

Influence Of Parenting Styles On Social Adjustment and Academic Achievement Of Adolescent Students In Selected Secondary Schools In Ogun Waterside Local Government Of Ogun State

***ADEGBOYEGA, Lateef Omotosho adegboyegalateef@gmail.com**

IBITOYE, Oladayo A. dayuinternational1@yahoo.com OKESINA,

Falilat Anike (Ph.D) fokesina@yahoo.com

LAWAL, Banjo M. lawal_banjo@yahoo.com

Department of Counsellor Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria

Abstract

The study examined the influence of parenting styles on social adjustment and academic achievement of adolescents in selected secondary schools in Ogun Waterside Local Government Area of Ogun State. Two hundred and forty secondary school students participated in the study. The sample of students was selected from eight secondary schools in Ogun Waterside Local Government Area of Ogun State. Descriptive survey design was used to execute the study. Data were collected through questionnaires and achievement test. The data were analysed using analysis of variance (ANOVA). The study showed that there is significant difference in social adjustment of adolescents from autocratic, democratic and permissive parenting homes. It revealed that adolescents from democratic homes adjust better in social situations than their counterparts from autocratic and permissive homes. The study also showed significant differences in academic achievement of adolescents from autocratic, democratic and permissive parenting homes. It revealed that democratic style of parenting influence academic performance more positively better than autocratic and permissive parenting style.

Key words: Parenting Styles, Social Adjustment, Academic Achievement, Students

Introduction

Home is the first and foremost institution of learning where the child acquires his first experiences. The type of experience gained here serves as basis and solid foundation upon which other agencies of socialization outside the home build later on. A good home gives the child a sense of security, love and mutual respect among the individuals at home, acceptance, sharing responsibilities and feeling proud of one's parents and home (Fayombo, 2004).

Parenting is a complex activity that includes many specific behaviours that work individually and together to influence child's outcomes. Baumrind (1967) in Gonzalez et al (2002) generally describes styles of parenting as patterns or configurations of parenting behaviours. While Klien (2001) sees parenting styles as a psychological construct representing standard strategies parents use in raising their children.

As difficult and challenging as child rearing is, the task and problem involved are by no means over especially when young ones attain adulthood. Difficulties are inextricably associated with the nature and function of the family, as it exists in our society. Parenting is one of the most challenging and one of the most important tasks of adulthood. Parenting style affects the development of children's conduct and characteristics (Blondin & Cochran, 2011). The three parenting styles can predict a child's outcome including social competence, academic performance, psychosocial development, problem behavior (Terry, 2004), optimism, confidence, motivation, and attention problems (Kordi & Baharudin, 2010). Parenting styles largely influence cognitive development and social competence and adjustment.

Social adjustment, which is a product of social growth, is an important indication of psychology health that attracts the attention of many psychologists. Social growth is the most important aspect of one's development and it is acquired through the relationship with others especially with the parents, peers and the teachers, and it is the assessing criterion of social growth related to the person's adjustment with him/herself and others (Hartup & Rubin, 2013). Without adjustment, the person will not be able to meet many of his/her basic needs. If one is incompatible with the society properly, he will feel isolated. How well a child will adjust socially is dependent on the style of parenting practiced by the parents.

Just as parenting affects social adjustment, it also has influence on the academic achievement of the adolescent children. Past studies have shown that parents, through their parenting styles built critical foundations for various aspects of children's development and achievement. Jacobs and Harvey (2005) indicated that parenting style is one of the significant contributors to student's academic achievement in school. Spera (2005) asserted that parenting styles emphasizes on the response parents provide to their children and the method which parents used to demand compliance from their children. Baumrind (2005)

categorized types of parenting style based on two dimensions which are responsiveness and demandingness. According to Baumrind, responsiveness refers to the degree that parents promote self-assertion and individuality by showing care and acceptance to children's desires. Care and acceptance includes kindness, support for independence, and logical contact. Demandingness refers to demands that parents make on children to be included into society (Baumrind, 2005). The demands are imposed through monitoring and controlling of children's behaviors, as well as communicating the demands directly to the children.

Demandingness and responsiveness is classified into three child rearing patterns as autocratic, democratic and permissive. Each of these parenting reflects different natural occurring patterns of parental values, practices, behaviour and a balance of responsiveness and demandingness. In the autocratic family setting, parents play a domineering role in establishing the conducts of behaviour that are to be adhere to. These parents provide well-ordered and structured environments which clearly states rules. Democratic method of parental pattern is the one in which adolescents are consulted of family matters, provide their children with warmth, affection and autonomy, yet, they set limit and are demanding. Permissive parents on the other hand, give up most control to their children, parents make few, if any, rules and the rules that they make are usually consistently enforced. They tended to be disorganized and ineffective in running the household (Fayombo 2004).

Problem

Parents, counsellors and schools have sincere and long standing interest in knowing and talking the various problem affecting students' social adjustment and learning but the more the concern, the more the rate of failures in our secondary schools and students maladjustment. This is so because, in today's context, schools are dealing with a large population of culturally deprived young-stars who mostly have stimulus malnutrition. In most cases, neglect by parents in the process of seeking for how to make ends means, lack of educational and recreational materials in childhood, autocratic parenting style and most often permissive attitude of parents, have not provided the motivational basis for a well-balanced social interaction and achievement in school work. The students are becoming progressively inadequate and alienated from the activities of the school. Most students in this category cope with such inadequacy by dropping out of school due to persistent failure or may be lured into examination malpractices, cultism etc. ultimately, the employers of labour are beginning to worry that graduates of Nigerian institutions lack basic skills to make them employable outside Nigeria. Nigerian graduates are subjected to further evaluations and/or asked to take remedial courses before they can go for further programmes.

In view of the above, the researchers investigated how parenting style affect social adjustment and academic achievement of adolescents.

Research Hypotheses

The following hypotheses were generated to guide the study.

1. There is no significant difference in social adjustment of adolescents from autocratic, democratic and permissive parenting homes.
2. There is no significant difference in academic achievement of adolescents from autocratic, democratic and permissive parenting homes.

Method

Descriptive survey design was used to execute the study. The population of the study consists of the secondary school students in the Ogun Waterside Local Government of Ogun State. Two hundred and forty (240) students were randomly sampled from eight (8) public and private schools to provide data for the exercise.

The relevant data of the study were obtained using two sets of instruments (questionnaire and interview schedule) designed by the researchers. The questionnaire was developed to gather data from students on their perceived parents' styles of parenting. The questionnaire which was a 28 item instrument had three sections. Section "A" elicited student-respondents' personal data while Section "B" made up of 12 items was directed at finding out the perceived parenting styles of the students' parents and section C sought the students social adjustment information. The second instrument, a validated Mathematics and English Language achievement test was used to obtain their academic achievement data. The first two instruments had a likert rating scale of 4-1 in a descending order for positive items and reverse for negative items. The face validity of the instruments was determined by peer review. The instruments were also piloted on 30 students to assess their reliability. The instrument was administered twice with a two week interval. The scores from the two set of administration were correlated using Pearson Product Moment Correlation (PPMC) and the result of the pilot study is 0.77 and 0.76 respectively. This reliability co-efficients of the research instruments were deemed high enough to warrant their usage to gather data for the main study. For the achievement test, item analysis was performed on the Mathematics and English Language achievement test so as to determine the discrimination power and difficulty level of the items.

The researchers personally administered the instruments to the respondents in their respective schools after permission had been obtained from the schools' authorities and verbal consent of the students. The relationship established between the researchers and the respondents engendered a high response rate and instructions were scrupulously followed. The statistical software, Statistical Package for Social Sciences (SPSS) version 20 was used to analyse the data collected. The data were arranged in the required format and keyed into

the software for the processing. The statistical tests were performed using Analysis of Variance (ANOVA), and the hypotheses were tested at 0.05 level of significance.

Findings

Hypothesis one: There is no significant difference in social adjustment of adolescents from autocratic, democratic and permissive parenting homes.

Table 1

ANOVA analysis of the differences in social adjustment of adolescents from autocratic, democratic and permissive parenting homes

STYLES	NO.	SCORE	MEAN	SD
AUTOCRATIC	84	1775	21.13	2.57
DEMOCRATIC	98	3398	34.67	7.31
PERMISSIVE	58	1218	21.0	6.98

Table 2

ANOVA Computations on difference in social adjustment of adolescents from autocratic, democratic and permissive parenting homes

Source of Variation	Sum of Square	df	Mean Square	F-cal.	Remark
Between Groups	6950.98	2	3475.49	126.43	Significant
Within Group	6515.35	237	27.49		
Total	13466.33	239			

$p < 0.05$, $F_{2, 237} = 3.00$

The table above shows that F-calculated value of 126.43 is greater than F-critical of 3.00 given 239 degree of freedom at 0.05 level of significance. Since the calculated value is greater than the critical value, the null hypothesis which states there is no significant difference in social adjustment of adolescents from autocratic, democratic and permissive parenting homes is rejected in favour of the alternative hypothesis. This implies that there is

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significant difference in social adjustment of adolescents from autocratic, democratic and permissive parenting homes. Since there is significant difference between the social adjustment of adolescents from autocratic, democratic and permissive parenting homes, pair wise analysis was done using protected t-test analysis to determine which of the methods/styles is most effective or where the differences lie. Below is the result of the protected t-test analysis.

Table 3

Protected t-test analysis of differences in group means (\bar{X}) due to parenting styles

Parenting Styles	Permissive (n=58)	Autocratic (n=84)	Democratic (n=98)
Permissive	21.0 ^a	-0.55	-12.59
Autocratic		21.13	-12.03
Democratic			34.67

a = Group means (mean) (\bar{X}) are in the diagonal while protected t-values are above the diagonal.

- Significant at 0.05; df =237; critical t =1.96.

The analysis reveals that students from democratic parenting homes (t=12.59, df=237) significantly adjust to social situations better than either those from autocratic (t=0.56, df=82) or those from permissive parenting homes (t=12.03, df=238). These values are compared to the critical t-value of 1.96 given 237 degree of freedom at 0.05 level of significance. Democratic and autocratic parenting styles were significant.

Hypothesis Two: There is no significant difference in academic achievement of adolescents from autocratic, democratic and permissive parenting homes.

Table 4

ANOVA analysis of the differences in academic achievement of adolescents from autocratic, democratic and permissive parenting homes

(PARENTING) STYLES	N	SCORE	MEAN	SD
AUTOCRATIC	84	2103	25.04	2.57
DEMOCRATIC	98	3288	33.55	7.31
PERMISSIVE	58	1318	22.72	6.98

Table 5
ANOVA Computations on differences in academic achievement of adolescents from autocratic, democratic and permissive parenting homes.

Source of Variation	Sum of Square	df	Mean Square	F-cal.	Remark
Between Groups	1279.7	2	639.85	97.24	Significant
Within Group	1558.3	237	6.58		

$p < 0.05$

The table above shows that F-calculated value of 97.24 is greater than F-critical of 3.00 given 239 degree of freedom at 0.05 level of significance. Since the calculated value is greater than the critical value, the null hypothesis which states there is no significant difference in academic achievement of adolescents from autocratic, democratic and permissive parenting homes is rejected in favour of the alternative hypothesis. This implies that there is significant difference in academic achievement of adolescents from autocratic, democratic and permissive parenting homes. Since there is significant difference between the academic achievement of adolescents from autocratic, democratic and permissive parenting homes, pair wise analysis was done using protected t-test analysis to determine

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Total	2838.0	239	
<i>Protected t-test analysis of differences in group means (\bar{X}) due to parenting styles</i>			
Parenting styles	Democratic (n=98)	Autocratic (n=84)	Permissive (n=58)
Democratic	33.55 ^a	7.04	1.68
Autocratic		25.04	5.35
Permissive			22.72

a = Group means (\bar{X}) are in the diagonal while protected t-values are above the diagonal.

- Significant at 0.05; df =237; critical t =2.02.

The analysis reveals that students from democratic parenting homes ($t=7.04$, $df=237$) significantly performed better than either those from autocratic ($t=5.35$, $df=237$) or those from permissive parenting homes ($t=1.68.03$, $df=237$). These values are compared to the critical t-value of 1.96 given 117 degree of freedom at 0.05 level of significance. Democratic and autocratic parenting styles were significant.

Discussion

The hypothesis which states that there is no significant difference in social adjustment of adolescents from autocratic, democratic and permissive parenting homes was rejected. The result of the study showed that democratic authoritative parenting affects social adjustment more positively than both autocratic and permissive styles of parenting. This is in line with Lazar et al. (2009) who found a positive relationship between authoritative (democratic) parenting style and social adjustment of children. Sharing too much with children sometimes results in the children suffering social and psychological difficulties, which made the adjustment even more problematic (Lazar et al., 2009).

The hypothesis which states that there is no significant difference in academic achievement of adolescents from autocratic, democratic and permissive parenting homes was rejected. This means that there are differences in the academic achievement of adolescents from autocratic, democratic and permissive parenting homes. The study revealed that students from democratic homes performed better than students from autocratic and permissive parenting homes. It also revealed further that autocratic style of parenting influence academic performance better than permissive. This shows that permissive style of parenting is not a good one (an advisable one). This study corroborates past studies which showed that authoritarian parenting is related low academic achievement (Attaway & Bry, 2004) and higher levels of school problem (Roche, Ensminger, & Cherlin, 2007). Permissive parenting was also found to significantly correlate with academic achievement (Lee, 2006; Roche, Ensminger, & Cherlin, 2007). This means that parents with too high or too low demandingness and responsiveness have children with low academic achievement. Past studies have established a positive correlation between authoritative parenting style and academic achievement (Slaten, 2006; Roche et al., 2007; Simons & Conger, 2007; Pong, Johnston & Chen, 2009). Students with better academic achievement have parents who are more authoritative.

Conclusion

Based on the findings of this study, the following conclusions were drawn:

There was a significant difference in social adjustment of adolescents from autocratic, democratic and permissive parenting homes.

There was a significant difference in academic achievement of adolescents from autocratic, democratic and permissive parenting homes.

Recommendations/Suggestions

Marital/Marriage counsellors should take the lead in the advocate of different types of parenting styles; this is to educate the populace on the problems associated with parenting styles. Government should make policies that will encourage parents to stay together and that which will prevent divorce. Religious organizations should also partake in the struggle against parenting styles. Parents and couples should try as much as possible to love and tolerate themselves more as this is how they can raise a happy family and a happy future.

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