Students' Subjective Well-Being in Cape Coast Metropolis, Ghana: The Influence of Sex, Parenting Style, and Self-Esteem

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ABSTRACT

This study sought to determine senior high school students' level of self-esteem (SE) and subjective well-being (SWB), establish the influence of their sex and parents' parenting style on their SWB, and determine the effect of their SE on their SWB. The cross-sectional survey research design was used. The study was guided by Life circumstances theory (LCT). Final year senior high school students formed the population. Data was collected from 347 senior high school students drawn from a population of 7,665 in Cape Coast with a questionnaire. The spread of the students and their dispositions led to the use of the proportionate simple random sampling technique to select 347 students from the 10 senior high schools in the metropolis. The instrument used to collect data for this study was a questionnaire. Descriptive (means and standard deviation) and inferential statistics like Independent samples t-test, Analysis of Variance (ANOVA), and PLS-SEM were utilised to analyse the responses. Results indicated students' SE and SWB levels were high. Further, there was no statistically significant difference in students' SWB with regard to their sex. There were statistically significant differences in students' SWB levels with regard to their parents' parenting styles. Results of the study further indicated that senior high school students' SE significantly and positively predicts their SWB. It is concluded that even though SE is not the sole determinant of SWB, senior high school students will enjoy their learning, feel part of and connected to their school, have a high purpose of learning, and feel highly efficacious academically (SWB). It was recommended that senior high school authorities in Ghana put in place policies and strategies that will sustain the high levels of SE and SWB. This is very important for the realisation of SDG goals 3 and 4, which are critical for the total development, and well-being of students.

Keywords: Parenting Style, Sex, Self-Esteem, Subjective Wellbeing, Students

I. INTRODUCTION

Well-being generally pertains to the condition of being content, healthy, or joyful. Wellbeing is seen as the amalgamation of a sense of worth and living up to expectations where people feel emotions like joy and satisfaction. On the other hand, students' well-being denotes the situation of total good feeling of the student (Adams et al., 2000). Research has shown that the exhibition of well-being is contentment, which is seen as the crucial objective of human survival. However, Allin and Hand (2017) posit that well-being is not only about hedonism and the hunt for pleasure worldwide, but it also includes living up to expectations (eudemonism). Joy brings about the decent living of individual contentment, which is a universal drive of the hedonic understanding of well-being (Kahneman et al, 1999; Ryan & Deci, 2001; Waterman, 1993).

Diener et al. (1999), point out that subjective well-being (SWB) has several aspects that mention individuals' well-being, subjectively assessed by their overall fulfilment with their lives, significant life territories, as well as their related passionate conditions. Diener (1984) defines SWB as a combination of two things: the cognitive component (life satisfaction) and the affective component (positive and negative affect). Ryan and Deci (2001) also conceptualised SWB to include hedonic well-being and eudaimonic well-being. Hedonic well-being denotes an individual looking for pleasure and avoiding troubling emotional endeavours. Eudaimonic well-being on the other hand relates to the endeavour of individuals to make sense of life and come to self-actualisation leading to discovery of the potential. Students' SWB has to do with an overall evaluation of how satisfactory students feel about themselves at a particular time within the school context. How well students feel about their studies (joy of learning), how well they feel connected to the school environment (school connectedness), how best they think they are

achieving their educational purpose, and how they feel they are performing academically (academic efficacy) give them that feeling of wellness. These four attributes (joy of learning, school connectedness, educational purpose, and academic efficacy) help to better explain and appreciate the level of students' SWB (Ryan & Deci, 2001).

First, the joy of learning pertains to the positive emotions and satisfaction experienced by individuals in the process of acquiring knowledge and skills (Ryan & Deci, 2000). Research has shown a substantial association between the joy of learning and students' SWB (Smith, 2018). According to Fredrickson (2001) and Pekrun et al. (2009), students who are joyful during the learning process are more likely to participate, feel satisfied, and have a sense of purpose. Second, school connectedness is a crucial component of students' SWB in education. It describes how much a student feels supported, involved, and personally engaged in the educational setting. It entails having a feeling of acceptance, having good relationships with students and teachers, and having a sense of being an essential member of the school community (Resnick et al., 1997; McNeely et al, 2002). Students who feel a strong sense of connection to their school environment are inclined to report higher levels of life fulfilment and overall well-being (Huebner, 1991; Resnick et al., 1997).

Another component of students' SWB is "educational purpose," which refers to the more expansive objectives and goals of the educational process. It includes the improvement of critical thinking and problem-solving skills, the gaining of knowledge and skills, and personal growth. It goes beyond the mere dissemination of knowledge to the development of well-rounded individuals who can make significant contributions to society (Dewey, 1897; Bruner, 1966). Students may experience a feeling of fulfilment when they believe that their education serves a meaningful purpose, which has a favourable effect on their SWB (Wang & Eccles, 2012).

Finally, academic efficacy denotes the confidence that one has in accomplishing academic obligations and reaching learning objectives. According to Bandura (2013) and Pajares (1997), it has to do with a student's self-assurance in their ability to comprehend and retain the content, perform well on tests, and live up to the standards required by the educational system. Students with a high degree of academic efficacy are more likely to experience positive feelings and a sense of achievement, which contributes to their well-being (Bong & Clark, 1999; Lane et al, 2004). These attributes are what constitute students' SWB. However, students' SWB is likely to be influenced by factors such as sex, parenting styles, and self-esteem (SE).

Primarily, the influence of sex on students' SWB has been a subject of increasing scholarly interest. Martínez-Marín and Martínez (2019) conducted a study on SWB and gender-typed qualities in teenagers and their study confirmed the sex gap in the SWB report (Senik & Clark, 2015), which states that at age 18, males exhibit more happiness than females. In their research, girls presented more negative emotions than boys. Lokeshwari and Monika (2021) also concluded that females have better subjective well-being as compared to males. Agormedah et al. (2024) found that there was no significant difference in SWB levels between younger male and female students. This inconclusiveness in the literature is addressed by this study.

In addition to sex, parenting style also influences students' SWB. Baumrind (1991) and Durbin et al. (1993) define parenting style as a set of routine activities, attitudes, and techniques affecting a child's warmth, responsiveness, and control levels. Baumrind (1968) classified parenting styles into authoritative, permissive, and authoritarian styles. Martin and Maccoby (1983) developed a different typology, which led to the development of four PSs by combining high and low demands and warmth. The authoritative parenting style, characterised by warmth, responsiveness, and control, is considered advantageous for positive child outcomes, while permissive, authoritarian, and neglectful parenting styles emphasise discipline and warmth (Martin & Colbert, 1997; Čudina-Obradović & Obradović, 2006). Studies have repeatedly shown that students who experience authoritative parenting have a higher SWB (Ryan & Deci, 2000). In contrast, there is a negative correlation between students' SWB and parenting approaches that prioritise strict discipline, a lack of warmth, or overbearing control, such as those adopted by neglectful parents (Baumrind, 1991; Durbin et al., 1993).

Besides, SE serves a pivotal role in peoples' SWB. Definitions of SE given by scholars show that SE can be seen as a great predictor of students' SWB. Blascovich et al. (1991) explain SE as an individual's sense of his or her value or worth. According to Crocker and Wolfe (2001), SE denotes a worldwide verdict of the worth or value of the self as a whole. Diener (1984) recognises global SE as a vital ingredient of the subjective value of life (positive affect and life satisfaction). Diener and Diener (1996) found that satisfaction in the lives of students is related to their SE. SE was also seen to be related to other aspects of SWB, like positive and negative affect (Robins et al, 2001), understanding life (Steger et al., 2006), and subjective energy (Ryan & Frederick, 1997). Du et al. (2017) found that both Personal Self-esteem (PSE) and Relational Self-esteem (RSE) were positive predictors of SWB but Collective Self-esteem (CSE) was weakly associated with SWB. Zhang (2005) discovered a weak correlation between CSE and SWB among Chinese youth and adults. In contrast, Bettencourt and Dorr (1997) also found a mediating role that CSE plays in the association between communalism and SWB among U.S. college students. Simsek's (2013) found an association between CSE and SWB and a mediating role of PSE in this relationship.

1.1 Statement of the Problem

SWB is a crucial constituent of a person's psychological growth, mostly during teenage years and young adulthood, when students practice significant life changes and formulate their self-identity. It plays a main part in how students steer several facets of life, including academic accomplishment, social affairs, and emotional regulation. The well-being of students in academic achievement has attracted attention in recent years (Huppert, 2009; Adams et al., 2000; Allin & Hand, 2017). In terms of dimensions related to academic performance, some research has focused on teacher characteristics, curriculum factors, home factors, and student characteristics. In the Ghanaian sphere, some researchers (Mensah & Owusu, 2022; Akaboha & Kwofie, 2016; Mpiani, 2012) have focused on student factors that may influence performance. These several studies did not look at the SWB aspect of students' characteristics. We must look at this aspect as reports from various senior high schools and WASSCE chief examiners paint a gloomy picture of the academic performance of students.

Literature again draws attention to SE as an overall subjective sense of personal worth or value, which is key to SWB. Research suggests a positive relationship between SE and SWB. Apart from SE, sex and parenting styles have been found to influence SWB levels in students (Martínez-Marín &Martínez, 2019; Lokeshwari & Monika, 2021; Martin & Colbertg, 1997; Čudina-Obradović & Obradović, 2006). Despite the established effect of SE on SWB and the specific influences of sex and parenting styles on SWB, the senior high school context in Ghana remains unexplored. There is a need for the exploration of how these variables interrelate and affect students' sense of well-being, which is a determinant of academic performance.

Over the years, studies on the influence of sex, PS, and SE on SWB have disclosed opposing findings. While some researchers have found a positive correlation between these variables, others have found a negative or no relationship. Sex differences have been found in SWB (Agormedah et al., 2024; Esteban-Gonzalo et al., 2020; Lokeshwari & Monika, 2021; Martínez-Marín & Martínez 2019; Senik & Clark, 2015) and also SWB on SE (Butt, 2009; Hill, 2015; Padhy et al., 2011). Again, parenting styles influence SWB, with authoritative and permissive parenting styles positively correlated with SWB (Pavićević, 2020; Pavićević & Zivkovic, 2021; Xie et al., 2016), but authoritarian parenting styles negatively correlated with SWB (Xie et al., 2016). Apriliya and Hastuti's (2023) findings contradict those of the others. It has been established that SE predicts SWB among students in universities (Betterncourt & Dorr, 1997; Butt, 2009; Du et al., 2017; Maluka, 2004; Misbach et al., 2023; Padhy et al., 2011; Hill, 2015; Tan et al., 2023; Zhang, 2005).

Most of the studies reviewed were conducted outside Africa, and it seems only one study has been conducted on the influence of SE on SWB in Africa. Agormedah et al. (2024) are the only scholars to have studied the effects of sex on the SWB of senior high school students in Northern Ghana. The current study is conducted in the Cape Coast metropolis. There is no study on the influence of parenting styles on SWB in Africa. In Ghana, it seems no study has been conducted on the influence of either parenting style or SE on SWB. In addition, previous studies did not combine these three (sex, parenting style, and SE) variables on SWB. This means that there is a knowledge gap in Africa and knowledge and geographical gaps in Ghana. These gaps make it relevant to explore these variables in the Ghanaian context to create awareness of how sex, parenting styles, and SE affect SWB. With this understanding, learning in a more inclusive setting, accommodating, and catering to the requirements of each student may be improved, and education can be elevated. These would lead to the attainment of Sustainable Development Goals 3 and 4 and the development of potential strategies for supporting students' psychological development and promoting healthier outcomes for their SWB, which relates to their academic performance. This study aims to address these gaps by these research questions and hypotheses:

1.2 Research Questions

i. What is the level of students' self-esteem?
ii. What is the level of students' subjective well-being?

1.3 Research Hypotheses

$H_{0\,1}$: The level of students' subjective well-being does not differ with respect to their sex
$H_{0\,2}$: The level of students' subjective well-being does not differ with respect to their parents' parenting style
$H_{0\,3}$: There is no statistically significant effect of students' self-esteem on their subjective well-being

II. LITERATURE REVIEW

Well-being is now a concept that drives research, policy, and decision-making in education. The determination of students' SWB has become crucial for students' engagement and accomplishment. Well-being as a psychological construct has emotional and affective dimensions. This theoretical review focuses on the Life circumstances theory and how it relates to this study

2.1 Theoretical Review

The study was anchored on the Life Circumstances Theory (LCT). The theory postulates that a person's living circumstances, both positive and negative have an impact on their subjective well-being (SWB) (Maddux, 2017). The idea offers a framework for comprehending how both internal and external factors affect an individual's SWB. Internal factors include an individual's self-worth, gender, age, etc. The implication is that an individual who rates himself/herself as valuable will have a high SWB and vice versa. As per the theory, an individual's external circumstances, such as income, health, social (family) relationships, employment status, and living conditions, significantly influence their SWB (Salmela-Aro & Tuominen-Soini, 2010). It suggests, for instance, that those who are healthier or wealthier ought to be happier overall. From this perspective, those who were born into favourable situations (stabilized family life, financial security, etc.) and who experience more positive events than negative ones will generally feel more satisfied with their lives than those who are less lucky or advantaged. This means that an individual's pleasure and life satisfaction level is mostly determined by their external, objective surroundings.

The relationship between SWB and LCT emphasises how crucial it is to take into account how a person's circumstances affect his/her overall well-being. Research has indicated that negative life experiences might raise stress and anxiety levels, which in turn lowers subjective well-being (Diener et al., 1999). According to Lyubomirsky et al. (2005), a good living environment can enhance SWB by providing opportunities for growth, stability, and support. In addition, life events like unemployment, poverty, or strife in the family can lead to stress and negatively affect SWB (Agnew, 2006). Social contacts, financial security, and physical health have all been found to be positively correlated with measures of SWB (Diener et al., 1999). The influence of living circumstances on SWB is also moderated by individual factors such as personality traits, coping strategies, and cognitive assessments.

Furthermore, the LCT offers an invaluable structure for comprehending how students' subjective well-being (SSWB) is influenced by a range of external circumstances both within and outside of the educational setting, including the school environment, social connections, family history, and health affect students' overall well-being, happiness, and life satisfaction. The academic environment is one of the external elements that significantly shapes students' subjective well-being, according to the Life Circumstances Theory (Suldo et al., 2011).

Another important aspect of a student's life that affects their SWB is their social ties, with parents (parenting styles), siblings, peers, and teachers. Research has indicated that adolescents who experience excellent peer interactions and solid friendships typically have greater levels of life satisfaction and happiness (Tian et al., 2016). On the other hand, students who endure bullying or social isolation could be less socially comfortable. The Life Circumstances Theory also highlights how the home environment and socioeconomic status affect students' SWB (Reyes et al., 2020). Overall, the most important life event that influences a student's SWB is their academic achievement, which informs their self-esteem. According to the Life Circumstances Theory, students with high self-esteem are more likely to be content and pleased with their lives (Salmela-Aro & Tuominen-Soini, 2010).

2.2 Conceptual Framework

Figure 1 conceptualises the effect of sex, parenting styles, and SE on students' SWB. It also portrays the relatedness of the variables to the problem identified as well as the objectives undergirding the study. Empirical evidence from the literature reviewed indicates an influence of sex and parenting style on the SWB levels of people. In addition, some literature shows an effect of SE on the SWB of individuals. It is worth noting that the literature is not conclusive and homogenous about these influences and effects. It is therefore hypothesised that students' sex and their parents' parenting styles will make a difference in their SWB, as seen with hypotheses 1 and 2. It is also hypothesised that students' level of SE will affect their SWB levels, as seen in Hypothesis 3.

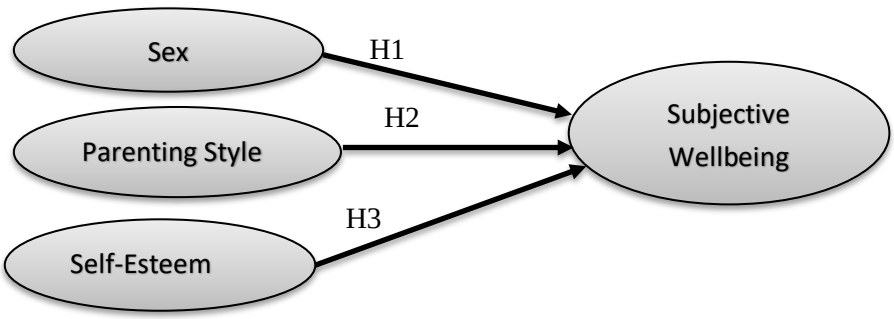

Figure 1

Conceptual Framework Depicting the Effects of Sex, Parenting Style, and Self-Esteem on Subjective Wellbeing

III. METHODOLOGY

3.1 Procedures

The cross-sectional survey research design was utilised to conduct this study. The design allowed the gathering of data from final-year senior high school students from the 10 schools in the Cape Coast metropolis. The final-year students in the 10 senior high schools were 7665. The final-year students were the target population for the study because they have spent almost three years in the school and can share their SWB levels that are essential in determining academic success in both their final certificate examinations (WASSCE) and tertiary (higher) education. They were deemed an ideal target for the study because they are dependent on their parents' directions, which may give an idea of their SE and can have an effect on their SWB.

Table 1

Population and Sample Size Distribution from Schools

School	Population	Sample
University Practice SHS	724	31
Wesley Girls SHS	867	41
Mfanstipim SHS	1008	44
St. Augustine's College	710	32
Academy of Christ the King SHS	188	8
Adisadel College	1,050	48
Oguaa Sec. Tech School	434	20
Ghana National College	804	40
Holy Child College	730	32
Aggrey Memorial School	1,150	51
Total	**7,665**	**347**

The spread of the students and their dispositions led to the use of the proportionate simple random sampling technique to select 347 students from the 10 senior high schools in the metropolis. According to Adams (2020), when dealing with a population close to 8,000, a sample size of 259 is representative if you collect continuous (numerical) data and analyse it at a 95% confidence interval. The sample size was, however, increased to 347. Table 1 shows details of the population of each school as well as the number of students selected to participate in the study. The questionnaires were distributed to all the students, and responses were received from all of them (100% return rate). Table 2 shows the demographic characteristics of the final-year students sampled for the study.

Table 2

Demographic Characteristics of Students

Variable	Sub Scale	No.	%
Sex	Male	196	56.5
	Female	151	43.5
Parenting Style	Permissive	44	12.7
	Authoritative	285	82.1
	Neglectful	9	2.6
	Authoritarian	9	2.6

To ensure there were no ethical breaches, the research protocol was sent to the Institutional Review Board of the University of Cape Coast for ethical clearance. After clearance was granted, an introductory letter was sent to the various schools to seek permission to collect data. Permission from the headmasters and mistresses of the 10 schools gave us access to the final-year students' classes. Informed consent was sought verbally. This was done by explaining the purpose of the study to the students. After students gave their consent verbally, sampling was done in each of the schools to select participants. Before the administration of the questionnaires, instructions about how to answer the questions were given, and respondents were guaranteed anonymity and confidentiality. They participated voluntarily.

3.2 Measures

The instrument used to collect data for this study was a questionnaire. The questionnaire had 28 items in three (3) sections. Section A had two items that sought information on students' sex and the parenting style of their parents. Section B measured students' SE levels with 10 items adopted from the Rosenberg Self-Esteem Scale (RSE) developed by Rosenberg (1979). The SE levels of students were measured using 1–5 as a scale (1= Undecided; 2=Strongly Disagree; 3=Disagree; 4=Agree and 5=Strongly Agree). Section C of the instrument collected information

on students' SWB levels with 16 questions adopted from the Students' Subjective Wellbeing Questionnaire (SSWQ) developed by Renshaw (2015). The items for determining students' SWB are in four aspects but were put together. Students' SWB was measured on a scale of 1–5 (1=Never; 2=Rarely; 3=Sometimes; 4=Often and 5=Always).

3.3 Validity and Reliability

Face and Content Validity

The questionnaire for data collection was tested to ensure it was valid even though items measuring the major variables were adopted from already validated scales. The instrument was scrutinised to guarantee that the questions reflected the objectives of the study before the main data collection. We first did this, and later gave the instrument to colleagues to review.

Reliability

A pilot test was conducted in the Komenda Edina Eguafo Abirim Municipality using 103 final-year senior high school students to ensure that there is internal consistency in relation to the items in the instrument. The Cronbach alpha reliability coefficient for students' SE and SWB were determined as 0.84 and 0.86 respectively. The overall reliability coefficient for the instrument before main data collection was determined as 0.85.

Test for outer model loadings

Measurement biases were measured with the assessment of construct reliability, convergent validity, and discriminant validity (Hair et al., 2014). Table 3 and Figure 2 detail the outcomes. Key: SE= Self-esteem, SWB=Subjective Wellbeing

Table 3

Construct Reliability and Convergent Validity for Self-esteem and Subjective Wellbeing

Variable	Item	Loading	α	rho_a	rho_c	AVE
SE	8	0.505-0.780	0.811	0.833	0.858	0.434
SWB	10	0.526-0.780	0.862	0.871	0.889	0.449

Results in the Table show the factor loadings of SE and SWB variables, which ranged from 0.505 to 0.780 and 0.526 to 0.780 respectively. These values were above 0.50 representing proof of convergent validity. This means that items measured the variables (Hair et al., 2014, 2017; Vinzi et al., 2010). The items were also deemed very reliable because of the Cronbach alpha reliability coefficients that were determined from 0.811 to 0.862. The composite reliabilities (rho_a and rho_c) for SE and SWB were also determined to be 0.833 to 0.858 and 0.871 to 0.889 respectively. These coefficients indicated that the internal consistencies of the variables were high (Hair et al., 2017; Henseler et al., 2009). The average variance extracted (AVE) coefficients from 0.434 and 0.449 recorded were not within the usual threshold of 0.5. Fornell and Larcker (1981) and Hair et al. (2017) indicate that in cases where the average variance extracted is below 0.5, we can still maintain the convergent validity of the variable if the composite reliabilities (rho_a and rho_c) are higher than 0.6. The details of the discriminant validity using the Fornell-Larcker criterion and Heterotrait-Monotrait Ratio (HTMT) is presented in Table 4. The structure model after the PLS-SEM Algorithm is also shown in Figure 2.

Table 4

Discriminant Validity between Self-esteem and Subjective Wellbeing

Construct	SE	SWB
Fornell-Larcker Criterion		
SE	**0.658**	
SWB	0.607	**0.670**
Heterotrait-Monotrait (HTMT) Ratio		
SE		
SWB	**0.686**	

In Table 4, the results of the test for discriminant validity of the model show that the average variances extracted for the main variables were 0.658 for SE and 0.670 for SWB. If the square roots of the average variances extracted for the constructs are greater than the equivalent inter-construct correlations then it is said that discriminant validity is achieved (Fornell & Larcker, 1981; Hair et al., 2014; 2017). Again, discriminant validity was confirmed with the Heterotrait-Monotrait (HTMT) Ratio test since the coefficients were below 850 or .90 (Collier, 2020; Henseler et al., 2015).

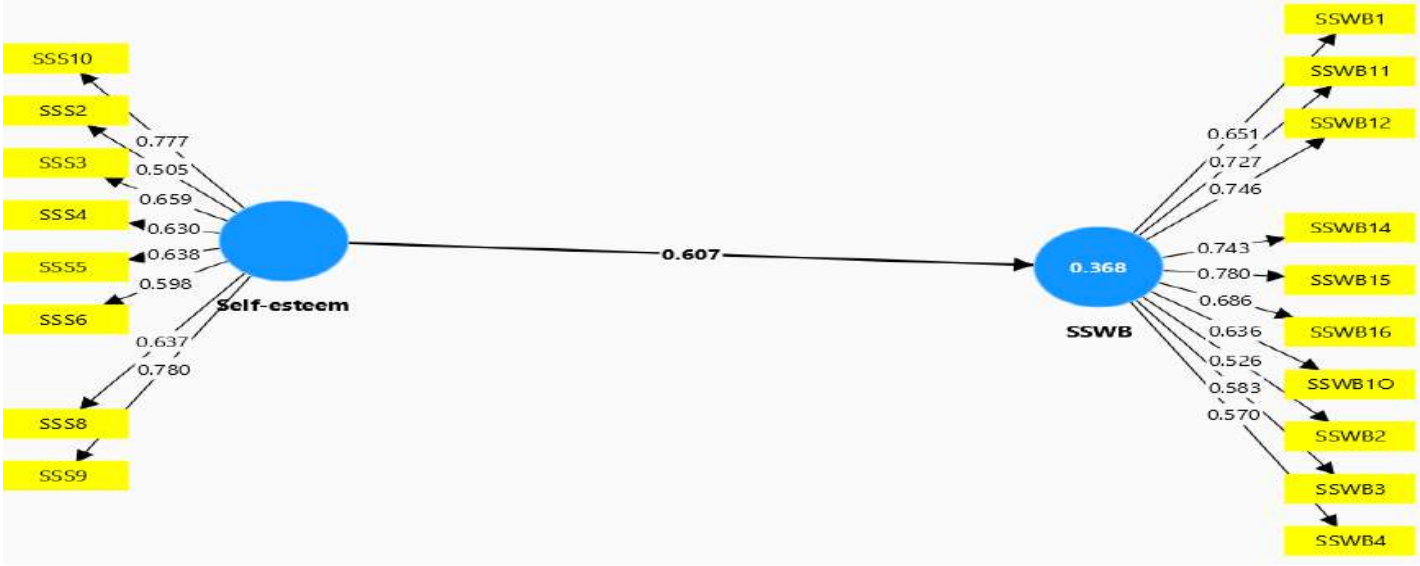

Figure 2
Structure model after PLS-SEM Algorithm

3.4 Data Analysis

Frequency counts and percentages were used to analyse data on students' demographic characteristics, to give a sense of their sex and parents' parenting styles. Frequencies, percentages, means, and standard deviations were used to analyse data related to the descriptive objectives formulated. This helped to determine students' SE and SWB levels. Differences in students' SWB concerning their sex were determined with the use of independent samples t-tests. Analysis of Variance (ANOVA) was utilised to determine if differences exist in students' SWB with respect to their parents' parenting styles. Finally, PLS-SEM analysis was utilised to establish the effect of students' SE on their SWB.

IV. FINDINGS & DISCUSSION

The outcomes of the data analysis of this study are presented in tables and figures. The results of research questions 1, and 2 and hypotheses 1, 2, and 3 are all presented in tables. Some results related to hypothesis 3 are also presented in the figures.

4.1 What is the Level of Students' SE?

One of the objectives of the study was to find students' SE levels. The students were to respond to show their agreement or disagreement with the items to determine their SE levels. The key of the responses were 5=Strongly Agree, 4=Agree, 3=Disagree, 2=Strongly Disagree, and 1=Undecided. The final mean value was interpreted as 1.0-1.6 (Low), 1.7-3.5 (Moderate), and 3.6-5.0 (High). The results of the analysis are in Table 5.

Table 5
Self-esteem Level of Students

Statement	**SA/A**		**DA/SDA**		**U**		**M**	**SD**
	No.	%	No.	%	No.	%		
On the whole, I am satisfied with myself.	263	75.8	55	15.9	29	8.4	4.0	1.2
At times, I think I am damn good.	252	72.7	66	19	29	8.4	3.7	1.2
I feel that I have several good qualities.	285	82.2	39	11.2	23	6.6	4.1	1.1
I am able to do things as well as most other people.	270	77.9	64	18.4	13	3.7	4.0	1.0
I feel I do have much to be proud of.	244	70.3	76	21.9	27	7.8	3.9	1.2
I really feel useful at times.	253	72.9	76	21.9	18	5.2	3.9	1.1
I feel that I am a person of worth, or at least an equal plane with others.	227	65.4	85	24.5	35	10.1	3.8	1.2
I think I have enough respect for myself.	294	84.8	39	11.2	14	4.0	4.2	1.0
All in all, I am inclined to feel that I am not a failure.	309	89.1	20	5.8	18	5.2	4.4	1.0
I take a positive attitude towards myself.	308	88.7	29	8.3	10	2.9	4.4	1.0
Average							**4.0**	**1.0**

Results indicate that most (309, 89.1%, M=4.4) of the students are inclined to feel that they are overall not a failure. Also, most (308, 88.7%) of them indicated agreement (M=4.4) with the fact that they are optimistic about themselves. Besides, the majority (294, 84.8%) of them showed agreement (M=4.2) that they think they have enough respect for themselves. The fact that students feel they have several good qualities is a greater (285, 82.2%, m=4.1) indicator of their SE. Moreover, the statement with the lowest number of agreements was on the thought of students about them being damn good at times. The average mean value obtained shows that the students' SE levels are high. This is shown by the average mean value of 4.0 (SD=1.0)

4.2 What is the Level of Students' SWB?

Another objective of the study was to determine the level of students' SWB. The students were to respond to show their agreement or disagreement with the items to determine their SE levels. The statements measured the four attributes (joy of learning, school connectedness, educational purpose, and academic efficacy) of SWB. The results are displayed in Table 6.

Table 6

Subjective Wellbeing Level of Students

Statement	**A/O**		**S/R**		**N**		**M**	**SD**
	No.	**%**	**No.**	**%**	**No.**	**%**		
I get excited about learning new things in class.	243	70.1	100	28.8	4	1.2	4.2	1.0
I am interested in the things I am doing at school.	214	61.6	121	34.9	12	3.5	4.0	1.1
I enjoy working on class projects and assignments.	212		110	31.7	25	7.2	3.8	1.1
I feel happy when I am working and learning in school.	214	61.6	120	34.6	13	3.7	3.9	1.2
I feel like I belong at this school.	192	55.4	123	35.4	32	9.2	3.7	1.1
I can be myself at this school.	204	58.8	109	31.4	28	8.1	4.7	1.1
I feel like people at this school care about me.	113	32.5	200	57.6	34	9.8	3.1	1.2
I am treated with respect at this school.	181	52.1	147	42.3	19	5.5	3.6	1.1
I feel like the things I do at school are important.	251	72.3	89	25.6	6	1.7	4.3	0.9
I think school matters and should be taken seriously.	290	83.6	54	15.5	3	0.9	4.5	0.9
I feel it is important to do well in my classes.	302	87	41	11.8	2	0.6	4.6	0.8
I believe the things I learn at school will help me in life.	298	85.9	43	12.4	6	1.7	4.6	0.9
I am a successful student.	276	79.6	59	17	10	2.9	4.6	1.0
I do good work at school.	276	79.5	67	19.3	4	1.2	4.3	0.9
I do well on my class assignments.	252	72.7	91	26.3	4	1.2	4.2	1.0
I get good grades in my class.	255	73.4	88	25.4	4	1.2	4.2	1.0
Average							**4.5**	**1.0**

Outcomes of the analysis indicate that most (204, 58.8%, M=4.7) of the students can be themselves at their school. Also, most (302, 87%, m=4.6) of them feel it is important to do well in their classes. Most (298, 85.9%, M=4.6) of them in return believe that the things they learn at school will help them in life. The majority (276, 79.6%) indicated agreement (M=4.6) that they are successful students. Again, the thought that school matters should be taken seriously is a determinant of the students' SWB and the majority (290, 83.6%) of them indicated agreement (M=4.5). The majority (276, 79.5%) of the students indicated agreement that they do good work at school (M= 4.3). More than half (252, 72.7%) showed agreement that they do well on their class assignments (M= 4.2) and 255 (73.4%) indicated agreement that they get good grades in their class (M= 4.2). Lastly, the majority (113, 32.5) indicated agreement that they feel like people at their school care about them (M= 3.1). Put together, it is realized that the students have a high level of SWB as evidenced by an overall mean of 4.5 out of 5 (SD=1).

$H_{0\,1}$: The Level of Students' SWB does not differ with Respect to Their Sex

This hypothesis sought to determine if the sex of students causes differences in their SWB levels. Students' SWB levels were the dependent variable and sex (male and female) was the independent variable. To analyse data, the independent samples t-test was used. Table 7 details the results.

Table 7

Independent Sample T-Test on Differences in Students' Subjective Well-Being about their Sex

	Groups	n	Mean	SD	t-cal	df	P value	Decision
Subjective Well-being of Students	Male	196	4.22	.94	1.523	345	0.129	Accept
	Female	151	4.08	.71				

Results from Table 7 show that male students had a higher mean value (4.22, SD=0.94) as compared to females (4.08, SD=0.71). The mean difference was recorded as 0.14. The results show that the level of students' SWB does not differ with respect to their sex. There is no statistically significant difference in students' SWB concerning their sex (t=1.523, df=345, p=0.129). This implies that students' SWB levels are not influenced by their sex.

H_0 2: The Level of Students' SWB does not differ with Respect to Their Parents' Parenting Style

Further, the study purposed to determine the influence of the parenting styles of students' parents on students' SWB levels. The One-way Analysis of Variance (ANOVA) was employed to establish the influence of parenting styles (independent variable) on students' SWB (dependent variable). Tables 8 and 9 detail the outcomes.

Table 8

Descriptive of the Influence of Parenting Styles on Students' Subjective Wellbeing

Parenting styles	N	Mean	SD
Permissive	44	3.76	0.98
Authoritative	285	4.26	0.77
Neglectful	9	3.17	0.68
Authoritarian	9	3.85	1.40
Total	**347**	**4.16**	**0.85**

Table 9

One-Way ANOVA of Subjective Well-Being and Parenting Styles

Source	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between groups	19.293	3	6.431	9.667	0.000	Reject
Within groups	228.178	343	0.665			
Total	247.472	346				

The results of the analysis showed a statistically significant difference in students' SWB levels with respect to their parents' parenting styles, $F(3, 343) = 9.667$, $p<0.05$. The SWB levels of students are influenced by the parenting styles adopted by their parents. This means that the SWB levels of students are not the same concerning their parents' parenting styles. A Post hoc analysis (Bonferroni) showed statistically significant mean variances between permissive and authoritative parenting styles as well as authoritative and neglectful parenting styles on students' SWB levels (see Table 10).

Table 10

Multiple Comparisons of Parenting Styles and Subjective Well-Being Test Using Bonferroni

(I) Parental style	(J) Parental style	Mean Diff. (I-J)	Std. Error	Sig.	95% C I	
					Lower Bound	Upper Bound
Permissive	Authoritative	-.49555*	.13211	.001	-.8461	-.1450
	Neglectful	.58917	.29839	.295	-.2026	1.3810
	Authoritarian	-.09138	.29839	1.00	-.8832	.7004
Authoritative	Permissive	.49555*	.13211	.001	.1450	.8461
	Neglectful	1.08472*	.27613	.001	.3520	1.8175
	Authoritarian	.40417	.27613	.865	-.3286	1.1369

* Significant at the 0.05 level

H_0 3: There is no Statistically Significant Effect of Students' SE on SWB

The study finally set out to determine if students' SE had any predictive effect on their SWB. PLS-SEM statistics were used to determine the effect of SE on the SWB of students.

Results in Table 11 indicated that students' SE significantly and positively predicted their SWB (β = .607, t = 12.167, p=.000). Students' SE moderately (Chin, 1998), explains 37% of the variances in the SWB of students (R^2 = .368, $R^2_{Adjusted}$ = .336,) with a substantial effect size (f^2= .586) showing the extent of the effect of SE on SWB (Hair et al., 2013). The positive standardized beta value (β) is an indication that a decrease in the SE levels of students will lead to a decrease in their SWB levels and vice versa. Figure 3 shows a pictorial representation of structural model assessment after bootstrapping (Hair et al., 2014; Kock, 2015).

Table 11

Effect of Students' Self-esteem on Subjective Wellbeing

Construct	*B*	*SD*	t-value	p-value	f^2	R^2	*adj* R^2	Bootstrap 95% CI	
								Lower	Upper
SE -> SWB	.607	.050	12.167	.000*	.583	.368	.336	.488	.691

*significant @ .05

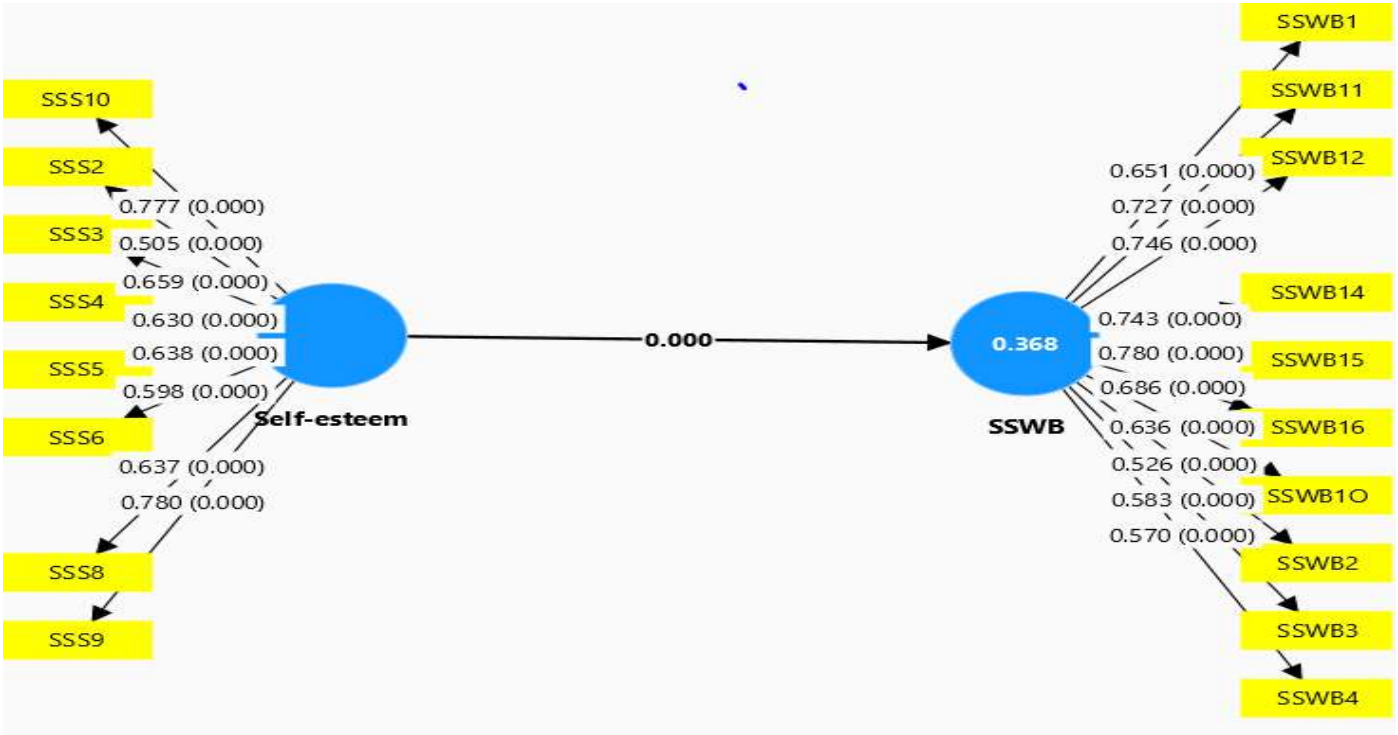

Figure 3

Structure Model After Bootstrapping

4.3 Discussion

SWB of students has attracted a lot of research in recent years. Students' SWB, which encompasses the joy of learning, school connectedness, educational purpose, and academic efficacy, is seen to be crucial in determining the students' total development and attainment of curricula goals. SE of students has been discovered as a pivotal determinant of students' SWB. This study and its findings relate to the United Nations' Sustainable Development Goals 3 and 4. Goal 3 talks about ensuring good health and well-being. This relates to the SWB of the students in this study. Goal 4 talks about quality education for all students irrespective of their state or disabilities (emotional or psychological). The findings provide a snapshot of the SWB of senior high school students in Ghana. This helps in policy formulation about providing quality senior high school education in Ghana. The purpose of this study was to determine the effect of students' sex, parents' parenting style, and SE on their SWB.

Outcomes of the study indicate that senior high school students have a high level of SE (M= 4.0 out of 5, SD=1.0). The high level of SE indicates that they have a high sense of value or worth of themselves (Blascovich &Tomaka, 1991) and a high level of global judgment worth of themselves (Crocker & Wolfe, 2001), which are an essential part of the subjective quality of life (Diener, 1984). This finding corroborates previous studies that sought to measure students' SE. Arshad et al. (2015) found that university students had high levels of SE. Kariuki et al. (2019) studied the impact of students' SE on their academic performance and found high levels of SE among the students but did not influence their performance. Acosta-Gonzaga (2023) and Zhao, et al. (2021) both found high levels of SE

among university students and early adolescents in China and India respectively. All these previous studies affirm that SE relates to the academic performance of students.

The study also revealed that students' SWB level is high (4.5 out of 5, SD=1). Their high level of SWB indicates that they have high joy in learning, which pertains to the positive emotions and satisfaction they experience in the process of acquiring knowledge and skills (Ryan & Deci, 2000), a high feeling of acceptance, good relationships with other students and teachers, and a sense of being an essential member of the school community (Resnick et al., 1997; McNeely et al., 2002), high educational purpose including the development of critical thinking and problem-solving skills, the acquisition of knowledge and skills, and development of well-rounded individuals who can make significant contributions to society (Dewey, 1897; Bruner, 1966) and high academic efficacy which denotes the confidence that one has in accomplishing academic obligations and reaching learning objectives. This finding is in line with the findings of Donald and Jackson (2022), Ratelle et al. (2013), and Özdoğan (2021) who found high levels of SWB among University students. Other studies (Opoku et al., 2021; Sharma & Yukhymenko-Lescroart, 2023) have found moderate SWB levels of students in Colleges of Education in Ghana United States of America. The findings of this study and previous research have shown that the manifestation of students' SWB is considered pivotal in determining the academic engagement and success of students.

Furthermore, the results of the study revealed that there was no statistically significant difference between the SWB levels of male and female students. Therefore, irrespective of sex, students' level of joy in learning, school connectedness, educational purpose, and academic efficacy are the same. Martínez-Marín and Martínez (2019) confirmed that there is a sex gap in SWB of students. Lokeshwari and Monika (2021) also concluded that females have better subjective well-being than males. Buhner et al. (2022) and Clark et al. (2014) found significant effects of sex on their respondents' SWB. Contradicting the current finding, Joshi (2010) and Mahasneh (2022) in their respective studies found that sex is not a determinant of students' SWB. These findings (current and previous) draw attention to the inconclusiveness when it comes to the differences in SWB based on sex.

The study further revealed that there was a statistically significant difference in students' SWB levels concerning their parents' parenting styles**.** SWB levels of students are not the same across their parents' parenting styles. This finding corroborates the previous findings (Manuel & Asuquo, 2021; Huang et al., 2022; Mishra & Sethi, 2023; Kang, 2023) from different locations that found that parenting styles significantly predicted or influenced SWB levels of students and individuals. These studies found that the authoritative parenting style, characterized by warmth, responsiveness, and control, was advantageous for positive child outcomes, while permissive, authoritarian, and neglectful parenting styles emphasize discipline and warmth (Martin & Colbertg, 1997; Čudina-Obradović & Obradović, 2006). Studies have repeatedly shown that students who experience authoritative parenting have a higher SWB (Ryan & Deci, 2000). In contrast, there is a negative correlation between students' SWB and parenting approaches that prioritize strict discipline, lack of warmth, or overbearing control, such as those adopted by neglectful parents (Baumrind, 1991; Durbin et al.1993). This finding backs the debate by showing the Ghanaian perspective on the influence of parenting styles on the SWB of senior high school students.

Finally, the study revealed that students' SE moderately explained 37% of the variation in their SWB. Students' SWB will increase if their SE is increased. Butt (2009) revealed that SE correlated positively with SWB and clarified a substantial aggregate of variances (18%) in SWB and life gratification. Luo (2023) also found in his study that SWB was positively and significantly associated with SE and that SE played a suppressing role in SWB. In addition, Liao et al. (2023) also found that SE mediates a positive indirect effect on SWB. The findings of this study also confirm recent discoveries by Katsantonis et al. (2022) and Yang et al. (2019) who found from their respective studies that the SE of students predicts and correlates with their SWB. Du et al. (2017) found that both PSE and RSE were positive predictors of SWB but CSE was weakly related to SWB. The finding of this study, juxtaposed with previous findings, furthers and contributes to knowledge on the effect of SE on SWB from the Ghanaian perspective, drawing attention to the essentialities of these variables to the total well-being of the student.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

Students' high level of SE is likely to result in them having a high sense of self-worth and value. This high SE is likely to result in general self-development and an improvement in the academic performance of students. In addition, the high level of senior high school students' SWB is likely to lead them to enjoy what they are learning in school, feel connected and accepted in the school, have a purpose for learning, and feel efficacious academically. The conclusion can also be drawn that both male and female students have the same levels of joy in learning, school connectedness, educational purpose, and academic self-efficacy, which are the constituents of SWB. Therefore, students' SWB levels are not determined by their sex. Furthermore, students whose parents used different styles of parenting to bring them up would not have the same level of SWB. This means parenting style influences senior high

school students' SWB levels. Authoritative parenting style leads to high levels of SWB as compared to the others. Finally, it is conclusive that students will enjoy their learning, feel part of and connected to their school, have a high purpose for learning, and feel highly efficacious academically (SWB) when they have a high sense of self-value and worth (SE). It is, however, worth noting that their SE is not the sole determinant of their SWB.

5.2 Recommendations

We recommend that senior high school authorities in Ghana should put in place policies and strategies that will sustain the high levels of SE and SWB revealed. This is very important for the realisation of SDG goals 3 and 4. In doing this, it is also imperative for authorities not to play the sex card since sex does not influence the SWB levels of students. The findings and conclusions of this study also draw attention to the need for parents to be educated and sensitized on the effect of their parenting styles on the SWB levels of their children. This is because authoritarian parenting results in high levels of students' SWB as compared to the others. Lastly, students' SE explains 37% of their SWB. This draws attention to the fact that other variables affect students' SWB levels aside from SE. It is recommended that further studies should be conducted to find out these other predictors of students' SWB. Further studies can also be conducted on basic school and university students' SWB to expand knowledge in the Ghanaian context of the issue.

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