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RELATIONSHIP BETWEEN PATERNAL PARENTING STYLES AND EMOTIONAL INTELLIGENCE OF SENIOR SECONDARY SCHOOLS ADOLESCENTS IN KWARA STATE

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Abstract

The study examines the relationship between paternal parenting styles and the emotional intelligence of secondary school adolescents in Ilorin Metropolis, Kwara State. The population of the study comprised of 250 final year students of senior secondary school, randomly selected from fifteen secondary schools in Ilorin Metropolis, Kwara State, Nigeria. Two instruments "Paternal Authority Questionnaire" adapted from Buri (1991), and "Emotional Intelligence Scale" (EIS) constructed by the researcher were validated and used to collect data for the study. One research question was raised and three hypotheses were formulated to guide the study. Descriptive statistics was used to answer the research question while Pearson Product Moment Correlation Statistics were used to test the hypotheses at 0.05 level of significance. Results indicated that fathers were perceived to be predominantly authoritarian but low in authoritativeness and permissiveness. There was a significant positive correlation between paternal authoritativeness and emotional intelligence, a significant negative correlation between perceived paternal permissiveness and emotional intelligence and no significant correlation between perceived paternal authoritarian and emotional intelligence of the adolescents. It was concluded that authoritative parenting style is the most effective in bringing up emotionally intelligent children. It was recommended among others that school counselors should provide fora for counseling students and parents on the need to be aware of the influence of parenting styles on the emotional development of children.
Key Words: Paternal, Parenting Styles, Adolescents, Emotional Intelligence.

Introduction

The child is the greatest asset to any family, community or country. Nobody is born an adult. The adult of today was a child of yesterday. It is therefore important that every society tries to nurture children of their desire in order to attain the future

of their dreams. In the pursuit of this very important task, certain factors at opposing end may work for and against this effort. While the family as the most important socializing agent, the school, the mosque and church as a moral barometer and other ancillaries of socialization provide procedure bases for this task. The home is the first social environment of an individual and parents are major influence in a child's life. The way parents nurture a child affects not only the child's physical development but also contributes greatly to the development of the child's psyche. According to Osenweugwor (2015), parenting styles are the techniques parents adopt in bringing up their children.

Maccoby and Martins (2003) posited that there are two aspects of parenting styles-parental responsiveness and parental demandingness. Parental responsiveness refers to the way and extent parents intentionally foster individuality, self-regulation and self-assertion in their children by being supportive and attuned to their demands and needs. Parental demandingness on the other hand, refers to the way and extent to which parents lay claims on the children to integrate them into the family and home through supervision, disciplinary efforts and confrontation of disobedience (Baumrind, 2001). According to Baumrind (2001), the three parental styles are authoritative, authoritarian and permissive parenting styles.

Authoritative parenting is characterized by emotional supportiveness, limit-setting and firm, yet responsive disciplinary strategies. Authoritative parents encourage reciprocal communication with their children and are open to modifying their rules if and when necessary (Baumrind, 2001). These parents guide their children rather than control them; they let them take part in family decision-making processes. This parenting style has been consistently associated with positive educational, social and cognitive developmental outcome in children (Kaosar, and Shafique, 2008; Yusuf, Agbonna & Yusuf, 2009). It helps generate warm feelings in children and enables them regulate their emotions positively in social settings such as interacting with friends and peer groups. Authoritarian parenting style is characterized by strong control and limited emotional support and responsiveness with little or no verbal exchange. Authoritarian parents are restrictive and punitive, insist on rigid adherence to rules and lack warmth. This parenting style has been associated with social incompetence and poor communication skills in children and adolescents (Baumrind, 2001). Permissive parents are non-punitive, accepting and affirmative. They make few rules and little or no controls are exerted over the children. They are not demanding and are uninvolved (Darling and Steinberg, 2003). Permissive parenting has been associated with social incompetence and lack of self-control (Maccoby and Martin, 2003; Baumrind, 2001). The height of parental nurturance is probably in adolescence when the child is at the threshold of adulthood.

According to Jacob and Adewusi (2021), adolescence is a period of life that is associated with traumatic life experiences. It is a time of discovery of self and one's relationship with the world around oneself. Physiologically, adolescence is a critical stage when there are alterations in hormone, cognition, and interaction with the society and the social environment. Its age limits are not clearly specified but it extends roughly from age twelve to the late teens when physical growth is almost completed. A person passing through this period is referred to as an adolescent. Eisenberg & Morris (2004) and Brown (2004) posited that adolescence is a period of transition from dependent adulthood to independent adulthood. It is described as a period of social and physiological development during which social awareness and behaviour undergoes profound changes.

Parenting styles have been found to predict well being in social competence, academic performance, psychological development and problem behaviour (Darling, 2009). Parents' emotional expressiveness and the emotional climate they create as a result of their parenting styles provide guidelines to children regarding the use of emotions in the regular everyday social interactions (Shallini and Balakrishna 2013, Acharaaya, 2013). Several studies have shown familiarities between parents' expressiveness and children's level of expressiveness (Denham, 2003, Halberstadit, fox, & Jones, 2003).

Emotional intelligence is the ability to motivate oneself, to persist in the face of frustrations, to control impulse and delay gratification, to regulate one's mood, to keep distress from interfering with the ability to think, to empathize, to hope, to perform, to be creative (Goleman, 2005). Emotional intelligence also refers to the capacity for recognizing one's own feelings, and those of others, for motivating one's self and in relationships. Research has shown that emotional intelligence determines success in all walks of life (Goleman, 2005, Bar-On, 2011). The family plays a key role in adolescents' ability to perceive accurately the emotions in self and others, and to also manage their own emotions and that of others. By consciously practicing emotional balance and creating a loving environment, a parent can intuitively guide children in the development of emotional security (Sharma and Sahni, 2013).

Parents, especially father plays an influential role in molding and shaping the behaviour of adolescents. Father is therefore the major authority figure in the home. In fact, many cultural practices in Nigeria invest parents, especially fathers with enormous powers to be authoritarian in parenting. Modernization of the society, however, may have brought about erosion of some of these values. For instance, expected compliance may be replaced with appeals to child's reasoning and

judgment. Akinsola (2011) asserted that Nigerian parents employ authoritative and authoritarian parenting styles and their hybrids. This is a combination of expectation of compliance and reasoning with child through verbal dialogue and responsiveness to child's needs. The perceived parenting style/child rearing pattern adopted by parents especially fathers is expected to have implications for the socio-emotional development of the children. Much literature on parenting styles and children outcome has been on either combination of mother and father (parents together) or on mothers alone. There is therefore a dearth of literature relating to the influence of paternal parenting styles on children's outcomes. This study is therefore sought to investigate senior secondary school perception of paternal parenting styles (authoritative, authoritarian and permissive) and their correlation, if any, with emotional intelligence of the children. Therefore, knowledge of how perceived paternal parenting styles correlates with emotional intelligence will serve as a guide to parents in their disposition towards parenting, especially of adolescents. It will also be useful to school counselors in planning interventions to enhance emotional intelligence of adolescents, thus improving academic performance and reducing tendencies to violence among others.

Purpose of the study

The study aimed at investigating paternal parenting styles and emotional intelligence of senior secondary school adolescents in Ilorin West Local Government Area Senior Secondary Schools, Kwara State. The objectives were to examine:

1. The adolescents' perception of paternal parenting styles.
2. The adolescents' perception of fathers as authoritative in parenting.
3. The adolescents' perception of father as authoritarian in parenting.
4. The adolescent' perception of father as permissive in parenting.

Research Question

One research question was raised to guide the study.

- What is the adolescents' perception of paternal parenting styles?

Research Hypotheses

Three null hypotheses were formulated and tested for the study.

1. There is no significant relationship between paternal authoritativeness and emotional intelligence of the adolescents.
2. There is no significant relationship between paternal authoritarianism and emotional intelligence of the adolescents.
3. There is no significant relationship between paternal permissiveness and emotional intelligence of the adolescents.

Methodology

The design for this study was a descriptive survey of correlational type. The sample for the study consisted of two hundred and fifty adolescent students randomly selected from public senior secondary schools in Ilorin west local government area of Kwara state. A demographic distribution of the respondents by gender showed that 90 (36%) were males, while 160 (64%) were females. The age range of the adolescents was 13-18 years. Two research instruments tagged "Parental Authority Questionnaire" (PAQ), and "Emotional Intelligence Sclae" (EIS) were used to gather data for the study. The perceived Parental Authority Questionnaire (PPAQ) used in the study was adapted from Buri (1991). The range for each sub-scale was 10-30 with higher scores reflecting more of the parenting style and lower scores not reflecting the style. The present scale is made up of 24 items with each of the three parenting style sub-scales consisting of 8 items. Also, the languages were modified to make it easier for the respondents to understand the statements and also to reflect the present and not past interactions with parents as in the original scale. For instance, items on the original scale read: "whenever my father told me to do something when I was growing up, he expected me to do so immediately without asking any questions", on the present scale, it read: "my father expects me to do so immediately without asking any questions". Responses were made to the items on a 4-point scale ranging from Strongly Disagree (1) to Strongly Agree (4). Mid-point on the interval scale 1-4 = 2.5. To determine the dominant parenting style, response scores were calculated by dividing the mean scores obtained by the member of items on each sub-scale. Responses scores of 1.0-1.99 were regarded as not representative of the parenting style, scores 2.0-2.49 were considered low on the parenting style, while scores 2.5-2.99 and scores above 3.0 were considered moderate and high respectively on the parenting style. For present scale, the internal consistency of the total scale for father was established using Cronbach Alpha and the value of 0.78 was obtained.

For the emotional intelligence scale, a 28-item scale was constructed by the researcher based on reviewed literature on emotional intelligence test. The items were rated on a 4-point Likert scale. The scale has an internal consistency value r of 0.81, using Cronbach alpha. The research instruments were administered on the participants after due permission had been sought and obtained from the authorities of the schools. Participation in the study was voluntary. The research question was answered using descriptive statistics while the hypotheses were tested at 0.05 level of significance using t-test of independent samples for the test for gender difference and Pearson product moment correlation statistics for the relationship between emotional intelligence and perceived parenting styles.

Results

Research question 1

What are the adolescents' perceptions of paternal parenting style?

Table 1: Adolescents' Perceived Paternal Parenting Styles

Adolescents' perceptions	Mean Scores	Decision
Authoritative Parenting Style	2.34	Low
Authoritarian Parenting Style	2.63	Moderate
Permissive Parenting Style	2.25	Low

The result on table 1 showed that the adolescents perceived their fathers to be moderately authoritarian (Mean score, 2.63), low in authoritativeness (Mean score, 2.34), and lowest in permissiveness (Mean score, 2.25). The fathers are therefore perceived as predominantly authoritarian but sometimes authoritative and sometimes permissive.

Hypothesis 1

There is no significant relationship between paternal authoritativeness and emotional intelligence of the adolescents.

Table 2: Results of Correlations between Adolescents' perceptions of Paternal Authoritativeness and Emotional Intelligence

Correlations			
Paternal Parenting Style	Pearson Correlation r	0.13	Decision
Authoritative	Sig (2-tailed) p	0.01*	Significant

N=250 Significant at P <. 0.05

The results on Table 5 show that there is a significant positive relationship between paternal authoritativeness parenting style and emotional intelligence of the adolescents. This is because the calculated Pearson correlation r is 0.13 and the p value of 0.01 is significant (P <. 0.05). The null hypothesis that stated that there is no significant relationship between paternal authoritative parenting style and emotional intelligence of the adolescents is therefore rejected.

Hypothesis 2

There is no significant relationship between paternal authoritarianism and emotional intelligence of the adolescents.

Table 3: Results of correlation between adolescents' perceptions of paternal authoritarianism and emotional intelligence

Correlations				
Paternal Parenting Style		Pearson Correlation r	-0.08	Decision
Authoritarian		Sig (2-tailed) p	0.10	Not significant

N=250 Significant at P <. 0.05

The results of the table 6 indicated a non-significant relationship between perceived paternal authoritarian parenting style and emotional intelligence of the adolescents. The Pearson correlation r is -0.08 and the P value is 0.10 is not significant at P <. 0.05. The null hypothesis is therefore accepted and it is concluded that there is no significant relationship between emotional intelligence of the adolescents and perceived authoritarian parenting style.

Hypothesis 3

There is no significant relationship between perceived paternal permissiveness and emotional intelligence of the adolescents.

Table 4: Results of correlation between adolescents perceived paternal permissiveness and emotional intelligence.

Correlations				
Paternal Parenting Style		Pearson Correlation r	-0.12	Decision
Permissive		Sig (2-tailed) p	0.02*	Significant

N=250 Significant at P <. 0.05

The results in Table 7 indicated a negative correlation between perceived paternal permissive parenting style and emotional intelligence of the adolescents. The Pearson correlation r = -0.12, which is significant at p = 0.02 (P <. 0.05). The null hypothesis is therefore rejected, and it is inferred that there is a significant relationship between perceived paternal permissiveness and emotional intelligence of the adolescents.

Discussion of Findings

The findings of the study of research question one showed that the adolescents' perceived paternal parenting style as predominantly authoritarian, sometimes authoritative and permissive. This result is in consonance with reports which indicated that fathers tend to exhibit parenting styles more consistent with an authoritarian style (Osenweugwor, 2015, Russel, Hart, Robinson & Olsen, 2003;

Tein, Roosa and Michael, 1994) and that the Nigerian society invests on parents especially fathers with enormous powers to discipline their children (Tunde-Ayinmode and Adegunloye, 2011). The results also showed that the adolescents perceived fathers as sometimes authoritative, and at fewer times permissive. This corroborates the assertion of Akinsola (2010) that Nigerian parents combine all three parenting styles but with emphasis on obedience and compliance to parents' instructions, and that of Samiullah (2016), that parents, especially father play an important role in molding and shaping the behaviour of adolescents.

The findings corroborated with Osenweugwor (2015) assertion that parenting styles are dependent on and swayed by prior experience and exposure especially one's childhood and family upbringing. The results also corroborate the view of Zervides and Knowles (2007) that parenting which involves value system is subject to change from one generation to the next.

The study indicated positive correlation between perceived paternal authoritative style and emotional intelligence, a significant negative correlation between perceived paternal permissive style and emotional intelligence and no significant relationship between emotional intelligence and perceived paternal authoritarian parenting style. These results corroborate Fonte (2009) who made findings and indicated that authoritative parenting style is positively correlated with emotional intelligence, while permissive parenting was negatively associated with emotional intelligence in children. It was also in consonance with Abdullahi, Talib and Mutalebi (2013) and Asghari and Besharat (2011) who made findings that indicated authoritative parenting as significantly and positively correlated with emotional intelligence. A close emotional bonding and adequate communication between children and parents make children emotionally and socially competent, responsible, independent and confident (Goleman, 2005).

Conclusion

Based on the findings, it can be deduced that adolescents generally perceived their fathers as employing a combination of the three parenting styles, but predominantly authoritarian. It can also be concluded that authoritative parenting style is most effective in bringing up emotionally intelligent children.

Recommendations

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

1. School counselors should provide fora for counseling students and parents on the need to be aware of the influence of parenting styles on the emotional development of children.

2. Parents should opt for authoritative rather than authoritarian parenting style.
3. Parents should be continuously involved with children so that adolescents may be prevented from committing crimes and associating themselves with law breaking actions.

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