

PARENT-CHILD COMMUNICATION AS CORRELATE OF PRE-SCHOOL
CHILDREN'S SOCIAL SKILLS ACQUISITION IN ILORIN WEST LOCAL
GOVERNMENT AREA OF KWARA STATE

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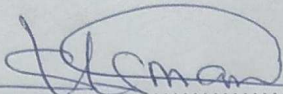
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CERTIFICATION

This is to certify that the study was carried out by **Aminat USMAN** with Matriculation Number **17/27/MEE012** in the Department of Early Childhood and Primary Education for the award of Masters of Education (M.Ed.) Degree in Early Childhood Education in the College of Education, Kwara State University Malate, Nigeria.



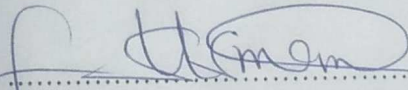
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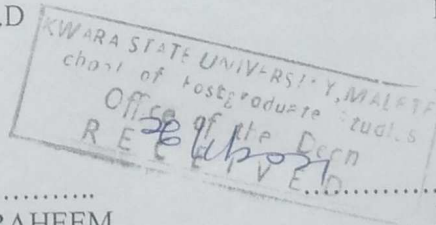
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DECLARATION

I hereby declare that this thesis titled, “Parent-Child Communication as Correlate of Pre-School Children’s Social Skills Acquisition in Ilorin West Local Government Area Of Kwara State” is my own work and has not been submitted by me or by any other person for any degree in this or any other tertiary institution. I also declare that as far as I am aware all cited works have been acknowledged and referenced.

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Semiu ALASINRIN

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Date

DEDICATION

I dedicate this thesis to the Almighty Allah and my late parents, Alh. Usman Erubu Gambari and Alhaja Hassanat Erubu Gambari.

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ABSTRACT

The role of parent-child communication on pre-school children's social skills acquisition cannot be over-emphasised. Oftentimes, individual parents are faced with unique challenges that hinder their children's social skills acquisition, ability to organize and regulate their behaviours, as well as to complete a task and communicate positively with other children. Hence, the researcher investigated whether parent-child communication serves as correlate of pre-school children social skills acquisition in Ilorin West Local Government Area of Kwara State.

The study adopted descriptive survey research design of Correlation type. The Population of the study consisted of the entire 22,228 pre-school children and their parents in Ilorin West Local Government Area of Kwara State respectively. The sample comprised 756 respondents out of which 378 were children and 378 were parents selected from public and private preschools. Two validated research instruments were used for data collection. These are: "Parent-Child Communication Questionnaire" (PCQ) and "Pre-school Children Social Skills Rating Scale" (PCSSRS). The reliability coefficient index of both the PCQ and PCSSRS were 0.77 and 0.76, respectively. Data collected were analysed using the descriptive and inferential statistics.

The results showed that the level of children's communication skill acquisition was moderate (1.91); the level of children's self-regulated skill acquisition was moderate (1.96), and authoritarian parent style was the most common parent-child communication (3.22) in Ilorin West Local Government Area of Kwara State. The result showed that authoritarian parent-child communication had a negative relationship with pre-school children communication skill ($n = 756$; $r = -.484$) and self-regulation skill ($n = 756$; $r = -.356$). Also, authoritative parent-child communication had very clear and positive relationship with communication skill ($n = 756$; $r = .257$) and self-regulation skill ($n = 756$; $r = .112$) of preschool children. In addition, democratic parent-child communication had positive relationship with communication skill ($n = 756$; $r = .491$) and self-regulation skill ($n = 756$; $r = .368$) of pre-school children. Also, authoritarian parent-child communication has a significant relationship with communication skill ($df = 754$; $P < 0.05$) and self-regulated skill ($df = 754$; $P < 0.05$) of pre-school children. It was also shown that authoritative parent-child communication has a significant relationship with communication skill ($df = 754$; $P < 0.05$) and self-regulated skill ($df = 754$; $P < 0.05$) of pre-school children. In addition, democratic parent-child communication has a significant relationship with communication skill ($df = 754$; $P < 0.05$) and self-regulated skill ($df = 754$; $P < 0.05$) of preschool children.

In line with the findings of the study, it can be concluded that parent-child communication had positive and negative correlations with pre-school children social skills acquisition in Ilorin West Local Government Area of Kwara State. Authoritarian parent-child communication had a negative relationship on pre-school children social skills acquisition, while authoritative and democratic parent-child communications had positive and significant relationship on communication and self-regulated skills of preschool children. The study, therefore, recommended that parents should desist from using authoritarian parent-child communication and adopt authoritative and democratic parent-child communication.

Keywords: Parent-Child Communication, Social Skills, Self-Regulation Skills, Communication Skills.

WORD COUNTS: 473

CHAPTER ONE

INTRODUCTION

Background to the Study

Communication has become an inextricable phenomenon of human existence. It is derived from a latin word, “communis” which means common or shared understanding. It is fundamental in the facilitation of growth and development of a society because without the exchange of ideas, there is likely to be chaos and everything will be unstable. According to Canary (2011), communication is the transfer of information that must be understandable from one person to another. Similarly, Tourish (2010) perceived communication as a process that involves exchange of information, thoughts, ideas and emotions. Fernandez, Tran, Johnson and Jones (2010) stated that the components of a communication process are: a sender who encodes and sends the message, the channel through which the message is sent, and the receiver who decodes the message, processes through which the information is sent and appropriate response via the same channel back to the sender. This implies that communication can occur via various processes and methods, depending on the channel and style used. Channel of communication is the recognised and predetermined means through which message is transmitted from one person to the other (Akinnubi, Gbadeyan, Fashiku & Kayode, 2012).

Yalokwu (2002) posited that communication process involves four major elements namely: the sender, message, channel and receiver. The sender initiates the communication. At every given level in the society, the sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols, or gestures to compose the message. The message is the outcome of the encoding, which takes the form of verbal, non-verbal or written language. The message is sent through a channel which is the carrier of the

communication. The medium can be a face-to-face conversation, a telephone call, an e-mail or a written report. The receiver decodes the received message as meaningful information. Finally, feedback occurs when the receiver responds to the sender's message and gives a feedback to the sender. Feedback allows the sender to determine whether the message has been received and understood (Keyton, 2011).

It can be inferred from above that the process of passing information between persons and among people is called communication. This symbolises that at any given level, either in the home, school or society, communication provides a way of motivating, influencing and interacting with people. It is through communication that an individual's pulse is felt. Hence, effective communication is, therefore, the ability of one to impart knowledge, pass a rule or an instruction, make a request, transmit or share an idea with a view to ensuring that organisational objectives are attained and individuals' interests are achieved through mutual understanding (Pavett, 2003). On the other hand, ineffective communication occurs as a result of the inability of a person to interact meaningfully with another. This breeds social discontent and causes misinterpretation and misunderstanding. Neeta (2010), in his own opinion, attributed causes of ineffective communication to lack of feedback, information overload, inability to decode, and not being concise or clear.

However, communication is very important at any given level of education. Babatunde(2009) buttressed this by stating that,communication plays a vital role in human life because it does not only help to facilitate the process of sharing information and knowledge, but also help to develop relationships with others. In line with this, Keyton (2011) indicated that communication serves five major purposes such as: to inform, express feelings, imagine, influence, and meet social expectations. The importance of communication in any phenomenon symbolises its dynamism, conceptuality and continuous process (Arlin,

2012). On the basis of this, one can infer that the importance of communication in any human society is an activity that is on-going, dynamic and continuous.

Leidy, Guerra and Toro (2010) stated that parents are perhaps expected to teach, discipline and provide for their children, thus affecting their behaviour. Not only that, they play the role of a catalyst that might not be apparent initially but engage the children on a daily basis about their experience in the classroom. As a matter of fact, this help in enabling them to understand the behaviour of their children and pattern as to what to be their strong areas. In another dimension, it however, seems that children open up to their parents than anyone else, as parents are expected to nurture their attitudes towards positive acts, monitoring the ideas of having good friendships, guiding them towards developing good work ethics, feeding them with moral values, empathy towards others, and a lot more. This is because, parents are not only care takers; they are instrumental to the development of their children's social skills, emotional, cognitive, and physical well-being. No doubt, parents are profoundly important.

It is generally presumed that parents are either biological or non-biological caregivers. In some instances, they are also regarded as guardians. In line with this, Aiyappa and Acharya (2012) averred that parent-child communication appears to be the verbal and non-verbal interaction within a family system. Similarly, parent-child communication creates common pool of ideas, strengthens the feeling of togetherness through exchange of messages and translates thought into action reflecting every emotion for human survival to supreme manifestations of creativity (Ejeh & Okoro, 2016). It also means a wide range of behaviours that can improve children's learning. Therefore, parent-child communication at home can include discussions about school activities, homework and reading with children (Rain & William, 2011). The home is a place where essential information, time, experiences and opportunities are provided for the children to respond creatively to their world. Cultivating

parent-child communication is also considered vital to the development of team work among the children (Jackson-Newsom, Buchanan & McDonald, 2008). Unfortunately, many parents are not specifically trained in the skills they need to communicate effectively with their children (Hradecky, 2004).

Meanwhile, parents are required to strive and establish partnerships with the school to support student learning. Strong communication could be fundamental to this partnership in order to build a sense of community between the home and the school. In these changing times, parents must continue to develop and expand their relationships in order to maximize effective communication with the school. Hence, Fashiku (2016) indicated that good communication between parents and teachers/school has many benefits because good communication helps create positive feelings between children and the school. In contrast, he further posited that poor communication at home will inevitably lead to unmotivated children that may begin to question their confidence in their abilities.

In addition, schools and parents are responding to increased expectations, economic pressures, and time constraint. In these changing times, effective partnerships between teachers and parents have become even more essential to meet the needs of the children. Communicating with parents is one of the six major types of parental involvement practices critical to establishing strong working relationships between teachers and parents (Nakpodia, 2010). For this reason, parents need to understand their children's social skill which is an aspect of their life, through communication from time to time (Caspe, 2003). This implies that parents need to develop ways of making communication easier with their children by encouraging them to be positive in their behaviours, values, and character traits as well as expressing high expectations for the children and encouraging their efforts in learning at home to achieve good academic career. Most importantly, children benefit through

improved communication because contact between homes and school helps children learn and succeed (Fashiku, 2016).

In some instances, parent-child communication may be hard because some parents do not feel comfortable with the school their children attend as a result of some lapses in the system. Also, some parents might have had a bad experience in school when they were children. Some other parents may have not felt welcomed by the school or teacher. In this context, variables of parent-child communication like authoritarian, authoritative and democratic communication will be studied.

Woolfolk (2010), perceived authoritative parent-child communication as a process of setting clear limits, endorse rules, and expect mature behaviour from the children. He further stated that in this type of communication, parents tend to listen to their children's concerns, give reasons for rules, and follow democratic decision-making methods. Parents that are authoritative in communication, highly maintain equilibrium between the levels of responsiveness and demandingness (Couchenour & Chrisman, 2011). They discipline the children, according to age pertinent manners. They make rational requests, form a loving and solicitous ambience in which children can communicate their feelings, opinions, express their points of view and partake in decision-making processes of the family. Apart from this, they also allow certain degree of autonomy so that children can form a sense of self-determination as they make choices and decisions to pursue further studies of their own interest which they are bound to enjoy.

Authoritarian parent-child communication is another variable which shows a restrictive and punitive practice where parents admonish the child to abide by regulations, appreciate their efforts, set rigid limits and restrictions on the child and permit a small amount of verbal interactions (Santrock, 2008). This implies that, the parents that use authoritarian parent-child communication avert any discussion between them and their children, which

brings further burden on the children. Much of the interaction between authoritarian parents and their children is characterised by the one-sided obligation that the child should do what the parents want, but the parents do not need to do what the child wants (Lao, 2008). They are not parents who involve their children in dialogue (Pressley & McCormick, 2007). Because of this, the parents tend to demonstrate a low level of communication with their children; if there is communication, it is mostly one-way in which the parents instruct their children on what to do (Crosser, 2005).

Sclafani (2004) described democratic parent-child communication as the process whereby children are given free hand and a lot of room to grow and flourish. Parents in this category allow their children a great deal of self-regulation as well as interact positively with them. This enhances the children's self-esteem (Moonie, 2005). In the democratic parent-child communication, the parents support their children but set their own bounds. The verbal communication between parents and child appears to be strong. Additionally, this creates a family environment where the children feel free, safe and have the opportunity to develop self-control. This perhaps makes parents and children participate in activities related to family affairs on the same degree as children are encouraged and given sense of belonging to act in a way that leads to the fulfilment of parental expectations.

Also, in this study, variables of social skills acquisition in terms of communication skills and self-regulation of the children were measured. In this context, social skills refer to communication and self-regulation skills exhibited by preschool children after communication process had taken place between them and their parents. According to Berk (2006), social skills refer to the foundation on which other types of learning are built. In this sense, communication skills is the ability to have clear understanding of what is taught, ask questions and respond to interactions appropriately. Fashiku (2016) posited that the ability to communicate effectively is a key skill and the better way to enhance quality of life. It is

believed that communication starts from the moment a child is born. For instance, the crying of a baby when delivered makes the mother know that a child has arrived. Also, it is believed that children learn communication skills by listening and watching their parents and whosoever that carries them, throughmimicking their words and actions. The more communication is done with the children, the more they further develop the skills.

Leidy, Guerra and Toro (2010), posited that interaction and play with siblings and friends, will develop interpersonal skills alongside communication skills in children. These skills will make childrenhave a great comfort in social situations as it is easier for them to strike up conversations with peers and make new friend. More so, it may likely stimulate their listening skills, as well as their ability to empathise and interpret non-verbal communication cues. Though, when communication is not effective, children are perhaps capable of not expressing themselves clearly and confidently in all aspects of their life. This may likely have negative effect in the acquisition of pre-school children social skills. Hence, healthy communication skills reduce stress, improve communication, enhance intimacy, increase understanding and promote joy (Keyton, 2011).

Similarly, another variable measured is self-regulated skill which refers to the ability of the children to manage their emotions, thought and behaviour in order to produce positive result. It could also refer to the presence of children's independence to pursue their educational, social and life goals in an effective way (Perry, Philips & Hutchinson, 2006).Apart from this, self-regulated skills could make children to get acquainted with social skills that will aid theirpositive interactions with peers and friend, so that they can compete favourably in the society. Although, if children don't have cordial communication with their parents, it could make them lack the capacity to manage their own learning behaviourwithin and outside the school environment.

Studies conducted in the United States of America, sought to evaluate the efficacy of teacher-communication with parents and students as a means of increasing children engagement (Kraft, Matthew & Shaun, 2011). It estimated the causal effect of teacher-communication by conducting a randomised field experiment in which children were assigned to receive a daily phone call from home and a text/written message during a mandatory summer school programme. It was found that frequent teacher-parent communication immediately increased students' engagement as measured by homework completion rates, on-task behaviour and class participation. In addition, research on typically developing children suggests that the quality of parent-child communication plays an important role in the development of children's social skills (Cumberland-Li, Eisenberg & Champion, 2003; Baker, Fenning, & Crnic, 2007; Leidy, Guerra & Toro, 2010).

Communication provides a context in which children learn and assimilate adaptive social skills. For instance, while interacting with parents, children learn social rules (turn-taking and negotiation strategies) as well as ways to decode emotional cues (Guralnick, 1999). The quality of parent-child communication appears to have long-term effects on social development for both typically developing children and children with developmental disabilities (McDowell & Parke, 2009; Skibbe, Moody & Justice, 2010).

A parent is the child's first and most important teacher in life and he or she is expected to play an active role in the child's pre-school journey because it is believed that a parent and child should grow together and have a rewarding preschool experience. This is subsequently followed by school life where academic performance is expected to be high. The parent is supposed to be supportive of the child in all aspects which include socially, physically, mentally and also emotionally (Epstein, 2001). Studies have indicated that children whose parents and/or other significant adults share in their formal education tend to do better in school. Some of the benefits identified in parental involvement in education include; higher

grades and better test scores, long term academic achievement, positive attitudes and behaviours and more successful programmes (Epstein, 2001). It is against this backdrop, that the present study investigated parent-child communication as correlate of pre-school children social skills acquisition in Ilorin West Local Government Area of Kwara State.

Statement of the Problem

The role of parent-child communication on pre-school children's social skills acquisition cannot be over-emphasized. This is because parents play critical communication roles in the overall development of their children. These roles appear to range from encouraging, motivating, moulding and supporting their children to have access to activities that would enable them to master keys of social development. Oftentimes, individual parents are faced with unique challenges that hinder the child's ability to organise and regulate his/her behaviour to complete a task, and communicate positively with other children. These challenges appears to include: insufficient time, parent's level of education, occupational status and order of priority, home environment, as well as creating time to respond to children's school activities like buying instructional materials and attending to disciplinary cases.

In addition, research has shown that parents who are expected to embrace effective communication to enhance cordial relationship with their children lack necessary skills to communicate with children under their tutelage. Based on this, it is assumed that parents from different cultures demonstrate different parent-child communication skills to promote children social skills. This assertion was buttressed by the insinuations by the general public that most of the parents tend to exhibit authoritative parent-child communication. Some argued that some parents tend to exhibit authoritarian parent-child communication, while some expressed that some other parents exhibit democratic parent-child communication.

Consequently, effective communication appears to play important role as parents need to move ahead to discharge their duties in creating cordial relationship with their children. However, it is worthy to note that very few often studies have been conducted on parenting-child communication with other variables. In spite of this and to the best of this researcher's knowledge, it is established that there seems to be no study conducted on parent-child communication measuring pre-school children social skills acquisition in terms of communication skills and self-regulation skills, with particular reference to Ilorin West Local Government Area of Kwara State. This creates a researchable gap in knowledge that stimulated the researcher to investigate whether parent-child communication serves as correlate of pre-school children social skills acquisition in Ilorin West Local Government Area of Kwara State.

Purpose of the Study

The main purpose of the study was to examine parent-child communication as correlates of pre-school children's social skills acquisition in Ilorin West Local Government Area of Kwara State. The specific purposes were to:

1. Ascertain the level of children's communication skill acquisition in Ilorin West Local Government Area of Kwara state;
2. Investigate the level of children's self-regulated skill acquisition in Ilorin West Local Government Area of Kwara state;
3. Identify the most common parent-child communication in Ilorin West Local Government Area of Kwara state;
4. Investigate the relationship between authoritarian parent-child communication and communication skills of children in pre-schools in Ilorin West Local Government Area of Kwara State;

5. Investigate the relationship between authoritarian parent-child communication and self-regulation skills of pre-school children in Ilorin West Local Government Area of Kwara State;
6. Find out the relationship between authoritative parent-child communication and communication skills of pre-school children in Ilorin West Local Government Area of Kwara State;
7. Find out the relationship between authoritative parent-child communication and self-regulation skills of pre-school children in Ilorin West Local Government Area of Kwara State;
8. Assess the relationship between democratic parent-child communication and communication skills of pre-school children Ilorin West Local Government Area of Kwara State; and
9. Assess the relationship between democratic parent-child communication and self-regulated skills of pre-school children in Ilorin West Local Government Area of Kwara State.

Research Questions

In order to achieve the research purposes, six research questions were raised for the study.

1. What is the level of children's communication skill acquisition in Ilorin West Local Government Area of Kwara state?
2. What is the level of children's self-regulated skill acquisition in Ilorin West Local Government Area of Kwara state?
3. What is the most common parent-child communication in Ilorin West Local Government Area of Kwara state?

Research Hypotheses

Six research hypotheses were formulated from the research objectives and tested in the study at 0.05 level of significance.

Ho1: There is no significant relationship between authoritarian parent-child communication and communication skills of pre-school children in Ilorin West Local Government Area of Kwara State.

Ho2: There is no significant relationship between authoritarian parent-child communication and self-regulation skills of pre-school children in Ilorin West Local Government Area of Kwara State.

Ho3: There is no significant relationship between authoritative parent-child communication and communication skills of pre-school children in Ilorin West Local Government Area of Kwara State.

Ho4: There is no significant relationship between authoritative parent-child communication and self-regulation skills of pre-school children in Ilorin West Local Government Area of Kwara State.

Ho5: There is no significant relationship between democratic parent-child communication and communication skills of pre-school children in Ilorin West Local Government Area of Kwara State.

Ho6: There is no significant relationship between democratic parent-child communication and self-regulated skills of pre-school children in Ilorin West Local Government Area of Kwara State.

Significance of the Study

The study is significant in the sense that it could be of help to all stakeholders in the education sector such as parents, classroom teachers, pre-school children, government, policy makers as well as other researchers in the field of early childhood and primary education. To the parents, the findings of the study will be of great importance to them as information provided will enable parents to have better understanding of parent-child communication and embrace the most effective mode of communication process which will not only bring about cordial relationship between the parents and their children but also ensure the achievement of social skills acquisition of pre-school children in schools.

The information provided in the study would be of great significance to classroom teachers in ensuring their understanding, sensitivity and responsiveness to improve positive communication that will assist pre-school children in acquiring necessary social skills (communication skills and self-regulation skills). Similarly, information provided in the study will contribute to policy formulation and practices as government will be informed on the relationship that exists between parent-child communication and social skills acquisition of pre-school children.

The pre-school children would benefit from the findings of the study, as it will show them different skills that would help them increase their communication skills and ability to engage in self-regulated skills that is associated with positive beliefs that are fundamental in effective communication with parents, siblings, peers and other members of the society.

The findings provided in the study on the relationship between parent-child communication and pre-school children social skills acquisition would be significant to the government at understanding the training required by parents in order to have clear understanding of negative effects of poor parent-child communication and develop profitable strategies that could stimulate pre-school children in the acquisition of their social skills.

within and outside the school. Furthermore, the policy maker would benefit from recommendations made in this study in order to address identified areas of concern in the best interest of the parents and other members of the society.

The findings of the study will be of immense benefits to other researchers in the field, in the sense that information provided would be in the library and accessible online for use and for further researcher towards providing more information on parent-child communication, especially, at the pre-school level.

Scope of Study

The study was limited to the selected public and private pre-school in Ilorin West Local Government Area of Kwara State. There are 7,139 public and 15,089 private pre-school children across 56 public and 244 private pre-schools in Ilorin West Local Government Area of Kwara State (Kwara State Annual School Census Report, 2015/2016). The scope was also limited to variables of parent-child communication (authoritarian, authoritative and democratic communication) and variables of social skills acquisition of pre-school children (communication skills and self-regulation). Two research instruments were used to collect data from the respondents. Data collected were analysed using frequency counts, percentage scores and Pearson Product Moment Correlation Statistics.

Operational Definition of Terms

The following terms are operationally defined as follows:

Parent-Child Communication: This refers to democratic, authoritative and authoritarian communication used by parents to enhance social skills acquisition of pre-school children.

Authoritative Parent-Child Communication: This refers to a pattern of communication used by parents in setting clear limits, endorsing rules, and expected behaviour from pre-school children in ensuring positive social skills acquisition.

Authoritarian Parent-Child Communication: This refers to a pattern of communication used by parents to admonish the child to abide by regulations, appreciate their efforts, and set rigid limits and restrictions for pre-school children to enable them achieve social skills acquisition.

Democratic Parent-Child Communication: This refers to a pattern of communication used by parents whereby pre-school children are given free opportunity to interact with their parents in the bid to allow them achieve social skills acquisition.

Preschool Children: These are children between the ages 0-5 years plus who are in crèche and kindergarten or preschools.

Social Skills Acquisition: This refers to communication and self-regulation skills exhibited by pre-school children after communication process had taken place between them and their parents.

Communication Skills: This refers to the ability of pre-school children to have clear understanding of what is taught, ask questions and respond to interactions appropriately.

Self-regulation Skills: This refers to the ability of pre-school children to manage their emotions, thought and behaviour in order to produce positive result.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter focused on earlier studies carried out on parent-child communication and pre-school children's social skills. The available related literatures were reviewed under the following sub-headings:

Theoretical Review:

The Theory of Social Constructivism propounded by Vygotsky Lev (1978)

Conceptual Review:

The Concept of Communication

Parent-child Communication

Democratic Parent-Child Communication

Authoritative Parent-Child Communication

Authoritarian Parent-Child Communication

The Concept of Social Skills

Review of Related Empirical Studies:

Democratic Parent-Child Communication and Communication Skills

Democratic Parent-Child Communication and Self-Regulation Skills

Authoritative Parent-Child Communication and Communication Skills

Authoritative Parent-Child Communication and Self-Regulation Skills

Authoritarian Parent-Child Communication and Communication Skills

Authoritarian Parent-Child Communication and Self-Regulation Skills

Appraisal of the Literature Reviewed

The Theory of Social Constructivism (1978)

The study is hinged on the theory of social constructivism propounded by Vygotsky(1978). Constructivism is a modern approach in education that claims humans are better able to comprehend the information they have constructed by themselves. According to the constructivist, learning as a form of communication is a social progress which involves the use of language (verbal and non-verbal), real world in reciprocal action and cooperation among children. The children are considered to be central in the learning process. Learning is affected by ones prejudices, experiences, the time one lives, and both physical and mental maturity when encouraged. Children exercise their will, determination, and action to gather information, change it, formulate hypotheses, test these speculations via applications, experiences, and to draw confirmable conclusions (Palincsar, 2005). Constructivism transforms today's classrooms into a knowledge-construction site where information is absorbed and knowledge is built by pupils.

In a constructivist classroom, the attention is likely to move from teacher to the pupils. The classroom is no longer a setting where the teacher pours knowledge into passive children, who are learning in vacuum. The pupils are encouraged to be actively involved in their own process of learning. Also, parents, teachers and the children think of communication and knowledge as a dynamic, ever-changing idea of the world one lives in and the ability to successfully stretch and explore this view.

Socio-cultural approaches to learning and development were initially applied systematically by Vygotsky (1978) and his collaborators in Russia in the 1920s and 1930s (John-Steiner & Mahn, 2012). While psychologists were intent on developing simple explanations of human behaviour at that time, Vygotsky (1978) bobbed up with a rich, multi-layered theory through which he considered a range of subjects including the psychology of art, language and thought, and learning and development, rivets on the education of children

with special needs (Steiner & Mahn, 1996). Vygotsky (1978) identified the greater socio-cultural context. However, he places more emphasis on the social environment as an enabler of development (Tudge & Scrimsher, 2003).

Vygotsky (1986) stated that human mind is fabricated through a subject's interaction with the world and is an attribute of the relationship between subject and object (Verenikina, 2010). He found a significant role in humans' comprehension of the world and themselves. These actions are ascribed as 'tools' (Turuk, 2008). Furthermore, Vygotsky (1986) averred that humans do not act directly on the physical world without the intercessor of tools. These instruments can be any object made by human beings, whether symbolic or signs, made by humans under particular cultural and historical circumstances carrying with them the features of the culture in question (Turuk, 2008). He argued that mental processes could only be understood if one gets the picture of tools and marks that arbitrate them (Verenikina, 2010).

Vygotsky (1986) posited that children are completely dependent on other people like: parents, teachers, peers and other members of the society in their early stages as the socio-cultural environment keeps on showing the children various tasks and demands, occupying the child in their world (Turuk, 2008). These other people, especially parents, who appreciate and communicate with the child on what to do, how to do it, as well as what not to do, originate the child's action through parent-child communication. Parents are representatives of the culture and the medium through which the culture passes into the child. They actualise these primarily through communication. Vygotsky (1986) further explicated that children appropriate these cultural and social heritage by acquiring knowledge through communication with parents, teachers, peers as well as other people in the society as the first step (referred to as inter-psychological plane) and then later understands and interiorise this knowledge with own personal value to it (referred to as intra-psychological plane) (Turuk, 2008). This modulation from social to personal holding is not seen as a mere copy; rather it is

a transmutation of what had been learnt through interaction, into personal values. In addition, Vygotsky(1978) arrogated that in school system, children are not copying the teachers' capabilities but transforming what teachers present to them during the processes of annexation (Turuk, 2008).

Vygotsky (1986) accented that children and adults are both active agents in the process of child's development. Cole and Cole (2001) mentioned that development in this regard is co-constructed,when applied to parent-child communication; it means that both the parents and the children are seen as active agents in ensuring effective communication. Parents' intervention in children's acquisition of necessary social skills is vital, but it is the quality of the parent-child communication which is considered as crucial in the acquisition of such skills (Verenikina, 2010).

The theory emphasises the essence of what children express with their parents or teacher in the environment as an active meaning-maker and problem-solver (Turuk, 2008). It admits the dynamic nature of the reaction between parents, teachers, learners and tasks, and provides a perception of social skills as arising from interactions with others. Alzaghouel (2012) stated that Vygotsky(1978) theory takes-on that children arise not through communication, but in reciprocal action. Children first succeed in performing a new task with the aid of another resourceful person (parent or teacher) and then incorporate this task so that they can practicalise it on their own. In this way, social interaction is propounded to intercede learning within and outside the school. According to Elst, Baillien, Cuyper and Witte (2010), the theory goes further to say that communication which finally intermediates positive communication are those in which children discover the new project (Turuk, 2008). Vygotsky developed Zone of Proximal Development (ZPD) in 1896-1934. The ZPD is seen as the difference between what children can do without help and what they can attain with guidance and motivation from a skilled partner. Hence, the term "proximal" refers to those

skills children are closed to mastering. The zone of proximal development has been defined as the gap between the certain developmental level as compelled by independent problem-solving and the level of potential development as driven through problem-solving under adult guidance, or working together with more knowledgeable peers (Vygotsky, 1978). The ZPD is a moving goal. As children achieve new skills and abilities, this zone moves progressively. Teachers and parents can take benefit of this by incessantly giving educational opportunities that are somewhat in reach of a child's existing knowledge and skills. By giving children tasks that they cannot quite do easily on their own and providing the direction, they need to achieve it, educators can increase learning procedure.

The social constructivism theory propounded by Vygotsky (1978) is relevant to this study because it give children the freedom to build knowledge for themselves. It resulted in the development of parent-child communication such as democratic, authoritative and authoritarian communication and pre-school children social skills acquisition which are all pivotal to this survey. Also, some of the fundamental assumptions of the social constructivism theory focused on learning social skills construction which has to do with the process and building of internal representation and sharing of personal experience through active involvement in the acquisition, organisation and evolution of knowledge, social skills through experience. The conceptual growth emanated from communication with others and sharing of multiple perspective of their internal representation with the help of real-word situation that is based on the consolidation of social skills experience. Finally, the theory is very essential to the independent social skills and development through communication which is appropriate to social-cultural and individual rightness.

The Concept of Communication

Communication has become an inextricable phenomenon in human existence. Communication is from a latin word, "communis" which means common or shared

understanding. It is fundamental in the facilitation of growth and development of a society because without the exchange of ideas, there will be chaos and everything will be subject to change. There are many definitions advanced for communication by different scholars from different context. Wayne, Cecil and Tarter (2013) described communication is perceived as a relational process through which sources transmit messages using symbols, signs and contextual cues to express meaning and influence behaviour. In the view of Nothhaft (2010), communication is the transfer of information that must be understandable from one person to another. Similarly, Manohar (2011) perceived communication as a process that involves an exchange of information, thoughts, ideas and emotions. Similarly, Keyton (2011) posited that communication is a process of transmitting information and common understanding from one person to another. Essene (2000) opined that communication is the transfer of thought from one person to another by post, telephone, tele-printer and messages or by other means.

Schemerhorn (2002) perceived communication as interpersonal process of sending and receiving symbols that have messages attached to them. Baran (2004) equally describes communication as the transmission of messages from a source to a receiver for him or her to decode. In the same vein, Smith (2009) presented communication as an interactive process of providing and passing of information that enables an organisation like the school system to get its employees informed about developments within the system and in a bid to carry out its official functions effectively. Simply, it is passing of meaningful messages from one person to another or group of people. Babatunde (2009) came up with a simple component of communication process to include: “who says what, through which channel, to whom, and with what effect?” In line with this, Ogden (2005) viewed communication to be the process of increased sharing of information between participants on the basis of receiving and sending messages. For this reason, David (2015) perceived communication as a phenomenon

that does not only connote transmitting of messages; rather, it entails understanding of the transmitter's message by the receiver.

Fashiku (2016) defined communication as a process that occupies a central position in human daily interactions. It occurs only when the receiver understands the actual information or idea that the sender intends to transmit. Similarly, communication as a process includes a sender, a message, channels, a receiver and feedback (Fiske, 1990; Dimpleby & Burton, 1998). Adebayo (2004) indicated a more complete picture of communication process by pointing out the following elements: sender (source), encoding, message, channel (medium) receiver, decoding and feedback. Communication, therefore, becomes more than distributing messages as it becomes an interplay between actors (Jimes, 2003). Depending on how communication is conducted, in what circumstances and with which actors, it can render different outcomes. The communication quality is dependent on both the actors, such as principals and teachers, and the actual situation and its prerequisites.

Communication, therefore, is defined by Conrad and Poole (2005), as a process through which people, acting together, create, sustain and manage meanings through the use of verbal and non-verbal signs and symbols in a particular context. There are two forms of communication, verbal and nonverbal (Kowalski, Petersen & Fusarelli, 2007). It is assumed that when done with words, it is considered to be verbal, and when communication is done without words, it is considered to be non-verbal. However, non-verbal communication may include facial expressions, touching, body movements, dress, posture, and even spatial distance. Although verbal and non-verbal communications are interdependent, non-verbal behaviours are used to support or modify verbal behaviours (Jimes, 2003).

Based on the above definitions, the researcher is of the view that communication is an on-going process that involves sending and receiving messages from one person to another in a bid to share knowledge, attitudes and skills. Hence, different types of communication may

include verbal and non-verbal communication. This was buttressed by Yahyai (2011), who posited that different types of communication are verbal and non-verbal. In this process of communication, three main factors play important roles, including signalling (parents), messages (instruction), and receiver (children). First of all, the parents through effective communication send a message to the children as the receiver of the message. In the next step, the children respond to the parents' messages and send a new message to the parents who are the receiver of the message this time. An important point in this type of communication process is that parent-child communication in all quarters is one of the complex human relationships.

Non-verbal communication has been defined by various scholars. For instance, Guerrero, Michael and Joseph (2008) perceived non-verbal communication to consist of "messages other than words that are commonly used by an individual in interacting with others. The messages are typically sent with intent and are typically interpreted by receivers as meaningful. The authors underscore how tone of voice, facial expressions, and body language play roles in such communication. Similarly, Fatemeh and Nasrin (2017) viewed non-verbal communication skills as a sign language or silent language which include all behaviours performed in the presence of others or perceived either consciously or unconsciously. By this definition, non-verbal communication is a way for parents to communicate emotional messages. Of course, the messages need to be congruent with age and culture appropriate with non-verbal behaviours (Carlson, 2006; Hansen, 2010).

Non-verbal communication is important in early childhood environment because it increases parents' potential to strengthen their children's social engagement and multiply their positive learning experiences especially when parents constantly communicate with their children through sending and receiving both verbal and non-verbal modes. In this sense, parents' non-verbal communication such as nodding of head, smiles, and hand claps among

others is vital for creating fluctuating range of children's engagement or disengagement (Hansen, 2010; Hyson, 2008). In addition, the goal of every parent is to increase children's engagement, the observable behaviours, that indicate children's involvement in instruction (Hyson, 2008). This symbolises that it is important to direct our attention to the role of nonverbal communication. Hyson (2008) averred that when parents are conscious of their non-verbal behaviours. It increases the opportunities to engage their children. It also showed that children's thinking and behaviour are easily shaped by their emotional states. Thus, the role of non-verbal communication in any given home is just as critical as that of verbal communication.

Non-verbal communication is often more subtle and more effective than verbal communication and can convey meaning better than words. For example, a smile conveys someone's feeling much easier than words. Silent speech is of great importance in human's daily interactions and it influences one's chances of failure or success in personal and professional social encounters. A study was conducted by Oskouhi, Movahed Mohammadi and Rezvanfar (2013) on the role of non-verbal communication on educational performance of faculty members of Agricultural Sciences and Natural Resources University in Sari. The results of the study showed a significant positive correlation between non-verbal communication skills and educational performance of Sari Faculty members of Agricultural Sciences and Natural Resources University.

Apart from the above, Pace and Faules (2010) stated that communication can also be in the direction of informal and formal channels that is classified to include: downward communication, upward communication, horizontal communication, cross-channel communication, and personal or informal communication. From the view of Nakpodia (2010), these channels of communication are the recognised and predetermined means through which message can be transmitted in an organisation. In the view of Udeze(2005),

formal and informal channels are methods sanctioned by organisations and are related to organisational goals as regulation and innovation (Wayne, Cecil & Tarter, 2013). In a similar point of view, Maurice (2015), asserted that channels of communication simply refers to methods, vehicles or forms a message travels in organisations especially through lines of communication.

First line of communication is the vertical channel of communication that flows from downward to upward direction (Udeze, 2005). It is the communication that takes place between people and those above and below them in the organisational hierarchy. It takes place usually along formal reporting lines as between management and their subordinates. Downward communication flow is used for giving out instructions from top level to lower level in the organisation (Guo & Sandez 2005). Again, it is a flow of communication from people at higher levels to those at lower levels in the organisational hierarchy. For example, communication emanates from the management, through the deans of faculties to head of departments to academic or non-academic staff and finally the students. Second communication line is the upward channel of information or messages that emanates from subordinates to the superiors until it gets to the top of the hierarchy in any organisational settings (Udeze, 2005). A typical example of this is a message from students through academic or non-academic staff to the heads of departments to deans of faculties to the management.

Third aspect of communication is the horizontal channel. This is the flow of communication across departments or units, usually from employees of the same status or heads of different units (Ajileye, 2004). It is also a flow of information between peers or colleagues on the same or similar organisational levels such as among staff, heads of departments, deans of faculties or management. The major purposes of horizontal communication are sharing information with colleagues, resolving conflict, coordinating

tasks, solving problem and building rapport (Wayne, Cecil & Tarter, 2013). The fourth aspect of communication is the diagonal channel which is the flow of information involving persons from different levels which are not in direct reporting relationship with each other. The informal channel refers to as grapevine, members of the organisation by-pass the normal chain of command to relay information that is built around the social relationship of the members of the organisation. It is a situation where by a clerk passes his supervisor or head of unit or head of department to report directly to the dean of faculty.

Importance of Effective Communication

Generally, effective communication is important when it comes to communication with parents, teachers, peers or other members of the society in any given situation. For instance in the home, parents is usually the sender who send the messages to the children through communication, such communication perhaps include information about the specific skills that children need to learn either at home or in the school. It is assumed that message sent by parent can only be effective when the children are able to code and decode the message. According to Schaffer and Kipp (2010), effective communication is important in any given situation because, it enables an individual to put forward his or her own, ideas and opinion and listening to that of others in order to strengthen the bond between people. Apart from this, communication is also vital as it provides the child information about his/her status in the eyes of a figure of authority. There are different definitions of effective communication.

Yuliani and Ade (2017) perceived effective communication as the ability of the parents to communicate with the children using different skills in the development of children during their formative years and their ability to build positive relationship with parents, peers and other members of the society. According to Lunenburg (2010), effective communication refers to two-way processes that require effort and skill by both the sender and the receiver.

Ford, Knight and McDonald-Littleton (2001) stated that effective communication is the process by which understanding becomes the key element, thus, sharing of meaning and understanding between the person sending the message and the person receiving the message. According to Velentzas and Broni (2014), effective communication helps the objectives for which it was prepared or designed to create understanding, inform or communicate a certain idea or point of view. This, therefore, suggests that an effective communication is expected to produce the desired effect and maintain the outcome, with the potential to improve the effect of the information shared between the sender and the receiver.

Communication is vital both within and outside the family because it enhances positive interaction. This implies that effective communication is required to be involved in parent-child communication to enhance smooth relationship in the environment (Velentzas & Broni, 2014). Based on this, Wayne et al (2013) rightly asserted that effective communication is very important because it consists of talking and listening and develops the concept that requires the transmitted content to be taken and understood by someone or people in the way it was planned. When communication content and body language do not give the same message to produce the same meaning, ineffective communication then exists. Davis (2003) stated that communication is important and effective when information, instruction, advice, feelings, opinions and facts are conveyed correctly and accurately from one person to another irrespective of status and personal characteristics. Similarly, effective communication emerges when a desired effect as the consequence of intentional or unintentional messages sharing, which is interpreted between people and acted upon in a desired techniques and methods. Hence, effective communication is eminent through the sharing of information between people that is teachers, parents and peers in early childhood settings (Kowalski, Petersen, & Fusarelli, 2007).

In any given organisation, Dolphin (2005), affirmed that communication must address the information related to employees, the management changes and the motivation of employees. This is because effective communication means that everyone in the organisation at all levels, understands the need for change, what changes are and how they will affect the business and each individual's work. It has also been recognised that effective and appropriate communication is a vital ingredient in the success of an organisation (Postmes, Tanis & de Wit, 2001). This specified that effective communication is the central process through which employees exchange information, create relationship, and build meaning, values, and an organisational culture. According to Luecke (2003), effective communication has been proved to be an effective tool for motivating employees involved in change. He further showed that the adequacy of information provided by the organisation is a pre-requisite ability of influencing and contributing to an employees' job satisfaction. Hence, effective communication practices within an organisation are expected to have an important influence on the degree to which employees trust their managers and the organisation's top echelon.

In the school system, an important point in non-verbal communication is the use of positive relationship, especially when teaching is timely and done correctly (Salimi, 2014). Teachers who used non-verbal communication techniques in communicating with children with physical and motor impairment in Tehran Province played an effective role in increasing the children's' self-esteem and reducing their shyness (Heydarpour, Dokaneifard & Bahari, 2008). An appropriate method of using non-verbal communication is when the teacher gives problem solving assignment to the learners according to their intellectual ability. He shows them that he is aware of their abilities and creates motivation in them. Thus, he is willing to solve the problem on the other hand, if the teacher indirectly tells the learner that he doesn't think he is able to solve their problems, the learner will be afraid as well. These mutual

reactions are not only important in school rather, they are important in all human relationships, especially between parents and children (Moradi, 2013).

Meanwhile, Fashiku (2016) indicated that there are certain effective communication obstacles which when not adequately considered and avoided may impede learning in the classroom. Some of these obstacles are: inadequate verbal communication skill of speaking and listening; problems of meaning; contradicting verbal and non-verbal message; noise in the environment; distortion; message overloading; wrong timing; perception problem; auditory problem; and psychological problem, among others. In addition, Elst, Baillien, Cuyper and Witte (2010) reported that the denial of staff the opportunity of being part of policy making decision in related matters of their welfare by their subordinates can in turns result to un-peaceful environment. This is one of the basic challenges to effective communication in an organisation.

Ojo (2004) averred that communication barriers could arise as a result of parent using ambiguous words to the receiver (children), or sometimes arises when the source or sender lacks credibility with respect to the issue at hand. Barriers may also arise as a result of management not writing memos clearly, concisely, and not using questions appropriately. Adeyemi, Ekundayo and Alonge (2010) reported wide communication gap between the parents and their children as well as filtered rumours and counter rumours could mar the effective communication between parents and their children. Ikwuje (2002) highlighted that the existence of communication gap due to poor communication practices, poor management, poor motivation for the children, breakdown of rules and order within and outside the family settings could lead to misunderstanding and misinterpretation of information. Iwambe (2002) posited that teachers in the school system may have lukewarm attitude towards information meant for children or they communicate in a haphazard manner that the intended message

never reaches the children and parents in a manner they can properly decode. The consequence of this in turn leads to breeding of misunderstanding, suspicion and mistrust.

In the view of Iravani (2009), lack of effective communication in early childhood environment could lead to a relative static state in human life which prevents any kind of social development. In the same vein, Neeta (2010) in his own opinion, attributed challenges of effective communication at any given level to include: lack of attention which could in turn distort free flow of communication, lack of feedback, distrust between the sender and the receiver, group size, information overload, use of ambiguous words or language. In a similar dimension, Gilley, Gilley and Mc Millan (2009) posited that in the school system, quite a number of pupils fail not because they have low mental ability to cope academically or lack readiness for learning but because of ineffective communication of some teachers in the classrooms, coupled with the fact that most often the teaching language is secondary and foreign to the learners.

It can be inferred from the above that barriers to effective communication can retard or distort the message and intention of the message being conveyed which may result in failure of the communication process or an effect that is undesirable (Velentzas & Broni, 2014). This implies that if the desired effect of communication is not accomplished, there might be some factors such as barriers to communication which may be explored with the intention to discover how communication has been ineffective.

Parent-child Communication

Babin and Palazzolo (2012) perceived parents as one of the most influential components of a child's learning behaviour due to the fact that parents are the first source of internal education for a child. For this reason, parents occupy the most important place in the development of the children because they are saddled with the responsibility of taking care of their children until they are capable of taking care of themselves. Asamenew and Jace (2018)

indicated that parents naturally fulfil their responsibilities by simply being responsive to their children needs through the provision of safe environment for growth. This shows that parent unequivocal have frequent responsibilities and opportunities to share information, demonstrate values, and participate in behaviours that are really apparent so that children can emulate them (Darling, McCartney & Taylor, 2006). Based on this, Wu (2009) indicated that those parents who understand child development are less likely to be abusive and more likely to nurture their children's social skills through efficient communication with them.

In the view of Guilamo-Ramos, Jaccard, Dittus and Bouris (2006), parent-child communication is defined as a manner in which parents treat, communicate with, discipline, monitor, and support their children social and emotional behaviour. In the view of Ryan, Jorm and Lubman (2010), parent-child communication is viewed as configuration influence of parents' attitudes towards the child through talking together, creating social climate in which the behaviour of the parents are expressed to the children with a view to loving, caring and giving warmth and serious attention to adjust adequately to environment in which they live. In line with these definitions, Utti (2006) perceived parent-child communication as a process of socialising children in such a way that enables them to understand the kind of behaviour their parents expect of them. Luk, Farhat, Iannotti and Simons-Morton (2010) affirmed that parent-child communication is the ability of parents to exchange their needs, feelings and desires with their children and one another in a bid to give opportunity for the children to reach their potentials in a positive manner.

Parent-child communication is a complex process that involves more than being a mother or father providing food, safety and security to the children. It includes members of the extended family, neighbours and every other person who in one way or the other is involved in the upbringing of the children (Okpaka, 2004). Odubote (2008) saw parent-child communication as the task of raising children and providing them with the necessary material

and love, emotional care to further their physical as well as emotional, cognitive and social development. Parent-child communication is, therefore, viewed as a balance of a certain level of control from the parents complimented by the level of responsiveness the parent has towards the child (Crittenden, Dallos, Landini & Kozłowska, 2014). In a similar opinion, Laursen and Collins (2004) submitted that communication is an important factor mediating the relationship between family social background and subsequent health outcomes.

The influence of parent-child communication at childhood stage is very crucial. This is because parents play tremendous roles in children's transition to adolescence as well as their learning behaviour. More specifically, parent-child communication patterns, designs, techniques of communication with the children and the home environment to develop a child's ability to possess positive communication skills. Luk, Farhat, Iannotti, and Simons-Morton (2010) buttressed that parent-child communication is beautiful when positive communication exists between them. They concluded that parents play an important role in their children development of social skills as they communicate their opinions and disquiets about substance use and expectations for appropriate behaviour directly to them.

Parent-child communication helps parents to recognise the ability of their children to solve problems thereby allowing the children to have positive communication leading to desirable child-raising behaviour. In addition, parent child communication takes place throughout the child's developmental stages. On this note, Susan, Lori and Heather (2006) averred that improving parent child-communication process will reduce individual risk factors such as poor social skills, poor academic achievement or self-esteem, modifying parenting practices such as providing regulation and structure and acting as role models for the children. Hence, parent-child communication creates common pool of ideas, strengthens the feeling of togetherness through exchange of messages and translates thought into action

reflecting every emotion for human survival to supreme manifestations of creativity (Ejeh & Okoro, 2016).

However, Tatiana, Esteban and Frances (2009) submitted that lack of quality time, monitoring, inconsistency discipline and absence of positive parent-child communication were associated with delinquent behaviour of the children. Asamenew and Jace (2018) examined the relationship between perceived parent-child communication and adolescence well-being measures (depression, self-esteem, and substance use and school adjustment). The result showed that female participants perceived the nature of communication with parents as more open than boys. The study also revealed that there was a significant association between children perception of communication with parents and their subjective well-being. Schacter and Ventura (2008) believed that aggressive children come from homes where parents use hostility against each other, where parents discipline with violence, and/or where the parent child relationship is filled with rejection. The implication is that such children will grow with behaviour by mimicking their parents. If parents will show aggressive behaviour to get their way, their children will likely use it outside the home.

Furthermore, a study conducted by Stright, Gallagher and Kelly (2011) revealed that children that experienced a high parent-child communication during early childhood are more likely to acquire better social skills, better relationships with teachers and peers than children experiencing poor parent-child communication. Annunziata, Faw and Liddell, (2006) asserted that the effect of parental monitoring might differ from girls to boys. Whatever the difference, it is imperative to note that parental discipline has a great impact on children's emotional and social development as well as academic performance. Committee for Children (2004) maintained that parents should use techniques that constitute a positive and appropriate discipline of children, such as discipline with love and that discipline should focus on the behaviour rather than the adolescents.

Williams, Kittinger, Eller and Nigg (2010) investigated the impact of parent-child discussions and parent restrictions on adolescent alcohol consumption. It was revealed that interventions designed to improve parent-child communication foster reciprocal interpersonal knowledge between parent and child, like parental counselling or more generous child care and parental leave policies which might prove to be of substantial long-term value for the individual child and to the society. Hoang (2007) averred that behaviours of parents may encourage the children's interest in an activity, and then children's own interest in an activity may be intrinsically valued, as they may enjoy communicating with parent, teachers, peers and other members in the family. Also, parents' beliefs about the role of the family and developmentally appropriate expectations of values placed on children through parent-child communication are related to children's academic competence (Smith, Prinz, Dumas, & Laughlin, 2001; Huang & Prochner, 2003).

Research Babin and Palazzolo (2012) on typically developing children suggested that the quality of parent-child communication also play an important role in the development of children's social skills. Communication may provide an avenue in which children learn and assimilate adaptive social skills. For instance, while communicating with parents, children learn social rules like: turn-taking and negotiation strategies as well as ways to decode emotional cues (Guralnick, 1999; Cumberland-Li, Eisenberg & Champion, 2003; Baker, Fenning & Crnic, 2007; Leidy, Guerra, & Toro, 2010). The quality of parent-child communication appears to have long-term effects on social development for both developing children and children with developmental disabilities (McDowell and Parke, 2009; Skibbe, Moody & Justice, 2010). The long-term effect may be positive or negative. As Lindahl and Malik (2000) posited that positive effect such as: smiling, using a positive tone of voice, and demonstrations of affection expressed during parent-child communication may be the representative of the general emotional tone demonstrated by parents.

Previous research by Green and Baker (2011) that compare parental positive effect in typically developing children and children with intellectual disabilities found that whereas parental positive effect predicted greater social skills for typically developing children, it was unrelated to social skills in children with intellectual disabilities. Similarly, parents promote of children's sense of meaningfulness, understand-ability, and predictability also improve the reflective function of one's mind, other minds, and how they both influence each other (Howe, 2011). In line with this, researchers like: Shaffer and Gordon (2005); Baumrind (2008); and Woolfolk(2010) identified four patterns of parent-child communications. These are: authoritarian, authoritative, indulgent and neglectful. These four parent-child communication patterns differ in naturally-occurring patterns in terms of parental values, practices, behaviour, and distinct balance of responsiveness and demand (Shaffer & Gordon, 2005).

Fatemeh and Nasrin (2017) conducted a study to investigate the impact of the teachers' non-verbal communication on success in teaching with a view to increasing communication among children. The results revealed that there was a strong relationship among the quality, amount and the method of using non-verbal communication by teachers while teaching. Similarly, it was found that the more the teachers used verbal and non-verbal communication, the more efficacious of the education of their learners' academic progress were. Under non-verbal communication, some other patterns were used. Also, emotive, team work, supportive, imaginative, purposive, and balanced communication using speech, body, and pictures all have been effective in students' learning and academic success.

Democratic Parent-Child Communication

Democratic parent-child communication refers to parenting pattern that involve treating children with respect and dignity within and outside the school. This communication pattern rests on the idea that children are duly communicated and involved in activities both

in the school and at home. Balcetis and Lassiter(2010) posited that democratic parent-communication is characterised with cooperation, democratic language, delegation of duty and responsibilities. In this sense, parents through their communication pattern encourage their children to participate in family matters and decision making after due consultation. In addition, democratic parent-child communication is also a kind of communication that ensures children's behaviours are not punished, while the natural consequences of the child's actions are explored and discussed allowing the child to see that the behaviour is inappropriate and admonished not to be repeated in order to avoid the adverse consequences.

Democratic parent-child communication ensures that children have the full right to make their own decisions and involves directing the children's energies into doing something creative and useful which leads to their growth. With this, there are basically a setting between extreme ends, thus parent and the child (Pounder, Reitzug, & Young, 2002). In this case, democratic-parent-child communication is considered to be an ideal way of raising children because the use of physical force is not tolerated and the approach makes children psychologically stable. Similarly in this type of environment, it is presumed that parents consider their children as equal as the sense of inequality is absent. This suggests that children should always feel they are appreciated for right decisions and criticised for wrong ones. The right decision by children gives them rewards, while the wrong one attracts punishments. In a nutshell, the entire concept of democratic parenting is that the children as well as parents have a fixed set of rights and privileges.

Democratic parent-child communication is a form of communication that is very important because the real intention of the communicator is shown through body gestures as well as eye contact, facial expression, postures, dress and even physical setting of the classroom (Nwankwo, 2014). These paralinguistic tools make non-verbal communication more effective than oral and written form of communication. In the democratic parent-child

communication, parents support their children but set their own bonds. In this type of parenting, communication between parents and children is strong. Additionally, democratic parent-child communication creates an enabling environment where the children feel free and find the opportunity to develop self-control. Similarly, democratic parent-child communication is a kind of communication that ensures children's behaviours are not punished, while the natural consequences of the child's actions are explored and discussed allowing the child to see wrong behaviour as inappropriate and admonished not to be repeated (Fashiku, 2016).

The importance of democratic communication pattern of parents cannot be overemphasised because it makes children to be efficient, effective and dynamic in the achievement of their social skills within and outside the school. Debra (2004) inferred that parent-child communication is important based on the following: it helps in the psychological adjustment of children; give them the liberty of choice in decision-making; the children exercise control over their decisions to some extent as parents don't dictate things to their child; each violated rule invites some kind of punishment and may be decided by both the parents and children together.

Authoritative Parent-Child Communication

Authoritative parent-child communication refers to a child-centered approach that holds high expectations of maturity from the children. It is also a communication pattern that enables parents to understand how their children feel and teach them how to regulate their feelings. Even with high expectations of maturity, authoritative parents are usually forgiving of any possible shortcomings. They often help their children to find appropriate outlets to solve problems (Strassen, 2011). Authoritative parent-child communication encourages children to be independent but still limits their actions in some instances. Authoritative parent-child communication usually allows the children to explore more freely, thus, enabling

them to make their own decisions based on their own reasoning. Often times, it is believed that homes where authoritative parent-child communication is practised progress children who are more independent and self-reliant in the society. As a result these children score higher in the areas of social development, mental health, and self-perception. Achievement is likely not only during childhood, but lasts long into adolescence (Williams, Kittinger, Eller & Nigg, 2010).

An authoritative parent-child communication mainly results when there is high parental responsiveness and high parental demands. Arnett (2013) indicated that authoritative parent-child communication sets clear standards for their children, monitor the limits and also expect the children to be mature, independent and develop autonomy. Authoritative parents are conscious of age and appropriate behaviour of children and punishments for misbehaviour are measured and consistent, not arbitrary or violent. Santrock (2007) buttressed this that when authoritative parents set limits and demand maturity from the children, they are more likely to explain their reason for punishment. Arnett (2013) affirmed that this situation may lead to more understanding and complying behaviour from the child. Stassen (2011) averred that children of authoritative parents are more likely to be successful, well-liked by those around them, generous and capable of self-determination, because, when the children are being punished, reasons are clearly stated. It can be inferred from the above assertion that authoritative parent-child communication could provide the most positive results and the fewest problems for children.

Mulvaney and Mebert (2007) affirmed that authoritative parents encourage children to be independent but still places limits and controls on their actions. In a similar vein, Mulvaney and Mebert (2007) posited that authoritative parents are not usually controlling as they allow their children to explore freely, thus, having them make their own decisions based

upon their own reasoning. They further expressed that authoritative parents are so logical that their children had good mental health.

Authoritarian Parent-Child-Communication

Authoritarian parent-child communication is characterised by the imposition of a set of rules and behaviours on the child that is strictly enforced to perform specific tasks or to determine their behaviour. For instance, the child is made to understand that there are certain ways of behaving that must be strictly adhered to; otherwise, there will be consequences in the form of punishment. Instead of the unconditional acceptance of the child's desires and wishes, there is a high level of censure applied to what the child wants. In this type of parent-child communication, there is no room for negotiation and rules are handed down from the parent to the child as there is little allowance for discussion or emotional openness.

In some families, authoritarian pattern of parent-child communication is tagged with dominational, autocratic, coercive and dictatorial form as well as overconcentration of power in the hands of the parents (Howe, 2011). This implies that parents communication pattern is always downwards in flow and with the use of commanding tone. In addition, messages from parents always come with orders that must be obeyed by the children without any question and the use of personal initiative by the children at any given level is not allowed. Such parents assign tasks to the children when necessary without seeking their consent thereby discouraging the children from being independent but stay aloof from friends. Baumrind (2005) affirmed that even though self-sufficiency is a rather positive quality of a child, independence is not promoted in authoritarian parent-child communication as the children's freedom is restricted and controlled.

Howe (2011) posited that authoritarian parent forces his expectations on the child because it promotes the voice of authority and power that firmly handle the children to conform and follow rules without questioning them. Parents that use authoritarian-

communication pattern may display love conditionally, that is, when the child complies with their orders, love is shown. On the other hand, if the child does not perform as the parent pleases, love is withdrawn in order to control and discipline the child. These actions are typically not done out of lack of love towards the child but rather as another form of displaying it (Gonzalez, Greenwood & WenHsu, 2001; Baumrind, 2005; Turner, Chandler & Heffer, 2009; Howe, 2011). Based on this, authoritarian parents seem like the one that knows it all and is on top of the situation (Howe, 2011). This is because the parent sees the child as a duty and therefore has control over the child. An authoritarian parent may rather be avoidant and not be emotionally available, thus, forcing the child to be self-reliant (Howe, 2011).

Authoritarian parent-child communication could also be referred to as the type of communication pattern adopted by parents to train children within their acceptable limit behaviour. Berger (2001) averred that authoritarian parent-child communication is the process of communication exhibited by parents that show little affection and seem aloof from their children within and outside the school system. Lau, Beilby, Byrnes and Hennessey (2012) indicated that authoritarian parents are unresponsive to children's needs, and are most likely to spank children as a form of punishment instead of grounding the children. Mulvaney and Mebert (2007) revealed that authoritarian parent-child communication does not encourage children to be independent as parents place limits and control their actions. They further showed that authoritarian parents usually control and did not allow their children to explore more freely, thus, hindering them to make their own decisions based upon their own reasoning. Also, it was expressed that authoritarian parents are not so logical in explaining the reason for the rules or boundaries given to their children.

Authoritarian parent-child communication is a form of parenting that is restrictive and characterised with heavy punishment in which parents make their children follow their directions with little or no explanation or feedback and focus on the child's and family's

perception and status. Santrock (2007) indicated that corporal punishment such as spanking and shouting are forms of discipline frequently preferred by authoritarian parents. The goal of this parent-child communication, at least, when well-intentioned, is to teach the child to behave, survive, and thrive as an adult in a harsh and unforgiving society by preparing the child for negative responses such as anger and aggression that the child may face if his/her behaviour is inappropriate. In addition, advocates of authoritarian parent-child communication often believe that the shock of aggression from someone from the outside world will be less for a child accustomed to enduring both acute and chronic stress imposed by parents (Vittrup, 2010).

Giselle and Farrell (2015) conducted a study to examine the relationship between parenting style and the level of emotional intelligence in pre-school-aged children. The results indicated that there was one significant relationship found specifically between the authoritarian parenting style and pre-school-aged children's degree of negative effect or negative temperament related to emotional intelligence. In the study of Gámez-Guadix, Straus, Carrobbles, Muñoz-Rivas and Almendros (2010), it was found that parents using corporal punishment significantly increased the probability of their children expressing antisocial traits or negative behaviours. Further, Mulvaney and Mebert (2007) showed a significant correlation between corporal punishment and negative behavioural adjustment among children.

The Concept of Social Skills

Social skill is an interaction of an individual with others and the acquisition of the ability to behave in accordance with social expectation. It also encompasses a number of behaviours relating to attention, self-regulation, independence and cooperation. For simplicity, the term learning-related social skills is used to describe behaviours such as listening and following directions, participating appropriately in groups (such as taking

turns), staying on task, and organising work materials (Cooper & Farran, 1991; & McClelland et al., 2000). A growing body of research has underscored the importance of children's early social skills in school adaptation and achievement (DeRosier, Kupersmidt, & Patterson, 1994; Dishion, 1990; Ladd, 1990; Ladd & Price, 1987). Young children entering school with poor social behaviour often have a plethora of problems including peer rejection, behaviour problems, and low levels of academic achievement (Alexander, Entwisle, & Dauber, 1993; Cooper & Farran, 1988; McClelland, Morrison, & Holmes, 2000).

Gresham, Elliot, Cook, Vance, Kettler (2010) defined social skill as specific behaviours which lead to enable successful accomplishment of social tasks. In the view of Botsford (2013), social skills are regarded as characteristics, skills or strategies which enable people to communicate and connect successfully with others in their surroundings. Social skills are those specific skills the child uses to interact and communicate with others: resolving conflicts, communicating clearly and following directions in order to successfully accomplish educational goals. A child should develop expressive and receptive language abilities, the ability to follow instructions, problem solving skills, and a range of social skills.

More recently, McClelland, Morrison and Holmes (2000) studied the unique contribution of learning-related and social skills of children's academic skills at the beginning of kindergarten and at the end of second grade. They found that learning related and social skills uniquely predicted literacy outcomes as control for the effects of child IQ, school entrance age, and amount of pre-school experience, ethnicity, parent education level, and family learning environment. Existing research has pointed to the importance of children's learning-related social skills for early school success and school adjustment. For example, a recent study by Ladd et al. (1999) found that children's classroom participation and their ability to be cooperative and independent in kindergarten was an important predictor of early school achievement.

Parent plays crucial role in the development of social skills of their children. For instance, children need encouragement and assurance from their parents through positive communication to enhance their social skills. Aside this, parents seem to have vested interest in the social skills and academic performance of their children. In line with this, Das (2014) found that children that exhibit traits of friendliness, cheerfulness, positive emotions and good maturity traits evidently showed that such children are accepted and loved from where they belong. Tobler and Komro (2010) found that factors such as family background, peers and early life conditions have been reported to play important roles in determining social status, cognitive and non-cognitive skills and general life satisfaction, among other things.

Communication Skills

Communication skills refer to the ability of an individual to put forward his or her own ideas and opinion and listening to that of others in order to strengthen the bond of relationship between people. Sclafani (2004) indicated that communication skill could be verbal and non-verbal communication skills. Verbal form of communication skills may be oral or written. In general terms, verbal communication means a form of communicating with one another through spoken words only. It involves the use of language and words for the purpose of passing on the intended message. While, non-verbal communication skills was perceived by Guerrero, Michael and Joseph (2008) to consist of the ability of a person use messages other than words in interacting with others. The messages are typically sent with intent and are typically interpreted by receivers as meaningful.

Fatemeh and Nasrin (2017), described non-verbal communication skills as the ability of the children to use a sign language or silent language which includes all behaviours performed in the presence of others or perceived either consciously or unconsciously. In line with this, communication skills are crucial for children's success in school and beyond.

Language and communication skills include the ability to understand others (receptive language) and express oneself (expressive language) using words, gestures, or facial expressions. Children who develop strong language and communication skills are more likely to arrive at school ready to learn (Turnbull, Anthony, Justice & Bowles, 2009). They are also less likely to have difficulties learning to read and are more likely to have higher levels of achievement in school. This is because; children build valuable communication skills, during the early years in a bid to stimulate them to express themselves clearly and convey their feelings in a better manner.

In the view of Woolfolk (2010), communication skills can facilitate learning and meaningful exchange of information with others; boost children's social IQ by helping them build sound relationships during their interactions with other people; be comfortable producing written communication as well as likely to help them perform better academically. Children develop communication skills from birth that help them interact with other members of the society throughout their lives. These skills are expected to be developed during their formative years to increase their affective, cognitive, and psychomotor domain aspect of learning. Based on this, John and Foss (2005) explained that basic communicative skills of reading, writing, speaking and listening are developed among the preschool children in order to enhance the achievement of their social skills. Dağal (2017) identified that communication skills of the children are enhanced because it allows them to express their feelings and problems in a straight forward way.

Yusuf (2005) suggested that parents are expected to demonstrate proficiency in listening, oral and written communication practices and at the same time be aware of their non-verbal behaviours and be skilful in reading their children. Udeze(2005) averred that it is important for parents to possess a high degree of communication skills so as to help their children increase their abilities in acquisition of social skills that will be useful for them

within and outside the school environment. Fatemeh and Nasrin's (2017) findings of the study on the impact of the teachers' non-verbal communication on success in teaching showed that there was a significant relationship between non-verbal communication, as one of the communication skills, and the efficacy of educational departments ($p=0.54$). Also, there was a significant relationship between the lecturers' communication skills and increase in the children's motivation to learn and their academic success ($p=0.60$, $p=0.54$).

Dağal (2017) investigated the relationship between communication skills, social competence and emotion regulation skills of pre-school children in Turkey. The result showed that there was no relationship between communication skills, total score and social competence. Najafi and Rahmanzade (2013) showed that as teachers' communication skills get further strengthened, the effectiveness of scientific groups, students' learning motivation, and academic achievement as well as verbal and non-verbal communication skills increases. Apart from this, Woolfolk (2010) affirmed that children with communication problems may develop behavioural disorders like depression, social withdrawal, and low self-esteem.

Self-Regulation Skills

The term, "self-regulation skill" refers to a range of characteristics and abilities that enable a child to focus his attention, control, emotions and manage his thinking, behaviour and feelings. According to Leslie Sheryl, Teresia, Thomas, Jennifer and Nancy (2012), self-regulation skill is a different sort of skill that requires children to manage their emotions, behaviour and body movement when they are faced with a situation that is difficult to handle. It allows the children to stay focused and pay attention. Children's development of self-regulation skills is important for many reasons. This may include: the ability to tolerate frustration, curb aggressive impulses, delay gratification and express emotions in socially acceptable ways. Children who are able to regulate their own emotions are better able to

interact with their peers (Cassidy, Parke, Butkovsky & Braungart, 1992), whereas, poor self-regulation skills in pre-school-aged children have been related to higher levels of externalizing behaviours. Hence, children's deficits in the ability to self-regulate their own behaviour has been linked to rapid weight gain and obesity in middle childhood (Zimmerman & Schunk, 2007).

Self-regulation skill refers to the way individuals make use of internal and external cues to determine when to initiate, maintain, and terminate their goal-directed behaviours. Different authors have given varying definitions about the concept of self-regulation skills. For instance, Zimmerman (2008) perceived self-regulation skills as self-generated thoughts, feelings, and behaviours of the children that are oriented toward the attainment of personal objectives. According to Bodrova and Leong (2013), self-regulation skill is an internal mechanism that helps children to engage in behaviour that is mindful, deliberate and considerate. It also makes children exhibited positive behaviours such as following classroom rules even if they don't wish to do the required task or behaviour. Self-regulation skills help to influence children's cognitive ability. Promotion of self-regulation skills in the classroom is becoming increasingly popular due to its benefits to both children and teachers. Blair and Razza (2013) posited that the ability of the children to self-regulate their skills, feelings and actions in pre-school is related to their mathematics literacy abilities which suggest significant progress in school.

In addition, self-regulation skills refer to any reaction or series of reactions to the event for knowledge. It may occur on many different levels. For instance, an individual that has good self-regulation has the ability to keep emotion in check when he or she is down. Gillespie and Nancy (2013) buttressed this assertion that self-regulation skills enable children to direct their own behaviour towards goal, despite the unpredictability of the world and their own feelings. Similarly, the development of self-regulation skills is especially critical in the

pre-school years when the foundation for learning is laid. Indeed, self-regulated skills predict academic performance in the early grades better than earlier academic readiness skills (Ponitz, McClelland, Matthews & Morrison, 2009).

Self-regulation skill is the ability to understand and manage one's behaviour, reactions and feelings and the things happening around one. Children start developing these skills from around 12 months with the help of their teacher and parents as children get better in their developmental stage. It is believed that self-regulation skill is one of the most vital skills for children to master in order to be successful in learning and in life. Therefore, there are three core types of self-regulation skills. These are: emotional, cognitive, and social (Huang & Prochner, 2003). Emotional self-regulation skills are based mainly on the ability of the children to calm down in the face of anger and frustration. Cognitive self-regulation skills boil down to children's problem-solving abilities. And then, there are social self-control skills which mean having the capacity to refrain from just saying whatever pops into one's mind, especially when those thoughts are of the not-so-kind variety.

In the pre-school environment, self-regulation skill is very vital because it gives the children the ability to regulate reactions to emotions like frustration or excitement, calm down after something exciting or upsetting, focus on a task, refocus attention on a new task, control impulses and learn behaviour that helps them get along with other people. Zimmerman and Schunk (2007) identified the importance of self-regulation skills as related to children. These include: giving children the ability to sit still and listen in the classroom; behave in socially acceptable ways; make friendships; and take turns in games, share toys within and outside the school and express emotions like joy and anger in appropriate ways. Similarly, Nader-Grosbois, Normandeau, Ricard-Cossette and Quintal (2008) posited that self-regulation skills help the children to manage stress, learn and cope with strong feelings and give them the ability to calm down after getting angry. They also give children the ability

to become more independent, make good decisions about their behaviour and learn how to behave in new situations with less guidance from the teacher, parents or every other member in the society.

Lee and Tsai (2011) confirmed that self-regulated skills are significantly and positively related to academic achievement of children. They indicated that this relationship is greater than the relationship between parenting-child communication and independent learning, and parenting practices and academic achievement. McCaslin and Hickey (2001) submitted that self-regulation skills focus on empowering an individual through the development of an identity within the learning environment and shift the burden of individual pursuit of goals to a shared responsibility. Yukselturk and Bulut (2007) analysed the factors that affected students' success in an online computer programming course, by using both quantitative and qualitative methods to collect the relevant data. The study revealed that self-regulation skill variables significantly affected children's success.

Martinez-Pons (2002) conducted a study on the influence of the parents on their children's self-regulation skills with 100 elementary school students from grade 5 to grade 8 in a large urban setting. He proposed a model of parental encouragement (inducement) of academic self-regulation which included parental encouragement and self-regulation. Parental encouragement consisted of modeling, encouragement, facilitation, and reward. Self-regulation skills included motivation, goal-setting, strategy-use and self-evaluation. Parental encouragement of academic self-regulation was found to predict student self-regulatory behaviour of the children, which in turn predicted academic achievement in the school. These findings also indicated that the social influence of the parents on the academic achievement of the children was affected by the self-regulatory processes to learn and to perform well at school.

Valle, Cabanach, Rodríguez, Núñez, González-Pienda, Solano and Rosário (2007) also conducted a study on self-regulated skills and academic competence. Their findings indicated that there was a strong positive correlation between self-regulated skills of children and their academic competence. Similarly, Metallidou and Vlachou (2010) conducted a study on children's self-regulated skills in language and mathematics, the role of task value beliefs. It was suggested that task value is positively related to self-regulated skills. Bong (2008) found significant associations between parent-child relationships and aspects of independent learning, specifically, self-efficacy, adaptive help-seeking and motivational beliefs among Korean high school students. The aforementioned studies clearly established links among parenting styles, self-efficacy, and self-regulated skills which generally shine through academic accomplishment.

Kylie (2017) defined self-regulation skills as skills like self-awareness, self-management, emotional literacy and problem-solving. Basically, those with self-regulation skills have the ability to control not only their thoughts and actions, but also their emotions. Self-regulated learners usually exhibit a high sense of self-efficacy, high self-attributions, and intrinsic task interest (Zimmerman, 1995; Schunk, Pintrich & Meece, 2008). In another study, Dweck and Master (2008) explained that children who exhibit self-regulation skills ask questions, take notes, allocate their time effectively, and use resources available to them. Moreover, Zimmerman (2000) asserted that self-regulated learning theories assumed that everyone is capable of self-regulation to an extent; what really differs among people is the quality and quantity of their self-regulatory skills.

Simpkins, Fredricks, Davis-Kean and Eccles (2004) found out that the kinds of messages parents provide their children about the importance of different activities and how their own engagement in activities influence their children's participation and interest in such related activities. Kylie (2017) posited that children that develop self-regulation skills to

control their emotions, have the opportunity to engage in empathy skills like perspective-taking and trying to understand and respect the emotions of others. Zimmerman and Schunk (2007) found that children's inability to self-regulate learning behaviours is related to academic learning difficulties and low motivation.

Democratic Parent-Child Communication and communication Skills

Woolfolk (2010) found that communication skill facilitated learning and meaningful exchange of information with others, especially, parents and teachers. It also boosts children's social IQ by helping them build sound relationships during interactions with other people; be comfortable producing written communications as well likely to help them perform better academically. In line with this, it is believed that children develop communication skills from birth and this enables them to interact with parents, teachers, peers and other members in the society throughout their lives. Based on this, John and Foss (2005) indicated that basic communicative skills of reading, writing, speaking and listening are developed among the pre-school children in order to enhance their achievement in social skills. For this reason, Dağal (2017) averred that communication skills of the children are expected to be developed during their formative years to increase their affective, cognitive, and psychomotor domain of learning. Apart from this, it allows them to express their feelings and problems in a straight forward way.

Research conducted by Williams, Kittinger, Eller and Nigg (2010) found out that parents who provide their children with proper nourishment, independence and unwavering control, have children who appear to have higher levels of competence and are socially skilled and proficient. It also showed that social skills results from positive parent-child communication include: maintaining a close relationship with others, being self-reliant, and independence. McClelland and Hansen (2001) found out that children who have a well-

developed communication channel with their parents through democratic means run a dramatically lower probability of delinquent non-verbal communication skills.

It is generally believed that children raised in democratic families appear to experience much freedom than their counterparts raised through other means of communication. This assertion was evidently supported by Goldberg-Looney, Sánchez-SanSegundo, Ferrer-Cascales, Albaladejo-Blazquez and Perrin (2015) who indicated that parents who communicate with their children in a democratic manner and who involved them in discussions have children who are less involved in delinquent behaviour. Fashiku (2016) reported that democratic communication styles affect the social skills of the children positively as most were found to establish mutual understanding and exchange of ideas, information, experience, and innovation for peaceful co-existence in the school.

Democratic Parent-Child Communication and Self-regulation Skills

Self-regulated learning skill is an important concept in the educational field. Tsemrekal (2013) perceived self-regulated learning skill as the children's ability to use meta-cognitive, cognitive and effort-management strategies that are relevant to classroom performance. The viewpoints of Kauffman, Gesten and Santa Lucia (2004) showed that self-regulated learning skill is the ability and children's intentional efforts to manage and direct complex activities that involve three primary components, namely: the use of cognitive strategies, meta-cognitive processing, and motivational beliefs. Zimmerman(2007) found out that self-regulation skills by individuals enable them to make use of internal and external cues to determine when to initiate, maintain, and terminate their goal-directed behaviours. This is also regarded as self-generated thoughts, feelings, and behaviours that are oriented toward the attainment of personal objectives.

Democratic parent-child communication seem to brings about lot of positivity and delight in the household as parents explain the characteristics, features, examples, pros, and

cons of this mode called democratic parenting to the children. Checa and Abundis-Gutierrez (2017) asserted that the emotional environment created in a family with democratic parents supports appears to have supported the developmental mile stone and boost many abilities and skills of the children in terms of academic achievement, such as self-regulation, rule-following, communication of needs and opinions, independence and cooperation with peers and adults. They further stated that children's communication ability positively enhance their calmness when they experience anger. It means that when communication ability of the children increases, their regulatory skills also increases.

Authoritative Parent-Child Communication and Communication Skills

Rothrauff and Cooney (2009) revealed that authoritative parent-child communication is the parenting style often associated with positive outcomes for children and adolescents. Suldo and Huebner (2004) investigated the role of authoritative parenting on life satisfaction. They assessed 1201 early, middle, and late adolescents between 11 to 19 years old from middle and high school. They used the dimensions of strictness-supervision, social support/involvement, and psychological autonomy to measure parenting style. Results from the study showed correlations among all authoritative dimensions with children's emotional skills and parental social support showing the highest correlations. Pintrich and Zusho (2002) asserted that self-regulated learning is guided and constrained by personal characteristics and children's innate characteristics are different from each other.

Bodrova and Leong (2013) indicated that self-regulation skills are internal mechanisms that help children to engage in behaviour that is mindful, deliberate and considerate. The skills also makes the children to behave positively such as following classroom rules even if they don't wish to do the required task or behaviour. Self-regulation skills help to influence children cognitive ability. In this regard, Williams and Wahler (2009) affirmed that an authoritative parent is most likely successful in being mindful while

parenting, thus, creating an environment in which the child is willing to learn and be parented. It seems that authoritative parenting dictates clear directives for children to follow, while coupling the directive with appropriate consequences, supervision, empathy, reason, and flexibility (Buboltz, Griffith-Ross, Marsiglia & Walczyk, 2007; Baumrind, 1991; Fulton & Turner, 2008; Baharudin & Kordi, 2010). This process allows the children to be more independent as they increase in maturity (Fulton & Turner, 2008; Buboltz, Griffith-Ross, Marsiglia & Walczyk, 2007).

Importantly, Williams and Wahler (2009) hypothesised that if parents are able to achieve a mindful state when parenting, they would be able to respond calmly without judgement, allowing them to accurately assess and improve their parent-child communication. They believe that if authoritarian parents begin to use mindfulness coupled with parent skills education, they would automatically begin questioning the effectiveness of their parenting styles and start to become more authoritative in practice (Wahloer & Williams, 2010). In the study of LaGuardia (2009), it was revealed that there was an indirect influence of authoritarian parenting style on self-regulated learning, being mediated by intrinsic value. This means that when parents employ more authoritarian parenting style, the higher will be the students' level of intrinsic value ($\text{Beta}=.18$), and that the higher their intrinsic value, the higher will be the level of their self-regulated learning ($\text{Beta}=.33$).

Researchers also suggested that temperament and genetic characteristics play an important role in development of children's self-regulatory skills (Eisenberg, Jeffrey & Sri Untari, 2004). It is assumed that school environment may contribute a greater weight than parenting styles in building self-regulated learning strategies employed by students. Children who regularly receive positive reinforcement are more explorative (LaGuardia, 2009). Similarly, LaGuardia (2009) found that authoritative parent-child communication has direct

influence on their self-regulated learning ($\text{Beta}=.16$). That is, the more their parents employed authoritative parenting style, the higher is the respondents' level of self-regulated learning.

Authoritative parents promote interest in their children by providing opportunities for them to pursue activities. This implies that children who enjoy learning devote more attention to learning and become more cognitively engaged in it and are motivated to incorporate various self-regulated skills in their learning (Ormrod, 2006). In the study of Friendly and Grolnick (2009), the finding showed that the more the parents employed authoritative parent-child communication, the higher the level of intrinsic value the children possess and, subsequently, the more are the self-regulated learning skills employed by the children.

Authoritarian Parent-Child Communication and Communication Skills

Authoritarian parenting-child communication is a mode of communication used by parents to admonish the child in a bid to abide by regulations, appreciate their efforts, set rigid limits and restrictions on the child and permit a small amount of verbal interactions (Santrock, 2008). This implies that the parent who uses authoritarian parent-child communication averts any discussion between him and the children. This brings further burden on children. Much of the interaction between authoritarian parents and their children is characterised with the one-sided obligation as the child would do only, what the parents want, but the parents do not need to do what the child wants (Lao, 2008). Hence, authoritarian parents are dominating, strict and punishing. They teach children to be submissive, obey and dependent on them. In addition, children in this type of environment are usually more hostile, rebellious and aggressive and show poor communication skills.

Matejevic, Jovanovic and Jovanovic (2014) were of the view that authoritarian child rearing has more negative long term outcomes for boys than girls. Children of authoritarian parents were low in both cognitive and social competence. Their academic and intellectual performances were poor. In addition, they are unfriendly and lack initiative in communication

and self confidence in their relations with their peers. Children subjected to high control, protectiveness, punishment, and conformity, social isolation deprivation of privileges, nurturance rejection and permissiveness show more alienation as compared to their counterparts belonging to low control (Unalan & Tengilimoglu, 2009). This, however, appears to have negative consequences on their communication skills.

Authoritarian Parent-Child Communication and Self-regulation Skills

The studies of Baumrind (1991); Moore (1992); Darling (1999); Awong, Grusec and Sorenson (2008); Baharudin and Kordi (2010); Hamon and Schrodts (2012) and Buboltz, Griffith-Ross, Marsiglia and Walczyk (2007) revealed that parents that often use authoritarian parent-child communication used coercion in order to create submissive children as the parent's goal is to create prompt obedience from the children. In this sense, the implication is that directives in this type of family environment are perhaps not to be questioned or challenged, even though parents do not always offer explanations or reasoning for their decisions. The situation may likely hinder children's problem solving skills, as they are raised to immediately accept a directive rather than to think for themselves. Besides, it is identified that children who grow up in an authoritarian environment would be affected negatively and lacks the desire and willingness to be parented thereby causing them to often react aggressively and hostilely towards people around them (Hamon & Schrodts, 2012; Wahloer & Williams, 2010).

Authoritarian parenting is associated with children who have low self-esteem, unsuccessful social skills, an external locus of control, moderate academic achievement, higher rates of depression, and a lack of autonomy and optimism (Baumrind, 1991; McClun & Merrell, 1998; Darling, 1999; Buboltz, Griffith-Ross, Marsiglia & Walczyk, 2007 & Awong, Grusec & Sorenson, 2008). Similarly, Sailor (2004) discovered that children who grew up in authoritarian homes appeared withdrawn, unhappy, anxious and insecure. These

children were also found to react with overt and relational aggression when they became frustrated. Meanwhile, it is rarely accepted for their children to gain individuality and autonomy, instead their parents strive to create conformity (Baumrind, 1991; Buboltz, Griffith-Ross, Marsiglia & Walczyk, 2007).

Appraisal of the Literature Reviewed

The literature reviewed started with a holistic look at various views and opinions on social constructivism theory of learning which serves as the theoretical review that guided this study. This was followed by a critical review of the conceptual studies on the concept of communication, parent-child communication, democratic parent-child communication, authoritative parent-child communication, authoritarian parent-child-communication, concept of social skills, communication skills and self-regulation skills.

On the independent variable of parent-child communication, the literature search was able to situate the review according to authors' views on their conceptual meanings, importance and possible challenges. However, to give the review a broader focus, empirical studies were reviewed to dictate the degree on which previous findings could be evaluated in relation to the problem of the study stated in Chapter One. Several empirical studies were carried-out in foreign educational settings and Nigerian context respectively. The researcher discovered that during extensive literature review, parenting styles were found to be reviewed as against other variables and most of the researchers did not link the independent variables with pre-school children social skills acquisition.

At this point, the researcher's voice in this study is always informed by views, opinions and findings as mirrored in the literature reviewed. Therefore, review does not represent the diverse opinions of students and parents and laymen; except those found in both printed and online published literature. Nevertheless, the reviewed literature failed empirically to establish a considerable link between the independent and dependent variables.

Hence, the need to examine parent-child communication as correlates of pre-school children social skills acquisition in Ilorin West Local Government Area of Kwara State. This will formed the basis for what this study will focused.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discusses the process of research methodology adopted in the study. These include research design, population of the study, sample and sampling techniques and instrumentation which involved the questionnaire to be used. It also discussed validity and reliability of the instrument, as well as procedures used for data collection and method of data analysis used in the study.

Research Design

The study adopted descriptive survey research design of correlation type. Olayiwola (2010) averred that correlational study is an approach used to examine variables and determine the relationship between independent and dependent variables in their natural environment and does not include researchers-imposed treatment. In addition, Gay and Airasian (2003) affirmed that descriptive survey research design of correlation type is a systematic approach in which variables are not controlled by the researcher because their manifestations have occurred. Therefore, this design was adopted because it allows the researcher opportunity to elicit reliable information and make factual conclusions on the relationship that exists between parent-child communication and pre-school children social skills acquisition in Ilorin West Local Government Area, Kwara State.

Population of the Study

The population of the study consisted of the entire 22,228 pre-school children out of which 7,139 are in public and 15,089 are in private pre-schools and their parents in Ilorin West Local Government Area of Kwara State respectively based on the Kwara State Annual School Census Report of 2015/2016. The target population for this study comprised all

the nursery two pre-school children and their parents in Ilorin West Local Government Area of Kwara State.

Sample and Sampling Techniques

The sample of any research study is a subset of the total population which is randomly selected from characteristics that represent the population. For the purpose of the study, the sample for the study consisted of 756 respondents which include 378 nursery two pre-school children and 378 parents. To select the respondents, multi-stage sampling technique was used. Firstly, the researcher used stratified sampling technique to divide the population into public (56) and private (244). Secondly, proportionate sampling technique was used to select 45 pre-schools comprising 8 public and 37 private pre-schools. In the last stage, simple random sampling technique was used to select 378 nursery two pre-school children and 378 parents of the children totalling 756 respondents selected for the study.

Research Instrument

Two research instruments were used for data collection. These are: "Parent-Child Communication Questionnaire" (PCQ) and "Pre-school Children Social Skills Rating Scale" (PCSSRS). Parent-Child Communication Questionnaire (PCQ) was designed by the researcher and was used to elicit information from parents of selected nursery two pre-school children. It consisted of two sections divided into A and B. Section A elicited demographic data of the parents such as: gender and marital status. Section B comprised 12 items on authoritarian parent-child communication, 10 items on authoritative parent-child communication, and 12 items on democratic parent-child communication which were given to the parents of nursery two pre-school children to complete. The response to each of the items are in a 4 point Likert scale format ranging from 4 points for strongly agree (SA), 3 points for Agree (A), 2 points for strongly disagree (SD), and 1 point for Disagree (D) respectively (See Appendix I).

Similarly, the PCSSRS was designed and used by the researcher with the assistance of the class teachers who served research assistants to assess nursery two pre-school children social skills such as self-regulation and communication skills during their lessons. The PCSSRS contained two sections, A and B. Section A comprised information of nursery two pre-school children bio-data, while section B was made up of 22 items on social skills acquisition with 10 items on communication skills and 12 items on self-regulation skills of pre-school children. The rating options were Always (3), Sometimes (2) and Never (1) (See Appendix II).

Validity of the Instrument

Cresswell (2014) described validity of the instrument as the procedure used to establish the extent to which the instrument measures what it is purported to measure. The content and face validity of the PCQ was done by presenting the initial draft to five lecturers and researcher's supervisor for comments and suggestions in the Department of Early Childhood and Primary Education Kwara State University, Malete. This was done in a bid to improve the quality of the instrument and measure the intended variables to be studied. Furthermore, comments and suggestions made by the lecturers and researcher's supervisor were effected before the PCQ was administered to the selected parents of nursery two pre-school children.

The PCSSRS was given to five lecturers in the Department of Early Childhood and Primary Education Kwara State University, Malete, for necessary suggestions and corrections. Thereafter, the PCSSRS was presented to the researcher's supervisor for endorsement before it was administered on the respondents(See Appendix II).

Reliability of the Instrument

The reliability of an instrument has to do with accuracy, stability and consistency of a measuring instrument (Arthur 2010). However, to establish the internal consistency of the

PCQ and PCSSRS, they were administered to selected nursery two pre-school children in Ilorin East Local Government Area as the Local Government Area has similar characteristics with Ilorin West Local Government Area. After a period of three weeks, the PCQ and PCSSRS were re-administered on the same respondents, after which Cronbach's alpha was used to analyse the two tests of PCQ and PCSSRS. A reliability coefficient index of 0.77 and 0.76 were established and adjudged reliable for use in this study.

Procedure for Data Collection

The researcher collected a formal introductory letter from the Department of Early Childhood and Primary Education, Kwara State University, Malete. This letter was given to the school authorities in order to obtain permission before the instrument was administered to the respondents. After the approval was granted by the relevant school authorities, the research assistants who were pre-school teachers were retrained in their various schools by the researcher prior to the period when the PCQ and PCSSRS were administered in order to acquaint them with the instructional guide on how to administer the instruments. Thereafter, the nursery two pre-school teachers then led the researcher to the classroom in order to use the PCSSRS to observe the nursery two pre-school children's social skills during their lesson which lasted for six weeks.

Equally, with the assistance of the pre-school teachers, Parent Teachers' Association (P.T.A) members were visited where they used to hold their monthly meetings at the Ilorin West Local Government Education Area and the PCQ was served to the pre-school children's parents in Ilorin West Local Government Area in order to provide information related to parent-child communication (authoritative, authoritarian and democratic). The parents were requested to complete the PCQ in the meeting and return it back immediately, while nursery two pre-school teacher who served as research assistants interpret the items on the PCQ to the

illiterate parents. Thereafter, when items on the PCQ had been answered by the parents, it was retrieved by the researcher. All the PCQ were properly completed and returned.

Method of Data Analysis

Data obtained from the field of study was analysed using Statistical Package for Social Sciences (SPSS). The descriptive statistics of frequency and percentage scores were used to answer the research questions raised, while inferential statistics of Pearson Product Moment Correlation (r) was used to test the hypotheses formulated. All were tested at the 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter is concerned with data analysis and the findings of the study. Demographic profiles of the respondents were presented using frequency counts and percentage. Similarly, research questions were answered using frequency counts and percentage scores and the hypotheses were tested respectively using Pearson Product Moment Correlation Statistics. All the hypotheses were tested at 0.05 level of significance.

Table 1: Distribution of pupil-respondents based on Gender

Gender	Frequency	Percentage
Male	186	49.2
Female	192	50.8
Total	387	100.0

Table 1 shows the distribution of pupil respondents based on gender. 186 of the pupils representing 49.2% are male, while 192 of the pupils are female representing 50.8%. From the analysis above, it is apparent that female pupils are found to be more in number than male pupils.

Table 2: Distribution of parent- respondents based on Gender

Gender	Frequency	Percentage
Male	152	40.2
Female	226	59.8
Total	387	100.0

Table 2 shows the distribution of parent-respondents based on gender. 152 of the parents representing 40.2% are male, while 226 of the parents are female representing 59.8%. From

the analysis above, it is apparent that female parents are found to be more in number than male parents.

Research Question One: What is the level of children's communication skill acquisition in Ilorin West Local Government Area of Kwara state?

Table 3: Table showing Level of Children's Communication Skill Acquisition

S/ N	COMMUNICATION SKILLS ACQUISITION	High	Moderate	Low	MEA N
1	The child participates actively in classroom activities.	111(29.6)	173(45.8)	93(24.6)	2.05
2	He/she cooperates with peers using non-verbal cues in the classroom.	84(22.2)	198(52.4)	96(25.4)	1.97
3	He/she has the ability to put forward his or her own, ideas and opinion.	80(21.2)	204(54.0)	94(24.9)	1.96
4	He/she communicates freely with peers.	40(10.6)	284(75.1)	54(14.3)	1.96
5	He/she relates well with the teachers.	88(23.3)	191(50.5)	99(26.2)	1.97
6	He/she does not have the ability to use a sign language to communicate.	13(3.4)	84(22.2)	281(74.3)	1.29
7	He/she is able to exchange meaningful information with others.	33(8.7)	302(79.9)	43(11.4)	1.97
8	The child was not able to express their feelings and problems in a straight forward manner.	46(12.2)	277(73.3)	55(14.6)	1.98
9	He/she has the ability to convey opinions accurately from one person to another.	66(17.5)	214(56.6)	98(25.9)	1.98
10	The child does not ask questions appropriately from the teacher.	87(23.0)	199(52.6)	92(24.3)	1.92
Weighted mean					1.91
Range	Low 0-1.4,	Moderate 1.5-2.4,		High 2.5- 3.0	

Table 3 shows the level of children's communication skill acquisition. The child participates actively in classroom activities (2.05), He/she cooperates with peers using non-verbal cues in the classroom (1.97), He/she has the ability to put forward his or her own, ideas and opinion (1.96), He/she communicates freely with peers (1.96), He/she relates well with the teachers (1.97), He/she does not have the ability to use a sign language to communicate (1.29), He/she is able to exchange meaningful information with others (1.97), The child was not able to express their feelings and problems in a straight forward manner (1.97), He/she has the ability to convey opinions accurately from one person to another (1.98), The child does

not ask questions appropriately from the teacher (1.92). The weighted mean is 1.91 which is a numeric indicator that the level of children's communication skill acquisition was moderate.

Research Question Two: What is the level of children's self-regulated skill acquisition in Ilorin West Local Government Area of Kwara state?

Table 4: Table showing Level of Children's Self-Regulated Skill Acquisition

S/N	SELF-REGULATED SKILL ACQUISITION	High	Moderate	Low	MEAN
1	The child relates appropriately with others in the classroom.	88(23.3)	179(47.4)	111(29.4)	1.94
2	The child always behaves well with less guidance from the teacher.	83(22.0)	191(50.5)	104(27.5)	1.94
3	The child does not have the ability to calm down in the face of anger and frustration.	74(19.6)	204(54.0)	100(26.5)	1.93
4	He/she is very friendly with mates.	66(17.5)	223(59.0)	89(23.5)	1.94
5	He/she has the ability to tolerate frustration in the classroom.	82(21.7)	187(49.5)	109(28.8)	1.93
6	The child does not have the ability to control his/her emotions.	74(19.6)	227(60.1)	77(20.4)	1.99
7	He/she have a high self-esteem.	78(20.6)	214(56.6)	86(22.8)	1.98
8	He/she is always happy when communicating with peers.	78(20.6)	248(65.6)	52(13.8)	2.07
9	He/she did not care about the feelings of others in the classroom.	91(24.1)	148(39.2)	139(36.8)	1.87
10	He/she has the ability to behave in socially acceptable way.	71(18.8)	224(59.3)	83(22.0)	1.97
11	The children get along well with themselves in all situations.	59(15.6)	241(63.8)	78(20.6)	1.95
12	He/she does not know how to manage dissatisfaction in the classroom.	86(22.8)	191(50.5)	101(26.7)	1.96
Weighted mean					1.96
Range	Low 0-1.4,	Moderate 1.5-2.4,		High 2.5- 3.0	

Table 4 shows the level of children's self-regulated skill acquisition. The child relates appropriately with others in the classroom (1.94), The child always behaves well with less guidance from the teacher (1.94), The child does not have the ability to calm down in the face of anger and frustration (1.93), He/she is very friendly with mates (1.94), He/she has the ability to tolerate frustration in the classroom (1.93), The child does not have the ability to control his/her emotions (1.99), He/she have a high self-esteem (1.98), He/she is always

happy when communicating with peers (2.07), He/she did not care about the feelings of others in the classroom (1.87), He/she has the ability to behave in socially acceptable way (1.97), The children get along well with themselves in all situations (1.95), He/she does not know how to manage dissatisfaction in the classroom (1.96). The weighted is 1.96 which is a numeric indicator that the level of children's self-regulated skill acquisition was moderate.

Research Question Three:What is the most common parent-child communication in Ilorin West Local Government Area of Kwara state?

Table 5: Table showing the Most Common Parent-Child Communication

S/N	PARENT-CHILD COMMUNICATION	MEAN
1	Authoritarian Parent - child Communication	3.22
2	Authoritative Parent – child Communication	2.58
3	Democratic Parent - child Communication	2.57

Table 5 shows the most common parent-child communication. From the mean comparison of the different parent-child communications, authoritarian was the most common parent-child communication because it has the highest mean (3.22).

Testing of Hypotheses

Six research hypotheses were formulated and tested at 0.05 level of significance in the study.

Hypothesis One: There is no significant relationship between authoritarian parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara state.

Table 6: Summary of Pearson ‘r’ table showing the relationship between authoritarian parent-child communication and communication skill of pre-school children in Ilorin west local government area of Kwara state

Variables	N	Mean	Std. Deviation	R	Df	Sig.	Remark
Authoritarian	378	26.10	8.69				
Communication	378	22.19	9.16	-.484	754	.000	Significant

Table 6 shows the relationship between authoritarian parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara state. The table reveals that there is a significant relationship between authoritarian parent-child communication and communication skill of preschool children in Ilorin West Local Government Area of Kwara state ($df = 754$; $P < 0.05$). The hypothesis is, therefore, rejected in the light of the result since the significant value is less than 0.05.

Hypothesis Two: There is no significant relationship between authoritarian parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara state

Table 7: Summary of Pearson ‘r’ table showing the relationship between authoritarian parent-child communication and self-regulated skill of pre-school children in Ilorin west local government area of Kwara state

Variables	n	Mean	Std. Deviation	R	df	Sig.	Remark
Authoritarian	378	26.10	8.69				
				-.356	754	.000	Significant
Self-regulation skill	378	20.80	9.09				

Table 7 shows the relationship between authoritarian parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara state. The table reveals that there is significant relationship between authoritarian parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara state ($df = 754$; $P < 0.05$). The hypothesis is, therefore, rejected in the light of the result since the significant value is less than 0.05.

Hypothesis Three: There is no significant relationship between authoritative parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara state

Table 8: Summary of Pearson ‘r’ table showing the relationship between authoritative parent-child communication and communication skill of pre-school children in Ilorin west local government area of Kwara state

Variables	N	Mean	Std. Deviation	R	df	Sig.	Remark
Authoritative	378	31.02	10.79	.257	754	.000	Significant
Communication	378	22.19	9.16				

Table 8 shows the relationship between authoritative parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara state. The table reveals that there is a significant relationship between authoritative parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara state ($df = 754$; $P < 0.05$). The hypothesis is, therefore, rejected in the light of the result since the significant value is less than 0.05.

Hypothesis Four: There is no significant relationship between authoritative parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara state

Table 9: Summary of Pearson ‘r’ table showing the relationship between authoritative parent-child communication and self-regulated skill of pre-school children in Ilorin west local government area of Kwara state

Variables	n	Mean	Std. Deviation	R	df	Sig.	Remark
Authoritative	378	31.02	10.79				
				.112	754	.000	Significant
Self-regulation skill	378	20.80	9.09				

Table 9 shows the relationship between authoritative parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara state. The table reveals that there is a significant relationship between authoritative parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara state ($df = 754$; $P < 0.05$). The hypothesis is, therefore, rejected in the light of the result since the significant value is less than 0.05.

Hypothesis Five: There is no significant relationship between democratic parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara state.

Table 10: Summary of Pearson ‘r’ table showing the relationship between democratic parent-child communication and communication skill of pre-school children in Ilorin west local government area of Kwara state

Variables	N	Mean	Std. Deviation	R	df	Sig.	Remark
Democratic	378	32.80	10.35	.491	754	.000	Significant
Communication	378	22.19	9.16				

Table 10 data shows the relationship between democratic parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara state. The table reveals that there is a significant relationship between democratic parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara state ($df = 754$; $P < 0.05$). The hypothesis is, therefore, rejected in the light of the result since the significant value is less than 0.05.

Hypothesis Six: There is no significant relationship between democratic parent-child communication and self-regulated skill of pre-school children in Ilorin west local government area of Kwara state

Table 11: Summary of Pearson ‘r’ table showing the relationship between democratic parent-child communication and self-regulated skill of pre-school children in Ilorin west local government area of Kwara state

Variables	n	Mean	Std. Deviation	R	df	Sig.	Remark
Democratic	378	32.80	10.35	.368	754	.000	Significant
Self-regulation skill	378	20.80	9.09				

Table 11 shows the relationship between democratic parent-child communication and self-regulated skill of preschool children in Ilorin West Local Government Area of Kwara state. The table reveals that there is a significant relationship between democratic parent-child communication and self-regulated skill of preschool children in Ilorin West Local Government Area of Kwara state ($df = 754$; $P < 0.05$). The hypothesis is, therefore, rejected in the light of the result since the significant value is less than 0.05.

Summary of Findings

1. The level of children’s communication skill acquisition is moderate in Ilorin West Local Government Area of Kwara State.
2. The level of children’s self-regulated skill acquisition is moderate in Ilorin West Local Government Area of Kwara State.
3. Authoritarian is the most common parent-child communication in Ilorin West Local Government Area of Kwara State.

4. There is a significant relationship between authoritarian parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara State.
5. There is a significant relationship between authoritarian parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara State.
6. There is a significant relationship between authoritative parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara State.
7. There is a significant relationship between authoritative parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara State.
8. There is a significant relationship between democratic parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara State.
9. There is a significant relationship between democratic parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara State.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter focused on discussion of findings, conclusion and recommendations of the study. Based on the discussion, conclusion was drawn and recommendations made. Similarly, related further studies were suggested.

Discussion of the Findings

The findings of this study revealed that the level of children's communication skill acquisition was moderate in Ilorin West Local Government Area of Kwara State. The implication of this finding is that pre-children in Ilorin West Local Government Area of Kwara State cooperate with their peers using verbal and non-verbal cues. The finding is in agreement with the finding of Hazen and Black (1989) who found that the level of communication and understanding skills was on the average as it strengthens the relationship among them and their parents.

The finding showed that the level of children's self-regulated skill acquisition was moderate in Ilorin West Local Government Area of Kwara State. The implication of this finding is that the pre-school children have the ability to control their emotions when interacting with their peers. This finding supported the finding of Garner and Waajid (2012) that revealed that the level of students' self-regulations, emotional knowledge, and classroom behaviour of pre-school children was moderate as many of the students are able to express their feelings and problems in a straightforward manner.

The finding of the study showed that authoritarian was the most common parent-child communication in Ilorin West Local Government Area of Kwara State. The implication is that most of the children are compelled by their parent to follow specific rules or orders even if they do not like it. The finding is in line with the findings of Martinez and Garcia (2007) that much of the interaction between authoritarian parents and their children in Brazil was

characterized by the one-sided obligation to the extent that the children strictly followed what the parents want without excuse. Also, the finding is in agreement with the finding of Pezzella (2010) which found that authoritarian parenting style is the most prevalent among African-American adolescents in Spain which resulted into negative outcomes such as low self-esteem, decreased happiness, low success, and increased nervousness in children and adolescents.

There was a significant relationship between authoritarian parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara State. The finding is supported by Howe (2011) that authoritarian parents force their expectations on the child because, they promote the voice of authority and power that firmly make the children to conform and follow their rules instead of questioning them. Also, the finding is supported by Howe (2011) that parents that use authoritarian-communication pattern displayed love conditionally to their children until they complies with their orders, love is then shown. They further expressed that authoritarian parent are not so logical in explaining the reason for the rules or boundaries given to their children.

There was a significant relationship between authoritarian parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara State. The finding contrasts the finding of Baumrind (1991); Moore (1992); Darling (1999); Buboltz, Griffith-Ross, Marsiglia and Walczyk (2007); Awong, Grusec and Sorenson (2008); Baharudin and Kordi (2010) and Hamon and Schrodtt (2012) which revealed that parents who often use authoritarian parent-child communication used coercion or force in order to promote submissiveness in children as the parent's goal is to bring about prompt obedience in the children. The situation may likely hinder children's

problem-solving skills, as they are raised to accept directives rather than to think for themselves.

There was a significant relationship between authoritative parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara State. The finding is in line with the finding of Liem, Cavell and Lustig (2010) and Pezzella (2010) which found that authoritative parenting style has an effect on children's empathy and behavior. The finding contraststhe finding of Gonzales et al. (2002) that children of authoritative parents show positive achievement at school, especially, when they communicate with their peers. Similarly, Hickman, Bartholomae, and McKenry (2000) found that children with authoritative parents demonstrated greater levels of academic competence skills, more self-control, and better adjustment. As parents are always very firm in giving rules and state reasons to their children about why they have to follow the instruction given.

There was a significant relationship between authoritative parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara State. This implies that parents understand their children's feelings and teach them how to regulate their behaviour. The finding is in line with LaGuardia (2009) who established that authoritative parent-child communication has direct influence their self-regulated learning of children. He further stated that the more parents employed authoritative parenting style, the higher the children's level of self-regulated learning. The finding is also in consonance with the result of Friendly and Grolnick (2009) who showed that the more parents employ authoritative parent-child communication, the higher the level of intrinsic value the children would possess, and subsequently, the more the self-regulated learning skills employed by the children.

There was a significant relationship between democratic parent-child communication and communication skill of pre-school children in Ilorin West Local Government Area of Kwara State. The finding supported the findings of Moumenikiam (2009) who found a significant correlation between democratic parenting styles and the psychological adjustment and self-regulation skills of students in Addis Ababa University. There was a significant relationship between democratic parent-child communication and self-regulated skill of pre-school children in Ilorin West Local Government Area of Kwara State. In addition, the finding supported the finding of Checa and Abundis-Gutierrez (2017) who asserted that emotional environment created in a family with democratic parental support, appears to support the developmental milestone and boost many abilities and skills of the children in terms of academics, self-regulation, rule-following, communication of needs and opinions, independence and cooperation with peers and adults. They further stated that children's communication ability positively enhances their calmness when they experience anger.

Conclusion

In line with the findings of the study, it can be concluded that parent-child communication has both positive and negative correlation on pre-school children social skills acquisition in Ilorin West Local Government Area of Kwara State. Authoritarian parent-child communication has a negative relationship on pre-school children social skills acquisition, while authoritative and democratic parent-child communications have positive and significant relationships on communication and self-regulated skills of pre-school children in Ilorin West Local Government Area of Kwara state.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The pre-school children should be encouraged to ask questions appropriately from their parents and teacher.

2. Authoritarian parenting style should be discouraged because it increases negative outcomes such as children's anxiety and depression.
3. Since a negative relationship existed between authoritarian parent-child communication and communication skill as well as self-regulated skills of preschool children in Ilorin West Local Government Area of Kwara State, it was recommended that parents should desist from using the authoritarian parent-child communication and adopt the authoritative and democratic parent-child communication in order to have better understanding of their children and to bring about cordial relationship between them and their children, as this will ensure the achievement of social skills acquisition of the children.
4. It is essential that the pre-school children are encouraged to enhance confidence that will assist them in acquiring necessary social skills (communication skills and self-regulation skills) that will be useful for them within and outside the school.
5. Children could be stimulated to develop different skills that would help them increase their communication skills and ability to engage in self-regulated skills that is associated with positive beliefs that are fundamental with communicating effectively with parents, siblings, peers and other members of the society.
6. Effort should be made by the government as a matter of urgency to organise trainings and workshops for parents on the importance of parent-child communication and how they could have clear understanding of negative effect of parent-child communication on the children and profitable strategies that could stimulate the pre-school children in the acquisition of their social skills within and outside the school.

7. Policy makers should formulate policies that could stimulate parents in order to address identified areas of concern in the best interest of the parents and other members of the society.

Limitation of the study

It is important to acknowledge that this study is not without its limitation. The study was limited to the selected nursery two children in public and private pre-school in Ilorin West Local Government Area of Kwara State. If the investigation had a wider coverage such as including nursery two children in public and private pre-school in Kwara State, the findings would have had a more generalisable effect. Part of the limitation of the study could be the use of qualitative method only.

Contribution to Knowledge

The study's contribution to knowledge is that it provided information on the level of children's communication skill acquisition, self-regulated skill acquisition and the most common parent-child communication in Ilorin West Local Government Area of Kwara state. It has provided information on the relation that exists between parent-child communication (authoritarian, authoritative and democratic communication) and pre-school children's social skills acquisition (communication skills and self-regulation) in Ilorin West Local Government Area of Kwara State.

Suggestions for Further Studies

Further research works could be conducted to examine the influence of parent-child communication on self-control, behavioural and emotional problems of pre-school children in Kwara State. This study can be replicated on different groups of children, preferably from other level of education or locations throughout the nation to ascertain whether the findings generated from the study are valid and generalisable to a larger or different context.

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APPENDIX I

PARENT-CHILD COMMUNICATION QUESTIONNAIRE (PCQ)

SECTION A: Demographic Data of the Respondents

Please answer this section by ticking the item that best suit you.

1. What is your gender? Male () Female ()
2. What is your marital status? Married () Single () Divorced () Widowed ()
Separated ()

SECTION B

Please, answer the questions below by ticking one of the four options provided. These are: 4 points for Strongly Agree (SA), 3 points for Agree (A), 2 points for Disagree (D), and 1 point for Strongly Disagree (SD) respectively.

S/N	ITEMS	SA	A	D	SD
	Authoritarian Parent-Child Communication				
1	I believe that my ideas are correct and the children should not question me.				
2	I always give the children little choice and compel them to follow my orders.				
3	I always feel that force should be used in order to get the children behave the way they are supposed to				
4	I do not give the children opportunities to decide what they want.				
5	I usually treat the children strictly and harshly when they misbehave.				
6	I always threaten children with punishment in order to get them behave well.				
7	I determine what needs to be done by the children and how to do it.				
8	I often make final decision in the home.				
9	Mostly, I am not lenient with the children on disciplinary cases.				
10	When children make mistakes, I usually shout at them.				
11	I don't listen patiently when the children have something to say.				
12	I usually demand from the children to follow specific rules.				
	Authoritative Parent-Child Communication				
1	I usually understand the children's feelings and teach them how to regulate themselves.				
2	I always guide the children to learn from any mistakes they make.				
3	I often treat the children with respect and give reasons why they need to be punished or rewarded.				
4	I always give the children direction and guidance in rational and objective ways.				
5	I always help the children to respond towards their aims of socialisation.				

6	I usually encourage the children to be conscious of their behaviour towards other members of the society.				
7	I often set limits and demand maturity from the children.				
8	I am always very firm in giving rules and state reasons to children about why they have to follow my instructions.				
9	I usually treat the children with respect and give reasons for punishment or reward.				
10	I always have high levels of affection and demand for the children.				
	Democratic Parent-Child Communication				
1	The children and I interact together as they make up their minds in discharging their skills.				
2	The children and I always meet and come up with useful suggestions that can aid their social skills.				
3	The children and I often talk about their feelings and problems.				
4	The children and I discuss disciplinary cases together before punishment is meted.				
5	The children and I frequently discuss together when they feel good or bad about their behaviour.				
6	The children and I are always available when attention is needed to enhance their self-regulation.				
7	The children and I communicate together to allow them enhance their social skills within and outside the school.				
8	The children and I engage in communicative activities and share their experiences together.				
9	My children and I always make decisions together at home on how to increase their self-regulation skills				
10	Communication of ideas and feelings are usually done between the children and myself.				
11	The children and I always meditate on how to interact positively with other members of the society.				
12	The children and I usually work together to design rules that need to be followed in the family.				

APPENDIX II

PRE-SCHOOL CHILDREN SOCIAL SKILLS RATING SCALE (PCSSRS)

1. Age of the Child.....

S/N	Social Skills Items	High	Moderate	Low
	Communication Skills			
1	The child participates actively in classroom activities.			
2	He/she cooperates with peers using non-verbal cues in the classroom.			
3	He/she has the ability to put forward his or her own, ideas and opinion.			
4	He/she communicates freely with peers.			
5	He/she relates well with the teachers.			
6	He/she does not have the ability to use a sign language to communicate.			
7	He/she is able to exchange meaningful information with others.			
8	The child was not able to express their feelings and problems in a straight forward manner.			
9	He/she has the ability to convey opinions accurately from one person to another.			
10	The child does not ask questions appropriately from the teacher.			
	Self-regulated Skills			
1	The child relates appropriately with others in the classroom.			
2	The child always behaves well with less guidance from the teacher.			
3	The child does not have the ability to calm down in the face of anger and frustration.			
4	He/she is very friendly with mates.			
5	He/she has the ability to tolerate frustration in the classroom.			
6	The child does not have the ability to control his/her emotions.			
7	He/she have a high self-esteem.			
8	He/she is always happy when communicating with peers.			
9	He/she did not care about the feelings of others in the classroom.			
10	He/she has the ability to behave in socially acceptable way.			
11	The children get along well with themselves in all situations.			
12	He/she does not know how to manage dissatisfaction in the classroom.			

APENDIX III

Required Sample Size[†] **from: The Research Advisors**

Population Size	Confidence = 95.0%				Confidence = 99.0%			
	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

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