

¹ Family Patriarchy and Self-Reliant Development among Students ² in Akwa Ibom State, Nigeria

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⁶

⁷ **Abstract**

⁸ The study determined the relationship between family patriarchy and self-reliance of students
⁹ in Secondary Schools in Akwa Ibom State, Nigeria. Research questions and hypotheses were
¹⁰ formulated for a research direction. The study adopted a correlational research design.
¹¹ Stratified random sampling technique was used. The researchers? developed instrument called
¹² Family-Patriarchy for Self-reliance Scale (FPSRS) with a reliability coefficient of .71 and .82
¹³ on Cronbach Alpha were used to elicit data from 400 respondents, which 380 was suitable for
¹⁴ data analyses; respondents were randomly selected from the population of 58,230 students.
¹⁵ Linear Regression statistics was used for the data analyses. The research questions were
¹⁶ answered with Pearson r statistics while the hypotheses were tested using t-test of significance
¹⁷ of correlation. Findings indicated (very high/moderate positive) significant relationships
¹⁸ among variables. The study concluded that family patriarchy is significantly to build
¹⁹ self-reliant traits. It was recommended that parents should rear their children to foster the
²⁰ self-reliant spirit in males and females to ensure equal opportunities for self-reliance.

²¹

²² *Index terms*— family, parental patriarchy, heterosexual patriarchy, student?s self-reliance.

²³ **1 Introduction**

²⁴ Patriarchy is globally recognised as a practice of male dominance and oppression of women in the society. McDowell
²⁵ and Pringle (2012) defined patriarchy as a form of mental, social, spiritual, economic and political organisation
²⁶ or structuring of society produced by the gradual institutionalisation of sex-based political relations created,
²⁷ maintained and reinforced by different institutions linked closely together to achieve consensus on the lesser
²⁸ value of women and their roles. It involves the societal structures or institutionalisation of social systems that
²⁹ prevent women from participating or benefitting from family activities for economic, political, culturally and
³⁰ religious power to earn a position in the society. According to Effiong (2012), patriarchy is a common cultural
³¹ feature in Nigeria that extols males' authority, domination and supremacy over the female in all spheres of human
³² endeavour. In the family, patriarchal behaviours enable male children to hold power in all the important areas
³³ including property ownerships. This strength may have contributed to males possessing a self-reliant personality
³⁴ that was developed early in life. Perhaps, the development of these skills makes them to be independence towards
³⁵ economic, social, religious and spiritual activities to oppress females and make them possess lesser values in the
³⁶ society.

³⁷ Nigerian parents always socialise their male children to be viewed as breadwinners and heads of households,
³⁸ whilst female children are taught to be obedient and submissive housekeepers (Silberschmidt, 2009). The
³⁹ cause of such differentiation and discrimination may be that most societies view girls as sexual mortal and
⁴⁰ not as economically productive human beings (Charvet, 2002). These children are nurtured and socialised by
⁴¹ their parents in the nuclear and extended families with regards to their sexes. Nevertheless, parents do not
⁴² socialise female children based on the fact that they are humans that deserve equal treatment opportunities, but
⁴³ unconsciously differentiated their societal roles with that of males. Thus, to the extent that while allocating

3 STATEMENT OF THE PROBLEM

44 family estates, the girl child is never a beneficiary ??Aina, 2009). Silvia (2009) espoused that the girl child is
45 an inheritable estate to another family, and they could also be inherited by the brother-in-law or the nearest
46 relation of the husband, notwithstanding whenever the husband dies. These female children would marry out and
47 joins another family whilst the males shall ensure the survival of the family name through bringing additional
48 member(s) into the family (Human Rights Monitor, 2001). Perhaps, this is the reason why heterosexual
49 relationships favour males than their female counterparts in terms of control, dominance, discrimination and
50 oppression.

51 Heterosexual patriarchy assumes the interpersonal relationship pattern between male and female children
52 streamlined by parents as acceptable behaviours based on the cultural expectations or norms of the society.
53 Hence, a boy is reared to exhibit the role of a man, which is to provide financial supports to the family and be
54 responsible for the security and protection of the women and children (Anderson, 2013). Anderson (2013) noted
55 that man generally participates in the public realm through education, business, politics and religious activities,
56 while the women's role usually has been consigned to childrearing and sex. The discriminatory sex roles may
57 have relationship with children's dependency that affects their self-reliant development in the society. Beauvoir
58 (2007) stated that a girl is defined to be different from a boy. It is categorised that man's body is normal and
59 woman's body is abnormal; man's way of knowing is the standard and a woman's way of knowing is perceived
60 as emotional and unsuitable for the public arena (Beauvoir, 2007).

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

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

88 Charles and Lots mart (2010) acknowledged that self-reliance encourages the need for people to improve
89 their living conditions using home initiatives and resources at their disposal. Hence, male children are mostly
90 reared to provide for their families ??Bernard 2001 Sultana (2011) reported that the discriminatory patterns of
91 nurturing make girls children to suffer from male dominance, burden of household work, inadequate educational
92 opportunities, sexually harassed by males, and have no place in terms of inheritance and property right as well
93 as no control over fertility. Radical Feminist Theory could explain the concept of patriarchy using language to
94 radically reordering the society through social awareness of the rights and privileges of women and to be liberated
95 from unjust social system that enforces gender roles and evoke males' dominance over females. Hence, this study
96 would be significant to parent, male and female children in bringing societal peace among siblings and families
97 as well as social equity.

98 2 II.

99 3 Statement of the Problem

100 Families are expected to nurture children to meet up with the standard of life that could prepare them for self-
101 reliant personality. It is a truism that patriarchal activities have made most female children to be dependent,
102 which is traceable to family rearing patterns. However, some parents pamper their female children while using
103 harsh discipline method on males. Some of the parents basically talk to females in the family mildly; give them
104 warmth, approach them softly in their interpersonal dealings. Parents nurture female child with the compliment

105 that she is a girl, while most of the parents become harsh on their male children because they are growing up
106 to become men. These mild and gentle approaches to female children contribute to greater number of them not
107 being able to cook the type of food they eat. Hence, the problem of this study is that female children profess
108 to be dominated, oppressed, and discriminated by males that affect their independent living in the society. This
109 inability of females to possess self-reliant personality instigated the researchers to IV.

110 **4 Research Questions**

111 The following research questions were postulated: V.

112 **5 Null Hypothesis**

113 The following null hypotheses were formulated to guide this study and were tested at .05 level of significance: 1)
114 There is no significant relationship between parental patriarchy and self-reliant development of children in Akwa
115 Ibom State. 2) There is no significant relationship between heterosexual patriarchy and self-reliant development
116 of children in Akwa Ibom State.

117 VI.

118 **6 Research Methods**

119 The research adopted a correlational design. The reason for using this design was that the researchers sought
120 to determine the relationship between variables that cannot be manipulated, and the nature of the relationship
121 exists between them. The study was conducted in Akwa Ibom State that was created from the former Cross
122 River State on 23rd September 1987, which the state's capital is in Uyo. It has thirty-one Local Government
123 Areas, located in the coastal-southern part of Nigeria; occupies the landmass of 7,245.925 square kilometers of
124 Nigeria's Wealth Basin. Lying between the Latitudes 4 0 30 1 N and 5 0 33 1 N North of Equator and Longitudes
125 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
126 Census Figure of the National Population Commission, Abuja). Junior secondary two (JSS3) schools were chosen
127 to be studied because students at this stage fall between the age of puberty and early adolescent that should be
128 cultured for enduring self-reliant personality for effective future attainment in their respective profession or traits
129 towards sustainable living in the society.

130 The population for this study consists of all the 58,230 students of Junior Secondary School III (JSS3) in the
131 public secondary schools in Akwa Ibom State. This JSS3 students' population comprises of 23,292 males and
132 34,938 females in the study area (Planning, Research and Statistic Directorate of the State Secondary Education
133 Board, Akwa Ibom State Students' Enrolment of 2015/2016 Session). The sample size for this study consists
134 of 400 JSS3 students (160 males and 240 females) using Yamen's population reduction formulae from the study
135 population. Stratified random sampling technique was used to select the subjects from three senatorial districts
136 of Akwa Ibom State. The research instruments called "Family Patriarchy Questionnaire (FAPQ) and Self-
137 reliant Development Scale" (SEDS) were developed by the researchers, derived from the findings of the reviewed
138 literatures related to the study. The instrument appeared in sections, A and B. Section A obtained personal
139 information from the respondents, while section B elicited information from the variables of Family Patriarchy
140 such as parental patriarchy and heterosexual patriarchy. The instrument was measured on a 4-points summated
141 scale with the weight of 4 -1, from Strongly Agree to Strongly Disagree. The instrument was administered by
142 the researchers to the subjects, after obtaining permission from the Principals of Schools. The 400 copies of the
143 instrument administered to the respondents were collected, and properly arranged for data analyses.

144 The content and face validity of the researchers' constructed instrument for this study was ascertained by 3
145 experts in the field of education properly scrutinized, rigorously edited and checked for accuracy of the instrument.
146 An internal consistency was established with the Cronbach Alpha coefficients of .80 for parental patriarchy, .82
147 for heterosexual patriarchy and .71 for self-reliant development variables were obtained, through a pilot test of
148 20 JSS3 students of public secondary schools in Akwa Ibom State that was not part of the main study. Linear
149 Regression statistics of degree of relationships (r-value) was used to answer the Research Questions and t-test
150 of significance relationship was used to test the null Hypotheses. However, all the hypotheses were tested at .05
151 levels of significance. In order to determine the basis for answering the research questions, the researchers used
152 Pearson "r" statistic to answer the research questions so as to establish the relationship between the dependent
153 and independent variables in the study. The bases for the decision for the research questions conclusion were as
154 follows: 0.00 -0.20 = very low relationship, 0.20 -0.40 = low relationship, 0.40 -0.60 = moderate relationship,
155 0.60 -0.80 = high relationship and 0.81 -1.00 = very high relationship.

156 **7 VII.**

157 **8 Result**

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

159 What is the relationship between parental patriarchy and self-reliant development of JSS3 Students? 1
160 shows very high positive correlation coefficient between parental patriarchy and self-reliance development of
161 JSS3 students in the study area. The result indicates that, sample of 380 gave the Pearson r as 0.96 and r 2

14 DISCUSSION OF FINDINGS

162 as 0.92, which is very high and positive linear relationship. Hence, concluding that the correlation coefficient
163 between parental patriarchy and students' self-reliant development is very high and positive. The coefficient of
164 determination (r^2) calculated was 0.92, which means 92 per cent of the variation in students' self-reliance was
165 accounted for by parental patriarchal activities. The rest of 8 per cent could be explained by parental patriarchy
166 activities in the family. Nevertheless, the fact that the correlation was positive also means that, as parental
167 patriarchal activities in families are increases by 92 per cents, so also the selfreliant development by 8 per cent.

168 9 Research Question 2

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

181 10 VIII.

182 11 Testing the Hypotheses a) Hypothesis 1

183 There is no significant relationship between parental patriarchy and self-reliant development of JSS3 Students?
184 Table 3 shows that the t-test significance of correlation analysis for the relationship between the parental
185 patriarchy and self-reliant development is significant. As in Table 3, finding shows that the r -value of 0.96,
186 t -calculated of 58.6**, $df = 378$, p -value = .000, $p < .05$ level at 2-tailed test. This result indicates significant
187 relationship because, with very high r -value, t calculated is greater than the p -value at .05 levels of significance,
188 two tailed test. The hypothesis 1 is rejected. This implies that there is significant relationship between the
189 parental patriarchy and self-reliant development of JSS3 students in the study area.

190 12 b) Hypothesis 2

191 There is no significant relationship between heterosexual patriarchy and self-reliant development of JSS3
192 Students? ??2-tailed).

193 Table 4 shows that the t-test significance of correlation analysis for the relationship between the heterosexual
194 patriarchy and self-reliant development is significant. As in Table 4, the result shows that, Pearson r -value of
195 0.78, t -calculated of 8.91*, $df = 378$, p -value = .000, $p < .05$ level at 2-tailed test. This result indicates significant
196 relationship because, the moderate r -value and t -calculated is greater than the p -value at .05 level of significance,
197 at tailed test. The hypothesis 2 is rejected. This implies that there is significant relationship between the
198 heterosexual patriarchy and self-reliant development of JSS3 students in the study area.

199 13 IX.

200 14 Discussion of Findings

201 The study revealed that there is a very high positive relationship between parental patriarchy and self-reliant
202 development of JSS3 students in the study area. This implies that the level of parental patriarchal activities
203 cultivated in students correlate with self-reliant development as a personality trait among students to affect their
204 future life endeavours. It was observed from the findings of this study that the significant relationship revealed in
205 this study would help to initiate equality between male and female children to affect their independent life that
206 would promote their selfemployability, which can assist female children to surmount dominance and discrimination
207 by males in the society. This finding is incongruent to the finding of Kambarami (2006), which revealed that once
208 a girl reaches puberty all teachings are directed towards pleasing one's future husband as well as being a gentle
209 and obedient wife. This condition of lives does not permit female children to plan on how to be independent
210 that would promote self-reliance as a personality. Hence, girls would find it difficult to establish business of their
211 own, join politics independently and have the authority to enter into any transaction without the influence of the
212 husband or a man. This is because, the nurturing of these female children endeared them to always think of how
213 to submit and please men around them Hypothesis 2 was rejected. Table 4 indicated that there is a moderate
214 significant relationship between heterosexual patriarchy and self-reliant development of JSS3 students in the study
215 area. This result showed that there is a unpretentious association between heterosexual patriarchal activities in
216 the family and selfreliant development among students that are coming up to play the role of continuity in life.
217 Though the relationship is moderate, yet the relationship is clearly felt as it implicated in the circumstances of

218 self-reliant development as a personality for the sustenance of independence living of girls later in life. The result
219 of this study is in antagonistic with the findings of Chirumuuta (2006), which revealed that boys are reared to
220 exhibit the role of men, which is to provide financial supports to the family and be responsible for the security
221 and protection of the women and children; while women are reared to compliment men's fame and satisfy their
222 sexual desires. Probably, this is the reason female children are reared to be gentle, submissive and soft in order
223 to promote heterosexual relationships and sustain marriages in the society.

224 **15 X.**

225 **16 Conclusion**

226 Based on the findings, it is hereby concluded that family patriarchy has considerable significant correlation
227 between the family patriarchal activities by parents that would involve capacity for self-reliance. The finding of
228 this study is that there is moderate and high positive (significant) relationship between the variables of family
229 patriarchy (parental patriarchal activities and heterosexual patriarchal activities) and self-reliant development of
230 students in secondary schools in Akwa Ibom State, Nigeria. Thus, for a family to rear and groom individuals that
231 will be economically productive, such a family should endeavour to rear their children of both sexes in similar
232 pattern. That is if harsh rearing pattern would help to produce self-reliant personality for males, the same should
233 be done to females in order to produce similar results of parental upbringings and heterosexual experiences from
234 the family. This would make them possess similar traits, energies, and mental abilities that would economically,
235 socially, environmentally and educationally fit to make females overcome dominance, oppression, suppression and
236 discrimination by their male counterparts for quality of life in the society.

237 **17 XI.**

238 **18 Recommendations**

239 Based on the conclusion, it is recommended that for self-reliant development to thrive in female children as a
240 personality trait, families should cultivate such personality ingenuity in their children. School should nurture
241 female children the same way they nurture male in order to cultivate strength, mental ability, and energy in
242 them and motivate them to work harder like male to achieve self-reliance as a personality trait in the society.
243 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. ^{1 2}

Figure 1:

1

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

Figure 2: Table 1 :

1

Variable	n	r	r ²	Decision
Heterosexual Patriarchy	380	0.78	0.41	Moderate Positive Relationship
Self-reliance of students				

Figure 3: Table 1 :

Figure 4: Table

3

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

Figure 5: Table 3 :

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²Year 2017 © 2017 Global Journals Inc. (US)

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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						

Figure 6: Table 4 :

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