Authoritarian Parenting Styles and Social Behaviours of French Students in the Universities in Ekiti State

Dr. Christian Junior Ayodele
Department of Guidance and Counseling,
Faculty of Education, Ekiti State University, Ado Ekiti, Nigeria
christian.ayodele@eksu.edu.ng 08032422731

Dr. Felicia Olufemi Olaseinde
Department of Arts and Language Education, Faculty of Education,
Ekiti State University, Ado Ekiti, Nigeria
felicia.olaseinde@eksu.edu.ng

Dr. Christianah Olufunbi Akinbebije
Fadmo Health Care Agency, New York, USA
akinbebijec@gmail.com

Abstract: *The paper examined authoritarian parenting styles and social behaviour of French Students in the Universities in Ekiti State. Descriptive research design of the survey type was adopted for the study. The population for the study consisted of all adolescents French Students in three Universities in Ekiti State. 200 adolescent French Students were selected from three Universities in Ekiti State. 50 were selected through simple random sampling technique from each of the Universities. Data collected were analysed using both descriptive (frequencies and percentages) and inferential (Spearman rank and Pearson correlation) statistics. The study revealed that, the majority of parents of adolescent French Students in the three Universities use authoritative parenting style. Again, most of the French Students in the Universities selected have high social development. There was a weak positive non-significant relationship between parenting styles and cooperation of the students (r = 0.260, sig= 0.000).There was a weak negative significant relationship between parenting style and humility of the students (r = 0.008, sig r = 0.910). There was a significant difference between authoritarian parenting style and empathy of the students (r = 0.126, significant relationship 0.076) lastly, there was a significant difference between authoritarian parenting style and peer group (r = 0.157*, sig r = 0026) It was recommended among others that, parents in the district are educated through District Assembly*

policies and programmes on the importance and influence of their parenting styles. Also, the local government chiefs, parents, and teachers should put in measures to ensure the continuous and optimum social development of Secondary School Students.

INTRODUCTION

The place of parenting cannot be overemphasized in the lives of the children, especially in the developing adolescents' years. Parenting style encompasses the strategies, attitudes, spoken language and behaviours that parents employ to raise and nurture their children. It is a fundamental aspect of child development, influencing various facets of a child's growth, behaviour, and well-being. The way parents interact, discipline, communicate, and show affection shapes the parent-child relationship and ultimately impacts the child's social, emotional, cognitive, and behavioural development. Understanding different parenting styles and the effects are crucial in promoting positive parent-child dynamics and fostering healthy child development. The way parents interact with and guide their children can influence their social skills, emotional well-being, and behaviour in various social contexts, more importantly understanding the relationship between parenting styles and the social behaviours of adolescents are crucial for promoting social development during the formative adolescent years.

Parenting styles can be defined as methods in which parents deal with their children and their upbringing (Al-Rashdi, 2019). Parenting style is a collection of parents' attitudes, behaviours, and emotion. Therefore, one can conceptualize parenting styles as representing general types of child-rearing that characterize parents' typical strategies and responses. Parental behaviour is established in four specific behavioural dimensions, they are control, maturity demands, clarity of communication, and nurturance (Yaffe, 2018). Baumrind (1968) (cited in Aikaterini, 2023)

Parenting styles vary significantly from country to country, as they are influenced by cultural values, societal norms, and historical factors. A recent report on parenting in contemporary Europe (Daly, 2017) highlights the following key insights with regard to parenting. Firstly, a strong social component to parenting is emphasized, while at the same time acknowledging that parenting is a private affair, which occurs in a specific family context, imbued with the emotional ties that bind specific family members together. Secondly, parenting is an activity that needs support, with some families having additional needs, for example, parents bringing up children alone or in the context of coping with adversity. Thirdly, the importance of recognising that there is no standardised correct approach to parenting is highlighted, but rather a plural approach is advocated, given the increasing diversity in contemporary family experience. Finally, the value of recognising that

parenting involves both parents (husband and wife) and children is underscored by pointing out the mutually reinforcing nature of the child-parent relationships, in which the benefits of positive parenting operate to the mutual advantage of both.

A study carried out in South-west Nigeria showed that the prevalent perceived parenting style was the authoritative style (73.1%) and the least perceived was the permissive (3.8%) style. Female adolescents perceived fathers as being more negligent (65.2%), permissive (66.7%) and authoritarian (56.0%) but less authoritative (40.4%) than male adolescents. Adolescents in lower social class perceived their mothers as more authoritarian (78.6%) and negligent (72.7%) in contrast to adolescents in higher social class (Obimakinde , Omigbodun , Adejumo & Adedokun, 2018). Parenting styles are categorized under four major forms which are the authoritarian parenting style, permissive parenting, uninvolved parenting and authoritative parenting style. The authoritarian parenting style is characterized by high levels of control and demands, with little warmth, responsiveness and they are highly demanding (Hoskins, 2014). In this style of parenting, parents emphasize on conformity and obedience and thus expect that they are obeyed without explanation in a less warm environment.

Furthermore, authoritarian parents display low level of engagement and trust toward their children. They most often discourage open communication and make strict control of a child's behaviour. In other words, it is widely believed that an authoritarian parent is forceful, punitive and believes that a child should adhere to work in accordance to ethics and should be obedient. In the authoritarian parenting style, parents are more concerned with the traditional family structure; therefore, they limit the child's autonomy along with the parent-child relationship. Since the foremost concern of this parenting style rests within the traditional family structure, the child is demanded to adhere to parent's orders without any questions; therefore, it can be argued that authoritarian parenting style tends to rely on rules that are considered as concrete.

The authoritarian parenting style is related with the lower level of ability and self-confidence to employ coping mechanisms among adolescents and thus restricts a child to explore his/her capabilities and social interactions, eventually resulting in the child's dependence on parental guidance and direction (Nijhof & Engels 2017). Parents who exhibit authoritarian parenting tend to enforce strict rules and expect obedience without much room for negotiation or explanation (Cherry, 2015). This parenting style is associated with certain social behaviours in adolescents, which can have both positive and negative implications.

Permissive parents on the other hand let their kids do whatever they want. These parents do not provide their kids with a lot of advice. Their kids saw them as more like friends than family. They most likely do not have any rules or if they do, they are quite minimal. Sovet & Metz (2014) explain that in the French culture, children are not granted a "pass" on saying hello to everyone in the room. Just because they are shy or young does not mean that they are any less of a person.

Children are supposed to acknowledge everyone's existence and say hello to adults, teens, and other children alike. Adults would not get a "pass" on greeting others, so they do not teach children that it is acceptable to avoid greetings only to unlearn that behaviour as they grow. French parents establish clear expectations of what is expected and unacceptable behaviour from their kids at an early age.

This creates an authoritative parenting style and leaves little questions to who is in charge in the family. In French culture, courtesy is part of the life style, they made their children learn and used to these four greetings: "s'il vous plaît" (please), "merci" (thank you), "bonjour" (hello), and "au revoir" (goodbye). Although it is polite to greet people in French, it is essential. A polite hello (or bonjour) is a major part of the French culture. In social settings and business settings alike, the lack of a greeting is seen as rude. Even when you enter a shop, it is very normal to greet the workers with a friendly hello and unfriendly if you stay silent. Learning these social manners at a young age will benefit children throughout their whole life. This is also a great way for children to develop self-confidence from a young age. A small greeting goes a long way.

French people allowed their kids to solve their own difficulties using their own perspectives and expertise. They listen to their children's opinions and offer their own, but they do not direct them; instead, they engage in two-way conversation. They are kind and nurturing, with only the barest of requirements. Parents who are tolerant are kind parents. They are kind to their kids, and if they ask for something, they just give it to them (Seema & Aparna, 2023). These parents are responsive but not demanding. Permissive guardians tend to be warm, supporting and often have negligible or no desires. They force constrained rules on their children. Communication remains open, but guardians permit their children to figure things out for themselves.

Uninvolved Parenting Style is a style whereby parents typically do not spend much time or effort taking care of their children's basic requirements since they expect their kids to grow up quickly. It is not always deliberate because a parent's mental health issue may prevent them from being able to provide for their child's requirements. Low self-esteem is more likely in children whose parents have an uninvolved parenting style. They struggle academically and could experience behavioural issues. These parents are neither demanding nor responsive. Children are given a parcel of flexibility as this sort of parent regularly remains out of the way. They satisfy the child's fundamental needs whereas by and large remaining withdrawn from their child's life (Yasheshvi, 2023).

Parents who exhibit uninvolved parenting styles are often disengaged, emotionally detached, and provide little or no guidance or support to their children. This parenting style can have significant impacts on the social behaviour of adolescents. Adolescents raised in authoritative or uninvolved households may experience emotional neglect and lack of emotional support from their parents. Uninvolved parents often provide minimal supervision and guidance to their adolescents. This lack

of oversight can result in adolescents engaging in risky behaviours, substance abuse, or associating with negative peer groups, which can have detrimental effects on their social behaviour. Also, adolescents raised in uninvolved households may struggle with attachment issues and forming secure relationships with others. The absence of a secure attachment with parents can impact their ability to trust others, seek support and develop healthy social connections.

Authoritative parenting style is a type of parenting whereby parents are demanding but also responsive. This sort of parent regularly creates a near, sustaining relationship with their children. They have clear rules for their desires and clarify their reasons related with disciplinary activities. These are parents that are in charge of their household; they treat their kids with respect and have clear expectations. Parents provide the right advice when it is required. Such parents devote a lot of time and effort to preventing behavioural issues. They are fully informed of the techniques to employ while putting the positive behavioural habits into practice. Children with strong parental role models are more likely to grow up to be responsible adults, according to studies. Children raised by such parents are more likely to be able to handle difficult situations and make wise decisions. Adolescents raised by authoritative parents tend to develop secure attachments characterized by trust, communication, and emotional support. (Hoskins, 2014)

Adolescence is the state in human development during which boys and girls move from childhood to adulthood (Inaja *et al*., 2017). It normally begins from about 12 years of age. This is usually a period of rapid changes in the individual covering physical, social, intellectual and emotional development of the individuals. This is usually a period of rapid changes in the individual covering physical, social, intellectual and emotional development of the individuals. The period commences with growth spurs which becomes noticeable at puberty. Physically, rapid changes occur in height and body proportions including sex and associated organs (Buri, 2015). Social behaviours among adolescents in Nigeria are influenced by a variety of factors; these include cultural norms, family dynamics, peer relationships, education, and socioeconomic status. Nigeria is a diverse country with over 250 ethnic groups, each with its' own unique traditions and values. As such, social behaviours among adolescents in Nigeria can vary significantly depending on the region, urban-rural divide, religious beliefs, and socio-economic background.

Social behaviour refers to the interactions, relationships, and actions that individuals engage in when they are in the presence of others. It encompasses a wide range of behaviours that are influenced by social norms, cultural values, and individual characteristics. Social behaviour plays a crucial role in shaping human societies and relationships. On the other hand, antisocial behaviours are rising among adolescents globally, which is not very comforting. At the same time, family breakdowns are rising, suggesting an increase in family stressors. In addition, adolescents are prone to identity crisis which implies unresolved challenges in developing a strong sense of self.

Cooperation is an essential social behaviour among adolescents that involves working together towards a common goal, sharing resources, and supporting each other in achieving mutual objectives. Adolescents who demonstrate a cooperative attitude are more likely to build positive relationships with their peers, teachers, and family members. They are also more likely to succeed in group projects, team sports, and other collaborative activities. Cooperation fosters a sense of community, promotes teamwork, and enhances social cohesion among adolescents. Humility is a valuable social behaviour that involves being modest, respectful, and open to feedback from others. Adolescents who exhibit humility are willing to acknowledge their mistakes, learn from their experiences, and show gratitude for the support they receive from others. Humility helps adolescents build strong interpersonal relationships, develop self-awareness, and cultivate a sense of empathy towards others. It also contributes to a positive school climate, promotes effective communication, and encourages a culture of respect and understanding among peers.

Empathy is the ability to understand and share the feelings of others, showing compassion and concern for their well-being. Adolescents who demonstrate empathy are more likely to form meaningful connections with their peers, express kindness and support towards others, and act in ways that promote social harmony and inclusivity. Empathy helps adolescents develop emotional intelligence, perspective-taking skills, and a sense of social responsibility. It contributes to positive mental health outcomes, reduces conflicts, and enhances overall well-being among adolescents. Peer group participation is a common social behaviour among adolescents that involves engaging with peers in various activities, such as group discussions, social events, extracurricular clubs, and community service projects. Adolescents who actively participate in peer groups have opportunities to build friendships, develop social skills, and expand their social networks. Peer group participation provides a sense of belonging, fosters a sense of identity, and promotes social integration among adolescents. It also offers opportunities for collaboration, leadership development, and personal growth within a supportive peer environment.

Helping others is a common behaviour that involves offering assistance, support, or encouragement to individuals in need. Adolescents who engage in helping behaviours demonstrate kindness, altruism, and a willingness to make a positive impact on the lives of others. Helping others fosters empathy, builds social connections, and promotes a sense of community responsibility among adolescents. It contributes to personal fulfillment, enhances self-esteem, and strengthens social bonds within peer groups. Adolescents who regularly help others are more likely to develop a sense of purpose, empathy towards others, and a commitment to making a difference in their communities. Cooperation, humility, showing empathy, peer group participation, and helping others are essential social behaviours that contribute to positive social interactions, emotional well-being, and personal growth among adolescents. By fostering these behaviours, adolescents can cultivate meaningful relationships, build strong social skills, and contribute to a supportive and inclusive social environment within their communities.

Statement of the Problem

In Ekiti State; Nigeria, the trend of antisocial behaviour among adolescents in secondary schools appears to be becoming worse every day, and the consequences of this behaviour are worrisome as society, the school and other stakeholders helplessly observe. Some of the antisocial behaviours that are common among adolescents in the State include substance abuse (alcoholism), cultism, lying, non-compliance with rules and regulations, gambling, involvement in cyber-crime (yahoo yahoo), stealing, keeping bad companies, confused moral values, examination malpractice, and bullying, among many others. Indeed, the government, parents, and all other stakeholders are deeply concerned about the rate of antisocial behaviours among these leaders of tomorrow.

Authoritarian parenting is a strict and punitive parenting style characterized by high levels of control, demand for obedience, and limited warmth and responsiveness towards children. This parenting approach has been associated with various negative outcomes in children's social development and behaviour. The problem lies in the potential impact of authoritarian parenting on children's social behaviours. Children raised in authoritarian households may struggle to develop essential social skills, such as effective communication, conflict resolution, and empathy. They might exhibit difficulties in forming and maintaining healthy relationships with peers due to lack of emotional understanding and poor interpersonal skills. The rigid and controlling nature of authoritarian parenting can hinder children's ability to develop autonomy, self-regulation, and critical thinking skills, which are crucial for navigating social situations and building positive relationships.

By investigating authoritarian parenting styles and the relationship between the style and social behaviours in Nigerian adolescents, researchers could provide valuable insights that could be useful in making policies and programs aimed at promoting positive social development among young people in Nigeria. Therefore, the problem stated for the study of parenting style is to examine the authoritarian parenting styles and cooperation, humility, showing empathy, peer group participation, and helping others as exhibited by Nigerian adolescents, with a focus on understanding how cultural, social, and economic factors would influence this relationship. Therefore this study examined the effect of authoritarian parenting styles on the social behaviour of adolescent in Ekiti State University, Ado-Ekiti.

Purpose of the Study

This study examines the effects of authoritarian parenting styles on social behaviours of students in Ekiti State University Ado - Ekiti, Ekiti State.

Research Hypotheses

The following research hypotheses were formulated for this study:

i.   There is no significant relationship between authoritarian parenting style and cooperation of adolescent students;

ii. There is no significant relationship between authoritarian parenting style and humility of adolescent students;

iii. There is no significant relationship between authoritarian parenting style and empathy of adolescent students;

iv. There is no significant relationship between authoritarian parenting style and peer group participation of adolescent students;

METHODOLOGY

The study adopted descriptive research design of the survey type. The population for the study consisted of all adolescents students in Ekiti State University Ado-Ekiti, Ekiti State. The sample for the study consisted of 200 adolescent students in Ekiti State University, Ado-Ekiti. 50 students were selected from each of the four (4) different faculties, using simple random sampling techniques. The instrument titled "Parenting Styles and Social Behaviours Questionnaire" (PSSBQ) was used for the collection of data for the study. The reliability of the instrument was determined through test re-test method. The instrument was administered to twenty (20) respondents outside the sample area. The same instrument was re-administered within an interval of two weeks on the same set of respondents. The two scores were correlated using Pearson's Product Moment Correlation to obtain a reliability coefficient 0.81. The data collected were analyzed using inferential statistics of Pearson Product Moment Correlation at 0.05 level of significance.

RESULTS

Hypotheses One: There is no significant relationship between authoritarian parenting style and cooperation of adolescent students

Table 1: Pearson's Product Moment Correlation showing the Relationship between authoritarian parenting style and cooperation

Variables	N	Mean	Standard Deviation	r-cal	P-value
Authoritarian parenting style	200	10.81	3.11	0.260*	0.000
Cooperation	200	13.39	2.27		

$P < 0.05$

Table 1 showed there is a significance relationship between authoritarian parenting style and cooperation with correlation coefficient, r-cal = 0.260, p-value = 0.000 ($p < 0.05$). Therefore, the hypothesis formulated which states that there is no significant relationship between authoritarian parenting style and cooperation of adolescent students was rejected.

Hypotheses Two: There is no significant relationship between authoritarian parenting style and humility of adolescent students

Table 2: Pearson's Product Moment Correlation showing the Relationship between authoritarian parenting style and humility

Variables	N	Mean	Standard Deviation	r-cal	P-value
Authoritarian parenting style	200	10.81	3.11		
Humility	200	13.26	2.35	0.008	0.910

P > 0.05

Table 2 showed there is no significance relationship between authoritarian parenting style and humility of adolescent students with correlation coefficient, r-cal = 0.008, p-value = 0.910 ($p > 0.05$). Therefore, the hypothesis formulated which states that there is no significant relationship between authoritarian parenting style and humility of adolescent students was accepted.

Hypotheses Three: There is no significant relationship between authoritarian parenting style and empathy of adolescent students

Table 3: Pearson's Product Moment Correlation showing the Relationship between Authoritarian Parenting Style and Empathy

Variables	N	Mean	Standard Deviation	r-cal	P-value
Authoritarian parenting style	200	10.81	3.11		
Empathy	200	13.30	1.73	-0.126	0.076

P > 0.05

Table 3 showed a significance relationship between d authoritarian parenting style and empathy with correlation coefficient, r-cal = -0.126, p-value = 0.076 ($p > 0.05$). Therefore, the hypothesis formulated which states that there is no significant relationship between authoritarian parenting style and empathy among adolescent students was accepted.

Hypotheses Four: There is no significant relationship between authoritarian parenting style and peer group participation of adolescent students

Table 4: Pearson's Product Moment Correlation showing the Relationship between Authoritarian Parenting Style and Peer Group

Variables	N	Mean	Standard Deviation	r-cal	P-value
Authoritarian Parenting Style	200	10.81	3.11	0.157*	0.026
Peer Group	200	12.08	2.38		

P < 0.05

Table 4 showed a significance relationship between d authoritarian parenting style and peer group with correlation coefficient, r-cal = -0.157, p-value = 0.026 (*p* < 0.05). Therefore, the hypothesis formulated which states that there is no significant relationship between authoritarian parenting style and peer group among adolescent students was rejected.

DISCUSSION

The findings of the study showed there is a significance relationship between authoritarian parenting style and cooperation. The strict, controlling nature of authoritarian parenting can lead to resentment, rebellion, and a lack of intrinsic motivation by adolescents. The findings support the study of Piko & Balázs (2015) showed that authoritarian parenting has been linked to lower levels of cooperation and higher rates of defiance and conflict in adolescents. The findings of the study revealed that there is no significance relationship between authoritarian parenting style and humility of adolescent students. These findings support that of Destan & Rancer, 2021 that Authoritarian parenting styles tend to undermine humility by fostering insecure attachments, inflated or deflated self-views, and extrinsic or defensive motivations.

Findings of the study showed a significance relationship between d authoritarian parenting style and empathy. These findings support that of Stern et al., 2015 Authoritarian parenting styles; tend to undermine empathy development by creating an unsupportive environment and failing to model empathic responding. The finding of this study also revealed that there was a significance relationship between authoritarian parenting style and peer group. The negative correlation implies that authoritarian parenting style will bring about negative peer group interaction. This finding was consistent with the study of Hosokawa and Katsura (2019) which found out that authoritarian parenting style tend to undermine healthy peer group involvement by creating an emotionally unsupportive adolescent.

CONCLUSION

Sequel to the findings of this study, it was concluded that authoritarian parenting will have effect on cooperation, empathy and peer group participation among adolescent students in Ado Local Government.

Recommendations

Based on the findings of this study, the following recommendations were made.

i. Educational initiatives that teach parents about the potential negative consequences of authoritarian parenting should be introduced to the parents for more effective and nurturing parenting styles

ii. Parent should actively listen to their children, validating their feelings, and explaining rules and expectations in a developmentally appropriate manner.

iii. Parent should try to demonstrate empathy in interactions with others so that adolescents can learn.

REFERENCES

Aikaterini, P. (2023). Parenting Styles and Practices. In *The Encyclopedia of Child and Adolescent Development. Volume…………..*

Al-Rashdi, F. (2019). The effects of maternal parenting styles on social competence of children in Oman: Analytical study from Islamic cultural perspective. *Journal of Religion and Health, 58(5), 1613-1629.*

Buri, J. R. (2015). Parental authority questionnaire. Journal of Personality Assessment, 57(1), 110-119.

Cherry, K. (2015). Parenting styles: the four styles of parenting. *VeryWell website*.

Daly, M. (2017). Parenting in contemporary Europe. *Family Life Project,* Viennna.

Destan, N., & Rancer, A. S. (2021). Authoritarian parenting and Mexican American college students' self-construals and humility. *Journal of Family Issues,* 42(4), 786-808.

Hoskins, D. H. (2014). Consequences of parenting on adolescent outcomes. *Societies,* 4(3), 506-531.

Hosokawa, R., & Katsura, T. (2019). Relationships among adolescence's perceived maternal parenting style, classroom engagement, and peer relationships: Adopting a participant role stance. *Learning Environments Research,* 22(3), 431-446.

Inaja, A., Shagamu, V., & Ogaraku, R. (2017). Influence of parenting styles on deviant behavior among secondary school students in Calabar, Cross River State. *Global Journal of Educational Research,* 16(1), 1-8.

Nijhof, K. S., & Engels, R. C. (2017). Parenting styles, coping strategies, and the expression of heterosocial behavior in adolescents. *Journal of Adolescence,* 31(6), 619-634.

Obimakinde, A. M., Omigbodun, O. O., Adejumo, O. A., & Adedokun, B. (2018). Perceived parenting styles by adolescents in secondary schools in Ibadan, Nigeria. *Journal of Child and Adolescent Mental Health,* 30(2), 131-141.

Piko, B. F., & Balázs, M. Á. (2015). Authoritative parenting style and adolescent smoking and drinking. *Addictive Behaviours,* 37(3), 353-356.

Seema, D., & Aparna, R. (2023). Parenting styles, anxiety, self-esteem and aggression among pre-adolescents. *Indian Journal of Positive Psychology*, 14(1), 12-17.

Sovet, L., & Metz, A. J. (2014). Parenting styles and career decision-making among French and Korean adolescents. Journal of Vocational Behavior, 84(3), 345–355. https://doi.org/10.1016/j.jvb.2014.02.002

Stern, J. A., Borelli, J. L., & Smiley, P. A. (2015). Assessing parental empathy: A role for regulation of emotion. *Journal of Clinical Child & Adolescent Psychology,* 44(2), 314-326.

Yaffe, Y. (2018). Parenting styles and parent-child relationships, An Integrative Approach to Family Work for Psychosis. *In Theoretical Foundation Practice and Research* (107-127). Routledge.

Yasheshvi, G. (2023). Impact of parenting styles on development of child. Innovation *Renaissance Interdisciplinary Journal*, 5(1), 10-14.