

Permissive and Neglectful Parenting Styles as Correlate of Children's Socio-Emotional Skills in Ekiti Local Government Area, Kwara State

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Abstract: *To prevent the onset of criminal behaviour and depression as a result of unchecked social and emotional development. Therefore, researcher in Ekiti local government area, kwara state, investigated the correlation between permissive and neglectful parenting styles and children's socio-emotional skills. Correlational survey was used. Proportional sampling was employed. Teachers certified the instrument's validity. The coefficients were obtained at a 0.81 and 0.77, respectively. The research questions were analysed using frequency, mean, and percentage, while hypotheses were tested at the 0.05 level of significance using inferential statistics of PPMC. It was found that there was a significant link between preschoolers' social and emotional skills and parents' permissive parenting style ($r = 0.035$; $p < 0.05$). It is found that children who were raised by permissive and neglectful parents were more likely to engage in criminal activity. It was also suggested that government-sponsored seminars for parents could improve the children's social and emotional skills*

Keywords: Permissive, Neglective, Socio-emotional development

Introduction

An educational institution for children prior to the primary school was defined as the crèche, the nursery, and the kindergarten. Early childhood or pre-primary education. Before starting primary school, children between the ages of zero and four years old are placed in a creche or a nursery where they receive care, protection, stimulation, and education (ECCDE)

The goals of early childhood development and education (ECCDE) are as follows: In order to facilitate a smooth transition from home to school; prepare the child for the primary level of education; adequately care, supervision, and security for children while their parents are at work; inculcate social and moral norms and values; develop a sense of cooperation and team spirit; and stimulate in the child good habits, such as good manners. There are a number of roles and responsibilities that teachers have to play in order to instill social, moral norms and values as well as develop a strong sense of team spirit in their students in this edition's objectives.

The development of socio-emotional skills of children is closely related to the development of the child's capacity to form relationships and regulate his or her emotions from birth to the age of five. Children's ability to cope with difficulties and avoid mental health problems is enhanced when they have strong social and emotional skills. The development of one's social, emotional, academic, and professional abilities is closely linked to one's ability to master social and emotional skills (Jones, Greenberg, & Crowley, 2015). Children who possess strong social-emotional abilities are better able to persevere in the face of adversity, ask for help when they need it, and act thoughtfully. Furthermore, social and emotional competence can be learned. Research on the social-emotional development of 270,034 students from kindergarten through 12th grade was cited in this review (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Social-emotional learning programmes in schools not only improved students' social-emotional skills, but also improved their attitudes toward school, their social-emotional behaviour, and their academic performance. These programmes also reduced the likelihood of children getting into trouble or developing emotional issues. The type of parenting style a parent chooses is extremely important in the upbringing of children because it can either make them more conscientious, helpful, disciplined, depressed, bullying, empathic and kind or harmful to others.

Assisting and promoting a child's physical, emotional, social, and mental development throughout their life, from conception to adulthood, is what parenting is all about (Kazmi, Sajjid and Pervez 2011). There are two types of parenting styles: permissive and neglectful. Permissive parenting is the most common type, while neglectful parenting occurs when a parent does not discipline a child and instead allows the child to act out on his or her own accord. Parents who are permissive have a focus on their children, are warm and responsive, and exhibit little control over their children (Crosser, 2005). This approach to parenting is also known as an indulgent one (Pressley & McCormick, 2007). There are few rules and consequences for children who break the rules in the homes of indulgent parents (Woolfolk, 2010). As a result of their permissive style, they allow their children to express their desires and impulses.

There is no clear link between parenting style and depression, according to Joshi et al. (2009). According to the research, depression was more likely to strike children raised by permissive parents than children raised by authoritative parents. They found

that adolescents with lower levels of depression had parents who were more permissive than parents who were more authoritative. There was a correlation between the level of depression in adolescents whose mothers were permissive and those whose mothers were authoritative. Additionally, Milevsky and his colleagues found that permissive parenting contributes to depression among children because when parents are too lenient and allow whatever the children wish to do, the children have no focus and may do something inappropriate that could likely affect their socio-emotional skills. Permissive parenting can be expected to lead to more troubled children's behaviour. This parenting style also influences children's actions.

Permissive parenting, according to Underwood, Beron, and Rosen (2009), is associated with an increase in antisocial behaviour in children and a decrease in their social and emotional skills at school. Permissive parenting, like authoritarian parenting, has been linked to antisocial behaviour in children, such as disobedience and disorder, according to a number of studies (Grogan-Kaylor, 2005). Allowing children to do whatever they want is a characteristic of permissive parents, according to some. Permissive parents, according to a study by Marsiglia et al. (2007), let their children do whatever they want without enforcing any rules or boundaries.

Permissive parents, according to Marsiglia et al. (2007), believe that by allowing their children more freedom, their relationship with their children will deepen. Milevsky et al. (2007) which found that permissive parenting style contributes to depression among children because when parents are too lenient and allowed whatever the children wish to do, the children have no focus and might do something inappropriate that could likely affect their socio-emotional skills. The findings also concurred with the finding of Underwood, Beron, and Rosen (2009) which found that permissive parenting style has positive correlations with antisocial behaviour and negative relationship with socio-emotional skills of children in schools.

Unresponsive and low-controlling interactions between parents and children are hallmarks of neglectful parenting (Berg-Cross, 2001). They prioritise their own needs over those of their children because they live a parent-centered lifestyle (Bornstein & Zlotnick, 2009). When it comes to child-rearing, neglectful parents lack structure and a monitoring system. They may even completely reject their responsibility of child-rearing (Baumrind) and request very little responsibility from their children, e.g., they rarely assign their children housework tasks (Lao, 2008)

Neglectful parenting has a direct impact on a child's ability to cope emotionally. The reason for this is that children of neglectful or uninterested parents are more likely to suffer from mental illness (Spinrad et al., 2004). Children's life satisfaction is linked to an authoritative parenting style, as well. Children may be content in their lives if their parents consistently show them love and support. According to a study conducted by Milevsky et al. (2007), adolescents who experienced neglectful parenting from their mothers had lower self-esteem and life satisfaction, as well as higher depression scores than children who received the other three types of parenting. Neglectful parenting has been linked to such things as children's dissatisfaction, depression, and sadness, according to other research (Spinrad, Eisenberg, Harris, Hanish et al., 2004).

Hoeve et al. (2008), found that neglectful parenting was a factor in the criminal behaviour of adolescents. This study backed up Steinberg et al. (2006), who found that a child's depression, life satisfaction, aggression, antisocial behaviour, delinquency, social skills, and attitudes are all affected by their parents' neglect. While it is possible for children to have good relationships with their peers, neglectful parenting has a detrimental effect on their mental health. Knutson, DeGarmo, and Reid (2004) found that adolescent behaviour problems, particularly aggression and antisocial behaviour, are linked to neglect and harsh discipline. According to Knutson et al. (2004), children's aggression and antisocial behaviour can be attributed to parental neglect. Adolescent delinquency can be linked to a lack of parenting, according to Hoeve and colleagues (2008). This implies that children of neglectful parents are more likely to engage in criminal behaviour because of the poor relationships they foster with their children through their neglect.

On the back of these groundbreaking studies, governments around the world have been urging increased spending on children's social and emotional development during the early years of life (Tan, Camras, Deng, Zhang & Lu, 2012). There have been some studies on parenting styles (Miller, Lambert & Speirs Neumeister 2012) but no research has been done on parenting styles such as permissive and neglectful and socio-emotional skill of preschoolers in the area where the study was conducted. As a result, researchers examined whether children's socio-emotional skills were influenced by permissive or neglectful parenting styles in Ekiti Local Government Area, Kwara State.

Statement of the Problem

When it comes to the development of children, social and emotional skills are seen as particularly important because of the role they play in school readiness. Children who don't spend enough time with their parents, caregivers, siblings, and peers are more likely to suffer from negative emotions like depression and poor academic performance in addition to behavioural problems as they grow older, according to research. Stakeholders in education appear to be extremely alarmed by the current state of affairs. As a result, parents are expected to play an influential role in the training of their children so that they have the necessary skills for interacting with social and close relationships, as well as a successful life and integration into society as a productive member. As a

result, researchers examined whether children's socio-emotional skills were influenced by permissive or neglectful parenting styles in Ekiti Local Government Area, Kwara State.

Research Questions

Research Question One: Which of the Parenting styles is commonly adopted by parents of preschoolers’ in Ekiti LGA Kwara State?

Research Question Two: What is the level of Pre-schoolers’ socio-emotional skill in Ekiti LGA Kwara State?

Test of Hypotheses

Research Hypothesis One: There is no significant relationship between permissive parenting style and preschoolers’ socio-emotional skill.

Research Hypothesis Two: There is no significant relationship between neglectful parenting style and preschoolers’ socio-emotional skill.

Methodology

A correlational survey was used for this study. Study participants were children and their parents in Kwara state's Ekiti Local Government Area (LGA). From seven public and eight private preschools in the Ekiti Local Government Area of Kwara State, 362 people were selected using proportional sampling techniques. A Parenting Styles Questionnaire (PSQ) and a Pupil Socio-Emotional Skills Rating Scale were given to the participants (PSESRS). It validated by selected teachers. Instrument dependability was tested using the test-retest method over a period of two weeks. Cronbach's Alpha was used to calculate the coefficients, and they are 0.81 and 0.77, respectively. Descriptive statistics like frequency, mean, and percentage were used to analyse the research questions, while inferential statistics like Pearson Product Moment Correlation were used to test hypotheses at the 0.05 level of significance (PPMC).

Results

Research Question 1: Which of the Parenting styles is commonly adopted by parents of preschoolers’ in Ekiti LGA Kwara State

Table 3: Parenting Style Commonly Adopted by Parents of Pre-schoolers in Ekiti LGA Kwara State

S/N	Parenting Style	Weighted Average (WA)	Ranking
3	Permissive	2.278	1 st
4	Neglectful	2.227	2 nd

Table 1 shows that Permissive parenting style (WA mean score = 2.278) is the most commonly adopted parenting style by parents of preschoolers. Following this is a careless parenting style (mean WA = 2.227). Ekiti LGA, Kwara State, is home to a large number of parents who practise permissive parenting, according to this study.

Research Question 2: What is the level of Pre-schoolers’ socio-emotional skill in Ekiti LGA Kwara State?

Table 2: Level of Pre-schoolers Social Emotional Skill in Ekiti LGA Kwara State

S/N	ITEMS	Always	Sometimes	Never	MEAN
1	Relates well with opposite sex	26(14.4)	97(53.6)	58(32)	2.177
2	He/she is very friendly with mates	--	49(27.1)	132(72.9)	2.729
3	Takes turn	3(1.7)	91(50.3)	87(48.1)	2.464
4	Likes to join in games with other children	3(1.7)	50(27.6)	128(70.7)	2.691
5	Co-operates with mates in school	--	58(32)	123(68)	2.680
6	Always able to work with other children	2(1.1)	73(40.)	106(58.6)	2.575
7	Gets along well with mates in all situation	4(2.2)	76(42)	101(55.8)	2.536
8	Very assertive	9(5)	130(71.8)	42(23.2)	2.182
9	Uses my words to tell when am upset	25(13.8)	130(71.8)	26(14.4)	2.006
10	Smiles laughs a lot	4(2.2)	102(56.4)	75(41.4)	2.392

11	He/she yells at people	58(32)	110(60.8)	13(7.2)	1.751
12	High level of aggression with other learners	79(43.6)	77(42.5)	25(13.8)	1.702
13	He/she cries when is time to come to school	105(58)	76(42)	--	1.410
14	Always very happy	2(1.1)	96(53)	83(45.9)	2.448
Weighted Mean					2.267

Decision rule: Never=00-1.49, Sometimes=1.50-2.49, Highly Always=2.50-3.00 Note: The figures in parentheses are in percentages

Table 2 shows that preschoolers in Ilorin Ekiti Local Government Area have an average level of social emotional skill (Weighted Average = 2.27). The following is a breakdown of the findings: They get along well with their peers (mean = 2.73), enjoy playing games with their peers (mean = 2.69), work well with their classmates in school (mean = 2.68), and can always get along with other kids. When it's time to go to school, the narrator cries (mean = 1.41), yells at people (mean = 1.75), and uses his/her words to express his/her feelings (mean = 2.01), but he/she gets along well with his/her peers in all situations (mean = 2.54). According to the findings, pre-schoolers' socio-emotional skill was on the higher end of the spectrum. Pre-schoolers' socio-emotional skills in Ekiti LGA Kwara State can be measured by the weighted mean (2.267), which is a numerical indicator.

Research Hypothesis One: There is no significant relationship between permissive parenting style and preschoolers' socio-emotional skill

Table 3: Summary of PPMC showing the Relationship between Permissive Parenting Style and Pre-schoolers' Socio-Emotional Skill

Variable	N	Mean	Std.D	r	Sig	Remark
Permissive	181	22.271	3.0584			
				0.035	0.001	Not significant
Socio-emotional Skill	181	31.751	3.5212			

Table 3 shows that there is no correlation between Permissive parenting and preschoolers' socio-emotional skills. Preschoolers' social-emotional skills were linked to the parenting style of the parents. There was significant relationship between Permissive parenting style and preschoolers' socio-emotional skill ($r = 0.035$; $p < 0.05$) in Ekiti LGA Kwara State, Nigeria, because the significant value (.001) is less than 0.05. As a result, the hypothesis is not rejected.

Research Hypothesis One: There is no significant relationship between neglectful parenting style and preschoolers' socio-emotional skill

Table 4: Summary of PPMC showing the Relationship between Neglectful Parenting Style and Pre-schoolers' Socio-Emotional Skill

Variable	N	Mean	Std.D	R	Sig	Remark
Neglectful	181	22.779	3.5212			
				0.064	0.003	Not significant
Socio-emotional Skill	181	31.751	2.1097			

When it comes to preschoolers' socio-emotional development, neglectful parenting style has effect. Negligent parenting had effect on the social-emotional skills of preschoolers ($r = 0.064$; $p < 0.05$), according to this study. There was significant relationship between neglectful parenting style and preschoolers' socio-emotional skill in Ekiti LGA Kwara State, as the significant value (.003) is less than 0.05 in light of the results, the hypothesis is rejected.

Discussion of Results

Result emanated from this study stated that, there was significant relationship between Permissive parenting style and preschoolers' socio-emotional skill ($r = 0.035$; $p < 0.05$) in Ekiti LGA Kwara State. The findings from this study was supported by

the findings of Milevsky et al. (2007) which found that permissive parenting style contributes to depression among children because when parents are too lenient and allowed whatever the children wish to do, the children have no focus and might do something inappropriate that could likely affect their socio-emotional skills. The findings also concurred with the finding of Underwood, Beron, and Rosen (2009) which found that permissive parenting style has positive correlations with antisocial behaviour and negative relationship with socio-emotional skills of children in schools.

One of the results emanated from this study revealed that, there was no significant relationship between neglectful parenting style and preschoolers' socio-emotional skill ($r = 0.064$; $p < 0.05$) in Ekiti LGA Kwara State. By ignoring their children, neglectful parents are more likely to develop poor social and emotional skills. It was in tandem with the submission of Hovee et al. (2008), found that neglectful parenting was a factor in the criminal behaviour of adolescents. This study backed up Steinberg et al. (2006), who found that a child's depression, life satisfaction, aggression, antisocial behaviour, delinquency, social skills, and attitudes are all affected by their parents' neglect. While it is possible for children to have good relationships with their peers, neglectful parenting has a detrimental effect on their mental health. Knutson, DeGarmo, and Reid (2004) found that adolescent behaviour problems, particularly aggression and antisocial behaviour, are linked to neglect and harsh discipline

Conclusion

Preschoolers' parents are the most likely to practise permissive parenting, as shown by the statistics. Allowing children to do whatever they want, which can negatively impact their social-emotional development and even lead to criminal behaviour, is a risk factor for depression in both permissive and neglectful parenting styles.

Recommendations

1. Children's socio-emotional skills can be boosted by government-organized seminars, workshops, and training sessions for parents, as a matter of urgency.
2. In order to help young children develop positive social and emotional skills early on, parents should create a supportive environment at home. For children, this would allow them to express their thoughts in a way that is understandable to both parents and caregivers.
3. The development of a child's socio-emotional skills is critical, and parents must adopt an authoritative parenting style in order to give their children clear instructions, guidance, and expectations. This will help the children become more assertive, socially responsible, and cooperative with their peers and parents.

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