

# INFLUENCE OF FAMILY TYPES AND PARENTING STYLES ON ADOLESCENTS' SOCIAL BEHAVIOUR IN YENAGOA L.G.A. OF BAYELSA STATE

Ekechukwu Rosemary Obiagaeri

Department of Educational Psychology Guidance and Counselling,  
Faculty of Education, University of Port Harcourt, Rivers State,  
NIGERIA.

mamatriplets01@yahoo.com

## ABSTRACT

*The study investigated influence of family types and parenting styles on adolescent's social behavior in Yenagoa LGA of Bayelsa state. The design for the study is ex-post-facto. The population for the study is 383 participants who were independently and randomly selected. Two instruments were used to collect data for the study and they are Parental Style Inventory (PSI-II) and Social Behaviour Inventory (SBI)". The reliability of the instruments was 0.85 and 0.73 respectively. One hypothesis was formulated and tested in relation to the study. The data collected was analyzed with analysis of variance (ANOVA). The result of the study found that, family types and parenting styles influences social behaviour of adolescents. Based on the findings of this study, the researcher recommended among others that, parents ought to be educated on the importance of adopting the parenting style that would aid in promoting their children's development.*

**Keywords:** Family Types (Nuclear/Extended), Parenting Styles (Authoritarian/Authoritative), Adolescents' Social Behaviour

## INTRODUCTION

Every child is unique in itself and has its own pace of growth and development. As the child grows up, his emotions and social functioning changes and continues till adolescence. Adolescence is that critical period of human development during which rapid biological, psychological and social changes take place. This period marks the end of childhood and sets the foundation for maturity. Adolescence is defined as the period of transition between childhood to adulthood that involves biological, cognitive, and socio-emotional changes. Anecdotal evidence and self-report data suggest that, children seem to become progressively self-conscious and concerned with other people's opinions as they go through puberty and the period of adolescence (Steinberg, 2011). The psychosocial context of adolescents is markedly different to that of children and adults. Relationships with peers, family and society go through distinct changes during this time. Adolescents begin to assert more autonomous control over their decisions, emotions and actions, and start to disengage from parental control. At the same time, the school context involves an intense socialization process during which adolescents become increasingly aware of the perspectives of classmates, teachers and other societal influences (Berzonsky and Adams, 2003). Right from infancy, children learn and acquire traits and behaviours that they exhibit throughout their life time. During socialization, parents and significant others in the society endeavour to form children in such a way as to make them acquire worthwhile virtues cherished by the society. Parents customarily are obligated to play this all- important role of socializing their children into their social milieu as primary agents of socialization. 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.

One of the basic components of the society is the family. Researchers are of the view that the type of family a child comes from and the parenting style of the child's parents is likely to influence the child's social behaviour (Steinberg, 2011; Olds & Papilia, 2011; Baltus, 2012). The family is the first institution for the socialization of the child and from where the child learns cooperation and other social skills. This is the first family unit for the child. According to Macionis & Plummer (2007), a family unit is a social group of two or more people related by blood or adoption that usually live together. Individuals are born into a family. Eke (2000) defined a family as a social unit or group characterized by common residence, economic co-operation and reproduction. The family therefore includes adults of both sexes, two of whom maintain a socially approved sexual relationship with one or more children biologically owned or adopted.

Edoh (1984) maintained that, a family comprises three important members namely; father, mother and the children. That is the father and mother both of whom has agreed to marry and bear children. Once a family is established by marriage a sequence of authority is also established in which the husband is the head and has some reserved powers in the affairs of the family. The wife is the second in order of authority to the husband and has a representative power in all decisions affecting the family. As for the children, they have to obey what the head of the family says with the support of their mother. A family type could be nuclear, extended, single parent, and step-parent families. Research suggests that parenting styles and the quality of a parent and adolescent relationship may have an impact on the social development of adolescents. Parenting styles are persistent approaches, strategies and standards parents use in bringing up their children. They involve how parents respond to children's psychological and material needs, and what parents' demands from their children. Parenting styles are unique and evolve as children develop their personalities (Eriega, 2014; Collins as cited in Olds and Papilia, 2011). Most of the studies on parenting styles have emphasized that the kind of parenting style adopted by parents has monumental impact on children's attitude, academic achievement, social life and career choice (Maccoby & Martin 1983). This underscores why children raised in entirely different environments with the same kind of parenting tend to exhibit similar characteristics and behaviours. Different parenting styles produce different characteristic traits of children including those demonstrated at school.

Authoritarian parenting which is characterized by strict compliance with parental rules is likely to influence guilt, anxiety and dependency in the adolescent and the adolescent would bring these feelings to bare in his relationship with members of society. There is a huge literature on the influence of family types on adolescent's academic achievement. There also exist data on the influence of parenting styles on adolescent deviant behaviour. However, to the best of the researcher's knowledge there is no research on the influence of family types and parenting styles on adolescents' social behaviour in Yenagoa L.G.A. of Bayelsa State. From the foregoing, the problem of this study is to find out the influence of family types and parenting styles on adolescents' social behaviour in Yenagoa L.G.A. of Bayelsa State.

## **AIM AND OBJECTIVES OF THE STUDY**

The aim of this study is to examine the influence of family and parenting styles on adolescent's social behaviour. Specifically, the study seeks to:

1. Examine the extent to which family types and parenting styles jointly influence social behavior of adolescent

## HYPOTHESES

1. Family type (nuclear/extended) and parenting styles (authoritarian/authoritative) do not jointly influence social behavior of Adolescents

## RESEARCH METHODS AND PROCEDURE

383 respondents were used for this study using the simple random sampling technique (balloting) to select participants. Two instruments were used to collect data for the study; they are Parenting style Inventory II (PSI-II). This was used to collect data relating to parenting styles while Social Behaviour Inventory (SBI) was developed by the researcher to collect data on social development of the adolescents. The test re-test technique was used to determine reliability of the instruments and the score obtained were 0.85 for Parenting style Inventory and 0.73 for social behavior inventory.

### Data Analysis

Data collected was analyzed using Analysis of Variance.

### Hypotheses 1

Family type (nuclear/extended) and parenting styles (authoritarian/authoritative) do not jointly influence social behavior of Adolescents

**Table 1: Analysis of Variance showing the joint influence of family type and parenting styles on social behavior of adolescents**

Sources of variance	Sum of squares	Df	Mean square	F	Sig
Regression	3312.197	4	828.049	10.908	.000
Residual	31654.584	296	75.910		
Total	34966.780	299			

Above table shows that the analysis of variance (ANOVA) for the regression yielded F-ratio of 10.908 ( $P < 0.05$ ). This implies that the joint contribution of the independent variables to the dependent variable was significant and that the other variables not included in this model may have been accounted for by the remaining variance.

## RESEARCH FINDINGS AND DISCUSSION

The result of this study found that, the joint contribution of the independent variables to the dependent variable was significant, i.e. family types and parenting styles significantly influences the social behaviour of secondary school adolescents. The result of this study corroborates that of Steinberg & Morris (2001) who are of the opinion that, adolescent development is impacted by a combination of genetic, familial and non-familial influences, and the socialization process is complex and multifactorial. Family management practices such as rules and supervision along with peer norms represent the dominant external constraints for adolescents and may increase positive social opportunities and decrease antisocial opportunities. They further explained that, authoritative parenting is associated with a wide range of psychological and social advantages in adolescence. Conversely, adolescents from warm, supportive families were found to be more socially competent.

Prosocial behaviors are shown to be fostered by supportive parenting, combined with discipline techniques.

In support of the above view, Henderson, Dakof, Schwartz, and Liddle (2006) are consistent with integrative models of adolescent risk factors and suggest that family functioning and self-concept work in conjunction with one another to predict the severity of adolescent externalizing problems. Results indicated that family functioning partially mediated the relationship between self-concept and externalizing problems. This suggests that poor self-concept is related to adolescent perceptions of maladaptive family functioning, which in turn is related to more severe externalizing behaviors. The study supports interventions for clinically referred adolescents that target both individual adolescents and their families in order to improve the healthy functioning of the family system. Few studies have been conducted that focus on the impact of families/parents on socialization and emotion regulation in clinically diagnosed parents and/or adolescents.

Dorsey (2003) reiterated that, the nature of parent-child interactions is also related to a child's development of social skills. Children, who are raised in democratic families, where reasons are given along with the rules, are more likely to be socially active and open-minded. Such parents explain, "No hitting. If you ask her for the truck instead of hitting, she'll give it to you," or "We always say thank you to someone who does something for you," or "In church, we sit quietly during the sermon so others can hear. If you want to, you can write in your notebook or take a puzzle with you so you don't disturb the others." These parents are more likely to have children who cooperate, share, and initiate social activities. On the other hand, parents who are more authoritarian, who demand obedient, conforming, and dependent offspring, may have children who are never really comfortable exploring the world for themselves. Often, these children fail to develop the ability to relate effectively with others throughout their life.

## **CONCLUSION AND RECOMMENDATIONS**

The study unveiled that a disproportionate chunk of parents children adopt authoritative style of parenting by showing responsiveness, warmth and caring behaviour at home. In this time and age, parents are supposed to treat their kids as rational beings to enable them to come out of themselves. Children of such parents may be able to avoid negative peer influence and risky behaviours as they would confide in the parents as well as discussing their problems and plans with them. Whereas, children of parents whose parenting style is authoritarian in nature experiences and display a whole of negative behaviours both at home and even at school. The study also revealed a relationship between parenting styles and children's sociability. Children of authoritative parents were graded as socially competent while those of authoritarian parents were rated socially incompetent. Implicit in this finding is that, the way and manner children are brought up affect their social development. The results of the relationship between parenting style and social behaviour of children have added to the repertoire of existing studies that have found positive and significant relationship between family types and social development and behavior of children.

It is, therefore, necessary for parents to be well aware of the negative and positive impacts of the various parenting styles on students' all round development and academic and non-academic gains. Parents ought to be educated on the importance of adopting the parenting style that would aid in promoting their children's development. Educators and counselors could use fora like PTA meetings, Speech and Prize Giving Days, Open Days and Anniversaries to educate parents on the influence of parenting styles on children's

development. Through this, educators would help parents nurture the virtuous child for the millennium. The child who would possess not only the knowledge and competencies needed for societal progress and development but also the cherished values and attitudes which are pre-requisite for social cohesion and integration, and national development.

## **REFERENCES**

- [1] Baltus, R.K. (2012). *Personal psychology for life and work*. New York: Mc Graw-Hill.
- [2] Edoh, M.U. (1984). *Responsible manhood and womanhood*. USA: Ukeagbu & sons Printing press.
- [3] Eriega, G.E. (2013). *Psychological foundations of human learning*. Port Harcourt: Abe Publishers Limited.
- [4] Macionis, J.J., & Plummer, K. (2007). *Sociology: A global introduction*. UK: Great Britain Bath Press .
- [5] Olds, S.W., & Papalia, D.E. (2011). *Human developments (7<sup>th</sup> Ed.)*. New York: Mc Graw-Hill.
- [6] Steinberg, L. (2011). *Adolescence (9<sup>th</sup> Ed.)*. Illinois: Mc Graw-Hill.