Influence of Child-Rearing Styles on Personality Trait of Secondary School Students in Nigeria

John-Adubasim Ijeoma
Dept. of Educational Psychology (Guidance & Counselling), Faculty of Education, University of Port-Harcourt, Choba Rivers

Abstract
This study investigated influence of Child-Rearing Styles on Personality Trait of Secondary School Students in Nigeria. The study employed an ex-post facto design. The area for the study is Obio/Akpor local government Area of Rivers State. The population used in this study comprised students in JSS2 - SS3 in Rivers-State Secondary Schools within ObioAkpors L.G.A. A sample of 400 secondary school students was used in this study. The main research instrument used in this study is a self-designed questionnaire named the child rearing and personality traits questionnaire. This helped in assessing personality traits like extroversion, aggression and depression. The questionnaire was designed to assess personality traits under study, which includes, Aggression, depression, Extrovertism respectively. The items in the entire questionnaire were responded to on a five point Likert scale. This requested that students indicate their degree of agreement with the items i.e., strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Results among others revealed that the various child-rearing styles, namely democratic authoritarian and permissive child-rearing styles have significant influence on the personality trait of this study; depression, aggressiveness and extrovertism. The study concluded by making recommendations.

Keywords: Aggression, Depression, Extrovertism, Child Rearing Style, Personality Traits

Introduction
Rearing children is a task, which every family must thee. Child rearing styles are attitudes and expectations of parents communicated both verbally and nonverbally. Child rearing patterns are ways in which parents teach their youngsters how to and how not to behave. For Joiner and Lonigan (2000) the ideals of child rearing techniques are seen as that part of a culture which determines the parental role and the roles of the other people who come in contact with children. Hazel (2003) also defined child-rearing patterns as the ways or techniques parents use in bringing up their children.

Adverse effects have been identified in maltreated children’s physical, cognitive, emotional and social development and these adverse effects accumulate over time. There are indications that the negative effects on development can often but not always be reversed, thus reversal requires timely identification of the treatment and appropriate intervention. The psychological, emotional or physical damage that a child suffers as a result of maltreatment...
depends on aspects of the abuse itself and on the child’s stage of development. From Rogers’s theory of personality development, parents can foster creativity in their children by the type of child rearing practices, which they adopt. In support of this view Wade and Tavris (1993) opines that parental styles of child rearing depends on the kind of child a parent is trying to raise. Over the years the traits that most parent’s value have changed significantly from theft analysis, Awujo (2002) indicates that in 1924 about 50% of a sample of average American emphasized Strict obedience and Loyalty to church in training their children, by the late 1970s the figure had dropped to only 20%. In contrast in 1924 only 24% valued teaching their children tolerance of other people’s opinion and only 25% valued independence -thinking and acting for yourself, in the late 1970, 47% valued tolerance and a whopping 76% valued independence of thought and action.

Baummid (1991) posits that humans who have had adequate maternal care or who have been separated from adequate maternal care within some critical stage, suffer disturbances and delay or even irreparable damage in terms of subsequent personal social development. Rearing children could be an uphill task. When children are raised effectively, both parents and child benefit but when child rearing is not effective, or parents fail to give a child a good start; parent, child and the society at large feel the hurt. For any child rearing style to be successful, parents should give their children a capacity for love, joy and fulfillment (Coon, 1986).

Personality in the context of this study representing those characteristics of a person or of people generally that account for consistent patterns of response to situations. Supporting these views, Beardslee, Gladstone, Wright, and Cooper (2003) defined personality as the more or less stable and enduring organization of the person’s character, temperaments, intellect and physique which determines his unique 4ustment to his environment”. Thus, one’s personality determines the behaviour one puts up. So also, Child (1968) sees personality as a more or less stable internal factor that makes one person’s behaviour consistent from one time to another and different from the behaviour other people would manifest in comparable situations.

Statement of the Problem

Majority of secondary schools in Nigeria are full of students who show certain depressive personality trait; some of these students often become very violent and aggressive which perhaps led them into deviant behaviours and cult activities, youth restiveness, street fighting and bullying. They prefer to hang out with friends who have similar personality traits and thus pay less attention to school work (Beardslee, Gladstone, Wright, and Cooper, 2003). Others are withdrawn and may not want to associate with other students, keep to themselves and avoid most social gatherings, while a handful are carefree and enjoy social gatherings. When parents use wrong styles they may end up having children with personality traits like unnecessary, aggression, depression, introvertism, extrovertism. This is an observable trend in our secondary school. The problem of this study therefore is what influences does child-rearing patterns have on personality development of students.

Purpose of Study

The purpose of this study is to find out whether child-rearing style has any influence on the personality trait of students. Specifically, the study tends to;
1. Find out the influence of authoritarian, democratic and permissive child rearing styles on the personality trait of depression.
2. Find out the influence of permissive, authoritarian, democratic rearing styles on the personality trait of extrovertism.

**Significance of Study**

This study is very significant in many dimensions to the student who is an adolescent, the parents, the teachers and the society at large. It is important to parents as it is aimed at helping parents understand that every child is unique on his own and required a rearing style that will suit his upbringing, thus parents should properly study the child before imposing a particular rearing style on the child. As they will find out that some child rearing styles may aid some personality traits which are not desirable in the children they are trying hard to raise.

Secondly, the child is a person who though seems to have little or no will power or even decision-making ability, but has feelings, which if wrongly built, may have a drastic effect on his relationship with others later in life. So, proper care should be taken when bringing up the child.

The study also is aimed at helping parents and intending parents to have an understanding of the various childrearing styles and what influences they may have on the personality development of their children, how that different children react differently to these styles and which could be most effective for particular children.

So also this study brings to air the following personality traits; aggression, introvertism, extrovertism and depression and show how these traits are influenced by the choice of child rearing style adopted by parents. This will help in handling students who show these tendencies and helping them become better than they were through effective counselling.

**Research Questions:**

To meet the objectives of this study, the following research questions guided the research.

1. To what extent do authoritarian, democratic and permissive child rearing styles influence students’ personality trait of depression?
2. To what extent do authoritarian, democratic and permissive child rearing styles influence students’ personality trait of extrovertism?

**Hypotheses**

The following hypotheses guided this study. They were all tested at 0.05 level of significance:

1. Authoritarian, democratic and permissive child rearing styles do not significantly influence students’ personality trait of depression.
2. Authoritarian, democratic and permissive child rearing styles do not significantly influence students’ personality trait of extrovertism.

**Methodology**

**Research Design**

This study employed an ex-post facto design. This is a study which involves the gathering of information which already existed and which has not been created by the researcher-
Nwankwo, (1999). This helped to find out the influence of the various child-rearing styles on personality traits of students. Data on the influence of child rearing styles on the personality traits in question was also collected. The area for the study is Obio/Akpore local government Area of Rivers State. The choice of this local government is to give the researcher an opportunity to study the different backgrounds. Furthermore, the students drawn from these local government areas likely possess all the characteristics to be measured as required by the objectives of the study.

The population used in this study comprised students in JSS2 - SS3 in Rivers-State Secondary Schools within Obio/Akpore L.G.A. A sample of 400 secondary school students was used in this study. The main research instrument used in this study is a self-designed questionnaire named the child rearing and personality Traits Questionnaire. This helped in assessing personality traits like extroversion, aggression and depression. The questionnaire comprised of 5 sections- Section A is personal data of students. Section B is on the child rearing patterns adopted by student’s parents. While Sections C, D, E, were designed to assess personality traits under study, which includes, Aggression, depression, Extrovertism respectively. The items in the entire questionnaire will be responded to on a five point Likert scale. This requested that students indicate their degree of agreement with the items i.e., strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

Two copies of the students’ questionnaire on influence of child rearing styles on personality development were given to two specialists in Educational psychology for face validation. They vetted the items of the questionnaire for clarity of words, relevance and appropriateness of question; this was after my supervisor had made necessary corrections on the questionnaire. All correction and recommendations by these experts were taken into account before the final work was done. The instrument therefore has face and content validity and it is thus valid for the study. The reliability of the instrument for measuring the personality traits was determined using the test retest technique. The questionnaire was administered directly to the respondents by the researcher. The instructions guiding the filling of the questionnaire was explained to the respondents by researcher and the filling was supervised by researcher and retrieved after filling from the respondents on the spot.

Results
This presented the results of data analysis conducted. The analyses were carried out in line with research questions and hypothesis of the study.

Research Question One
To what extent do authoritarian, democratic, and permissive child rearing styles influence students personality trait of depression?

Table 1: Mean and Standard Deviation of Personality trait of Depression for the various child rearing styles

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>X</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian child-rearing style</td>
<td>160</td>
<td>14.00</td>
<td>2.79</td>
</tr>
<tr>
<td>Democratic child-rearing style</td>
<td>40</td>
<td>17.00</td>
<td>1.01</td>
</tr>
<tr>
<td>Permissive child-rearing style</td>
<td>120</td>
<td>17.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>
Table 1 shows that authoritarian child rearing style (ACRS) has a mean of 14.00, democratic child rearing style (DCRS) has a mean of 17.00 while permissive child rearing style (PCRS) has a mean of 17.00.

Research Question Two
To what extent do democratic, authoritarian and permissive child rearing styles on extrovertism of students?

Table 2: Mean, Standard deviation of the personality trait of extrovertism for the various child-rearing styles

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>X</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian child-rearing style</td>
<td>60</td>
<td>16.67</td>
<td>1.71</td>
</tr>
<tr>
<td>Democratic child-rearing style</td>
<td>180</td>
<td>15.56</td>
<td>2.46</td>
</tr>
<tr>
<td>Permissive child-rearing style</td>
<td>100</td>
<td>17.00</td>
<td>2.77</td>
</tr>
</tbody>
</table>

The data in table 2 shows that authoritarian child rearing style has a mean of 16.67, democratic child rearing style has a mean of 15.56, while Permissive child rearing style is 17.00.

Hypothesis One
There is no significant influence of the various child-rearing styles on the personality trait of depression of students.

The null hypothesis was tested with ANOVA (analysis of variance) at 0.05 level of significance.

Table 3: Analysis of variance for the influence of the various child - rearing styles on the personality trait of depression of students.

<table>
<thead>
<tr>
<th>Sources</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean sq.</th>
<th>Fcal.</th>
<th>Fcrit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>664.75</td>
<td>3</td>
<td>221.58</td>
<td>121.32</td>
<td>2.48</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2915.00</td>
<td>1596</td>
<td>1.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3579.75</td>
<td>1599</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Groups = the three child rearing styles, Vs depression
Fcal = calculated value
Fcrit = table value

Table 4.4 shows that the calculated F value 121.3197 is greater than the table value 2.48 at 0.05 level of significance, therefore the null hypothesis is rejected .Thus, there is significant influence of the various child-rearing styles on the personality trait of depression of students.

Hypothesis two
There is no significant influence of the various child-rearing styles on extrovertism of students.
Table 4: Analysis of variance for the influence of the various child-rearing styles on the trait of extrovertism of students

<table>
<thead>
<tr>
<th>Sources</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean sq.</th>
<th>Fcal.</th>
<th>Fcrit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1074.00</td>
<td>3</td>
<td>358.00</td>
<td>224.77</td>
<td>2.48</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2542.00</td>
<td>1596</td>
<td>1.59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3616.00</td>
<td>1599</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Groups = the three child rearing styles, Vs depression
Fcal = calculated value
Fcrit = table value

Table 4 shows that the calculated F value 224.7710 is greater than the table value 2.48 at 0.05 level of significance; therefore, the null hypothesis is rejected. Thus, there is significant influence of the various child-rearing styles on the extrovertism of students.

Discussion of Results
From the hypotheses one, there is no significant influence of the various child-rearing styles on the personality trait of depression of students. The result of the data analysis in table 3 indicates that the value of F calculated is 121.32 which is greater than the F table value which is 2.48 at 1599 degree of freedom and .05 level of significance. This means a significant influence of the three child rearing styles outlined above on the depression of students. Based on this, the null hypothesis was rejected. This result is in agreement with McGinn (2000), according to him, social models of depression suggests that depressions are a result of problems interacting with the environment, among which are repeated physical, emotional or verbal abuse, embarrassment, shame, guilt or loss of face. These kinds of problem arise when the child is made to feel less important and compelled to obey all rules, the child is subsequently punished if he fails to keep any rule. This kind of treatment will make a child feel embarrassed, ashamed and guilty each time he does something wrong, leading to the development of a depressive personality (Beardslee, Gladstone, Wright, and Cooper, 2003). This style of rearing is typical of child rearing styles which employ control and excessively demanding. Authoritarian child rearing style falls into this category. Also, there is no significant influence of democratic, authoritarian and permissive child-rearing styles on extrovertism of students. From the result of the data derived from the hypothesis in table 4, the value of the analysis of variance of F calculated is 224.77 and the value of F critical is 2.48 at 1599 degree of freedom and 0.05 level of significance. This indicates that there is a significant influence of democratic, authoritarian and permissive child rearing styles on Extrovertism of students.

Conclusion
Results of the study showed that democratic, authoritarian and permissive child rearing styles have significant influence on depression and extrovertism of students. This means that the behaviour problems of adolescents are related to the kind of child rearing styles adopted by their parents. This study has a very useful implication to parent. This is because most times parents want to install discipline in children or even want to correct some ill behaviour without knowing that, the way they go about it might cause more behaviour problems than correct the already existing ones. Thus, parents should be aware of the kind of child rearing styles they adopt.
styles that foster some behaviour problems among adolescents. This study also has strong implication for teachers and guidance/counselling practitioners. This is because knowledge of the kind of child rearing environment a student is grown in, equips the teacher or counsellor to better understand why the student behaves the way he does and thus can devise a more helpful method of curbing the undesirable behaviour without an additional side effect on the student. The student who is an adolescent is not left out as this study acts as an eye opener, the students will understand that some of the behaviours they exhibit are not self manufactured but are results of modelling effect or poor/inadequate child rearing options. This will help the adolescent decide to re-evaluate his behaviour, drop the desirable ones and make amendments were necessary.

Recommendations

The adolescents and students are very important to every political community. The family is one of such political entities. This is because the adolescents are the future hope of the society. It is against this background that I make the following recommendations

1. Information on influence of the various child rearing styles on personality traits of students should be made available to parents. This will bring to limelight and make than aware of the roles they have played and keep playing in the behaviour/personality of their children. They will also understand that no particular child rearing style is all embarrassing. Thus, the need for variation as the needs arises.
2. Every child is unique, thus parents should adopt appropriate child rearing style for each child
3. Counsellors and teachers also needs to know that child rearing styles has influence on behaviour of students, this will help them properly advise students on undesirable behaviour. And also when resolving conflict between parents and children/students.
4. Students should be careful of what they admire about adults, and not let undesirable adult behaviour influence their subsequent behaviour/personality.

References