

INFLUENCE OF AUTHORITATIVE PARENTING STYLE ON THE WELLBEING OF SECONDARY SCHOOL STUDENTS IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

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ABSTRACT

The objectives of this study were to: (i) examined authoritative parenting style influence on the psychological wellbeing, (ii) assessed authoritative parenting style influence on the social wellbeing and (iii) determined authoritative parenting style influence on the emotional wellbeing of secondary school students in Ilorin Metropolis, Kwara State. Descriptive research design of survey type was adopted for the study. The population of the study consists of all public senior secondary school students in Ilorin metropolis. Simple random sampling technique and proportionate sampling technique were used to select three hundred and twenty (320) respondents for the study. Reliability and validity of the instrument were carried out co-efficient correlation of $r = 0.82$ was obtained. Descriptive statistics of frequency count and percentage was used to analyze the demographic data while inferential statistics of Chi-square (χ^2) was used. The findings of the study were that; i. authoritative parenting style have significant influence on the psychological wellbeing of secondary school students in Ilorin Metropolis, Kwara State; ii. authoritative parenting style have significant influence on the social wellbeing of secondary school; and iii. authoritative parenting style have significant influence on the emotional wellbeing of secondary school students. The study concluded that authoritative parenting style have influence on the psychological, social and emotional wellbeing of secondary school students in Ilorin Metropolis, Kwara State, Nigeria. It was therefore, recommended that parents should make use of authoritative parenting style on their children so that it will have positive effect on them because it improve the psychological, social and emotional wellbeing of children.

Keywords: Influence, authoritative parenting, wellbeing, students and metropolis.

1. INTRODUCTION

The health and wellness of an individual is also determined by the method of child rearing adopted by the parents of individual child. Parenting or child rearing could be described as the process of promoting and supporting the physical, emotional, social, financial, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship (Shamita, & Rabeya, 2016).

Individuals carry out this function of parenting differently, because of differences in personalities and exposure, giving rise to different parenting styles. Parenting style is a universal climate in which families function and in which child rearing behaviour of parents or other primary care givers revolve (Chiew, 2011). The most common care givers in parenting is the biological parent(s) of the child in question, although others may be older sibling, grandparents, a legal guardian, aunt, uncle or other family member, or a family friend. Governments and society may have a role in child-rearing as well. In many cases, orphaned or abandoned children receive parental care from non-parent blood relations (Shamita, & Rabeya, 2016). Shamita and Rabeya (2016) observed that parenting practices around the world share three major goals: ensuring children's health and safety, preparing children for life as productive adults and transmitting cultural values. Parenting styles, that is, parents' typical attitudes and behaviors which form the emotional climate in which parents raise their children, have been suggested to play an important role in children's social and emotional development (Aunola, Ruusunen, Viljaranta, & Nurmi, 2015).

Parenting style as introduced by Baumrind (1967) consist of 4 styles; authoritative, authoritarian, permissive, and neglectful. There are 2 elements that determine these 4styles; behavioral control and acceptance. Authoritarian parenting is the combination of high behavioral control and low acceptance (Hoeve et al., 2009). This means that authoritarian parents are too rigid, strict, and firm to their children

(Timpano, Keough, Mahaffey, Schmidt, & Abramowitz, 2010). The children are forced to obey their parents and should always agree with them (Takeuchi, & Takeuchi, 2008).

Authoritative Parenting Style refers to parents who are responsive, supporting, and attached to their children. Responsiveness and demandingness are two elements that describe authoritative parenting (Rosli, 2014). According to Greenspan (2006), Baumrind combined the best elements of permissive parenting (high warmth) with the best elements of authoritarian parenting (high control) to create the authoritative parenting style. The qualities of the authoritative parenting style are responsive, supportive, demanding and guidance (Hoeve, 2009). Authoritative parenting style creates warm, loving and mutual understanding in the family and foster stable children's behaviour and personality) (Talib, Mohamad, & Mamat, 2011). It was observed by Kopko (2007) that adolescents of authoritative parents are more likely to be socially competent, responsible and autonomous because they have learned to employ negotiation. Authoritative parenting was found to be associated with happiness, lower experience of negative emotion, high self-esteem, high motivation to gain independence, assertiveness, good judgment, self-sufficiency and correlated to other positive cognitive and socio emotional outcomes among children (Mayseless, Scharf, & Sholt, 2003). The study of Chang (2007) asserted that for certain children, the demand from parents could create annoyance and reactance. Since their independence is being threatened, they may feel the urge to rebel and assert their independence against their parents. The reactance theory states that the more one is prevented from doing something, the more attractive it becomes. Conversely, not enough direction from their parents could be detrimental in that adolescents are still growing and learning. Without proper guidance, they may get lost or stray in the wrong direction.

Wellbeing includes the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (depression, anxiety), satisfaction with life, fulfilment and positive functioning. In simple terms, well-being can be described as judging life positively and feeling good (Veenhoven, 2008.) According to Myers (2003), having supportive relationships is one of the strongest predictors of well-being, having a notably positive effect. Therefore, parenting style which forms the emotional climate in which parents raises their children becomes a strong predictor of wellbeing.

Psychological wellbeing is attained by achieving a state of balance affected by both challenging and rewarding life events (Dodge, Daly, Huyton, & Sanders, 2012). it indicates optimal personal functioning including six aspects: self-acceptance which refers to a positive attitude toward oneself, personal growth as the feeling of sustained development and possibilities, life purpose referring to having a purpose and orientation in one's life, mastery representing a feeling of being able to handle a complex environment, positive relatedness as having satisfying and intimate relationships (including abilities as empathy, affection and intimacy) and being interested in the well-being of others, and autonomy comprising being self-determined and independent (Ryff, 1989). Researchers from different disciplines have examined different aspects of well-being that includes but not limited to Psychological, Emotional and Social well-being (Eid, 2008). Each and every parenting style plays significant roles in the health and general life of the children. Importantly several studies have shown that parenting style influence the psychological, social, and emotional wellbeing of the children. Ahmedbookani (2014) examined the relationship between Psychological wellbeing and parenting styles with students' mental health. The results indicated that Psychological wellbeing and authoritative parenting styles were significantly related with mental health. Authoritative parenting was found to be associated with happiness, lower experience of negative emotion, high self-esteem, high motivation to gain independence, assertiveness, good judgment, self-sufficiency and correlated with other positive cognitive and socio emotional outcomes among children (Mayseless, Scharf & Sholt, 2003). The purpose of this study is to examine whether authoritative parenting style will have influence on the psychological, social and emotional wellbeing of secondary school students in Ilorin Metropolis, Kwara State, Nigeria.

Studies has been carried out on parenting styles in Ilorin such as the study of Yusuf, Agbonna and Yusuf, (2013) titled the influence of parenting styles on junior secondary school students' performance in social studies. This study did not address the influence of the parenting styles on the wellbeing of the students but rather on academic performance. It is upon this premise the researcher intends to investigate the influence of parenting styles on the wellbeing of secondary school students in Ilorin Metropolis Kwara State.

2. METHODS AND MATERIALS

2.1 Sample and Sampling Technique Used

The research design adopted for this study was descriptive research design of survey type. The population for this study consists of all public senior secondary school students in Ilorin metropolis, which was

estimated to be 39,379. It comprises of seventy-nine (79) schools in which Ilorin south has twenty-one schools (21) with nine thousand nine hundred and ninety students (9,990), Ilorin West Local Government has twenty-eight (28) schools with seventeen thousand, nine hundred and forty-seven students (17,947), and Ilorin East Local Government has thirty (30) schools with eleven thousand, four hundred and forty-two (11,442) students (Ministry of Education, 2018). A multistage sampling technique was used for the study. Simple random sampling technique and proportionate sampling technique was used to select three hundred and twenty (320) students. Simple random sampling technique of lucky dip (fish bowl type) was used to sample two out of the three Local Government Areas in Ilorin metropolis. The selected local government were Ilorin South and Ilorin west. Random sampling technique and proportionate sampling technique were used to sample 6 schools out of 21 schools in Ilorin South and 8 schools out of 28 schools in Ilorin West Local Government. Simple random sampling technique and proportionate sampling technique were also used to select the students that that participated in the study at each of the selected school. Proportionate sampling technique was adopted to select 30% of 21 schools in Ilorin south and 30% of 28 schools in Ilorin West, this give an approximate of 6 and 8 schools respectively in the two local government areas making a total of fourteen Public senior secondary schools. Proportionate sampling technique was used to select 4% of the population of the students in each of the selected schools, a sample of three hundred and twenty (320) students was sampled for the study, 98 from 2450 in Ilorin south LGA 222 out of 5559 from Ilorin West LGA. This is justified by Israel (2013) who claimed that for a population of ten thousand (10,000) a sample of two hundred and fifty is adequate enough to represent the population.

2.2 Tools Used

Researchers’-developed questionnaire titled questionnaire on influence of parenting styles on the wellbeing of secondary school students (QIPSWSSS) was used to collect the data for the study. The questionnaire consists of two sections and using a four point Likert format rating scale. The instrument was validated by experts in the Department of Health Promotion and Environmental Health Education, University of Ilorin. A reliability of the instrument was carried out at St. Anthony’s Senior Secondary School (SSS), Ilorin East Local Government Area, Split half method of reliability was used and Cronbach’s alpha statistic was used to analyse the data collected. A correlation coefficient of 0.82 was obtained, the instrument was therefore considered reliable for the study.

2.3 Data Analysis

The completed copies of questionnaire for this study were collected, sorted, coded and subjected to appropriate statistical analysis. Inferential non-parametric statistics of Chi-square was used to analyze the stated hypotheses at 0.05 level of significance using Statistical Package for Social Science (SPSS) version 23.0.

3. RESULTS

Table 1: Chi-square analysis of influence of Authoritative parenting style on the psychological wellbeing of secondary school students in Ilorin Metropolis, Kwara State

S/N	The parenting style used by my parents	SA	A	D	SD	cal. χ^2 val.	df	tab.val.
1	makes me to think and make decision for myself	49 (20.1%)	117 (48%)	44 (18%)	34 (13.9%)	157.721	15	24.996
2	makes me to feel mature and responsible to the choices I make	58 (23.8%)	153 (62.7%)	14 (5.7%)	19 (7.8%)			
3	makes me to see that there are good qualities in me that will make me relevant in the community	86 (35.2%)	145 (59.4%)	7 (2.9%)	6 (2.5%)			
4	makes me always have a free mind that will not put me in sad mood	85 (34.8%)	144 (59%)	12 (4.9%)	3 (1.2%)			
5	allows me to be creative and to contribute meaningfully to school and home life demand and challenges	90 (36.9%)	139 (57%)	8 (3.3%)	7 (2.9%)			
6	makes me always know what is expected of me and the reasons behind the expectations	74 (30.3%)	151 (61.9%)	13 (5.3%)	6 (2.5%)			

$\alpha = 0.05$

Table 1 showed that the calculated chi-square (χ^2) value of 157.721 is greater than the table value of 24.996 at df 15 and α level of 0.05. Since the calculated value is greater than the table value, null hypothesis which stated authoritative parenting style will not have significant influence on the psychological wellbeing of secondary school students in Ilorin Metropolis, Kwara State is therefore rejected. Consequently, Authoritative parenting style has significant influence on the psychological wellbeing of secondary school students in Ilorin Metropolis, Kwara State, Nigeria.

Table 2: Chi-square analysis of influence of Authoritative parenting style on the social wellbeing of secondary school students in Ilorin Metropolis, Kwara State

S/N	The parenting style used by my parents	SA	A	D	SD	cal. χ^2 val.	df	tab.val.
7	makes me to interact and communicate very well with others	81 (33.2%)	135 (55.3%)	21 (8.6%)	7 (2.9%)	206.361	15	24.996
8	makes me to obey rules and regulations with less fear of punishment	81 (33.2%)	139 (57%)	19 (7.8%)	5 (2%)			
9	makes me to mix freely with other people	58 (23.8%)	118 (48.4%)	53 (21.7%)	15 (6.1%)			
10	allows me to make friends of my choice	51 (20.9%)	108 (44.3%)	54 (22.1%)	31 (12.7%)			
11	makes me always to be comfortable and less conscious of myself when I am around people	51 (20.9%)	149 (61.1%)	34 (13.9%)	10 (4.1%)			
12	makes me to have the desire to learn new things and find ways to implement this new knowledge in my life	80 (32.8%)	147 (60.2%)	7 (2.9%)	10 (4.1%)			

$\alpha = 0.05$

Table 2 shows that the calculated chi-square (χ^2) value of 206.361 is greater than the table value of 24.996 at df 15 and α level of 0.05. Since the calculated value is greater than the table value, null hypothesis which stated authoritative parenting style will not have significant influence on the social wellbeing of secondary school students in Ilorin Metropolis, Kwara State is therefore rejected. This implies that authoritative parenting style have significant influence on the social wellbeing of secondary school students in Ilorin Metropolis, Kwara State, Nigeria.

Table 3: Chi-square analysis of influence of Authoritative parenting style on emotional wellbeing of secondary school students in Ilorin Metropolis, Kwara State

S/N	The parenting style used by my parents	SA	A	D	SD	cal. χ^2 val.	df	tab.val.
13	makes me to feel happy and good about myself	118 (48.4%)	115 (47.1%)	5 (2%)	6 (2.5%)	286.361	15	24.996
14	makes me not to get angry easily when things are not done my way	60 (24.6%)	157 (64.3%)	19 (7.8%)	8 (3.3%)			
15	makes me to feel free and to express my feelings or voice out my opinion very well	80 (32.8%)	143 (58.6%)	14 (5.7%)	7 (2.9%)			
16	makes me to feel more confident of myself	77 (31.6%)	141 (57.8%)	17 (7%)	9 (3.7%)			
17	makes me feel satisfied with myself and others	73 (29.9%)	141 (57.8%)	21 (8.6%)	9 (3.7%)			
18	makes me to feel accepted with a high self esteem	63 (25.8%)	145 (59.4%)	26 (10.7%)	10 (4.1%)			

$\alpha = 0.05$

Table 3 shows that the calculated chi-square (χ^2) value of 286.361 is greater than the table value 24.996 at df 15 and α level of 0.05. Since the calculated value is greater than the table value, null hypothesis which stated authoritative parenting style will not have significant influence on the emotional wellbeing of secondary school students in Ilorin Metropolis, Kwara State is therefore rejected. This implies that authoritative parenting style have significant influence on the emotional wellbeing of secondary school students in Ilorin Metropolis, Kwara State, Nigeria.

4. DISCUSSION

The results showed that authoritative parenting style have significant influence on the psychological wellbeing of secondary school students in Ilorin Metropolis, Kwara State, Nigeria. The finding from this

study agreed with the result of the finding of Ahmedbookani (2014) who affirmed that psychological wellbeing and authoritative parenting styles were significantly related with mental health. Authoritative parenting was therefore found to be associated with high motivation to gain independence, assertiveness, good judgment, self-sufficiency and correlated with other positive cognitive outcomes among children (Maysseless, Scharf & Sholt, 2003).

It was also found that authoritative parenting style have significant influence on the social wellbeing of secondary school students in Ilorin Metropolis, Kwara State, Nigeria. The finding from this study supports the submission of Kopko (2007) who concluded that adolescents of authoritative parents are socially competent, responsible and autonomous because they have learned to employ negotiation.

Further the results documented that authoritative parenting style have significant influence on the emotional wellbeing of secondary school students in Ilorin Metropolis, Kwara State, Nigeria. This finding is in line with the finding of Maysseless, Scharf and Sholt (2003) who observed that authoritative parenting is associated with happiness, lower experience of negative emotion, and high self-esteem among children.

5. CONCLUSION

Based on the findings from this study, it is concluded that:

- Authoritative parenting style influenced the psychological wellbeing of secondary school students in Ilorin Metropolis, Kwara State. Authoritative parenting style should be adopted because it will improve the psychological wellbeing of children like making them to think and make decision for themselves, making them to feel mature and responsible to the choices they make and allowing them to be creative and to contribute meaningfully to school and home life demand and challenges.
- Authoritative parenting style influenced the social wellbeing of secondary school students in Ilorin Metropolis, Kwara State. Authoritative parenting style should be adopted because it will improve the social wellbeing of children like making them to interact and communicate very well with others and making them to have to have the desire to learn new things and find ways to implement this new knowledge in their lives.
- Authoritative parenting style influenced the emotional wellbeing of secondary school students in Ilorin Metropolis, Kwara State. Authoritative parenting style should be adopted because it will improve the emotional wellbeing of children like making them to feel happy and good about themselves, making them to feel free to express their feelings or voice out their opinion and making them not to get angry easily when things are not done in their own way.

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