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EDITORIAL COMMENTS

JECAN, the official journal of Early Childhood Association of Nigeria (ECAN), presents its Volume 5 (2016). Membership of the association is open to postgraduate students, practitioners and scholars of early childhood education and/or related fields in Nigeria and abroad.

All the articles that feature in this volume are those presented at the 2015 National Conference of the association held on October 26 to 30, 2015. Arrangements are on to make it possible for interested researchers to submit articles directly for publication in the journal.

It is therefore, the expectation of the editors that readers will not only find the volume a good companion in their continuous search for knowledge but also a reliable source of literature for further research studies.

Prof. Olusegun AKINBOTE
Editor-in-Chief

TABLE OF CONTENTS

VOLUME 5 NO. 1

Volume 5 No. 2

Influence of Authoritarian Parenting Style on Childhood Socialization

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Abstract

Parenting is a sensitive and one of the most difficult tasks of man, particularly in this modern world. It is the application of the combination of skills and experiences acquired by adults in raising their children in order to make them what they desire of them. There are four types of parenting styles of which individual parents (consciously or unconsciously) employ one or a combination of the styles in raising their young ones. These areauthoritarian, authoritative, indulgent and uninvolved parenting styles. In this study, only the authoritarian parenting style and its influence on childhood socialisation was the focus. Descriptive survey research design was adopted. Three hundred and ninety-one (391) primary three school pupils were randomly selected from fifteen different primary schools in Ilorin metropolis to participate in the study.A 20 item questionnaire titled; "Authoritarian Parenting and Childhood Socialisation Questionnaire (APCSQ)" with reliability coefficient of 0.72 was used. Data collected were analysed using frequency counts and simple percentage. Findings revealed that, the authoritarian parenting style negatively influenced childhood socialisation, especially in children's interaction with peers. It was concluded that, parents who are authoritarian over their children do not only limit their children's ability to develop social skills but destroy their self-worth, confidence as well as decision making, which will go a long way to affect them in the future. Schools and family-related agencies should provide services for affected children and/or organise seminars or workshops on parenting education as well as enlighten parents on the dangers this style of parenting pose on their children and the society at large.

Key word: Parenting, Authoritarian parenting style, Children, Childhood Socialization,

Introduction

Every child in the society is a product of one family or the other who identifies with an ethnic group, a culture, a religious belief and a social class. In other words, no society can really exist without the family, because the combination of different families though with their unique features and values makes up the society. Every society however, has its own unique ways of life which are passed on from one generation to another. The child acquires the knowledge of how to live in the most acceptable way by the society as they interact with their family members (Ekanem & Eneh, 2011).

Children learn many things through their daily interactions and experiences with their physical and social world. What they learn and how they interact are not encoded in their genes. They are not taught the cultural heritage of the society, rather it is the society where they are born into that prescribes certain characteristics they posses (Maccoby, 1992). The society's expectations of the child cut across all cultures of the world. In every culture, Africa in particular, children are treasured by the society and are seen as blessing to every married couple. The wellbeing of children is usually given utmost priority because they are seen as the future of every family and the society that will sustain the cultural heritage. To uphold this standard, the place of parenting is very crucial.

In the traditional African society, when a child is born, the upbringing is not limited to the biological parents alone, rather, it is by communal efforts that children are raised (Akinbote, Oduolowu & Lawal, 2001). Parenting according to Osanyin (2004) is a sacred duty and no amount of education makes anyone a perfect parent. It is a complex activity that includes many specific behaviours that work individually and together to influence a child's personality (Darling, 1999). In every society, especially in the developed world, there are standards and requirements for nurturing and protecting children whose parents are expected to adhere to.

Parenting in every society is a demanding task, especially in this modern age where most parents are pre-occupied with economic

363

responsibilities in quest of making ends meet (Ekanem & Eneh, 2011). Parenting is not only a collection of skills, rules, and tricks of raising children. It reflects who we really are, what our family culture is, and how we transmit the most personal aspects of our values to our children (Lloyd, 2013). In other words, each family has its unique approach (style) of raising children. The style of parenting differs based on the family culture, beliefs and values.

A parenting style according to (Santrock, 2007), is a psychological construct representing standard strategies that parents use in their childrearing. Many parents create their own style from a combination of factors and these may evolve, over time, as the children develop their own personalities and move through life's stages. He added that, parenting style is affected by both the parents' and children's temperaments, and it is largely based on the influence of one's own parents and culture.

Parenting style captures two important elements of parenting which are parental responsiveness and parental demandingness (Fletcher, Walls, Cook, Madison, & Bridges, 2008). Parental responsiveness refers to the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands (Baumrind, 1991). Parental demandingness on the other hand refers to the claims parents make on children to become integrated into the family wholly, by their maturity, demands, supervision, disciplinary efforts and willingness to confront the child who disobeys (Baumrind, 1991).

Classifying parents according to whether they are demanding or responding creates the four types of parenting styles which are; authoritarian, authoritative, indulgent and uninvolved (Fletcher, Walls, Cook, Madison, & Bridges, 2008; McKay, 2006; Santrock, 2007; Bibi, Chaudhry, Awan, & Tariq, 2013). Baumrind (1991) emphasized that, most parents do not perfectly fall into one category but they are somewhere in the middle, showing characteristics of more than one style. For the purpose of this paper, only the authoritarian style of parenting which is a dimension of parental demandingness will be examined (Dewar, 2011). It is therefore necessary at this point to examine closely the authoritarian parenting style.

According to Santrock (2007) and Dewar (2011), authoritarian parents are obedience and status-oriented. They have high demands but are not responsive to their children. Children whose parents are authoritarian are expected to follow the strict rules established by their parents without questioning. Failure to follow such rules usually results in punishment (Walton, 2012). In this type of parenting, parents usually do not take time to explain the reasons behind the rules they give to their children, and if asked to explain why such rules, they may simply reply, "Because I have said so".

In addition, authoritarian parenting is a restrictive parenting style and choice of punishment or discipline that involves yelling and corporalpunishment (Cherry, 2015). It is apparent that, this type of parenting style has distinct effects on children, especially when compared to authoritative parenting and permissive or indulgent parenting. Children resulting from this type of parenting may have less social competence because their parents generally tell them what to do instead of allowing them to make their own choices. Although, children raised by authoritarian parents tend to conform, are highly obedient, quiet but not very happy (Moore, 1992). Kathleen (2011) added that, these children often suffer from depression and self blame. Consequently, they become rebellious adolescents and authoritarian parents when they start raising their own children. This eventually becomes a trend which may affect the child socialising properly in the society.

Socialization is a life-long process which foundation is very crucial to all individuals as it tends to influence the later years socialisation process (Emah, 2004). It is an important aspect of the child's life which is a requirement for attainment of total development and learning process. It is important to note that, not all socialization occurs in childhood. This is because, as children grow and advance in life, socialization and re-socialization occurs when they take up new roles in the society. Some of the socialization that occurs throughout childhood is in a sense anticipatory, such that it functions to prepare children for adaptation to a fairly wide range of life roles and the various contexts children will encounter as they grow older. Childhood socialization therefore involves the training of children in modes of behaviour that are acceptable for the stage of childhood they currently occupy. Socialisation for children

usually starts in the home where they learn the custom and tradition, values and norms of people in their immediate community. The expected behaviour is learnt through observation and imitation of adults, direct instruction as well as through reward and punishment (Emah, 2004).

In modern societies, there are three major contexts in which childhood socialization takes place. These are families, peer groups and out-of-home contexts; such as the community, school, classroom environment where the child's daily experiences are structured and overseen by adults. So many literatures on childhood socialization strongly emphasised the role of parents. In most societies, going by a Chinese saying that: "as *the twig is bent, as grows the tree*", parents are primarily assigned with the responsibility for *bending* the children in desirable directions through supervising, instructing and chastising them when necessary, but all in love. More so, they (parents) need to have good understanding of the unique characteristics of their children in order to be able to perform their roles effectively without causing any harm to them (children).

Imparting the acceptable norms and values of the society to children is one of the challenging tasks of parenting in this modern world. In the quest to properly integrate children into the society, some parents tend to adopt strict measures by being authoritarian. The authoritarian parents are status-oriented, they have demands and their rules must be strictly obeyed without questioning. More so, they do not give children opportunity to express who they really are, neither do they take time to explain the reasons behind the rules they give. It is obvious that, the social experiences of children whose parents are authoritarian will be different compared to those whose parents adopt other parenting styles. This paper therefore determined the influence of authoritarian parenting styleon childhood socialisation in Ilorin metropolis, Kwara State, Nigeria.

Research Questions

The following questions were raised to guide this study:

(i)   To what extent does authoritarian parenting style influence the basic social skills of children?

(ii)   To what extent does authoritarian parenting style influence the children's interaction with peers?

366

Methodology

The descriptive survey was adopted for the study and the population was made up of all primary three school pupils in Ilorin metropolis, Kwara State. A sample of three hundred and ninety-one primary three school pupils were randomly selected from fifteen different primary schools in Ilorin metropolis to participate in the study. A twenty item questionnaire titled "Authoritarian Parenting and Childhood Socialisation Questionnaire (APCSQ)" withreliability coefficient of 0.72 was used to collect data from the selected pupils. The descriptive statistics involving the use of frequency counts and simple percentage were used to analyze the data collected based on the research questions raised. The results are presented in Tables one and two.

Results

Research Question One: To what extent does authoritarian parenting style influence the basic social skills of children?

Table 1: Authoritarian Parenting and Children's Basic Social Skills

S/N	ITEM	True F	True %	False F	False %	Remark
1	My parents demand I greet every elderly person I meet	280	71.6	111	28.4	True
2	My parents make sure I say thank you to anybody who show kindness towards me	293	74.9	98	25.1	True
3	I get punished by my parents whenever I engage in physical fight with my peers	283	72.4	108	27.6	True
4	I get rebuked whenever I interrupt my parents discussion	284	72.6	107	27.4	True
5	My parents always insist I wait for my turn	282	72.1	109	27.9	True
6	It is a must for me to participate in every family function	262	67.0	129	33.0	True
7	My parents mandate me to share whatever I have with other people	252	64.5	139	35.5	True
8	It is a must for me to obey every instruction given to me by my parents without	277	70.8	114	29.2	True

questioning					
) My parents get angry with me whenever I refuse to ask for help when I am in trouble	262	67.0	129	33.0	True
0 I get punished by my parents whenever I raise my voice at them or to my elders	273	69.8	118	30.2	True

In Table 1, item one revealed that, 280 respondents representing 71.6% is of the opinion that, it is true their parents demand they greet every elderly person they meet as against 111 respondents; representing 28.4% who are not in support of the statement. Item two revealed that, 293 respondents representing 74.9% support that, it is true their parents make sure they say thank you to anybody who shows kindness towards them as against 98 respondents representing 25.1 who believe it is not true. Item three shows that 283 respondents representing 72.4% who support the statement that, they get punished by their parents whenever they engage in physical fight with their peers as against 108 respondents representing 27.6% who are of the opinion that, it is not true. Item four reveals that, 284 respondents representing 72.6% said it is true that, they get rebuked whenever they interrupt their parents' discussion while 107 respondents representing 27.4% who said it is false. Item five shows that, 282 respondents representing 72.1% are of the opinion that it is true their parents always insist they wait for their turn while 109 respondents representing 27.9% are of the opinion that, it is false. Based on the values obtained, it can be inferred that, authoritarian parenting style has positive influence on the basic social skills of children.

Research Question Two: To what extent does authoritarian parenting style influence the children's interaction with peers?

368

Table 2: Authoritarian Parenting and Children's Interaction with Peers

S/N	ITEM	True		False		Remark
		F	%	F	%	
11	My parents choose my friends for me	221	56.5	170	43.5	True
12	My parents opinion always influence the choice of people I get close to	216	55.2	175	44.8	True
13	I dare not bring my friends to the house	197	50.4	194	49.6	True
14	I am not allowed to visit my friends	205	52.4	186	47.6	True
15	My friends are always afraid of coming to visit me at home	216	55.2	175	44.8	True
16	My parents insist that, my friend and I discuss whatever we have to say in their presence	191	48.8	200	51.2	False
17	I always keep to myself because I don't want to get into trouble and be punished by my parents	252	64.5	139	35.5	True
18	I am more comfortable with my friends when my parents are not around	211	54.0	180	46.0	True
19	I do not have any friend because of my parent	186	47.6	205	52.4	False
20	Nobody wants to be my friend because my parents are strict	176	45.0	215	55.0	False

In Table 2, item 11 revealed that, 211 respondents representing 56.5% indicated that, it is truetheir parents choose their friends for them as against 170 respondents representing 43.5% who indicated no to the statement. Item 12 revealed that, 216 respondents representing 55.2% indicated that, it is true their parents' opinion always influence the choice of people they get close to as against 175 respondents representing 44.8% who indicated no to the statement. Item 13 showed that, 197 respondents representing 50.4% indicated that, it is true they dare not bring their friends to the house as against 194 respondents who indicated no to the statement. Item 14 showed that, 205 respondents representing 52.4% indicated that they are not allowed to visit their friends as against 186

respondents representing 47.6% who indicated no to the notion. Item 15 revealed that, 216 respondents representing 55.2% indicated that, it is true their friends are always afraid of coming to visit them at home, while 175 respondents representing 44.8 indicated no to the item. 191 respondents representing 48.8% indicated no to the notion that, their parents insist that they should discuss with their friends whatever they have to say in their presence as against 200 respondents representing 51.2% who indicated true in item 16. Item 17 revealed that, 252 respondents representing 64.5% indicated that, it is true they always keep to themselves because they don't want to get into trouble and be punished by their parents as against 139 respondents representing 35.5% who indicated no. item 18 also revealed that, 211 respondents representing 54.0% indicated that, it is true they are more comfortable with their friends when their parents are not around as against 180 respondents representing 46.0% who indicated no to the item. Item 19 and 20 representing 186(47.6) and 176(45.0) indicated no to the notion as against 205(52.4%) and 215(55.0%) who indicated true. Based on the values obtained, it can be inferred that, authoritarian parenting style has negative influence on children's interaction with peers.

Discussion

The first finding of this study revealed that, the extent to which authoritarian parenting style influences the basic social skills of children is high. This implies that, parents who are in control of their children's social life facilitate their acquisition of the basic social skills that are required by the society. As these children posses the social values and norms such as greeting, respect, tolerance, being polite among others, the children fit into the society without difficulty as they interact and are able to meet the expected virtues which qualify them to be called children of worthy character (*omoluabi*) by most adults in the society. This finding therefore upheld the position of Moore (1992), that children raised by authoritarian parents are highly obedient, quiet and tend to conform with the laid down rules of the society.

This study also revealed that, the extent to which authoritarian parenting style influences children's interaction with peers is low. By implication, children whose parents are authoritarian do not interact freely with their peers. They are restricted when it comes to the issue of making

friends or keeping friends. As a result, such children keep to themselves exhibiting antisocial behaviours such as aggression, anger, hatred, bully and oftentimes get depressed. This finding is linked with the submission of Kathleen (2011) who affirmed that, children of authoritarian parents often suffer from depression, self-blame and later become rebellious adolescents. Also, such children end up becoming authoritarian parents too when they start raising children and the trend of negative effects of this parenting style continue to revolve from one generation to another.

Conclusion and Recommendations

Parenting oftentimes is associated with children's outcomes, particularly in the expression of who they really are. In this study, conclusion can therefore be reached that, the authoritarian style of parenting positively influence children's expression of basic social skills such as; being very obedient, respect for others especially elders, tolerant, being quiet and strong self-competence. Although, this style of parenting has it snegative influence on childhood socialisation, especially in the area of children interaction with their peers.

It is therefore important that, parents should be sensitized through seminars and workshops on parenting issues. In addition, religious bodies, schools and hospitals should have strong influence on parents when it comes to matters that concern their children. These bodies should consciously also inform parents on current issues about parenting that could be of help to them in nurturing healthy and all round developed children. Also, family-related agencies should offer counselling services for parents who may be in dare need of help on issues related to the upbringing of their children.

The media can be of significant help in this regard. Programmes on air, having experts in the field of early childhood, family counsellors and psychologists can air their views and offer professional advice to the public. Some parents act out of ignorance of what is obtainable when it comes to parenting issues. Parents should also endeavour to read books, browse the internet to get relevant information that will help them to succeed as parents. All these will go a long way to inform parents on what is expected of them as they raise their children.

371

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372

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