



**UNIVERSITI PUTRA MALAYSIA**

***RELATIONSHIP BETWEEN PARENTING STYLE PARENTAL  
COMPETENCE ON EMOTIONAL INTELLIGENCE OF COLLEGE  
STUDENTS IN URBAN AREA OF ANAMBRA STATE, NIGERIA***

**OKOYE CHUKWUEBUKA JOSEPH**

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By

**OKOYE CHUKWUEBUKA JOSEPH**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfilment of the Requirements for the Degree of Master of Science**

**December 2021**

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

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**December 2021**

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Emotional intelligence (EI) refers to the ability to identify and manage individuals' emotions as well as the emotions of others. Since parenting styles and competence predict many aspects of the college students' wellbeing, it makes more sense to believe that they can also have significant impacts on the EI of college students. Despite many studies having been conducted on the parenting styles, no attention has been paid to address the relationships between parenting style and parental competence on emotional intelligence of college students in the urban area of Anambra State, Nigeria. The current study concerns with college students as there is a need to describe the relationship between parenting style and parental competence on EI because this population category may soon start parenting their children who are in colleges. This study involved 320 college students in the urban area of Anambra State, Nigeria. A self-administered questionnaire was used in the data collection. Research instruments used were Parental Authority Questionnaire-PAQ by Baumrind (1971), Perceptions of Parents Scale (POPS) by Grolnick et al (1997) and The Schutte Self Report Emotional Intelligence Test (SSEIT) by Schutte's (1999). The findings demonstrated that permissive parenting of the mother was significantly correlated ( $r = .185, p < .01$ ) with the students' emotional intelligence. Authoritative parenting of the mother was also significantly correlated ( $r = .242, p < .01$ ) with students' emotional intelligence. Parental competence of the mother was also significantly correlated ( $r = .200, p < .01$ ) with the students' emotional intelligence. The regression analysis found that the mothers' authoritative positively and significantly predicted college students' emotional intelligence ( $\beta = .188, t = 2.894, p < .05$ ). The study concluded mothers' permissive and authoritative parenting styles and mothers' parental competence positively and significantly correlated with emotional intelligence of College Students in the Anambra State, Nigeria. Therefore, to ensure higher emotional intelligence students when they reach the college level, parents should adopt either permissive or authoritative parenting styles.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

**HUBUNGAN DI ANTARA GAYA KEIBUBAAPAN, KOMPETENSI IBU BAPA  
DAN KECERDASAN EMOSI PELAJAR KOLEJ DI KAWASAN BANDAR,  
NEGERI ANAMBRA, NIGERIA**

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Kecerdasan emosi (EI) merujuk kepada kemampuan untuk mengenal pasti dan menguruskan emosi individu serta emosi orang lain. Oleh kerana gaya keibubapaan dan kecekapan meramal banyak aspek kesejahteraan kanak-kanak, dipercayai ianya juga boleh mempunyai kesan yang ketara terhadap EI pelajar kolej. Walaupun banyak kajian telah dijalankan mengenai gaya keibubapaan, tiada perhatian diberikan terhadap hubungan antara gaya keibubapaan dan kecekapan ibu bapa dengan kecerdasan emosi pelajar kolej di kawasan bandar Anambra State, Nigeria. Terdapat keperluan untuk menggambarkan hubungan antara gaya keibubapaan dan kecekapan ibu bapa terhadap EI kerana golongan ini akan mula menjadi ibu bapa kepada anak-anak mereka. Kajian ini melibatkan 320 responden pelajar kolej di kawasan bandar Anambra, Nigeria. Borang soal selidik yang ditadbir sendiri telah digunakan dalam pengumpulan data. Instrumen yang digunakan adalah Soal Selidik Autoriti Ibu Bapa-PAQ oleh Baumrind (1971), Skala Persepsi Ibu Bapa (POPS) oleh Grolnick et al (1997) dan Ujian Kecerdasan Emosi Laporan Kendiri Schutte (SSEIT) oleh Schutte's (1999). Dapatan kajian menunjukkan gaya keibubapaan permisif (ibu) mempunyai korelasi signifikan ( $r = .185, p < .01$ ) dengan kecerdasan emosi pelajar. Gaya keibubapaan autoritatif (ibu) juga menunjukkan korelasi signifikan ( $r = .242, p < .01$ ) dengan kecerdasan emosi pelajar. Kecekapan ibu pula menunjukkan korelasi signifikan ( $r = .200, p < .01$ ) dengan kecerdasan emosi pelajar. Analisis regresi mendapati gaya keibubapaan autoritatif ibu secara positif dan signifikan meramalkan kecerdasan emosi pelajar ( $\beta = .188, t = 2.894, p < .05$ ). Kajian ini menyimpulkan gaya keibubapaan permisif dan autoritatif (ibu) dan kecekapan ibu menunjukkan korelasi signifikan dengan kecerdasan emosi pelajar kolej di Negeri Anambra, Nigeria. Oleh itu, untuk memastikan kecerdasan emosi pelajar yang lebih tinggi apabila mereka sampai ke peringkat kolej, ibu bapa harus mengamalkan sama ada gaya keibubapaan permisif atau autoritatif.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of Study

Emotional intelligence (EI) refers to the ability to identify and manage individuals' emotions as well as the emotions of others (Olutope, 2019). Generally, it is believed that EI includes three aspects, which include emotional consciousness, the capability to harness emotions and then apply to exercises such as thinking and problem solving, as well as the capacity to manage emotions such as regulating one's emotions. The emotional expressiveness of the parents and the emotional climate that are generated through the parenting styles and competence offer specific guidelines to the college students with regards to the utilization of certain emotions in their day-to-day social interactions. Indeed, parents play a significant role in the EI development of college students. Studies have revealed that the parenting style has an impact on college student competency. Moon-Seo et al (2021) suggests that parenting style continued to have an effect well into college. Authoritative parenting improved student self-esteem. Personal self-esteem, influenced by the authoritative parenting style, had direct impacts on social, emotional, and academic adjustments in college. Therefore, variation of the EI among college students may significantly be associated with different parenting styles and competence.

Although not the pioneer to coin the term, Goleman was critical in the popularization of the constructs of EI (Gonzales, 2022). Hence, with small discrepancy associated with occupational or relational outcomes between the people with low vs. high IQ, Goleman (1995) presented that these discrepancies could be described by different personality characteristics such as self-control, determination, and motivation, both of which were labelled as EI. Afterwards, other authors have added various categories. For instance, Mayer et al. (2008) consider EI as the ability to not just reason about emotions, but also utilizing emotions as a contributing factor in rational thoughts. The authors identified three different perspectives to describe EI, which include, 1) the "specific ability" approaches in directly focusing on someone's ability to utilize emotions in order to attain different skills such as viewing the emotions of others (e.g. the emotional inputs in the management and thought of particular emotions), 2) the integrative model strategy often converts an entire measurement of various emotional skills into an overall EI value, and finally 3) the mixed model strategy, which includes other elements that are not often put under EI, but rather involves other related characteristics that focuses on the differences between the EI as either ability or trait.

Trait-based EI is normally measured in terms of personality studies, and often focuses on the various dispositions, whereas in contrast, the ability-based EI is particularly measured through performance tests, and is associated with certain cognitive abilities. Previously, (Salovey and Mayer, 1990) introduced a different (ability-based) description of EI, which reflects one's ability to see emotions in oneself and others, to utilize

emotions to assist with thoughts, and to comprehend different emotions and regulate them in order to enhance personal growth (Krishnan & Awang, 2020). The authors presented a hierarchical model of the development of EI, from the general perceptions of emotions to more complex regulations of emotions. However, most authors agree that both ability and trait models are critical in conceptualizing EI.

Olutope (2019) argues that parenting style is considered as a psychological construct, which is described as standard approaches employed by parents in bringing up their wards. There are different parenting styles used by parents, and each present varying degrees of impacts on the EI development of their children. For instance, Estlein (2021) parenting style focuses on two major parenting components, which reflects that parents are often demanding and responsive. When parents are demanding, it implies to their behavioral control, “the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys” (Baumrind, 1991). On the other hand, the parents’ responsiveness, which is also be defined as parental warmth and supportiveness, and which illustrates “the extent in which parents intentionally foster individuality, self-regulatory behaviour and self-assertiveness by being attentive, supportive, and compliant to children’s needs and demands” (Baumrind, 1991). In addition, Baumrind identified three major parenting styles, which include permissive, authoritarian, and authoritative. However, the three parenting styles vary in accordance with the degree of control and degree that are exercised, and are useful in comprehending its contribution to the student’s emotional wellbeing. Each of these parenting styles generates a varying emotional environment, hence contributing to the development of EI.

García Linares, et al. (2018) proposed that parents who exercise control, but low levels of care significantly and negatively affect the EI among college students. The authors presented that certain parenting styles are inextricably associated with negative parenting styles, for instance, parental psychological control negatively influences EI. However, they stated that authoritarian parenting is attached to lower levels of EI traits on average. In addition, constant criticism and harsh discipline of the children’s emotional expression may lead to cases of children’s continuous effort to gain approval from or may avoid the dislike of the parents, as opposed to the understanding of their own internal states and appropriately regulate them (García Linares, et al. (2018). This aspect may explain how authoritarian leadership may hinder the development of EI among college students.

George et al. (2017) showed that most of the college students that demonstrated low EI within the domain of self-awareness, social skills, and motivation moderately high in the aspects of empathy, and high in self-regulation, respectively. The authors found that both the fathers and mothers were having affectionless control (low care and high protection) of parenting styles that was different from other studies that demonstrated that the fathers indicated affectionless control and where mothers showed neglectful parenting (Butalid et al., 2013). This variation may be because of the location where the study is undertaken in rural and urban settings. In addition, the aspect of low care can be because of the parents’ occupation and having multiple children within the family (George et al., 2017).



Emotional socialization studies indicate that parents are the initial learning centre for their children, and recognizes parents to play a significant impact on the children's emotional and social development (Sluyter & Salovey, 1997). Therefore, it is plausible to note that parenting styles and competence play a significant role in the growth and development of EI of their children. However, studies in this area remain unlimited, especially for college students in the Nigerian context. At college level, students exhibit an increased awareness of the complex emotional awareness cycles. In this regard, students use complex strategies in order to independently regulate their emotions and gradually become more aware of the need for reciprocal and mutual emotional self-disclosure in the establishment and maintenance of relationships. Various studies have found positive results on the parenting styles and competence on the EI; however, the majority of these studies focuses on young children and teenagers, with less emphasis on college students. At college levels, individuals become more vulnerable to their emotional problems, and the manner in which they are able to deal with their emotions and the emotions of others may significantly be dependent on the parenting styles and competence engaged by their respective parents.

## **1.2 Statement of the Problems**

Research shows that EI has been identified as the predictor in various outcomes on college students physical and psychological health, psychopathology, academic performance, deviant behavior and internalizing and externalizing problems (García Linares, et al. (2018). However, there is scarcity of research on the antecedents of the EI particularly on the relationship between parenting styles and EI among college students in Nigeria. Since parenting styles and competence predict many aspects of the college students' wellbeing, it makes more sense to believe that they can also have significant impacts on the EI of college students. College students, in their late adolescents' stage are still facing rapid and fluctuating developmental changes to transit into the adulthood stage. Thus, EI plays a crucial role in handling them effectively and their EI can also be influenced by their parents' choice of parenting style.

Despite many studies (e.g. Kokkinos & Vlavianou, 2020; George et al., 2017) that have been conducted on the parenting styles in Greece and South India, respectively, no study has been undertaken in order to address the relationships between parenting style and parental competence on emotional intelligence of college students in urban areas of Anambra state, Nigeria. Researchers have demonstrated that in Anambra State, power and influence are disproportionately held by males because of the state's longstanding maleness culture and patriarchal society. As a result, women in Anambra state are subjugated and demoted by males to subordinate roles in the state's socio-cultural and economic structure. However, with regards to fostering good parenting, the common practices in Nigeria as well as other African Countries still recognize the important role of mothers in the process of raising and educating their children from birth until adulthood. In addition, Akinsola (2018) explained that Nigerian children see their parents as authoritative at times and authoritarian at others due to the mix of parental demands for compliance and response. This conclusion is backed up by study findings that show authoritative and authoritarian parenting styles, as well as their hybrids, are often used by Nigerian parents.

However, research by Joseph et al (2021) indicated the poor emotional literacy among college students in urban areas of Anambra state, Nigeria, whereby students have demonstrated inability to control their emotions effectively, and develop empathy and motivation to meet the goals they have set for themselves. In addition, there have been reports of students exhibiting low self-awareness, making good decisions and communicating effectively. Therefore, it is imperative to determine whether these are being influenced by the parenting styles and parental competence as studies indicate that parents present the first learning environment for their children before joining schools, and that the impacts they have to their children may influence their children up to college level.

Some of the previous studies have shown a direct association between parenting styles and the students' behaviours. For example, Pinquart & Kauser (2018) found that the behaviour of students and academic standings are attested to their kind of parents. Some cases such as college students' failure to attend their lectures and pay attention to their requirements in schools, the parental background may be associated with such behaviours, especially the permissive parenting styles. In addition, Ar García Linares, et al. (2018) suggested that parenting style helps build a better EI, social responsibility, and social lifestyle for a child. Therefore, the current study seeks to adopt the Bronfenbrenner typology on parenting styles to understand this phenomenon, using a descriptive and correlational method of research. This study will also help to understand which parenting style African parents in the eastern part of Nigeria adopt, the extent of their parental competence and how the study may be generalized to other regions around Africa. In addition, since the current study concerns college going students, there is a need to describe the relationship between parenting style and parental competence on EI because this population category may soon start parenting their children, hence there is a need to understand the development of their EI.

### **1.3 Research Questions**

This research will provide answers to the following questions;

1. What are the demographic characteristics of the respondents (age, gender, family structure, parents' monthly income, and parents' education) in relation to the emotional intelligence among college students?
2. What are the parenting styles, parental competence and emotional intelligence of college students in the urban area of Anambra state, Nigeria?
3. What are the relationships between parenting styles, parental competence and emotional intelligence among college students in the urban area of Anambra state, Nigeria?
4. What are the differences in parenting styles, parental competence and emotional intelligence among males and female college students in the urban area of Anambra state, Nigeria?
5. What are the unique predictors of emotional intelligence of college students in the urban area of Anambra State Nigeria?

#### **1.4 Significance of Study**

Understanding the relationships between parenting style and parental competence on EI of college students may be helpful in various ways. First, the current study seeks to contribute to the existing knowledge in these areas and fill the existing gaps in the Nigerian context. Currently, there is insufficient literature on this topic in Nigeria, hence the future researchers in similar problems may find the study beneficial as a reference point in terms of literature. Secondly, the policy makers in education and family values may find the study beneficial in terms of the recommendations that will be presented herein. It is hypothesized that there are significant relationships between parenting style and parental competence on EI of college students, hence colleges may be in a position to deal with some behaviours exhibited by students in their duration of study. In this regard, colleges may see the need to equip family values to students before they can graduate. Thirdly, the current study is significant for parents, and the potential parents, who may be college students on the best parenting styles to adopt for their children. Since parenting styles may have significant impacts on the development of the EI on college students, understanding the styles that positively contribute to the development of EI is imperative. Similarly, the parenting styles that will be found to be harmful in the development of EI may be avoided by the parents in their stay with their children, while adopting the best approaches. Finally, the study may be helpful in promoting the academic outcomes of college students. By studying the findings of this study, the college students with emotional problems may understand their causes and how to correct them. Consequently, since emotional problems negatively affect concentration of the students, the approaches to cope with these problems that may be identified in the current study may be helpful to students and colleges in general.

#### **1.5 Research Objectives**

The General objective of the study was to examine the relationships of parenting style and parental competence on emotional intelligence of college students in urban areas of Anambra state, Nigeria. The specific objectives are:

1. To describe the demographic characteristics of the respondents (age, gender, family structure, parents' monthly income, and parents' education) in relation to the emotional intelligence among college students.
2. To describe the parenting styles, parental competence and emotional intelligence of college students in urban area of Anambra state, Nigeria
3. To determine the relationships between parenting styles, parental competence and emotional intelligence among college students in the urban area of Anambra state, Nigeria.
4. To determine the differences in parenting styles, parental competence and emotional intelligence among male and female college students in urban areas of Anambra state, Nigeria.
5. To determine the unique predictors of emotional intelligence of college students in the urban area of Anambra State Nigeria.

## 1.6 Hypothesis

Ha1: There is a significant relationship between the permissive parenting style of fathers and emotional intelligence.

Ha2: There is a significant relationship between the authoritative parenting style of fathers and emotional intelligence.

Ha3: There is a significant relationship between the authoritarian parenting style of fathers and emotional intelligence.

Ha4: There is a significant relationship between the permissive parenting style of mothers and emotional intelligence.

Ha5: There is a significant relationship between the authoritative parenting style of mothers and emotional intelligence.

Ha6: There is a significant relationship between the authoritarian parenting style of mothers and emotional intelligence.

Ha7: There is a significant relationship between the parental competence of fathers and emotional intelligence.

Ha8: There is a significant relationship between the parental competence of mothers and emotional intelligence.

Ha9: There is a significant difference in permissive parenting style of fathers among male and female college students.

Ha10: There is a significant difference in authoritative parenting style of fathers among male and female college students.

Ha11: There is a significant difference in authoritarian parenting style of fathers among male and female college students.

Ha12: There is a significant difference in permissive parenting style of mothers among male and female college students.

Ha13: There is a significant difference in authoritative parenting style of fathers among male and female college students.

Ha14: There is a significant difference in authoritarian parenting style of mothers among male and female college students.

Ha15: There is a significant difference in parental competence of fathers among male and female college students.

Ha16: There is a significant difference in parental competence of mothers among male and female college students.

Ha17: There is a significant difference in emotional intelligence among male and female college students.

Ha18: Regression coefficients for all selected variables (mothers' permissive parenting and mothers' authoritative parenting) are not equal to zero when regressed against emotional intelligence of college students.

## **1.7 Theoretical Framework**

### **1.7.1 Baumrind's Theory for Parenting Styles**

During the parent-child socialisation process, parents often provide the first context for communication and recognition for effective messages to the child. These effective messaging are then communicated to the children with some expectations that they will be able to adequately interpret them and respond to them appropriately. As already pointed out, the four major parenting styles identified by Baumrind (1991) include permissive or indulgent, authoritative, and authoritarian. The authoritarian parents are considered to be highly controlling in employing authority as well as relying on punishment, however, they are considered not to be responsive. They always value obedience from their children and may not tolerate the inconsistent relationships with their ward. The authoritarian parents do not always expect their child(ren) to convey their disagreements with their rules and disagreements and may not expect them to obey without explanations (Baumrind, 1991).

On the other hand, authoritative parents are always warm and often communicate well with their children; they are both responsive and demanding. These kinds of parents are able to stay in authority and may expect their children to act maturely. They may expect their children's independence and opinion, while still maintaining their own respective positions. This style of parenting enables children to have enough freedom of utterance in order to develop a sense of independence; however, they may know the boundaries of the rules and how to obey them. Both authoritarian and authoritative parenting styles present high expectations from the children, but often exhibit control in various ways.

Baumrind (1991) further argues that indulgent parents show warmth and acceptance, but their key concern is not associated with the interference with the independence and the creativity of their children, and are more demanding and responsive to their children. In addition, this type of parents demand little in terms of the respect and obedience for authority and they are considered to be lenient and non-traditional in nature, and may not expect mature behaviour from their children. However, they may avoid a lot of confrontation and allow considerable self-regulation. Furthermore, Baumrind (1991) argues that authoritative parents are perceived to be low in demand and often exhibit responsive behaviour. In most cases, this type of parents may include both neglecting and rejecting-neglecting parents. Of the four parenting styles, Baumrind argued that authoritative parenting style is the worst in terms of influencing EI of the children. In fact, in this type of parenting, parents do not establish any rules nor do they care the direction their children's behaviour may be heading. Therefore, the leadership style

demonstrated by Baumrind (1991) can predict the wellbeing of the children regarding academic performance, social competence, problem behaviour and psychosocial development.

### **1.7.2 The Goleman Model for Parental Competence**

The EI theory introduced by Goleman (1995) focuses on a wide range of skills and competencies that often influence managerial performance. Indeed, the competence-based model of the EI presented by Goleman (2001) has been particularly designed for workplace application. He argues that EI is the strongest predictor of success within the workplace, with a more recent confirmation of such findings within workplace applications. In a study of approximately 200 large and global companies, Goleman (1995) found that the truly effective leaders are often distinguished by high levels of EI. However, without this, the first class training, an incisive mind, as well as an endless supply of appropriate ideas, however, he would not be an effective leader.

In addition, Goleman's model of intelligence is also a mixed model is often characterised five major broader areas, which include: being aware of one's emotions ("Self-awareness"); managing emotions ("Self-management"); motivating oneself; recognizing emotions in others ("Social awareness"); as well as handling relationships ("Relationship management") (Goleman, 1995). The Goleman model includes various competencies in each EI construct, and that it is not considered to be an innate talent, but rather learned capabilities, which must be executed and developed in order to achieve some outstanding outcomes. The models also present that people are often born with a general EI that influences their potential for learning emotional competencies. In this regard, parenting plays a significant role in influencing the EI of their children since they are able to learn from the parents and demonstrate what they learn from their parents on how to confront the needs in the environment. Similarly, children may also learn bad reputations from the parents who use inappropriate methods of parenting and competencies.

Goleman (1995) recognised that he was shifting away from the EI to something much broader. He indicated that "ego resilience is quite similar to [this model] emotional intelligence", where it incorporates emotional (and social) competencies. He further argued that, "There is an old - fashioned word for the body of skills that emotional intelligence represents: Character" (Goleman, 1995). Goleman (1995) indicates that, "at best, IQ contributes about 20% to the factors that determine life success, which leaves 80% to other factors". He also indicates that "EI can be as powerful as, and at times more powerful than, IQ". However, Mayer et al. (2000) indicated that, "it is hard not to conclude that at least part of the popular excitement surrounding emotional intelligence is due to these very strong claims".

In addition, Goleman (2001) recommends that the underlying capabilities of the model are considered to necessary, although not adequate, in order to manifest EI competence in anyone of the domains presented, and the emotional competencies, are the job skills that can learned, therefore, like the Mayer-Salovey model, Goleman describes EI as the

ability to recognize and regulate the emotions for one's self as well as that of others. Although this model deals mainly with the application EI in the workplace, it appears to be relevant for the current study because of the fact that most of the college students already have the capacity to work or maybe join the workplace in due course.

Emotional intelligence (EQ) has five components, according to Goldman's theory: self-awareness, self-regulation, motivation, empathy, and social skills. Emotional intelligence may be used to achieve objectives and build a happier and healthier workplace atmosphere. Emotional intelligence, according to Goleman, may be learned or enhanced. His five components make it easy to spot places where you may develop and strive toward better understanding and controlling emotions. One is able to empathize with the team, communicate effectively, and handle conflict if you have high emotional intelligence abilities. These three talents are characteristics of a good leader or manager.

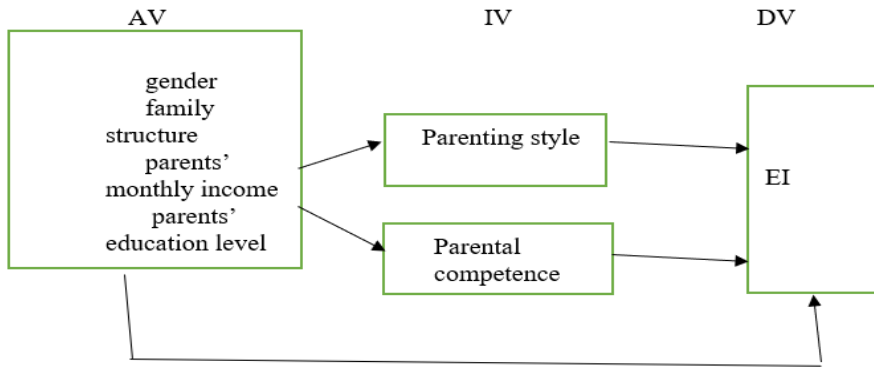
### **1.7.3 Hoffman's Theory of Parental Discipline on Children's Prosocial Behaviour**

Hoffman's theory on the effects of parental discipline on the children's prosocial behaviour has been an influential concept for many years (Tompkins & Villaruel, 2022). Hoffman distinguished between three major patterns of parental discipline: the induction behaviour, love withdrawal, and power assertion. In his argument, Hoffman says that parents employ induction to explain to their children why a given behaviour is wrong and should be changed by giving emphasis on how it influences other people. Therefore, induction often involves approaches that create a feeling of guilt for the harmful effects caused to others, and often drives willingness and empathy of repairing the damages to others, consequently motivating the prosocial behaviour within the subsequent social situation.

However, Hoffman argues that the other alternative disciplinary styles, the love withdrawal and power assertion, are not positively related with the children's prosocial behaviour since they may not elicit empathy among the children (Mojdehi et al, 2020). The parents who employ power assertion often use superior powers in controlling the behaviour of the children through forceful comments, corporate punishment, physical restraint, as well as withdrawal of privileges. Therefore, power assertion incorporates the approaches that generate resentment, fear, or defiance of the figures of authority. Coherently, the model assumes that parental functioning is multi-factored, that contextual stress and support can affect parenting directly or indirectly by first influencing individual psychological well-being, that personality influences contextual support/stress, which feeds back to shape parenting, and that, in order of importance, the parent's personal psychological resources are more effective in buffering the parent-child relationship from sourness.



## 1.8 Conceptual Framework



**Figure 1.1 : The conceptual framework**

The figure 1.1 represents the conceptual framework that underpins the current study. In this regard, the framework is divided into three categories, that is, the antecedent variable, independent and dependent variables. The framework represents the components that will be employed to test the study hypothesis. From the figure, the dependent variable is emotional intelligence, which will be tested against the independent variables, which include the antecedent variable (age, gender, family structure, parents' monthly income, and the parents' educational level), the parenting style, as well as parental competence.

## 1.9 Operational and Conceptual Definition of Terms

### 1.9.1 College students

Conceptual definition:

In current study, the conceptual definition of college students refers to the students enrolled in a college or university (Merriam-Webster, n.d.).

Operational definition:

Operationally, the college students are the students in higher learning institutions either in their first year, second year, third year, or fourth year of study in three urban areas in the Anambra State, Nigeria i.e. Onitsha, Awka and Nnewi. They have lived with their parents till the time of the study. They are at the stage of late young adults. According to Dyussenbayev (2017), young age is between 25-44, while late adolescents are those between 18-24 (State Adolescent Health Resource Centre, n.d). However, for the



purpose of this study the term “adult/ young adult” are used to mean college student of between the ages eighteen to twenty-seven years.

### **1.9.2 Parental style**

Conceptual definition:

Parenting style refers to the constellation of attitude, or patterns of parental authority towards their children, and conveyed to the children, while creating the emotional context for the expression of parental behaviour (Leung et al., 2014).

Operational definition:

Parental Authority Questionnaire-PAQ was used to measure parenting styles. This was based on the typology of Baumrind (1971) that assesses the tertiary students’ perceptions of parental permissiveness, authoritarianism, and authoritativeness. It will be measured by a 5-point Linkert scale questionnaire with 60 items.

### **1.9.3 Parental Competence**

Conceptual definition:

Parental competence is defined as the style rearing children that enables the developing children to acquire the abilities needed for effectively dealing with the ecological niche that they will inhabit during childhood and in adulthood (Molchanova & Chekanova, 2018).

Operational definition:

Perceptions of Parents Scale (POPS) was used to measure parental competence. This is based on the typology of Grolnick et al (1997). It will be measured by a 7-point Linkert scale questionnaire with 42 items.

### **1.9.4 Emotional Intelligence**

Conceptual definition:

Emotional intelligence means the capacity, ability, skill, or self-perceived ability to identify, assess, and manage one’s emotions, as well as that of others, or of groups (Serrat, 2017).

Operational definition:

The Schutte Self Report Emotional Intelligence Test (SSEIT) was used to measure the levels of emotional intelligence among college students, based on the work of Schutte (1999). It will be measured by a 5-point Linkert scale questionnaire with 33 items.

### **1.10 Chapter Summary**

This chapter provides an introductory background of the study, followed by the statement of problem, research questions, significance of study, research objectives, hypothesis, as well as the theoretical framework.



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