UNIVERSITI PUTRA MALAYSIA

THE RELATIONSHIP BETWEEN FAMILY ENVIRONMENT, PARENTING STYLES AND ADOLESCENTS’ WELL-BEING IN CAMEROON

GALY MOHAMADOU

FEM 2007 5
THE RELATIONSHIP BETWEEN FAMILY ENVIRONMENT, PARENTING STYLES AND ADOLESCENTS’ WELL-BEING IN CAMEROON

By

GALY MOHAMADOU

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirement for the Degree of Doctor of Philosophy

September 2007
DEDICATION

To the memories of my late parents Alhadj Younous Sada and Hadjah Bilqiss. My dedication also goes to all those parents who are striving to bring up their children to be healthy and to treat others with care and respect
The main objective of this thesis was to explore the relationship between family environment, parenting styles and adolescents’ well-being in a sample of Cameroonian adolescents. A number of factors in adolescents’ home environment are believed to influence adolescents’ well-being. A theoretical framework of the relationship between the predictor variables of family environment, parenting styles and the moderator variables of family socio-economic status (parents’ education, parents’ occupation, family income and the type of family structure) and adolescents’ sex, age, with the criterion variable of well-being (measured in terms of adolescents’ self-esteem, level of functioning and academic achievement) was constructed. Three hundred and thirty eight (338) adolescents aged between 12 to 19 years from three bilingual schools in the Adamaoua and Centre provinces in Cameroon were included in the sample. Of these respondents, (56.8%) and (43.2%) were males and females respectively. Data were collected by means of a questionnaire battery. The Family Environment Scale (FES) was used as a measure of family environmental dimensions; Buri’s Parental Authority Questionnaire (PAQ) was used as a measure of parenting styles. In addition, the General Health Questionnaire (GHQ 12), the
Hare Self-esteem Scale (HSES) and school grades were used as measures of adolescents’ well-being. Data analysis uncovered three parenting styles as perceived by the adolescents using z-scores. The findings reveal no age and sex differences on measures of well-being. Majority of the adolescents (41.1%) reported having authoritative parents followed by authoritarian parents (34.6%) and only (24.3%) of the respondents viewed their parents as permissive. The results of the factor analysis revealed family environmental dimensions similar to those described by Moos and Moos. These dimensions were labelled as factor 1: supportive dimension, factor 2: growth dimension and factor 3: organized dimension. Correlations between perceived family environmental factors, parenting styles and adolescents’ well-being were investigated. The results indicated positive correlation between permissive and authoritarian parenting styles with FES conflict ($r=.11$) and intellectual-orientation ($r=.10$) subscales respectively. Authoritative parenting style did not correlate with any dimension of the family environment despite being the main style used by parents as perceived by the adolescents. Authoritarian parenting style positively correlated with adolescents’ school self-esteem ($r=.14$) and general level of functioning($r=.14$). Permissive parenting correlated with the three domains of adolescents’ self-esteem: home($r=.20$), school($r=.21$) and peer($r=.22$) and their general level of functioning($r=.17$). General functioning correlated with measures of self-esteem. There was negative correlation between authoritarian and authoritative parenting styles ($r= -.20, p<0.01$). There were no gender differences in perceptions of both family environment and parenting styles by the adolescents. Significant relationships were found between parents’ characteristics and family characteristics and moderate relationships were found between family income and adolescents’ class level on the one hand, and between the type of family structure and
adolescents’ sex on the other. Multiple regression analysis with the FES five growth dimension subscales did not predict adolescents’ self-esteem (peer self-esteem, home self-esteem, and school self-esteem,) and level of functioning. Academic achievement however was predicted by the regression model, $R^2 = .032, F (5, 332) = 2.171, p<.05$. The regression model with the three FES supportive dimension predicted only adolescents’ home self-esteem, $R^2 = .020, F (3, 334) = 2.218, p>.05$, level of functioning, $R^2 = .22, F (3, 334) = 2.47, p<0.5$ and academic achievement, $R^2 = .029, F (3, 334) = 4.305, p<.005$. Finally the FES organized dimension did not predict adolescents’ well-being. As for the parenting styles, the regression model which included parenting styles predicted peer self-esteem, $R^2 = .048, F (3, 334) = 5.65, p<.001$, home self-esteem, $R^2 = .040, F (3, 334) = 4.58, p<0.005$, school self-esteem, $R^2 = .052, F (3, 334) = 6.15, p<.0005$ and level of functioning, $R^2 = .045, F (3, 334) = 5.25, p<.001$. The regression model did not show the effects of parenting styles on academic achievement.

Moderator regression analyses were performed to test the moderating effects of family socioeconomic status and adolescents’ sex, age on the relation between family environment, parenting styles and adolescents’ well-being. The interactions of these moderator variables with FES supportive, growth, and organized dimensions and authoritative, authoritarian and permissive parenting styles were partially significant. Two subscales of FES factor 2 with income were significant for adolescents’ level of functioning but not for the other two measures of well-being. Moderator regression of family income with FES factors 1 and 3 was not significant for adolescents’ well-being. Family income moderated the relation between authoritative and adolescents’ peer self-esteem. Authoritarian ($\beta = .50$) and permissive ($\beta = .63$) parenting styles
were the best predictors of adolescents’ academic achievement as compared to 
authoritative and their interactions with family income were statistically significant; 
authoritarian $t(338) = 2.35, p<0.05$, permissive $t(338) = -2.22, p<0.05$. Parents’ 
education and occupation partially moderated the relation between the predicted 
variables and outcome variables. The interactions between the type of family 
structure and parenting styles and their relation with adolescents’ well-being were 
not statistically significant. As for adolescents’ sex and age, their interactions with 
FES (growth, supportive, organized) were not significant. Sex however, did not fully 
moderate the relation between parenting styles and adolescents’ well-being. Overall, 
the study has shown the validity of the ecological perspective in that certain factors 
contribute to adolescents’ well-being in Cameroon and the moderating effects of 
certain family SES on the relationship between family environment, parenting styles 
and adolescents’ well-being. Future studies should include both parents and 
adolescents’ views in assessing the social climate of the environment, parenting 
styles with a more rigorous hypotheses testing.
Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

HUBUNGAN ANTARA PERSEKITARAN KELUARGA, CARA IBUBAPA MENDIDIK ANAK-ANAK DAN KESEJAHTERAAN REMAJA DI NEGARA CAMEROON

Oleh

GALY MOHAMADOU

September 2007

Pengerusi: Profesor Rozumah Baharudin, PhD
Fakulti: Ekologi Manusia

Tujuan utama (kajian) tesis ini adalah untuk menyelidik kekuatan perhubungan antara persekitaran keluarga, cara ibubapa mendidik anak-anak dan kesejahteraan remaja di kalangan remaja di Negara Cameroon. Beberapa faktor didalam persekitaran rumah di kalangan remaja dikatakan mempengaruhi perkembangan remaja. Satu rangka teori mengenai perhubungan di antara pembolehubah bebas persekitaran kekeluargaan, cara ibubapa mendidik anak-anak dan pembolehubah moderator iaitu tahap pendidikan ibubapa, pekerjaan ibubapa, pendapatan isi rumah dan susunan keluarga, jantina, umur remaja, dengan pembolehubah terikat kesejahteraan (self-esteem, tahap berfungsi dan pencapaian akademik) telah dibentuk. Tiga ratus tiga puluh lapan (338) remaja yang berusia antara 12 hingga 19 tahun dari pada tiga buah sekolah di Adamaoua dan daerah tengah di Cameroon disertakan dalam sampel ini. 56.8% daripada responden adalah lelaki, manakala 43.2% adalah perempuan. Maklumat diperolehi dengan menggunakan borang soal selidik. “Skala Family Environment” digunakan sebagai pengukur untuk dimensi persekitaran; Buri’s Parent Authority Questionnaire telah digunakan sebagai pengukur kepada cara ibubapa mendidik anak-anak. Sebagai tambahan, General
Health Questionnaire (GHQ 12), Skala Hare Self-Esteem dan gred sekolah telah digunakan sebagai pengukur kepada kesejahteraan remaja. Analisis maklumat menunjukkan tiga cara mendidik anak-anak yang dilihat oleh remaja menggunakan z-scores. Kebanyakan daripada para remaja (41.1%) melaporkan mempunyai ibubapa yang autoritatif diikuti oleh ibubapa yang authoritarian (34.6%) dan hanya (24.3%) daripada responden melihat ibubapa mereka sebagai permisif. Keputusan faktor analisis menunjukkan dimensi persekitaran keluarga adalah menyamai kajian Moos dan Moos dan dilabelkan sebagai faktor1: dimensi sokongan, faktor 2: dimensi pembesaran, dan faktor 3: dimensi tersusun. Hubungkait antara faktor persekitaran keluarga, cara ibubapa mendidik anak-anak dan kesejahteraan remaja telah diselidik. Keputusan selidik menunjukkan hubungkait positif antara didikan permisif dan authoritarian dengan menggunakan FES conflict ($r=.11$) intelektual orientasi ($r=.10$). Cara mendidik yang bersifat autoritatif tidak menunjukkan sebarang sangkut paut dengan dimensi enviromen keluarga walaupun ianya merupakan Cara mendidik anak yang paling dipraktikkan oleh golongan ibubapa sepertimana yang dipersepsi oleh remaja. Cara mendidik anak-anak yang bersifat autoritatif menunjukkan hubungan yang positif dengan keyakinan diiri sekolah ($r=.21$) serta cara berfungsi golongan remaja ($r=.22$). Cara mendidik yang permisif menunjukkan hubungan dengan tiga domain kerohanian golongan remaja iaitu (rumah, sekolah dan remaja sebaya umur) serta cara berfungsi. Keyakinan diri di sekolah menunjukkan hubungan dengan cara berfungsi secara amnya. Ada hubungan yang negatif di antara cara authoritarian dengan cara autoritatif ($r=-.20$, $p<0.01$). Tidak ada beza di antara seks bagi persepsi golongan remaja. Hubungan yang signifikan ditemui di antara ibubapa dan hubungan yang moderat ditemui antara pendapatan keluarga dan tahap kelas remaja, dan di antara jenis struktur keluarga dan seks remaja. Beberapa analisis
regressi (menyusut) dengan menggunakan FES tidak dapat meramal keyakinan diri remaja (keyakinan diri persendirian, rumah dan sekolah) serta tahap berfungsi. Walaubagaimanapun pencapaian akademik telah berjaya diramal dengan menggunakan model regresi (menyusut), $R^2 = .032, F (5, 332) = 2.17, p<.05$. Model regresi (menyusut) dengan tiga dimensi sokongan FES hanya dapat meramal keyakinan diri rumah remaja, $R^2 = .020, F (3, 334) = 2.21, p>.05$, tahap berfungsi $R^2 = .22, F (3, 334) = 2.47, p<0.5$ dan pencapaian akademik, $R^2 = .029, F (3, 334) = 4.30, p<.005$. Dimensi teratur FES tidak dapat meramal kesejahteraan remaja. Bagi Cara pendidikan anak, model regresi (menyusut) yang merangkumi cara pendidikan anak telah meramal keyakinan diri remaja $R^2 = .048, F (3, 334) = 5.65, p<.001$, keyakinan diri dari segi rumah, $R^2 = .040, F (3, 334) = 4.58, p<.005$, keyakinan diri sekolah, $R^2 = .052, F (3, 334) = 6.15, p<0.005$ dan serta tahap berfungsi, $R^2 = .045, F (3, 334) = 5.25, p<.001$. Model regresi (menyusut) tidak menunjukkan sebarang kesan sampingan dari Cara mendidik anak-anak terhadap pencapaian akademik. Analisis regresi (menyusut) moderator telah digunakan untuk menguji kesan moderating ke atas status socioekonomi sesebuah keluarga dan seks serta umur remaja ke atas hubungan di antara environment keluarga, cara mendidik anak-anak dan kesejahteraan remaja. Interaksi di antara faktor moderator ini dengan ketumbuhan FES faktor penyokong serta dimensi taratur serta cara mendidik anak-anak yang autoritatif, authoritarian dan permissif menunjukkan signifikan separa 2 subskala FES Faktor 2 dengan punca pendapatan menunjukkan signifikan untuk tahap berfungsi para remaja tetapi bukan untuk 2 cara menentukan kesejahteraan remaja yang lain. Punca pendapatan keluarga moderator bersangkut paut di antara authoritarian serta keyakinan diri remaja. Authoritarian ($\beta =-.55$) and permissif ($\beta =.57$) cara mendidik anak-anak adalah indicator yang terbaik untuk tahap pencapaian
akademik remaja dibandingkan dengan authoritatif serta interaksinya dengan punca pendapatan keluarga; authoritarian $t(338) = -2.53$, $p<.05$, permisif $t(338) = 2.01$, $p<.05$. Tahap pendidikan ibubapa serta pekerjaan yang moderat separa hubungan di antara pembolehubah yang diramal dengan pembolehubah outcome. Interaksi antara cara struktur keluarga dan cara mendidik anak-anak serta hubungannya dengan kesejahteraan remaja tidak signifikan. Bagi seks dan umur remaja, interaksinya dengan (pertumbuhan, menyokong, teratur) tidak signifikan. Walau bagaimanapun seks remaja telah separa moderated hubungan di antara cara mendidik anak-anak dan kesejahteraan remaja. Keseluruhannya, kajian ini membuktikan bahawa validity perspektif ekologi termasuk beberapa faktor yang menyumbang kepada hasil developmental remaja di Cameroon serta efek moderasi status ekonomi keluarga ke atas suasana keluarga, ibubapa mendidik anak-anak dan kesejahteraan remaja. Kajian-kajian selanjutnya patut mengandungi perspektif ibubapa dan remaja dalam asasi social dan ibubapa mendidik anak-anak dengan menggunakan penilaian hipothesis yang lebih ketat.
ACKNOWLEDGEMENTS

First of all, I thank Allah (SWT) the Benevolent for giving me the strength, patience and ability to carry out this research successfully. This study would have not been possible without the help of several persons to whom I am gratefully indebted and praying almighty Allah (SWT) to bestow upon them His Mercy and Blessings. I wish here to express my gratitude and thanks to my supervisor Professor Dr. Rozumah Baharudin for her guidance and assistance. She continuously encouraged me in various ways and her valuable suggestions, support and tolerance over the period of writing this thesis right from the proposal have made it a sound scholarly work. I am greatly indebted to my supervisory committee members Associate Professor Dr. Jegak Uli and Associate Professor Dr. Rumaya Juhari for their cooperation and guidance. They have suggested valuable changes pertinent to the completion of this thesis. I cannot forget the technical assistance I timelessly received from Associate Professor Dr. Jegak of the faculty of educational studies. He put his professional competence for the careful choice of statistical methods used. My prayers to my late parents Alhadj Younous Sada and Hadjah Bilqiss. May Allah (SWT) reward their good deeds in this temporary world and in the Hereafter. My special thanks go to my wife, Madam Nene Hawaou whose help is limitless, and who has to leave me for such a long period during the final stage of this thesis. I must also register my acknowledgements to my daughter and sons Sumayya Ghalib, Yunus Ghalib, Saleh Soudais Ibn Ghalib, and Mounawwar Ibn Ghalib whose forgiveness is sought for not having enough time with their father during this period. My special thanks to my elder brothers Alhadj Saleh Ngnako and Ali Younous who helped me to fly back to Malaysia from Cameroon after my data collection as well as their abundant moral support, prayer, and encouragement. I also wish to record my gratitude and prayers
to all my lecturers who honestly imparted in me their valuable knowledge, to my friends who directly or indirectly supported me during this difficult period of my work. I wish to express my sincere thanks to El-Farouk Foundation for assisting me at one stage of my study. Thanks are also expressed to Dr Abdul Hakim and family, my neighbour for his continuous encouragement and support. Finally, a personal note of thanks is due to my brother Ustaz Hadji Issa Bin Mokhtar, my nephew Elhadj Mohamadou Badamassi for their continued prayers and may the Almighty Allah bless them all.
I certify that an Examination Committee has met on 5th April 2007 to conduct the final examination of Galy Mohamadou on his Doctor of Philosophy thesis entitled “The Relationship between Family Environment, Parenting Styles and Adolescents’ Well-being in Cameroon” in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the candidate be awarded the degree of Doctor of Philosophy.

Members of the Examination Committee were as follows:

**Ahmad Hariza Hashim, PhD**  
Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Chairman)

**Rohani Abdullah, PhD**  
Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Internal Examiner)

**Maznah Baba, PhD**  
Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Internal Examiner)

**Noraini Mohd Noor, PhD**  
Professor,  
Universiti Islam Antarabangsa  
(External Examiner)

---

**HASANAH MOHD GHAZALI, PhD**  
Professor and Deputy Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date:
This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

**Rozumah Baharudin, PhD**  
Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Chairman)

**Rumaya Juhari, PhD**  
Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Member)

**Jegak Uli, PhD**  
Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

________________

**AINI IDERIS, PhD**  
Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date:

xiv
DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have been acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or other institutions.

GALY MOHAMADOU

Date:
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>xi</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>xiii</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xix</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xxi</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>xxii</td>
</tr>
</tbody>
</table>

CHAPTER

I INTRODUCTION 23
Geographical Presentation of Cameroon 30
Cameroon Cultural Diversity 31
The Population of Cameroon 34
School Attendance in Cameroon 36
Statement of the Problem 40
Significance of the Problem 43
Objective of the Study 48
Research Questions and Hypotheses 49
Theoretical Framework 54
The Ecological Perspective 55
Microsystem 56
Mesosystem 57
Exosystem 58
Macrosystem 59
Baumrind’s Typology of Parenting 61
Rationale for Using the Ecological Perspective and the Parental Typology Frameworks 64
Conceptual Framework of the Study 66
Conceptual and Operational Definitions of Variables 72
Family Environment 72
Parenting Style 72
Family Socio-economic Status 73
Type of Family Structure 75
Age and Sex 75
Adolescents’ well-being 76
Self-esteem 76
Level of Functioning and Academic Achievement 77
Summary 78
II LITERATURE REVIEW

Theories of Socialisation 84
Theory of Psychosocial Development 85
The Context of Adolescent Development 87
The Physical Environment 88
The Social Environment 89
Beliefs and Attitudes 92
The Family Environment 94
Family Social Climate 96
Parenting Styles and Adolescents’ well-being 100
Authoritarian Parenting 104
Authoritative Parenting 106
Permissive Parenting 113
Communication and Open Expression in the Family 117
Family Socioeconomic Status and Parenting 119
Family Structure and Adolescents’ Well-being 123
Adolescents’ Age, Sex and Parenting 128
Adolescents’ Conception of the Self 129
Academic Achievement and Well-being 135
Summary 136

III RESEARCH METHODOLOGY

Research Design 137
Location of the Study 140
Research Sample and Sampling Procedure 140
Description of Data Collection Areas 142
Research Instruments 144
Family Environment Scale (FES) 144
Parental Authority Questionnaire (PAQ) 147
General Health Questionnaire (GHQ) 150
Hare Self-esteem Scale (HSES) 152
Academic Achievement 153
Pilot Study 154
Data Collection Procedures 156
Data Analysis Methods 156
Reliability Estimates of the Scales 157
Description of Variables and Analyses 158
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number and Percentage of Population by Age and Sex</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Percentage of School Attendance by Age and Sex</td>
<td>37</td>
</tr>
<tr>
<td>3</td>
<td>Family Functioning: Variable Descriptions (FES)</td>
<td>146</td>
</tr>
<tr>
<td>4</td>
<td>Item-total Statistics for each Subscales</td>
<td>278</td>
</tr>
<tr>
<td>5</td>
<td>Socio-demographic Characteristics of Respondents</td>
<td>162</td>
</tr>
<tr>
<td>6</td>
<td>Distribution of Parents’ Education, Occupation, Family Income, and Type of Family structure</td>
<td>163</td>
</tr>
<tr>
<td>7</td>
<td>Sex Differences on Measures of Well-being</td>
<td>166</td>
</tr>
<tr>
<td>8</td>
<td>Age Group Differences on Well-being Measures Illustrated in Mean Scores, SD, F and P Values</td>
<td>168</td>
</tr>
<tr>
<td>9</td>
<td>Family Environment Scale Factor Analysis</td>
<td>170</td>
</tr>
<tr>
<td>10</td>
<td>Parenting Typology</td>
<td>172</td>
</tr>
<tr>
<td>11</td>
<td>Mean Scores and Standard deviation of Male and Female Respondents on the FES Subscales</td>
<td>174</td>
</tr>
<tr>
<td>12</td>
<td>Mean Scores and Standard deviation of Male and Female Respondents on the PAQ Subscales</td>
<td>176</td>
</tr>
<tr>
<td>13</td>
<td>Intercorrelations of all Measurement Scales and Grade</td>
<td>178</td>
</tr>
<tr>
<td>14</td>
<td>Simultaneous Regression Analysis Testing family environmental Dimensions on level of Functioning and Academic Achievement</td>
<td>182</td>
</tr>
<tr>
<td>15</td>
<td>Simultaneous Regression Analysis Testing family environmental Dimensions on Self-esteem</td>
<td>183</td>
</tr>
<tr>
<td>16</td>
<td>Results of Regression Analysis for Parenting Styles predicting Adolescents’ Well-being</td>
<td>187</td>
</tr>
<tr>
<td>17</td>
<td>Summary of the Moderated Regression Analyses with Family Income as Moderator Variable</td>
<td>192</td>
</tr>
<tr>
<td>18</td>
<td>Summary of the Moderated Regression Analyses with Family Income as Moderator Variable</td>
<td>199</td>
</tr>
<tr>
<td>No.</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>19</td>
<td>Summary of the Moderated Regression Analyses with Mother’s Education as Moderator Variable</td>
<td>202</td>
</tr>
<tr>
<td>20</td>
<td>Summary of the Moderated Regression Analyses with Father’s Education as Moderator Variable</td>
<td>203</td>
</tr>
<tr>
<td>21</td>
<td>Summary of the Moderated Regression Analyses with Father’s occupation as Moderator Variable</td>
<td>205</td>
</tr>
<tr>
<td>22</td>
<td>Summary of the Moderated Regression Analyses with Mother’s occupation as Moderator Variable</td>
<td>207</td>
</tr>
<tr>
<td>23</td>
<td>Summary of the Moderated Regression Analyses with the Type of Family Structure</td>
<td>286</td>
</tr>
<tr>
<td>24</td>
<td>Summary of the Moderated Regression Analyses with Adolescents’ Age as Moderator Variable</td>
<td>210</td>
</tr>
<tr>
<td>25</td>
<td>Summary of the Moderated Regression Analyses with Adolescents’ Sex as Moderator Variable</td>
<td>217</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Conceptual Framework of the Study: the Relationship between Family Environment, Parenting Styles and Adolescents’ Well-being</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Simplified Map of Cameroon and the Provinces where Data Collection was conducted</td>
<td>143</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Form</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>UNFPA</td>
<td>United Nations Population Fund</td>
<td></td>
</tr>
<tr>
<td>DNP</td>
<td>Declaration of national Policy on Population</td>
<td></td>
</tr>
<tr>
<td>DHS</td>
<td>Demographic Health Survey</td>
<td></td>
</tr>
<tr>
<td>IEC</td>
<td>Information Education and Communication</td>
<td></td>
</tr>
<tr>
<td>FLE</td>
<td>Family Life Education</td>
<td></td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
<td></td>
</tr>
<tr>
<td>GTZ</td>
<td>Coopération Technique allemande</td>
<td></td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
<td></td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
<td></td>
</tr>
<tr>
<td>STIs</td>
<td>Sexually Transmitted Infections</td>
<td></td>
</tr>
<tr>
<td>IRESCO</td>
<td>Institut de Recherche et des Etudes de Comportements</td>
<td></td>
</tr>
<tr>
<td>SES</td>
<td>Socioeconomic Status</td>
<td></td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Office</td>
<td></td>
</tr>
<tr>
<td>FES</td>
<td>Family Environment Scale</td>
<td></td>
</tr>
<tr>
<td>HSES</td>
<td>Hare Self-esteem Scale</td>
<td></td>
</tr>
<tr>
<td>PAQ</td>
<td>Parental Authority Questionnaire</td>
<td></td>
</tr>
<tr>
<td>GHQ</td>
<td>General Health Questionnaire</td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
<td></td>
</tr>
<tr>
<td>MRA</td>
<td>Moderator Regression Analysis</td>
<td></td>
</tr>
<tr>
<td>PCA</td>
<td>Principal Componen tAnalysis</td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The main goal of any human society, whether explicit or implicit is to provide the social and physical contexts, which maximally promote the physical, intellectual, and psychological well-being of its children. Concern for the welfare of children and adolescents is therefore, a priority for many societies. The human being as a universal creature is born, grows up and lives within a family. Therefore, the family is the first and universal institution of human society. The function of the family is the provision of affection and emotional support to all its members, particularly young children (“Cameroon” Encarta.msn, 2006). The parents’ role is to provide children with a safe, secure, nurturing, loving and supportive environment, and one that allows them to have a happy and healthy life. Through their behaviours, parents determine children’s development directly (encouraging their positive behaviours) and indirectly (displaying generosity and kindness towards others) (Kail & Cavanaugh, 2004). In this effort towards nurturing children, many parents hope and believe that they can help mould their children into well-adjusted adults who can control their impulses and express their emotions adequately and appropriately. They also aid children to be reliable and trustworthy and fulfil their obligations, duties and responsibilities in society. Finkenauer, Engels, & Baumeister (2005) have supported this view by reporting that young adults with low levels of problems (emotional and behavioural) perceived their parents to be emotionally supportive and low in psychological control.
An adolescent’s social, physical and mental needs are met within the family that constitutes the core of the developmental context. Parents fulfil their responsibilities in meeting these needs through parenting which is a term that summarises usual behaviours employed by a person to raise a child, but does not exclusively refer to the mother or the father. In Cameroon, raising children is not the sole responsibility of the biological parents, rather it is a social and collective enterprise in which grandparents, and older siblings participate (Nsamenang, 2000). In addition, majority of Cameroonian children lives with rural peasant families or urban squatter settlements and these developmental niches are rich with people who interact on mutual support. In addition, the dominant family system prevalent in Cameroon is the extended family system, which provides a child with multiple adult figures who are expected to be involved in the childcare (Nsamenang, 2000) although preliminary empirical evidence on Cameroonian fathers indicates that they are significant to children, even when absent (Nsamenang, 1992). Adolescents in Cameroon live in different family structures (polygamous as opposed to monogamous family contexts), different family environment, and neighbourhoods that influence both the way parents interact with their children and, in turn, the behaviour that they demonstrate in response to such interactions.

In a situation of gradual social mutation where a basically integrated, intact society operates according to long-established cultural norms and social values within a social context, any modification of the context, whether in terms of goals or of the economic and social system, leads to produce gradual changes in childrearing practices (parenting styles) which could be perturbing either to the child or to the culture (Timyan, 1999). Adult’s lifestyles are the result of previous environmental