

**PARENTING STYLES AS DETERMINANT OF SCHOOL ADJUSTMENT AMONG  
SECONDARY SCHOOL STUDENTS IN DUTSIN-MA METROPOLIS,  
KATSINA STATE**

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**Abstract**

*This study examined parenting styles as determinant of school adjustment among secondary school students in Dutsin-Ma Metropolis, Katsina State. Four objectives and 4 hypotheses were formulated. The study adopted descriptive survey of correlational type. Three hundred and fifteen (315) respondents were selected from SS II students in public secondary schools in Dutsin-Ma Metropolis, Katsina State. Four questionnaires were used for the data collection. The instruments were validated by experts and it was equally subjected to reliability study and PPMC was used to determine the reliability coefficients which were 0.68, 0.66, 0.70 and 0.68, respectively. The hypotheses were tested using PPMC Statistic and Multiple Regression at 0.05 level of significance. The findings revealed that significant relationship exists between authoritarian, authoritative parenting style and school adjustment of students; no significant relationship between permissive parenting style and school adjustment; there was significant relationship among the parenting styles and school adjustment; thus, authoritative and authoritarian parenting styles contributed more than permissive parenting styles to the school adjustment among the students. Recommendations were made that Parents should ensure that attention, better relationship and treatment are given to children in terms of educational needs and moral support which can lead to their school adjustment. School counsellor and educational psychologist should intensify effort in the identification of students with school adjustment problems and ensure promptly and appropriate step taken to address such problem.*

**Key words:** Authoritarian, Authoritative, Permissive Parenting Style and School Adjustmen

**Introduction**

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. Debra (2010), parenting style as a psychological construct representing standard strategies that parents use in their child upbringing. Baumrind (2001) classified three (3) distinct styles: authoritarian, authoritative (Democratic) and permissive. 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.

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 (Baumrind, 2001).

Adjustment refers to the ways and manners that people respond and adjust to the physical, social and emotional surroundings. Adjustment 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. It is the process of adapting to the role of being a student and various aspects of the environment. School adjustment is a broad construct which consists of many different aspects such as academic achievement, school satisfaction, school engagement and prosocial behavior (Raju & Rahamtulla, 2007).

Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life. 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. Bhushan, (2012) opined that secondary school students' adjustment is a phenomenon that is of great concern to educationists as well as health practitioners. Adjustment as conceived in this study is the ability of the individual to blend with the dynamics of his environment. This is because the issue of adjustment has to do with the individual's tendencies to equilibrate with the demands of the environment or changing environmental circumstances. Adjustment plays a pivotal role in the development of every individual. Adjustment is responsible for the organization of behaviour in life situations in every sphere. In other words, a change in one's environment demands for adjustment in order to restore stability in the environment, for example, a school learning environment. Poor school adjustment leads to low academic achievement, behavioral problems, discordant educational aspirations and even school dropout (Raju & Rahamtulla, 2007). Indeed, students' school adjustment depends on the match between their competences and needs, and the demands of the school environment. School adjustment has also been envisaged as social- emotional development touching on attention, activity level, anxiety, conducts and learning. Therefore, it is as a result of this that this study seeks to investigate Parenting Styles as Determinant of School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

### **Statement of the Problem**

School is a factor that affects students in every activity in school and at home. 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.

Of course, there have been worries over the increased incidences of school maladjustment or non-compliant deviant behavior such as loitering, absenteeism from school, smoking, drinking. While analysts hold different view about the influencing factors of anti social behavior and poor academic performance. It is on this basis that this study found it necessary to investigate Parenting Styles as Determinant of School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

### **Objectives of the Study**

The main Objective of this study is to investigate Parenting Styles as Determinant of School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State. Specifically to:

1. examine the significant relationship between Authoritarian Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State
2. investigate the significant relationship between Authoritative Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State
3. found the significant relationship between Permissive Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State
4. examine the significant relationship among Authoritarian, Authoritative, Permissive Parenting Styles and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

### **Hypotheses**

The following null hypotheses were formulated and tested in the study.

**H<sub>01</sub>:** There is no significant relationship between Authoritarian Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

**H<sub>02</sub>:** There is no significant relationship between Authoritative Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

**H<sub>03</sub>:** There is no significant relationship between Permissive Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

**H<sub>04</sub>:** There is no significant relationship among Authoritarian, Authoritative, Permissive Parenting Styles and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

### **Methodology**

This study adopted descriptive survey research type. This type of study seeks to establish what relationship exists and the differences between two or more variables. The population of the study comprised of senior secondary school students II in the public secondary schools in Dutsin-Ma Metropolis, Katsina State. Simple random technique was used to select 45 senior secondary school students II both male and female in 7 public senior secondary schools in Dutsin-Ma Metropolis, Katsina State. Therefore, the sample of this study makes 315 respondents.

Four questionnaire were used for the data collection in this study. These includes; Authoritarian Parenting Style Scale (APSS), Authoritative Parenting Style Scale (APSS), Permissive Parenting Style Scale (PPSS) and School Adjustment Scale (SAS). The instruments were validated by experts in Test, Measurement and Evaluation and Educational Psychology to determine both face and content validity and it was equally subjected to split-half method and

Pearson Moment Correlation Statistics was used to determine the reliability coefficients 0.68, 0.66, 0.70 and 0.68. Each of the three scales has 10 items with 4 points scale ranging from Strongly Disagree (1), to Disagree (2), Agree (3) and Strongly Agree (4). The research hypotheses were tested using Pearson Product Moment Correlation (PPMC) Statistic and Multiple Regression at 0.05 level of significance

**Testing of Hypotheses**

**H0<sub>1</sub>:** There is no significant relationship between Authoritarian Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

**Table 1: showing correlation between Authoritarian Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>Cal .r-value</b>	<b>p-value</b>	<b>Decision</b>
Authoritarian Parenting Style	315	4.25	.05	313	.622	.002	rejected
School Adjustment	315	2.39	,47				

\*Significant P<0.05

Table 1 revealed that the calculated r-value is .622 while p-value (.000) is less than the of significance level (0.05) and 315 is degree of freedom. Therefore, the hypothesis which states that there is no significant relationship between Authoritarian Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State is rejected. This implies that significant relationship exists between Authoritarian Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

**H0<sub>2</sub>:** There is no significant relationship between Authoritative Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

**Table 2: showing correlation between Authoritative Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>Cal .r-value</b>	<b>p-value</b>	<b>Decision</b>
Authoritative Parenting Style	315	2.25	.05	313	.452	.001	rejected
School Adjustment	315	1.39	,47				

Significant P<0.05

Table 2 revealed that the calculated r-value is .452 while p-value (.001) is less than the of significance level (0.05) and 315 is degree of freedom. Therefore, the hypothesis which states that there is no significant relationship between Authoritative Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State is rejected. This implies that there is significant relationship between Authoritative Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State.

**H03:** There is no significant relationship between Permissive Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

**Table 3: showing correlation between Permissive Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State**

Variables	N	Mean	SD	Df	Cal .r-value	p-value	Decision
Permissive Parenting Style	313	1.54	.06	313	.232	.006	rejected
School Adjustment	313	1.39	.41				

Significant P>0.05

Table 3 revealed that the calculated r-value is .232 while p-value (.006) is greater than the significance level (0.05) and 315 is degree of freedom. Therefore, the hypothesis which states that there is no significant relationship between Permissive Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State is rejected. This means that there is no significant relationship between Permissive Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State.

**H04:** There is no significant relationship among Authoritarian, Authoritative, Permissive .Parenting Styles and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

**Table 4:** Regression Analysis Showing Relationship among Authoritarian, Authoritative, Permissive .Parenting Styles and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision
1 Regression	8022.14	3	1604.43			<b>H01</b>
Residual	109115.01	1523	71.69	22.38	.00 <sup>b</sup>	<b>Rejected</b>
<b>Total</b>	<b>117137.15</b>	<b>1528</b>				

a. Dependent School Adjustment

b. Predictors: (Constant), Authoritarian, Authoritative, Permissive .Parenting Styles

**p<0.05**

Table 4 indicates that the calculated F-value is 22.38 while its calculated significance value is .00 with degree of freedom 3 and 312 computed at alpha level of 0.05. Since the calculated significance .00 was lower than 0.05, the hypothesis one was therefore rejected. This means that there was a significant relationship among Authoritarian, Authoritative, Permissive .Parenting Styles and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

**Table 5:** Contributions of Parenting Styles (Independent Variables) to School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1(Constant)	31.03	3.21		9.68	.00
Authoritarian	.07	.06	.05	2.45	.06
Authoritative	.08	.07	.08	2.55	.08
Permissive	.04	.01	.03	2.23	.03

Table 5 shows the Beta weight and t-value of each of the independent Variables (parenting styles (Authoritarian, Authoritative and Permissive .Parenting Styles). The Beta weight of Authoritarian parenting style was .05, Authoritative parenting style was .08 and Permissive parenting style was .03. This implies that both Authoritative and Authoritarian parenting styles contributed more than Permissive parenting styles to the school adjustment among the students.

**Summary of finding**

This study investigated Parenting Styles as Determinant of School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State. Thus, the finding of this study was summarized as follows;

1. There was significant relationship between Authoritarian Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State. (Calculated r-value .622), (p-value .000) <1 (0.05) at level of significance.
2. There was significant relationship between Authoritative Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State. (calculated r-value 452), (p-value .001)<(0.05) at significance of level.
3. There was no significant relationship between Permissive Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State. (calculated r-value 452), (p-value .001)<(0.05) at level of significance
4. There was a significant relationship among Authoritarian, Authoritative, Permissive .Parenting Styles and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State (the calculated significance .00 < 0.05) at level of significance. This implies that both Authoritative and Authoritarian parenting styles contributed more than permissive parenting styles to the school adjustment among the students.

**Discussions**

The result of hypothesis one revealed that there was a significant relationship between Authoritarian Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State The finding of this study agrees with Kumar (2013) who found that Authoritarian Parenting Style is highly related with students’ school adjustment. This connotes that effective parenting style develops students for easy adjustment in the school. Though, Sharma (2012) found that authoritarian parents value control and un-questioning obedience. They try to make children conform to set standard of conduct, they punish them forcefully for acting contrary to that standard. They are more detached and less warm than other parents; their children tend to be more discontented, withdrawn and distrustful.

The result of hypothesis two showed that there was significant relationship between Authoritative Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State The finding of this study corroborate with Amato and Flower (2012) who found that authoritative living practiced in the home has a great effect on children’s behavior in the school. Children from authoritative homes were more active, more

socially outgoing and higher in intellectual curiosity, originality and constructiveness. It further says that there is mounting evidence that discipline in the home affects the child's social development. While Ang and Goh (2006) who found that if a child has been given democratic treatment at home and has been taught that he needs to fear no one. It is also found that such a child may be uninhibited aggressive and over-confident in his relationship with teachers and his peers.

The result of hypothesis three found that there was no significant relationship between Permissive Parenting Style and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State. The finding of this study corroborate with Baurirel, (2011) who found that permissive parents allow their children to do almost anything they want do, but posited that their children sometimes become highly aggressive to situations. Also, Papaliaamd (2012) asserted that in the permissive child-rearing, parent's value self-expression and self-regulation. They make few demand allowing children to monitor their own activities as much as possible. They consider themselves resources not standard-bearers or model. They explain the reason underlying the few family rules that exist, consult with children about policy decision and hardly ever punish. They are non controlling non-demanding and relatively warm, their pre-school children tend to be immature, the least self-controlled and the least self-exploratory.

The result of hypothesis four found that there was a significant relationship among Authoritarian, Authoritative, Permissive, Parenting Styles and School Adjustment among Secondary School Students in Dutsin-Ma Metropolis, Katsina State. Though both authoritative and authoritarian parenting styles when contributed more than Permissive parenting styles to the school adjustment among the students. The finding of this study corroborates with Birch and Ladd (2017) who found that 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 (2010) who found that the positive correlations between authoritarian parenting style and adjustment were either small or non-significant.

### **Conclusions**

Based on the findings of this study, the followings were the conclusions. This study has provided empirical evidence to suggest that significant relationship exists between Authoritarian Parenting Style and School Adjustment among Secondary School Students. There was significant relationship between Authoritative Parenting Style and School Adjustment among Secondary School Students. There was no significant relationship between Permissive Parenting Style and School Adjustment among Secondary School Students and there was significant relationship among Authoritarian, Authoritative, Permissive Parenting Styles and School Adjustment among Secondary School Students. Thus, Authoritative and Authoritarian parenting styles contributed more than Permissive parenting styles to the school adjustment among the students.

### **Recommendations**

Based on the findings of the study, the following recommendations were made.

1. Parents should ensure that attention, better relationship and treatment are given to children in terms of educational needs and moral support which can lead to them school adjustment.

2. School counsellor and educational psychologist should intensify effort in Identification of students with school adjustment problems and ensured promptly and appropriate step taken to address such problem.
3. Parents should adopt authoritarian and authoritative parenting styles in rearing their children as it gives more school adjustment to students and is likely to lead to success
4. Parents and care givers should be improved on their relationship with their children and that will help them to behave socially among their peers both at home and school in order to perform well in the academic aspects.

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