Analysing the Influence of Authoritative Parenting Style on the Self-Esteem of Delinquents at the Rehabilitation Centers in Nakuru

Osano Pamela; Ndungu J.B. Ikenye; James Mwaura Kimani

[1, 2, 3] **St Paul's University**
Email: pamosano3@gmail.com

ABSTRACT:
The purpose of the study was to analyse the influence of authoritative parenting style on the self-esteem of delinquents at the rehabilitation centers in Nakuru. The theories that were identified for this study included Baumrind Theory on parenting styles, Adult Attachment theory by John Bowlby and Carl Rogers Theory in Self Theory on Personality Development. The study adopted a descriptive survey design while using a quantitative method. The study had a target population of sixty-seven delinquents in Nakuru Juvenile Remand and Probation Hostels for Girls. The entire population (census) was used for this study meaning that all the 67 delinquents at the time of study participated. The study used a descriptive data analysis technique and inferences pointing out the relationship between the dependent and independent variables were analyzed using the Pearson Correlation. The study found out that there is a significant strong relationship between the Authoritative parenting style and the self-esteem of delinquents at the Nakuru rehabilitation centers (P<0.05). The study recommends that future researchers should conduct studies that differentiate between the maternal and paternal parenting styles on the self-esteem of adolescent delinquents.

Key Terms: Authoritative parent, juvenile delinquent, parenting style, self-esteem

--***---
How to cite this article in APA (6th Edition)
Osano, P., Ikenye, N. J.B., & Kimani, J. M. (2019). Analysing the influence of authoritative parenting style on the self-esteem of delinquents at the rehabilitation centers in Nakuru. *Editon Cons. J. Psychol. Guid. Couns.,* 1(3), 102-112.
--***---

Introduction

Parenting is a social role aimed at helping each child to develop to his or her fullest capacity in order to succeed in life and live life to the fullest. Children learn by observation and copying, therefore, conscious effort must be made by parents and caregivers to be good role models to their children and by extension offspring's (Maccoby, Martin, Mussen, & Hetherington, 1983). Baumrind (1966) had identified and classified these styles as (a) authoritative (b) authoritarian (c) permissive parenting styles. The parenting styles are placed on levels of demandingness and responsiveness of parents. (Maccoby et al., 1983) also included one other parenting style referred to as uninvolved or neglectful. Studies that have been conducted reveal a strong correlation between parenting styles (Munyi, 2013) and children achievement. According to (Munyi, 2013) an authoritarian parent expects their child to be obedient and there is a tendency of the parent to try and control their child's behavior with strict standards being set up. Inversely, permissive parenting offers the child freedom without control in which the child gets whatever they want as long as they are safe and not at any risk. On the other hand, authoritative parenting enforces rules and standard, which are applied when necessary. The child is given autonomy and encouraged to communicate openly with the parents.

Linkages between developmental contexts of the children elucidate that factors such as interactions with parents and the external environment dictate the behavior of the children. In particular, adolescents interact with multiple influences such as parents, peers and even the society. Transitions into adolescence are marred with aspects of self-exploration and self-discovery(Munyi, 2013) On the onset of adolescence, self-esteem is built; at times to a low extent and other times to a large extent depending on the context the child is at.

Baumrind, (1966) and Pinquart and Kauser (2018) recently noted, most of the research on the relationship between parenting and children's psychological and behavioral outcomes has been conducted in middle-class white families from the United States and other western countries. However, the available evidence does not support the idea that the optimal parenting style is always authoritative (warmth and strictness). A growing body of literature questions the view that an authoritative parenting style is always associated with positive developmental outcomes in children across all ethnicities, environments, and cultural contexts. Evidence from studies in Anglo-Saxon contexts with ethnic minority families and in cross-cultural parenting research conducted in other cultural contexts casts doubt on whether the warmth (i.e., acceptance and involvement) element of authoritative parenting (shared by authoritative and indulgent parents) is always required for an optimal parenting style.

In a traditional African society, children belonged to the community and were well taken care of by their parents, grandparents and extended family members. This ensured that children were disciplined, well behaved and played their roles in society (Berk, 2003). Parents followed up the performance of schoolwork of their children carefully and were involved and the Parents-Teachers Associations were engaged to purposely monitor their children's progress. Parents kept in touch with the school and to monitor success, progress or lack of. When children come back from school, their homework and progress are assessed and other school assignment or works are done together (Kukk, Rajalaane, Rei, & Piht, 2015).

In Kenya today, unfortunately, family value systems have changed where the emphasis is on the nuclear family as opposed to the traditional extended family. Changes in socio-economic conditions and customs have affected child rearing immensely. Employed and working parents move from rural to urban centers with their children and

therefore members of the family no longer play their role in shaping children's behavior. In some cases, young people opt for single parenting because of careers, hence do not get married while others prefer divorce or separation (Berk, 2003; Cervone, et al, n.d.).

Cross-sectional studies on attachment and psychopathology have also found associations between insecure attachment relationship and problems of behavior. Studies by (Speltz, Klyen, Greenberg, & Dryden, n.d.) found that a disproportionately large number of adolescents who were referred for oppositional defiant disorder or who were rated high on aggression scale of Child Behavior Checklist indicated insecure attachment characteristics.

The juvenile rehabilitation centers have programs including counseling, education, vocational training work and community involvement and are meant for helping the youth grow out of delinquent behaviors as they take into account a troubled background or abuse. These programs treat juveniles as adolescents who have room to learn and grow. They are also meant to promote personal responsibility and provide offenders with real opportunities to succeed in legitimate occupations. The strategies of educational, vocational training and specific counseling can be effective if they are intensive, relate to program goals and meet adolescent's individual needs also encouraging institutionalizing of pseudo-families. The environment shapes the character of a child and again we see that this arduous task rests on the shoulder of the parents. This study therefore sought to understand to what extent the authoritative parenting style influences the self-esteem of the delinquents at the rehabilitation centers.

Literature Review
Concept of Self Esteem
Social psychology has long treated self-esteem as an important concept for understanding human behavior and psychological well-being. Many sociological theories consider low self-esteem to be a strong factor in poor school performance, feelings of depression and anxiety, and delinquent behavior(Balter, & Tamis-LeMonda, 2003). While research has not always generated consistent findings about the impact of self-esteem on behavior, knowledge of relationships between self-esteem and human behavior continues to improve as new studies address previously neglected issues, such as the dimensionality of self-esteem and reciprocal relationships involving self-esteem and behavior (Robins, Hendin, & Trzesniewski, 2001).). Despite such developments, researchers have yet to investigate possible mechanisms that may intervene between self-esteem and behavioral outcomes, even when such mechanisms are discussed theoretically.

Although people's sense of self-worth emerges in early childhood, individual differences in self-esteem begin to stand out in middle childhood and remain across the lifespan (Laurin, Moullec, Bacon, & Lavoie, 2012)The typical pattern found involves high self-esteem in childhood, an observed fall in adolescence (especially among girls) gradual return and rise in adulthood, and a precipitous decline during the sunset days (Robins et al., 2001). This concept of self-esteem is related to self-image and self-conscience concepts. Various explanations have been made to understand self-esteem. Though universally it is admitted that it represents the way in which each person assesses oneself in relation to the group belonging to, the value attributed to oneself, the positive or negative attitude towards oneself as well as the level of satisfaction that a person has with oneself (Baumeister, Campbell, Krueger, & Vohs, 2003; Mogonea, & Mogonea, 2014).

Self-esteem contains internal factors (namely emotions, genetic, personality traits) and external factors (namely, events, family, career, etc.). Some authors have distinguished it with trait self-esteem – it is a part of the

personality whereas the state self-esteem, is much more labile – being affected and influenced by events, situations, emotions (Mogonea, & Mogonea, 2014). The Self-esteem formation implies a lengthy process, being correlated with the formation of one's self-image and self-conscience. Its evolution in time involves downfall periods especially during transition periods from one status to another, a case in point is in adolescence (due to the psycho-somatic changes) or grand age, as a consequences of the change of status, e.g. loss of source of income, retirement and the change in tasks and responsibilities (Chamorro-Premuzic, Stumm, & Furnham, 2011). This period of adolescence is important for the formation of self-esteem.

The process of formation of self-esteem can be encouraged and stimulated by both parents and teachers. The level of self-esteem is seen in the adolescent's attitude and behavior, in areas of association such as at home and at school. Therefore, adolescents with a high level of self-esteem have the following characteristics: (Laurin, Moullec, Bacon, & Lavoie, 2012): they are capable of influencing positively the behavior and opinion of other: they tackled new situations positively and confidently: they have a high level of tolerance towards frustrations: they accept easily responsibilities and assignments: they correctly assess situations: they communicate positive feelings about themselves: they succeed in having a good self-control and belief in that the things and issues they are undergoing are because of their own behavior, actions, and negligence. High self-esteem is a feeling of self-worth whereas people with low self-esteem are vulnerable to depression.

In the Western world, self-esteem is a household word and parenting is considered to be an important determinant of several aspects of children's outcome (Robins et al., 2001). This phenomenon has cascaded to the African way of life. Low self-esteem as found by (Trzesniewski, Donnellan, & Robins, 2003) that during adolescence brought about poorer mental and physical health, worse economic well-being, and higher levels of criminal activity in young adulthood. Similarly, low self-esteem prospectively culminates to antisocial behavior, eating disturbances, depression, and suicidal ideation. Research findings also suggest that the development of self-esteem may have significant consequences for life outcomes. However, the etiology of self-esteem, whether biological or environmental, and the contributory role of self-esteem in psychological and behavioral health has not been firmly established.

Psychological Influence of Parenting Styles on Teenage Self Esteem

Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. There is a study done in Brazil (Restifo, & Bögels, 2009) that analyzed the relationship between parenting styles and self-esteem among adolescents and observed that permissive families scored equal or higher in self-esteem as those from authoritative families. Adolescents from permissive families scored higher than adolescents from authoritarian and neglectful families in four self-esteem dimensions (academic, social, family and physical). Those adolescents from authoritative families scored higher in the self-esteem dimensions (academic, social, and family) than those from authoritative families scored higher that from authoritarian and neglectful families .in three self-esteem dimensions These findings led the researcher to conclude that authoritarian parenting is not linked or associated with optimum self-esteem in Brazil. Another research conducted in Western societies has reported a warm. Loving and caring parenting practices in childhood contributed to the development of healthy self-esteem in children and hence increased their psychological well-being as young adults (Restifo, & Bögels, 2009). Parenting continues to exist as the most demanding and taxing yet satisfying, pleasing and valuable experience which tends to be rewarding in its own perplexing ways.

A research on parenting styles and its effects on adolescent's self-esteem focused on adolescent teenagers and conveyed through their research that due to the generation gap between parents their teenagers showed an inability of parents to understand their children led to conflict arising (Ashiono, 2013). Their findings of the research concluded that adolescents who view acceptance attitude in their parents have higher self-esteem, unlike the adolescents who perceive avoidance and lack of concentration attitude in their parents, parental acceptance or support is positively related to adolescents' self-esteem.(Chamorro-Premuzic et al., 2011), studied the link between self-esteem and parenting styles at four stages of life with four different age points. This research showed that self-esteem was lowest during 14 years of age for the children in general meaning that at this stage they experience tough time in that there are various changes that they have to deal with ranging from their body to the relationships they have with their friends and family and most common type of parenting changes to permissive parenting during 18-23 years of age. Even permissive parenting was found to result in higher self-esteem levels in comparison to authoritarian parenting.

Schwartz et al. (2011)MacDonald, Steger and Adams from University of British Columbia did a study on Child rearing-behaviors and Adolescent Self-esteem (2015) - An examination of reciprocal effects. The influence of perceived parental support and control on adolescents' self-esteem was examined. The conclusion in these findings showed a reciprocal relationship between perceived parental behavior and adolescent's self-esteem, a positive relationship between parental support and adolescent self-esteem and a negative association between parental control and their adolescent self-esteem was found.

Some parenting styles produce positive results that include close parent-child relationships, higher self-esteem, and autonomy while others such as permissive parenting styles often create serious problems in adolescents such as drug abuse and deviant behavior. Self-esteem is one of the most well researched constructs in psychological science. Research of self-esteem in adolescents and adults has shown the importance of (un)stable self-esteem in terms of social-emotional functioning. (Schwartz et al., 2011) viewed unstable self- esteem negatively, and this is depicted in their research, which they argued that an unstable self -esteem is a glaring predictor for internalizing and externalizing problems. Moreover, they also noted that self-esteem variability interacts with self-esteem in the prediction of depression. In the research, self-esteem was most predictive of depression for persons high in self-esteem variability. It seems reasonable, therefore, to conclude from these and earlier findings that persons are vulnerable to depressive's tendencies due to high variability in and low levels of self-esteem (Laurin et al., 2012). Substance use also has negative physical and mental effects and has been identified as psychological and emotionally devastating.

The part that the usage damages and is universally agreed upon is a person's view of oneself, their self-esteem. Self-esteem virtually never comes up when under the influence of drugs or when induced: it actually deteriorates as it plummets downwards. Locally a study by(Maru, Kathuku, & Ndetei, 2003), concluded that there was a high presence of psychiatric morbidity in children and adolescents appearing in the Nairobi Juvenile Court.

In Kenya, when it comes to the parenting styles, many studies (Munyi, 2013; Martin, & Mbugua, 2016; Ashiono, 2013) have focused on its effects on academic performance. Little literature touches on parenting styles and its relationship with self-esteem. Further, in this line of thought, few studies focus on children in juvenile centers.

In a study by (Gitonga, Gatumu, Aloka, & Kariuki, 2015)Inferences from the Baumrind theory perceive that when parents are supportive, then adolescents are less likely to be engaged in delinquent behavior. However, in the extents in which the adolescents feel like they are being excessively monitored, then, authoritative control is experienced. On the other hand, permissive control comes in when the adolescent feels that their parents are not concerned and do not care about them. In these two parenting styles, it is likely that delinquent behavior is experienced as the adolescent feels that they have to act out to express their feelings; in this, delinquent behavior is birthed among the adolescents.

Juvenile Delinquency

The evidence that family plays an important role in juvenile delinquency is one of the strongest and most frequently replicated findings among studies of deviance. According to available literature the institution of family has critical place in socialization of children :therefore parents play an essential role in how their children misbehave (Rossi , 1977) Although those who study the family have generally not looked at juvenile behavior in terms of evaluate the importance and effectiveness of the family, considerable evidence exists that high rates of delinquents (and misbehavior in general)are correlated with various indicators of problematic behavior. Juvenile delinquency, also known as "juvenile offending", is participation in illegal or antisocial behavior by minors (Siegel, & Welsh, 2011). When the minors, usually aged between seven years and eighteen years, commit crimes repeatedly, legal action has to be taken to curb the delinquent behavior. Behavior ascribed to delinquency includes theft, property destruction, violence towards other people, and general violation of laws upheld in the society. Martin and Mbugua (2016) suggests that the society has different perceptions of what can be defined an act of delinquency or not. At times, the delinquents are ascribed to have mental behavioral disorders such as bipolar disorder or post-traumatic stress disorder.

Converse thoughts are presented by Rwengo (2017) who asserts that delinquency is experienced when an individual removes themselves from groups that are considered as conventional and not necessarily because of abnormalities that are biological or psychological. Variables that are biological can be used to predict the relationships with belligerent peers, which lead to delinquency. In other words, there are certain adolescents with tendencies that are biological which lead them to choosing antisocial company and friends who are likely to influence them.

Delinquency is part of negative deviance. Like any other human activities, it has been witnessed in all human societies since time immemorial. The theoretical explanation of delinquency shares an assumption that behaviors that are non-conforming the society norms come from social circumstances where individuals share experience normal confusion or disruption. Juveniles, who grow up in a community where access to culturally approved goals by conventional means is denied, and where a large degree of social disorganization is present, find themselves in situations where social norms governing behavior are not clearly defined. According to *social strain theory,* the juveniles discover that delinquent activities provide an opportunity to achieve social identity and status. Therefore, delinquent activities are defined by the perception of others in the society who defines whether an act is delinquent or not.

Methodology

This investigation adopted a descriptive survey research design. The study was carried out at the two juvenile rehabilitation centers namely: Juvenile Remand Home and Nakuru Girls Probation Hostel. The study targeted all the delinquents in Nakuru Juvenile Remand and Nakuru Probation Girls' Hostel respectively. By the time of the

study these two facilities had sixty-seven (67) juvenile offenders who formed the target population. A census survey was conducted. This means that all juvenile offenders in the rehabilitation centers in Nakuru County participated in the study. Therefore, no attempt was done at sampling the juvenile offenders. The study utilized a descriptive research design that employed a quantitative approach. A survey approach was used to obtain data from respondents. The data was collected using both primary and secondary sources. The tool used for deriving information was questionnaires. The study employed quantitative procedures for data collection. Primary data was collected by the use of structured questionnaires. A pilot study was conducted on five (5) children from Kericho Juvenile Remand Home on parenting style and self-esteem. In order to test reliability of the research instrument,

Cronbach's Alpha was used, measured using the Cronbach's alpha coefficient. The Cronbach alpha value for this study was 0.79.

Descriptive and inferential statistics (only frequencies and percentages) were used to analyze quantitative data after appropriate data coding. The relationship between the level of the independent and dependent variables were measured using Pearson Correlation. Data was analyzed using SPSS software. The data findings were presented in Tables.

Findings and Data Analysis
Authoritative Parenting (Caregiver) Style
The study sought to investigate he authoritative parenting style and the results are shown in Table 1 below.

Table 1: Authoritative Parenting Style

Authoritative Style	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
My parents express warmth and affection towards me in everyday life	10.4%	10.4%	4.5%	10.4%	64.2%	100%
My parents make reasonable demand in every day activity	9.0%	9.0%	25.4%	23.9%	32.8%	100%
My parents always set limits in all that I do and insist on obedience	6.0%	19.4%	9.0%	31.3%	34.3%	100%
My parents listen patiently to my point of view and involve me in family decision making	26.9%	17.9%	13.4%	17.9%	23.9%	100%
My parents deal with issues affecting our family members in a rational and democratic way	25.4%	14.9%	4.5%	22.4%	32.8%	100%
I am always self -controlled and I have the ability to resist in engaging in disruptive acts	7.5%	19.4%	9.0%	37.3%	26.9%	100%
My parents value my life	3.0%	13.4%	9.0%	14.9%	59.7%	100%

As indicated on Table 1, the respondents were asked whether their parents express warmth and affection towards them in everyday life, 64.2% strongly agreed, 4.5% were undecided, there was a similar response of 10.4% for those who agreed, disagreed, and strongly disagreed respectively. The respondents were also asked whether

their parents make reasonable demands in everyday activity and 32.8% strongly agreed, 23.9% agreed, 25.4% were undecided, 18.0% of the disagreed and others strongly disagreed.

Additionally, the respondents were asked whether their parents always set limits in all that that they do and insist on obedience, 34.3% of the respondents strongly agreed, 31.3% agreed, 9.0% were undecided, 19.4% disagreed, and 6.0% strongly disagreed. Akin to these findings, Wambua et al. (2018) found out that parental monitoring has an association with delinquent behavior. When parents have close ties with their children, they tend to set limits on what they do. While this may allow for greater self-expression, which increases self-esteem, the insistence on obedience can lead to rebellion, which can also lead to delinquency in the self-esteem of the adolescents.

Majority of the respondents (26.9%) indicated that their parents listen patiently to their point of view and involve them in family decision-making, 17.9% disagreed, 13.4% were undecided, 17.9% agreed, while 23.9% strongly agreed. When asked whether their parents deal with issues affecting their family members in a rational and democratic way, 32.8% strongly agreed, 22.4% agreed, 4.5% were undecided, 14.9% disagreed, and 25.4% strongly disagreed. The respondents, 26.9% strongly agreed that they have the self-control to resist engaging in disruptive acts, 37.3% agreed, 9.0% were undecided, 19.4% disagreed, while 7.5% strongly disagreed. Finally, on the authoritative parenting style, the respondents were asked whether they felt that their parents valued the respondents' life and 59.7% strongly agreed, 14.9% agreed, 9.0% were uncertain, 13.4% disagreed, and 3.0% strongly disagreed.

According to Wambua, Obondo, Bifulco and Kumar, (2018), authoritarian parenting style exudes warmth and structure in parenting which is in line with the findings of this study. This parenting style has a leaning towards being the optimal parenting style, which results in positive adolescent development. However, being that the respondents for this current study are delinquents, then there seems to be incongruity arising to contradict the findings.

Further, Wambua et al. (2018) assert that when patterns of communication between the parents and children are poor, then there are likely to be instances of delinquent behavior. In the Kenyan communities, it is quite a commonality to find that the parents do not discuss with their children about emotional or behavioral problems, which leads to deviant behaviors of the children. Nonetheless, from the data analysis of this study, there is an indication that the parents communicate and listen to their children even providing them with democracy in decision making which would lead to higher self-esteem. As pointed out by (Laurin et al., 2012) characteristics of adolescents with high self-esteem do not lead to adolescents in engaging in delinquent behavior such as violence and drugs and substance abuse. However, peer pressure does contribute to low self-esteem and increased delinquent behavior.

Self-Esteem of Delinquents
The dependent variable for this study was on the self-esteem of delinquents and the results of the investigation on this variable are indicated in Table 2.

Table 2: Self-esteem of delinquents

Delinquent Self Esteem	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
I am self- reliant in decision making	6.0%	7.5%	14.9%	31.3%	40.3%	100%
I find it easy to socialize with my parents	14.9%	16.4%	10.4%	16.4%	41.8%	100%
I am open to criticism for personal improvement	4.5%	16.4%	20.9%	22.4%	35.8%	100%
I manage peer pressure	16.4%	16.4%	13.4%	29.9%	23.9%	100%

109

I do not depend on approval for my actions from my parents	17.9%	16.4%	9.0%	28.4%	28.4%	100%
I am able to handle different level of stress	9.0%	23.9%	22.4%	19.4%	25.4%	100%
I confident in my abilities to achieve the things I set my mind on	3.0%	11.9%	6.0%	25.4%	53.7%	100%
I think my parents like me	9.0%	6.0%	10.4%	13.4%	61.2%	100%
I wish I could have more respect for my self	16.4%	6.0%	10.4%	4.5%	62.7%	100%

The findings on Table 2 show that 31.3% of the respondents agreed that they are self- reliant in decision-making, 40.3% of the respondents strongly agreed, 14.9% were undecided, 7.5% disagreed, while 6.0% strongly disagreed.

Majority of the respondents, (41.8%), agreed that they find it easy to socialize with their parents 14.9% strongly disagreed, 16.4% disagreed, 10.4% were undecided, and 16.4% agreed. Additionally, 35.8% of the respondents strongly agreed that they are open to criticism for personal improvement, 22.4% agreed, 20.9% were undecided, 16.4% disagreed, while 4.5% of the respondents indicated that they were not open to criticism.

The study sought to understand whether the respondents manage pressure and 29.9% of the respondents agreed, 16.4% disagreed, 23.9% strongly agreed, while 16.4% and 13.4% strongly disagreed and were undecided respectively. The study findings show that 17.9% of the respondents strongly disagreed that they do not depend on approval for their actions from their parents, 16.4% disagreed, 28.4% agreed, 9.0% were undecided, and 28.4% strongly agreed with the statement.

The respondents (23.9%) disagreed that they were able to handle different level of stress, 22.4% were undecided, 19.4% agreed, 25.4% strongly agreed, and only a few of the respondents (9.0%) strongly disagreed that they were able to handle different level of stress. These findings agree with those of Rwengo (2017) who found out that most adolescents are unable to deal with high-stress levels, which lead them to delinquent behavior and consequently, the self-esteem of delinquents. On confidence, 53.7% of the respondents strongly agreed that they were confident in their abilities to achieve the things that they set their mind on, 25.4% agreed, 6.0% were undecided, 11.9% disagreed, while 3.0% strongly disagreed.

Majority of the respondents, (61.2%) strongly agreed that they believed their parents like them, 13.4% agreed, 10.4% were undecided, 6.0% disagreed, while 9.0% of the respondents strongly disagreed that they believe that their parents like them. The study also found out that 62.7% of the respondents strongly agreed that they wish they could have more respect for themselves, 4.5% agreed, 10.4% were undecided, 6.0% disagreed, and 16.4% of the respondents strongly disagreed.

Correlations

This study sought to understand the relationship between authoritative parenting style and self-esteem of delinquents . The findings are shown on Table 3.

Table 3: Correlation Matrix

		Authoritative scale	Self-esteem
Authoritative scale	Pearson Correlation	1	.524**
	Sig. (2-tailed)		.000
	N	67	67

The findings on Table 3 show that the authoritative parenting style had a Pearson correlation value of 0.524 and a significance value of 0.000. These findings show that there is a relationship between authoritative parenting style and self-esteem of delinquents at the rehabilitation centers in Nakuru County since the significance value is less than 0.05. Narrowing down to self-esteem, a number of studies (Mogonea & Mogonea, 2014;Baumrind, 1996) found the authoritative parenting style to be significantly correlated to improved performance, self-concept and self-esteem of individuals.

Conclusion and Recommendations
From the findings of the study, this study concludes that the authoritative parenting style has a strong correlation with the self-esteem of the delinquents at the rehabilitation centers in Nakuru. This can be attributed to the fact that there are strong expressions of warmth and affection of parents towards their children. The parents are able to reason with their children and the demands that are made are quite reasonable. The parents have open lines of communication in which they are able to listen to their children's point of view and include them in the family decision-making processes. The involvement of the family issues is rational and democratic. This provides the respondents with a strong level of self-control to resist engaging in disruptive acts. This study also concludes from the findings, that the parents do value the life of the respondents. This leads to the children having high levels of self-esteem since authoritative parenting directs self-assertion on the children. The parents, however, insist on obedience and this may be a curve ball into delinquency. The study nevertheless concludes that there are gaps in understanding why children who are supported by their parents and have high levels of self-esteem would engage in delinquent activities. Additionally, this study recommends that authoritative parenting style help in achieving high self-esteem for the children. Parents should allow their children to communicate freely especially on issues of identified delinquency. The adolescent should also be wary of the company that the associate with as this may influence their behavior ultimately. For counseling purposes, fairness and justice can be interpreted to mean treating people fairly and justly according to his/her due. The problem here would lie in identifying, which attributes of the client the counselor should take into account when deciding whether it is fair to treat the client differently and what is justly due to each client /person. Sensitivity to injustice is a beginning; the social justice work of counselors and psychologists involves being change agents, which is defined as professional action designed to change societal values, structures, policies and practices such that disadvantaged or marginalized groups gain increased access to tools of self-determination (Ibid). Finally, the study the community and the society should be more involved in the provision of guidance to the adolescents. For instance, emphasis should be made for employment of school counselors to assist and guide the adolescents on the importance of focusing on their studies and personal growth, which will increase the self-perception, and self-esteem of the adolescents.

REFERENCES

Ashiono, B. (2013). Relationship between Parenting Styles and Preschool Children's Performance in Curriculum Activities in Kisauni District, Mombasa. Kenyatta University.

Balter, L., & Tamis-LeMonda, C. (2003). *Child Psychology: A Handbook of Contemporary Issues*. Psychology Press.

Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles? *Psychological Science in the Public Interest: A Journal of the American Psychological Society*, 4(1), 1–44. https://doi.org/10.1111/1529-1006.01431

Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child Development*, 887–907.

Berk, L. E. (2003). *Child Development*. Allyn and Bacon.

Cervone, B. (n.d.). *Adolescent Development*. 6.

Chamorro-Premuzic, T., Stumm, S. von, & Furnham, A. (2011). *The Wiley-Blackwell Handbook of Individual Differences*. John Wiley & Sons.

Gitonga, C., Gatumu, H. N., Aloka, P. J. O., & Kariuki, S. N. (2015). *Relationship between Perceptions of Parental Punitive Discipline and Involvement in Delinquent Behaviours among Selected Kenyan Secondary School Students*. Retrieved from http://erepository.uonbi.ac.ke/handle/11295/81086

Kukk, A., Rajalaane, R., Rei, M.-L., & Piht, S. (2015). Parents Opinions on Homework in the II Stage of Primary School (Estonian Example). *Procedia - Social and Behavioral Sciences*, *171*, 134–144. https://doi.org/10.1016/j.sbspro.2015.01.099

Laurin, C., Moullec, G., Bacon, S. L., & Lavoie, K. L. (2012). Impact of Anxiety and Depression on Chronic Obstructive Pulmonary Disease Exacerbation Risk. *American Journal of Respiratory and Critical Care Medicine*, *185*(9), 918–923. https://doi.org/10.1164/rccm.201105-0939PP

Maccoby, E. E., Martin, J. A., Mussen, P. H., & Hetherington, E. (1983). *Handbook of child psychology*.

Martin, M., & Mbugua, S. M. (2016). *An Investigation of Public Perceptions of Youth Crime and Juvenile Delinquency in Embakasi Sub-county in Nairobi County, Kenya*.

Maru, H. M., Kathuku, D. M., & Ndetei, D. M. (2003). Psychiatric morbidity among children and young persons appearing in the Nairobi Juvenile Court, Kenya. *East African Medical Journal*, *80*(6), 226–232.

Mogonea, F.-R., & Mogonea, F. (2014). The Role of the Family in Building Adolescents' Self-esteem. *Procedia - Social and Behavioral Sciences*, *127*, 189–193. https://doi.org/10.1016/j.sbspro.2014.03.238

Munyi, E. W. (2013). Influence of parenting styles on academic performance of adolescents in secondary schools: A case of Manyatta constituency, Embu county. *University of Nairobi, Nairobi, Kenya*.

Pinquart, M., & Kauser, R. (2018). Do the associations of parenting styles with behavior problems and academic achievement vary by culture? Results from a meta-analysis. *Cultural Diversity & Ethnic Minority Psychology*, *24*(1), 75–100. https://doi.org/10.1037/cdp0000149

Restifo, K., & Bögels, S. (2009). Family processes in the development of youth depression: Translating the evidence to treatment. *Clinical Psychology Review*, *29*(4), 294–316. https://doi.org/10.1016/j.cpr.2009.02.005

Rwengo, Z. W. (2017). *Factors influencing juvenile delinquency at Eldoret juvenile remand home, Kenya* (Thesis, Moi University). Retrieved from http://localhost:8080/xmlui/handle/123456789/832

Schwartz, S. J., Klimstra, T. A., Luyckx, K., Hale, W. W., Frijns, T., Oosterwegel, A., … Meeus, W. H. J. (2011, September 1). Daily dynamics of personal identity and self-concept clarity. https://doi.org/10.1002/per.798

Speltz, M. L., Klyen, M., Greenberg, M. T., & Dryden, M. (n.d.). Clinic referral for oppositional defiant disorder: Relative significance of attachment and behavioral variables. *Journal of Abnormal Child Psychology*, *23*(4), 487–507.

Wambua, G. N., Obondo, A., Bifulco, A., & Kumar, M. (2018). The role of attachment relationship in adolescents' problem behavior development: A cross-sectional study of Kenyan adolescents in Nairobi city. *Child and Adolescent Psychiatry and Mental Health*, *12*(1), 27. https://doi.org/10.1186/s13034-018-0237-0

Robins, R. W., Hendin, H. M., & Trzesniewski, K. H. (2001). Measuring Global Self-Esteem: Construct Validation of a Single-Item Measure and the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin*, *27*(2), 151–161.

Rossi A. (1977) *A biosocial perspective on parenting*Siegel, L. J., Welsh, B. (2011). *Juvenile Delinquency: The Core* (4th ed.). Belmont, CA: Wadsworth/Cengage Learning

Trzesniewski, K. H., Donnellan, M. B., & Robins, R. W. (2003). Stability of self- esteem across the life span. Journal of *Personality and SocialPsychology*.84, 205–220.