

Investigate The Aggression, Emotional Intelligence, Personality Traits And Parenting Styles As Predictors Of Parent-Adolescents Conflict In Ibadan Metropolis, Oyo State

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Abstract: Parent-adolescent conflict among adolescent all over the world has assumed an alarming dimension. It has become so worrisome that it has gained prominence in social discourse. The prevalence rate of conflicts between parent and adolescents in different parts of the world gives room for concern. Despite these researches, factors that predict the occurrence adequately investigated in this part of the world. This study therefore investigates the dispositional and environmental factor as predictor of parent-adolescent conflict among students in Ibadan. This study adopted a descriptive survey research design. Three hundred participants were selected from two secondary school in the metropolis using multi-stage sampling technique. The ages of the participants ranged between 11 and 20 years with a mean of 12.0 years ($SD= 18.16$). Three research questions were tested using multiple regression analysis and Pearson Product Moment Correlation. The findings revealed a significant positive relationships between emotional intelligence ($r = 0.203^{**}$, $p < 0.05$); personality trait ($r = 0.371^{**}$, $P < 0.05$). However aggression ($r = -.313^{**}$, $p < 0.05$); parenting styles ($r = -0.067$, $P < 0.05$) was not significant. The three variables jointly accounted for 17.9% variance in the prediction of parent-adolescent conflict among the participants. The independent variables made positive relative contribution to parent-adolescent conflict in the following order: personality contributed most to the prediction of parent-adolescent conflict among secondary school adolescents in Ibadan ($\beta = 0.314$, $t = 4.770$, $p < 0.05$) followed by aggression ($\beta = -.191$, $t = -3.320$, $p < 0.05$). However, emotional intelligence is not a potent predictor of parent-adolescent conflict ($\beta = 0.047$, $t = .726$; $p < 0.05$) and parenting styles ($\beta = -.096$, $t = -1.557$; $p < 0.05$). Based on this finding, it is recommended that positive emotional intelligence and personality training should be organized to curb parent-adolescents conflict. Positive use of aggression should be encouraged among adolescents. Also, School Counsellor should intensify their efforts on the training of adolescent's moral uprightness so as to curb parent-adolescents conflict.

Introduction

In contrast to more stable periods in the life cycle, such as middle childhood and adulthood, adolescence is characterized by accelerated physical, psychological, and cognitive development as well as by new and changing social demands (Agarwal, 2009). According to Steinberg (2010), the early years of adolescence in particular, encompassing the period of ages 10-15 years have been linked with the emergence and escalation of conflict between young adolescents and parents. Conflict occurs when two people differ on their own values or beliefs. Parents and adolescent innately have many opportunities to have conflict (Flannery, 2013). Conflicts are ever-present part of all families at some times in their history. Conflict on the side of adolescents happens when parents are not providing the emotional support adolescents want, or because parents believe adolescents are not meeting the expectations held for them, or because of a lack of consensus about family or societal values (Flannery, 2013). Similarly, Shantze and Hurtup (2012), conflicts can be distinguished as destructive and constructive. Destructive conflicts are characterized by high negative affect; they spread beyond the initial issue to other issues; and they escalate to intrusive and insistent coercion. Constructive conflict in contrast, focuses on the issues in hand. And these conflicts unlike destructive ones are likely to be resolved by means of negotiations in a way that is acceptable to both parties. Adolescents experience a decline in the desire for companionship with their parents, experience an increase in conflict and distance in relationships with their parents. The transformation from childhood to adolescence creates a disturbance felt not only by adolescents, but by their parents as well. Adolescents' and parents' contrasting desires and experiences contribute to increase in conflict (Shehata & Ramadan, 2010).

Adolescents develop a desire for autonomy, which creates discrepancies in the parent-child relationships and can lead to increased conflict (Fuligni, 2008). Most conflict can affect adolescent's psychological well-being, whether it is via experiencing more anxiety, depression, or stress (Shek, 2008). In addition, parent-adolescents conflict appears to be particularly important during adolescence, Research suggests that puberty and generation gaps have been reported to cause conflict between parents and adolescents (Montemayor, 2003). According to Ng (2006), the reasons why parents and adolescents are in conflict are multi-faceted and include: contrasting and conflicting values (i.e. adolescents embrace values that are different from their parents. Adolescents value freedom, friendship, and fun. Adolescents enjoy humour and sarcasm but parents see that as being disrespectful which results in conflict); irritating and exasperating habits (i.e. adolescents tend to feel that their parents are too controlling, too organized, too critical and complaint); hidden and unrealistic expectations mismatched expectations); ineffectual and negative communication patterns (strong words and aggressive actions can infuriate both parents and adolescents. Parent relationships are also altered as the

process of differentiation begins to take place. This is a time when adolescents rely more on peers, seek increased independence, and are less willing to see themselves as part of a hierarchy that is headed by their parents (Collins & Repinski, 1994). As a result, the parent-adolescent relationship experiences increased conflict and decreased closeness.

Frequency of conflict has been shown to vary across the stages of adolescence (early adolescence ages 10-12; mid adolescence ages 13-16; and late adolescence ages 17-22). According to Allison and Schultz, (2004) states that the number of conflicts peak in early adolescence and taper off by mid-late adolescence and at times parent-adolescent conflict frequency rates decrease linearly with age, while conflict intensity increases. The heightened conflict that surfaces in the families of young adolescents presents unique challenges to both young people and their parents as both attempts to deal with the changing nature of their relationship. The transformation from childhood to adolescence creates a disturbance felt not only by adolescents, but by their parents as well (Flannery, 2013). Adolescent's and parents' contrasting desires and experiences contribute to increase in conflict. Adolescents' often became eager for independence and peer acceptance often contributes to the tendency to conform to peer group influences and to challenge parental authorities (Doyle & Markiewicz, 2005).

Parent-adolescent conflict is attributed to different factors among which variations in adolescent age and sex are the two of the most attributed ones (Galambos & Almeida, 2012). Conger (2015) indicated that adolescents' reports of severe or unresolved disagreement with their parents have been associated with many adolescent adjustment problems including poor school performance and conduct problems. Similarly Hall cited in Conger (2015), proposed that adolescence storm and stress; current formation of adolescence as disturbed, maladjusted (but temporary) state. In addition, Bandura Cited in Conger (2015) stated that, adolescence is the "storm and stress, tension, rebellion, dependency conflict, and peer group conformity" commonly associated with the adolescent transition are not widespread. Allison (2000) explains that the changes initiated at the onset of adolescence, impact among other things, young adolescents' conceptions and feelings about themselves and their relationship with others, including parents. According to Younis and Smaller, (2008) substantiated that adolescence is a period in life characterized by a transformation and reorganization in family relationship.

According to Baron and Richardson, (1994) aggression is generally defined as any behaviour that is intended to harm another person who does not want to be harmed. Aggression is not an emotion that occurs inside a person, such as an angry feeling. Aggression is not a thought inside someone's brain, such as mentally rehearsing a murder. Note also that aggression is a social behaviour and it involves at least two people (Adegbite, 2009). In addition, aggression is intended to hurt (Olagbemi, 2008). Aggression is a set of behaviour that is likely to, or has the potential to cause harm to others or intended to cause harm and are goal directed (Berkowitz, 1993). Aggression can be expressed in seven different forms according to Myer (2008) including: predatory, inter male fear induced, irritable anger, territorial, maternal/paternal, and instrumental. In terms of positive and negative value, aggression can also be classified into two types i.e. hostile aggression and instrumental aggression. Hostile aggression (reactive aggression) is conceived as impulsive, thoughtless, springs from anger and provides injury to others. Instrumental aggression can be understood as a drive or motivation, as it is proactive and is conceived as premeditated means to obtain some goal (Geen, 2011). Hostile aggression is "hot" and instrumental aggression is "cool". There are some factors affecting aggression which can be classified into three broad categories like person-centered (when root of aggression resides within an individual), situation centered (when root of aggression resides in environment) and interaction centered (when root of aggression arises due to the interaction of both the above forces).

Adolescent aggression has been defined as a harmful behaviour which violates social conventions and which may include behavioural traits like deliberate intention to harm and injure another individual or object. Adolescent's behavioural traits are markedly influenced by the parenting or the environment adolescents receives at home (Berkowitz, 2008). Aggressive children are more susceptible to numerous aversive outcomes, including internalizing and relationship problems (Pepler, Jiang, Craig, & Connolly, 2008). Furthermore, during adolescence, they are more likely to display antisocial conduct (Dodge, Coie, & Lynam, 2006). The costs associated with aggressive behaviour extend beyond the individual. Aggression takes a variety of forms among human beings, and it can be physical, mental, or verbal. Aggressive behaviour act is expressed, such as physical versus verbal, direct versus indirect, and active versus passive (Buss, 2011). Physical aggression involves harming others physically (e.g., hitting, kicking, stabbing, or shooting them). Verbal aggression involves harming others with words (e.g., yelling, screaming, swearing, name calling). Relational aggression (also called social aggression) is defined as intentionally harming another person's social relationships, feelings of acceptance, or inclusion within a group (Crick & Grotpeter, 1995).

The increasing rate of adolescent involvement in aggressive behaviour is fast becoming a worldwide problem; adolescents' engagement in aggressive behaviours has often been linked to parent adolescent conflict (Buss, 2011). Research supports a negative relationship between the two variables in which individuals with higher levels of parent adolescent conflict are less likely to engage in aggressive behaviour (Levy, 2001; Palmer, 2003). Higher levels of engagement in parent adolescent conflict tend to be greatest amongst adolescents as they commit the most crimes in the world (United States Department of Justice, 2008). Aggressive behaviour (i.e., behaviour that conflicts with social norms and behavioural expectations established by adult society) increases dramatically during adolescence. To a large extent, aggressive behaviour are normative component of development. However, some adolescents engage in aggressive behaviours at earlier ages and to a greater extent than others. Early involvement in one type of aggressive behaviour is associated with increasing involvement in parent adolescent conflict.

Hein (2005), while introducing his definition of emotional intelligence, explains emotional intelligence as an innate ability which can be either developed or damaged by experiences of life. As emotional intelligence is associated with parent adolescent conflict and daily social relations and dealing, it is important for developing a strong personality that various environmental factors that can affect emotional intelligence development should be taken into account. Specifically the transition period of a student from primary to secondary school is not only pleasant but is also full of emotional life. During this transition period, adolescents tend to face conflict with their parent, make new relations, learn to work independently and adopt new habits according to new environment (Salovey & Mayer, 2009).

Emotional intelligence refers to a better understanding of emotions, an effective management of emotions, understanding of others and improving personal image. Emotions are a useful source of information that helps us handle the social environment. Emotional intelligence includes four types of abilities: perception of emotions, using emotions, understanding emotions and managing emotions (Bar-On, 2001). The current definition of emotional intelligence as defined by Mayer, Salovey, and Caruso (2000), includes the capacity to perceive, understand and manage emotions". Adolescents high in emotional intelligence based on the above definition should have some of the elements required for also being low in parent-adolescent conflict such as low positive relations with their parents, autonomy, environmental mastery, purpose in life and personal growth. Emotional intelligence has been theoretically related to several important human values including life satisfaction and the quality of interpersonal relationships that involve considerable reasoning with emotional information (Bar-On, 2007; Goleman, 2005)

Emotional intelligence is also one of the vital aspect that can influence parent-adolescent conflict and it refer to the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in parent and adolescent relationship (Matthews, 2002). A relatively new concept, the idea of emotional intelligence is seen by some as another approach to defining social and practical intelligence. Emotional, social, and practical intelligence have been referred to as the nonacademic intelligences (Sternberg & Detterman, 2006) and the non-intellective intelligences (Wechsler, 2008). Whether or not emotional, social, and practical intelligences are distinct or overlapping constructs remains controversial, as does Gardner's theory of multiple intelligences. However, there remains considerable interest in the concepts of interpersonal and intrapersonal intelligences, the major components of emotional intelligence.

Emotional intelligence plays an important role in the parent-adolescent conflict in a different culture because nonverbal communication of emotions varies from culture to culture (Morris & Maisto, 2001). For example, hand gestures have specific meanings in a particular culture which may be very different from another culture. The emotional disturbance in expatriate may negatively affect their parent-adolescent relationship. Adolescent in emotional states, like anxiety, anger or depression, seldom take information efficiently or deal with it well (Goleman, 1995).

According to Davis (2009) state that personality of the individual is the settled framework of references within which a person addresses the current situation and decides how to behave. Personality is a comprehensive, all embracing concept and the total pattern of characteristics ways of thinking, feeling, and behaving that constitute the individual's distinctive method of relating to the environment (McCulloch, 2010). Personality is a sum total psychological characteristic of adolescent that is common as well as unique. The integrated and dynamic organization of the physical mental, moral and social qualities of the individual, as that manifests itself to other people, in the give and take of social life (Ramalingam, 2006). Personality is one area for distinguishing different behavioural responses is to investigate personality dimensions/traits. Trait theories describe personality as a combination of traits – consistent attributes that characterize what a person is like (stable aspects of personality) (Davis, 2010). It is believed that all individuals have essentially the same traits and that they differ only in terms of the extent to which they manifest each trait (Olaifa, 2010). It is proposed that personality is concerned with three main domains namely the relating, thinking and feeling domains. These domains are potentially joined by a fourth domain, the dynamism domain, characterized by traits such as vigour, competitiveness and decisiveness (Holland, 2005).

Neuroticism is a measure of affect and emotional control. Low levels of neuroticism indicate emotional stability whereas high levels of neuroticism increase the likelihood of experiencing parent adolescent conflict. Adolescents with high levels of neuroticism are reactive and more easily bothered by stimuli in their environment. Adolescents are more frequently become unstable, worried and temperamental with their parent. Resistant adolescent on the other hand need strong stimuli to be provoked (Howard & Howard, 2005). The term neuroticism does not necessarily refer to any psychiatric defect. A more proper term could be negative affectivity or nervousness (McCrae & John, 2012).

Neuroticism, along with extroversion/introversion was one of the earliest of the broad personality traits identified by researchers (Roberts and Hogan, 2001). Adolescents on the high end of the trait tend to be anxious, become depressed, have poor self-concept and experience negative emotions with their parent.). Judge and Bono (2001) argue that neuroticism should be conceptualised even more broadly to incorporate emotional stability and negative emotionality, along with other tendencies related to core self-evaluation, such as locus of control.

Extraversion refers to adolescents been outgoing, energetic, solitary and reserved, and also full of energy, positive emotions, surgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness. The concept of extraversion referred to as individuals been sociable, assertive, active, bold, energetic, adventuresome, and expressive (Barrick, Mount, & Piotrowski, 2002). Barrick et al. (2002) clearly noted that adolescents who are high in extraversion are generally

much more sociable, assertive, active, bold, energetic, adventuresome, and expressive with their parent. In addition, they are self-confident, talkative, gregarious, and spontaneous.

Howbeit, the reverse is the case with adolescents who are low in extraversion tend to be timid, submissive, silent, and inhibited. Extraversion, from the word extraverts, means to possess social skills. This implies that, extraverts have social skills and the desire to work with others. Extraversion is also an indicator of one's assertiveness and confidence (Costa & McCrae, 2011). Adolescents who scored low on extraversion tend to be quiet and private, and may feel too timid to engage in a problem-solving conversation with their parent (Gupta, 2008). Also, according to Matthews, Deary and Whiteman (2003), extraversion includes such related qualities as gregariousness, assertiveness, excitement seeking, warmth, activity, and positive emotions.

Parenting styles, as defined by Baumrind (2009), are the consistent patterns of parental behaviours and attitudes with which parents interact and deal with their children and adolescents along parental dimensions, that is, demandingness and responsiveness (Baumrind, 2009). According to Baumrind (2009), demandingness refers to parental behaviours and attitudes to integrate children into the family by demanding maturity in their children, supervising and disciplining their children, and showing willingness to control the behavioural problems of their children; and responsiveness refers to the degree to which parents instill independence, self-regulation, and self-assertion in their children by agreeing to be cognizant and supportive of their children's interest, needs, and demands. Other psychologists (Darling & Steinberg, 2012) have defined parenting styles in a more elaborated way, as a reflection of the relationships between parent and child and the qualities of these relationships among them (i.e., the emotional attachment in which parents rear their children and adolescents). Specifically, parenting style is a constellation of parental behaviours and attitudes toward their children that are conveyed to the children and that, as a whole, create an emotional bond in which the parents' behaviours are expressed (Darling & Steinberg, 2012).

On the other hand, parenting practices, as defined by Darling and Steinberg (2013), are the specific behaviours and attitudes demonstrated by parents in socializing their children, such as doing assignments with their children, providing their children with time to read, assisting their children when they encounter problems, and attending their children's school activities to enable them to succeed in schools. Generally, parenting styles refer to a global construct reflecting the parental behaviours and attitudes towards their children and the qualities of interactions and relationships among parents and children and used to categorise parents typologically, whereas parenting practices refer to the specific behaviours and attitudes which are shown by parents in rearing their children.

Statement of the Problem

Adolescent's conflict toward their parent is a negative pattern of behaviour. Parent wants their children to be independent yet they find it hard to let go. These tensions often lead to family conflict, and parenting life situation- their work, marital and socioeconomic status affect their relationship with teenage children. Disagreement about issues such as dating and chores frequently reflect an adolescent's growing desire for individuation. Although some conflict is normal at this developmental stage the manner in which these disputes are handled determines whether these issues are resolved or escalate to significant proportions.

Parent-adolescent conflict is more common when parents are perceived by the adolescent as uncaring and unsupportive. The way in which parents exercise control is possibly even more important for the parent-adolescent conflict as much of the conflict revolves around the issue of parental control and adolescent typically want to seek more freedom from parental constraints than the parents are willing to give. Parents who respond to adolescents' striving towards autonomy by becoming increasingly authoritarian elicit more negative exchanges with their sons and daughters and more noncompliance with parental demands. Thus although parent-adolescent conflict has been related to poor outcomes for adolescents. Given the demonstrated relationship between parent-adolescent conflict and adolescent outcomes, it is important to examine the characteristics of parent-adolescent conflict further supports the claim that conflict is an integral and inevitable component of parent-adolescent relationships. On the other hand, although conflicts are typical during this period, adolescents are not necessarily problematic for these relationships.

In addition, adolescent independence is key theme around which parent-adolescents conflict occurs. Although some conflict is normal at this developmental stage the manner in which these disputes are handled determines whether these issues are resolved or escalate to significant proportions. The frequency of the problem is increasingly observed in schools in particular and community in large. Now a days many adolescents, especially adolescents run out of home and entering in different socially unacceptable activity due to the conflict with their parents. This will unquestionably have a sever consequence on physical, psychological and emotional adjustment of the adolescents and further impairs the relationship between parents and adolescents. The problem is not only for girls but boys are also encountering and engaging in different activities which are out of social norms despite attending school. However, in this study the researcher is going to investigate the dispositional and environmental factor as predictor of parent-adolescent conflicts in Ibadan metropolis, Oyo state.

Purpose of the Study

The general purpose of this study is to investigate the aggression, emotional intelligence, personality traits and parenting styles as predictors of parent-adolescent conflicts in Ibadan metropolis, Oyo state. Specifically the study seeks to:

- examine the relationship that exists between the independent variables (aggression, emotional intelligence, personality traits and parenting styles) and the dependent variable (parent-adolescent conflicts) among adolescents in Ibadan metropolis.
- investigate the joint contribution of the independent variables (aggression, emotional intelligence, personality traits and parenting styles) and the dependent variable (parent-adolescent conflicts) among adolescents in Ibadan metropolis.

- explore the relative contribution of each of the independent variables (aggression, emotional intelligence, personality traits and parenting styles) and the dependent variable (parent-adolescent conflicts) among adolescents in Ibadan metropolis.

Research Questions

(RQ1) Is there a relationship between the independent variables (aggression, emotional intelligence, personality traits (extraversion & neuroticism) and parenting styles) and parent-adolescent conflict in Ibadan Metropolis?

(RQ2) What is the relative contribution of the independent variables (aggression, emotional intelligence, personality traits (extraversion & neuroticism) and parenting styles) and parent-adolescent conflict in Ibadan Metropolis?

(RQ3) What is the joint contribution of the independent variables (aggression, emotional intelligence, personality traits (extraversion & neuroticism) and parenting styles) and parent-adolescent conflict in Ibadan Metropolis?

Research design

This study employed the use of sample survey design of ex-post facto method to achieve the purpose of the study. This is a type of design that seeks to establish investigation among variables by observation, which researcher usually has no control over the variables of interest and therefore cannot manipulate them. Usually, data are collected after the event or phenomenon under investigation has taken place hence the name ex-post facto. It is expected that the sample drawn would be generalized and inferences will be made on the whole population of the study. The variables were being observed as have been treated in their natural occurrence.

Research Instruments

The questionnaire used in this study is divided into seven sections:

Section A contains bio-data, which sought information on personal data of the respondents. These data ranges from age, gender, socio-economic status, family structure, education qualification of parent, parent marital status

Section B: Conflict Behaviour Scale

This section was developed by the Robin and Foster (1989), the scale was developed to measure conflict behaviour questionnaire. It contains 40 items and each item is rated using likert format response ranging from Strongly Agree (SA) = 1; Agree (D) = 2; Neutral (N) = 3; Disagree (D) = 4; Strongly Disagree (SD) = 5. The internal consistency of the items ranged between 0.67 to 84. The overall reliability coefficient of 0.90 was observed

Section C: Extraversion and Neuroticism Personality Trait Scale

This section was developed by Srivastava (1999), the scale was developed to measure adolescent personality. This consists of 44 items with a response format ranging from Strongly Agree = SD to Strongly Disagree = SA. The overall reliability coefficient of 0.90 was observed.

Section D: Emotional Intelligence scale

This was adopted from Schutte, Malouff, Hall, Haggerty, Cooper and Dornheim (1998). It contains 33-item scale with a likert format ranging from Strongly Agree (SA) = 1; Agree (D) = 2; Neutral (N) = 3; Disagree (D) = 4; Strongly Disagree (SD) = 5. It is designed to measure how emotional intelligence affects the student choice of career. Based on Cronbach's alpha, has been reported to .77

Section E: Parental Perception Questionnaire (PPQ)

This scale was developed by Pasquali and Araujo (1986). This contains 25 items measure of parenting styles after modification. The PPQ answered on a 4-point Likert scale with response options ranging from exactly like (1) to not like (4). The instrument measure parent believes that they have to punish their children so as to correct them, parent likes to discuss things and talk with them, parent always spends a lot of time with their children, and parents always want to know exactly where they are and what they are doing when not at home. The internal consistency coefficients (Cronbach's alpha) of these scale is 0.83

Section F: Aggression Scale

The Aggression Questionnaire was developed by Buss and Perry (1992). It contains 29-item scale with a likert format ranging from Strongly Agree (SA) = 1; Agree (D) = 2; Neutral (N) = 3; Disagree (D) = 4; Strongly Disagree (SD) = 5. It is designed to measure how emotional intelligence affects the student choice of career. Based on Cronbach's alpha, has been reported to .87

Procedure of Data Collection

The researcher gets a letter of introduction from Head of department. The researcher makes use of letter of introduction to sought the permission from the school authorities to administer the questionnaire. The instruments were administered among the secondary school students in Ibadan West Local Government Area of Oyo State. The researcher further assured participants of the confidentiality of the information provided. Questionnaires was distributed and collected immediately after they have been duly filled by the respondents.

Method of Data Analysis

Pearson Product Moment Correlation was used to test the relationship among the independent variables and the dependent variable while Multiple Regression Analysis was used to analyse the joint contribution and the relative effect of the independent variables on the dependent variable.

Results

This chapter presents various findings drawn from the study. The following results presented are based on the research questions raised, which the study has sought to answer.

Research Question 1:

Is there any significant relationship between independent variables (Aggression, Emotional intelligence, Parenting styles, Extraversion and Neuroticism) and Parent-Adolescent conflict in Ibadan Metropolis?

Table 4.1: Zero Order Correlation (MATRIX Table) showing the relationships between the independent variables (Aggression, Emotional intelligence, Parenting styles, Extraversion and Neuroticism) and Parent-Adolescent conflict in Ibadan Metropolis

	Mean	S.D	Parent-adolescent conflict	Emotional intelligence	Aggression	Parenting style	Extraversion	Neuroticism
Parent-adolescent conflict	129.64	18.16	1.000					
Emotional intelligence	125.27	16.69	.203**	1.000				
Aggression	75.61	17.37	-.313**	-.238**	1.000			
Parenting style	94.81	14.77	.067	.457**	-.077	1.000		
Extraversion	28.86	4.61	.244**	.481**	-.258**	.358**	1.000	
Neuroticism	28.10	4.83	.329**	.365**	-.305**	.255**	.526**	1.000

** Sig. at .05 level

Table 4.1 above showed that there were positive significant relationships between Parent-adolescent conflict behaviour and Emotional intelligence ($r = .203^{**}$, $p(.000) < .05$), Extraversion ($r = .244^{**}$, $p(.000) < .05$) and Neuroticism ($r = .329^{**}$, $p(.000) < .05$), but had a negative significant relationship with Aggression ($r = -.313^{**}$, $p(.000) < .05$) and had no significant relationship with Parenting styles ($r = .067$, $p(.248)$, $> .05$).

Research Question 2:

What is the joint contribution of the independent variables (Aggression, Emotional intelligence, Parenting styles, Extraversion and Neuroticism) on the dependent variable (Parent-Adolescent conflict) in Ibadan metropolis?

Table 4.2: ANOVA showing the joint contribution of the independent variables (Aggression, Emotional intelligence, Personality traits, Parenting styles, Extraversion and Neuroticism) on the dependent variable (Parent-Adolescent conflict) in Ibadan metropolis

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.407	.166	.152	16.7304			
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	16354.490	5	3270.898	11.686	.000	Sig.
Residual	82292.906	294	279.908			
Total	98647.397	299				

Table 4.2 above showed that the joint contribution of the independent variables (Aggression, Emotional intelligence, Personality traits and Parenting styles) on the dependent variable (Parent-Adolescent conflict) in Ibadan metropolis was significant. The table also showed a coefficient of multiple correlation of $R = .407$ and a multiple R^2 of .166. This means that 16.6% of the variance was accounted for by the predictor variables when taken together. The significance of the composite contribution was tested at $p < .05$. The table also showed that the analysis of variance (ANOVA) for the regression yielded an F-ratio of 11.686 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research Question 3:

What is the relative contribution of the independent variables (Aggression, Emotional intelligence, Personality traits and Parenting styles) on the dependent variable (Parent-Adolescent conflict) in Ibadan metropolis?

Table 4.3: Relative contribution of the independent variables (Aggression, Emotional intelligence, Personality traits and Parenting styles) on the dependent variable (Parent-Adolescent conflict) in Ibadan metropolis

Model	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	114.248	11.136		10.259	.000
Emotional intelligence	7.533E-02	.072	.069	1.050	.294
Aggression	-.228	.059	-.218	-3.841	.000

Parenting style	-7.270E-02	.075	-.059	-.968	.334
Extraversion	.232	.269	.059	.865	.388
Neuroticism	.833	.243	.221	3.426	.001

Table 4.3 reveals the relative contribution of the independent variables to the dependent variable: that Emotional intelligence ($\beta = .069$, $p > .05$) had no significant relative contribution, Aggression ($\beta = -.218$, $p < .05$) had significant relative contribution, Parenting styles ($\beta = -.059$, $p < .05$) had no significant relative contribution, Extraversion ($\beta = .059$, $p < .05$) had no significant relative contribution and Neuroticism ($\beta = .221$, $p > .05$) had significant relative contribution.

Discussion of findings

In response to research question one stated that what pattern of relationship exists between the independent variables (Aggression, Emotional intelligence, Extraversion, Neuroticism and Parenting styles) and Parent-Adolescent conflict in Ibadan Metropolis. The result shows that there was significant relationship between emotional intelligence and Parent-Adolescent conflict. This finding is in line with the findings of Weishaar (2001) reported that the positive effects of emotional intelligence on secondary school students' reduce parent-adolescent conflict behaviour. Emotional intelligence can discourage parent-adolescent conflict in many ways. One way that emotion can contribute positively to reduce adolescent conflict toward parent is when such adolescent have joined good peer and understand her parental socio-economic status and through this could understand their parent very well. Emotional intelligence, assist the adolescents with conflict acts toward their parent and provide them with positive emotion using resources provided by parents tend to do better in home than children whose their emotion is poor (Bar-On, 1999). Additionally, Callahan, Rademacher and Hildreth (1998) found that adolescent that were trained with emotional intelligence for duration of ten week find it easily to cope with their parent at home and understand each other's feeling. Teachman (1997) found that the level of emotional intelligence is associated with parent-adolescents conflict. Children whose lack emotional intelligence is actively involved conflict act toward their parent better than children whose have emotional intelligence. Specifically, emotional intelligence plays a vital role in children parent relationships and through this will reduce parent-child conflict (Bar-On, 2001; Weisz, 2009).

The result from this study also shows that there was positive significant relationship between extraversion and parent-adolescent conflict. This finding is in line with Digman (1990) found that extraversion is one of the factors believed to commonly precipitate parent-adolescent conflict. Banjoko (2009) found that personality (extraversion) of a child can be used as a driver of perception and attitude toward particular phenomenon, the relevance of each dimension of personality as predictor of perception and attitude towards a phenomenon may vary based on the task environment. Neuroticism was found to be significantly lower on parent-adolescent conflict than any other group. Also, Ciarrochi, Deane, and Anderson (2002) found that extraversion was associated with: (1) positive parental-child communication among secondary school adolescents (2) parent-adolescents conflict was reduced due to adolescent perceive extraversion toward their parent. Berman and Jobes (1991) suggested that indices of personality of adolescents may mediate between personality and parent-adolescent conflict. Hamidi (2010) concluded that, parent-adolescent conflict had a significant relationship with adolescent's personality.

Costa and McCrae (1980) found that the extraversion trait strongly correlates with parent-adolescent conflict and that of conscientiousness traits correlate strongly reduce parent-adolescent conflict with positive affect. In particular, neuroticism have not been associated to parent-adolescent conflict. Thompson, and Mashego (2008) assessed correlates of parent-adolescent conflict in a Cape Verde school-based population from three secondary schools in Cape. Their results indicated that neuroticism plays a pivotal role in reducing parent-adolescent conflict. According to Nofle and Robins (2007) reported that neuroticism denote low emotion and self-esteem that are considered not favourable to parent-adolescent conflict. Similarly, found that, neuroticism was found to be the non-influential personality dimension on parent-adolescent conflict behaviour. This is because neuroticism, which is a tendency to show low self-discipline, and at times not aiming for parent correction.

The result shows that there was negative significant relationship between parenting styles and parent-adolescent conflict. This finding is in line with Simons-Morton, Haynie, Crump, Eitel, Saylor (2001) who found that parenting styles can promote parent-adolescent conflict behaviour. Harris, (2000) found that parenting styles were not significantly correlated with parent-adolescents conflict. A number of studies have shown that the parenting style significantly affects parent-adolescent conflict among university students. Also, Etaugh and Malstrom (2011) reported that parenting styles were perceived as being less sociable, less attractive and less reliable in comparison with other people which at times plays a negative role toward parent-child conflict. Mark brown (2005) found that parenting styles at times often result to violent toward their children through lack of communication between the both parties. Elliot and Gramling (1990) found that at times parenting styles helps the college students to heightened parent-adolescent conflict. Matthews (2004) found that parenting styles could act as a negative factor that could increase parent-adolescent conflict among students. A study by Wentzel (1998) found that parenting styles at times could provide unmotivational influence on parent-adolescent conflict.

The result shows that there was negative significant relationship between aggression and parent-adolescent conflict. This finding is in line with Hirsch and Ellis (1996) who found that college students who experience parent-adolescent conflict have greater levels of aggression. In addition, Joshi (2008) have found that there was significant associations between aggression and parent-adolescent conflict among college students, indicating that people with a high level of aggression may have a greater tendency to experience parent-adolescent conflict. Moreover, Singh and Joshi (2009) found that aggression is a strong predictor of parent-adolescent conflict among college students. Thus, it is reasonable to maintain that aggression, measured in terms of a person's

perceived aggressive tendency, would predict parent-adolescent conflict. Dumas, Blechman, and Prinz (1994) found that those who were categorized as socially aggressive tended to engage in more disruptive conversations toward their parent than did nonaggressive children.

Farrington (1989) found that individual engage in aggressive behaviour find it difficult to have good conversation with his parent. Maguire (1995) found that the association between having delinquent siblings and being convicted for social adjustment was stronger when sibling delinquency occurred closer in later in that youth's development, indicating that antisocial siblings have a stronger negative influence during their sibling's adolescence than earlier in the child's development. Williams (1994) found that the influence of aggression was stronger on boys than on girls. Adolescent that engage in aggressive acts all the time find it hard to cope with his/her parent and may have a greater negative influence on social adjustment during an individual's adolescence than they do earlier in development.

In response to the research question two which states whether there is any joint contribution of the independent variables on the parent-adolescent conflict among secondary school students in Ibadan. The result shows that there was joint effect of the factors (aggression, emotional intelligence, parenting styles, extraversion and neuroticism) on parent-adolescent conflict. It was further revealed that 16.6% variance in the prediction of parent-adolescent conflict among secondary school students in Ibadan, this was due to the prediction of the independent variables. The ANOVA results from the regression analysis also attests to the causal effect of the independent variables on the dependent variables; hence, the rejection of the null hypothesis. In line with this finding, a combination of variables like extraversion, neuroticism and emotional intelligence has been observed by Carroll (1997) on parent-adolescent conflict.

The result of the third research question on the relative effect of each of the variables was also not significant except neuroticism and aggression. In all, academic work as a whole, it is revealed that the degree of parenting styles is very relevant to parent-adolescent conflict among students in Ibadan. This finding corroborates the study of Ryan (2006); Simon (2007) who found that the aggression have independent effect on parent-adolescent conflict among students. It is also in contrary with the findings of Holley (2011) who found that aggression, neuroticism and aggression could act as a negative factor that could increase parent-adolescent conflict among college students. Adedipe (2005) in their finding reported that there was no significant relationship between aggression and parent-adolescent conflict.

Conclusion

This study was reinforced with the realization that the lingering parent-adolescent conflict had permeated in to the home system. This study has therefore, established linking pathways between some variables and parent-adolescent conflict. These include aggression, emotional intelligence, parenting styles, extraversion and neuroticism among secondary school students. Changing the face of parent-adolescent conflict in Ibadan requires a lot of psychological re-orientation especially considering interventions that employ the independent variables in this study (aggression, emotional intelligence, parenting styles, extraversion and neuroticism). This research work has established that, there is a positive joint contribution between aggression, emotional intelligence, parenting styles, extraversion and neuroticism on parent-adolescent conflict. Positive joint contribution between aggression, emotional intelligence, parenting styles, extraversion and neuroticism on parent-adolescent conflict. Also, there is no positive relative effect between parenting styles and emotional intelligence except neuroticism and aggression that has relative effect on parent-adolescent conflict. Nonetheless, there is need for replication and refinement of this work in the future. This study has provided more details to the existing information on the parent-adolescent conflict as a factor that required immediate solution. From this study, it becomes clear that various strategies should be design to access the issue of parent-adolescent conflict in different home, attention should also be given to the identified means or factors through which the researcher has been able to identify that can affect the parent-adolescent conflict of students through the type of parenting styles they originated from, their level of aggression they associated with and their personality.

Recommendations

In the light of these findings, the following recommendations are hereby proffered:

Proper monitoring and socialization of children should be given from the family. Parents must make sure some conflicting issues bothering the home should be solved earlier. Children's behaviour should be monitored right from home before they mingle with the larger society. Parents should also serve as good models, understand their child emotion and should attend promptly to the needs of their children at home.

Educators could try to make their target population emotional intelligence by teaching adolescents how to understand their emotion other emotion and cope, how to manage their aggression, and how to let other people understand their emotions.

Government should control the activities of parent-adolescent conflict among adolescents through the board of censors to see through all programmes that are put on air. All programmes that are parent-adolescent conflict based should be properly regulated and monitored by the board put in place by board. Government should provide social amenities, create employment and train young people about creativity and innovation and other programmes that can improve the economic capacities of people. Also public enlightenment programmes should be mounted by the government (Federal, State and Local) to broaden the knowledge of the populace especially parents to understand what lies behind young people's parent-adolescent conflict.

It is also very important to strengthen the human resources of the adolescents through constant workshops and seminars. There should be establishment of well managed youth-friendly centres to positively engage the adolescents both in-school and out-of-school youths.

There should be improvement in guidance and counselling services - Guidance services in schools should be functional enough to take care of all categories of behaviours exhibited by students. School administrators should understand and appreciate the importance of counselling services in the school and should render all the necessary support to the counsellor.

Personalized counselling services should also be easily accessed to help these youngsters out of their deep psychological, personal and social problems that blur their vision about self and future. The nature of the counselling services should be developmental, preventive, curative, remedial and therapeutic. It is worthy of note that specific counseling techniques could be used in modifying parent-adolescent conflict acts and developing or instilling disciplined behaviour in our youths.

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