

PARENTING STYLES AS CORRELATE OF PRE-SCHOOLERS' SOCIO-  
EMOTIONAL SKILL ACQUISITION IN ILORIN EAST LOCAL  
GOVERNMENT AREA, KWARA STATE

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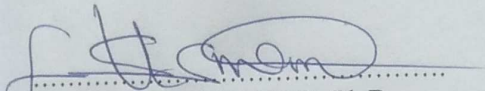
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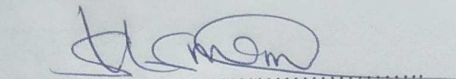
January, 2021

# CERTIFICATION

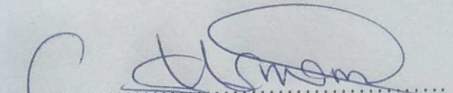
This is to certify that the study was carried out by **Esther Ajoke AGBO** with Matriculation Number **17/27/MEE004** in the Department of Early Childhood and Primary Education for the award of Masters of Education (M.Ed.) Degree in Early Childhood Education in the College of Education, Kwara State University Malate, Nigeria.

  
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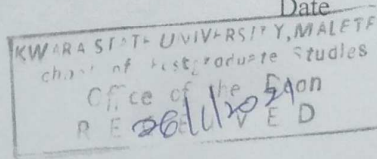
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## DECLARATION

I hereby declare that this thesis titled, “Parenting Styles as Correlate of Pre-Schoolers’ Socio-Emotional Skill Acquisition in Ilorin East Local Government Area, 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**

This thesis is dedicated to the Almighty God, the giver of life and the fountain of wisdom.

## ACKNOWLEDGEMENTS

Thanks to the Almighty God the Alpha and Omega, the source of my strength and wisdom. All glory, honour and praise to my maker for His guidance and grace throughout this program may His name be praise forever Amen.

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## ABSTRACT

Parenting style is fundamental to the development of the pre-schoolers socio-emotional skill development. Therefore, this study critically looked at the relationship between parenting styles (Authoritarian, Authoritative, Neglectful and permissive) and Pre-schoolers socio-emotional skill Acquisition in Ilorin East Local Government Area of Kwara state.

The study adopted correlational research design. The population comprised of all the pre-schoolers in Ilorin East LGA. There are 151 Preschools and 8,932 pre-schoolers both in public and private preschools in Ilorin East LGA. Stratified and proportional sampling techniques were used to select 15 pre-schools using 181 pre-schoolers and 181 parents from both private and public preschools. Two instruments were used for data collection namely; Parenting Styles Questionnaire (PSQ) and pre-schooler's socio-emotional skill rating scale (PSESRS). The PSQ and PSESRS were subjected to both face and content validity. Cronbach Alpha was used to ascertain the reliability of the PSQ and PSESRS and coefficient values of 0.80 and 0.89 were obtained for the two instruments. The data collected were subjected to both inferential and descriptive statistics. The research questions were answered using frequency count, mean, percentage scores, and the hypotheses were tested using Pearson Product Moment Correlation and independent t-test at 0.05 level of significance.

The study revealed that the most commonly adopted parenting style of pre-schoolers was authoritarian parenting style with weighted average mean score of 2.930. The level of pre-schoolers socio-emotional skill is moderate with weighted average mean score of 2.27. The result also revealed that there was no significant relationship between an authoritarian parenting style and pre-schoolers socio-emotional skill development ( $r = 0.11; p < 0.05$ ) There was no significant relationship between authoritative parenting style and pre-schoolers socio-emotional skill development ( $r = 0.04; p < 0.05$ ). There was no significant relationship between permissive parenting style and pre-schoolers' socio-emotional skill development ( $r = 0.04; p < 0.05$ ). There was no significant relationship between neglectful parenting style and pre-schoolers socio-emotional skill development ( $r = 0.06; p < 0.05$ ).

In conclusion, it is clear that, the most commonly adopted parenting style in Ilorin East Local Government Area was authoritarian and the level of Pre-schoolers socio-emotional skill was average. It was therefore recommended that Authoritarian parenting styles should be discouraged because it increases negative outcomes such as children's anxiety and depression. Government, Non-Governmental Organisations (NGOS), religious organisations, Parent Teachers Associations (PTA) should also organize seminars, workshop, and training for parents in a bid to have Clear understanding of parenting style that could stimulate socio-emotional skill Acquisition.

**Key words:** Parenting Style, Pre-schoolers Socio-emotional skill Acquisition.

**WORD COUNT: 390**

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

Pre-school education typically encompasses the initial stage of education offered to children between the ages of 3 and 5 years plus before they begin the compulsory primary education. The primary aims of this type of education include to prepare children physically, emotionally, socially and mentally for formal schooling and to prevent poor performance and dropout. It is also the prerequisite for ensuring a good start and broad-based development of children through developing their cognitive, social, emotional, cultural and physical skills needed in life as well as knowledge that will create a foundation for a broader understanding of the world around them. As stated in the current National Policy on Education (Federal Government of Nigeria, 2013), pre-primary education is the level of education given to children aged 5 prior to their entering the primary school. It is believed that the term pre-school depicts that which is a fundamental or essential thing that must be given or had.

In the 4<sup>th</sup> edition of the National Policy on Education (Federal Republic of Nigeria, 2004), early childhood or Pre-primary education was defined as the education given in an educational institution to children prior to their entering the primary school incorporating the crèche, the nursery and the kindergarten. This means that it is no longer focusing on three to five year olds but also including birth to three year olds, whereas, in the 6<sup>th</sup> edition of the National Policy on Education (FGN,2013),there is an amendment in nomenclature to Early Child Care Development and Education(ECCDE), and it is meant for children between the age 3 to 5 years plus prior to entering primary school.

Therefore, in the 6<sup>th</sup> edition of the National Policy on Education (FRN,2013), the purpose of early child care development and education (ECCDE) are stated as follows: To effect a

smooth transition from home to school; prepare the child for the primary level of education; provide adequate care, supervision and security for children while their parents are at work; inculcate social ,moral norms and values; inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment arts, music and use of toys and so on ;develop a sense of co-operation and team spirit; stimulate in the child good habits, including good health habit ;and teach the rudiments of numbers, letters, colour, shapes, forms and so on through play. Looking through the objectives in the current edition, the point stated in objective which relates to ‘inculcate social, moral norms and values’ and ‘develop a sense of co-operation and team spirit’ are roles and responsibilities that are demanding because it covers the child’s social emotional development.

For the purpose of this study, socio-emotional skill of the children borders on socio-emotional development of children which refers to straightforward behaviour that represents the most positive attributes of society such as acts of kindness, helping, sharing, sympathizing, rescuing, cooperating, friendship and comforting that benefits all persons, the giver and receivers (Gazda, Balzer, Childers, Nealy, Phelps & Walters 2006; Willis, 2009).Also, socio-emotional skill encompasses different holistic developmental aspect of the children which include social development and emotional development. In this sense, social development has to do with the children’s ability to relate to others and acquire socio-cultural attitude and emotional development deals with the children’s ability to feel and react to feelings. In this sense, children discover how to establish and maintain relationships with members of the group as time passes; they also explore their contributions to the well-being of the social communities in which they participate (Epstein, 2009).

However, it has been pointed out in many studies that the influences upon children not only affect their skills and learning, but also, influences activities within the family, community as well as culture which have greater impact on the holistic skills and learning of children (Early

Childhood Development of Education and Early Childhood Development, 2010). This implies that when children experience either positive or negative treatment from parents could affect their learning, emotional and behavioural issues in later life. Similarly, children are not born knowing how to make friends and influence people nor do they automatically understand the rules of the society. Time and the varying experiences are necessary for them to master the skills required for successful social functioning (Kostelink, Whiren, Soderman & Gregory, 2009). For these reasons, children spend much of their early lives trying out various strategies to make sense out of their social world.

In line with this, they begin to discover what works and what does not and under which circumstances certain behaviours are effective or acceptable. This requires practice and support from parents or responsible adults. This is because children's socio-emotional skills can be looked at as the foundation on which other types of learning are built. Parenting style is an early influence on children's social emotional development. It sets the stage for the development of social emotional skills outside of the home and lays a foundation for the formation of relationships with teachers, parents and peers (Rubin, Bukowski, Parker, Damon, Lerner & Eisenberg, 2006).

Parenting is a complex responsibility that requires many different skills that work in concert to influence a child's behaviour. It is argued that parents start developing their parenting style even before their first child is born. It is within the first year or two that parents begin to attach to a parenting style that works best for them. These styles could be attributed to authoritarian, authoritative, permissive (Kordi, 2010; Schaffer, Clark & Jeglic, 2009). On this premise, many researchers recognized the importance of researching into the role of parenting style in child development (Kordi, 2010; Schaffer, Clark & Jeglic, 2009; Kaufmann, et al, 2000; Lim & Lim, 2003). In the study of Baumrind (1991), three parenting styles comprising authoritative parenting, authoritarian parenting and permissive parenting

were proposed, and aspect of neglectful parenting style was neglected. This stimulates the researcher deems it necessarily fit to add neglectful parenting style to be part of the variables of interest in the present study.

In this context, authoritarian is regarded as parenting styles adopted by parents that do not expect their children to express disagreement with their decisions and rules and do expect them to obey without explanation. The parenting style seems not to promote the development of morality in the children. In addition, authoritative style denotes parents that are warm and communicate well with their children; they are both demanding and responsive. Parents with this style are able to stay in authority and expect maturity from their children. They respect their children's opinions and independence while also maintaining their own positions. This assertion was buttressed by Uji, Sakamoto, Adachi and Kitamura (2014) who postulated that authoritative parents combine different approaches such as: being sensitive, warmth, setting limits and using positive reinforcement to guide and control their children. This type of parenting style is very vital in the nurturing of children because it could likely make the children to become more conscientious, helpful, empathic and kind to others.

Permissive parenting style is characterized by low levels of demand as well as low levels of responsiveness, while neglectful parenting style is characterized by not establishing rules nor do they care about the direction the child's behaviour is headed. Researchers such as Dwairy, Achoui, Abouserie, and Farah (2006); Khodaii, Medanipori, and Naghdi (2008) reported that people from different cultures demonstrate different parenting styles in which some cultures tend to exhibit authoritative parenting, while others tend to exhibit authoritarian parenting. Also, the processes within the home that influence socio-emotional development are reflected in parenting styles and the relationship between parents and the child. Hill (2001) indicated that an authoritative parenting style, which is characterized by warmth, responsiveness, and

developmentally appropriate limit setting as well as granting of autonomy, has been shown to predict secure attachment and positive social-emotional acquisition of the child.

In contrast, children of parents who use authoritarian parenting style, which is characterized by high demand and low responsiveness, are more likely to have deficits in socio-emotional skill. This perhaps shows that children with authoritarian parents will have a difficult temperament that is inhibited, and anxious, along with relationship difficulties that include dependency and lack of trust; whereas, permissive parenting style results in volatile and impulsive character styles in their children. Authoritative parents acknowledge their children's feelings and explain the reasons for their directing behaviour, such as setting rules and expectations. In addition, children from neglecting parents are more likely to have deficit in socio-emotional skills compared to their advantaged peers. They have more difficulties in paying attention, less socially competent and exhibit more internalising and externalising behaviour. Although permissive parents give considerable support to their children, the permitting parents' lack of control of their children negates the benefits of their responsiveness.

This made Philip, McCartney and Sussman(2006) affirmed that the discrepancy in children's social emotional skills that is linked to parenting styles highlights the importance of having programmes that effectively promote these skills, ensuring that all children enter the Basic classes with social emotional skills critical for holistic development. This is because during the preschool years, the children experience a number of developmental changes, including significant language development and significant brain development in the prefrontal cortex, both of which are related to component of socio-emotional development, including communication skills, emotional understanding, self-regulation and social competence (Thomson,2006). This connection of relationships and social interactions to cognitive development is consistent with how the brain develops and how the mind grows.

The way and manner children are brought up is reckoned to be very essential to the development of the growing child. Parenting is an important determinant which affects the development of the whole child. As stated in Encyclopedia on Early Childhood Development (2011) and Ishak, Low and Lau (2012), the bonds formed with parents and other care-givers and their first learning experiences with these significant people, in no small measure influence the physical, cognitive, emotional and social development of the children. Some other research evidences have earlier on confirmed that early childhood education has a positive influence on children's affective, conceptual and social development in later years (Gormley, Gayer, Phillips, Dawson 2005; Rolnick & Grunewald 2003), in spite of the fact that some scholars disapproved early learning with a view that young children are not mature enough to learn complex task or skills that are required of them in the preschool level however, the benefits have been established to outweigh the disadvantages.

Studies on gender differences in parenting styles seem to have been a subject of debate. Evidence also indicated that significant regulatory differences exist between male parents that use permissive style than female parents who use permissive style to control their children (Woolfolk, 2010). In addition, Lichtman (2011) also observed unique situation where female preschoolers attained significantly high discipline than their male counterparts in schools. However, another study conducted among preschoolers in Navajo found that there was no significant relationship between male and female preschoolers' academic achievement by parents that use authoritarian style and neglectful parenting style (Robbins, 2012).

Ishak, Low and Lau (2012) sought to find out parenting style applied to determining child's discipline in Public and private secondary schools in Kiambu East District and submitted that male parents were more authoritarian, permissive and negligent whereas the female parents were more authoritative. As a result, differences in the quality of pre-school education of the

preschoolers based on school type will be examined to further confirm what has been done by previous related research.

Based on these discoveries about early childhood period, there has been pressing call for investment in early years of children and socio-emotional skills across all nations of the world (Tan, Camras, Deng, Zhang & Lu, 2012). Recently a renewed interest regarding parenting styles has stimulated discussion over the best methods of parenting across all cultures (Taub, 2008). Though series of studies had been conducted on parenting styles (Kaufmann, Gesten, Lucia, Salcedo, Rendina-Gobioff & Gadd, 2000; Kang & Moore, 2011; Miller, Lambert & Speirs-Neumeister, 2012) none have been found on parenting styles and socio-emotional skill of preschoolers which is the gap the study intend to fill. It is against this background, that the study examines the relationship between parenting styles and socio-emotional skill of preschoolers in Ilorin East LGA of Kwara State.

### **Statement of the Problem**

Preschool education aims at fostering proper development of children, identifying and addressing their problems, harnessing their potentials, molding their character, enhancing their learning, and equipping them for life, so that their actions are channeled towards positive personal, communal and global development in all ramifications of life. This is anchored on the fact that helping children establish positive socio-emotional skills, behaviours and practices during early years is more effective than attempting to reverse the negative socio-emotional skill, behaviour and practices later in life.

Children's socio emotional skill acquisition is considered as important factors in child development, especially considering its importance in a child school readiness. Researchers have indicated that most preschoolers are delayed in the development of socio-emotional skill due to lack of children's interactions with parents, caregivers, siblings and peers which lead to series of negative feelings such as dissatisfaction, poor academic achievement and

behavioural problems. This situation appears to be of great concern to researchers and scholars in the field of education. Consequently, parents are expected to play influential roles in the provision of training for their children to have the required skills for interacting with social and close relations and successful living and integration into the society as useful members.

Many studies have investigated the effects of parenting styles on children's emotional development and behaviour, as well as differences in parenting across cultures. It is evident from these studies that there was a lack of research focusing on the relationship of Parenting Styles (authoritarian, authoritative, permissive, and neglectful) with socio-emotional skill acquisition of the children, especially in Ilorin East LGA. Hence, this study examined the relationship between parenting styles (authoritarian, authoritative, permissive, and neglectful) and socio-emotional skill of the children with a view to providing information on parenting styles as correlate of preschoolers' socio-emotional skill development in Ilorin East LGA.

### **Purpose of the Study**

The main purpose of the study is to examine the relationship between parenting styles and socio-emotional skill acquisition of pre-schoolers' in Ilorin East LGA of Kwara State.

The specific purposes of the study aimed at;

1. Investigating the dominant parenting styles (Authoritarian, Authoritative, Permissive and Neglectful) adopted by parents at enhancing preschoolers' socio-emotional skill acquisition in Ilorin East LGA Kwara State.
2. Ascertaining the level of socio-emotional skill acquisition of preschoolers' in Ilorin East LGA Kwara State.
3. Discovering the relationship between Authoritarian parenting style and preschoolers socio-emotional skill acquisition in Ilorin LGA Kwara State

4. Determining the relationship between Authoritative parenting style and preschoolers socio-emotional skill acquisition in Ilorin LGA Kwara State.
5. Identifying the relationship Permissive parenting style and preschoolers' socio-emotional skill development in Ilorin LGA Kwara State.
6. Determining the relationship between Neglectful parenting style and preschoolers' socio-emotional skill acquisition in Ilorin LGA Kwara State.
7. Ascertaining the relationship between school type and preschooler socio-emotional skill acquisition in Ilorin LGA Kwara State.
8. Finding out the relationship between gender and preschoolers socio-emotional skill acquisition in Ilorin LGA Kwara State.

### **Research Questions**

The following research questions were answered in the study:

1. Which of the Parenting styles is most commonly adopted by parents of preschoolers' in Ilorin East LGA Kwara State?
2. What is the level of Preschoolers' socio-emotional skill acquisition in Ilorin East LGA Kwara State?

### **Research Hypotheses**

The following null hypotheses were tested in the study:

**H<sub>0</sub>1:** There is no significant relationship between authoritarian parenting style and preschoolers' socio-emotional skill acquisition in Ilorin East LGA Kwara State.

**H<sub>0</sub>2:** There is no significant relationship between authoritative parenting style and preschoolers' socio-emotional skill acquisition in Ilorin East LGA Kwara State.

**H<sub>0</sub>3:** There is no significant relationship between permissive parenting style and preschoolers' socio-emotional skill acquisition in Ilorin East LGA Kwara State.

**H<sub>04</sub>:** There is no significant relationship between neglectful parenting style and preschoolers socio-emotional skill acquisition in Ilorin East LGAKwara State.

**H<sub>05</sub>:** There is no significant difference in Preschoolers socio-emotional skill acquisition based on gender in Ilorin East LGAKwara State.

**H<sub>06</sub>:** There is no significant difference in Preschoolers socio-emotional skill acquisition based on school type in Ilorin East LGAKwara State.

### **Significance of the Study**

The findings of this study would be of immense importance to parents, teachers, government, policy makers, and other researchers in the field of early childhood education. The findings of the study will be of great importance to the parents as information provided will enable them to have better understanding of parenting styles adopted to enhance socio-emotional skills of preschoolers in Ilorin East LGA Kwara State. In addition, the study provides information on the level of socio-emotional skill acquisition of preschoolers' in Ilorin East LGA Kwara State, and as well gave insight on how to sensitize parents about the best way to enhance preschoolers' socio-emotional skill development in a holistic way both physically and intellectually.

Similarly, the finding of the study would be of great significance to teachers as information provided parenting styles and socio-emotional skills acquisition of preschoolers would enable them to be more enlighten on the appropriate methods of teaching and ways of engaging both the parent children in the school system. In addition, the findings of this study will be of utmost benefits to government by giving them insight on how training programme can be organized for parents, teachers, early childhood educators, and caregivers to enhance children's socio-emotional skill acquisition. Also, information provided in the study is hopeful to benefit policymakers on improved understanding of whole-child developmental

skill and in the formulation of policies relating to parenting styles and preschoolers' socio-emotional skill acquisition.

The results of this study is expected to prompt other researchers in the field of early childhood education to carry out further studies on parenting styles and institute necessary intervention measures.

### **Scope of the Study**

The study examined the relationship between parenting styles and socio-emotional skill acquisition of preschoolers' in Ilorin East Local Government Area of Kwara State. This study covered public and private schools, preschoolers' and their parents in Ilorin East Local Government Area of Kwara State. In addition, four major parenting styles were studied as independent variables. These are: authoritative, authoritarian, permissive and neglectful and its relationship on socio-emotional skill acquisition of preschoolers as dependent variable.

### **Operational Definition of Terms**

The following terms are defined as used in the study:

**Parenting Styles:** These refer to the adopted strategies by preschoolers' parents at influencing their development, such as authoritarian, authoritative, permissive and neglectful parenting styles.

**Authoritative parenting style:** This refers to strategy adopted by parents that are responsive and supporting to preschoolers.

**Authoritarian parenting style:** This refers to strategy adopted by parents to coerce, control and show low support to preschoolers.

**Permissive parenting style:** This refers to strategy exhibited by preschoolers' parents that are highly supportive and very lenient to preschoolers.

**Neglectful parenting style:** This refers to strategy exhibited by preschoolers' parent that show low monitoring and support to preschoolers.

**Preschoolers:** Refers to children in Kindergarten /Nursery classes in public and private pre-primary schools.

**Socio-emotional:** These are sets of behaviours, attitudes and values required holistically by preschoolers.

**Skill Acquisition:** This is a process through which children acquire skill necessary to manage feelings and positive behaviours.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter discussed relevant and related existing literature reviewed by various researchers based on the following sub-headings:

#### **Theoretical Review**

Psycho-social development Theory by Eric Erickson(1902)

Ecological systems Theory by Brofenbrenner(1979)

#### **Conceptual Review**

Early Childhood Care and Education in Nigeria

Concept of Parenting and Parenting styles

Concept of Authoritarian Parenting style

Concept of Authoritative Parenting style

Concept of Permissive Parenting style

Concept of Neglectful Parenting style

Children's Socio-emotional skill Acquisition

#### **Review of Empirical Studies**

Authoritarian Parenting style and Preschoolers Socio-Emotional Skill Acquisition

Authoritative Parenting style and Preschoolers Socio-Emotional Skill Acquisition

Permissive Parenting style and Preschoolers Socio-Emotional Skill Acquisition

Neglectful Parenting style and Preschoolers Socio-Emotional Skill Acquisition

Gender and Preschoolers Socio-Emotional Skill Acquisition

School type and Pre-schoolers Socio-Emotional Skill Acquisition

#### **Appraisal of Literature Reviewed**

## **Theoretical Review**

### **Erikson Psycho-social Development Theory(1902)**

The study is hinged on the psycho-social development propounded by Erikson theory (1902). Erik Erikson's theory of psycho-social development stipulated that an individual needs to go through series of eight lifespan stages as a function of negotiating their biological and sociocultural forces. Each stage is characterized by a psycho-social development crisis of two conflicting emotional forces. The stages are: trust vs. mistrust, autonomy vs. shame & doubt, initiative vs. guilt, industry vs. inferiority, identity vs. role confusion, intimacy vs. isolation, generativity vs. stagnation, and integrity vs. despair. All the eight lifespan stages include infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood and old age.

According to Erikson (1902), the theory's first stage is Trust vs. Mistrust which occurs from infancy (approximately birth to 18 months). Erikson suggests that during this stage trust is essential. This is a period when children are most dependent on adults, especially their parents for comfort and sustenance. The reason for this is that the parents are primary in the eyes of the child, whereas, the early childhood educators are the secondary. If the parents expose the child to warmth, regularity, and dependable affection, the infant's view of the world will be one of trust. If parents fail to provide a secure environment and to meet the child's basic needs. It will in turn lead to a sense of mistrust. Development of mistrust can lead to feelings of frustration, suspicion, withdrawal, and a lack of confidence.

The second stage of Erikson's theory of psychosocial development which is Autonomy vs. Shame and Doubt takes place during early childhood (2 to 3 years). During this period, it is important to provide a loving and understanding atmosphere so the child can develop social-emotional skills. Aside this, it is focused on children developing a greater sense of personal controls. At this point in development, children are just starting to gain a little independence.

They start to perform basic actions on their own and making simple decisions about what they prefer. By allowing kids to make choices and gain control, parents and caregivers can help children develop a sense of autonomy.

The third stage is Initiative vs. Guilt which happens during the preschool(3 to 5 years). In this stage, the children begin to develop their power, control and a sense of responsibility over the world directing play and other social interactions. Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt, and lack of initiative.

Also, Erikson's fourth stage is Industry vs. Inferiority, which happens between six years and eleven. This is the stage in which the children develop a sense of pride in their accomplishments, abilities and interact work with others. Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful.

The fifth stage of the theory is known as Identity vs. Confusion and primarily occurs during adolescence (12 to 18 years).This stage plays an essential role in developing a sense of personal identity which will continue to influence behaviour and development for the rest of a person's life.According to Erikson, this is the stage in which the adolescents explore their independence and develop a sense of true self.Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and feelings of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.Erikson's sixth stage which is Intimacy vs. Isolation happens during early young adulthood (19 to 40 years). During this stage, personal relationships and intimacy with other people are essential. Besides, people develop close, committed relationships with other people. Those who are

successful at this step will form relationships that are enduring and secure. If not done, one will become isolated.

The Erikson's seventh stage is Generativity vs. Stagnation and it covers the period of middle adulthood (40 to 65 years). In this stage, the younger generation will continue to build career, develop and live useful productive lives. Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community. When an individual who fails to do nothing to help or unable to help the next generation, then they will feel unproductive and experience stagnation. The last stage of Erikson's theory is Integrity vs. Despair which occurs during late adulthood and old age maturity (65 to death). In this stage, one looks back and evaluates their life and accomplishments. At this point of development, if all the previous stages in life have developed appropriately then they will experience or develop a sense of integrity, if not, they will be left with feelings of bitterness and despair (Erikson).

Erikson believed that each stage of psychosocial development is important because it address development throughout the entire lifespan, including old age. It also allows us to emphasize the social nature of human beings and the important influence that social relationships have on development. According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. This was buttressed by Chapman (2006) who discussed the work of psychologist Erikson and identified eight stages of psychosocial development of an individual. Characteristics of these stages indicated that: each stage unfolds from the preceding stage in a particular sequence, each stage involves an ever-widening involvement with others, and the centerpiece of each stage is a life task for the individual; specifically, each stage involves a conflict between two opposites and the individual's efforts at each stage is to achieve a ratio between the two.

Erikson's psychosocial theory which is initiative vs. guilt and it happens during the preschool (3 to 5 years) could be applied to this present study in which the children begin to develop their power, control and a sense of responsibility over the world directing play and other social interactions. Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt, and lack of initiative.

### **Bronfenbrenner's Ecological Systems Theory (1979)**

Bronfenbrenner (1979) Ecological System Theory proposed a systems theory that placed child Development in an ecological systems perspective. This theory looks at child Development within the context of the system of relationships that form his/her environment. Bronfenbrenner (as cited in Morrison, 2007) identifies five Complex layers of environment each having an effect on a child's development. This includes the Microsystems, mesosystem, exosystem, macrosystem, and chronosystem environments. However, the present study focuses mainly on the microsystem environment because it directly relates to the study variables of parenting styles. Berk (2006) stated that microsystem encompasses the relationships and interactions a child has within his/her immediate surroundings, and has direct contact with socializing agents such as parents and siblings. It includes the child's home environment. This environment has the strongest and the greatest impact on the child. Bronfenbrenner noted that a child's parents may affect his/her behaviour; likewise, the child may also affect the behaviour of the parent. For example, a friendly, attentive child is likely to evoke positive reactions from parents, whereas an irritable and destructive child is more likely to be a target of parental impatience, restrictions and punishment.

According to Bronfenbrenner (1998), development of the child is determined by the kind of experiences he/she gets in the microsystem environment. For example, parents showing the

child how to behave, or talk and read with him/her interactively. Bronfenbrenner (1998) further stated that these experiences that a child has with his/her parents and other important people in the microsystem settings are “the primary engines of child development.” The quality of the microsystem setting of the child depends on the quality of reciprocal relationship with the members of the system, particularly the parents. Therefore, microsystem environment has a direct impact on performance as well as the general development of the child. This theory acknowledges that children do not develop in isolation, but in relation to the family, school, community and society at large.

It acknowledges that although teachers and school systems can provide a stable long term relationships with children, the primary relationship needs to be with parents who can provide a sense of caring that is meant to last long. It demonstrates that the most important settings for a young child is his/her family because that is where the child spends most of his/her time. The family also has the greatest emotional influence on the young child. This theory postulates that child development is influenced by the interaction between characteristics of the child and the parents as well as the environmental context in which the child develops.

## **Conceptual review**

### **Early childhood Education in Nigeria**

Early years in life are widely accepted as the most important period during which children experience cognitive, language, perceptual, socio-emotional and motor development which they will need for future achievements and social functioning. This informs the reason why the periods of the early years need to be handled with all special and detailed attention. Estes (2004) has described the early years as a remarkable period of growth and development in the lives of children. In their submission, Oduolowu and Olowe (2011) noted that the early years of children are years of extreme vulnerability and tremendous potentials, during which

adequate protection, care and stimulation are essential to provide the foundation for well-being and development.

Maduewesi (1999) refers to early childhood care and Education as the education offered to Children who have not yet reached the statutory age of beginning primary school. He further Maintained that it is a semi-formal education arrangement, usually outside home where by Young children from about the age of 3 years are exposed through play like activities in a group setting through mental, social and physical learning suited to their developmental Stages, until the mandatory age of government approved formal schooling. Federal Republic of Nigeria (2004) refers to Early Childhood Care and Education (pre-primary education) as an education given in an Educational institution to children aged 3-5 plus prior to their enrolment in the primary School.

The objectives of early childhood education according to FRN (2004) are:

1. Effect a smooth transition from home to school
2. Prepare the child for the primary level of education
3. Provide adequate care and supervision for the children while their parents are at work (on the farm, in the market or offices)
4. Inculcate social norms
5. Inculcate in the child the spirit of inquiry and creativity through the exploration of nature, the environment, art, music and playing with toys and so on.
6. Develop a sense of cooperation and team spirit
7. Learn good habits, especially good health habits and.
8. Teach the rudiments of numbers, letters, colours, shapes, form and so on through play.

Generally, ECE is aimed at promoting holistic development of children from birth to age 8.

According to Olowe, Kutelu, and Majebi (2014), ECE is any group programme that is designed to promote children's intellectual development, socio-emotional development,

language development, physical development and learning from birth to age 8, Sooter (2013) and Mahuta(2007) stated the aims of ECE to include fostering properDevelopment of children, identifying and addressing their problems, harnessing theirpotentials, molding their characters, enhancing their learning and equipping them for life sothat their actions are channeled towards positive personal, communal and globaldevelopment.

It is pertinent to note that all ECE activities and programmes are gearedtowards giving positive early experiences to children. This further underscores theimportance of early years. The paramount importance of the early years is widely acclaimedinjurious international documents and developmental goals such as UN Convention on theRight of the Child, African Charter on the Rights and Welfare of the Child, Millennium Development Goals (MDGs) and Education for All (EFA) goals among others. The government of Nigeria is among the member states that ratified these documents and goals, and this has made the government to come up with various interventions which are gearedtowards providing quality ECE for Nigerian children.

As part of the interventions of the government in ECE, there was enactment of UBE Act (2004) which has an expanded scope that includes programmes and initiatives for earlychildhood education and development (United Nations Educational, Scientific and Cultural Organization, 2006). The UBE programmemadeprovisionfor every public primary school to have a pre-primary school linkage to cater forchildren, and this resulted in increased government ownership and participation in ECEprovisions (United Nations Educational, Scientific and Cultural Organization, 2006). One other intervention that worth mentioning is the Development of a unified early childhood education curriculum which was all encompassing and divided into two sections to cater for age 0-3 and 3-5 years respectively. Again, the federal government included ECCE programmes in curriculum of colleges of education. The most innovationseems to be the new (National Policy on Education, 2013

edition) in which the programme of ECE is brought under Basic Education injection 2. It is now divided into two programmes namely Early Childhood Care, Development and Education (E'CCDE) and Kindergarten Education.

In Nigeria, organized education of the child below primary school age did not receive official recognition until very recently, receive the attention it deserved. The concept of infant schools was introduced in Nigeria by the missionaries in the early 20th century when such schools were set up in the Western and Eastern regions of Nigeria. Early Childhood education in the form of nursery school or pre-primary education as we know it today in Nigeria is largely a- post-colonial development. The semblances of it during the colonial era were the Kindergarten and infant classes, which consisted of groups of children considered not yet ready for primary education. As grouping for instruction in schools was not age-based during that period, some children aged six or even more, could be found in some of the infant classes (Tor-Anyiin, 2008). With the phasing out of infant classes, some parents began to feel the need for nursery schools.

During that period, (pre-independence) all efforts for provision of early childhood education were confined to the voluntary sector and received little or no support from the government (Tor- Anyiin, 2008). It was for the first time in 1977 with the introduction of National Policy on Education by the then military government of Nigeria that the importance and need for early childhood education was given official recognition and linked with the child's educational performance in primary school. Gradually, early childhood institution stayed, and by 1985, Nigeria had about 4200 early childhood educational institutions. While by 1992 the number increased to about 8,300 (Federal Government of Nigeria/UNICEF1993).

Nowadays, early childhood educational institutions are located in various places and Buildings computes of universities and Colleges, premises of some industries and

business Organizations, church premises, residential buildings with unprecedented expansion owing to the high demand for early childhood care and education by parents (Ejeh, 2006).

### **Concept of Parenting and Parenting Styles**

Parenting is a way through which relationship between parent and child is reflected. According to Kazmi, Sajjid and Pervez (2011), parenting is the process of assisting and encouraging the physical, emotional, social and mental growth of a child from birth to adulthood. Also, it is an intricate process that involves much more than a mother or father providing food, safety and support for the child. Therefore, parenting as the style of raising a child refers to an entitlement or responsibility of mother and father, together or separately to groom the child for society and culture. According to Coplan, Hastings, Lagace-seguin and Moulton (2002), parenting style means the general pattern of child rearing, which involves the techniques that parents use for parenting, and the responses parents give to their children. According to Shaffer and Gordon (2005), parenting styles is perceived as the normal variations in parenting that represents the process by which children learn from their parents the rules of the society in which they live. Husenits (2006), parenting styles is described as parent's attitudes, beliefs and values that were related to how parenting can be carried out best. In the view of Stevens (2008), parenting style refers to the way in which parents give guidance to, set limits to, and interact with their children. Woolfolk (2010) referred parenting styles as the ways of interacting with and disciplining children." Parents differ in how they control or socialize their children, and the degree to which they do it. However, the main role that all parents play is socializing, teaching and guiding their children (Shaffer & Gordon, 2005), thus preparing their children for their autonomous adult lives. If the socialisation is optimum, it supports the child to function well as an adult, and to continue to do so even when the parents are not around. Therefore it may be possible to predict whether socialisation would be successful or not through observing child-rearing practices (Husenits, 2006).

Parenting styles is an intricate activity, which encompasses various explicit attitudes and behaviours that work independently and collectively in child outcomes and builds an emotional connection where the behaviour of parents is communicated (Darling & Steinberg, 1993; Darling, 1999) Parenting style can be understood as a constellation of attitudes in the child, of which they are informed and, together, form an emotional environment in which parents' behaviours are exposed. These include the ones through which parents develop their own obligations as parents (parenting practices) as well as other kind of behaviours such as gestures, changes in the tone of voice, spontaneous expressions of affect, etcetera.

In the light of the above definition of parenting style, most conducted researches have focused on investigating the relation of different types of parenting styles with emotional intelligence (Delale, Taksic, & Ivcevic, 2007; Fonte, 2009; Shun- Chi, 2006; Tsay, Chang, & Shieh, 2006), or on warmth at dimensional level (Saarni, 1997; Sillick & Schutte, 2006). The findings indicated that authoritative style (control factor) has been the powerful predictor of emotional intelligence (emotional regulation), two styles of permissive and authoritarian have a negative relationship with this ability, and the neglectful style is recognized as the most harmful one, warmth is associated with increasing the level of emotional intelligence and regulation and utilization of emotions.

### **Types of Parenting Styles**

Researchers such as: Baumrind (2008); Shaffer & Gordon (2005); Woolfolk, 2010) identified four parenting patterns like: authoritarian, authoritative, indulgent and neglectful. These four parenting styles differ in naturally-occurring patterns of parental values, practices, behaviour, and a distinct balance of responsiveness and demand (Shaffer & Gordon, 2005).

### **Concept of Authoritarian parenting style**

The authoritarian parents usually set stringent rules and monitor their child's time along with their day and night movements (Areepattamannil, 2010). According to Woolfolk (2010),

authoritarian parents seem cold and controlling in their interaction with their children. They are high in being demanding and low in being responsive (Couchenour & Chrisman, 2011). Authoritarian parents are obedience-oriented; they set limits and expect their children to respect their orders without explaining the rationale for their decisions. Often, they expect an unquestioning obedience (Callahan, 2005). If a child enquires about a rule or a guideline, authoritarian parents are unresponsive. They tend to say, “Do it because I say so” (Johnson & O'Connor, 2002), or “You should do what I say because I am your parent” (Lichtman, 2011). Authoritarian parents make all the decisions, and their decisions are indicated to their children without any clarification (Crosser, 2005). Furthermore, the parents with authoritarian style are averting to any discussion between parents and children, which brings further burden on children. Authoritarian parenting style is a restrictive punitive style 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).

Authoritarian parents believe that their children may not necessarily know what is best for them, even though the children may know what they want (Bornstein, & Zlotnick, 2009). The parents assume that, as adults, they know what is in the best interests of their children. Therefore, their adult views are considered more important than their children's desires (Lao, 2008). These parents are not rational and issue-oriented, and do not consider the reality of the child's interests, abilities and needs in their parenting. Instead, they demand conformity to parental wishes without being flexible (Baumrind, 2008). It is very difficult for authoritarian parents to know the preferences, strengths and needs of their children (Moonie, 2005). Authoritarian parents are likely to bond only partially with their children (Balswick & Balswick, 2007), and are highly demanding (Callahan, 2005). They usually say to their children, “Don't ask me why; just do it” (Flannery, 2006). 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, and if there is communication, it is mostly one-way, in which the parents instruct their children what to do (Crosser, 2005).

These parents believe that they are responsible for providing for their children. The children do not have the right to tell them how best they are to do it (Lao, 2008). They often discourage their children when they attempt to be autonomous. However, they try to shape their children to acquire attitudes and behaviour that the parents believe is desirable (Bornstein, & Zlotnick, 2009). An authoritarian parenting style is summarised by the phrase, "Children must be seen and not heard" (Lichtman, 2011). Similarly, if authoritarian parents require obedience, they use punishment (Arinoldo & Arinoldo, 2007), and they tend to use this relatively frequently (Kay, 2006). If the children of authoritarian parents are disobedient, the consequences are harsh (Crosser, 2005). Therefore, the children learn to respect their parents' instructions, not because they believe the parents' rules are fair or reasonable, but for fear of the consequences if they do not obey the rules (Douglas, 2004). In addition, the children of authoritarian parents tend to conceal the identities of their friends, and to conceal their true behaviour, as they do not want to be punished by their parents. Because of this, the parents have little knowledge about how their children behave away from home (Davies, 2011).

In addition to the above, when authoritarian parents control their children, they enforce strong limits and control their children excessively (Dolecki, 2012). They do not show affection, and are not sympathetic to their children's requests. They often expect their children to indicate behaviour that is not appropriate for their age (Lichtman, 2011), for example, expecting of pre-schoolers to be quiet for a long time. They also do not consider their children's interests, abilities and needs (Baumrind, 2008). Authoritarian parents have a tendency to believe that

'warmth' is not an important dimension of childrearing (Lao, 2008), with the result that they are fault-finders, and are often overly critical. These parents rarely admire their children for the timely completion of everyday jobs, or for achieving good grades. They also do not encourage their children's initiatives. They control their children's activities, and compel them to follow unreasonable rules (Baumrind, 2008). This rigid control proceeds even when their children are mature (Weiten, Dunn & Hammer, 2009). As a result, an authoritarian parenting style tends to be dictatorial (Moonie, 2005), and is extremely damaging. This style impedes the child's ego and prevents him or her from learning optimally (Dalpiaz, 2004).

In most cases, children whose parents are authoritarian have a tendency to be emotionally detached from their parents at an early age. Such detachment is probably similar to rejection (Weiten, et al., 2009). The children of this parenting style are among those who have a tendency to flee from home, or to leave home as soon as they become financially able. Sometimes these children purposely register at a college that is a great distance from home so that they can be as far away from their parents as possible. Also, if these children believe that their parents misunderstand them, their childhood experiences may lead them to a lifetime of isolation from their family (Lao, 2008), or they may develop extreme negative feelings towards their parents, and that then leads to conflict (Dalpiaz, 2004). In addition, the children of authoritarian parents learn to be disrespectful, selfish and unfair. The main lesson that authoritarian parents teach is that, "I just have to wait until I grow up, then I can do what I like" (Dalpiaz, 2004).

The above evidently showed that the children of parents with an authoritarian style of parenting commonly indicate poor communication skills (Kazmi, Sajjid & Pervez, 2011). This is because they lack practice in meaningful verbal interaction with the central figure(s) during their childhood days (Lao, 2008), as authoritarian parents do not value communicating with their children. These children also have relatively poor interpersonal skills, and thus may

experience social problems (Kay, 2006). If parents are highly controlling, their children commonly show low levels of initiative. The children of authoritarian parents live with the idea that anything that they do without their parents' approval may result in punishment by their parents (Lao, 2008). The consequence of this belief is that they would rather not do anything or wait for permission, rather than risk punishment. In the end, the children subjected to authoritarian parents do not learn to live with consequences of their behaviour (Crosser, 2005).

As a result, they generally lack confidence, and are often concerned whether they do things well, or get positive feedback, or not (Moonie, 2005). An authoritarian parenting style is associated with negative outcomes that include the fact that the children are withdrawn, discontented, with greater levels of anxiety and depression (Crosser, 2005; Sclafani, 2004). They often experience social problems, exhibit aggressive behaviour (Kay, 2006; Shergill, 2010), and have poor academic skills (Abar, Carter & Winsler, 2009; Kay, 2006). Such children also tend to be irritable, conflicted, and moody (Shergill, 2010). They are often prone to school misconduct, delinquency and drug-abuse (Garcia, Gracia & Lila, 2009). Alternatively, Crosser (2005) indicated that these children often have a tendency to do well in school activities.

### **Concept of Authoritative parenting Style**

Woolfolk (2010) described authoritative parents as parents who "set clear limits, endorse rules, and expect mature behaviour". They listen to their children's concerns, give reasons for rules, and follow democratic decision-making methods. Parents who are authoritative are highly responsive, as well as highly demanding (Couchenour & Chrisman, 2011). The authoritative parents maintain equilibrium between the levels of responsiveness and demandingness. 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, extend their points of view and partake in decision-making processes of the family. Parents with authoritative parenting style tend to establish clear instructions and expectations for their children, while giving lots of nurturing and love. They expect consistency with rules, but can be adjustable too (Berg, 2011).

Parents using authoritative parenting styles have a tendency to allow their children more freedom with responsibility than parents who are authoritarian, and they foster individuality and independence within limits (Robbins, 2012). They also aim to have children who are assertive, socially responsible, self-regulated, and cooperative (Baumrind, 1991). The independent behaviour which is expected and demanded by authoritative parents is appropriate for the age of the children (Sclafani, 2004). Even though these parents expect their children to be independent, they also place restrictions on what their children are allowed to do (Pardeck, 1998). Authoritative parents have clear guidelines for how their children should behave, and they monitor them accordingly (Bornstein & Zlotnick, 2009).

Parents who are authoritative tend to expect a lot from their children (Flannery, 2006). They expect mature behaviour that considers their children's range of physical and cognitive abilities (Arinoldo & Arinoldo, 2007). An age-appropriate explanation which focuses on the consequence of 'good' and 'bad' behaviour is given to the children (Weiten et al., 2009). If the parents observe good behaviour and achievement and the children meet that expectation, they reward them, instead of punishing them when they fail to meet the expectations (Pressley & McCormick, 2007). However, they do criticise their children when there are actions that require change (Baumrind, 2008). This means that such parents use supportive methods rather than punitive methods in order to maintain control and to discipline their children (Baumrind, 1991).

Authoritative parents also engage in negotiation with their children (Weiten, et al., 2009). If the children want to violate the boundaries that are set by their parents, authoritative parents

evaluate the situation and take into consideration the children's wishes, reasons and risks. They then strive to reach consensus. They are willing to amend their rules, to negotiate with their children or to provide clear reasons as to why things have to be as they are. These parents commonly say to their children, "I do not know if that is such a good idea, but I am willing to talk about it" (Lao, 2008). Therefore, authoritative parents are assertive in their interaction, rather than intrusive or restrictive (Mital&Saksena, 2006).

The interactions between authoritative parents and their children are warm (Pressley & McCormick, 2007), as authoritative parents show affection and understand their children's views (Lichtman, 2011). These parents love their children and are responsive to their needs by showing warmth and sensitivity to their needs, and by establishing an effective pattern of communication early on (Kay, 2006). Authoritative parents are eager to see their children perform well. They give their children time and attention, and respond to their children's needs (Moonie, 2005). These parents believe that they have the responsibility to make their children happy, but within limits. An authoritative parenting style is more likely to show bilateral constraints. The parents have the tendency to show a high degree of interaction with their children in which both the children and the parents are expected to adapt their behaviour to enhance mutual happiness (Lao, 2008).

The children of authoritative parents do not try to be seen as obedient. They learn and evaluate the reasons for the limitations of their parents, and may come to internalise these reasons, but not in an uncritical way, as the children of authoritarian parents do. The values that the children of authoritative parents internalise are based on reason and not on fear (Lao, 2008), because these parents discuss, negotiate and set clear limits (Kay, 2006). Authoritative parents are also more likely to facilitate two-way communication (Douglas, 2004). Additionally, authoritative parents expect their children to be independent and self-directing

(Balswick&Balswick, 2007). They support initiation during childhood, so that their children have the tendency to be willing to try new ventures (Lao, 2008).

The children of authoritative parents are independent, assertive, responsible, and confident. The decisions of the children of authoritative parents are wise. The children manifest positive self-competence and appropriate social skills (Crosser, 2005). The children of authoritative parents also have a tendency to be competent, are well-liked and industrious (Nease& Austin, 2010). In addition, they indicate a tendency for high social competency, self-reliance and social responsibility (Pardeck, 1998). Furthermore, children of authoritative parents display less behavioural problems than children of authoritarian and neglectful parents (Crosser, 2005; Garcia, Gracia& Lila, 2009; Querido, Warner &Eyberg, 2002). They are well-adjusted, self-confident children who respect themselves and others, and they show self-control. They are less likely than the children of other parents to be rebellious when they reach adolescence (Douglas, 2004), and they are more likely to be achievement-oriented (Douglas, 2004; Sclafani, 2004).

Additionally, the children of authoritative parents are likely to be well-behaved, self-assured, goal- oriented in their daily activities, are effective as self-managers, and are acquainted with strategies to cope with stress, and to handle problems calmly and purposively. Children who have authoritative parents are very good friends who respect adults and authority figures, and act in a cooperative and compliant fashion, instead of in a disobedient or challenging way (Sclafani, 2004). They tend to have high self- esteem (Moonie, 2005), are mature, perform well academically and are socially confident (Kay, 2006). Newman, Harrison, Dashiff and Davies (2008) concur that the children of authoritative parents display highly protective, and little risky behaviour.

### **Concept of Permissive parenting Style**

Permissive parents are characterised by child-centred, warm and responsive attitudes, even though the parents are low in exhibiting control (Crosser, 2005). This parenting style is also called an indulgent parenting style (Pressley & McCormick, 2007). Indulgent parents are warm and nurturing, and have few rules and consequences for their children when they break the rules (Woolfolk, 2010). They are indulgent to accept and fulfill the impulses and desires of their children (Lichtman, 2011). They allow their children to control themselves (Levine, 2005), and allow them a lot of freedom in their decision-making (Robbins, 2012). According to Sclafani (2004), “Indulgent parents view children as free spirits who need a lot of room to grow and flower”. They allow their children a great deal of self-regulation, even when they are very young (Arinoldo&Arinoldo, 2007).

Indulgent parents give their children permission to decide for themselves on how to manage their daily activities (Pressley & McCormick, 2007). They also tend not to have rules and guidelines for their children’s daily activities, such as going to bed, and when to eat (Moonie, 2005). Furthermore, indulgent parents do not demand mature and competent behaviour from their children (Baumrind, 1991). These parents do not teach their children how to control their behaviour. The children are unrestricted. Therefore the children tend to act immaturely (Nease& Austin, 2010). They may behave egotistical, and are unacceptable to their peers and adults, because they do not consider the rights and feelings of others (Kay, 2006). When their children show undesirable behaviour which the parents want to stop, the parents use bribing, the withdrawing of love, or making the child feel guilty. When the child opposes the set limits, indulgent parents avoid confrontation in order not to be perceived as authority figures, but rather as good friends (Baumrind, 2008). Accordingly, indulgent parents distort the clear difference between being a parent and being a friend (Moonie, 2005).

Parents who are indulgent may emphasis the needs, and especially the happiness of their children (Moonie, 2005). Indulgent parents believe that they have the responsibility to make

sure that their children are pleased. This is a parenting style which often results from having had a rough time themselves as children. The parents have therefore decided that they would do everything they can to please their children (Lao, 2008). Thus, parents who are indulgent have a tendency to be highly responsive to the needs and desires of their children, and the parents show low levels of demand (Kay, 2006). In effect, indulgent parents use an extremely supportive approach of interaction, and often to such an extent that the children wind up controlling the situation. Parents who are indulgent believe that, “Nothing is too good for my child”, and they are willing to go out of their way to make their children happy (Lao, 2008).

Parents who are indulgent tend to interact positively with their children, which enhances the children’s self-esteem (Moonie, 2005). However, since these children lack boundaries, they may be egocentric in their behaviour, with the result that they do not consider the feelings and rights of others. They may also be insecure and unhappy (Kay, 2006). Children who lack self-confidence (self-efficacy) are more likely to be impulsive. These children do not set specific aims for their lives, and live without any clear direction. They are often moody, dominant and rigid, and try everything to have their way, instead of working towards their goals, or of making an effort (Sclafani, 2004). Additionally, children of indulgent parents may be aggressive and throw temper tantrums when they are frustrated. When they reach adolescence, their behaviour may be hostile, selfish, and rebellious (Crosser, 2005). The children of indulgent parents show less self-regulation, and are less achievement-oriented. Indulgent parenting contributes to dependency rather than to responsible self-sufficiency. It has also been found that adolescents subjected to indulgent parenting are more likely to use drugs than children of demanding parents (Baumrind, 2008).

In contrast to the above, some researchers have found that the children, who perceive their parents as indulgent, score equal or better on several indicators of psychological adjustment, than the children of authoritative parents. Garcia and Gracia (2009), as well as Gracia, Garcia

and Lila (2008), indicated that in Spain the indulgent parenting style is the dominant type of parenting style. Permissive parents exercise little control on their children and the intention is to provide a high level of warmth to the children. Punishment is seldom used in permissive style and children are generally given the immense amount of liberty to take their own decisions in life (Kang & Moore, 2011). They are more responsive, set very few rules and to some extent have low expectations for their children. They usually have a very improvised and nonchalant approach regarding their children (Verenikina, Vialle&Lysaght, 2011), have open conversations and consequently develop amiable relationships. It was found in a study that parenting styles were remarkably associated with suicidal ideation in Hong Kong adolescents (Lai and McBride-Chang, 2001).

### **Concept of Neglectful Parents**

Neglectful parenting is characterised by an adult-centred (Berg-Cross, 2001), unresponsive and a low in controlling interaction of parents with their children (Crosser, 2005; Kay, 2006). Since they demonstrate a parent-centred lifestyle, they would rather give priority to their own personal needs than to what is best for their children (Bornstein & Zlotnick, 2009). The child-rearing practices of neglectful parents neither have structure nor possess a monitoring system. They may even completely reject their responsibility of child-rearing (Baumrind), and request very little responsibility from their children, e.g., they rarely assign their children household tasks (Lao, 2008). These parents also show low levels of responsiveness to their children (Lichtman, 2011), and do not want to be involved in their children's lives (Harmening, 2010). In particular, neglectful parents are not likely to get involved in helping their children with their homework, supervising them, and spending time with them (Weiten, et al., 2009). The attitude of neglectful parents is not the result of not loving their children, but the outcome of the belief that their children must live their own lives and be free of parental control as far as

possible (Lao, 2008). Besides these factors, neglectful parents also do not like the burden of child-rearing responsibilities (Baumrind, 2008).

In addition to the above, neglectful parents bond little with their children, due to their low levels of support and control (Balswick&Balswick, 2007). In the most extreme form, the neglectful parenting style may appear to others as negligence in respect of, or the abandonment of their children (Bornstein &Zlotnick, 2009). Such abandonment can be expressed in different ways, such as physical neglect, or the denial of love or affection (Shergill, 2010). Neglectful parents commonly say, “You have to learn from your own experience” (Lao, 2008). These parents make little contribution of governance or education to their children’s development of character or competence (Baumrind, 2008).

Most of the children of unengaged parents are likely to feel unimportant and rejected, and show the poorest outcomes in all domains (Lichtman, 2011). They are likely to be insecure, do less well educationally and socially, and manifest emotional and behavioural difficulties (Kay, 2006). For example, they have the tendency to become emotionally needy, so that they need emotional guidance and reassurance from others, in particular from those who are close to them (Lao, 2008). These children also show moderate or low levels of self-esteem (Sclafani, 2004), which expose them to others who may try to manipulate them and take advantage of them (Lao, 2008). The children of unengaged parents are also likely to have a low self- image or little self-confidence, and act without purpose and responsibility. These children are likely to be moody, and impulsive, and not able to follow rules or to adhere to authority (Sclafani, 2004). When they reach adolescence, they may manifest conduct-disorder, tend to be alcohol and drug users, and may be involved in juvenile delinquency and gangsterism (Harmening, 2010). Accordingly, Crosser (2005) indicates that children of neglectful parents may be hostile, selfish, and rebellious. Sclafani (2004) mentions the likeliness of these children to be high school dropouts.

### **Children's Socio-emotional Skill Acquisition**

Socio-emotional is described as the person's personality characteristic pattern of thought and behaviour. The term social emotional skills according to Farooq (2011) is defined as personality as the habits, attitudes as well as physical traits developed by a person which are not the same but vary from person to person, group to group and from society to society. Zupanick, Psy and Dombeck (2013) perceived socio-emotional skill as a person's unique and enduring pattern of thinking, feeling and behaving. They further explained that since human being are social creatures, their personalities, thought and behaviour is likely to affect or determine overall success and satisfaction with life. Merita(2013) opined that social and emotional skills consist of the relationships an individual has with others, the level of self-control, and the motivation and perseverance a person has during an activity. Socio-emotional skills include: emotional regulation; developing skills to communicate about emotions and resolve/ avoid conflicts, showing empathy, demonstrating positive interactions and classroom cooperation, and the ability to take directions and conform to behaviour norms expected in the classroom. Children learn self-monitoring and deliberate inhibition of undesired behaviours (Saarni, Mumme, & Campos, 1998; Sroufe, 1996). Those children who are delayed in the development of social-emotional skills exhibit academic and behavioural problems (Blair, 2002; Connell & Prinz, 2002; Denham, 2006; Shonkoff & Phillips, 2000).

Zindler, Hogan and Graham (2010) social emotional skills refer to the abilities to regulate one's thoughts, emotions and behaviour. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information. Based on this, Smith, Stagman, Blank, Ong, and McDow (2011) reported that social emotional skills determine how well people adjust to their environment and how much they achieve in their lives. Also, the development of these skills is important not only for the

well-being of individuals, but also for wider communities and societies as a whole and the ability of citizens to adapt, be resourceful, respect and work well with others, and to take personal and collective responsibility is increasingly becoming the hallmark of a well-functioning society. Hence, increasing ideological polarisation and social tensions are increasing the need for tolerance and respect, empathy and generosity, and the ability to cooperate in order to achieve and protect the common good.

Socio-emotional skills have been defined as the developing capacity of the child from birth through five years of age to form relationship and regulate emotion. Socio-emotional skills promote children's ability to cope with difficulties and prevent mental health problems. Socio-emotional skills are related to how socially, emotionally, academically and professionally skilled later in life (Jones, Greenberg, & Crowley, 2015). Socio-emotional skills help children to persist on challenging tasks, to effectively seek help when they need it and to be thoughtful in their actions. Importantly, socio-emotional skills can be taught. This was highlighted in a large review of research on socio-emotional skills on 270,034 students in kindergarten through 12th grade (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). The review found socio-emotional learning programmes in schools not only improved social-emotional skills, but also increased positive attitudes toward school, positive social behaviour and academic performance. These programmes also decreased the likelihood of kids getting in trouble or experiencing emotional problems.

According to Elias, Ferrito and Mocerri (2016) socio-emotional skills consists of such skills as recognizing and managing emotions, developing empathy and concern for others, establishing effective relationships in one-to-one as well as small group situations, making responsible and ethical decisions, and handling challenging situations. These are essential skills for everything that happens in schools, and in and out of classrooms. The skills and what happens in schools are grounded in interpersonal relationships. This made Durlak et al.,

(2015) buttressed that socio- emotional skills are values required to be taught. The implication of this is that when educators teach and model these skills and values well, children form stronger bonds which increases the motivation to learn while decreasing behavioural issues and results in higher test scores. There are educators who feel that placing an emphasis on social emotional skills should not be the role of the school or its teachers. But, teaching academics and socio-motional skill didnot have to be mutually exclusive choices (Wilson, 2016).

The importance of the socio-emotional learning is an area that is gaining more attention as a need of an area of development in today's education (Durlak et al., 2015; Elias et al., 2016). Socio- emotional learning is critical to our learners' success. When ignored, the chances of students becoming disengaged from learning and other options that education offers. According to Denham (2006); Downer, Sabol&Hamre, 2010; Garner &Waaqid, 2008) social emotional skills including emotion understanding, competent social problem solving, and positive social behaviour promote peer acceptance and facilitate positive relationships within and outside the school system. It appears that social emotional development facilitates academic performance. To enhance children's social emotional skills, REDI implemented the preschool PATHS curriculum (Domitrovich, Greenberg, Kusche& Cortes, 2005), it was reported that social competence like sharing and being a good friend, emotional regulation (recognizing emotions in oneself and others), competent social problem solving (self-control and peaceful, non-aggressive conflict management) are factors that could enhance social emotional skills of pre-schoolers.

Similarly, stakeholder groups such as parents, educators and community members desire to facilitate the development of knowledgeable, responsible, caring and socially competent learners. In order to do this, today's schools must provide more than academic instruction; there needs to be attention made to fostering children's social emotional development and

character (Durlak et al., 2015). It is important for teachers to be well equipped to promote social emotional development to all learners. When delivering personalized education, it is much more than following the set curriculum; it is teaching the whole child (Rechtschaffen&Rechtschaffen, 2015). Teachers who are connected to and responsive to students, who are aware of their individual differences and needs while also incorporating the students' points of view into their teaching and learning are considered to be providing emotional support to their students (Steinberg, 2015). High levels of student reported engagement is a result of strong student-teacher interaction quality(Rimm-Kaufman et al., 2015). For example, there is a strong need for students with disabilities to have an educational program that will strengthen their bonds with teachers and the school so that they can gain greater academic success (Murray & Greenberg, 2001).

It is essential that all subgroups be considered when considering the astounding affects that a quality teacher and student relationship can have on teaching and learning (Brackett & Simmons, 2015; Rimm-Kaufman et al., 2015). Teachers have the ability to understand the causes and consequences of their own and their students' emotions, which can provide great insight into students learning and overall development (Brackett & Simmons, 2015). With this knowledge, teachers can teach more mindfully and differentiate instruction to meet current and future hopes of emotional needs (Brackett & Simmons, 2015). It is imperative that teachers have a clear grasp of the curriculum because even with that understanding there will be other factors that may cause obstacles; the biggest challenge of all being time.

There is a common theme in these strategies. Children need to be taught and to have opportunities to practice social-emotional skills, in much the same way that they learn how to read and solve math problems. These efforts come with a big payoff, as strong social emotional skills can help children in a wide variety of social and academic settings for years

to come. Dusnmore, Booker and Ollendick (2013) identified five strategies for promoting social-emotional learning in children. These are as follows:

**Be a good emotional role model:** Children model their behaviour from people they admire, such as their parents and teachers. When caregivers model a variety of emotions and coping strategies to manage their emotions, children learn appropriate ways to react in similar circumstances.

**Be an “emotion coach:** Accept and talk about children’s emotions. It is also useful to teach children how to label emotions, cope with and problem-solve emotions, and appropriately express emotions. Emotion coaching is associated with greater emotion regulation and adaptive behaviours as well as lower levels of disruptive behaviours (Dusnmore, Booker, &Ollendick, 2013; Gottman, Katz&Hooven, 1996).

**Read books with social-emotional plots:** Reading books can provide opportunities to learn and discuss social-emotional topics, such as turn-taking and cooperation. Asking children to label and explain the emotions of the characters in the story helps them learn a variety of emotions (Brownell,Svetlova, Anderson, Nichols& Drummond 2013).

**Give choices:** Providing children with choices and the independence to make them are linked to higher levels of social-emotional learning. A parent-child relationship that involves working together to solve problems teaches children how to negotiate and solve problems with parents, which later leads to improved social skills and higher acceptance in relationships with peers (Matte-Gagné, Harvey, & Stack, 2015).

**Use positive discipline strategies:** Setting rules and expectations for behaviour, giving warnings of potential consequences, offering praise and incentives for positive behaviours and ignoring unwanted behaviour are associated with higher levels of social-emotional skills (LaRosa, Ogg, Suldo, &Dedrick, 2016). When children act out, discuss the effects of their

behaviour on others to promote empathy, perspective taking and pro-social behaviour (Eisenberg, VanSchyndel & Hofer, 2015).

Social and emotional skill in children has to do with how children feel about themselves (such as confidence, always scared, eager to learn, proud of their culture, afraid of being wrong), how they behave (such as constantly fighting, easily upset, able to deal with conflict), and how they relate to others, especially people who matter to them (for example, parents, teachers, and friends). Social emotional skills include the emergence of emotional self-regulation, empathy, effective communication, positive social interaction, and social independence. Typically social emotional skills are divided into three main areas: attachment, initiative and self-control, also known as self-regulation. Initiative is defined as a psychological feature that entices a person to achieve a desired goal (LeBuffe & Naglieri, 1998). Self-regulation is the process in which a person controls his or her own behaviour through internal executive functions. Attachment is defined as a deep and enduring emotional bond that connects one person to another across time and space (Ainsworth, 1973; Bowlby, 1969). While a child's innate temperament matters, much of social behaviour is learned. Children learn social behaviours and norms from interactions with parents, caregivers, siblings and peers (Emde, 1998; Harris, 1995). Studies of "prosocial" behaviours in childhood show that when such behaviour is modelled by adults, it is learned at an earlier age (Eisenberg & Mussen, 1989). A two-year-old child can be socialised to display empathy towards others, adjust their responses to others' emotional expressions (social referencing), and try to make others feel better following a negative event (Shonkoff & Phillips, 2000; Thompson, 1998). Children in preschool (four or five years old) must acquire understanding of emotions, and become more capable for managing their feelings.

Based on this, children need a combination of intellectual skills, motivational qualities, and social-emotional skills to succeed in school (Thompson, 2002). With regard to that,

Greenberg et al (2003), states that learning social and emotional skills is similar to learning other academic skills in that the effects of initial learning are enhanced over time to address the increasingly complex situations children face regarding academic achievement, social relationships, citizenship and health. In addition, several reviews found evidence of greater effectiveness in the early years (ages 2 - 7) than in older children (Tennant et al., 2007; Browne, Roberts, Byrne & Majumdar, 2004). "Learning is a social process" (Zins, Bloodworth, Weissberg & Walberg, 2004), and if we expect children to enter school "ready to learn" they must have the underlying security and emotional foundation for that learning. Socio-emotional development is too important to be left to chance. Children with difficulties paying attention, following directions, getting along with others, and controlling negative emotions of anger and distress do less well in school (McClelland et al., 2000).

### **Review of Empirical Studies**

#### **Authoritarian Parenting Style and Pre-schoolers' Social Emotional Skills Development**

Numerous studies have examined the relationship between authoritarian parenting and children's life satisfaction. For example, Milevsky et al. (2007) demonstrated that life satisfaction of children may decrease when they are raised by authoritarian fathers. Additionally, Leung, McBride-Chang, and Lai (2004) stated that the element of control and punitive nature of authoritarian parenting may cause children to feel unhappy and dissatisfied with their life. It is suggested that authoritarian parenting may minimize life satisfaction among children. Several studies have demonstrated a relationship between low self-esteem and authoritarian parents among children (Martinez & Garcia, 2008; Milevsky et al., 2007). Other researchers found that compared to children who received warmth and acceptance behaviour from their parents, children who are controlled by their parents may display low self-esteem (Barnow, Lucht, & Freyberger, 2005; Patock-Peckham & Morgan-Lopez, 2009). One can say that the level of self-esteem of children with authoritarian parenting may

decrease. In a study on parenting style and depression among adolescents, Joshi et al. (2009) found that, adolescents who lived with authoritarian parents had more depression than those who lived with authoritative parents. Other researchers also found that authoritarian parenting and depression are strongly correlated (Milevsky et al., 2007; 2008; Patock-Peckham & Morgan-Lopez, 2009). Thompson, Hollis, and Richards (2003) also found that depression occurs among children between the age of 5 and 10 if they live in an authoritarian home. Taken together, these studies suggest that authoritarian parenting may contribute to depression in children.

In the study of Hoeve, Blokland, Dubas, Loeber et al. (2008), it was revealed that authoritarian parenting is linked to serious persistent delinquency such as murder, rape, robbery, and selling hard drugs. A study about the relationship between authoritarian parenting and delinquency found that negative response, aggression, abandonment, and psychological control in parenting had the strongest links to delinquency (Hoeve et al., 2009). In addition, Knutson et al. (2004) found that authoritarian parenting showed positive connections with antisocial behaviour. Schaffer, Clark, and Jeglic (2009) agreed that authoritarian parenting influenced adolescents' behaviour through direct behavior (punitive and strict) which contributed to antisocial behaviour. This statement supported the previous research done by Knutson et al. (2004) that parenting style contributes to antisocial behaviour. Authoritarian parenting contributes to an increase depression, and delinquency among children and adolescents. Authoritarian parenting also will decrease self-esteem and life satisfaction among children and limit children's ability to think and make their own decisions. Authoritarian parents' practice of ignoring the importance of considering their children's thoughts may cause children to feel depressed.

Children who live with authoritarian parents develop less responsibility because their parents make all their decisions for them and thus the children come to depend on their parents for

almost everything. Because authoritarian parenting is harsh, demanding, and strict, adolescents from these homes develop delinquent behaviour (Hoeve et al., 2008).

### **Authoritative Parenting Style and Preschoolers' Social Emotional Skill Development**

Many researchers focused on the relationship between children's development of emotion, cognition, and the parenting style they received (Furnham & Cheng, 2000; Steinberg, Blatt-Eisengart, & Cauffman, 2006). Other researchers have focused on parenting style effects on children's behaviour (Knutson et al., 2005; Schaffer et al., 2009). Their research showed that there is a relationship between parenting style and children's emotions and behaviour. In this section, the researcher will explain the effects of authoritative parenting style on children's emotions and behaviours. Similarly authoritative parenting style has effects on children's empathy and behaviour (Liam et al., 2010; Pezzella, 2010; Timpano et al., 2010). According to Melnick and Hinshaw (2000), authoritative characteristics shown by parents such as affection, monitoring, and stability have impacts on children's emotions. One multi-wave longitudinal study that looked at the relationship between authoritative parenting behaviour, child emotional development, and child behavioural style was conducted by Zhou, Eisenberg, Losoya, Fabes, et al. (2002). Children were followed from kindergarten through third grade. The researchers found that those children who received authoritative parenting exhibited higher empathy toward both negative emotions and positive emotions.

Authoritative parenting has also been found to minimize and have effects of children's depressive symptoms (Liem, Cavell, & Lustig, 2010). Recent researchers such as Liem et al. (2010) investigated whether authoritative parenting during childhood correlates with young adult depression four years later. The results of their study supported their hypotheses that authoritative parenting during childhood does negatively correlate with young adult depression symptoms (Liem et al., 2010). In addition, Milevsky, Schlechter, Netter, and Keehn (2007) found that children of authoritative parents scored lower on depression when

compared to children raised by other parenting styles. Furthermore, Lamborn et al. (2003) and Steinberg et al. (1994) found that authoritative parenting reduces the possibility of developing depression among children. Milevsky, Schlechter, Klem, and Kehl (2008) made a distinction between mothering and fathering and the effect on child development. They looked at patterns of maternal and paternal parenting and the difference in children's well-being, such as self-esteem, depression, and life satisfaction. The results revealed that children where either both parents were authoritative or they had an authoritative mother scored higher on self-esteem and life satisfaction and lower on depression than children with no authoritative parent.

A study conducted on parenting styles and children's behaviour determined that children who had authoritative parents showed more responsibility compared to children from homes where different parenting styles were used (Steinberg, Blatt-Eisengart, & Cauffman, 2006). Regarding the academic achievement performance of children, a study suggested that children of authoritative parents showed accomplishment in academics, scoring higher on their academic pursuits, especially in language and math subjects, than children who receive less attention from their parents at home (Gonzales et al., 2002; Martin, Ryan, & Brooks-Gunn, 2007). One might say that authoritative parenting might encourage children to develop a sense of responsibility to themselves and their surroundings. In the same line, authoritative parenting is also able to motivate children to study hard and gain high success in education.

In conclusion, one can expect that authoritative parenting will have a positive influence on children's empathy, life satisfaction, social competence, social adjustment, responsibility and academic achievement. Moreover, authoritative parenting is also able to minimize depression among children. Indeed, authoritative parenting style has an advantage in contributing to positive psychological well-being among children (Baumrind, 1991; Jackson & Schemes, 2005; Liam et al., 2010; Pezzella, 2010; Suldo & Huebner, 2004; Timpano et al., 2010). When

children grow up with authoritative parents, the way their parents nurture them may help these children become mature. Also, when authoritatively raised children have problems, they may have better problem solving skills since their parents have modeled problem solving strategies.

### **Permissive Parenting Style and Preschooler's Socio-emotional Skill Acquisition**

Permissive parents show less care and attention to their children. The children grow up alone without receiving full attention from their parents. This affects their development later in life where they might have low self-esteem and lack of confidence when compared to their peers. Even though parents encourage them to do whatever they like to do, a small child still needs guidance from parents. The children also find it difficult to choose what is right and what is wrong. When reviewing the research on parenting style, it is difficult to find a study that singled out permissive parenting style. Most parenting scholars tend to do research about authoritative and authoritarian parenting styles (Knutson, DeGarmo & Reid, 2005; Liam et al., 2010; William, Dagnan, Perez-Edgar, Henderson et al., 2009), or they focus their research on the relationship among parenting styles (Joshi et al., 2009; Milevsky et al. 2007). Despite this gap in the research, it has been found that the permissive parenting style can affect social emotional skills negatively among the children (Baumrind, 1996; Joshi et al., 2009). A study by Joshi et al. (2009) found that the association between parenting style and depression is not consistent. They found that for adolescents raised by permissive parents there were negative and weak correlations with depression than adolescents raised by authoritative parents. Interestingly, they found that highly permissive parents had adolescents with lower levels of depression than authoritative parents.

Milevsky et al. (2007) found that adolescents of permissive mothers scored higher on depression than adolescents of authoritative mothers. According to Gfroerer et al. (2004)

permissive parents are more supportive of what their children want to do and this attitude decreased depression among children. In contrast, Milevsky et al. (2007) found that permissive parenting contributes to depression among children because when parents are too lenient and allowed whatever the children wish to do, the children have no focus and might do something inappropriate that could likely affect their socio-emotional skills. One may predict that permissive parenting results in more problematic children's behaviour. Permissive parenting also has an influence on children's behaviours. Underwood, Beron, and Rosen (2009) found that permissive parenting style has positive correlations with antisocial behaviour and negative relationship with socio-emotional skills of children in schools. As in authoritarian parenting, several researchers found that permissive parenting may cause antisocial behaviour such as rebelliousness and disruption among children (Grogan-Kaylor, 2005; Schaffer et al., 2009). One might say that permissive parents seem to have no discipline, are too laissez-faire and allow their children to do whatever the children want. Hence, parents seem to not care if their children may exhibit troublesome behaviour which may be rejected by society. Also, permissive parenting could contribute to depression and antisocial behaviour among children. Parents with a permissive parenting style are too lenient and tolerant of their children without setting limits. This situation may cause children to lack the ability to differentiate what is good and bad for them. Permissive parents are relaxed and inconsistent in providing feedback to their children that may cause children to feel confused about what is good and bad. In permissive homes, children may think that they can do whatever they want and do not learn to respect anything. Marsiglia et al. (2007) in their study found that permissive parents give their children freedom to act without monitoring and setting limits. Marsiglia et al. (2007) further revealed that permissive parents hope that by giving their children freedom, their relationship with their children will become closer.

Thus, children of permissive parents often plan and regulate their own activities at a young age without parental attention. Lee, Daniels and Kissinger (2006) found that while parents with a permissive parenting style are responsive to the children, they fail to set expectations or boundaries for their children. Hence, permissive parenting style is potentially unsafe for children because it is unsuccessful in developing good judgment among children (Milevsky, Schlechter, Netter&Keehn, 2007).

### **Neglectful Parenting Style and Preschooler's Socio-emotional Skill Acquisition**

Knutson et al., (2004) posited that neglectful parenting style has relationship with children's emotional skills. This is because children of neglectful or uninvolved parents may develop mental health problems (Spinrad et al., 2004). In addition, authoritative parenting style also has relationship with children's life satisfaction. This implies that children may feel happy in their life when their parents show love and support consistently. 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 granting to measure parenting style. Their results found correlations among all authoritative dimensions with adolescents' life satisfaction, with parental social support showing the highest correlations (Suldo&Huebner, 2004). Also, Liem et al., (2010) believed that the effect of parenting styles on social emotional skills that warmth and supportive parenting, characteristics of authoritative parenting, are important in increasing self-esteem and developing positive attitudes among adolescents. He further explained that by exhibiting higher self-esteem and positive attitudes, children are able to socially interact with other people because they have the confidence to mix with people. From this, one may conclude that children who have social competence skills may also exhibit social adjustment skills. As many children that live with authoritative parents seem to have an advantage in developing

their social competence and social adjustment skills compared to children raised under different parenting styles.

Milevsky et al. (2007) in their study on the relationship among mothers' parenting styles, depression and life satisfaction revealed that adolescents who received neglectful parenting from their mothers obtained lower scores on both self-esteem and life satisfaction and got higher depression scores than children receiving the other three parenting types from their mothers. Others found that neglectful parenting has relationship with variables such as: dissatisfaction, depression, and sadness among children (Spinrad, Eisenberg, Harris, Hanish et al., 2004). In the Knutson, DeGarmo, and Reid (2004) study a year before that, they found that neglect and harsh discipline are related to socio-economic problems and adolescent behaviour problems, especially aggression and antisocial behaviour. Knutson et al. (2004) found that neglectful parenting, which included supervisory neglect, and care neglect, contributed to children's aggression and antisocial behaviour. Hoeve et al. (2008) study supported the previous findings that neglectful parenting contributes to adolescent delinquent behaviour. This implies that neglectful parents who develop poor relationships with their children by ignoring them are more likely to have children who become involved in delinquent behaviour.

Interestingly, according to Steinberg, Blatt-Eisengart, Cauffman (2006), these adolescents reported low conflict with their peers because they spend more time with peers than with their parents. One might say that neglected children have a tendency to show a disrespectful attitude towards their parents. Similarly, this attitude may have occurred because they are ignored by their parents and tend to spend more time with their friends. In conclusion, neglectful parenting style has an effect on depression, life satisfaction, aggression, antisocial behaviour, delinquency, and attitudes. With this, one may conclude that neglectful parenting mostly worsens children's psychological development even though children may have good

relationships with their peers. In addition, children who are neglected may develop depression and low self-esteem. They might think that their parents do not care about them, so that they do whatever they want. They may think their parents have little or no monitoring on their behaviour. Therefore, neglectful parenting disadvantages children and contributes to the development of antisocial behaviour and aggression among children.

### **Gender and Preschoolers Socio-emotional Skill Acquisition**

Merita(2013) found out that there were no significant correlations between socio-emotional development and academic success in the fourth grade based on gender. This may have several reasons. One of them could be due to the fact that students were assessed almost three years ago and during this time their socio-emotional development may have been affected by changes in a child's environment as result of their gender. Another reason could be teacher gender and class environment. In this sense, female teachers are presumed to promote specific skills, including anger management, behavioural self-control and expressive language capacity than their male counterparts, which helps to avoid problem behaviours that interfere with children's learning and reinforce the basic rules of positive school conduct (Rimm-Kaufmann, La Paro, Downer& Pianta, 2005; Docket & Perry, 2003).

Dunn (2016) examined socio-emotional development's effect on academic achievement of children in respect to their gender with a view to provide information on how social emotional strategies could be embedded into the academic curriculum for students with special needs. A mixture of qualitative and quantitative methods was used to gather the data consisting of surveys, focus groups and observations. The results concluded that the development of socio-emotional learning was important for all learners with particular emphasis to their gender and age. Also, the strategies used, implementation process and roles within the teaching of the skills are all areas that are in need of greater development. In

addition, all educational stakeholder groups must work to collaborate, communicate and coordinate so that all students can benefit from the assured experience of socio-emotional learning so that they not only become successful students but also as global citizens.

Mashader (2001); Mayer and Salovey(1997) and Sharp(2001) advocated for emotional literacy and emphasised that children gender should not be laid emphasis upon as they develop an understanding of their own emotional needs and responses, arguing that such understandings improve learning. Downer, Sabol&Hamre, (2010); Garner and Waajid 2008) investigated the influence of gender on socio-emotional skills of the children in the school system. It was found in their studies that socio-emotional skills including emotion understanding, competent social problem solving, and positive social behaviour promote peer acceptance and facilitate positive relationships between male and female children within and outside the school system.

### **School Type and Preschoolers Socio-emotional Skill Acquisition**

Merita(2013) determined the relationships between prekindergarten students' social and emotional skills and later academic achievement based on school type. Multiple regressions was used to analysed the data. Based on the results of separated multiple regressions analysis for each grade, it is obvious that there is a greater association between socio-emotional development and academic achievement in elementary based on school type, especially during the first three years. Similarly, a study was conducted by Hallam, Rhamie and Shaw(2006) on socio-emotional aspects of learning (SEAL) curriculum in public and private pre-schools, it was concluded that overall improvements in emotional literacy resulting from implementing the curriculum were associated with improvements in child, parent and teacher morale in relation to the type of school attended by the children.

Researchers such Sharp (2002) and (Mortimer, 2003) that assessed the level of socio-emotional skills of the children in public and private pre-school in Osun State, it advocated in

the study that social emotional skills serve as an important factor in the improvement of overall learning standards of the children in respective of school attended, arguing that it should be seen as a core competence' underlying young people's ability to develop self-awareness, empathy, impulse control, self-discipline and compassion. Promoting these qualities is claimed to raise pre-school children's morale and decrease levels of aggression based on school type (Sharp, 2001). Numbers of 'emotionally literate' children in public and private schools are now regarded as an indicator of school success and emotional literacy programmes are currently monitored by OFSTED (Office for Standards in Education). However, the efficacy, however, of methods by which emotional literacy is disseminated has not been systematically evaluated.

A study conducted by Wang, Wilhite, Wyatt, Young, Bloemker & Wilhite (2012), it was argued that socio-emotional interventions continue to have positive effects on students in higher education. In many of the K-12 studies, there was a focus on the transitional years and the benefits of social emotional learning at these stages (Bailey et al., 2015; Denham et al., 2014; Reid et al., 2014; Steinberg, 2015; Vespo et al., 2006). The jump from high school to college can be considered as another big transitional period. Students who were exposed to social emotional learning curriculum in their college experience had higher grades compared to peers who took the traditional courses that lacked a specific focus in this area (Wang et al., 2012).

In the study conducted by Segrott, Rothwell and Thomas (2013) on creating safe places: An exploratory evaluation of a school-based emotional support service, it was found that children who develop strong socio-emotional skills in pre-school are better prepared for transition and have significantly academic outcomes than their peers who struggle with these skills. They further revealed that the inclusion of socio-emotional skills in preschool curricular has been identified as high characteristics of high quality of early childhood education programme.

There is now evidence that the focus on raising academic standards can be at the cost of children's emotional development (Dowling (2000); Mashader(2004); &Sharp (2001).

A recent mental health foundation report found that one in five children suffers from psychological disorders and between 10% and 20% of children between the ages of 4- 16 are estimated to have emotional and behavioural difficulties which significantly impair their social and educational development based on school type (Bamados, 2001). In line with this, Mashader(2001) suggested that these problems partly result from a narrow focus on academic definitions of standards leading children to fail to 'thrive emotionally'.

### **Appraisal of Literature Review**

Parenting styles as introduced by Baumrind consist of 4 styles; authoritative, authoritarian, permissive, and neglectful. There are 2 elements that determine these 4 styles; behavioural control and acceptance. Authoritative parenting is the combination of high behavioural control and high acceptance. Authoritative parents may exhibit high warmth and responsiveness toward their child. They also give their children the chance to express their feelings and needs. Authoritarian parenting is the combination of high behavioural control and low acceptance. This means that authoritarian parents are too rigid, strict, and firm to their children. The children are forced to obey their parents and should always agree with them.

On the other hand, permissive parenting combines low behavioural control and high acceptance. Permissive parents are more liberal and give full autonomy to their children and less monitoring. Neglectful parenting is the combination of low behavioural control and low acceptance, where the parents show low support and are uninvolved in their children's life. Looking at these four different parenting styles, one might guess that the outcome on the children's emotions and behaviours also might be different.

Children who live with authoritative parents may demonstrate low depression, high empathy, high life satisfaction, high social competence, and responsibility, and perform well in academic. In contrast, children who live with authoritarian parents may experience high depression, low self-esteem, low self-satisfaction, aggression, and exhibit delinquent behaviours such as robbery and rape. From these two styles, one may conclude that authoritative parenting has a lot more benefit for children than authoritarian parenting, while for children who live with permissive parents, they might show antisocial behaviour such as being rebellious and disruptive .

In the same line, some children might exhibit depression and some not. There is no consistent finding regarding depression among children in permissive homes because some researchers said permissive parenting has both positive and negative effect on children. For children who live in a neglectful home, they would show depression, low self-satisfaction, aggression, antisocial behaviour, delinquency and disrespectful attitudes. Comparing both styles, one may conclude that neither permissive nor neglectful parenting provide advantages to the children outcomes although some researchers said sometimes permissive parenting has good effect to the children. Looking at all four styles, one may suggest that authoritative parenting would be the best parenting style in one family because the elements in authoritative parenting help children grow happily and succeed in their life. As mentioned earlier, the four parenting styles such as authoritative, authoritarian, permissive, and neglectful parenting can determine the way parents nurture their children. Besides these four styles, there is a factor that influences parenting style in one family, namely cultural surrounding. Children's behaviour may be interpreted differently in different cultures because culture influences the way parents are parenting their children.

Considering all the information about parenting styles on child's outcome, thus the researcher is interested to investigate the relationship between parenting styles and socio-emotional skill

acquisition of preschoolers in Ilorin East LGA; this will help fill the current gap in the literature.

## CHAPTER THREE

### RESEARCH METHODOLOGY

This chapter discusses the research design, population, sample and sampling techniques, research instrument, its validity and reliability, as well as procedure for data collection and method of data analysis used in the study.

#### **Research Design**

The study adopted descriptive correlational research design. Mugende and Mugende (2003) asserted that correlation research involves collection of data to determine whether and to what degree a relationship exists between two or more quantifiable variables. According to Gay and Airasian (2003), descriptive correlation research design is a systematic approach in which variables are not controlled by the researcher because their manifestations have occurred. Therefore, the researcher adopted this research design because it enables the researcher collect reliable information to investigate parenting styles as correlates of preschoolers' socio-emotional skill as the situation existed in Ilorin East LGA, Kwara State.

#### **Population of the Study**

The population of the study comprised all the 8932 preschoolers and their parents from 67 public and 84 private preschools in Ilorin East LGA of Kwara State. The study target population comprised of 3,191 preschoolers in public and 5,741 private schools in Ilorin East LGA of Kwara State. There are 67 public preschools with 1,644 males and 1,547 females. There are also 84 private preschools with 2,944 male and 2,797 female in Ilorin East LGA of Kwara State. There are 151 pre-schools establishment in Ilorin East LGA comprised of 8,932 preschoolers according to Annual School Census Report 2015/2016 (Kwara state Ministry of Education and Human Capital Development).

### Sample and Sampling Techniques

The sample of any research study is a subset of the total populations which is randomly selected and contains characteristics that represents the population. From the sample, identifiable characteristics are found in the overall population. Stratified sampling technique was used to select 151 public and private schools in Ilorin East LGA of Kwara State based on ownership. Proportionate sampling technique was used to select 15 pre-schools comprising 7 public and 8 private to justify adequate representation of pre-schools used for the study. All the 181 pre-schoolers and 181 parents in 15 schools selected were respondents for the study.

**Table 1: Population and Sampled Respondents in Ilorin East LGA**

School Type	Pre-schools	Male	Female	Sampled schools 10%	Pre-schoolers	Pre-schoolers' Parents
Public	67	1,644	1,547	6.7=7	114	114
Private	84	2,944	2,797	8.4=8	67	67
<b>TOTAL</b>	<b>151</b>	<b>4,588</b>	<b>4,344</b>	<b>15.1=15</b>	<b>181</b>	<b>181</b>

**Source:** Kwara State Ministry of Education and Human Capital Development

### Research Instruments

The instruments used for data collection are Parenting Styles Questionnaire (PSQ) and Preschoolers Socio-Emotional Skill Rating Scale (PSESRS). Oso and Onen (2009) reiterated that a questionnaire is an ideal tool when collecting a lot of information over a short period of time.

#### Parenting Styles Questionnaire (PSQ)

The PSQ has two sections: Section A required background information of parents, describing their socio-demographic characteristics. It indicated their gender, marital status, educational

level, and employment status. The respondents responded by ticking on the appropriate items. Section B contained parenting styles adapted from Buri (1991) which was modified based on Baumrind's (1991) classification of parenting styles. In the study of Buri (1991), the scale consists of two sets of 30 items with 10 items measuring the authoritative parenting style, 10 items measuring the authoritarian parenting style and 10 items measuring the permissive parenting style. Each item was scored by a 1–5 Likert-type scale (1 = strongly disagree to 5 = strongly agree).

The scale was modified in the present study to contain forty items that measured parenting styles comprising of authoritarian, authoritative, permissive and neglectful. Also, for each item, parents were required to rate the frequency of engagement in a particular parenting behaviour on a four-point likert scale with responses ranging from Strongly Agreed (SA), Agreed (A), Disagreed (D), to Strongly Disagreed (SD).

### **Preschoolers' Socio-emotional Skill Rating Scale (PSESRS)**

Pupils Socio-emotional Skills Rating Scale (PSESRS) was constructed by the researcher to solicit information on Preschoolers Socio-emotional skill. It contained fourteen items on social emotional skill acquisition of Preschooler on a three point likert rating scale with responses ranging from Highly (H), Moderately (M), and Poorly (L). The PSESRS was used by the teacher to observe the pre-schoolers when classroom activities were going on in the selected public and private pre-schools in Ilorin East Local Area of Kwara State.

### **Validity of the Instruments**

To ensure the validity of the PSQ and PSESRS, the instruments drafted were given to six experts in the Department of Early Childhood and Primary Education for corrections and vetting. This was done in line with Cresswell (2014) who posited that validity of the instrument is the extent to which the instrument measures what it is intended to measure.

Later, the PSQ and PSESRS were given to the researcher's supervisors for necessary comments, suggestions, amendments and corrections. Thereafter, modifications were made and later incorporated in the final draft of the PSQ and PSESRS by the researcher before it was administered.

### **Reliability of the Instruments**

According to Cresswell(2014), reliability refers to the extent to which the instrument gives a consistent result over repeated trials. In order to ensure the reliability of the two instruments, 20 copies of each of the instruments were administered to 20 parents who were not part of the sample for this study. Thereafter, Cronbach's Alpha was used to establish consistency of response to the PSQ and PSESRS, to arrive at the reliability coefficient value of 0.80 and 0.89 respectively which are considered reliable to be used for this study.

### **Procedure for Data Collection**

Before going to the field to gather the data, the researcher collected a formal introductory letter from the Head of Department, Early Childhood and Primary Education, Kwara State University, Malete which was given to the school authorities where the study was carried out. The letter was used to obtain permission from the school authority, and when subsequently granted, the researcher informed both the teachers about the purpose of the study. In each selected school, teachers of Preschoolers were used as research assistants. The research assistants were trained by the researcher in their respective schools prior to the administration period so as to get them familiar and prepared about how the instruments will be administered.

After this was done, the PSQ was sent to the pre-schoolers' parents in Ilorin East Local Government Area of Kwara State to provide information related to parenting styles. Similarly, the PSESRS was used by the trained research assistant to observe the pre-schoolers when classroom activities were going on in the selected public and private pre-schools in Ilorin

East Local Area of Kwara State and effective monitoring of the activities was done by the researcher. The process of data collection lasted for a period of four weeks, in which, the first week was meant for training of research assistants and the second week through the fourth was used for administration and collection of data using PSQ and PSESRS.

Ethical consideration is a vital aspect of every research and an integral part of it. It helps to ensure that the appropriate means of collecting data from the respondents were followed and adhered to. After consent was given, an authorization and introductory letter was issued out to help the researcher get the required consent of respondents.

Another ethical consideration worthy of mentioning is the issue of privacy and confidentiality of the information provided during research. Information gathered was treated with the strictest confidence and as a result, only the researcher and the research assistants are privy to this information. That is, confidentiality of the respondents was assured.

### **Method of Data Analysis**

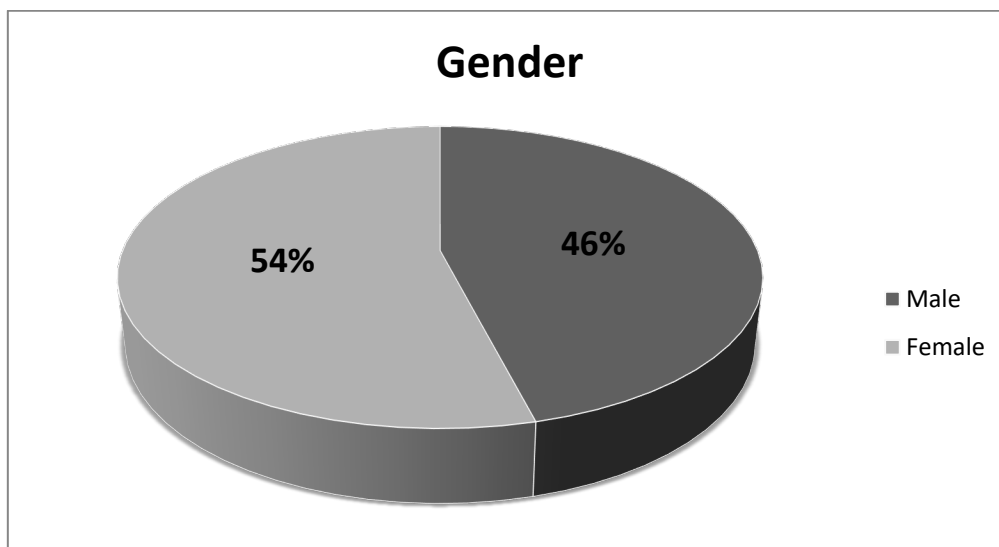
In analyzing the data, descriptive statistics of frequency, mean, and percentage scores were used to analyze the research questions raised, while inferential statistics of Pearson Product Moment Correlation (PPMC) and independent t-test statistical tools were used to test the hypotheses formulated. All were tested at the 0.05 level of significance.

## CHAPTER FOUR

### DATA ANALYSIS AND RESULTS

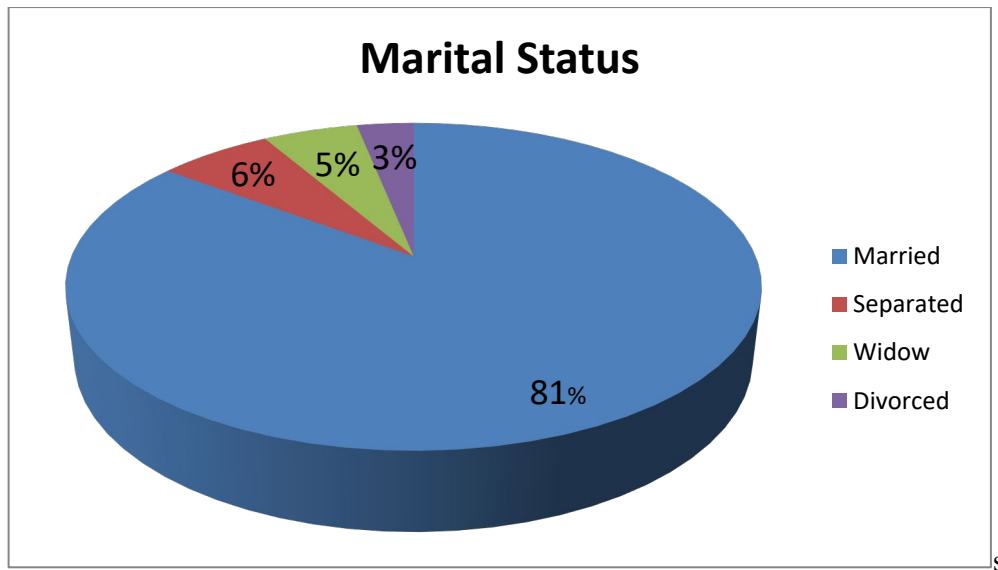
This chapter presents analysis of data collected from the field and results for the study. Data collected on each of the research questions were subjected to descriptive statistics of frequency counts, percentage score and mean, while inferential statistics ofPPMC was used to test the hypotheses formulated at 0.05 levelof significance. Results of the data analysis are presented in Tables and figures, followed by the interpretation and discussion of findings.

#### Analysis of Demographic Data



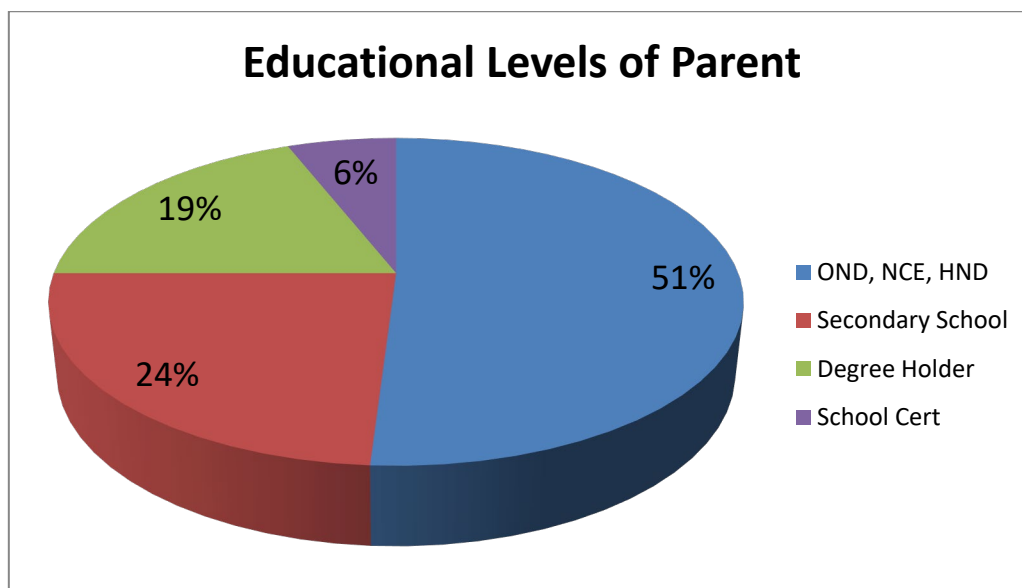
**Figure 1: Pie Chart Showing Gender Distribution of Parents**

Figure 1 shows that 46% of the sampled populations were males while 54% of the sampled populations were females.



**Figure 2: Marital Status of Parents**

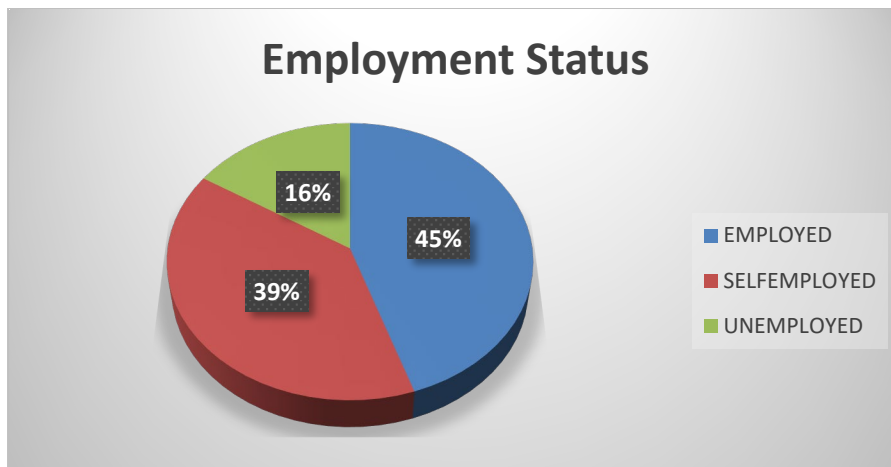
Figure 2 shows that 81% of the sampled populations were married, 6% were separated, 5% are widowed, 5% were divorced and 3% of the sampled populations are single.



**Figure 3: Educational levels of Parents**

Figure 3 shows that 51% of the sampled populations were OND, NCE, HND holders, 24% of the sampled population were secondary school certificate holders, 19% of the sampled

population were degree holders while 6% of the sampled population were primary school certificate holders.



**Figure 4: Employment Status**

Figure 4 shows that 39% of the sampled population were self-employed, 45 % of the sampled population had wage employment; while 16% of the sampled population were unemployed.

### Analysis of Research Questions

**Research Question 1:** Which of the parenting styles is most commonly adopted by parents of preschoolers in Ilorin Kwara State?

**Table 2: Parenting Style Most Commonly Adopted by Parents of Preschoolers in Ilorin East LGA, Kwara State**

S/N	Parenting Style	Weighted Average (WA)	Ranking
1	Authoritarian	2.930	1 <sup>st</sup>
2	Authoritative	2.361	2 <sup>nd</sup>
3	Neglectful	2.278	3 <sup>rd</sup>
4	Permissive	2.227	4 <sup>th</sup>

Table 2 shows that the most commonly adopted parenting style by parents of preschoolers is Authoritarian parenting style (WA mean score = 2.930) which has the highest mean score. This is followed by Authoritative parenting style (WA mean score = 2.361), Neglectful parenting style (WA mean = 2.278) and Permissive parenting style (WA mean score = 2.227). It is apparent from this finding that authoritarian parenting style is the most commonly adopted by parents of preschoolers in Ilorin East LGA of Kwara State.

**Research Question 2:** What is the level of preschooler's socio-emotional skill acquisition in Ilorin East LGA Kwara State?

**Table 3: Level of Pre-schoolers Socio-emotional Skill Acquisition in Ilorin East LGA Kwara State**

S/N	ITEMS	L	M	H	MEAN	STD.D
1	Relates well with opposite sex	26 (14.4)	97 (53.6)	58 (32)	2.177	0.6597
2	He/she is very friendly with mates	-	49 (27.1)	132 (72.9)	2.729	0.4456
3	Takes turn	3 (1.7)	91 (50.3)	87 (48.1)	2.464	0.5324
4	Likes to join in games with other children	3 (1.7)	50 (27.6)	128 (70.7)	2.691	0.4982
5	Co-operates with mates in school	-	58 (32)	123 (68)	2.680	0.4679
6	Always able to work with other children	2 (1.1)	73 (40.)	106 (58.6)	2.575	0.5177
7	Gets along well with mates in all situation	4 (2.2)	76 (42)	101 (55.8)	2.536	0.5427
8	Very assertive	9 (5)	130 (71.8)	42 (23.2)	2.182	0.4999

9	Uses my words to tell when am upset	25 (13.8)	130 (71.8)	26 (14.4)	2.006	0.5323
10	Smiles laughs a lot	4 (2.2)	102 (56.4)	75 (41.4)	2.392	0.5331
11	He/she yells at people	58 (32)	110 (60.8)	13 (7.2)	1.751	0.5765
12	High level of aggression with other learners	79 (43.6)	77 (42.5)	25 (13.8)	1.702	0.6988
13	He/she cries when it is time to come to school	105 (58)	76 (42)	- -	1.410	0.4949
14	Always very happy	2 (1.1)	96 (53)	83 (45.9)	2.448	0.5204

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**Weighted Average = 2.27**

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Range      Low 0-1.4,                      Moderate 1.5-2.4,                      High 2.5- 3.0

Table 3 shows that the level of preschoolers' socio-emotional skill development in Ilorin East Local Government Area has a moderate weighted mean score of 2.27. The detailed analysis is as follows: He/she is very friendly with mates (mean = 2.73), Likes to join in games with other children (mean = 2.69), Co-operates with mates in school (mean = 2.68), Always able to work with other children (mean = 2.58), Gets along well with mates in all situation (mean = 2.54), Always very happy (mean = 2.45), Takes turn (mean = 2.46), Smiles laughs a lot (mean = 2.39), Relates well with opposite sex (mean = 2.18), Very assertive (mean = 2.18), Uses my words to tell when am upset (mean = 2.01), He/she yells at people (mean = 1.75), High level of aggression with other learners (mean = 1.70), He/she cries when is time to come to school (mean = 1.41).

It can be inferred from this finding that the level of preschoolers' socio-emotional skill development in Ilorin East Local Government Area is moderate with a mean score of 2.27.

### Analysis of Research Hypotheses Testing

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

**Ho1:** There is no significant relationship between authoritarian parenting style and preschoolers' socio-emotional skill acquisition in Ilorin East Local Government Area.

**Table 4: Summary of Pearson Product Moment Correlation (PPMC) showing the Relationship between Authoritarian Parenting Style and Pre-schoolers' Socio-Emotional Skill Acquisition**

Variable	N	Mean	Std.D	R	Sig	Remark
Authoritarian	181	23.608	3.6003			
				0.106	0.155	Not significant
Socio-emotional Skill	181	31.751	3.5212			

Data in Table 4 shows that there is no significant relationship between authoritarian parenting style and preschoolers' socio-emotional skill development ( $r = 0.11$ ;  $p < 0.05$ ). The p value is found to be greater than the critical value of 0.05. Therefore, the null hypothesis 1 is not rejected because the significant value (0.155) is greater than (0.05).

**Ho2:** There is no significant relationship between authoritative parenting style and preschoolers socio-emotional skill acquisition in Ilorin East Local Government Area.

**Table 5: Summary of PPMC showing the Relationship between Authoritative Parenting Style and Preschoolers' Socio-emotional Skill Acquisition**

Variable	N	Mean	Std.D	R	Sig	Remark
Authoritative	181	29.298	4.1699			
				-0.046	0.535	Not significant
Socio-emotional Skill	181	31.751	3.5212			

Table 5 shows that there is no significant relationship between authoritative parenting style and preschoolers' socio-emotional skill development ( $r = -0.05$ ;  $p < 0.05$ ). The p value is found to be greater than the critical value of 0.05. The null hypothesis is therefore not rejected because the significant value (0.535) is greater than (0.05).

**Ho3:** There is no significant relationship between permissive parenting style and preschoolers socio-emotional skill acquisition in Ilorin East Local Government Area.

**Table 6: Summary of PPMC showing the Relationship between Permissive Parenting Style and Preschoolers' Socio-Emotional Skill Acquisition**

Variable	N	Mean	Std.D	R	Sig	Remark
Permissive	181	22.271	3.0584			
				0.035	0.638	Not significant
Socio-emotional Skill	181	31.751	3.5212			

Data in Table 6 shows that there is no significant relationship between permissive parenting style and preschoolers' socio-emotional skill development ( $r = 0.04$ ;  $p < 0.05$ ). The p value is greater than the critical value 0.05. Therefore, the null hypothesis 3 is not rejected because the significant value (0.0638) is greater than (0.05).

**Ho4:** There is no significant relationship between neglectful parenting style and preschoolers' socio-emotional skill acquisition in Ilorin East Local Government Area.

**Table 7: Summary of PPMC showing the Relationship between Neglectful Parenting Style and Preschoolers' Socio-Emotional Skill Acquisition**

Variable	n	Mean	Std.D	R	Sig	Remark
Neglectful	181	22.779	3.5212			
				0.064	0.389	Not significant
Socio-emotional Skill	181	31.751	2.1097			

Table 7 shows that there is no significant relationship between neglectful parenting style and preschoolers' socio-emotional skill ( $r = 0.06$ ;  $p < 0.05$ ). The p value is greater than the critical value 0.05. Therefore, the null hypothesis 4 is not rejected because the significant value (0.389) is greater than (0.05).

**Ho5:** There is no significant difference in preschoolers socio-emotional skill acquisition based on gender in Ilorin East Local Government Area.

**Table 8: Summary of T-test showing the Difference between Male and Female Preschoolers' Socio-emotional Skill Acquisition**

Variable	N	Mean	Std.D	T	df	Sig.	Remark
Socio-emotional Skill							
Male	85	31.482	3.6892				
				-0.962	178	0.236	Not significant
Female	95	31.990	3.3849				

Table 8 shows that there is no significant difference between male and female preschoolers' socio-emotional skill acquisition ( $t = -0.96$ ;  $df = 178$ ;  $p < 0.05$ ). The p value is greater than the critical value 0.05. Therefore, the null hypothesis 5 is not rejected because the significant value (0.236) is greater (0.05).

**Ho6:** There is no significant difference in preschoolers socio-emotional skill acquisition based on school type in Ilorin East Local Government Area.

**Table 9: Summary of T-test showing the Difference between Public and Private Preschoolers' Social Emotional Skill development based on School Type**

Variable	N	Mean	Std.d	T	df	Sig.	Remark
Socio-emotional Skill							
Public	116	32.095	3.2113				
				1.715	176	0.001	Significant
Private	62	31.145	4.0361				

Table 9 shows that there is a significant difference between public and private preschoolers' socio-emotional skill development ( $t = 1.72$ ;  $df = 176$ ;  $p > 0.05$ ). The p value is less than the critical value 0.05. Public preschoolers have higher mean score (32.095) than private preschoolers (31.145) in socio-emotional skill development, therefore, the null hypothesis 6 is rejected because the significant value (0.001) is less than (0.05).

### **Summary of Findings**

1. The most frequently adopted parenting style by parents of preschoolers in Ilorin East Local Government Areas is Authoritarian parenting style
2. The level of preschoolers' socio-emotional skill acquisition in Ilorin East Local Government Area is moderate in Ilorin East Local Government Area with a mean score of 2.27
3. There is no significant relationship between authoritarian parenting style and preschoolers' socio-emotional skill acquisition in Ilorin East Local Government Area
4. There is no significant relationship between authoritative parenting style and preschoolers' socio-emotional skill acquisition in Ilorin East Local Government Area
5. There is no significant relationship between permissive parenting style and preschoolers' socio-emotional skill acquisition in Ilorin East Local Government Area
6. There is no significant relationship between neglectful parenting style and preschoolers' socio-emotional skill acquisition
7. There is no significant difference between male and female preschoolers' socio-emotional skill acquisition in Ilorin East Local Government Area
8. There is a significant difference between public and private preschoolers' socio-emotional skill acquisition in Ilorin East Local Government Area

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on discussion of findings, conclusion and recommendations of the study. In the discussion, findings were examined in relation with the findings from relevant previous studies especially those reviewed in chapter two of this study. Based on the discussion, conclusions were drawn and recommendations were made while suggestions for further studies were made on the basis of the limitations of this study.

#### **Discussion of the Findings**

The findings of this study revealed that the most adopted parenting style by parents of preschoolers is authoritarian parenting style in Ilorin East Local Government Area of Kwara State. The reason is that authoritarian parenting style has the highest mean score. The implication is that most of the children have no choice than to obey their parents even if they do not like it. The finding is in line with the findings of Baumrind, (1966); Furnham and Cheng (2000); Kaufmann and Gesten, Lucia, Salcedo, Rendina-Gobioff & Gadd (2000) and Wolfradt, Hempel and Miles (2003) who found that authoritarian parenting style is the dominant type of parenting style used in Spain which resulted into negative outcomes such as low self-esteem, decreased happiness, low success, and increased nervousness in children and adolescents. Similarly, this finding supported the submissions of Lao (2008) which stated that much of the interaction between authoritarian parents and their children is characterized 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.

The finding showed that the level of preschoolers' socio-emotional skill development in Ilorin East Local Government Area of Kwara State was moderate with a mean score of 2.27. The implication of this is that many of the preschoolers are very friendly with themselves. The finding is in agreement with the finding of Larosa, Ogg, Suldo and Dedrick (2016) which

stated that socio-emotional strengths of children in Kindergartens was moderate with an average mean of 2.22.

The result also showed that there was no significant relationship between authoritarian parenting style and preschoolers' socio-emotional skill development in Ilorin East Local Government Area of Kwara State. The implication of the finding is that most the parents use force and punishment when the children disobeyed them. The finding negates earlier findings of Sclafani (2004) and Crosser (2005) which revealed that authoritarian parenting style is associated with negative outcomes that include the fact that the children are withdrawn, discontented, with greater levels of anxiety and depression. The finding also negates the finding of Thompson, Hollis, and Richards (2003) which found that depression occurs among children between the age of 5 and 10 if they live in an authoritarian home.

The result showed that there was no significant relationship between authoritative parenting style and preschoolers' socio-emotional skill development in Ilorin East Local Government Area of Kwara State. The finding is in contrast with the finding of Liam, Cavell and Lustig (2010) and Pezzella (2010) which found that authoritative parenting style has an effect on children's empathy and behavior. In contrast with this finding, Gonzales et al. (2002) found that children of authoritative parents show positive achievement at school. Similarly, Hickman, Bartholomae, and McKenry (2000) found that children with authoritative parents demonstrated greater levels of academic competence, more self-control, and better adjustment.

The result showed that there was no significant relationship between permissive parenting style and preschoolers' socio-emotional skill development in Ilorin East Local Government Area of Kwara State. The implication of this is that permissive parents in Ilorin East Local Government Area of Kwara State find it difficult to discipline their children when they misbehave. The findings negates with findings of Underwood, Beron, and Rosen (2009)

which found that permissive parenting style has positive correlations with antisocial behavior and negative relationship with socio-emotional skills of children in school.

The result showed that there was no significant relationship between neglectful parenting style and pre-schoolers' socio-emotional skill development in Ilorin East Local Government Area of Kwara State. The implication of finding is that neglectful parents seldom give expectations and guidelines to their children behaviour exhibited. The finding is consistent with the earlier study conducted by Hoeve et al. (2008) that neglectful parenting contributes to adolescent delinquent behaviour. In addition, the finding supported the finding of Steinberg et al. (2006) who revealed that neglectful parenting style has an effect on depression, life satisfaction, aggression, antisocial behaviour, delinquency, socio-emotional skills of the children and their attitudes.

The result showed that there was no significant difference between male and female pre-schoolers' socio-emotional skill development in Ilorin East Local Government Area of Kwara State. This implies that male and female children socio-emotional skills do not differ in their socio-emotional skills as many of them relates with each other very well. The findings from this study was supported by the earlier findings of Okon and Archibong (2015) which submitted that there was no significant difference between male and female perception on socio-emotional skills of adolescents in schools.

The result showed that there was a significant difference between public and private pre-schoolers' socio-emotional skill in Ilorin East Local Government Area of Kwara State. This implies that school type has significant impact on preschoolers' socio-emotional skill in Ilorin East Local Government Area of Kwara State. The finding agrees with the finding of Hoeve, Dubas, Eichelsheim, Laan, Smeenk & Gerris (2009) that examined the relationship between parenting and delinquency: A meta-analysis. Based on their findings, it was also revealed that school type, has significance difference on socio-emotional skill of children. Also,

Merita(2013) determined the difference between prekindergarten students' socio-emotional skills and later academic achievement. They revealed a significant difference in the socio-emotional skills of children in schools.

### **Conclusion**

Based on the above findings, it is explicit that most adopted parenting style by parents of preschoolers is authoritarian parenting style and the level of preschoolers' socio-emotional skill development in Ilorin East Local Government Area of Kwara State was moderate. Also, there was no significant relationship between authoritarian parenting style and preschoolers' socio-emotional skill development. Similarly, there was no significant relationship between authoritative parenting style and preschoolers' socio-emotional skill development. In addition to that, there was no significant relationship between permissive parenting style and preschoolers' socio-emotional skill development. Equally, there was no significant relationship between neglectful parenting style and preschoolers' socio-emotional skill. Furthermore, there was no significant difference between male and female preschoolers' socio-emotional skill development and no significant difference existed between public and private preschoolers' socio-emotional skill development in Ilorin East Local Government Area of Kwara State respectively. Conclusively, there was no significant relationship between parenting styles and socio-emotional skill of preschoolers' in Ilorin East Local Government Area of Kwara State.

### **Recommendations**

The following recommendations were made based on the findings of the study:

The following recommendations were made in line with the findings of this study:

1. Parents should be enlightened on the negative effects of authoritarian parenting styles mostly adopted by parents of preschoolers in Ilorin East Local Government Area of Kwara State.

2. Seminars, workshop and training should be organized by non-governmental organizations, institutions and religious organizations for parents and teachers on how to gear efforts towards enhancing pre-schooler's socio-emotional skill development.
3. Authoritarian parenting style should be discouraged because it increases negative outcomes such as children's anxiety and depression.
4. Since no significant relationship existed between authoritative parenting style and preschoolers' socio-emotional skill, it is necessary to encourage parents to use authoritative parenting style to enhance preschooler's positive achievement and empathy behavior.
5. Preschoolers' should not be given total freedom in understanding their socio-emotional skill acquisition because negative and positive relationships could be discovered between permissive parenting styles and their socio-emotional skills.
6. Since no significant relationship was found between neglectful parenting style and preschoolers' socio-emotional skill acquisition, it is necessary to discourage parents from this parenting style because it could hinder the achievement of preschooler's socio-emotional skills.
7. Preschoolers' socio-emotional skill acquisition should not be determined based on gender because; it was found that male and female children socio-emotional skills do not differ.
8. Preschoolers' socio-emotional skill should not be determined based on school type.

### **Limitation of the study**

The study is limited to public and private Preschoolers' and their Parents in Ilorin East LGA Kwara State. In addition, it is also limited to four major variables of parenting styles of authoritative, authoritarian, permissive and neglectful and its relationship with socio-emotional skill development of preschoolers in Ilorin East LGA Kwara State.

### **Contribution to Knowledge**

The study has contributed to knowledge as it provided information on the most commonly adopted parenting styles by parents of preschoolers, level of preschoolers' socio-emotional skill acquisition, and the relationship between parenting styles and socio-emotional skill of preschoolers' in Ilorin East Local Government Area of Kwara State. It further provided information that will be useful to parents, teachers, government, policy makers, and other researchers in the field of early childhood education.

### **Suggestions for Further Studies**

This study can further be extended to the following areas for in-depth research on the relationship between parenting styles and socio-emotional skill acquisition of preschoolers.

1. It is suggested that researchers should look into investigating the differences in the level of socio-emotional skills of primary school pupils in private and public primary schools.
2. Future research should be focused on the effect of parenting styles on socio-emotional skill of pupils in primary one to three.
3. It is much important for future researchers to conduct a study using interview to elicit information from parents and teachers on parenting styles and socio-emotional skill acquisition of preschoolers.
4. This study can be replicated on different groups of pupils, preferably from different context or other locations to buttress the findings generated from this study.

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## APPENDIX I

### KWARA STATE UNIVERSITY, MALETE COLLEGE OF EDUCATION DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION

Dear Parent,

#### PARENTING STYLES QUESTIONNAIRE (PSQ)

This questionnaire is designed to elicit information on Parenting styles used by parents of pre-schoolers, Your response to this questionnaire will be treated confidentially and will be used for research purposes only. Therefore, I hereby request for your honest and appropriate response so that it can provide a basis for valued judgement.

#### Section A

##### DEMOGRAPHIC DATA (BACKGROUND INFORMATION)

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

1. **Gender:** Male(  ) Female(  )
2. **Marital Status:** Married(  ) Single(  ) Divorced(  ) Widowed (  )  
Separated(  )
3. **Level of Education:** Primary School(  ) Secondary School (  )  
OND, NCE, HND(  ) University Degree(  )
4. **Employment Status:** Employed (  ) Self Employed (  ) Unemployed(  )

#### Section B

Please answer each question by ticking one of the four options provided. Strongly Agreed =SA, Agreed =A, Disagreed =D, Strongly Disagreed = SD

S/N	ITEMS	SA	A	D	SD
	<b>AUTHORITATIVE PARENTING STYLE</b>				
1	I am sensitive to my child's feelings and needs e.g i avail myself when he needs my attention				
2	I take my child's thought and feelings into consideration before I ask his/her to do something.				
3	I explain to my child how I feel about his/her good or bad behaviour.				
4	I encourage my child to talk about his/her feelings and problems.				
5	I encourage my child to freely speak his/her mind even if he/she disagree with me				
6	I explain to my child why I expect him/her to behave in a particular manner				
7	I normally have enjoyable and happy moment, with my child. E.g I play and laugh with my child.				
8	I consider my child's preferences when I make plans for the family. E.g What to cook.				
9	I monitors my child's where about and activities.				
10	I respect my child's feelings and encourage him/her to express them				
	<b>AUTHORITARIAN PARENTING STYLE</b>				
11	I use force and punishment when my child disobeys				
12	When my child ask me why he/she has to do something, i tell				

	him/her it is because I said so, I am your parent				
13	I punish my child by taking privileges away from him like watching Television.				
14	I tell when I disapprove my child's behaviour.				
15	I explode in anger towards my child when he misbehaves.				
16	I hit my child when I don't like what he/she does or say				
17	I use criticism to make my child improves his/her behaviour.				
18	I use threats as a form of punishment to my child with little or no justification.				
19	I punish my child by withholding emotional expression like hugging or holding him/her				
20	I openly criticize my child when his/her behaviour does not meet my expectation.				
	<b>PERMISSIVE PARENTING STYLE</b>				
21	I show a lot of patience with my child when he misbehaves				
22	I am easy going and relax with my child.				
23	I find it difficult to discipline my child even when he/she misbehave.				
24	I give in to my child when he/she causes a commotion about something.				
25	I do not like to say no or disappoint my child.				
26	I ignore my child's bad behaviour				
27	I allow my child to do whatever he/she wants				

28	I do not set rules for my child to follow				
29	I do not care if my child get a poor grade in school or not				
30	I do not demand my child to behave in a mature manner				
	<b>NEGLECTFUL PARENTING STYLE</b>				
31	I believe a child should have his/her way as parents do				
32	I threaten my child with punishment more often than actually giving it				
33	I seldom give expectation and guidelines to my child for his/her behaviour.				
34	I don't consider my child's preference when making plan				
35	I don't share happy moment with my child				
36	I don't have time to listen to my child when he/she speaks				
37	My child is allowed to do whatever he/she wanted to even if it does not agree with my opinion.				
38	I act cold and unfriendly if my child do what i don't like.				
39	I don't think is necessary to direct the behaviour, activities and desires of my child.				
40	My desires come first before that of my child.				

## APPENDIX II

**KWARA STATE UNIVERSITY, MALETE COLLEGE OF EDUCATION**

**DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION**

### **PRE-SCHOOLERS' SOCIAL-EMOTIONAL SKILL RATING SCALE (PSESRS)**

#### **Section A**

DEMOGRAPHIC DATA (BACKGROUND INFORMATION)

1. **Gender:** Male ( ) Female ( )

2. **School type:** Public school ( ) Private School ( )

#### **Section B**

Tick appropriately the option that best rate the Preschoolers social emotional skill.

S/N	ITEMS	Highly	Moderately	Poorly
	The child:			
1	Relates well with opposite sex			
2	He/she is very friendly with mates			
3	Takes turn			
4	Likes to join in games with other children			
5	Co-operates with mates in school			
6	Always able to work with other children			
7	Gets along well with mates in all situation			
8	Very assertive			
9	Uses my words to tell when am upset			

10	Smiles .laughs a lot			
11	He/she yells at people			
12	High level of aggression with other learners			
13	He/she cries when is time to come to school			
14	Always very happy			

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