

Effect of Parenting Styles on Social Adjustment of Secondary School Students in Kebbi State, Nigeria

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Abstract

This study aimed at investigating the effect of parenting styles on social adjustment of senior secondary school students in Kebbi State Nigeria. Ex-post facto research design was employed to collect the data. The study was carried out on a sample of 291 senior secondary school students drawn from 1,252 SS II students of six (6) selected senior secondary schools, using stratified random sampling technique. Parenting Style Questionnaire (PSQ) was used to assess three (3) parenting styles, while Modified Social Adjustment Scale (MSAS) was used to assess the social adjustment level of the students. One (1) hypothesis was formulated and tested in the study. The results of data analysis using One-way Analysis of Variance (ANOVA) indicate that parenting styles (Democratic, Autocratic and Permissive) have significant effect on social adjustment of senior secondary school students. It is recommended that since parenting styles effect the social adjustment of students, parents should endeavour to adopt a style such as the democratic one that ensures or guarantees the development of some measure of positive self-concept, self-confidence, and self-esteem in the students.

Keywords: parenting style, social adjustment, secondary school, students

Since parents/ homes are believed to be the first social contact of a child, it has a very important function towards enhancing the social behaviour and general adjustment in and outside school. Parenting styles or parent-child interactions also appear to effect children's social problem – solving orientations by teaching children strategies for initiating interactions (Ukokal, 2007). According to Tukur (2001), he defined parenting style as the emotional climate in which parents raise their children. Rebeiro (2009) explains that researchers have developed the concept of parenting styles to describe the interaction between parents and their children during the socialization process. According to Rebeiro, much of the research on parenting styles has been on Baumrind's (1991) three (3) distinct styles: authoritarian, authoritative

(Democratic) and permissive, which is in fact two distinct types of parenting styles, i.e., permissive indulgent and permissive indifferent (sometimes referred to as permissive rejecting and/or permissive neglectful and currently uninvolved parent). The psychological state of a child has been shown to be a determinant for ability to learn effectively (Baumrind, 1991). The type of home a child comes from, and the parenting style present in such home are some of the home factors that could affect the psychological state of a given child and also influence such child outcomes (Unete, et al., 2010). The construct of parenting style is needed to capture normal variations in parents' attempts to control and socialize their children (Unete, et al., 2010).

Child-rearing practices are socializing processes in any social group that have tremendous effect on the individual child's moral judgment and social adjustment. In social climates that are conducive, affectionate, cordial, lovely, and peaceful, children from such homes develop moral judgment quickly and behave morally in the process of their development (Ishaq, 2015).

Anyebe (2003) states that social adjustment is concerned with the extent to which an individual maintains a congruent relationship with other people. It also relates to how children adjust to the members of the family or the peer group, to teacher and to other members of the society. Ishaq (2015), in his own view states that social adjustment means the success with which a person adjusts to people in general and to the group with which he is identified in particular. The author also added that a well-adjusted person has learned such skills as the ability to deal diplomatically with people – both friends and strangers – so that their attitude towards him will be favourable and they will want to accept him. He further said that the person has developed good social attitude such as a willingness to help others even if he is personally inconvenienced. He also described four (4) criteria for social adjustment which a well-adjusted child must satisfy, which are:

- i. Overt performance: That is his/her behaviour must be up to the standard of the group he/her is identified with.
- ii. Adjustment to any group: He/she must learn to adjust to any group he comes into contact with.
- iii. Social attitudes: The child must exhibit favourable attitudes towards people, social participation and his role in social group.
- iv. Personal satisfaction: The child must be reasonably satisfied with his social contact and with the role he plays in social situations.

Obeh (2009) agreed with Ishaq's (2015) views where he sees social adjustment as the success with which people adjust to one another in the working places, at home and at school. How one adjusts to one's group in which he/she belongs is a crucial and important social adjustment in life. A well-adjusted individual learns some social skills such as ability to deal diplomatically with others such as, friends, managers, visitors, and colleagues so that his/her attitude towards them is congenial and favourable. Willingness to

assist others even at one's inconvenience is a powerful way of social adjustment. Obeh explained that a well-adjusted child enjoys a kind of inner harmony; he is at peace with himself, just as he is at peace with others. Well-adjusted children, regardless of occasional setbacks and disappointments will continue to strive for the goals they have set for themselves. They do so because their goals meet needs in their lives, not because they have been imposed on them by other people or set to match those of the crowd. Well-adjusted children will modify their goals when it becomes apparent to them that they are unrealistically high. He continued to say that well-adjusted children make good social adjustment and have harmonious relationships with the people with whom they are associated. They accept themselves and thus do not need to build up defences or project into others the blame for the discrepancy between what they are and what they would like to be.

More so, on the characteristics of well-adjusted individuals, Mukherjee (2002) in Obeh (2009) states that; learners who show signs of adjustment are the well-behaved ones. Well-adjusted people progress continuously in their educational pursuits, regularly attend their lessons, pay attention in the classroom to the teachers, are not aggressive towards others, and do not shy away from the normal activities. Obeh also states that a well-adjusted person is an individual who is socio-genially, socially and psychologically healthy.

However, Sharma (2012) found no significant relationship between achievement and adjustment. But, Sharma in his literature reviewed stated that student academic achievement throughout a period of one semester was found to be significantly predicted by college overall adjustment, academic adjustment, and personal-emotional adjustment.

Danasabe in Ishaq (2015) states that there is an increase of behavioural problems among youths such as delinquency or youth hooliganism otherwise referred to as "Area Boys" in northern Nigeria. It is a display of kinds of behaviour which are in disharmony with the established pattern and expectations of the schools and which constitute a deterrent to youth progress, academic achievement, social adjustments and general development.

This conduct is disturbing to others, interferes with the normal procedures of schools and the society, and results in being nuisance to the society. Onyejiaku in Obeh (2009) explains his finding of the causes of immoral behaviour among Nigerian children. He states that most children who manifest deviant and anti-social behaviour come from bad homes where relationships are strained, and where there is no parental care and affection. He further states that there is hatred abuses and disrespect for one another, and overt display of criminal tendencies. Children in such homes and societies witness incessant squabbles, physical confrontations, and violence; and social norms and values receive little or no attention.

All these problems might be because of ignorance of the parents which probably made them ill-equipped in training of their children for proper emotional and social development. But Obeh (2009) in his own view states that

adults in the Nigerian society must be aware of the fact that where mutual interest and understanding exist, where husband and wife are positively and peacefully related and where children receive high standards of training by modelling and imitation, there is likelihood that the society shall be free from insecurity and rancour. He further explains that, if children who are “leaders of tomorrow” imbibe good moral standards right from home and the teachers are moral models for them to imitate and model their behaviour after them, it will be difficult for them to deviate from those moral standards over-night and therefore such children are going to experience less difficulty in social adjustment at home and at school. And all these aforementioned factors affect the moral and social development of young children. Social adjustment therefore has many components such as ability to interact with others, ability to participate in social activities as well as conforming to social norm, values and disciplines.

There are a lot of researches (Ishaq, 2015; Tukur, 2001; Unete, et al., 2010) on influence of home on other behaviours and general performance of children in schools, but less has been done on influence of parenting styles on social adjustment of senior secondary school students in Kebbi State, Nigeria. Therefore, there is need for the above research topic.

Statement of the Problem

In the secondary school system. some students appear to be socially adjusted while others are not. Reports as discovered by the researcher through physical visits and interviews with some school discipline masters indicate serious maladjusted behaviour of students. Among the behaviours commonly discovered and reported are fighting, destruction of school property, classroom disturbance, stealing, and examination malpractice. This may lead to absenteeism, truancy, and low academic achievement. The displays of these social maladaptive behaviours have become an issue of great concern to well-meaning citizens of Kebbi State including researchers.

However, there is no available literature on social adjustment problem of students in senior secondary school in Kebbi state. This study was undertaken to investigate the effect of parenting styles on social adjustment of senior secondary school students in Kebbi State.

Objective of the Study

The study was designed with the objective of finding out the effect of parenting styles on social adjustment of students.

Research Hypotheses

The following hypothesis was formulated;

H₀: There is no statistically significant difference between the mean scores of students brought up under autocratic, democratic, or permissive parenting style in a social adjustment test.

Significance of the Study

The finding of this study will help the government, parents, teachers and students to understand clearly the extent of effect of parenting styles on social adjustment of senior secondary school students in Kebbi State. Similarly, the findings will help the parents in knowing which type of parenting style affects social adjustment most and apply it in dealing with their children for better social adjustment as students. Lastly, findings of this study will help the teachers and school guidance counsellors in minimizing students' social adjustment problems in senior secondary schools and society in general.

Methodology

Research Design

The researcher adopted the ex-post facto research design. The main purpose of using this design was to determine the effect of parenting styles which served as the independent variable but could not be directly manipulated (Mugenda & Mugenda 2003). This design was also found appropriate because it allowed the investigation of subsequent effect between the independent and dependent variables, social adjustment was taken as the dependent variable.

Population and Sampling Technique

The target population of this study is the entire senior secondary class II (SS II) students from the six (6) selected secondary schools which are 1,252. The sample size of this study was two hundred and ninety-one (291) respondents selected in conformity with Krejcie and Morgan (1970). Stratified proportionate random sampling technique was used in the selection of sample from the various schools to ensure a proper representation of the entire population. The 291 SS II Students were drawn from both public and private schools in Jega local government area.

Table 1

Distribution of the Secondary Schools by School Type, Population, Sample Size and Percentage

Schools	School Type	Population	Sample Size	Percentage %
School A	Public	172	40	13.7
School B	Public	413	96	33.0
School C	Public	394	92	31.6
School D	Private	120	28	9.6
School E	Private	131	30	10.3
School F	Private	22	5	1.7
Total		1,252	291	99.9

Source: Zonal Education Office, Jega (2020)

Instrumentation

For the purpose of collecting data in this study, two instruments were adopted, each measuring one of the variables in focus and both questionnaires used administered to students only. They include, Parenting Style Questionnaire (PSQ) adopted from Robinson et al. (1995) and Modified Social Adjustment Scale (MSAS) adapted from Ishaq (2015).

Parenting Style Questionnaire (PSQ)

The first instrument had two (2) sections, A and B. Section “A” comprised items that addressed the demographic variables of the subjects, also known as personal data or Bio-data and section “B” was on Parenting Style, and asked questions on how parents/guardians related or dealt with their children. The scale consisted of thirty-six (36) items, 12 items for each type of parenting styles (i.e., Autocratic, Democratic and Permissive). All the Items were measured on a five (5) point Likert scale as follows: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). The highest score for each parenting style is sixty (60) and the lowest score is twelve (12).

Modified Social Adjustment Scale (MSAS)

The MSAS scale addressed questions on social adjustment as assessed by the students themselves. This questionnaire was modified by the researcher to suit his subjects and variable measured. It comprised ten (10) items each from four (4) different areas of students’ social adjustment (i.e., work at school, work at home, social and leisure activities, and family life). All the items were measured on five (5) point Likert scale of measurement. That is Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1). The highest score is fifty (50) while the lowest score is ten (10). In general, higher score indicates better social adjustment while lower score indicates poor social adjustment.

Validity and Reliability of the Instruments

Parenting Style Questionnaire (PSQ) and Modified Social Adjustment Scale (MSAS) are two standardized instruments that have shown good levels of validity, have been used for over decades, and measure what they are meant to measure (Koki, 2009 and Bala, 2012, cited in Ishaq, 2015).

Parenting Style Questionnaire (PSQ) and Modified Social Adjustment Scale (MSAS) generally have high reliability. Test-retest correlations are 0.79 and 0.74, and Cronbach Alpha for various samples are 0.77 and 0.88. The instruments have been clearly established and reliable scale for measuring Parenting Style and Social Adjustment (Ishaq, 2015).

Procedure for Data Collection

The researcher personally visited the schools for the collection of data. In each of the selected schools the researcher sought for one teacher before administering the questionnaires to serve as research assistant. The research assistant was acquainted with the content of the instruments; each of the

instruments was discussed in details so as to enable the research assistant help respondents who may have difficulty with any item. The students were gathered in a special classroom for the administration of the instruments by the researcher and with the help of research assistants. The researcher explained to the respondents how to fill the instruments and also clarified terms used in the questionnaire. He gave one hour for the completion of the questionnaires, and the filled questionnaires were collected back immediately after completion in all the schools.

Procedure for Data Analysis

The data obtained from this study were subjected to statistical analysis. The frequencies of responses and differences in means scores were used. One-way analysis of variance (ANOVA) was used to test the hypothesis which also sought to determine the differences in mean scores on social adjustment test of students brought up under autocratic, democratic and permissive parenting styles.

Result and Discussion

Hypothesis Testing

H₀: There is no significant difference between the mean scores of students brought up under autocratic, democratic or permissive parenting style in a social adjustment test.

Table 2

Showing the Mean Scores on Social Adjustment Test of Students from Autocratic Democratic and Permissive Parenting Styles

N Statistic	N Statistic	Min. Statistic	Max. Statistic	Sum Statistic	Mean Statistic	Std. Std. Error	Std. Dev. Statistic
Autocratic	291	12.00	48.00	13700.00	30.2163	.25167	5.75636
Democratic	291	14.00	50.00	16879.00	38.7558	.26350	5.99322
Permissive	291	13.00	40.00	10198.00	18.2087	.30136	6.72063
Valid N	291						

From Table 2 above, the mean responses to the effect of parenting styles on social adjustment revealed mean of 38.76 for democratic parenting style, 30.21 for autocratic parenting style, and 18.20 for permissive parenting style respectively.

Table 3

One-way Analysis of Variance Comparison of Mean Scores on Social Adjustment Test of Students Brought up under Three Different Parenting Styles

Sum of square	Df	Mean square	F	Prob.
Between groups	21	145.891	2.009	.000
Within groups	270	27.722		

The result of ANOVA shows that the F-ratio value is (2.009), at df 21/270 and at the level of significance 0.05. The probability level of significance $p = .000$ is less than 0.05.

Therefore, parenting styles have great influence on students' social adjustment with democratic parenting style having the highest mean score of 38.76. The result of ANOVA indicates that the calculated F-ratio of 2.009 was statistically significant at 0.05 probability levels with 21/270 degree of freedom. This means that significant differences exist among students who were brought up under either the autocratic, democratic or permissive parenting style respectively. On the basis of this result, the null hypothesis was rejected indicating that students' social adjustment is significantly being influenced by parenting styles.

Discussion

The result discovered from the testing of hypothesis in this study indicates that parenting styles have significant influence on students' social adjustment. This is because of the differences in mean scores revealed by the study. That is democratic parenting style students having 38.76, autocratic parenting style student 30.21 and the permissive parenting style students with lowest means scores of 18.20. This result also indicated that students' pattern of social adjustment is determined by the nature of discipline, care, recognition, affection, and support they get from their parents at home.

The study is in line with Kumar (2013) who postulates that for a healthy social development, the child must develop some level of trust, self-confidence and personal expression. This, to him depends on the prevailing air of social interaction provided by parents at home. According to him, children require warmth, affection and helping behaviour and these can only come through adapting a good model of parenting.

Conclusion

The result reveals significant difference in mean scores of three (3) different types of parenting's styles (autocratic, democratic and permissive) examined in the study the mean score of students from democratic parents shown to be higher than those of autocratic and permissive parents. Presently, the study has revealed a significant influence of parenting styles on social adjustment of students in senior secondary schools in Kebbi state. The study also revealed that there is need for dialoguing, and giving and taking between the parents and their children in day-to-day activities. This will enhance proper personal and social adjustment of children at all levels of education.

Recommendations

It is recommended that since parenting styles influence the social adjustment of students, parents should endeavour to adopt a style such as the democratic parenting styles that ensures or guarantees the development of some measure of positive self-concept, self-confidence, and self-esteem in the students.

Teachers should be encouraged to use democratic style of discipline in classroom management. This is because the style encourages dialoguing and give and take, which the study revealed that it is better for personal and social adjustment of students. Finally, government and schools should establish recreational centres and encourage the formation of social clubs such as debating society, drama club, and Jets club e.tc. All these are pure centres for students' interaction which facilitate social adjustments at all level.

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