

PARENTING STYLES AS PREDICTORS OF SCHOOL ADJUSTMENT AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN RIVERS STATE, NIGERIA

Rosemary Ekechukwu Obiagaeri

Department of Educational Psychology Guidance and Counselling,
Faculty of Education, University of Portharcourt, Rivers state,
NIGERIA.

mamatriplets01@yahoo.com

ABSTRACT

The study investigated self concept, emotional intelligence and parenting styles as predictors of school adjustment among JSS students in Rivers State, Nigeria. Seven research questions and seven null hypotheses guided the study. The study was anchored on Social Learning Theory by Albert Bandura in 1977. The study adopted a correlation research design. The population of the study comprised all the 27,386 (13,331 male and 14,055 female) students in the 275 public Junior Secondary Schools one students (JSS1) in Rivers State. The sample size of the study comprised 441 (226 male and 215 female) public Junior Secondary Schools one Students (JSSI) in the 12 schools drawn from 6 Local Government Areas in Rivers State, Nigeria. The multi-stage sampling approach was adopted using cluster, simple and stratified sampling technique. Three adapted and modified non-cognitive instruments titled Parenting Styles Scale (PSS) developed by Robinson, Mandlco, Olsen and Hart (1995) and one self designed instrument titled "School Adjustment Scale" (SAS) were used for the study. Face, content and construct validities were ensured. The reliability coefficients were PSS 0.74, and SAS 0.75. The multiple and linear regression analysis were used to answer the research questions, while Anova associated with multiple regression and t-test with linear regression were used to test the null hypotheses. It was found that parenting styles jointly predict school adjustment. It was recommended among others that parents should be encouraged by the principals through Parents Teachers Association and circulars to use the most appropriate parenting styles where applicable depending on the observable behaviours and attitudes of their children.

Keywords: Parenting Styles and School Adjustment

INTRODUCTION

School is an organized setting where teaching and learning takes place. A formal school setting is expected to have classroom blocks, school fields, staffroom, academic staff, non academic staff, and students etc. The ability of the students to accommodate the physical, emotional and social environment for effective learning could be seen as school adjustment. Shafer in Raju and Rahamtulla (2007) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. School adjustment problems are highly associated with mental and emotional instabilities. The process of adapting to the status of being a student and the vast areas of the school environments are issues that can increase adjustment challenges. Good in Raju and Rahamtulla (2007) stated that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. There is no way one can make mention of adjustment without due recourse to the way one

uses adaptability skills to overcome so many hitches both seen and unforeseen. Dhingra and Colleagues (2005) asserted that adjustment is a continuous process through which one changes to be in proper adjustment with his environment, others, and himself. Adjustment requires high level of social, affective and cognitive skills that will help the person become stable. In the same vein, Kulshrestha in Raju and Rahamtulla (2007) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. Psychology Wiki (2017) opined that school adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. School adjustment is a clear indicator that shows whether the student will be able to cope with the human, environment and other constituents of school setup. Although adjustment contains many aspects like social, emotional, physical and educational dimensions; the best aspect is social adjustment which is the prerequisite to the other aspects of adjustment (Mazaheri, Baghiyan, & Fatehizadeh, 2006). It is very tasking and time taken for some students to adjust to the school settings where they enrolled for education. Kiff (2012) explained that adjustment is the balancing of internal needs and external demands on the organism.

Without proper school adjustment, the student is likely to be put in the dark on the goings-on in the school. It is asserted that failure to adjust can lead to mental health issues and school refusal or school dropout and may require school counselling (Psychology Wiki, 2017). Paramanik, Saha, Birbal and Mondal (2014: 1138) submitted that:

Adjustment, in psychology, refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. Human beings are able to adjust to the physical, social and psychological demands that arise from having inter dependability with other individual

Adjustment refers to the ways and manners that people respond and adjust to the physical, social and emotional surroundings. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life (Paramanik, Saha, Birbal and Mondal 2014). They went ahead to explain that adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions. Raju and Rahamtulla (2007) intended to examine the adjustment capacity of school students and found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction, and the type of management of the school. Adhiamabo, Odwar and Mildred (2011) opined that secondary school students' adjustment is a phenomenon that is of great concern to educationists as well as health practitioners. Educationists need to know what they can do to help their students adjust and benefit from school (Mizelle in Adhiamabo, Odwar and Mildred, 2011). School adjustment is a broad construct which consists of many different aspects such as academic achievement, school satisfaction, school engagement and pro social behavior (Adhiambo, Odwar and Mildred 2011).

Parenting styles refer to the various parenting approaches and manners in which parents raise their children. Parenting is mostly adjudged on the parental expectations, performance demands, attentiveness to rules and regulations by the children. Spera (2005) saw parenting style as a psychological construct representing standard strategies that parents use in their child upbringing. There are three components of parenting styles namely: authoritative, authoritarian and permissive parenting styles. The authoritative parenting style is strictly a type of parenting style that is child-centered as well as holds high expectation of maturity. Despite the high expectations of maturity, these parents tend to tamper justice with mercy

when their children offend them. Authoritative parents encourage children to be independent but still mark out limitations for them. These parents are known for setting standards for their children as well as putting measures to checkmate the achievement of these standards. Authoritarian parenting style is meted with punishment, strong and stringent disciplinary measures. Authoritarian parenting style is punishment centered. These parents give little or no room for any erroneous act. Corporal punishment and shouting are forms of discipline frequently preferred by authoritarian parents. Permissive parenting style is a type of parenting style where the parents expect little from the children as regards to standard and progress. These parents are highly friendly in their parenting styles. Children are allowed to make decisions as well as to carry them out at will.

STATEMENT OF THE PROBLEM

Adjustment problem is a problem that affects all and sundry. Students who have adjustment problem may end up changing schools, making wrong friends, lack concentration in the school, cry often times, remain moody, gloomy, solitary, and may not be able to fit into the school environment. Students who frequently change school because of adjustment problem or as a result of maladjustment are at the verge of not settling down for arduous academic activities. They expend most of their period locating their classrooms, searching for subject teachers, friends and above all trying to acclimatize with the new school environment. These students at times are mentally sapped. Students who project adjustment signs should be identified early before it metamorphoses to a syndrome. Lack of conducive and friendly learning environment may not support effective learning though teaching may be going on.

Junior basic education is a very important foundation to all other levels of education. Any mistake at this level may culminate to problems that may be endemic in the school life of the students. Some students are out from school because of ugly experiences they had either from their teachers or from their colleagues hence were unable to manage such situations. If the adjustment problem of these children is not handled with immediate and frantic measures, the future of our young stars, posterity and this great nation will be bleak and hence more social vices. The researcher is bothered on whether self-concept, emotional intelligence and parenting styles are predictors of school adjustment among JSS students in Rivers State, Nigeria. Therefore the problem of the study is to ascertain if parenting styles are predictors of school adjustment challenges among JSS Students in Rivers State, Nigeria.

OBJECTIVES OF THE STUDY

The following objectives guided the study:

1. Ascertain the extent parenting styles (authoritative, authoritarian and permissive) jointly predict school adjustment among JSS students in Rivers State, Nigeria.
2. Find out the extent parenting styles (authoritative, authoritarian and permissive) independently predict school adjustment among JSS students in Rivers State, Nigeria.

RESEARCH QUESTIONS

The following research questions were answered in this study:

1. To what extent does parenting styles (authoritative, authoritarian and permissive) jointly predict school adjustment among JSS students in Rivers State, Nigeria?
2. To what extent does parenting styles (authoritative, authoritarian and permissive) independently predict school adjustment among JSS students in Rivers State, Nigeria?

HYPOTHESES

The following hypotheses were tested at 0.05 alpha level of significance:

1. Parenting styles (authoritative, authoritarian and permissive) jointly do not significantly predict school adjustment among JSS students in Rivers State, Nigeria.
2. Parenting styles (authoritative, authoritarian and permissive) independently do not predict school adjustment among JSS students in Rivers State, Nigeria.

METHODOLOGY

The study adopted a correlational research design. The population of the study comprised all the 27,386 (13,331 male and 14,055 female) JSS1 students in the 275 public junior secondary schools in the 3 senatorial zones of Rivers West, East, and South spread across the 23 Local Government Areas. (Source: Rivers state Universal Basic Education Board, Emis Unit School Statistics, and Junior Secondary Enrolment by Gender by Class as 2016/2017). The sample size of the study comprised all the 441 (226 male and 215 female) public Junior Secondary Schools one Students (JSSI). The multistage sampling approach with the help of cluster simple and proportionate stratified random sampling technique was used to arrive at the sample size. Simple random sampling technique was used to draw 2 L.G.As from each of the 3 senatorial zones. Moreover, 2 schools were randomly picked from each of the 6 L.G.As making a total of 12 schools with 3,652 (1,871 male 1,781 female) students. Finally, 12% using stratified random sampling technique was used to draw 441 (226 male and 215 female) students from each of the 12 schools drawn. The Taro Yamenen's minimum statistical determinant gave the minimum sample size as 394. Two instruments titled Parenting Styles Scale (PSS) developed by Robinson, Mandelco, Olsen and Hart (1995) and oneself designed non-cognitive instrument titled "School Adjustment Scale" (SAS) were used for the study. The maximum and minimum scores for the components of Parenting Styles Scale are authoritative 31 and 19, authoritarian 31 and 19, and permissiveness 32 and 16, for School Adjustment Scale, the maximum point is 55 while the minimum point is 44 respectively. Face, content and construct validities were ensured. The Cronbach alpha statistics was used to compute the reliability coefficient of Parenting Styles Scale to be 0.74, while the components such as Authoritative Subscale has coefficient of 0.71, Authoritarian Subscale 0.73 and Permissive Subscale has a coefficient of 0.75. Finally, School Adjustment Scale has Cronbach alpha reliability of 0.75. multiple and linear regression were used to answer the research questions while Anova associated with multiple and t-test associated with linear regression were used to test the null hypotheses.

RESULTS

Research Question One

To what extent do parenting styles (authoritative, authoritarian and permissive) jointly predict school adjustment among JSS students in Rivers State, Nigeria?

Table 1a: model summary of multiple regression analysis on the joint prediction of parenting styles on school adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478 ^a	.228	.223	10.33557

Table 1a shows that parenting styles have a very low positive relationship of 0.478 with school adjustment. The coefficient of determinism of 22.8% shows the extent parenting styles predict school adjustment of secondary school students in Rivers State, Nigeria. The remaining 77.2% was accounted for by other variables apart from parenting styles.

Hypothesis One

Parenting styles (authoritative, authoritarian and permissive) jointly do not significantly predict school adjustment among JSS students in Rivers State, Nigeria.

Table 1b: Anova associated with multiple regression on the joint prediction of parenting styles on school adjustment

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13915.564	3	4638.521	43.422	.000 ^a
	Residual	47109.362	441	106.824		
	Total	61024.927	444			

Table 1b revealed that mean square for regression and residual variables are 13915.564 and 47109.362 respectively. With degrees of freedom of 3, and 441, the F calculated value is 43.422. F,(43.422), df (3,441), p>0.000. The ANOVA associated with multiple regression showed that p value is greater than the significant value of 0.000. By implication, the null hypothesis is rejected. Therefore, there is a significant joint prediction of parenting styles (authoritative, authoritarian and permissive) on school adjustment among JSS students in Rivers State, Nigeria.

Research Question Two

To what extent do parenting styles (authoritative, authoritarian and permissive) independently predict school adjustment among JSS students in Rivers State, Nigeria?

Hypothesis Two

Parenting styles (authoritative, authoritarian and permissive) independently do not predict school adjustment among JSS students in Rivers State, Nigeria.

Table 2. t-test associated with linear regression on the independent prediction of parenting styles on school adjustment

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	34.320	3.185		10.777	.000
	Authoritative	-.199	.068	-.122	-2.915	.004
	Authoritarian	.273	.070	.171	3.870	.000
	Permissiveness	.592	.070	.372	8.421	.000

Table 2 revealed that permissiveness predicts school adjustment more in the positive direction with a standardized beta coefficient of .372, also, authoritarian predicts school adjustment in the positive direction with a standardized beta coefficient of .171 while authoritative predicts school adjustment in the negative direction with a negative standardized beta coefficient of -.122. It was found that permissiveness, authoritarian and authoritative

with their various t-values of 8.421, 3.870 and -2.915 are significant at .000 and .018 when subjected to critical probability level of 0.05. Therefore, permissiveness, authoritarian and authoritative significantly predict school adjustment independently in secondary schools in Rivers State while ideal-self does not. The regression equation is given thus: $Y = AB + X_1 + X_2 + X_3$. $Y = 34.320 + -0.199X_1 + 0.273X_2 + 0.592X_3$.

Summary of Findings

The findings of the study are summarized as follows

1. The coefficient of determinism of 22.8% shows the extent parenting styles predict school adjustment of secondary school students in Rivers State, Nigeria. There is a significant joint prediction of parenting styles (authoritative, authoritarian and permissive) on school adjustment among JSS students in Rivers State, Nigeria.
2. It was revealed that permissiveness predicts school adjustment more in the positive direction with a standardized beta coefficient of .372, also, authoritarian predicts school adjustment in the positive direction with a standardized beta coefficient of .171 while authoritative predicts school adjustment in the negative direction with a negative standardized beta coefficient of -.122. It was found that permissiveness, authoritarian and authoritative significantly predict school adjustment independently in secondary schools in Rivers State. The regression equation is given thus: $Y = AB + X_1 + X_2 + X_3$. $Y = 34.320 + -0.199X_1 + 0.273X_2 + 0.592X_3$.

DISCUSSION OF FINDINGS

The findings of this study are discussed under the following subheading:

Parenting Styles and School Adjustment

The coefficient of determinism of 22.8% shows the extent parenting styles predict school adjustment of secondary school students in Rivers State, Nigeria. There is a significant joint prediction of parenting styles (authoritative, authoritarian and permissive) on school adjustment among JSS students in Rivers State, Nigeria. The finding of this study is buttressed by Roh and Park (2015) when he found that parenting styles are highly related with students' school adjustment. This connotes that fact that effective parenting style develops students for easy adjustment in the school.

It was also revealed that permissiveness predicts school adjustment more in the positive direction with a standardized beta coefficient of .372, also, authoritarian predicts school adjustment in the positive direction with a standardized beta coefficient of .171 while authoritative predicts school adjustment in the negative direction with a negative standardized beta coefficient of -.122. It was found that permissiveness, authoritarian and authoritative significantly predict school adjustment independently in secondary schools in Rivers State. The result of the study is not surprising, because each of the parenting styles is suitable for a particular individual and can as well enhance adaptability. Birch and Ladd (1997) permissive parenting style, authoritarian parenting style and authoritative parenting styles predict school adjustment. On the contrary, Kaufmann, Gesten, Raymond, Lucia, Salcedo, Rendina-Gobioff, and Gadd (2000) found that the positive correlations between authoritarian parenting style and adjustment were either small or non-significant.

CONCLUSION

Based on the findings, it was concluded that parenting styles jointly predict school adjustment significantly among secondary school students in Rivers State. permissiveness, authoritarian

and authoritative independently significantly predict school adjustment in secondary schools in Rivers State.

RECOMMENDATIONS

1. It is recommended that parents should be encouraged by the principals through Parents Teachers Association and circulars to use the most appropriate parenting styles where applicable depending on the observable behaviours and attitudes of their children.
2. Parents should be deeply involved in the counseling of their children in the home based on the challenges enumerated as being encountered by these children.

REFERENCES

- [1] Adhiambo, M.W., Odwar, A.J., & Mildred, A.A. (2011). The relationship among school adjustment, gender, and academic achievement amongst secondary school students in Kisumu District Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(6), 493-497.
- [2] Birch, S.H., & Ladd, G.W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology*, 35(1), 61-79.
- [3] Dhingra, R., Manhas S., & Thakur, N. (2005). Establishing connectivity of emotional quotient (EQ), spiritual quotient (SQ) with social adjustment: A study of Kashmiri migrant women. *Journal of Human Ecology*, 18(4), 313-317.
- [4] Kaufmann, D., Gesten, E., Raymond C., Lucia, S., Salcedo. O., Rendina-Gobioff, G., & Gadd. R. (2000). The relationship between parenting style and children's adjustment: the parents' perspective. *Journal of Child Family Studies*, 9(2), 231-245.
- [5] Kiff, J. (2012). *The social adjustment of children: adjustment and emotional stability*. Canada: Johnson Publication House.
- [6] Mazaheri, A., Baghiyan, I., & Fatehizadeh, M. (2006). The effects of group training of self-esteem on the social adjustment of the university student, Daneshvar Raftar. *Scientific-Research Periodical*, 13(16), 49-56.
- [7] Paramanik, J., Saha, B., & Mondal, B.C. (2014). Adjustment of secondary school students with respect to gender and residence. *American Journal of Educational Research*, 2(12), 1138-1143.
- [8] Psychology Wiki (2017). *School adjustment*. Retrieved from http://psychology.wikia.com/wiki/School_adjustment.
- [9] Raju, M.V.R., & Rahamtulla, T.K. (2007). Adjustment problems among school students. *Journal of the Indian Academy of Applied Psychology*, 33(1), 73-79.
- [10] Roh, S., & Park, M.S. (2015). The effects of students, parents, and teachers on school adjustment and the satisfaction of middle and high school students. *Advanced Science and Technology Letters*, 92, 22-25.
- [11] Spera, C. (2007). A review of the relationship among parenting practices, parenting styles, and adolescent school environment. *Educational Psychology Review*, 1(7), 127-146.