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Family Patriarchy and Self-Reliant Development among Students in Akwa Ibom State, Nigeria

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Abstract - The study determined the relationship between family patriarchy and self-reliance of students in Secondary Schools in Akwa Ibom State, Nigeria. Research questions and hypotheses were formulated for a research direction. The study adopted a correlational research design. Stratified random sampling technique was used. The researchers' developed instrument called *Family-Patriarchy for Self-reliance Scale* (FPSRS) with a reliability coefficient of .71 and .82 on Cronbach Alpha were used to elicit data from 400 respondents, which 380 was suitable for data analyses; respondents were randomly selected from the population of 58,230 students. Linear Regression statistics was used for the data analyses. The research questions were answered with Pearson r statistics while the hypotheses were tested using t-test of significance of correlation. Findings indicated (very high/moderate positive) significant relationships among variables. The study concluded that family patriarchy is significantly to build self-reliant traits. It was recommended that parents should rear their children to foster the self-reliant spirit in males and females to ensure equal opportunities for self-reliance.

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I. Introduction

Patriarchy is globally recognised as a practice of male dominance and oppression of women in the society. McDowell and Pringle (2012) defined patriarchy as a form of mental, social, spiritual, economic and political organisation or structuring of society produced by the gradual institutionalisation of sex-based political relations created, maintained and reinforced by different institutions linked closely together to achieve consensus on the lesser value of women and their roles. It involves the societal structures or institutionalisation of social systems that prevent women from participating or benefitting from family activities for economic, political, culturally and religious power to earn a position in the society. According to Effiong (2012), patriarchy is a common cultural feature in Nigeria that extols males' authority, domination and supremacy over the female in all spheres of human endeavour. In the family, patriarchal behaviours enable male children to hold power in all the important areas including property ownerships. This strength may have contributed to males possessing a self-reliant personality that was developed early in life. Perhaps, the development of these skills makes them to be independence towards economic, social, religious and spiritual activities to oppress females and make them possess lesser values in the society.

Nigerian parents always socialise their male children to be viewed as breadwinners and heads of households, whilst female children are taught to be obedient and submissive housekeepers (Silberschmidt, 2009). The cause of such differentiation and discrimination may be that most societies view girls as sexual mortal and not as economically productive human beings (Charvet, 2002). These children are nurtured and socialised by their parents in the nuclear and extended families with regards to their sexes. Nevertheless, parents do not socialise female children based on the fact that they are humans that deserve equal treatment opportunities, but unconsciously differentiated their societal roles with that of males. Thus, to the extent that while allocating family estates, the girl child is never a beneficiary (Aina, 2009). Silvia (2009) espoused that the girl child is an inheritable estate to another family, and they could also be inherited by the brother-in-law or the nearest relation of the husband, notwithstanding whenever the husband dies. These female children would marry out and joins another family whilst the males shall ensure the survival of the family name through bringing additional member(s) into the family (Human Rights Monitor, 2001). Perhaps, this is the reason why heterosexual relationships favour males than their female counterparts in terms of control, dominance, discrimination and oppression.

Heterosexual patriarchy assumes the interpersonal relationship pattern between male and female children streamlined by parents as acceptable behaviours based on the cultural expectations or norms of the society. Hence, a boy is reared to exhibit the role of a man, which is to provide financial supports to the family and be responsible for the security and protection of the women and children (Anderson, 2013). Anderson (2013) noted that man generally participates in the public realm through education, business, politics and religious activities, while the women's role usually has

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been consigned to childrearing and sex. The discriminatory sex roles may have relationship with children's dependency that affects their self-reliant development in the society. Beauvoir (2007) stated that a girl is defined to be different from a boy. It is categorised that man's body is normal and woman's body is abnormal; man's way of knowing is the standard and a woman's way of knowing is perceived as emotional and unsuitable for the public arena (Beauvoir, 2007).

Besides, common observations in Akwa Ibom State in particular, and Nigeria at large indicate that cultural and traditional practices supports heterosexual patriarchy in order to preserve leadership position of kindred to only the male individuals for the protection of their lineage. Yet, in this culture, the eldest man directs the affairs of the family members and nearly all patriarchal practices tend to oppressively be executed on female persons. Effiong (2012) remarked that in the family, the male child is preferred to the female child; males rule females by right of birth and even if the male child is not the first born in the family, the male is automatically considered the head of the family, who should protect and look after the sisters. It is commonly observed in the family recently, that the toys that parents buy for their children also aid in the socialisation process and indirectly adhere to patriarchal principles. For instance, a girl child is given toys with hair-styles or kitchen utensils to play with, whilst the boy child is given toy cars, guns, puzzle games and other toys that may require physical energy or mental abilities. As a result, the girl child is socialised to become a mother in terms of care, soft, emotionally sensitive, and to have all motherhood features. While boys are not pampered; rather they are passing through harsh disciplines and provided with strenuous activities that would bolster their capacity to achieve at a particular situation, that continue to make them stronger. The patterns boys are nurtured tends to encourage their capacity as leaders and become self-reliance, as well as domineering, which these traits were developed at the early stage of life.

Family patriarchal activities may relate to self-reliant development of students through interaction and possess economic ability of these students, in order to meet their basic needs of life in a sustainable manner with dignity. Self-reliance is a concept that denotes individualism. Kim and Isma'il (2013) proudly defined self-reliance as the ability to think and act without the help or influence of others, the ability to decide what you should be or do. Bloom (1998) and Ikoku (2000) submitted that self-reliance should be seen as a development strategy based on indigenous socio-economic engineering. Perhaps, its philosophy is improvement from within, which must be inculcated as a personality trait into children at JSS3 level of education, as an important take-off point, for better living. This is because transiting to the next level of education is when children set life goals as senior adolescents to make their spheres rolling for achievement. However, self-reliance at this stage is positioned centrally within the discourse of community development and is linked to similar terminologies like self-help, mutual-help, indigenous participation and rural development (Kim and Isma'il, 2013).

Charles and Lots mart (2010) acknowledged that self-reliance encourages the need for people to improve their living conditions using home initiatives and resources at their disposal. Hence, male children are mostly reared to provide for their families (Bernard 2001; Aweda 2004; Stock 2005; Carrigan, Connell & Lee, 2007; Kramarae, 2012). These patterns of discriminative development may have enduring relationship with patriarchal activities in families, which relate to the development of children's personality. Sultana (2011) reported that the discriminatory patterns of nurturing make girls children to suffer from male dominance, burden of household work, inadequate educational opportunities, sexually harassed by males, and have no place in terms of inheritance and property right as well as no control over fertility. Radical Feminist Theory could explain the concept of patriarchy using language to radically reordering the society through social awareness of the rights and privileges of women and to be liberated from unjust social system that enforces gender roles and evoke males' dominance over females. Hence, this study would be significant to parent, male and female children in bringing societal peace among siblings and families as well as social equity.

II. Statement of the Problem

Families are expected to nurture children to meet up with the standard of life that could prepare them for self-reliant personality. It is a truism that patriarchal activities have made most female children to be dependent, which is traceable to family rearing patterns. However, some parents pamper their female children while using harsh discipline method on males. Some of the parents basically talk to females in the family mildly; give them warmth, approach them softly in their interpersonal dealings. Parents nurture female child with the compliment that she is a girl, while most of the parents become harsh on their male children because they are growing up to become men. These mild and gentle approaches to female children contribute to greater number of them not being able to cook the type of food they eat. Hence, the problem of this study is that female children profess to be dominated, oppressed, and discriminated by males that affect their independent living in the society. This inability of females to possess self-reliant personality instigated the researchers to

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verify whether family patriarchy has relationship with self-reliant development of students in Secondary Schools in Akwa Ibom State, Nigeria.

III. Purpose of the Study

This study aims at determining the relationship between family patriarchy and self-reliant development of children in Secondary Schools in Akwa Ibom State, Nigeria. The specific objective of this study sought to:

1) Assess the relationship between parental patriarchy and self-reliant development of children in Akwa Ibom State.
2) Ascertain the relationship between heterosexual patriarchy and self-reliant development of children in Akwa Ibom State.

IV. Research Questions

The following research questions were postulated:

1) What is the relationship between parental patriarchy and self-reliant development of children in Akwa Ibom State?
2) What is the relationship between heterosexual patriarchy and self-reliant development of children in Akwa Ibom State?

V. Null Hypothesis

The following null hypotheses were formulated to guide this study and were tested at .05 level of significance:

1) There is no significant relationship between parental patriarchy and self-reliant development of children in Akwa Ibom State.
2) There is no significant relationship between heterosexual patriarchy and self-reliant development of children in Akwa Ibom State.

VI. Research Methods

The research adopted a correlational design. The reason for using this design was that the researchers sought to determine the relationship between variables that cannot be manipulated, and the nature of the relationship exists between them. The study was conducted in Akwa Ibom State that was created from the former Cross River State on 23rd September 1987, which the state's capital is in Uyo. It has thirty-one Local Government Areas, located in the coastal-southern part of Nigeria; occupies the landmass of 7,245.925 square kilometers of Nigeria's Wealth Basin. Lying between the Latitudes $4^{0}30^{1}$N and $5^{0}33^{1}$N North of Equator and Longitudes $7^{0}30^{1}$E and $8^{0}25^{1}$E of East of the Greenwich Meridian with the population of 4,805,451 people (2006 Census Figure of the National Population Commission, Abuja). Junior secondary two (JSS3) schools were chosen to be studied because students at this stage fall between the age of puberty and early adolescent that should be cultured for enduring self-reliant personality for effective future attainment in their respective profession or traits towards sustainable living in the society.

The population for this study consists of all the 58,230 students of Junior Secondary School III (JSS3) in the public secondary schools in Akwa Ibom State. This JSS3 students' population comprises of 23,292 males and 34,938 females in the study area (Planning, Research and Statistic Directorate of the State Secondary Education Board, Akwa Ibom State Students' Enrolment of 2015/2016 Session). The sample size for this study consists of 400 JSS3 students (160 males and 240 females) using Yamen's population reduction formulae from the study population. Stratified random sampling technique was used to select the subjects from three senatorial districts of Akwa Ibom State. The research instruments called "Family Patriarchy Questionnaire (FAPQ) and Self-reliant Development Scale" (SEDS) were developed by the researchers, derived from the findings of the reviewed literatures related to the study. The instrument appeared in sections, A and B. Section A obtained personal information from the respondents, while section B elicited information from the variables of Family Patriarchy such as parental patriarchy and heterosexual patriarchy. The instrument was measured on a 4-points summated scale with the weight of 4 – 1, from Strongly Agree to Strongly Disagree. The instrument was administered by the researchers to the subjects, after obtaining permission from the Principals of Schools. The 400 copies of the instrument administered to the respondents were collected, and properly arranged for data analyses.

The content and face validity of the researchers' constructed instrument for this study was ascertained by 3 experts in the field of education properly scrutinized, rigorously edited and checked for accuracy of the instrument. An internal consistency was established with the Cronbach Alpha coefficients of .80 for parental patriarchy, .82 for heterosexual patriarchy and .71 for self-reliant development variables were obtained, through a pilot test of 20 JSS3 students of public secondary schools in Akwa Ibom State that was not part of the main study. Linear Regression statistics of degree of relationships (r-value) was used to answer the Research Questions and t-test of significance relationship was used to test the null Hypotheses. However, all the hypotheses were tested at .05 levels of significance. In order to determine the basis for answering the research questions, the researchers used Pearson "r" statistic to answer the research questions so as to establish the relationship between the dependent and independent variables in the study. The bases for the decision for the research questions conclusion were as follows: 0.00 – 0.20 = very low relationship, 0.20 –

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0.40 = low relationship, 0.40 – 0.60 = moderate relationship, 0.60 – 0.80 = high relationship and 0.81 – 1.00 = very high relationship.

VII. Result

The results of data analyses of this study are presented in tables 1 to 4 below:

Research Question 1

What is the relationship between parental patriarchy and self-reliant development of JSS3 Students?

Table 1: Summary of Pearson r correlation coefficient between parental patriarchy and self-reliant development of JSS3 students

Variable	n	r	r^2	Decision
Parental Patriarchy	380	0.96	0.92 (92%)	Very High Positive Relationship
Self-reliance of student				

Table 1 shows very high positive correlation coefficient between parental patriarchy and self-reliance development of JSS3 students in the study area. The result indicates that, sample of 380 gave the Pearson r as 0.96 and r^2 as 0.92, which is very high and positive linear relationship. Hence, concluding that the correlation coefficient between parental patriarchy and students' self-reliant development is very high and positive. The coefficient of determination (r^2) calculated was 0.92, which means 92 per cent of the variation in students' self-reliance was accounted for by parental patriarchal activities. The rest of 8 per cent could be explained by parental patriarchy activities in the family. Nevertheless, the fact that the correlation was positive also means that, as parental patriarchal activities in families are increases by 92 per cents, so also the self-reliant development by 8 per cent.

Research Question 2

What is the relationship between heterosexual patriarchy and self-reliant development of JSS3 Students?

Table 1: Summary of correlation between heterosexual patriarchy and self-reliance of JSS3 Students

Variable	n	r	r^2	Decision
Heterosexual Patriarchy	380	0.78	0.41 (41%)	Moderate Positive Relationship
Self-reliance of students				

Table 2 shows moderate positive linear correlation coefficient between heterosexual patriarchy and self-reliant development of JSS3 students in the study area. The result indicates that, sample of 380 gave the Pearson r as 0.78 and r^2 as 0.41, which is moderate and positive linear relationship. It is concluding however, that the linear correlation coefficient between heterosexual patriarchal activities and self-reliant development in family is moderate and positive. The coefficient of determination (r^2) calculated was 0.41, which means 41 per cent of the variation in self-reliant development of JSS3 students was accounted for, by heterosexual patriarchy. The rest of 59 per cent could be explained by heterosexual patriarchal activities in the family. Nevertheless, the fact that the correlation was linearly positive also means that, as heterosexual patriarchal activities in homes increases by 41 per cents so also the self-reliant development of students. The research question is answered that there is moderate positive relationship between heterosexual patriarchy and self-reliant development of students in Junior Secondary Schools in the study area.

VIII. Testing the Hypotheses

a) Hypothesis 1

There is no significant relationship between parental patriarchy and self-reliant development of JSS3 Students?

Table 3: Summary of t-test significance of Correlation Analysis for the Relationship between Parental Patriarchy and Self-reliant Development of JSS3 Students

Variable	R	sig	df	t-cal	p-value	Decision
Parental Patriarchy	0.96	0.05	378	58.6**	.000	Significant
Self-reliant development						

Correlation is significant, p < .05, df = 378 (2tailed).

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Table 3 shows that the t-test significance of correlation analysis for the relationship between the parental patriarchy and self-reliant development is significant. As in Table 3, finding shows that the r-value of 0.96, t-calculated of 58.6**, df = 378, p-value = .000, $p < .05$ level at 2-tailed test. This result indicates significant relationship because, with very high r-value, t-calculated is greater than the p-value at .05 levels of significance, two tailed test. The hypothesis 1 is rejected. This implies that there is significant relationship between the parental patriarchy and self-reliant development of JSS3 students in the study area.

b) Hypothesis 2

There is no significant relationship between heterosexual patriarchy and self-reliant development of JSS3 Students?

Table 4: Summary of t-test significance of correlation analysis for the relationship between heterosexual patriarchy and self-reliant of JSS3 students

Variable	r	Sig	df	t-cal	p-value	Decision
Heterosexual Patriarchy						
	0.78	0.05	378	8.91*	.000	Significant
Self-reliance development						

**Correlation is significant, $p < .05$, df = 378 (2-tailed).*

Table 4 shows that the t-test significance of correlation analysis for the relationship between the heterosexual patriarchy and self-reliant development is significant. As in Table 4, the result shows that, Pearson r-value of 0.78, t-calculated of 8.91*, df = 378, p-value = .000, $p < .05$ level at 2-tailed test. This result indicates significant relationship because, the moderate r-value and t-calculated is greater than the p-value at .05 level of significance, at tailed test. The hypothesis 2 is rejected. This implies that there is significant relationship between the heterosexual patriarchy and self-reliant development of JSS3 students in the study area.

IX. Discussion of Findings

The study revealed that there is a very high positive relationship between parental patriarchy and self-reliant development of JSS3 students in the study area. This implies that the level of parental patriarchal activities cultivated in students correlate with self-reliant development as a personality trait among students to affect their future life endeavours. It was observed from the findings of this study that the significant relationship revealed in this study would help to initiate equality between male and female children to affect their independent life that would promote their self-employability, which can assist female children to surmount dominance and discrimination by males in the society. This finding is incongruent to the finding of Kambarami (2006), which revealed that once a girl reaches puberty all teachings are directed towards pleasing one's future husband as well as being a gentle and obedient wife. This condition of lives does not permit female children to plan on how to be independent that would promote self-reliance as a personality. Hence, girls would find it difficult to establish business of their own, join politics independently and have the authority to enter into any transaction without the influence of the husband or a man. This is because, the nurturing of these female children endeared them to always think of how to submit and please men around them

Hypothesis 2 was rejected. Table 4 indicated that there is a moderate significant relationship between heterosexual patriarchy and self-reliant development of JSS3 students in the study area. This result showed that there is a unpretentious association between heterosexual patriarchal activities in the family and self-reliant development among students that are coming up to play the role of continuity in life. Though the relationship is moderate, yet the relationship is clearly felt as it implicated in the circumstances of self-reliant development as a personality for the sustenance of independence living of girls later in life. The result of this study is in antagonistic with the findings of Chirimuuta (2006), which revealed that boys are reared to exhibit the role of men, which is to provide financial supports to the family and be responsible for the security and protection of the women and children; while women are reared to compliment men's fame and satisfy their sexual desires. Probably, this is the reason female children are reared to be gentle, submissive and soft in order to promote heterosexual relationships and sustain marriages in the society.

X. Conclusion

Based on the findings, it is hereby concluded that family patriarchy has considerable significant correlation between the family patriarchal activities by parents that would involve capacity for self-reliance. The finding of this study is that there is moderate and high positive (significant) relationship between the variables of family patriarchy (parental patriarchal activities and

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heterosexual patriarchal activities) and self-reliant development of students in secondary schools in Akwa Ibom State, Nigeria. Thus, for a family to rear and groom individuals that will be economically productive, such a family should endeavour to rear their children of both sexes in similar pattern. That is if harsh rearing pattern would help to produce self-reliant personality for males, the same should be done to females in order to produce similar results of parental upbringings and heterosexual experiences from the family. This would make them possess similar traits, energies, and mental abilities that would economically, socially, environmentally and educationally fit to make females overcome dominance, oppression, suppression and discrimination by their male counterparts for quality of life in the society.

XI. Recommendations

Based on the conclusion, it is recommended that for self-reliant development to thrive in female children as a personality trait, families should cultivate such personality ingenuity in their children. School should nurture female children the same way they nurture male in order to cultivate strength, mental ability, and energy in them and motivate them to work harder like male to achieve self-reliance as a personality trait in the society. This would go a long way to re-modifying their mental images or intelligence towards the tasks of self-reliant development for the future quality of life.

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