as the level of parental responsiveness, warmth, structure, involvement, and sensitivity to their children' changing needs as well as the level of realistic expectations and clear limits. Zakeri and Karimpour (2011) stated that the psychological autonomy-granting parenting style is the style that supports the children by acceptance and with free democratic discipline style without imposing rules. The behavioural strictness-supervision style of parents structures, control, and assess the behaviour and attitudes of the child against an established standard of conduct, with the standards often being absolute standards (Baumrind, 1996); children have little input into their own thoughts or engage in reasoning (Matthews, 2021). There is not much chance for children to express their ideas and arguments (Matthews, 2021).

Huver et al. (2010) categories parenting into three forms which include Democratic (authoritative), Autocratic (authoritarian), and Laissez-faire (permissive). Democratic style, identified in the study of Ajiboye (2015), is an orientation by parents who see the need of both the instrumental and the expressive characteristics, parents support discipline and conformity with self-expression, and who believe that in the end, parents are responsible for children's behaviour. While also acknowledging their individual needs and still respecting their own rights. They are respectful of their right but can accept that their children are unique too. On the other hand, autocratic or authoritarian parents do allow for their children's autonomy, but restrict independent behaviour (Teuber et al., 2022). Authoritarian parents are concerned about compliance, conformity, strict parental control, and unquestioned respect for authority (Huver et al., 2010). Permissive parenting is characterised by high responsiveness with low demandingness. They are permissive, responding to their children in a nurturing way, relying on coercion as little as possible for discipline, seeing themselves as resources that their children can or cannot choose to use, and discipline as a threat to their offspring's freedom.

Personality is a perceptive and charismatic entity that arises from the integration of countless interactions (both external and internal) that are deposited in the history of the existence of an individual (Kaur & Singh, 2018). It can also be



viewed as an amalgamation of characteristics that makes a person different from others (Baumert et al., 2017). According to Bandura et al. (1977) Social Learning Theory, connects a person's personality traits to be a function of nature (genetic) and nurture (environmental). Although personality is a general term, this present study is centred around the Big Five personality traits proposed by psychologist D.W. Fiske in 1949 as the five core personality factors. However, later on, this framework was widened by other psychologists such as Norman, Smith, Goldberg, and McCrae and Costa (Kaur & Singh, 2018). This theory posits that there are five basic personality traits, openness, conscientiousness, extraversion, agreeableness, and neuroticism (emotional instability). Every individual has all of the traits to some degree, but some are more visible in some people because they are at the higher end of those traits while they are in the lower end of the others. This study is therefore intended to evaluate the impact of parenting style and personality as it relates to the self-esteem among students in University of Lagos moderated by gender.

Statement of the Problem

Several studies suggest that a gender gap in human self-esteem does indeed exist. E.g., men tend to have higher self-esteem than women (Casale 2020). This gap appears in adolescence and continues to widen until early and then middle adulthood, at which point the gap then closes in later life. In a related research, Maepa (2021) and Ezeokana, Obi-Nwosu and Okoye (2014) reported a gender difference in the self-esteem level of street children, as higher self-esteem, was obtainable for male children of the street. Additionally, studies by Gauthier-Duchesne, Hébert and Blais, (2022) and Ifeonu et al., (2021) found that adolescent girls are likely to have lower self-esteem compared to boys. These findings therefore make the researchers curious to know what actually is leading to gender differences in self-esteem and of course Parents (i.e. family) and environment have a significant role in shaping the thought, emotions and behaviour of adolescents. Therefore, this study examined the effect of parenting style and personality on the self-esteem of female students of the University of Lagos.

Purpose of the Study

The general purpose of this study is to examine the impact of parenting style and personality on the self-esteem of students in the University of Lagos. Specifically, this study aims to:

1. Examine the impact of parenting style on the self-esteem of students in the University of Lagos.
2. Examine the impact of personality type on the self-esteem of students in the University of Lagos.
3. Investigate the impact of gender differences on the self-esteem of students in the University of Lagos.
4. Examine the impact of parenting style and personality type on the self-esteem of students in the University of Lagos.
5. Examine the impact of parenting style and gender on the self-esteem of students in the University of Lagos.
6. Examine the impact of personality type and gender on the self-esteem of students in the University of Lagos.

Research Hypotheses

The study tested the following null hypotheses;

Ho₁: There is no significant influence of parenting style on the self-esteem of students in the University of Lagos.

Ho₂: There is no significant influence of personality type on the self-esteem of students in the University of Lagos.

Ho₃: There is no significant gender differences in self-esteem among students of the University of Lagos.

Ho₄: There is no significant difference in self-esteem of students due to parenting style and personality type among students of the University of Lagos.

Ho₅: There is no significant difference in self-esteem of students due to parenting style and gender among students of the University of Lagos.

Ho₆: There is no significant difference in self-esteem of students due to personality type and gender among students of the University of Lagos.

II. Literature Review

Influence of Parenting Style on Self-Esteem

Empirical evidence concurs that parenting styles affect self self-esteem of adolescents For example, Herz & Gullone (1999) and Huang, Pan, & Zhang (2024) found that low acceptance and high overprotection parenting styles are related to lower self-esteem. On the other hand, good parenting styles such as authoritative parenting view self-esteem, and well-being (Kou, 2022). Tijjani (2023) further buttresses the impact of parenting styles on self-esteem, suggesting culturally sensitive approaches as a better reason



for understanding the relationship between parenting and self-esteem.

Evidence from Nigeria has proven over and over to be significantly related. You also have Fakunmoju, Bammeke, and Maphosa (2021) on one side locating authoritative parenting co-occurring with high self-esteem and on the other hand, you have Aremu, John-Akinola, and Desmennu (2018) who related flexible parenting with high self-esteem. self-esteem. Confirming these results, Akinsola (2011) submitted that authoritative parenting attributed to superior academic attainment. Researchers extended this study to adolescents whose parents are separated and noted that both the lack of formal education and divorce by a parent also negatively influence the self-esteem of adolescents (Mustapha and Odediran, 2020). Taken together, findings from these studies provide a detailed look at the effects of parenting styles on self-esteem in Nigeria, highlighting that authoritative and permissive parenting could be very good for the self-development of Nigerian children.

Influence of Personality Type on Self-Esteem

It has been consistently found in research that personality type is significantly related to self-esteem. The researchers reported that extraversion, agreeableness, conscientiousness, openness, and neuroticism individually were positive and negative predictors of self-esteem, respectively (Amirazodi&Amirazodi, 2011). Moreover, Huis, Vingerhoets, and Denollet (2011) argued that Type D personality mediates the relationship between attachment style and self-esteem. Vohs and Nelson (2011) extended this finding, showing that high self-esteem individuals are seen as less likeable after ego threats-possibly because of the antagonism they are perceived to have. Coetzee (2006) also observed a positive relationship between personality and preferences, self-esteem, and emotional competence, however, self-esteem seemed to be a more robust predictor of emotional competence than personality preferences.

In the Nigeria context, Koleoso, Osasona, and Ayorinde (2016) found that personal characteristics, particularly of the Big Five, were significantly predictive of global self-esteem in medical students. Across studies, the significant factors that were identified to impact the sexual behaviour of Nigerian adolescents included self-esteem, academic achievement motivation, and personality traits (Okunlola, Odukoya&Gesinde, 2021). In Yoruba societies for instance, male

adolescents are reported to have higher self-esteem compared to females, which could be attributed to processes of socialization (Dosumu, et al., 2021). Taken together, these studies provide support for the notion that personality type, gender, and socio-economic factors underlie self-esteem in Nigeria. deformation self-esteem through Nigeria

Effect of Gender Difference on Self-Esteem

Research has consistently found that compared to men, women exhibit lower self-esteem across specific lines such as physical appearance, physical abilities, personal self-satisfaction and self-satisfaction (Gentile, et al., 2009). Additionally, this has been reinforced by the notion that men generally exhibit higher self-esteem in comparison to women, more so in late adolescence (Harris & Orth, 2020). Included within these gender differences in coping mechanisms might be stark contrasts in how men and women tend to cope with stress - men are more likely to become emotionally detached, and exhibit emotional suppression (Gao, et al., 2022; Mo, et al, 2020). Oyefeso and Zacheaus (1990) in a study of self-esteem among adolescents in Nigeria reported that Nigerian male adolescents have higher self- esteem compared to their female counterparts and this result is consistent with those observed in other studies (Moksnes &Espnes, 2012). On the other hand, Baji (2020) did not find a significant male-female gender difference in academic self-efficacy scores, whereas a male bias was detected in favour of male students in terms of their academic achievement. In a similar vein, Mayungbo (2016) highlighted the value of self-esteem to increase life satisfaction, with relatively less variance explained by gender. This study provides evidence for the role of gender differences in a Nigerian context in predicting self-esteem but also shows that the association is complicated and may be mediated by other factors.

III. Methodology

The descriptive survey design was employed. The population of the study consisted of all undergraduate students in the University of Lagos. A simple random sampling method was used to randomly select 250 undergraduate students using a raffle system. The instruments used were the Parenting Style Questionnaire (PSQ) adopted from Ajiboye (2015), the Personality Trait Questionnaire (PTQ) based on the Big Five Inventory (BFI) developed by John, Donahue, &Kentle (1991), and the Self-Esteem Questionnaire (SEQ) adopted from Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965). The



reliability of the PSQ, PTQ, and SEQ was calculated using the test-retest method with Pearson Product Moment Correlation and the results were as follows: PSQ (0.806), PTQ (0.951) and SEQ (0.628). The data was collected through Google e-forms, as the students were on vacation with the exercise lasted for four weeks. Descriptive statistics of bar charts, pie charts, frequency count and percentage were used to show the study participants' characteristics, and inferential statistics of independent sample t-test, One-way ANOVA, and Two-way ANOVA were used at 0.05 significance level for research questions and hypotheses respectively, using SPSS for data analysis.

IV. Results

Respondents Gender



Figure 1: Pie Chart Showing Respondents' Gender

Figure 1 presents the gender distribution of the participants. It revealed that out of the 250 individuals, 151 representing 60.4% were females and 99 representing 39.6% were males.

Respondents Age Bracket

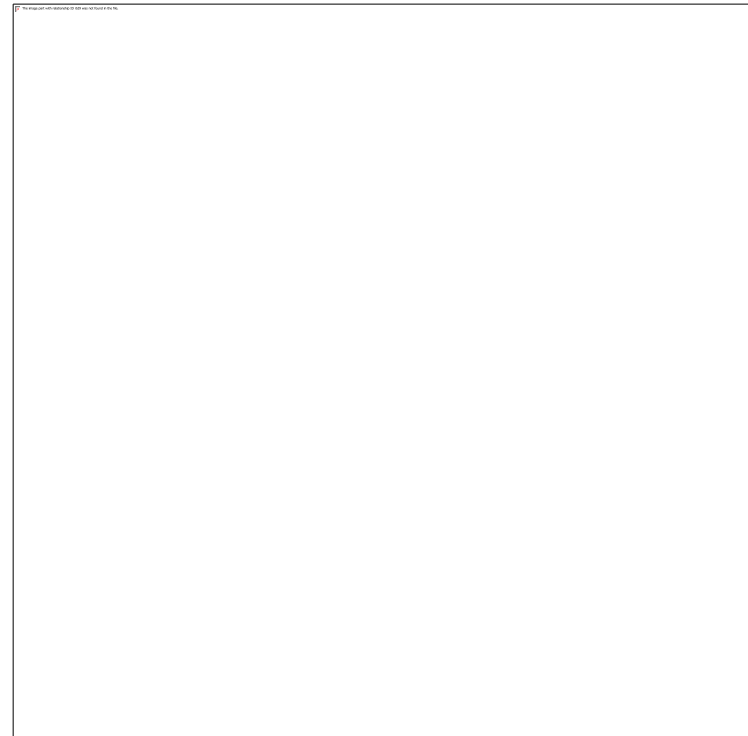


Figure 2 shows the distribution of the respondents by age bracket and it was revealed that out of the 250 samples of this study, 148 representing 59.2% were of age 25 years above, while the remaining 102 representing 40.8% of the total were of age 19 to 24 years.

Hypotheses Testing

Hypothesis One: There is no significant influence of parenting style on the self-esteem of students at the University of Lagos.

Table 1: ANOVA showing Parenting Style Influence on self-esteem due to parenting style

Parenting Style	N	Mean	Std. Deviation		
Democratic Style	165	16.02	2.327		
Autocratic Style	84	14.30	3.027		
Laissez Faire Style	1	14.0			
TOTAL	250	44.32	5.354		
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	15.697	8	1.962	11.238	.000
Within Groups	42.079	241	.175		
Total	57.776	249			

*Significant $P < .05$

Table 1 shows the one-way ANOVA showing differences in self-esteem due to parenting style. It was revealed that the F-value is 11.238 while the p-value is 0.000 at a 241 degree of freedom. Since



the p-value is below the alpha value of 0.05 hence, it is concluded that the hypothesis is statistically significant and thus the hypothesis which stated that there is no significance no significant influence of parenting style on the self-esteem of students in the University of Lagos is rejected. This means that a parenting style has a positive and significant influence on students' self-esteem at the University of Lagos.

Hypothesis Two: There is no significant influence of personality type on the self-esteem of students at the University of Lagos.

Table 2: One-way ANOVA showing difference in self-esteem due to personality type

Personality Type	N	Mean	Std. Deviation
Extravrsion	7	10.43	.535
Agreeableness	37	13.38	1.920
Neuroticism	47	13.36	1.051
Openness	52	11.50	.874
Conscientiousness	107	12.08	2.106
TOTAL	250	60.75	6.486

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	70.742	8	8.843	7.662	.000
Within Groups	278.142	241	1.154		
Total	348.884	249			

*Significant P < .05

Table 2 shows the one-way ANOVA showing differences in self-esteem due to personality type. It was revealed that the F-value is 7.662 while the p-value is 0.000 at a 241 degree of freedom. Since the p-value is below the alpha value of 0.05 hence, it is concluded that the null hypothesis H₀₂ which, stated that is no significant influence of personality type on the self-esteem of students in the University of Lagos is rejected. This shows that personality type has a positive and significant influence on the self-esteem of students at the University of Lagos.

Hypothesis Three: There are no significant gender differences in self-esteem among students of the University of Lagos.

Table 3: T-test Analysis showing gender differences in self-esteem of students.

Variables	N	Mean	Std. Dev.	t	Sig.
Male students	99	27.71	1.567	248	.000*
Female students	151	24.48	1.879	14.145	.000*

*Significant at p < 0.05; Critical Value (248) = 1.984

As shown in Table 3, the t-calculated value found is 14.145 greater than the critical value of 1.984 for

248 degrees of freedom at a 0.05 level of significance. Therefore, the null hypothesis was rejected meaning that there are significant gender differences in the self-esteem of students in the University of Lagos.

Hypothesis Four: There is no significant difference in the self-esteem of students due to parenting style and personality type.

Table 4: Two-Way ANOVA showing difference in self-esteem of students due to parenting style and personality type

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	253.780 ^a	10	25.378	5.331	.000
Intercept	11787.402	1	11787.402	2475.953	.000
Parenting Style	71.846	2	35.923	7.546	.001
Personality Type	121.852	4	30.463	6.399	.000
Parenting Style * Personality Type	46.089	4	11.522	2.420	.049
Error	1137.820	239	4.761		
Total	167286.000	250			
Corrected Total	1391.600	249			

a. R Squared = .182 (Adjusted R Squared = .148)

b. Dependent Variable: Self-Esteem

Table 4 shows the calculated F-value of 7.546, p-value (0.001) at 2 degrees of freedom for parenting style effect on self-esteem. This showed a positive and significance effect of parenting style on self-esteem. Also, the personality type showed an F-value of 6.399, p-value of (0.000) at 4 degree of freedom which showed that a positive and significant effect of personality type on self-esteem. More importantly, the two-way effect of parenting style and personality type showed an F-value of 2.420, p-value (0.049) at 4 degrees of freedom. The p-value is lower than the significance level (0.05) while the calculated F-value is positive (2.420). Hence, the operational hypothesis H₀₄ which, started there is no significant influence of parenting style and personality on the self-esteem of students in the University of Lagos is rejected. Therefore, it is deducted from the result that parenting style and personality type has a positive and significant influence on the self-esteem of students in University of Lagos.



Hypothesis Five: There is no significant difference in self-esteem of students due to parenting style and gender among students of the University of Lagos.

Table 5: Two-Way ANOVA showing difference in self-esteem of students due to parenting style and gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	649.648 ^a	4	162.412	53.630	.000
Intercept	9724.266	1	9724.266	3211.049	.000
Parenting Style	24.172	2	12.086	3.991	.020
Gender	521.730	1	521.730	172.280	.000
Parenting Style * Gender	1.456	1	1.456	.481	.489
Error	741.952	245	3.028		
Total	167286.000	250			
Corrected Total	1391.600	249			

a. R Squared = .467 (Adjusted R Squared = .458)
b. Dependent Variable: Self-Esteem

Table 5 shows the calculated F-value of 3.991, p-value (0.020) at 2 degrees of freedom for parenting style effect on self-esteem. This showed a positive and significance effect of parenting style on self-esteem. Also, gender showed an F-value of 172.280, p-value of (0.000) at 1 degree of freedom which showed that a positive and significant effect of gender on self-esteem. More importantly, the two-way effect of parenting style and gender showed an F-value of .481, p-value (0.489) at 1 degrees of freedom. The p-value is higher than the significance level (0.05) while the calculated F-value is positive. Hence, the operational hypothesis H₀₅ which, stated there is no significant influence of parenting style and gender on the self-esteem of students in the University of Lagos is accepted. Therefore, it is deduced from the result that parenting style and gender has a positive but not significant influence on the self-esteem of students in University of Lagos.

Hypothesis six: There is no significant difference in the self-esteem of students due to personality type and gender among students of the University of Lagos.

Table 6: Two-Way ANOVA showing difference in self-esteem of students due to personality type and gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	796.322 ^a	9	88.480	35.673	.000
Intercept	63137.722	1	63137.722	25455.424	.000
Personality Type	43.413	4	10.853	4.376	.002
Gender	313.186	1	313.186	126.268	.000

Personality Type * Gender	87.172	4	21.793	8.786	.000
Error	595.278	240	2.480		
Total	167286.000	250			
Corrected Total	1391.600	249			

a. R Squared = .572 (Adjusted R Squared = .556)
b. Dependent Variable: Self-Esteem

Table 6 shows the calculated F-value of 4.376, p-value (0.020) at 4 degrees of freedom for personality type effect on self-esteem. This showed a positive and significance effect of personality type on self-esteem. Also, gender showed an F-value of 126.268, p-value of (0.000) at 1 degree of freedom which showed that a positive and significant effect of gender on self-esteem. More importantly, the two-way effect of personality type and gender showed an F-value of 8.786, p-value (0.000) at 4 degrees of freedom. The p-value is higher than the significance level (0.05) while the calculated F-value is positive. Hence, the operational hypothesis H₀₆ which, stated there is no significant influence of personality type and gender on the self-esteem of students at the University of Lagos is rejected. Therefore, it is deduced from the result that personality type and gender have a positive and significant influence on the self-esteem of students at the University of Lagos.

V. Discussion

The null hypothesis one is rejected, this finding suggests that parenting style has an impact on the self-esteem of students at the University of Lagos. This is consistent with much of the literature such as Herz and Gullone (1999) and Huang et al. (2024) who also show that low-accepting and overprotective parenting is linked with lower self-esteem. On the contrary, Kou (2022) discovered that high socio-economic status matched with authoritative parenting related to raised self-esteem and wellness. This finding further corroborates the report from the Nigeria context where Fakuomoju et al. (2021), submitted that authoritative parenting is significantly associated with high self-esteem. Also, Aremu et al. (2018) concluded that the permissive style of parenting is significantly associated with high self-esteem. These studies collectively buttress the current discovery of the significant effect of parenting style on students' self-esteem at the University of Lagos.

Secondly, the statistical result presents the parameters adequate to reject the null hypothesis two, which implies that the personality type of UNILAG students is a determinant of their self-



esteem. This result is also convergent with the findings of Amirazodi and Amirazodi (2011) who showed that extraversion, agreeableness, conscientiousness and openness are positively related to self-esteem and neuroticism has a negative relationship with self-esteem. This is also supported by studies from Nigeria, for instance, Koleoso et al. (2016) reported that the Big Five personality traits have a significantly positive impact on medical students' self-esteem. Hence, reinforces the current study that personality type significantly predicts self-esteem among the University of Lagos students.

The result of the third hypothesis provides a statistical parameter that aided the conclusion that facilitates the rejection of the null hypothesis, this means that self-esteem significantly differs between the male and female gender among the University of Lagos students. This is in support of the past research for instance the study of Gentile et al. (2009) and Harris and Orth (2020) which reported that the female gender has a lower self-esteem compared to the male gender in all domains of self-esteem. In Nigeria, Oyefeso and Zacheaus (1990) and Dosumu et al. (2021) found self-esteem to be higher in male than in female adolescents, which they explained by socialisation processes. But Baji (2020) reported that gender, on the other hand, was not significantly associated with academic self-efficacy, meaning that the associations of gender equity with self-esteem might be domain-specific or mediated by their set of covariates.

The results of the fourth null hypothesis revealed that the hypothesis is rejected as the interaction effect of parenting style and personality type is significantly associated with the self-esteem of students. While the literature does not speak to this interaction in particular, it provides some clues. Huis et al., (2011) argued that personality mediates the relationship between attachment style (which can be affected by parenting) and self-esteem. Coetzee (2006) further noted that correlates of personality preferences included self-esteem and emotional competence. Furthermore, on the null hypothesis five, the results do not support the mediation model, explaining that parenting style and gender only indirectly predict self-esteem through perceived parental support, but suggest the null hypothesis, saying that the interaction of the parenting style and gender has no effect. This finding is different from all of the literature that was provided and is quite interesting. Instead, what this result can tentatively be hinting is that

parenting style effects on self-esteem are highly stable across genders among the University of Lagos student population.

Finally, the result of null hypothesis six supported the rejection of the null hypothesis that the combined effect of personality type and gender has no effect on student self-esteem levels. This is a timeless and universal insight supported by many previous studies. For instance, Gao et al. (2022) and Mo et al. (2020) discovered that men were more emotional disengagement, as well as the inclination to suppress their emotions. Moreover, this finding is further supported by the fact that coping mechanisms have been shown to have effects on self-esteem and are known to be a predictor of personality.

VI. Conclusion

Based on the findings from the study, it is concluded that parenting style, personality type, and gender have significant influences on self-esteem levels, Such that a mix of high self-esteem was associated with authoritative and permissive parenting styles, whereas overprotective and low-accepting styles were accompanied by lower self-esteem. A person with extraversion, agreeableness, and low neuroticism had higher self-esteem in each among personality traits, continuous conscientiousness, and no-effect openness. Male students overall had higher self-esteem than female students, again reinforcing gender-based differences. Surprisingly, this interaction effect of parenting styles and gender did not significantly predict self-esteem: hence the parenting effects are alike among boys and girls. Thus both personality type and gender had a significant joint effect. Such results reveal the intricate framework of the determinants and consequences of self-esteem and might help educators, parents, and policymakers to enhance the self-esteem of university students.

VII. Recommendations

Based on the findings of the study, the following recommendations were made;

1. Parenting skills training should be given by the federal Ministry of education, especially to the parents of adolescents across the country.
2. Parents should not have a specific style of parenting but rather should make use of all the available parenting styles based on the situation at hand in training their children as this has a lot of influence on their children's self-esteem later in life.



3. The parent and school counselor are encouraged to participate jointly in shaping the personality type of the students right from the basic school level as the type of personality exhibited by each child will influence greatly the way they will perceive themselves later in life.

4. Seminars and sensitization programs should be regularly carried out by the school management to lecture the students, especially the female ones on the negative impact of low self-esteem and how they can come out of such a situation.

5. The Students are also encouraged to always make good friends to reduce peer pressure resulting from keeping bad friends which may lead to lower self-esteem.

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