PARENTAL WORK-FAMILY CONFLICT AS A PREDICTOR OF SOCIAL COMPETENCE AND EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL PUPILS

Osita Victor Ossai *Ph.D*; **Augustina Obioma Ede; Chijike Virgilus Amoke & Chukwuemeka Alexander Ezurike** *Ph.D*
Department of Educational Foundations, Educational Psychology Unit,
Faculty of Education, University of Nigeria, Nsukka

Abstract
The study examined the relationship between parental work-family conflict, social competence, and emotional intelligence of primary school pupils in Nsukka Urban Area of Enugu State. Correlation survey research design was adopted for the study.). A sample of 167 pupils and 167 parents were used for the study. The three instruments used for data collection were researcher-made questionnaires titled Parental Work-Family Conflict Questionnaire (PWFCQ-Parent Version); Parental Work-Family Conflict Questionnaire (PWFCQ-Pupil Version); Social Competence Questionnaire (SCQ) and Emotional Intelligence Scale (EIS). Mean, standard deviation, and analysis of variance were used for data analysis. The results of the study indicated that there was a high negative relationship between parental work-family conflict and social competence of primary school pupils. There was also a negative relationship between parental work-family conflict and emotional intelligence of primary school pupils. Among the recommendations was that parents should balance their work-family life to accommodate the need for more time and attention for their various families as this will strengthen the bond of affection, friendship, and care. Also, parents should understand the critical role of the family as the seat of learning for social skills. Parents should adopt an approach that will strengthen the bond of friendship, care, and tolerance with their children. The parents should balance their role by creating enough time for family while carrying out their regular work demands.

Keywords: Parental Work-family conflict, Social Competence, emotional intelligence

Introduction

The family is the seat of learning for social and emotional skills. The family is the most important socializing agent that influences the child's life. It is within the family, the basic unit of society, that a child learns the fundamentals of social interactions and acquires the behaviour patterns and

basic personality structure. The family has a special role in a child's life (Dutta, 2014). Family can be understood as a universal social unit, which consists of people who are directly linked by "kin" relationship or connection, where members are accountable for childcare responsibility; a social group characterised by shared residence, economic co-operation and reproduction (Duncan, 2001). It is universally accepted that family plays a very significant role in the all round development of a child. According to Pardhasaradhi and Goel (2015) parent-child interaction and parents' way of dealing with their children help develop certain attitudes and skills among the children. The family consists of parents-father, mother and siblings who interact and share among themselves. The totality of these interactions is the base of the family. The child lives in a family environment after his birth and establishes family relationships. The child is always in interaction with his parents and other family members. Through, these interactions, the child becomes able to identify and internalize certain critical social and emotional skills like social competence and emotional intelligence for survival and adaptation in the society.

Regrettably, in recent times parents are becoming increasingly obsessed with work and career aspirations thereby neglecting the critical role of effective parenting. During the last decades many changes have occurred in the work force and the nature of families. First of all, more and more women are participating in the labour force (Patrick, Stephens, & Weinstein, 2016). According to Taylor (2011), in 1951 42.0% of women participated in labour force. By 2014, that percentage increased enormously to 75.0%. Furthermore less and less women stop working when they give birth to their children (Reemers, 2003). As a consequence of these changes, the number of dual-worker families keeps increasing over time (Hammer, Allen & Grigsby, 1997). Furthermore, the number of single parent families keeps increasing due to the increasing number of marriages that grounded in a divorce (Steinbach, Kuhnt, & Knull, 2016). Due to these changes, the responsibilities for work, housework and childcare are no longer confined to traditional gender roles whereby the man is responsible for work and the women for childcare and household (Byron, 2005). As a result of these changing traditional gender roles, both men and women find it hard to balance the demands of work and family domain (Taylor, 2011).Due to the changing workforce more and more individuals are struggling to find a balance between the competing demands of work and family resulting in experiencing work-family conflict (WFC) (Taylor, 2011).

Work-Family Conflict(WFC) is a type of inter-responsibility clash in which the responsibility demands from the occupational and family spheres

are unable to mutually coexist– in such manner that involvement in the occupational (or family) role is made additionally hard by virtue of involvement in the family (or occupational) role (Greenhaus & Beutell, 2015). This definition proposes a bidirectional facet in which the sphere of work can meddle with the sphere of family and vice versa (Koekemoer & Steyl, 2011). Greenhaus and Beutell (2015) defined work-family conflict as a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect.

There are three major forms of work and family conflict: time-based conflict, strain-based conflict and behaviour-based conflict. Time-based conflict refers to the numerous roles that compete for an individual's time. Strain-based conflict refers to strain produced by a particular role, and behaviour-based conflict refers to specific patterns of role behaviour incompatibility (Greenhaus & Beutell, 2015). This conflict is manifested in form of role interference between the home and work demands. Role interference occurs when the demands from numerous roles conflict to such a degree that the requirements of none of them can be fully achieved (Duxbury, Higgins, & Lee, 2004). Role interference is recognised as bi-directional, and can be conceptualised as having two components: family interference with work, and work interference with family (Eagle, Icenogle, Maes, & Miles, 2008). Family interference with work arises when responsibilities of participation in the family role impede an individual's performance at work; for example when a sick child prevents a parent's work attendance. Work interference with family occurs when activities at work hinder the performance of family duties and responsibilities; for example when an individual is working long hours and not spending enough time with the family (O'Driscoll, Ilgen, & Hildreth, 2002). This conflict could have a far-reaching effect on the social skills of children at the primary school age. It might polarize the social relationship between parents and their children. The extent of social relations between parents and their children and the ways they express their emotions determine the most important components of social-emotional development. These social and emotional skills facilitate the child's adaptation to his family and social environment and affect his social competence and emotional intelligence (Denham, 1998; Rubin, Bokuwski, & Parker, 2006).

Social competence refers to an individual's capability to start and maintain positive social communication with other individuals (Gresham, Sugai, & Horner, 2001). It is also defined as a person's capability to manage his behaviours and relations in the existing social environment in order to accomplish his social purposes (Rydell, Hagekull, & Bohlin, 1997). In the

early childhood period, a socially competent child is expected to establish emotionally strong relations with his parents, have positive relations with adults and his peers, be included in playgroups by his peers, have self-confidence, be sharing, and cooperate and collaborate with others (Slaski & Cartwright, 2002; Thompson, 2006).Social competence also involves the attaining of maturity in social relationship. It is the process of learning to conform to group standards, mores, traditions, and becoming imbued with a sense of oneness, intercommunication, and cooperation (Freeman and Showel, 2003).

Social competence of children is influenced by relations with peers, siblings, parents, and mass media. In the development of social competence external factors (e.g. family environment, Socioeconomic Status (SES) and culture) and internal factors (e.g. temperament, personality and physical factors) interact with brain development to influence the acquisition of social skills and functioning (Beauchamp & Anderson, 2010).Although many factors influence the development of social competencies, the role of the parent-child relationship is particularly powerful. Parental monitoring of play interactions is integral to the development of adaptive social skills, as parents correct socially unacceptable behaviours and help children navigate conflicts. It is evident that the emergent family system in Nigeria today is characterised by gross lack of family cohesion and weakening of the traditional childcare system. In a situation where both parents are working round the clock, the children will identify with the housemaids or caregivers who are ill equipped to impart any social skills to the child

Similarly, emotional intelligence is another social skill that is acquired from the family. The family is the environment where the children learn how to use their faculties, understand, and cope with the physical world. According to Mayer and Salovey (2007) emotional intelligence is the capability to understand the emotions, to produce and enhance emotions in an aim to support thinking, to understand the emotional data and to regulate the emotions as a reflector in order to ensure emotional and intellectual development. It is a form of intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action. The importance of emotional ties between parents and children is proven by many studies. Researchers confirm that there is a relation between parent capability to control emotions and such ability development in children (Cumberland-Li, Eisenberg, Champion, Gershoff, & Fabes, 2003); that parent emotional intelligence has an impact on emotional development of children (Field & Kolbert, 2006; Marsland & Likavec, 2003); that parents who are sensitive to

emotional needs of their children typically raise emotionally intelligent children (Salovey, Bedell, Detweiler, & Mayer, 2000).

Various studies also show that not only an objective emotional link between parents and children is important, but also subjective assessment of the said link by the child himself or, from the time perspective, when the said child becomes an adult. In other words, relation between EI dimensions (perception, understanding, and control of emotions) and subjectively perceived warmth of parents in the childhood is observed (Ciarrochi, Chan, & Caputi, 2000). Nastasa and Sala (2012) confirm that cold communication in the family negatively correlates with EI level. The adopted communication style in parent interaction with children may cause unbridled emotions of their child later. Studies by Asghari and Besharat, (2011) show that aggressiveness, and inability to restrain is most likely determined by various factors, which may be linked to the communication style in the family. Cleveland (2014) has established that aggressiveness of girls correlate with authoritarianism in the family, while EI and aggressiveness correlation is negative. A study on old teenager satisfaction with their parents by Dabke (2014) showed that parents with higher EI are able to guarantee emotionally warmer climate in the family, which in turn has an impact on children's and teenagers' EI development. In the analysis of links between various family factors, and EI significantly less attention has been paid to the issue of the work-family conflict in relation to how it interferes with children's successful emotional development.

In recent times in Nigeria, and specifically in Enugu state, there is an emergent flux in the work and career patterns of parents. A greater percentage of both parents in Enugu state are increasingly getting involved in civil service while the remaining are artisans and petty traders. According to Francis and Nweze (2014) most of the working population (78 percent) were self-employed (86 percent in rural, 55 percent in urban areas). Agriculture is one of the main sources of employment, accounting for 55 percent of the total workforce and 70 percent in rural areas. The proportion of women in agriculture, at 61 percent, was higher than that of men (47 percent). Trade was the next most important activity (24 percent of females and 14 percent of males, followed by services (8 percent of females, 14 percent of males), and education and health workers (5 percent of both male and female). This trend in family work and career schedule is undoubtedly disrupting the cherished traditional child care and educational arrangement. New born babies are taken to day-care centres too early in life that that mother-child bonding has become a thing of the past. In all these, it is the child that suffers the long-term effects of the emotional trauma of these emergent discordant tunes in the family life. Specifically, the study is aimed at finding the relationship between parental

work-family conflict and social competence of primary school pupils. Also, it seeks to find the relationship between parental work-family conflict and emotional intelligence of primary school pupils.

Two research questions and they include:

1. What is the relationship between parental work-family conflict and social competence of primary school pupils?
2. What is the relationship between parental work-family conflict and emotional intelligence of primary school pupils?

Two null hypotheses guided the study and they include:

1. There is no statistically significant relationship between parental work-family conflict and social competence of primary school pupils.
2. There is no statistically significant relationship between parental work-family conflict and emotional intelligence of primary school pupils.

Method

The study employed correlation survey research design The population of the study comprises all the Primary five pupils in public primary schools in Nsukka Urban Area of Enugu State. This number was drawn through proportionate stratified random sampling technique to ensure that at least two co-educational schools were drawn from each of the development centres in the local government. Three instruments were used in this study and they include: Parental Work-Family Conflict Questionnaire (PWFCQ); Social Competence Questionnaire (SCQ) and Emotional Intelligence Scale (EIS). Parental Work-Family Conflict Questionnaire which consists of twenty items was used to identify the levels of work-family conflict experienced by parents who are engaged in different kinds of occupations. Social Competence Questionnaire (SCQ) also has twenty items and it was designed to ascertain the social competence of pupils in primary school. Emotional Intelligence Scale (EIS) has twenty items and it was designed to ascertain the emotional intelligence of pupils in primary school. For each respondent to the questionnaire, an overall mean score of 2.5 and above indicated high emotional intelligence while overall mean score below 2.5 indicates low emotional intelligence. Cronbach Alpha method was adopted, and an internal consistency coefficient of 0.85 was obtained for PWFCQ. Also, an internal consistency coefficient of 0.91 and 0.87 were obtained for SCQ and EIS

respectively. The data collected were analyzed using mean, standard deviation, and analysis of variance (ANOVA).

Results

Table 1: Regression Analysis of the Relationship between Parental Work-family Conflict and Social Competence of primary school pupils

Variables	Mean	SD	r	r2
Social Competence	51.573	7.73-0.465	0.216	
Work- Family Conflict	80.501	0.99		

Table 1 shows that the correlation coefficient between parental work-family conflict and their social competence is -0.465 with a coefficient of determination of 0.216. This implies that there is a high negative relationship between parental work-family conflict and pupils' social competence. Thus, 21.6%negative variations in pupils' Social competence are as a result of their patents' work-family conflict**.**

Table 2: Analysis of Variance of the Relationship between Parental Work-family Conflict and Social Competence of primary school pupils

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	9899.1	641	9899	7.212	.008
Residual	226471.6	51165	26.514		
Total	236370.8	14166			

Table 2 shows that the calculated value of F (7.212) for the relationship between parental work-family conflict and pupils' social competence is .008. Since the probability value of 0.008 is less than 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant negative relationship between pupils' social competence and their parents' work-family conflict.

Table 3: Regression Analysis of the Relationship between Parental Work-Family Conflict and pupils' emotional intelligence.

Variables	Mean	SD	r	r^2
Emotional intelligence	50.0537.30	-.388	.151	
Parental Work- Family Conflict	80.0510.99			

Table 3 shows that the correlation coefficient between the parental work-family conflict and primary school pupils' emotional intelligence is -.388 with a coefficient of determination of .151. This implies that there is a negative relationship between the parental work-family conflict and primary school pupils' emotional intelligence. Thus 15.1%percent negative variations in pupils' emotional intelligence can be attributed to the conflict in their parents' work and family life.

Table 4: **Analysis of Variance of the Relationship between Parental Work-family Conflict and emotional intelligence of primary school pupils.**

Model	sum of squares	df	mean square	F	Sig
Regression	8162.399	1	8162.39	96.044	.015
Residual	222822.212	1	651350.438		
Total	230984.61	1 166			

Table 4 shows that the calculated value of F (6.044) for the relationship between parental work-family conflict and emotional intelligence of primary school pupils is 0.015. Since the probability value of 0.015 is less than 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant negative relationship between parental work-family conflict and emotional intelligence of primary school pupils.

Discussion

Parental work-family conflict (WFC) as a type of inter-responsibility clash in which the responsibility demands from the occupational and family spheres are unable to mutually coexist could have a tremendous relationship with primary school pupils' social competence and emotional intelligence.

It was found that Parental work-family conflict (PWFC) had a high negative relationship with primary school pupils' social competence. The analysis of Variance between parental work-family conflict (WFC) and social competence in Table 2 shows that the relationship between Parental work-family conflict (WFC) and social competence was negatively significant at 0.05 level of significance. This is shown from the probability value of 0.005 which is less than 0.05 level. The null hypothesis was therefore rejected. This finding is consistent with previous research findings of Field and Kolbert, (2006) and Marsland and Likavec (2003)who reported that parents' emotional intelligence has an impact on social skills such as emotional development of children.

It was revealed that parental work-family conflict had a negative relationship with the pupils 'emotional intelligence. This was further proved

by the analysis of variance between the pupils' parental work family conflict in Table 4. The analysis of variance (ANOVA) presented in Table 4 revealed that the relationship between parental work-family conflict and the pupils' emotional intelligence was negatively significant at 0.05 level. This was indicated by the probability value of F-0.015 which is less than 0.05 level of significance. The null hypothesis was therefore rejected. This finding is consistent with the finding of Cumberland-Li, Eisenberg, Champion, Gershoff, & Fabes, (2003) who reported a relation between parent capability to control emotions and such ability development in children. This implies that children with low emotional intelligence negatively correlated with their parental work-family conflict scores. It therefore, indicates that pupils' low social skills especially social competence and emotional intelligence could have a relationship with the level of work-family conflict of their parents.

Conclusion

1. The study revealed that parental work-family conflict had a negative relationship with pupils' social competence and emotional intelligence. This gives a deeper understanding into the fact that the level of work-family conflict experienced in a home can exert great influence on children's social skills, emotions, and ability to manipulate social relationships. Therefore, parents have significant role in their children's ability to solve emotional, social, and interpersonal problems
2. Psychological climate in the family is important for the emotional intelligence level. Ability to understand and control emotions of other people is also related to good relationships experienced in the family especially with parents. Therefore, children who grew up in families where parents are hardly at home could develop very poor emotional intelligence
3. The results of the study confirmed the importance of strong emotional ties between the children and their parents. Therefore, those who had low emotional intelligence could have been having very poor emotional ties with their parents.

Recommendations

Parents should establish a positive working relationship with their children by regular communication and exchange of information about their social and emotional challenges. This can be achieved if parents realize that

their family responsibility has a critical role to play in social and emotional development of the child.

Parents should adopt an approach that will strengthen the bond of friendship, care, and tolerance with their children. The parents should balance their role by creating enough time for family while carrying out their regular work demands.

The government and employers of labour should consider the difficulties and work-family conflicts experienced by their employees who have young families. Organizations should provide support, cooperation and counseling services to employees who face difficulty in meeting the demands of family, work, or both. Through family-caring policies, coordinative supervisory practices and family oriented remuneration or outcomes by granting maternity leaves and reducing the number of work hours especially for the nursing mothers.

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