

**RELATIONSHIP BETWEEN PARENTING STYLES AND EMOTIONAL  
INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS IN ENUGU EAST  
LOCAL GOVERNMENT AREA, ENUGU STATE**

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**Abstract**

*This study investigated the relationship between parenting styles and emotional intelligence among secondary school students in Enugu East Local Government, Enugu State. Three research questions and one hypothesis guided the study. The study adopted the correlation design, and the population comprised of two thousand, six hundred and three (2603). The sample size was 260 respondents drawn through multi-stage sample procedure. The instrument used in collecting data from the study was structured questionnaire titled Emotional Intelligence Scale (EIS) and Parenting Styles Scale (PSS). the instrument used was standardized instrument. The findings revealed that there was a low positive relationship existing between the parenting styles and emotional intelligence of students. The researchers therefore, recommend that Curriculum experts should develop an effective instructional curriculum that incorporates emotional intelligence skills with the objective of enhancing personal and career success of students among others.*

**Keywords: Parenting Styles, Emotional Intelligence, Secondary School, Secondary School Students.**

**Introduction**

Emotional Intelligence (EI) is crucial for secondary school students to achieve academic success, build strong relationships, and develop essential life skills. Emotional Intelligence in recent times, is an important factor for determining student's academic success or failure,

equipping students with valuable skills for navigating the challenges of life and prepares them for future success (Nwosu, Chigbu, Etele & Obi, 2022).

Emotional Intelligence is found to have a significant impact on everyday life and activities. Nnadi, Nnodum, Ify, Chigbu and Uzoekwe, (2022) contextually view Emotional Intelligence as the ability of a leader to fully understand people's emotions for self-regulation, healthy interpersonal relationship, empathy, positive motivation and for all round development and achievements. Undoubtedly, Emotional Intelligence is an important part of general education because it goes a long in improving the problem-solving skills of students within and outside the school environment (Chigbu, Nwobi, Ngwaka, & Mokwelu, 2021). Emotional Intelligence strikes balances among self awareness, self-regulation, motivation, empathy and social skills. Emotional Intelligence (EI) among secondary school students builds resilience which leads to improved academic performance, healthy relationship, conflict resolution, better mental health outcomes, strong self awareness, effective communication, leadership skills, career exploration and provision of essential life skills which are crucial for success in all areas of life. Emotional Intelligence (EI) creates a close bonding and adequate communication between children and parents with clear rules and specifications. EI may lead to good interpersonal relationship among siblings and parenthood. Thus, EI is closely associated with parenting.

Parenting is an emotional climate in which parents raise their children. This emotional climate are usually characterized by different parenting styles (Christopher in Chigbu et al, 2021). parenting styles are parenting patterns that shows how parents respond to and demand from their children which may influence their behaviour (Chigbu, et al, 2022). parenting styles is the overall approach or philosophy that parents use to raise their children. It encompasses the values, beliefs and practices that parents employ to socialize, discipline and nurture their children (Chigbu, Ofojebe, Grace, Uzoekwe & Mokwelu, 2022). parenting style can have a profound impact on a child's development, shaping their personality, behaviour and relationships (Ngwaka, Chigbu, Oguzie & Nwadinobi, 2024). Baumrind, (1991) identifies three parenting styles namely; authoritative, authoritarian and permissive. These three parenting styles vary according to the degree of warmth and control exercised, and is useful in understanding its contribution to the emotional well-being of students. Because parenting styles and practices predicts so many developmental outcomes, it make sense to believe that they are also related to students emotional Intelligence.

Understanding the relationship between the parenting style and emotional intelligence amongst the secondary school students can provide valuable insights into how parents' behaviour and interactions shape their student emotional intelligence. Parenting styles considered as a nourishment of the students especially at the secondary school level. Parenting styles could be strongly related to emotional intelligence among secondary school students (Lekavicienea & Antinieneb, 2016). parents helps in stimulating and nurturing the social, emotional, physical, economical and the intellect of the child from babyhood to maturity. Researchers have found that a child wants a perfect balance between the level of affection and constraints they get from their parents in the home environment so as to influence social responsibility, high self-esteem, liberty, resiliency, proficiency, control and self-moving (Mishra, 2022).

Discharging parental duties are challenging, through it may demand high emotional intelligence among parents and children. The study of parenting styles as correlates of emotional intelligence amongst secondary school students gives the significant role that parents play in shaping their children's emotional development (Nnadi, et al, 2022). According to Al Elaimat, Adheisat and Alomyan (2018) on the relationship between the parenting styles and emotional intelligence of a sample of kindergarten children in Zarqa II Governorate, Jordan. To achieve the objective of the study, two measures were utilized, namely, the emotional intelligence scale of the kindergarten children and the parenting styles scale on a sample of 100 kindergarten children, 47 of whom were male and 53 were female. The results revealed that the prevalent parenting styles were the democratic, authoritative, and permissive styles respectively. Further, the results showed a statistically significant positive relation between the democratic parenting style and emotional intelligence in all its domains, and showed a statistically significant negative relationship between the authoritative and permissive styles and emotional intelligence. Furthermore, the results revealed a lack of statistical differences in all areas due to the impact of gender in emotional intelligence. Amid parenting styles and the growth of emotional intelligence in child was researched by Sidratul, Omar, Anasa, Salena, Sabina, Kashif and Kashif (2024). The primary objective of the study was to discern how different parenting styles, namely authoritative, authoritarian, permissive, and neglectful, contribute to emotional intelligence levels of children over time. Participants included the diverse sample of families through children aged 3 to 12 years, recruited from various socio-economic backgrounds. Parenting styles were assessed through standardized questionnaires, while emotional intelligence in children was measured using age-appropriate psychometric tools. Data collection occurred at multiple time points over several years, allowing for the examination of changes in emotional intelligence in response to different parenting styles. The result revealed that emotional intelligence plays a vital part in shaping a child's social and emotional well-being, secondly, the findings revealed distinct patterns linking specific parenting styles to development of emotional intelligence in children. Authoritative parenting showed very positive association with higher emotional intelligence scores, while authoritarian and neglective styles showed negative associations. Permissive parenting displayed mixed outcomes, higher lightening nuances in its impact on emotional intelligence development. A study on Parenting Style, Emotional Intelligence and Psychological Health of Nigerian Children by Olutope, Akpunne and Olajide, (2019). was a study with Exploratory /Descriptive survey design. Purposive sampling technique was used to select 332 (mean age = 14) in-school adolescents who responded to Wong and Law Emotional Intelligence Scale (WLEIS), Parenting Style Dimension Questionnaire (PSDQ) and General Health Questionnaire -12 (GHQ-12). Descriptive and inferential statistics were used for data analysis. Research findings show that parenting style could potentially contribute to or hinder the lifetime success of a child well into adulthood including leadership roles. In conclusion the authors conclude that a child's emotional intelligence is a product of parenting style.

Apparently, in view of the above researches conducted by various authors, parenting styles have greatly influenced or affected the emotional intelligence of adolescents either positively or negatively. In disagreement to a study by Okello and Aomo (2018) on parenting styles,

peer pressure and delinquency among adolescent indicate that there is a weak positive relationship among emotional intelligence, self confidence and accurate self-assessment and suicidal behaviour and parenting styles among the secondary school students. Thus, the problem of poor emotional intelligence has become a thing of concern to stakeholders like teachers, school administrator, counsellors and society at large. Unfortunately, various efforts such a holding talks during morning assembly, PTA meetings among others put forward in addressing the problem of low emotional intelligence seem not to have yielded much desired result. Hence, as poor EI could be as a result of poor parenting styles. Poor parenting styles which is obviously prevalence in our society as parents give poor attention to needs of children and some parents tends to be strict and demanding, irrespective of the feelings and needs of their children which negatively affects the emotional intelligence of their children. Base of all these negative occurrences in their various families. The current study dim it fit to ascertain the relationship between parenting styles and emotional intelligence among secondary school students in Enugu East Local Government Area, Enugu State.

### **Research Questions**

The following research questions guided the study:

1. What are the parenting styles scores of secondary school students in Enugu East Local Government Area of Enugu State?
2. What are the emotional intelligence scores of secondary school students in Enugu East Local Government Area of Enugu State?
3. What is the relationship between parenting styles and emotional intelligence in Enugu East Local Government Area of Enugu State?

### **Null hypothesis**

1. The relationship between parenting styles and emotional intelligence in Enugu East Local Government Area of Enugu State is not significant.

### **Research Method**

Correlational research design was adopted for the study and was conducted in Enugu East Local Government area, Enugu State. According to Stephen (2017), correlation research design is the type of study that seeks to establish what relationship exists between two or more variables. The population of the study comprised 2603 senior secondary school two (SS2) students from the 12 public secondary schools in Enugu east local government area of Enugu state. The sample size for the the study consist of 260 SS2 students drawn through multi-stage sampling procedure. The sample represent about 10 percent of the total population. Simple random sampling was used to draw 10 secondary schools from all the towns of Enugu East Local Government Area of Enugu State. Furthermore, using disproportionate stratified sampling, 26 students were drawn from each of the 10 sampled secondary schools, making a total number of 260 students. This all together constituted the total sample size for the study. The internal consistency of the instruments were determined through a trial test. The data collected from the trial testing was then tested for reliability using Cronbach Alpha statistical technique. The reliability coefficient of Emotional Intelligent Scale (EIS) was 0.96, while that of parenting Styles Questionnaire was 0.69. The researchers employed the services of three

research assistants who assisted with the administration and collection of the research instruments to respondents.

For the data analysis, the researcher adopted aggregate scores of summated scores, Pearson product moment correlation coefficient and probability table of r. Research question 1-2 were analyzed using the aggregate or summated scores while research question 3-5 were analyzed and tested at  $p < 0.05$  level of significance using Pearson Product Moment Correlation Coefficient Analysis r. However, for the research questions 1 and 2, respondents to EIS and PSS with total scores of 50 and above were considered as having a good emotional intelligence or responsiveness style of parenting while those that scored below the norms 50 were classified as having a poor emotional intelligence or demandingness of style of parenting. In answering the research questions, the coefficient of correlation were classified into the form of relationship they exhibit:

- $\pm 0.8$  to  $1.0$  (negative or positive) = very high relationship
- $\pm 0.6$  to  $0.8$  (negative or positive) = High relationship
- $\pm 0.4$  to  $0.6$  (negative or positive) = Average relationship
- $\pm 0.2$  to  $0.4$  (negative or positive) = Low relationship.
- $\pm 0.0$  to  $0.2$  (negative or positive) = very low or No relationship

In testing the hypothesis, a hypothesis with p-value lesser than  $0.05$  ( $p < 0.05$ ) was rejected while a hypothesis with p-value greater than  $0.05$  was accepted.

### **Presentation of Results**

**Research Question 1:** What are the parenting styles scores of secondary school students in Enugu East Local Government Area, Enugu State?

**Table 1: Range of scores on parenting styles of secondary school students in Enugu East Local Government Area, Enugu State**

Range of scores	N	%	Remarks
1 - 49	70	26.9	Poor Emotional Intelligence
Above 50	190	73.1	Good Emotional Intelligence

Table 1 revealed that 190 (73.1%) of the secondary school students with the scores ranging from 50 and above have good emotional intelligence, while 70 (26.9%) others who scored between 1 and 49 have poor emotional intelligence.

### Research Question 2

What are the emotional intelligence scores of secondary school students in Enugu East Local Government Area, Enugu State?

**Table 2: Range of scores on parenting styles of secondary school in Enugu East Local Government Area, Enugu State**

Range of scores	N	%	Remarks
1 - 49	150	58.1	Demandingness Style of Parenting
Above 50	110	42.3	Responsiveness Style of Parenting

Table 2 showed that 110 (42.3%) of the secondary school students with the scores ranging from 50 and above have responsiveness style of parenting, while 150 (58.1%) others who scored between 1 and 49 have demandingness style of parenting.

### Research question 3

What is the relationship between parenting styles and emotional intelligence of secondary school students in Enugu East Local Government Area, Enugu State?

**Table 3: Pearson (r) on the parenting styles and emotional intelligence of secondary school students in Enugu East Local Government Area, Enugu State**

Sources of Variation	N	Parenting Styles (r)	Emotional Intelligence (r)	Remarks
Parenting Styles	260	1.00	0.363	Low
Emotional Intelligence	260	0.363	1.00	Relationship

Table 3 revealed that there is low positive relationship of 0.363 existing between the parenting styles of secondary school students in Enugu State and their emotional intelligence.

**Table 4: Significance of Pearson on Parenting Styles and Emotional Intelligence on Secondary School Students**

N	Cal.r	df	Pvalue	Remark
260	0.93	162	0.000	S

S - Significant

In table 4 it was observed that at 0.05 level of significance and 162df, the calculated r 0.93 with Pvalue 0.000 which is less than 0.05, the first null hypothesis is not accepted. Therefore, the

low positive relationship existing between Parenting styles and emotional intelligence of secondary school students in Enugu East Local Government Area, Enugu State is significant.

### **Discussion of Findings**

The findings of the study on the mean of the answers revealed that 190 (73.1%) of the secondary school students with the scores ranging from 50 and above have good emotional intelligence, while 70 (26.9%) others who scored between 1 and 49 have poor emotional intelligence. The study shows that more of the secondary school students have good emotional intelligence.

The finding revealed that 110 (42.3%) of the secondary school students with the scores ranging from 50 and above have responsiveness style of parenting, while 150 (58.1%) others who scored between 1 and 49 have demandingness style of parenting. This agrees with the work of Mishra and Singh (2022) which state that students have more of emotions intelligence. It however disagreed with Pamela (2023), children of permissive parents are more likely to develop an exaggerated sense of entitlement, particularly in academic, this in turn affect emotional intelligence.

The finding of the study also revealed that there is low positive relationship of 0.363 existing between the parenting styles of secondary school students in Enugu East Local Government Area of Enugu state and their emotional intelligence. This means that parenting styles does not influence emotional intelligence of secondary school students. This finding disagrees with the findings of Sidratul, Omar, Anasa, Salena, Sabina, Kashif and Kashif (2024) who found that emotional intelligence plays a vital part in shaping a child's social and emotional well-being. The study by Nnadi et al (2022) of parenting styles as correlates of emotional intelligence amongst secondary school students gives the significant role that parents play in shaping their children's emotional development. The present study simply disagree with the findings of the above stipulated studies. Following this findings, there is the need to inculcate the development of emotional intelligence skills into the school curriculum. This is considered important because of its impact in improving the academic achievement of students. On the other hand, the findings agreed with the finding of Okello and Aomo (2018) that there is a weak positive relationship among emotional intelligence, self confidence and accurate self-assessment and suicidal behaviour and parenting styles among the secondary school students. The difference in both findings could be as a result of difference in the opinion of respondents due to geographical location.

### **Conclusion**

Poor parenting styles is obviously prevalence in our society as parents give poor attention to the needs of their children and some parents tend to be strict and demanding, irrespective of the feelings and needs of their children which negatively affects the emotional intelligence of their children. The above worries gave vent to the findings of this present study, it was concluded that there is a moderate positive relationship between parenting styles and emotional intelligence among secondary school students in Enugu East Local Government Area, Enugu State.

## **Recommendation**

Based on the finding of this study, the following recommendations are made:

1. Curriculum experts should develop an effective instructional curriculum that incorporates emotional intelligence skills with the objective of enhancing personal and career success of students.
2. Counsellors should include psycho-educational therapy to teach all the dimensions of emotional intelligence with reference to adequate parenting styles.
3. Teachers should increase and maintain secondary school student's emotional intelligence by helping them feel resourceful, intelligent, smart and as important as other students in the class.

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