

Psychological Factors as Correlates of Parent Adolescents Conflict among Adolescent in Ibadan

Idayat Bukola Fadare

Department of Guidance and Counselling, University of Ibadan
Email: Iyiolaidayat52@gmail.com
Tel: +234-081-3641-4536

Abstract: Conflict between parents and their adolescent children has become alarmingly widespread. It has grown to be so worrying that people are talking about it more frequently now. There is cause for concern given the frequency of disputes between parents and teenagers in various regions of the world. Despite these studies, this region of the world has not sufficiently studied the factors that predict the occurrence. Therefore, this study explores the psychological variables as correlates of parent-adolescent conflict in Ibadan's youth. A descriptive survey research design was used for this study. Using a multi-stage sampling technique, 300 participants were chosen from two secondary schools in the city. With a mean age of 12.0 years ($SD=18.16$) and a range of ages from 11 to 20, the participants. Pearson Product Moment Correlation and multiple regression analysis were both used to test three research questions. A significant positive relationship between emotional intelligence and personality trait was found in the research ($r = 0.203, p 0.05$), ($r = 0.371^{**}, P < 0.05$) and aggression ($r = -.313^{**}, P 0.05$) was not significant, though. The three factors together explained 17.9% of the variation in the participants' predictions of parent-adolescent conflict. In the following order, the independent variables made positive relative contributions to parent-adolescent conflict: aggression ($=-.191, t = -3.320, p 0.05$) and personality ($= 0.314, t = 4.770, p 0.05$) had the least impact on secondary school adolescents in Ibadan's ability to predict parent-adolescent conflict. Emotional intelligence does not, however, strongly predict parent-adolescent conflict ($r = 0.047, t = .726; p 0.05$). In light of this finding, it is suggested that programs for developing positive emotional intelligence and personality be developed to lessen parent-adolescent conflict. Teenagers should be encouraged to channel their aggression in healthy ways. To prevent conflict between parents and teenagers, school counselors should put more effort into teaching moral responsibility to young people.

Keywords: Parent-adolescent conflict, emotional intelligence, personality, and aggression

INTRODUCTION

Conflict arises when opposing values or beliefs are held by two people. Conflict between parents and teenagers is common (Flannery, 2013). At some point in their history, every family has encountered conflict. Parents and teenagers may disagree on family or societal values, parents may feel that teenagers are not living up to expectations, or parents may feel that teenagers are not receiving the emotional support that teenagers need (Flannery, 2013). Similar to this, conflicts can be classified as constructive or destructive, according to Shantz and Hurlup (2012). High levels of negative affect, the escalation of conflict to intrusive and persistent coercion, and the spread of the original issue are all characteristics of destructive conflicts. Contrarily, constructive conflict focuses on the problems at hand. And unlike destructive conflicts, these disputes are more likely to be settled through negotiation in a way that is agreeable to both parties.

Conflict is on the rise in part because of the divergent desires and experiences of parents and adolescents. The desire for autonomy that adolescents have can lead to differences in parent-child relationships and an increase in conflict (Fuligni, 2008). The majority of conflicts can have an impact on adolescents' psychological health by increasing their levels of stress, anxiety, or depression (Shek, 2008). Additionally, parent-adolescent conflict seems to be particularly significant during adolescence. According to research, puberty and generational differences have been linked to parent-adolescent conflict (Montemayor, 2003). The adoption of values that are different from those of the parents, according to Flannery (2013), is one of many factors that contribute to the conflict between parents and teenagers. Independence, friendship, and enjoyment are important to teenagers. Teenagers enjoy sarcasm and humor, but parents find this offensive, which leads to arguments; these behaviors annoy and exasperate parents.

Young adolescents' families often experience increased conflict, which presents special difficulties for both children and their parents as they work to adjust to their relationship's evolving dynamics. Adolescents and their parents both experience distress as they transition from childhood to adolescence (Flannery, 2013). Conflict between parents and adolescents is on the rise as a result of their divergent desires and life experiences. Adolescents frequently develop a desire for independence, and their desire to fit in with their peers often fuels their propensity to submit to peer pressure and resist parental authority (Doyle & Markiewicz, 2005).

According to Conger (2015), reports of serious or unresolved conflict between adolescents and their parents have been linked to a variety of adolescent adjustment issues, such as poor academic performance and behavior issues. Similar to Conger (2015), Hall (2015), who was cited, with the current state of adolescence being a disturbed, ill-adjusted (but transient) state. Adolescence is also the time when the "storm and stress, tension, rebellion, dependency conflict, and peer group conformity" according to Bandura as cited in Conger (2015).

Aggression is not a mental act, such as planning a murder in one's head. Also take note that aggression involves at least two people and is a social behavior (Adegbite, 2009). Aggression also has a malicious intent (Olagbemi, 2008). According to Berkowitz (1993), aggression is a group of behaviors that are intended to harm others and are likely to do so (or have the potential to do so). According to Myer (2008), there are seven different ways that aggression can be expressed, including: predatory, maternal/paternal, irritable anger, inter-male fear-induced, and instrumental.

The definition of adolescent aggression is a harmful behavior that defies social norms and may involve personality traits like a conscious desire to hurt or injure another person or thing. The environment or parenting an adolescent receives at home has a significant impact on their behavioral characteristics (Berkowitz, 2008). According to Pepler, Jiang, Craig, and Connolly (2008), aggressive children are more prone to internalizing and relationship issues, as well as a host of other negative outcomes. Aggression has consequences that go beyond the person who engages in it. Humans can be physically, mentally, or verbally aggressive, and it can take many different forms. Teenagers who commit the most crimes worldwide typically engage in higher levels of parent-adolescent conflict (United States Department of Justice, 2008). The period of adolescence is marked by a sharp rise in aggressive behavior, or behavior that goes against the social norms and behavioral standards established by adult society. Aggressive behavior is a large part of development that is considered normal. On the other hand, some teenagers act aggressively earlier and to a greater degree than others. Conflict between parents and adolescents is more likely to occur when one type of aggressive behavior is first displayed.

Salovey and Mayer (2009) assert that adolescents going through this period of transition are more likely to argue with their parents, make new friends, learn how to function unaided, and form new custom in response to their surroundings. Emotional intelligence is defined as having a better understanding of emotions, managing emotions skillfully, understanding others, and enhancing one's own self-image. Our ability to navigate the social world is aided by our understanding of our emotions. Using emotions, understanding emotions, managing emotions, and perceiving emotions are all categories of emotional intelligence (Bar-On, 2001). According to the definition given above, adolescents who exhibit high levels of emotional intelligence should also exhibit low levels of parent-adolescent conflict. These characteristics include low levels of parental approval, autonomy, environmental mastery, a sense of purpose in life, and personal development.

The major concepts of interpersonal and intrapersonal intelligence, which make up emotional intelligence, continue to be of great interest. Because nonverbal emotional communication differs from culture to culture, emotional intelligence is crucial in the parent-adolescent conflict that occurs in other societies (Morris & Maisto, 2001). As an illustration, hand gestures in one culture may have very different meanings from those in another. Their parent-adolescent relationship may suffer as a result of the expat's emotional disturbance. Adolescents who are experiencing intense emotions, such as anxiety, hostility, or depression, are rarely able to process or absorb information effectively (Morris & Maisto, 2001).

Investigating personality dimensions/traits is one method for differentiating between behavioral responses. A person's personality is characterized by a variety of traits, or stable aspects of personality, according to trait theories (Davis, 2010). According to this theory, each person possesses the same traits in general and that the only difference between them is how much each trait they exhibit (Olaifa, 2010). The relating, thinking, and feeling domains are said to make up the three main areas of personality. A fourth domain, known as the dynamism domain, which is composed of qualities like vigor, competitiveness, and decisiveness, may connect these three domains (Holland, 2005).

Teenagers who are highly neurotic are reactive and get irritated more easily by environmental cues. Around their parents, teenagers are more likely to act erratically, anxiously, and temperamentally (McCrae & John, 2012). A mental illness is not always implied by neuroticism. According to McCrae and John (2012), the words nervousness or negative affectivity might be more appropriate.

Adolescents who exhibit extraversion tend to be talkative, outgoing, solitary, and full of positive emotions. They may also be assertive, sociable and they may have a propensity to seek stimulation from being around other people. According to Barrick, Mount, and Piotrowski (2002), extraversion was defined as being outgoing, assertive, bold, energetic, adventurous, and expressive. Adolescents with high extraversion are typically much more expressive, assertive, active, bold, and energetic with their parents, according to Barrick et al. (2002). They also have a strong sense of self and are outgoing, gregarious, talkative, and spontaneous.

Statement of the Problem

Conflict between adolescents and their parents is a bad behavior pattern. Parents want their kids to be independent, but they struggle with relinquishing control. Their work, marriage, and socioeconomic status have an impact on their relationship with their teenage children, which frequently results in family conflict. Conflict over things like dating and chores frequently reflects a teen's developing desire for individuation. Although some conflict is expected at this developmental stage, how these disagreements are handled determines whether they are resolved amicably or grow to be very serious problems. Conflict between parents and adolescents is more frequent when the child or adolescent views the parents as uncaring and unsupportive. Parents who become more authoritarian in response to their children's desire for autonomy cause more conflict with their children and less compliance with their demands. Despite the fact that conflict between parents and adolescents have been linked to poor adolescent outcomes.

The issue is becoming more prevalent, both in the community at large and in schools in particular. Due to conflict with their parents, many teenagers today, especially teenagers, leave the house and engage in various socially unacceptable activities. This further deteriorates the relationship between parents and teenagers and will undoubtedly have a negative impact on the physical,

psychological, and emotional development of the adolescents. In spite of attending school, boys are also encountering and participating in a variety of activities that defy social norms, which is a problem. But in this study, the investigator will look into psychological elements as correlates of parent-adolescent conflict among adolescents in Ibadan.

Purpose of the Study

This study's overarching goal is to examine psychological variables as correlates of parent-adolescent conflict among adolescents in Ibadan. The study specifically aims to:

1. Investigate the relationship between the dependent variable (parent-adolescent conflicts) and the independent variables (aggression, emotional intelligence, and personality traits) in the adolescent population of the city of Ibadan.
2. Examine the interaction between the dependent variable (parent-adolescent conflicts) and the independent variables (aggression, emotional quotient, and personality traits) in the adolescent population of the city of Ibadan.
3. Examine how much each independent variable—aggression, emotional quotient, and personality traits—contributes to the dependent variable—parent-adolescent conflicts—among adolescents in the Ibadan metropolis.

Research Questions

- 1) Is there a connection between parent-adolescent conflict in Ibadan Metropolis and the independent variables of aggression, emotional intelligence, and personality traits?
- 2) How much do the independent variables (aggression, emotional intelligence, extraversion vs. neuroticism in personality, and parenting methods) contribute to parent-adolescent conflict in the Ibadan Metropolitan Area?
- 3) To what extent does each of the independent variables—aggression, emotional intelligence, extraversion and neuroticism in personality—as well as parenting practices—contribute to parent-adolescent conflict in the Ibadan Metropolis as a whole?

METHODOLOGY

Design

To accomplish its objectives, this study used an ex-post facto descriptive survey research design. Because the researcher has no interest in changing the variables, this is employed.

Population

Students in senior secondary schools in the state of Oyo make up the study's target population. Senior secondary school students in Nigeria's Oyo State's Ibadan North West Local Government Area are the subjects of this study.

Sample and sampling technique

In the study, a multi-stage sampling technique was used. Out of the six Local Government Areas in the city of Ibadan, three were chosen at random. Randomly, one school was chosen from each Local Government Area. Participants were chosen at random from one junior secondary class and one senior secondary class from each of the schools. The study's sample was chosen from among 300 participants. The local governments that were randomly chosen are Ibadan North local government, which has 42 public secondary schools, and Egbeda local government, which has 30 public secondary schools. Bishop Philips Academy was also randomly chosen. The researcher focused on the senior secondary school, which has 770 students. The researcher chose Mount Olivet Grammar School at random; it has a total enrollment of 627 students. In addition, the local government of Akinyele has 35 public secondary schools, and the researcher chose Moniya Community Grammar School, which has a population of 875 students.

Instrumentation

Conflict Behaviour Scale

The scale used to measure conflict behavior was created by Robin and Foster (1989), who also developed this section. Each of the 40 items is rated using a Likert scale, with Strongly Agree (SA) being equal to 1, Agree (D) being equal to 2, Neutral (N) being equal to 3, Disagree (D) being equal to 4, and Strongly Disagree (SD) being equal to 5. The items' internal consistency ranged from 0.77 to 92.

Personality Trait Scale

Srivastava (1999) created the scale used in this section to assess adolescent personality. The questionnaire consists of 44 items, and the response options range from (SD) to (SA). It was noted that the overall reliability coefficient was 0.90.

Emotional Intelligence scale

This was taken directly from the 1998 paper by Schutte, et al. It has a likert-formatted 33-item scale with the following response options: (SA) = 1, Agree (D) and Strongly Disagree (SD) = 5. Its goal is to gauge how a student's career choice is impacted by emotional intelligence. According to Cronbach's alpha, is said to be.77.

Aggression Scale

A questionnaire measuring aggression was created by Buss and Perry in 1992. It has a likert scale of 1 to 5 for each of the 29 items, with 1 being strongly agree, 2 being agree, 3 being neutral, 4 being disagree, and 5 being strongly disagree. Its goal is to gauge how a student's career choice is impacted by emotional intelligence. Cronbach's alpha indicates that it is.94.

Procedure of Administration

In order to obtain approval from the school administration to distribute the questionnaire, the researcher submits a letter of introduction. The instruments were distributed to secondary students in Oyo State's Ibadan West Local Government Area. The

researcher also assured participants that their information would be kept confidential. The questionnaires were distributed and collected once all of the respondents had correctly completed them.

Method of Data Analysis

The relationship between the independent and dependent variables was examined using Pearson Product Moment Correlation, while the joint contribution and relative impact of the independent and independent variables on the dependent variable were examined using Multiple Regression Analysis.

Results

Research Question 1: Is there a connection between the independent variables (aggression, emotional quotient, extraversion, and neuroticism) and parent-adolescent conflict in the Ibadan Metropolitan Area?

Table 1: The Matrix table zero order correlation demonstrates the connections between the independent and dependent variables.

	Mean	S.D	1	2	3	4	5
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		
Neuroticism	94.81	14.77	.324**	.457**	-.077	1.000	
Extraversion	28.86	4.61	.244**	.481**	-.258**	.358**	1.000

** Sig. at .05 level

According to Table 1 above, Parent-adolescent conflict behavior had positive significant relationships with Extraversion ($r = .244^{**}$, $p < .05$), Neuroticism ($r = .329^{**}$, $p < .05$), and Emotional intelligence ($r = .203^{**}$, $p < .05$), but a negative significant relationship with Aggression ($r = -.313^{**}$, $p < .000$).

Research Question 2: What effect do the independent variables (aggression, emotional quotient, extraversion, and neuroticism) have when combined on the dependent variable (parent-adolescent conflict) in the city of Ibadan?

Table 2: ANOVA demonstrating how the independent variables together affected the dependent variable (Parent-Adolescent Conflict) in the city of Ibadan

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	4	4088.622	14.656	.000	Sig.
Residual	82292.906	295	278.959			
Total	98647.397	299				

According to Table 2 above, the independent variables (Aggression, Emotional intelligence, and Personality) together had a significant influence on the dependent variable (Parent) in the city of Ibadan. The table also displayed a multiple R2 of .166 and a multiple R2 of .407 for correlation. This indicates that when the predictor variables were combined, they explained 16.6% of the variance. At $p < .05$, the composite contribution's significance was evaluated. The table additionally demonstrated that the regression's analysis of variance (ANOVA) produced an F-ratio of 11.686 (significant at the 0.05 level). This suggests that the independent variables' combined effect on the dependent variable was noteworthy and that additional variables not considered in this model might have contributed to the remaining variance.

Research Question 3: What is the relationship between aggression, emotional quotient, and personality traits on the dependent variable (parent-adolescent conflict) in Ibadan, Nigeria?

Table 3: Relative impact of the independent variables on the dependent variable

Model	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error			
(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
Extraversion	.232	.269	.059	.865	.388
Neuroticism	.833	.243	.221	3.426	.001

According to Table 3, Extraversion ($\beta=.059$, $p>.05$) had no significant relative contribution, Neuroticism ($\beta=.221$, $p>.05$) had significant relative contribution, Aggression ($\beta= -.218$, $p<.05$) had significant relative contribution, and Emotional intelligence ($\beta=.069$, $p>.05$) had no significant relative contribution.

Discussion of findings

The answer to research question one indicates that in the Ibadan Metropolitan Area, there is a pattern of relationship between Parent-Adolescent Conflict and the Independent Variables (Aggression, Emotional Intelligence, Extraversion, and Neuroticism). The results show a significant relationship between emotional intelligence and parent-adolescent conflict. This result is consistent with those of Weishaar (2001), who found that emotional intelligence in secondary school students reduced the behavior that leads to conflict between parents and adolescents. In many ways, emotional intelligence can reduce conflict between parents and teenagers. When adolescent joins a good peer group, is aware of her parents' socioeconomic status, and uses this knowledge to better understand them, emotion can help reduce adolescent conflict with their parents. Children with strong emotional intelligence perform better at home than children with weak emotional IQ, help the children with conflict acts toward their parents, and give them positive emotion using parental resources (Bar-On, 1999). Furthermore, Callahan, Rademacher, and Hildreth (1998) discovered that adolescents who received ten weeks of emotional intelligence training found it simple to deal with their parents at home and comprehend one another's emotions.

This study's findings also indicate a significant positive relationship between extraversion and parent-adolescent conflict. This result is consistent with Digman's (1990) findings, which indicated that extraversion is one of the elements thought to frequently lead to conflict between parents and adolescents. According to Banjoko (2009), a child's personality (extraversion) can influence how they perceive and feel about a particular phenomenon. The relevance of each personality trait as a predictor of how they will feel and perceive a phenomenon will change depending on the task environment. Parent-adolescent conflict was found to be significantly less neurotic than any other group. Hamidi (2010) came to the conclusion that the personality of the adolescent was significantly influenced by parent-adolescent conflict.

The results show that there was a statistically significant negative relationship between aggression and parent-adolescent conflict. According to Hirsch and Ellis' (1996) findings, college students who experienced parent-adolescent conflict exhibited higher levels of aggression. College students' parent-adolescent conflict and aggression were found to be significantly correlated by Joshi (2008), indicating that people with high levels of aggression may be more likely to experience parent-adolescent conflict. Additionally, a person's perceived propensity for aggression, would foretell parent-adolescent conflict.

Regarding the second research question, which asks whether the independent variables have a combined effect on the parent-adolescent conflict among secondary school students in Ibadan. The findings indicate that the factors of aggression, emotional intelligence, extraversion, and neuroticism had an additive effect on parent-adolescent conflict. Conflict between parents and adolescents among secondary school students in Ibadan was predicted by the independent variables, which explained 16.6% of the variance. Because the ANOVA results from the regression analysis attest to the causal relationship between the independent variables and the dependent variables, the null hypothesis is rejected. Carroll (1997) found that parent-adolescent conflict was influenced by a variety of extraversion, neuroticism, and emotional intelligence traits.

With the exception of neuroticism and aggression, the answer to the third research question regarding the relative impact of each variable was also not significant. all of the academic work collectively. The research of Ryan (2006) and Simon (2007), which discovered that aggression has a separate impact on parent-adolescent conflict among students, is corroborated by this finding. Additionally, Holley (2011), who discovered that aggression, and neuroticism could all serve as detrimental factors that could heighten conflict among college students and their parent.

Conclusion

The knowledge that the lingering parent-adolescent conflict had impacted the home system strengthened this study. Thus, some variables and parent-adolescent conflict have been linked by this study's findings. Among secondary school students, these include aggression, emotional intelligence, parenting styles, extraversion, and neuroticism. Aggression, emotional intelligence, extraversion, and neuroticism are the study's independent variables, and using these interventions to alter parent-adolescent conflict in Ibadan will require significant psychological reorientation. Aggression, emotional intelligence, extraversion, and neuroticism all positively contribute to the conflict between parents and adolescents, according to this study. Positive joint effects of extraversion, emotional quotient, neuroticism, and aggression on parent-adolescent conflict. However, further replication and improvement of this work are required. More information on the parent-adolescent conflict as a problem in need of immediate resolution has been added by this study to what is already known about it. From this study, it is evident that different approaches to the problem of parent-adolescent conflict in different homes should be developed.

Recommendations

The recommendations listed below are made in light of these findings:

Children should receive proper supervision and socialization from their families. Parents need to ensure that some conflicting issues plaguing the home are resolved as soon as possible. It is important to watch over children's behavior at home before they interact

with the wider community. In addition, parents should be good role models for their children, be sensitive to their feelings, and respond quickly to any domestic emergencies.

By teaching adolescents how to manage their anger, understand and cope with their emotions, and communicate their feelings to others, educators can work to develop the emotional intelligence of their target population.

The board set up by the board should properly regulate and oversee all programs that are based on parent-adolescent conflict. The government should fund social services, create jobs, teach young people how to be creative and innovative, and implement other policies that will help people's economic capabilities. The government (federal, state, and local) should also organize public education campaigns to increase the general public's knowledge, particularly among parents, in order to shed light on the causes of young people's parent-adolescent conflict.

The development of adolescents' human resources through ongoing workshops and seminars is also crucial. To positively engage teenagers, both in and out of school, there should be the establishment of well-managed youth-friendly centers.

Services for counseling and guidance should be improved. - Guidance services in schools ought to be effective enough to address all types of student behavior. Administrators at the school should be aware of the value of counseling services and provide the counselor with all the support they require.

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