

Perceived Parental Factors Predicting Emotional Intelligence among In-School Nigerian Adolescents

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Abstract:- This study investigated the parental factors as predictors of Emotional Intelligence (EQ) among in-school adolescents in Odeda Local Government, Ogun State Nigeria. A cross-sectional survey design was adopted. Participants consisted of two hundred students purposively selected from a senior and a junior secondary school (*mean age* 16.00± 2.01). These responded to Parenting Styles Scale (PSS), Parental Bonding Instrument (PBI), and Emotional Intelligence Scale (EIS). The results showed a high prevalence rate of low emotional intelligence. Authoritative parenting style ($\beta = .26, p < .05$) and authoritarian parenting style ($\beta = .42, p < .05$) had significant independent predictive scores on Emotional Intelligence (EQ), while permissive parenting style ($\beta = -.10, p > .05$) and neglectful parenting style ($\beta = -.01, p > .05$) failed to significantly predict EQ. Parental bonding (Father and mother) reported a significant joint influence on EQ ($R^2 = 0.21, p < .05$). Mother bonding ($\beta = .22, p < .05$) and father bonding ($\beta = .28, p < .05$) were observed as significant independent predictors of EQ. Significant sex influence ($t(198) = -12.66, p < .05$) was observed on EQ, with female students reporting significantly higher mean scores on EQ than male students.

Keywords:- Parenting Styles, Parenting Bonding, Emotional Intelligence, Adolescents, Nigeria.

I. INTRODUCTION

The ability to recognize, use, understand, and manipulate emotions in constructive ways to alleviate tension, interact effectively, empathize with others, resolve difficulties, and defuse conflict is emotional intelligence. Emotional Intelligence (EQ) influences many different facets of daily life, such as how one performs and communicates with other people [1]. In other words, a person with high emotional intelligence understands the self-emotional state and that of other people, and this influences the communication pattern with others. An emotionally intelligent person uses this knowledge of emotions to better respond to people, create healthy relationships, achieve tremendous career success, and lead a satisfying life [1, 2]. Emotional Intelligence (EQ) refers to the ability to recognize

one's and others' feelings, to motivate one another, and to manage emotions well within oneself and our relationships [2, 3]. Compared to the Intelligent Quotient (I.Q.), which changes little after puberty, psychological stability is primarily acquired, is not hereditary predetermined, or evolves in infancy, but proceeded to evolve and is mainly influenced by atmospheric condition [4].

Parenting the adolescent is challenging due to the heightened emotionality that characterizes that development stage [5]. The transition from adolescence to adulthood can be a smooth cycle if supported by caregivers in an emotionally supportive atmosphere [6]. According to Johnson [7], teenagers can become productive, effective, and successful in what they do by increasing their emotional quotients.

Baumrind [8] defined parental style as a childhood pattern that results from parents' reactions towards adolescents [9]. Baumrind [8] classified parenting styles into authoritative, permissive, and authoritarian. The authoritative parenting model limits and regulates children's behaviours and requires taking up ideas and effective communications with their parents [10]. The allowable parenting imposes so few laws or limitations that permit children to control life dealings, influence decisions, and fail to obey the desires of others, whatever their implications [8, 11]. Authoritarian parenthood is characterized by an exceptionally high standard of obedience with respect for the laws of childcare [12].

Research conducted by Gunkel, Schlegel, and Engle [13] found a significant association with traits of emotional intelligence and cultural respect. The research revealed a significant positive association between mother's interaction time with children and emotional intelligence traits [14]. Besides, Gugliandolo, Costa, Cuzzocrea, and Larcana [15] revealed that family behavioral factors support EQ, have impacts on behavioral issues, but that potential effects of supportive parentage on childhood EQ remain untapped. Alegre [16] carried out research on the associating factors with styles of parenting and feature of EQ and reported no statistically significant relationships. Secondary school students whose parents adopt authoritative parenting were

more able to adapt adequately to environmental requirements and inner experience to accomplish their objectives (mental stability) [17].

Youth with authoritarian parents, however, showed less versatility in their psychology. At the same time, the exposure of children to multiples and more promising approaches to emotional management, such as successful, active approaches and aid-seeking, is related significantly to characterized parental styles [18, 19,20]. Furthermore, authoritarian parenting has been associated with an increased control level [21], impulsive behaviours, drug issues [22]. The indulgent parenthood was also linked to drug issues[23]. Furthermore, previous investigations have demonstrated the impact parenthood had on the level of pride, personal encouragement, and adolescent stress control and self-esteem (23, 24,25].

Sideridis and Kafetsios[26] found that during a class lecture, the expectations of students about the parenting style of their fathers were closely linked to their stress response. Similarly, adolescents who view their parents as authoritative have been reported to show higher interpersonal maturity levels and have a greater sense of social adaptation and compassion [8, 27]. Additionally, teens from over-protective homes tend to manifest low social skills and increased criminality[28]. Quality of friendship displayed by adolescents is often influenced by supportive parenting [29], excellent communication skills for adolescents, including intimate interactions [30].

In analyzing various studies of parental bonding, with benefits and implications, we observe that there is wide-ranging research into the impact of parent-child relationships on the development of the child's emotions and social contexts (i.e., financial drawbacks, family distress, marital relationships); [31]. However, there is limited research that explicitly addresses various parenting styles and their relationship to children's emotional intelligence, especially in Nigeria. Hence, this study aims to find out the prevalence of EQ, ascertain the predictive influence of perceived parental styles and parenting bonding, and observe the sex influence on the EQ of Nigerian in-school adolescents.

II. MATERIALS AND METHOD

The study adopted a cross-sectional survey research design. The participants were in-school adolescents in some selected secondary schools in Odeda Local Government Area of Ogun State, South-Western Nigeria.

A. Participants

A total of 200 participants were purposively selected and took part in the study; they were made up of 91 (45.5%) males and 109 (54.5%) females. The mean \pm S.D. age of the participants was 16.00 ± 2.01 . A total of 90 (45%) of the participants were in the junior secondary schools, while 110 (55%) were selected from the senior secondary schools.

B. Measures

Three research instruments were used in this study. The Parenting Styles Scale (PSS) by Abdul Gafoor and Abidha, [32] is a-38 items scored on 5-Likert format ranging from 5= "Very Right", 4= "Mostly Right", 3= "Sometimes Right", 2= "Sometimes wrong", 1= "Mostly wrong". PSS has been found to have a validity coefficient of 0.80 for responsiveness and 0.76 for the control subscale, and a test-retest Cronbach Alpha for responsiveness is 0.81, and control had 0.83.

The Parental Bonding Instrument (PBI) by Parker, Tupling, and Brown [33] was adopted in this study to measure two variablestermed care and overprotection'. The scale measured for both mothers and fathers bonding separately. It consists of 25 item questions, each based on a 0-3 Likert scale of "very unlike" to "very like" with reverse scoring of several items. The items include 12 care items and 13 over protection items. The PBI has been used in hundreds of studies across various populations and has consistently demonstrated good internal consistency. Due to a clerical error, item 22, "Let me go out as often as I wanted," was omitted from the Overprotection subscale. Fortunately, internal consistency remained in the acceptable range (alphas ranging from .87 to .89). The Care subscale also demonstrated good internal consistency (alpha = .89).

Finally, our study used The Schutte Self-report Emotions Intelligence Test (SSEIT) by Schutte, Marloof, Hall, Haggerty, Cooper, Golden, and Dornheim[34] to measure emotional intelligence based on self-reporting responses to issues related to the evaluation and expression of feelings in oneself and others, emotional regulations in oneself and others, as well as the use of emotions in problem-solving. The SSEIT is a 33-item instrument is measured on a 5-point Likert format scale, ranging from 1-strongly dissenting to 5-strongly agreeing. The instrument showed a strong internal consistency with Cronbach's ranges from .87 to.90 and a reliability coefficient of 0.78 [34] for two weeks of testing. SSEIT has been validated with Nigerian samples [35].

III. RESULTS

A. Prevalence of perceived Parenting styles and EQ

Table 1 summarized the prevalence of perceived parenting styles, parental bonding, and EQ among adolescents. The result revealed that a higher percentage of the students (84%)reported a low authoritative parenting style. In comparison,16% had a high level, 88.5% had a low authoritarian perceived parenting style, and 11.5% had a low level. Also, 84% had a low level of permissive parenting style, and 16% had a high level. Furthermore, 82.5% reported low neglectful parenting style while 17.5%. More so, most of the students, 84% had a low level of maternal bonding, and 16% had a high maternal bonding level. The majority (86%) had low levels of father bonding, and 14% had a high level. For EQ, 78% of the adolescents had a low level of emotional intelligence, while 22% had a high level.

TABLE 1: DESCRIPTIVE STATISTIC SHOWING THE PREVALENCE OF PERCEIVED PARENTING STYLES,

PARENTAL BONDING AND EMOTIONAL INTELLIGENCE

			N =200
			Percentage
Options			
Perceived parenting styles	Authoritative	Low	84.0
		High	16.0
	Authoritarian	Low	88.5
		High	11.5
	Permissive	Low	84.0
		High	16.0
	Neglectful	Low	82.5
		High	17.5
Parental Bonding	Mother bonding	Low	84.0
		High	16.0
	Father bonding	Low	86.0
		High	14.0
Emotional intelligence	Emotional Intelligence	Low	78.0
		High	22.0

A regression analysis was employed to test the first hypothesis with a level of significance at 0.05%. The result summarized in Table 2 shows that authoritative parenting style ($\beta = .26, t=3.19, p<.05$) and authoritarian parenting style ($\beta = .42, t=5.25, p<.05$) were significant independent predictors of emotional intelligence while permissive parenting style ($\beta = -.10, t=-1.39, p>.05$) and neglectful parenting style ($\beta = -.01, t=-.10, p>.05$) were not significant independent predictors of emotional intelligence. The result indicates that adolescents exposed to a high level of authoritative and authoritarian parenting styles will significantly report a high level of emotional intelligence, while participants exposed to permissive and neglectful parenting styles would manifest less levels of emotional intelligence.

TABLE 2: REGRESSION ANALYSIS THE INDEPENDENT INFLUENCE OF AUTHORITATIVE, AUTHORITARIAN, PERMISSIVE, AND NEGLECTFUL PARENTING STYLE ON EQ.

Predictor	β	t	N= 200 p
Authoritative Parenting Style	.258	3.191	<.05
Authoritarian Parenting Style	.418	5.248	<.05
Permissive Parenting Style	-.088	-.615	>.05
Neglectful Parenting Style	-.013	-.100	>.05

A regression analysis was employed to test the second hypothesis with a level of significance at 0.05%. Table 3 revealed that parental bonding (Father and mother) has

significantly independent and jointly and predicted emotional intelligence ($R^2 = 0.21, F(2,197) = 26.42, p<.05$). When combined, parental bonding (Father and mother) accounted for 21% of the change observed in the self-report of EQ. The result further revealed that mother bonding ($\beta = .22, t=2.47, p<.05$) and father bonding ($\beta = .28, t=3.10, p<.05$) were significant independent predictors of emotional intelligence. The result demonstrates that students with a high level of father and mother bonding significantly reported high emotional intelligence.

TABLE 3: MULTIPLE REGRESSION ANALYSIS OF PARENTAL BONDING (FATHER AND MOTHER) ON EQ.

N = 200						
Predictor	β	t	p	R	R ²	F
Mother bond	.220	2.47	<.05			
Father bond	.277	3.10	<.05	.46	.21	26.42 <.05

To test the third hypothesis, a student t-test was used at a 0.05% level of significance. The mean score of male respondents and female respondents was compared using an independent sample t-test. The analysis result is presented in Table 4.

The result shows significant sex differences in EQ among Nigerian adolescents ($t(198) = -12.66, p<.05$). The result further shows that female students reported significantly higher mean \pm standard deviation scores on EQ (128.76 ± 27.75) compare to male students (77.11 ± 29.89). This result implies that female Nigerian adolescents have higher EQ than do male adolescents.

TABLE 4: T-TEST OF SEX INFLUENCE ON EMOTIONAL INTELLIGENCE.

N= 200						
	Sex	N	\bar{X}	SD	df	t
EQ	Male	91	77.11	29.89	198	-12.66
	Female	109	128.76	27.75		

IV. DISCUSSIONS

Our research finding showed a low prevalence of EQ among the participants; this supports a similar finding on Nigerian children [4] and an Indian study [36]. It is also observed that Authoritative and Authoritarian parenting styles had significant independent predictive influences on EQ. In contrast, Permissive and Neglectful parenting styles failed to predict EQ among Nigerian adolescents independently. This result indicates that students with a high level of authoritative and authoritarian parenting styles significantly report a high level of emotional intelligence. This finding is in support of previous studies [4, 36]. It was observed that most of the participants in this study reported a low level of emotional intelligence. The result of the finding is in line with the studies by Baumrind [8], Akinsola [11],

Calafat, García, Juan, Becoña, and Fernández-Hermida[37] and Kokkinos [38], which found Authoritative parenting as being associated with positive behavioural outcomes such as increased competence, flexibility and self-esteem, improved problem-solving abilities, stronger academic success, greater self-confidence, less deviance, and stronger peer relationships compared to other parenting styles. Also, Stack, Serbin, Enns, Ruttler, and Barrieau's[39] reports that parenting affected the growth of competent emotional functioning in children dramatically as they get older and generational. Similarly, there is a strong positive correlation between the authoritative parenting style and better problem-solving skills, self-reliance, less deviance, better academic performance, and better peer relations [38, 39]. Our finding that the permissive parenting style is negatively related to EQ supports [4, 40]. The permissive parent indulges the child and places no demand on his obedience to authorities, respect for self, or respect for others [40]. Literature also shows that children from indulgent and neglectful homes report more involvement in deviant behaviours, are more prone to use psychoactive drugs, often involved in school misconducts, and manifest emotional, impulsive, and nonconforming behaviours[12, 40]. Undeveloped compassion through lenient parenthood tends to enhance criminal conduct [41].

The finding of this study showed that parental bonding (Father and mother) has a significant joint and independent predictive influence on emotional intelligence among Nigerian adolescents. The result demonstrates that students with a high level of father and mother bonding significantly report a high level of emotional intelligence. Wang and Sheik-Khalil [42] found that parental participation and high bonding helped improve children's emotional functioning and mental well-being through behavioural and emotional interaction, both directly and indirectly. The connection between maternal support and a standard of friendship is also partly clarified through developing empathy [43].

We also found a significant sex difference in the level of EQ among in-school adolescents. The results show that female students significantly reported higher Emotional intelligence than male students. This result contradicts the study by Mikolajczak, Luminet, Leroy and Roy [44], who found male respondents scoring higher in emotional intelligence than female counterparts. Furthermore, Meshkat & Nejadi [45] reported no significant gender difference in EQ. Finally, our study supports studies that show females as having a higher score than males on empathy [46, 47], interpersonal relationships [48], and social responsibility [47].

V. CONCLUSIONS

Based on the finding of this present study, the authors conclude that there is a high rate of low emotional intelligence among in-school Nigerian adolescents. Authoritative as well as authoritarian parenting style, is a strong predictor of emotional intelligence among adolescents. Finally, those students with a high level of father bonding and mother bonding reported significantly

higher emotional intelligence levels than those with low parental bonding experiences. These findings underscore the importance of parenting in raising mentally healthy children.

Competing Interests: Authors have declared that no competing interests exist.

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