

Parenting Styles and the Development of Socio-Emotional Regulation Skills in Preschool Children

Anaokulu Çocuklarında Sosyo-Duygusal Düzenleme Becerilerinin Gelişimi ve Ebeveynlik Tarzları

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ABSTRACT

The study employed descriptive survey design to investigate the Parenting Styles and the Development of Socio-Emotional Regulation Skills of Preschool Children. Two hundred (200) Preschool respondents were randomly selected from ten (10) pre-primary schools; five (5) public and five (5) private schools. Parenting Styles Questionnaire (PSQ) and a self-Constructed Rating Scale for preschool Children's Socio-Emotional Rating Scale (PCSRS) were used to elicit information about the preschool parents' parenting styles and the rate scale for evaluation about their Socio-Emotional Skills displayed in the classroom. Validity and reliability studies of the measurement tools have been conducted. The data collected were analysed using statistical software SPSS 20.0 (Statistical Software Package for Social sciences). The findings revealed that that the dominant parenting Styles is authoritative parenting styles and the index of Socio-Emotional Regulation Skills are in the following order; friendship Skill, cooperation skill, responsibility skill, communication skill and the last is the empathy skill.

Keywords: Parenting styles, socio-emotional regulation skills, preschool, validity, reliability

Öz

Çalışma, Okul Öncesi Çocukların Sosyo-Duygusal Düzenleme Becerilerinin Gelişimi ve Ebeveynlik Tarzlarını araştırmak için tanımlayıcı anket tasarımı kullanmıştır. On (10) okul öncesi eğitim kurumundan, beş (5) devlet ve beş (5) özel okuldan rastgele seçilen iki yüz (200) okul öncesi öğrenci katılımcı olarak belirlenmiştir. Ebeveynlik Tarzları Anketi (PSQ) ve okul öncesi çocukların sınıfta sergiledikleri sosyo-duygusal becerileri değerlendirmek için kendi oluşturduğumuz bir Değerlendirme Ölçeği (PCSRS) kullanılmıştır. Ölçme araçlarının geçerlik ve güvenilirlik çalışmaları yapılmıştır. Toplanan veriler, SPSS 20.0 (Sosyal Bilimler için İstatistiksel Yazılım Paketi) sürümü kullanılarak analiz edilmiştir. Bulgular, baskın ebeveynlik tarzının otoritatif ebeveynlik tarzı olduğunu ve sosyo-duygusal düzenleme becerilerinin sırasıyla; arkadaşlık becerisi, işbirliği becerisi, sorumluluk becerisi, iletişim becerisi ve son olarak empati becerisi olduğunu ortaya koymuştur.

Anahtar Kelimeler: Ebeveynlik tarzları, sosyo-duygusal düzenleme becerileri, okul öncesi, geçerlik, güvenilirlik

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Introduction

Parents are vitally important throughout a child's life, as sources of love and security, as teachers and as role model, but they are particularly important in the earliest years. Parents guide their young children from complete infantile dependence into the beginning stages of autonomy, their styles of caregiving can have both immediate and lasting effects on children's social functioning in areas from moral development to peer play to academic achievement (Bornstein & Bradley, 2014). Parents can add stability to a child's life and therefore encourage healthy development of child. Raising children is responsibility vested on the family as stated in the United Nation Convention on the Right of Children (UNCRC, 1989). UNCRC recognizes the importance of children growing up in a family in an atmosphere of love, happiness and understanding, as family provide a child with a social network during the first early years of development. Family is a custodian of various parenting styles which provide children with overall development (Hurlock, 2002).

Parenting styles are conceptualized as a constellation of attitudes or a pattern of parental authority towards the child which are conveyed to the child, creating the emotional context for the expression of parent behavior. Parenting styles provides the emotional climate for interaction between parents and children (Williams et al., 2009). Joseph and John (2008) justified in his study that parenting style is a determinant factor in a child development. It affects psychological and social functioning of the child's temperament and educational achievement. Culture, socioeconomic status, and the influence of their spouse, temperament of the parent affects style of parenting (Belsky, 2005). Parenting styles are the representation of how parents respond and makes decision for their child. The parenting styles affect children's development as early as 2 years old and enhance their overall well-being throughout their lifespan (Coon, 2007).

Parents' relationship between each other and with their children is important for children's cognitive, social, and emotional development (Ermisch et al. 2011). Eisenberg et al. (2005) found that positive parenting predicted high levels of regulation in children, which in turn correlated to low levels of externalizing problems, like physical aggression and stealing. The child rearing styles of the parents' is crucial for the child's healthy growth and for being able to develop positive personality structure. The positive child rearing styles provide a contribution for the child to be a helpful individual both to her/himself and to

the society (Yörükoğlu, 2011). The child-parent relationship has a major influence on aspects of child development. Parenting skills and behaviors have a positive impact on children's self-esteem, school achievement, cognitive development and behavior. This requires parents to face the challenge of balancing the maturity and disciplinary demands they make to integrate their children into the family and social system with maintaining an atmosphere of warmth, responsiveness and support. The parent conduct and attitude during the preschool years may reflect an appropriate balance on the children overall development.

Emotion gives excitement in children's daily life and it leads to the children's actions. Social development is a development process to enable children to interact with parents, peers and other people accordingly to the particular culture of their environment. Social and emotional development are so interrelated, these two areas are often grouped together. Learning to relate to others is part of a child's social development, while emotional development involves feelings and the expression of feelings. Trust, fear, confidence, pride, friendship and humor are all part of a child's socio-emotional development. The early socio-emotional development is the emerging ability of young children (ages 0-5) to form close and secure adult and peer relationships, experience, regulate, express emotions in socially and culturally appropriate ways, explore the environment and learn all in the context of family, community and culture (Yates, et al., 2008).

As children develop socio-emotional skills, they gain the confidence and competence needed to build relationships, problem-solving skills and cope with emotions. This development influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendship, a sense of importance and value to those around him/her. Socio-Emotional development influences all other areas of development, the development accompanies process skills which includes attention and approaches to learning activities evident at pre-school entry (Blair & Diamond, 2008). Socio-Emotional competences also often uniquely predict academic achievement, even when other factors such as earlier academic success are taken into account (Denham, 2006).

The early years of a child's life, parents play an important role ensuring the best possible outcome for children overall development. The development of personality, goals and problem-solving that occurs during the first years of life is critical and developmentally unlike any other time in the life

course (Bornstein 2002). The child lives and gains the first social experience in the family. The child learns in the interaction process within the family how he/she behaves and how to cope. The children learn socio-emotional skills by making observation with being models of their parents, other adults, siblings and peers (Avcioglu, 2007). The children will begin shaping their personalities and social behaviors by establishing identification with those closest models. McDowell et al. (2002), reported that when parents modeled more positive effect, children reported higher levels of socially appropriate ways of dealing with stress, anger and emotion-inducing events. Parents who used more constructive coaching as opposed to more control over children's emotions had children who were better able to regulate emotions and engage in self-soothing.

Children's socio-emotional development takes place in the dynamic interaction between the parent-child relationship and the environment that they are developing in. One aspect of this environment is parenting style, where relatively stable parental behaviors and attitudes towards children determine the emotional climate of the family. The typological approach to parenting styles on children's socio-emotional development was first established by Baumrind (1966) in his study conducted on preschool age children. He used naturalistic observation, parental interviews and other research methods. From his research, he originally differentiated parenting style as either authoritarian, authoritative, permissive. Authoritarian parenting style is characterized by complete control (low warmth, high demandingness). Authoritarian believe children should emulate the actions, conduct, and beliefs of their parents. Authoritative parenting style finds a balance between strict expectations and reasonable independence. Parents value the perspective of their children, and take that into account when setting and explaining policy. The permissive parenting (high warmth, low demandingness) is characterized by non-punitive, accepting, and affirming actions in response to children's behavior. This style is grounded on children regulating the majority of their actions, and receiving little to no exercise of control from parents. Based on the significance of Baumrind's findings, Cobb and Mayer (2000) predicted that on individual's specific style of parenting, he or she could potentially contribute to the socio-emotional development of a child.

The authoritative parenting style places limits and controls on children's behaviors; however, it allows for them to engage in extensive communication with their parents (Williams, 2013). The permissive parenting style enforces

very few rules or boundaries, allowing children to dictate their own life affairs, make their own choices, and out rightly refuse compliance with the choices of others, without regard for consequences (Akinsola, 2010). The authoritarian parenting style, also differing from that of the other styles, is characterized by the adoption of unusually high expectations of conformity and compliance with rules for children (Olowodunoye & Titus, 2011). The authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence, and self-esteem. Authoritative parenting styles tend to result in children who are capable, happy and successful. Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school (Baumrind, 1971).

Authoritative parenting style children lack social competence as the parent generally predicts what the child should do instead of allowing the child to choose by him or herself. They are socially withdrawn and look to others to decide what's right. These children tend to be low in self-confidence and lack social competence (Cole et al., 2005). Ballantine (2001) asserted in his study that children who have been raised in authoritative homes score higher on a variety of measures of competence, social development, self-perceptions, and mental health than those raised in authoritarian, permissive, or neglectful homes. Permissive parenting style of child is nurturing and accepting, but it avoids making demands or imposing controls of any kind. Permissive parents allow children to make many of their own decisions at an age when they are not yet capable of doing so. Permissive parents truly believe that this style of child is best, many others lack confidence in their ability to influence their child's behavior, are disorganized and ineffective in running their households. Children with permissive parents tend to have high self-esteem and good social skills but are more prone to problem behavior (Berk, 2000). Uninvolved parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self-esteem and are less competent than their peers.

Children develop best when they have love and limits. If they are indulged or neglected, given little guidance, they won't learn self-control and may become quite selfish, unruly and lacking in direction. If they receive too much guidance, as the children of authoritarian parents do, they will have few opportunities to learn self-reliance and may lack confidence in their own decision-making abilities (Joseph & John, 2008). Depending on their own attitudes

and behaviors, parents have a major influence on a young child's social and emotional development (Nderitu, 2018). Parenting style is quite significant to the development of children social skills (Saltali & Arslan, 2012). Positive forms of parenting are beneficial for cognitive and social emotional development while negative parenting such as punishment and low warmth are associated with disruptive behavior in children (Ong et al., 2018). The more parents use appropriate practices, positive parenting and monitoring, the more pro social the child will be (Gaspar, 2015).

Research demonstrates the significance of the parenting styles on the children's socio-emotional development skill. Baumrind (1966, 1971) found that differing parenting styles resulted in differing outcome in early childhood, especially within a socio-emotional context. Socio-emotional development is characterized by how children experience, express and manage emotions, as well as their ability to make positive and enriching relationships with others. Important aspects of socio-emotional development include self-concept, self-esteem, self-regulation of emotions, social-competence, and development of empathy (Shaffer & Kipp, 2013). Parenting practices have the potential to affect aspects of a child's development very early in the child's life. The authoritarian, authoritative, permissive parenting styles have a degree of significant relationship with other parenting styles children's temperament (Giselle, 2015).

Newman (2017) in his study on the relationship between parenting style and self-regulation in early childhood maintained that children of authoritative parents have self-regulated emotions, respond well to difficult tasks, and exhibit developed social skills, happy and spirited dispositions; whereas, children of authoritarian and permissive parents lack many of those skills. Authoritative parenting style promotes positive parenting practices which leads to positive interpersonal relationships, confidence, self-worth and social competence cultivated by parents by being democratic, responsive, providing emotional support to their children's inabilities to behave and encouraging dialogue by giving children freedom of choice with limits. Authoritarian parenting style is associated with children who lack self-control and exhibit low self-worth influenced by limited communication and low parental attachment. Children from authoritarian household were very obedience to rules and instructions as compared to children from other domains, probably influenced by parents utilizing harsh punishments as a way of instilling discipline. Permissive parents exhibit high levels

of social competence than children from other styles; they are very generous, most had above five (5) friends and displayed high levels of self-esteem cultivated by parents being over ambitious on their children's abilities and strong parental attachment. Children from neglectful parents scored lowest in all domains; they displayed poor interpersonal relationships, low self-esteem, and a multiple of antisocial behaviors due to lack of parental monitoring (Nderitu, 2018).

Authoritative parenting based on reasoning, understanding, consensus and trust resulted in prosocially behavior while authoritarian parenting styles based on strict rules, force, threat, verbal and physical punishments resulted in anti-social behavior. Mothers' psychological control at the beginning of the child's first grade was associated with a subsequent high level of negative emotions among children with difficult temperament (Zarra-Nezhad et al., 2014). Findings suggested that parenting processes influence the development of toddler's compliance and expand current understanding of the family dynamics associated with social development of the toddlers. Both father and mother have a significant influence on socio-emotional development from infancy. Parents stimulate their infants, provide models of appropriate behavior and become attachment figures. Parenting practices characterized as harsh, in consisted and lower in supervision were all related to children's total difficulties and discriminate between "borderline/abnormal" from "normal" children on those difficulties. The more parents use appropriate practices, positive parenting and monitoring, the more prosocially the child will be (Gaspar, 2015).

Another studies reported that authoritative parenting styles as the most appropriate practices for positive socio-emotional development. The authoritative style combines the systematic control to a high level of parental support. Parents formulate rules and control their observance but they do not impose them, they encourage verbal give and take, explaining the reasoning behind the applied rule, stimulating at the same time their autonomy (Baumrind, 1991). Authoritative parenting style gives positive effects on children behavior and school achievement (Talib, 2015). Children possessing well-developed abilities of being grateful, apologizing, helping friends, expressing positive feelings, being polite may have parents using positive or negative styles. Positive parental styles are predictors of altruism, while negative parental styles are predictors of assertiveness, conversation, and social confidence (Daniel & Geraldo, 2016). The preschool children raised by

authoritative parents are the best adjusted. They were cheerful, socially responsible, self-reliant, achievement oriented and cooperative with adults and peers.

The authoritative, permissive, authoritarian styles have been examined most extensively and are associated with different levels of social competence in preschool children (McGillicuddy-De Lisi & De Lisi, 2007). The results of these and other studies are consistent and lead to clear conclusions about optimal parenting styles. The permissive parents believe their approach will achieve the goals of producing a well-adjusted child with positive family relations. Also, parents may believe that the path to a happy, well-adjusted child lies in creating and maintaining positive family relationships, rather than in an authoritative approach that enhances development through the child's success in meeting challenges within a warm environment that supports the child's own efforts to address demands. Children of authoritative parents earn higher grades in school; are more achievement oriented, independent, self-reliant, friendly, and cooperative; are less depressed, anxious, and dependent; and show lower levels of internalizing and externalizing behavior problems (McGillicuddy-De Lisi & De Lisi, 2007). Authoritative parenting style with high responsiveness and high demanding in parenting behavior has shown to be directly related to less children's internalizing and externalizing behaviors (Alizadeh et al., 2011).

Parenting style has evolved and nowadays the parenting style today seems more lenient, everything has changed and even the educational style has changed (Abdulraheem, 2018). These interactions generally correspond with the general classification of parenting styles as authoritarian, authoritative, indulgent/permissive and neglectful. These parenting styles may lead to fear, nervous, irritable, moody, compassion, friendliness and other social-emotional development in children. The parenting styles have been well established by different researchers on its influence on children socio-emotional development.

The typology approach to parenting styles (authoritative, authoritarian and permissive) established by Baumrind (1966) is the widely known construct for parenting styles. The majority of published studies on parenting styles have used some variation of the parenting styles which are; authoritarian, authoritative and permissive. According to Baumrind (1966) in this study, the authoritarian parent attempts to shape, control, and evaluate the behavior of the child in an accordance with a set of standards of conduct. The authoritarian parent believes in keeping the child in a place, restricting the child's autonomy and in

assigning household responsibilities in order to inculcate respect for work. The child regards value end in itself. The permissive parent attempts to behave in a non-punitive, acceptant and affirmative manner toward the child's impulses, desires and actions. The neglectful or uninvolved parenting style leads to depression, aggression, antisocial behavior and delinquency. Children who are brought by the uninvolved parents may grow up thinking their parents do not care for them or see them as important (Roshi, 2014).

Several studies (Mayowa, 2018; Roshi, 2014; Abdulraheem, 2018; Liu, 2008) supported that parenting styles have a direct influence on children's socio-emotional skills. It can therefore deduce that the development of children's socio-emotional skills depends largely on the parenting styles with which they were brought up. However, most studies focused on the adolescents, children age 6-11 years socio-emotional development skills. Parental factors such as cultures, occupation, religion values and personal ideologies may have directly influenced on the parenting styles used to instill discipline in the children. The bloom taxonomy of learning domain of a child is; cognitive, affective and psychomotor. Assessment on the socio-emotional development is related to the affective domain of learning which in turn leads to the general development well-being of child. The research on the importance of parenting styles on children's socio-emotional regulation skills is relatively low. Much more focused have been on the academic achievement, career development, grades etc. and parenting styles which are more related to the cognitive learning domain of a child. Thus, this research aims to investigate on the influence of the typology of Baumrind parenting style (authoritative, authoritarian, permissive and uninvolved/neglectful) on the socio-emotional development skill of pre-school age. Specifically, the research is guided by the following objectives;

1. Examine the socio-emotional skills displayed by pre-school children from authoritative parents;
2. Establish the socio-emotional skills displayed by pre-school children from indulgent/permissive parents; and
3. Examine the socio-emotional skills displayed by pre-school children from neglectful parents.

Method

Research Model

The study adopts the descriptive survey design with the aim to report the influence of the parenting Styles on the development of Socio-Emotional Regulation Skills in Pre-school Children, Kwara State.

Universe and Sample

Ethics committee approval was received for this study from the ethics committee of Ilorin University (Date: June 18, 2024, Number: 16/25OYO83). The population for the study comprised all parents and pre-school children aged between 3-5 years in Ilorin West, Kwara State. The preschool age children begin to grow into early childhood, their world begins to open up. It is at this level that parenting styles on socio-emotional development becomes the foundation for later emotions and social skills development. The target population sampled for this study was 200 ($n = 200$) pre-school children across the pre-primary schools and parents in Ilorin West, Kwara State. The study employed stratified sampling technique to identify the parents and pre-school children to participate in the study. The stratified sampling techniques to select ten (10) pre-primary schools (five (5) private and five (5) public pre-primary schools) in Ilorin West. The simple random techniques to select the (20) participants from the selected schools totaling two hundred (200) pre-school children and their parents that was sampled for this study.

Data Collection Instruments

Parenting Styles Questionnaire

The instrument used for this study was Questionnaire and a self-constructed Rating Scale. This particular research instrument is consider to be most appropriate because it quantitatively addressed the identified research questions and also explored the nature of a larger group of people. The questionnaire is tagged Parenting Styles Questionnaire (PSQ) it is divided into two sections. Section A contains demographic information of the parents; Gender, Parental Education and Family Type, while the section B contains 21 items which sought information on the Authoritarian ("I guide my child with punishment", "I tell when my child misbehaves", "I state punishment with little or no justification", "I tell my child what to do", "I set strict well-established rules", "I spank my child when he/she is disobedient", "I use threats to get my child to obey"), Authoritative/Democratic ("I give praise when my child is

good", "I am responsive to my child's feelings", "I tell my child about his/her behavior expectations before him/her does an activity", "I allow my child to contribute to making family rules", "I am aware of my child's concerns in school", "I encourage my child to freely express him/her self", "I emphasize the reason for rules"), Permissive and Neglectful Parenting Styles ("I find it difficult to discipline my child", "I paid less attention when someone report about my child's unruly behavior", "I ignore my child's behavior", "I don't bother to find out my child's behavior", "I don't direct my child's behavior, activities and desires", "I encourage verbal give and take whenever my child felt that family rules and restrictions are unreasonable") practices, with the use of four (4) Likert scale of; *Extremely True* (ET) 4, *True* (T) 3, *Slightly True* (ST) 2, *Untrue* (U) 1.

The Reliability Analysis was conducted on 21 items develop to measure the Parenting Styles. The result shows an acceptable internal constituency with Cronbach Alpha = .79, suggesting that the items are reliable and consistently measure the construct of Parenting Styles Questionnaire (PSQ). To test the validity of the measurement tool, an exploratory factor analysis was conducted. Principal Component Analysis was used as the extraction method in the factor analysis procedures. As a result of the analysis conducted, the Kaiser-Meyer-Olkin value was found to be .838. Bartlett's Test of Sphericity was found to be ($X^2 = 3875.220$, $p < .001$). If the Kaiser-Meyer-Olkin Measure of Sampling Adequacy is equal to or greater than .60, the sample used is considered adequate. If Bartlett's Test of Sphericity is significant ($p < .05$), we should proceed with the Exploratory Factor Analysis (Field, 2013). The analysis revealed that the 21 items accounted for 78.83% of the total variance. Items and factor loadings are presented in Table 1.

Preschool Children's Socio-Emotional Rating Scale

The Rating Scale is titled Preschool children's Socio-Emotional Rating Scale (PCSRS) it has information about the preschool children's gender and contains twenty-three (23) items to sought information on the preschool children socio-emotional regulation skills namely; friendship skills (has a group of friends, has 1-2 friends, seems to be at ease with almost any peers, loves to associate with opposite gender, prefers to stay alone), communication skills (turns away shyly from new acquaintance, sometimes shy even around people he/she has known for a long time, asks questions in class, talks whenever he/she needs attention, prefers quiet activities to active games), cooperation skills(enjoys sharing of play and writing materials e.g toys,

enjoys playing with peers, loves to have personal toys, pencils e.t.c, enjoys playing alone, loves group classwork activities), empathy skills (is quite upset by little cut, is

Table 1

Items and Factor Loadings

Items	Factor loading
I allow my child to contribute to making family rules.	.692
I am aware of my child's problems or concerns in school.	.945
I am responsive to my child's feelings and needs.	.954
I am afraid that disciplining my child for miss behavior will cause him/her to dislike me.	.769
I don't bother to find out my child's behavior.	.877
I don't direct my child's behavior, activities and desires.	.854
I emphasize the reasons for rules.	.915
I encourage my child to freely express him/her self.	.794
I encourage verbal give and take whenever my child felt that family rules and restrictions are unreasonable.	.854
I find it difficult to discipline my child.	.829
I give praise when my child is good.	.960
I guide the child with punishments.	.650
I ignore my child's misbehavior.	.697
I paid less attention when someone report about my child's unruly behavior.	.804
I set strict well-established rules for my child.	.657
I spank my child when he/she is disobedient.	.701
I state punishments with little or no justification.	.684
I tell my child about his/her behavior expectations before him/her does an activity.	.781
I tell my child what to do.	.681
I use threats to get my child to obey.	.737
I yell or shout when my child misbehaves	.720

upset by stories in which the characters are hurt, rarely cries or gets upset, looks pleased when other peers act happy, does not usually become distressed when other peers are upset) and responsibility skills (prefers to do his/her classwork by him/herself, follows the class rules and regulations, disobeys the class rules and regulations, is slow and unhurried in deciding what to do next, needs help in his/her classwork) on a four-point Likert scale of; *Always* (A) 4, *Almost Always* (AA) 3, *Sometimes* (S) 2 and *Never* (N) 1.

The Reliability Analysis was conducted on 25 items develop to measure the Social Emotional Skills of the Pre-schoolers. The result shows an acceptable internal constituency with Cronbach Alpha = .78, suggesting that the items are reliable and consistently measure the construct of Preschool Social Emotional Skills Rating Scale (PSRS). To test the validity of

the measurement tool, an exploratory factor analysis was conducted. Principal Component Analysis was used as the extraction method in the factor analysis procedures. As a result of the analysis conducted, the Kaiser-Meyer-Olkin value was found to be .702. Bartlett's Test of Sphericity was found to be ($X^2 = 1342.502, p < .001$). If the Kaiser-Meyer-Olkin Measure of Sampling Adequacy is equal to or greater than .60, the sample used is considered adequate. If Bartlett's Test of Sphericity is significant ($p < .05$), we should proceed with the Exploratory Factor Analysis (Field, 2013). The analysis revealed that the 25 items accounted for 60.92% of the total variance. Items and factor loadings are presented in Table 2.

Data Analysis

The instrument was subjected to expert judgment to ascertain both the face and content validity. The draft copy of the instrument would be given to the researcher's supervisor and two lecturers in the Department of Adult and Primary Education, University of Ilorin to ascertain its validity. For data collection procedures, a letter of introduction from the department of Adult/Primary education studies department, University of Ilorin was obtained for identity at each respective pre-primary schools. The researcher seek permission from the headmasters of the selected schools for the administration of the questionnaires for the preschoolers. The researcher briefed the teachers on the importance of the study and assured them of privacy by giving children numbers instead of writing their names. The researcher issued the rating scale on preschoolers, briefed them how to fill and administered it. The preschool teachers ticked the rating scale on behalf of the researcher since teachers know more about the children's interactions and attitudes in the class. Afterwards, the numbered questionnaire for easy representation was given to the pre-school for their parents. This ensured an increase on the response rate and eligibility in the study. Data collected data was coded and analyzed by computer using a statistical software SSPS (Statistical Package for Social Sciences) window 20.0. The questionnaires were sorted and grouped in line with the research questions and entered for computer analysis. The use of frequency and mean was used to arrived at a conclusion. Validity and reliability analyses were conducted.

Results

The values obtained from the research, such as gender distributions, maternal education levels, and family types,

are presented in sequence below. Gender distributions are presented in detail in Table 3.

Table 2

Items and Factor Loadings

Items	Factor loading
Asks questions in the class.	.570
Does not usually become distressed when other peers are upset.	.630
Enjoys playing alone.	.526
Enjoys playing with peers.	.830
Enjoys sharing of play and writing materials e.g. toys, pencils etc.	.784
Is quite upset by little cut or bruise.	.645
Loves group class work activities.	.548
Is upset by stories in which the characters are hurt or die	.551
Loves to have personal toys, pencils etc.	.735
Loves to have personal toys, pencils etc.	.557
Loves to associate with opposite gender.	.529
Prefers to do his/her classwork by him/herself	.670
Prefers quiet activities to active games.	.542
Rarely cries or gets upset	.514
Seems to be at ease with almost any peers.	.652
Prefers to stay alone.	.513
Sometimes turns away shyly from new acquaintances	.615
Sometimes shy even around people he/she has known for a long time	.658
Talks whenever he/she needs attention.	.664
Disobeys the class rules and regulations.	.613
Follows the class rules and regulations.	.656
Has 1-2 friends	.559
Has a group of friends	.660
Looks pleased when other peers act happy.	.694
Is slow and unhurried in deciding what to do next.	.605

Table 3

Gender Distribution of Preschool Children

Gender	Frequency	Percentage (%)
Male	102	51
Female	98	49
Total	200	100

Data in Table 3 indicates that out of 200 sampled preschool children, 102 (51.0%) were males while 98 (49.0%) were females. The result implies that male preschool children were involved in the study more than the female preschool children. Parental education levels are presented in detail in Table 4.

Table 4

Parental Education

Parental Education	Frequency	Percentage (%)
Primary/School Certificate	5	2.5
Grade 2	17	8.5
OND/NCE	96	48
Degree & Above	82	41
Total	200	100

Data in Table 4 indicates that out of 200 preschool parents, 5 (2.5%) were primary/school certificate holders, 17 represents (8.5%) were Grade 2 holders, 96 represents (48.0%) were OND/NCE holders while 82 represents (41.0%) were degree & above holders. The result implies that the largest percentage of the total number of preschool parents sampled were OND/NCE holder. Family type distributions are presented in detail in Table 5.

Table 5

Family Type

Family Type	Frequency	Percentage (%)
Monogamy	119	59.5
Polygamy	54	27.0
Separated	18	9.0
Divorced	4	2.0
Single Parent	5	2.5
Total	200	100.0

Data in Table 5 indicates that out of the 200 sampled preschoolers, parents 119 represents (59.5%) practice monogamy, 54 represents (27.0%) practice polygamy, 18 represents (9.0%) practice separated, 4 represents (2.0%) practice divorced while 5 represents (2.5%) practice single parent. Therefore, the result implies that the highest percentage of the total number of preschool parents sampled practiced monogamy family type.

In order to answer the research questions, the responses were subjected the quantitative measure analyzed by the SPSS. The rank order of the Parenting Styles and the Socio-Emotional Regulation Skills are presented in Table 6 and 7.

Table 6

Mean Ranking Order of Dominant Parenting Styles

S/N	Parenting Styles	N	X	SD	Rank
1	Authoritarian	200	1.55	0.80	2 nd
2	Authoritative	200	2.23	1.00	1 st
3	Permissive/Neglectful	200	1.23	0.58	3 rd

Data in Table 6 shows the dominant parenting styles established by the parent in terms of the dominant parenting styles. The table revealed that authoritative

parenting style has the highest mean score of 2.23. This implies that authoritative parenting style is the dominant parenting style established by the parent, while authoritative parenting style is followed by the authoritarian parenting style with mean score of 1.55. Permissive has the mean score of 1.23. It means that permissive parenting style is the least dominant parenting style.

Table 7

Index of Socio-Emotional Developmental Skills by Pre-School Children

S/N	SEDS	N	X	SD	Rank
1	Friendship Skills	199	2.79	0.48	1st
2	Communication Skills	199	2.30	0.38	4th
3	Cooperation Skills	199	2.78	0.33	2nd
4	Empathy Skills	198	2.21	0.46	5th
5	Responsibility Skills	198	2.51	0.34	3rd

Data in Table 7 shows the index of socio-emotional developmental skills of preschool children in Ilorin West Local Government Area, Kwara State. The table revealed that friendship skills have the highest mean score of 2.79. This indicates that friendship skills have the highest index of socio-emotional development skills by Preschool children, cooperation skills followed with the mean score of 2.78, the responsibility skills have the mean score of 2.51 while communication skills are followed by the responsibility skills with the mean score of 2.30. The empathy skills have the mean score of 2.21. It implies that the empathy skills are the lowest index of socio-emotional development skills.

Discussion

The findings revealed that the dominant parenting styles established by the parents in Ilorin West is Authoritative Parenting Style. Baumrind (1964) established that authoritative parenting is characterized by reasonable demands and high responsiveness. Parents who exhibit this style listen to their children, provide love and warmth in addition to limits and fair discipline. Authoritative parents demonstrate high level of both control and responsiveness. Authoritative parents are supportive and show interest in their child's activities, but are not overbearing and allow them to make a constructive mistakes. In Williams (2013) asserted in his study that the authoritative parenting style places limits and controls on children's behaviors: however, it allows them to engage in extensive communication with their parents. This finding is also consistent with Niez and Alico (2015) which revealed that authoritative parenting is the dominant parenting style, manifested by parent's

encouragement and acknowledgement of their children's good behavior. Niez and Alico (2015) further justified that children have Socio-Emotional competence and good academic performance when their parents treat them authoritatively.

The findings revealed the index of socio-emotional development skills by pre-school children in Ilorin West. The index of socio-emotional developmental skills by the preschool children in the following order; friendship skills, cooperation skills, responsibility skills, communication skills and the empathy skill rank at the least level. This findings support Foundation for Child Development Publication (2015), Relationships building is an important aspect of Socio-Emotional Development that is mostly evident. The Emotional support and security provided by positive relationships contributes in many different ways to young children's learning and development. Trawick-Smith (2014) related findings to socio-emotional developmental skills revealed that children's emotional well-being during their early years has a powerful impact on their social relationships. Children who are emotionally healthy are better able to establish and maintain positive relationships with adults and peers. Socio-Emotional development influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendship, a sense of importance and value to those around him/her. Socio-Emotional development influences all other areas of development, the development accompanies process skills which includes attention and approaches to learning activities evident at pre-school (Blair & Diamond, 2008).

Conclusion and Recommendations

This study analyzed the Influence of Parenting Styles on Socio-Emotional Development Skills of Pre-School Children in Ilorin West local Government Area, Kwara State. It can be deduced from them findings that the dominant parenting styles is authoritative parenting styles and the index of socio-emotional developmental skills by pre-school children in Ilorin west starts from the friendship skills, cooperation skills, responsibility skills, communication skills to empathy skills. Based on the findings, discussion and conclusion drawn from this research, the following recommendations were made:

1. Parents should adopt positive and warm parenting practices which promotes positive friendship skills, communication skills, cooperation skills and management of their emotions.
2. Parents should establish rules, regulates, monitor their

children's behaviour with an effect to form positive relationship with peers, boosts confidence level and cooperation skills. There is a need for parents to not stick to one parenting styles but rather be flexible to adopt the types of parenting styles as when necessary.

3. Friendship, communication, cooperation, empathy and responsibility skills is necessary for the preschoolers for smooth transition into adulthood. Teachers also have the responsibility to enable form the positive socio-emotional development skills through engagement of the children in questioning and answering questions in the class and organize seating arrangement of "groups of four" for group class works, projects and form friendship among each other.

4. Preschoolers should have the freedom to explore the environment, play and encourage their inquisitive nature and not to be bounded by strict well-established rules.

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