

# Psychological Issues of Child Rearing Practices and Social Development of Pupils in Owerri Education Zone of Imo State Nigeria

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## **Abstract**

The purpose of the study was to examine child rearing practices and social development of pupils in Owerri education zone. To achieve this purpose, the study adopted the ex-post fact to research design. Four research question and four null hypotheses were formulated to guide the study. The target population for the study consisted of all the 12,292 primary five pupils in all the 439 public primary schools in Owerri education zone. A sample size of 2,458 (20%) of the study population of primary five pupils was drawn through the multi-stage sampling techniques for the study. 40 primary schools were sampled using stratified random sampling techniques. The null hypotheses were analyzed using Pearson product moment correlation co-efficient. The result of the finding of the study showed that child rearing practices has significant influence on the social development of primary five pupils in Owerri education zone. The findings of the study also revealed that there is significant positive relationship between authoritarian child rearing practices and the social development of pupils in public primary schools in Owerri education zone. The findings also revealed that there is significant negative relationship between neglectful child rearing practices and social development of pupils in Owerri Education zone. Based on this, recommendations were made, among which were that parent should endeavour to use authoritarian child rearing tenets at home to aid the social development of their children and that periodic training and seminar should be carried on to sensitize the parents/caregivers on the benefit of good child rearing practices.

**Keywords:** Psychosocial, Child Rearing, Social Development,

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## **I. Introduction**

Right from infancy, children learn and acquire traits and behavior that they exhibit throughout their life. Time during socialization, parents and other authority figures endeavour to socialize children by the society. Parents customarily are obligated to play this all important role of socialization. They are expected to become an important influence on the emotional, cognitive and social development of children (Hughes, Kroehler and Zauden, 1999). It is believed that there are some roles that are better performed by parents which children tend to accept most readily than any other person in their life. Since parental roles are essentially formative, their influence in the socialization of children cannot be over-emphasized. Most of the studies on child rearing practices have emphasized that the kind of child rearing practice adopted by parents has monumental impact on children's attitude, academic achievement and career choice (Mandara, 2006).

This underscores way children raised in entirely different environments but received the same kind of rearing practice tend to exhibit similar characteristics and behaviours. Different child rearing practices produce different character traits of children including those developmental at school. The concept child rearing practice is viewed as a characteristics of a parents that changes the effectiveness of family socialization practices and children's receptiveness to such practices (Darling and Steinberg, 1993). It is the way parents take care of their children which can have impact on the children's personality development and the ways of interacting with social and close relations (Akhtar, 2012). According to Baumrind (1991), child rearing practices are meant to capture normal variations in parents' attempts to socialize with children. Bukaliya and Mapuranga (2015), conceptualize child rearing practices as the overall emotional climate of the parents child relationship an effective context of sorts that sets the tone for the parents interactions with the child. The term child rearing practices refers to the ways of upbringing children which are authoritative, authoritarian, permissive and neglected parenting as suggested by Diana (1992). Authorities on child development have generally accepted the assumption that parent, as primary caregivers, exerts the original and perhaps the most significant influence on the development of the child's present and future emotional health (Pretorius, 2000).

A child's development is therefore strongly influenced by the immediate family, particularly by their home environment, their social environment and the culture in which they grow up.

Therefore the relationship between a parent and child is of utmost important, the nature of interaction, discipline and dealing with the child's behaviour and emotions have an impact on the developing child.

The way in which a parent raised his child is considered a parenting style (Louw *et al.*, 1998) several authors (Ayers, 2002; Gottman, 1997; Louw *et al.*, 1998) agree upon four styles of parenting namely the permissive parents, authoritarian parents, uninvolved parent and the authoritative parents. There are different dimensions within each parenting style and each style is important as it focuses on certain interactional patterns. A parent showing little interest in what the child is trying to communicate and ridiculing a child's emotions, believing that children's feeling are irrational, is seen as the permissive parent. The permissive parent is also known as the dismissing parent and tends not to problem-solve with the child (Ayers, 2002).

Parents who do not set rules and regulations for their children's behavior are described as possessing a permission parenting style (Turner, Chadler and Heffer, (2009). Permission parenting styles has a negative effect on pre-school children's educational level and on their behavior at school. These children lack self control, respect and consideration for others; they lack creativity, motivation and self-reliance (Gonzalez-mena, 2006). Grolnick (2003) adds that by ages 8 and 9 children are described as low in both social and cognitive competence because of their lack of impulse control, their self-centeredness and low achievement motivation caused by permissive parenting.

Within the authoritarian, also known as the disapproving parents, the style used is reprimanding, disciplining or punishing the child for emotional expression, whether the child is misbehaving or not. The parents believe the child uses negative emotions to manipulate and they believe that negative emotions show bad characters traits (Ayers, 2002). This type of parent does not encourages negotiation but prefers that the child accept authority. They tend to enforce rule firmly, confronts and sanction negative behavior on the part of the child and discourages independence and individuality (Grolnick, 2003). Gupta and Theus (2006). Stated that parents who often use an authoritarian style are invariably strict and have fixed ideas about discipline and behavior, such parents are inclined to use set standard to control and evaluate their children's behaviours and attitudes.

The uninvolved parents tends to be permissive and does not set limits. This type of parents is also known as the laissez-faire parent who offers little guidance on behavior and does not teach the child problem-solving skills (Ayers, 2002). The authoritative parents or emotion coach, uses emotional moments as a time to listen to the child. The parent empathizes with the child by using soothing words of affection; helps the child label the emotion he/she is feeling and offers guidance on regulating emotions (Ayers, 2002). Hoeve *et al* (2009) described neglectful parenting style as parents showing low support and low control of their children. Parents tend to be uninvolved in their child's life (Steinberg, mounts, Lamborn, and Dornbusch, (1994). Neglectful parents show low control, warmth and low responsiveness to their children (Suldo and Huebner, 2004). They pay less attention and give little care to their children (Kim and Rohner, 2002). Alegre (2011) emphasized that parents may be disconnected, undemanding, low on sensitivity and do not set limits. Neglectful parents do not pay attention to children's emotions and opinion.

Social development has been defined in different ways Namka (2009) defines it as any change in individuals behaviour for attaining order and discipline, which helps than achieve a level of social skills that enable them to easily connect with people and live better. Social development depends on factors such as family structure, peer relations, social skills, emotional intelligence, and good social adjustment with others. Childrens' social developments is an impact factors in achieving scientific and human accomplishment and is among the most significant factors in helping children. Lack of school development on the part of individual, who are components of society, leads to lack of personal development as well as decline of communities (Mayer and Salovey, 1997). Social development is influenced by various personal, educational and family factors. Authoritative parents, control the behaviour of their children with rigid rules and limitations shaped with the excessive level of authority.

The authoritative parents see their role as using reason to guide, protect and facilitate development. They have firm standards but employ a flexible approach. They are concerned about their children's needs and also about their own needs. (Gonzales-Manza, 2006). Dobson (2002) stated that children tend to thrive best in an environment where these two ingredients, love and control are present in balanced proportions. Authoritative parents understand their children's feelings and teach them how to regulate themselves and guide them to learn from any mistakes they make (Marsigliis, Walazyk, Bubolts, and Griffith-Ross, 2007). They understand their children's activities in appropriate way and help their children resolve problems. They show warmth, are responsible and emotionally supportive of their children. And they encourage communication, so both parties feels satisfied. According to Greenspan (2006), Baumrind combined the best elements of permissive parenting (high warmth) with the best element of authoritarian parenting (high control) to create the authoritative parenting style. The qualities of the authoritative parenting styles are responsive, supportive, demanding and guidance (Hoeve, Dubas, Erchelsheim, Laan, Smeenk and Gernis, 2009).

Authoritative parenting encouraging their children to be independence and develop their own identities but at the same time they also provide rules and boundaries for their children (Grolnick and Pomerants, 2009). This sort of parenting is characterized by high levels of nurturance, involvement, sensitivity reasoning and encouragement of autonomy. They provide a positive emotional climate for their children in order to promote autonomy and support assertiveness and individuality. Their disciplinary methods are supportive rather than punitive.

Specific child rearing techniques may lead to certain behaviour consequences such as delinquency and aggression among those parents are either harsh, excessively lenient or inconsistent. Gottman (1997) emphasizes the importance of the parents role by stating that parent need to examine themselves or be more aware of themselves. Farrell (1995) describes how parents may have problems in coping with day-today life to the extent that there is little space left to devote to being an affective and loving parent.

Primary Education is referred to in the National policy on Education (FGN, 2013) as education given to children aged 6-12 years suffice it to say that the rest of the education system is built upon it. It could be likened to (donkey) that bears burden. Because it is the key to the success or failure of the whole educational system, it must fulfill two basic functions.

1. Prepare children for life
2. Give those with the necessary background the opportunity to proceed to secondary school.

The primary education sub-sectors is considered by many as an important stage of education for the child, since a faulty start at this level could mean a faulty education for the child. Like a builder and who also arranges the bricks, the foundation needs to be properly laid and that foundation is the primary education of the child. In the light of the foregoing, this study was conducted to determine the relationship between child rearing practices and social development of pupils in public primary schools in Owerri education zone.

### **Statement of the problem**

The way and manner children are brought up is reckoned to be a very essential to the development of the growing child. This underscores that parenting is an important determinant which affects the whole child. The way parents take care of their children impacts on the letter's personality development and their ways of interacting with social and close relations. This role is very influential in children's development. Child development psychologist have particularly paid attention to this phenomenon and that many studies have been conducted to ascertain the veracity of the issues. Most of those studies mainly investigated the influence of child rearing practices on children's academic performance at school. The findings of the studies have been consistent to suggest that authoritative child rearing practice correlated with good academic performance.

There is, however, dearth of data on the influence of child rearing practices on pupils social behaviours which is considered a non-academic gain. Existing studies practices on the academic of pupils learning outcomes virtually obvious of pupils social development. Meanwhile the development of competent social skills of pupils is an objective of education. Pupils who go through formal education are expected to be competent both academically and socially. Given the apparent significance of being socially competent at school and at the world of work, it was deemed worthwhile investigating the relationship between child rearing and the social development of pupils.

### **Purpose of the study**

The objective of this study is to examine the relationship between child rearing practice and the social development of pupils in primary schools. Specifically, the study sought to:

1. Determine the relationship between permissive child rearing practice and social development of pupils in public primary school in Owerri education zone.
2. Determine the relationship between authoritarian child rearing practice and the social development of pupils in public primary schools in Owerri education zone.
3. Examine the relationship between authoritative child rearing practice and the social development of pupils in public primary school in Owerri education zone.
4. Determine the relationship between neglectful child rearing practice and the social development of pupils in public primary school in Owerri education zone.

### **Hypotheses**

The following null hypotheses guided the study:

1. There is no significant relationship between permissive child rearing practice and the social development of pupils in public primary schools in Owerri educational zone
2. There is no significant relationship between authoritarian child rearing practice and the social development of pupils in public primary schools in Owerri educational zone.

3. Authoritative child rearing practice does not significantly relates to the social development of pupils in public schools in Owerri education zone.
4. There is no significant relationship between neglectful child rearing practice and the social development of pupils in public primary schools in Owerri educational zone

## II. Methodology

### Research design

The study adopted the ex-post factor research design; the researcher employed this research design because the researcher was interested in finding out the relationship between child rearing practice and the social development of pupils in Owerri education zone. This design is directed towards determining the nature of a situation as it exists at the time of investigation. Since children are normally products of their child rearing approaches. This child rearing approach has already existed at the time of the research and cannot be manipulated.

### Population and Sample

The area of study was Owerri education zone. The target population for the study comprised of all the 12,292 primary five pupils in all the 439 public primary schools in Owerri education zone. The sample size of 2,458 (20%) of study population was drawn through the multi-staged sampling techniques for the study.

### Instrumentation

Two researcher made instruments “child rearing practices and social development of pupils questionnaire (CRPQ) and social development rating scale (SDRS)” were used for data collection.

### Reliability of the Instrument

The instruments were pre-tested on 30 pupils in public primary schools who were not part of the study to assess the reliability of the instruments. The reliability co-efficient 0.85 of the child rearing practices questionnaire and the social development rating scale were ascertained using the Cronbach Alpha reliability co-efficient.

### Method of Data Analysis

The Person Product Moment Correlation Co- Efficient (PPMC) was used in testing the null hypothesis at .05 level of significant.

## III. Results

The following null hypotheses were tested at .05 level of significance.

### Hypotheses 1

There is no significant relationship between permissive child rearing practice and the social development of pupils in public primary schools in Owerri education zone.

**Table 1:** Summary of significant relationship between permissive child rearing practice and the social development of pupils.

$\Sigma x$	$\Sigma x^2$	$\Sigma xy$	R-cal	R-crit	Decision
$\Sigma y$	$\Sigma y^2$				
Permissive children rearing practice 6298	21250				
		23443	0.163	0.207	Accept Ho
Social development of pupils 7460	28340				

Table 1: show the summary of the significant relationship test between permissive child rearing practice and social development of pupil. The result shows that R-cal value is 0.163 indicating a low positive relationship between permissive child rearing practices and social development of pupils. The R-crit value is 0.207. Since the R-cal is less than the R-crit, the null hypothesis is accepted. Thus there is no significant relationship in permissive child rearing practice and social development of pupils.

### Hypothesis 2:

There is no significant relationship between authoritarian child rearing practice and the social development of pupils in public primary school in Owerri education zone.

**Table 2:** Summary of significant relationship between authoritarian child rearing practice and the social development of pupils.

$\Sigma x$	$\Sigma x^2$	$\Sigma xy$	R-cal	R-crit	Decision
$\Sigma y$	$\Sigma y^2$				
Authoritarian child rearing 7000	25280				
		26180	0.366	0.207	Rejected Ho
Social development of pupils 7460	28340				

Table 2 shows that the R-cal value is 0.366 while the R-crit value at .05 alpha level is 0.207. since R-cal is greater than the R-crit, the null hypothesis is rejected and the alternate use upheld. Thus, there is a significant positive relationship between authoritarian child rearing practice and social development of pupils.

**Hypothesis 3:**

Authoritative child rearing practice does not significantly relate to the social development of pupil in public primary schools in Owerri education zone.

**Table 3:** Summary of significant relationship between authoritative child rearing practice and social development of pupils.

$\Sigma x$	$\Sigma x^2$	$\Sigma xy$	R-cal	R-crit	Decision
$\Sigma y$	$\Sigma y^2$				
Authoritarian child rearing 7160	26160				
		26880	0.557	0.207	Rejected Ho
Social development of pupils 7460	28340				

Table 3: shows that the R-cal value is 0.557 and R-crit value at .05 is 0.207. Since R-cal is greater than the R-crit, the null hypothesis is rejected. Thus there is significant positive relationship between authoritative child rearing practice and social development of pupils.

**Hypothesis 4:**

There is no significant relationship between neglectful child rearing practice and social development of pupils in public primary schools in Owerri educational zone.

**Table 4:** Summary of significant relationship between neglectful child rearing practice and the social development of pupils.

$\Sigma x$	$\Sigma x^2$	$\Sigma xy$	R-cal	R-crit	Decision
$\Sigma y$	$\Sigma y^2$				
Neglectful child rearing 6940	25620				
		25400	-0.19	0.207	Accept Ho
Social development of pupils 7460	28340				

Table 4 shows that R-cal value is -0.19 indicating a negative relationship. The R-crit value is 0.207 at .05 alpha level since the R-cal value is less than the R-crit value, the null hypothesis is accepted. Thus, there is no significant relationship between neglectful child rearing practice and social development of pupils.

**IV. Summary of findings**

Based on the analysis of data, the following findings are deduced

- There is no significant positive relationship between permissive child rearing practices and the social development of pupils in public primary school in Owerri Education zone.
- There is a significant positive relationship between authoritarian child rearing practices and the social development of pupils in public primary school in Owerri Education zone.
- There is a significant positive relationship between authoritative child rearing practices and the social development of pupils in public primary school in Owerri Education zone.
- There is a significant positive relationship between neglectful child rearing practices and the social development of pupils in public primary school in Owerri Education zone.

**V. Conclusion**

From the findings in this study; it is concluded that authoritative child rearing practice is the most effective method for raising children with high positive social skills. Thus was closely followed by authoritarian

child rearing practices. Which was found to be relatively effective, neglectful and permissive child rearing practice are not effective in development social skills of pupils.

### **Recommendations**

Based on the findings of this study, the following recommendation are made:

1. Parents should endeavour to use authoritarian child rearing tenets at home to aid the social development of their children.
2. Parents should be encourage to adopt the authoritative style of child rearing, to help in the social development of their wards.
3. Periodic training and seminar should be carried to sensitize parents/caregivers on the benefits of good child rearing principles.

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