PARENTING STYLES AS CORRELATE OF PRESCHOOLERS SOCIO-EMOTIONAL SKILLS IN ILORIN EAST LGA KWARA STATE

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Abstract
Preschoolers are delayed in the development of socio-emotional skills due to a lack of interactions with parents, caregivers, siblings and peers. This leads to a series of negative feelings such as dissatisfaction, poor academic achievement and behavioural problems. This research investigated parenting styles as correlates of socio-emotional skills of preschoolers in Ilorin East LGA of Kwara State. This study adopted a Correlational survey research design. This study targets Pre-schoolers and their parents from both public and private schools in Ilorin East LGA of Kwara State. Proportional sampling techniques were used to select 362 of the respondents from 7 public preschools and 8 private preschools in Ilorin East LGA of Kwara State. Parenting Styles Questionnaire (PSQ) and Pupils Socio-emotional Skills Rating Scale (PSESRS) were used to eliciting information from respondents. To ascertain the reliability of the instruments, the test-retest method was used within two weeks. Therefore, Cronbach's Alpha was used to establish the co-efficient at 0.80 and 0.89, respectively. The descriptive statistics of mean and percentage were used to analyse the research questions raised, while inferential statistics of Pearson Product Moment Correlation (PPMC) were used to test the hypotheses formulated at a 0.05 level of significance. Findings revealed that there was a significant relationship between authoritarian parenting style and preschooler's socio-emotional skill ($F_{(1,180)} = 11580.933$, $P < 0.05$); there was a significant relationship between authoritative parenting style and preschooler's socio-emotional skill ($F_{(1,180)} = 12319.100$, $P < 0.05$). It was recommended that parents should be enlightened to have a clear understanding of the significance of parenting styles that could stimulate socio-emotional skills of children within and outside the school through a workshop and seminars.
Keywords: Pre-school, Socio-emotional, Parenting style, Authoritarian and Authoritative

Introduction
Pre-school education typically encompasses the initial stage of education offered to children between the ages of 3 and 5 before they begin compulsory primary education. The primary aim of this level of education is to prepare children physically, emotionally, socially and mentally for formal schooling to prevent poor performance and eventual 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 the knowledge that will create a foundation for a broader understanding of the world around them. Pre-primary education is the level of education given to children aged 5 before their enter primary school. It is believed that the term pre-school depicts that which is fundamental or essential. The Federal Government (FRN2013) in *the National Policy on Education* clearly states the roles and responsibilities of pre-primary education to include 'inculcating social, moral norms and values and 'developing a sense of co-operation and team spirit in the child. These demanding roles and responsibilities cover the child's socio-emotional development.

Socio-emotion is defined as a person's personality characteristic pattern of thought and behaviour. It is also seen 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. Once human beings are social creatures, their personality, thoughts and behaviour are likely to affect or determine the overall success and satisfaction of life. The relationship between an individual and others, the level of self-control, and a person's motivation and perseverance of a person has during an activity also determine his personality (Merita, 2013). Segrott, Rothwell and Thomas (2013) embarked on an exploratory evaluation of a school-based emotional support service where they advocated for the need to make the school a haven for learners. Their finding revealed that children who develop strong socio-emotional skills in pre-school are better prepared for transition as they often display significant academic outcomes compared to those of their peers who struggle with these skills. They expatiated further that the inclusion of social and emotional

skills in preschool curricula has been identified as characteristic of high-quality early childhood education programmes. There is now evidence that the focus on raising academic standards can be at the cost of children's emotional development (Mashader, 2004). A recent mental health foundation report found that one in five children suffers from psychological disorders; similarly, 10% to 20% of children within the age brackets of 4 –16 are estimated to have emotional and behavioural difficulties which significantly impair their social and educational development (Bamados, 2001).

According to Shaffer and Gordon (2005), parenting styles are 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) viewed parenting styles as parents' attitudes, beliefs and values that were related to how parenting can be carried out at best. In the view of Stevens (2008), parenting style refers to how parents give guidance to, set limits to, and interact with their children. Woolfolk (2010) perceived parenting styles as the ways of interacting with and disciplining children. Parents differ in how they control or socialise their children and the degree to which they do it. However, the main role that all parents play is socialising, teaching and guiding their children (Shaffer & Gordon, 2005), thus preparing their children for 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 by observing child-rearing practices using authoritarian and authoritative parenting styles (Husenits, 2006).

Authoritarian parents control their children excessively by enforcing strong limits (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). An example is expecting preschoolers to be quiet for a long time. They also do not consider their children's interests, abilities and needs (Baumrind, 2008). Authoritarian parents tend 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 acknowledge their children's initiatives. They control their children's activities and compel them to follow stringent rules (Baumrind, 2008). This rigid control lingers even when their children are adults (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).

Milevsky et al. (2007) demonstrated that the 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 parenting 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 deduce 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) reported that, nowadays, depression sets in among children between the ages of 5 and 10 if they live in authoritarian homes. Taken together, these studies suggest that authoritarian parenting may contribute to depression in children.

Authoritative parenting styles tend to allow children to have more freedom with responsibility than authoritarian parents, 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). Authoritative parenting has also been found to minimise and have effects on 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 depressive 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 like an authoritarian. 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.

One may be aware that children of parents who use an authoritarian parenting style, which is characterised by high demanding expectations but low responsiveness, are more likely to have deficits in socio-emotional skills. This perhaps shows that children with authoritarian parents will not only be temperamental but also have relationship difficulties that include dependency and lack of trust. This is contrary to the authoritative parenting style which acknowledges children's feelings and also explains the reasons for guidance supplied by parents such as setting rules and achievable expectations. Thus, the researchers investigated the relationship between parenting styles and socio-emotional skills of preschoolers in Ilorin East LGA of Kwara State.

Statement of the Problem

Pre-school education aims at fostering the proper development of children, identifying and addressing their problems, harnessing their potentials, moulding their characters, enhancing their learning, and equipping them for life so that their actions are channelled 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 their early years is more effective than attempting to reverse the negative social emotion skills, behaviour and practices later in life. Children's social and emotional skills are considered important factors in child development, especially considering their importance in a child-school readiness. Researchers have indicated that most preschoolers are delayed in the development of socio-emotional skills due to a lack of children's interactions with parents, caregivers, siblings and peers which lead to a 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. Thus, the researchers investigated parenting styles as correlates of socio-emotional skills of preschoolers in Ilorin East LGA of Kwara State.

Research Questions

The following research questions were answered in the study:
1. Which parenting style is commonly adopted by parents of preschoolers in Ilorin East LGA of Kwara State?
2. What is the level of preschoolers' socio-emotional skills in Ilorin East LGA of Kwara State?

Research Hypotheses

The following null hypotheses were tested in the study:

H_01: There is no significant relationship between authoritarian parenting style and preschoolers' socio-emotional skills.

H_02: There is no significant relationship between authoritative parenting style and preschoolers' socio-emotional skills.

Methodology

This study used the correlational survey research design. This study targeted preschoolers and their parents from both public and private schools in Ilorin East LGA of Kwara State. The proportional sampling technique was used to select 362 of the respondents from 7 public preschools and 8 private preschools in Ilorin East LGA of Kwara State. Parenting Styles Questionnaire (PSQ) and Pupils Socio-emotional Skills Rating Scale (PSESRS) were used to eliciting the information from the respondents. To ascertain the reliability of the instruments, a test-retest method was used within two weeks. Therefore, Cronbach's

Alpha was used to establish the co-efficient at 0.80 and 0.89, respectively. The descriptive statistics of mean and percentage were used to analyse the research questions raised, while inferential statistics of Pearson Product Moment Correlation (PPMC) were used to test the hypotheses formulated at a 0.05 level of significance.

Results

Research Question 1: Which parenting style is commonly adopted by parents of preschoolers in Ilorin East LGA of Kwara State?

Table 1: Parenting Style Commonly Adopted by Parents of Pre-schoolers in Ilorin East LGA of Kwara State

S/N	Parenting Style	Weighted Average (WA)	Ranking
1	Authoritarian	2.930	1st
2	Authoritative	2.361	2nd

Table 1 shows that the most adopted parenting style by parents of preschoolers in Ilorin East LGA of Kwara State is the authoritarian parenting style (WA mean score = 2.930) which has the highest mean score. This is followed by the authoritative parenting style (WA mean score = 2.361). It is apparent from this finding that the authoritarian parenting style is commonly adopted by parents of preschoolers in Ilorin East LGA of Kwara State.

Research Question 2: What is the level of preschoolers' social and emotional skills in Ilorin East LGA of Kwara State?

Table 2: Level of Preschoolers' Social-Emotional Skill in Ilorin East LGA of Kwara State

S/N	ITEMS	N	S	A	MEAN
1	Relates well with the opposite sex	26(14.4)	97(53.6)	58 (32)	2.18
2	He/she is very friendly with mates	--	49(27.1)	132(72.9)	2.73
3	Takes turn	3(1.7)	91(50.3)	87(48.1)	2.46
4	Likes to join in games with other children	3(1.7)	50(27.6)	128 (70.7)	2.69
5	Co-operates with mates in school	--	58(32)	123(68)	2.68
6	Always able to work with other children	2(1.1)	73(40.)	106(58.6)	2.58
7	Gets along well with mates in all situations	4(2.2)	76(42)	101(55.8)	2.54
8	Very assertive	9(5)	130(71.8)	42(23.2)	2.18
9	Uses words to tell when s/he is upset	25(13.8)	130(71.8)	26(14.4)	2.01
10	Smiles or laughs a lot	4(2.2)	102(56.4)	75(41.4)	2.39
11	S/he yells at people	58(32)	110(60.8)	13(7.2)	1.75
12	High level of aggression with other learners	79(43.6)	77(42.5)	25(13.8)	1.70
13	S/he cries when it is time to go to school	105(58)	76(42)	--	1.41
14	Always very happy	2(1.1)	96(53)	83(45.9)	2.45
	Weighted Mean				2.27

Decision rule: Low=00-1:49, High=1:50-3:00   Note: The figures in parentheses are in percentages

Table 2 shows that the level of preschoolers' social and emotional skills in Ilorin East Local Government Area is Average (Weighted Average = 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 situations (mean = 2.54); Always very happy (mean = 2.45); Takes turn (mean = 2.46); Smiles or laughs a lot (mean = 2.39); Relates well with opposite sex (mean = 2.18); Very assertive (mean = 2.18); Uses words to tell when s/he is 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 it is time to go to school (mean = 1.41). In the light of the result, preschoolers' social and emotional skill in Ilorin East Local Government Area of Kwara State is high. The weighted mean (**2.27**) which is a numeric indicator that preschoolers' social-emotional skill is high in Ilorin East Local Government Area, Kwara State.

Hypotheses

Ho1: there is no significant relationship between authoritarian parenting style and preschoolers' socio-emotional skill

Table 3: Summary of Linear Regression showing the Relationship between Authoritarian Parenting Style and Preschoolers' Socio-Emotional Skill

Variable	Mean	SD	N	R	R Square	Adjusted	F	Sig.

						R Square			
Socio-emotional	42.94	16.771							
			181	.991	.982	.981		11580.933	.000
Authoritarian	78.56	26.165							

Table 3 shows the regression analysis of the significant relationship between authoritarian parenting style and preschoolers' socio-emotional skills. The result indicated that there was a positive relationship between authoritarian parenting style and preschoolers' socio-emotional skills (R = .991) while the R-Square is .982 which means that the independent variable (authoritarian parenting) explained 98.2% variation of the dependent variable (preschoolers' socio-emotional skill). This indicates a good fit of the regression equation. Thus, this is a reflection significant relationship between authoritarian parenting style and preschooler's socio-emotional skill (F $_{(1,180)}$ = 11580.933, P < 0.05). The hypothesis was, therefore, rejected in light of the result since the significant value is less than 0.05. This implies that there was a significant relationship between authoritarian parenting style and preschoolers' socio-emotional skills.

Ho2: There is no significant relationship between authoritative parenting style and preschoolers' socio-emotional skills.

Table 4: Summary of Linear Regression showing the Relationship between Authoritative Parenting Style and Preschoolers' Social-Emotional Skill

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F	Sig.
Socio-emotional	42.94	16.771						
			181	.991	.983	.983	12319.100	.000
Authoritative	54.24	19.491						

Table 4 shows the regression analysis of the significant relationship between authoritative parenting style and preschoolers' socio-emotional skills. The result indicated that there was a positive relationship between authoritative parenting style and preschoolers' socio-emotional skills (R = .991) while the R-Square is .983 which means that the independent variable (authoritative parenting) explained 98.3% variation of the dependent variable (preschooler's socio-emotional skill). This indicates a good fit of the regression equation. Thus, this is a reflection significant relationship between authoritative parenting style and preschooler's socio-emotional skill (F $_{(1,180)}$ = 12319.100, P < 0.05). The hypothesis was, therefore, rejected in light of the result since the significant value is less than 0.05. This implies that there was a significant relationship between authoritative parenting style and preschoolers' socio-emotional skills significant.

Discussion

One of the results which emanated from this study stated that preschoolers' socio-emotional skill is high (Mean=**2.27**) in Ilorin East Local Government Area of Kwara State. The finding was in agreement with the outcome of Segrott, Rothwell and Thomas (2013) whose findings revealed that children who develop strong socio-emotional skills in pre-school are better prepared for transition as they often display significant academic outcomes compared to those of their peers who struggle with these skills. Conversely, a recent mental health foundation report found that one in five children suffers from psychological disorders, while 10% to 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 (Bamados, 2001).

The second finding revealed that there was a significant relationship between authoritarian parenting style and preschoolers' socio-emotional skills (F $_{(1,180)}$ = 11580.933, P < 0.05). The result was in tandem with the finding of Thompson, Hollis and Richards (2003) who reported that depression sets in among children between the ages 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. Also, in support of the submission of

Barnow, Lucht and Freyberger (2005), Patock-Peckham and Morgan-Lopez (2009) asserted 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.

Lastly, one of the results showed that there was a significant relationship between authoritative parenting style and preschoolers' socio-emotional skills (F $_{(1,180)}$ = 12319.100, P < 0.05). The finding was in line with the finding of Milevsky, Schlechter, Netter and Keehn (2007) who found that children of authoritative parents scored lower on depression when compared to children raised by other parenting styles like an authoritarian. The results also revealed that children, where either or both parents were authoritative or had authoritative mothers, scored higher on self-esteem and life satisfaction but lower on depression compared to children with no authoritative parent. Lamborn et al. (2003) and Steinberg et al. (1994) who found that authoritative parenting reduces the possibility of developing depression among children also support the finding of this study. On the contrary, 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.

Conclusion
It was concluded, based on the above results that parents should adhere to an authoritative parenting style to boost their children's self-esteem, and develop adequate, appropriate socio-emotional skills which should improve their academic performance and reduce the possibility of children plunging into depression, among others.

Recommendations
The following recommendations were made based on the findings of this study:
1. Parents are advised to do away with authoritarian parenting style as excessive strictness and harshness may hinder the positive socio-emotional skills of children.
2. Researchers should organise seminars and workshops to train parents to have a clear understanding of the significance of parenting styles that could stimulate the socio-emotional skills of children within and outside the school.
3. Parents should create an enabling environment that supports preschool children to acquire positive socio-emotional skills in their early years. This would enable children to have the opportunity to communicate, relate, interact and express their views clearly with their parents.
4. Socio-emotional skill is an important factor in child development. For this reason, parents are required to adopt an authoritative parenting style to establish clear instructions, guidance and expectations for their children to give them lots of nurturing and love. This will enable the children to be more assertive, socially responsible and cooperative with peers and parents.

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