

INFLUENCE OF PARENTING STYLES ON PSYCHOSOCIAL ADJUSTMENT BEHAVIOUR AND ACADEMIC ACHIEVEMENTS OF SECONDARY SCHOOL STUDENTS IN NASARAWA SOUTH SENATORIAL DISTRICT OF NASARAWA STATE.

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Abstract

The purpose of this study was to investigate the influence of parenting styles on psychosocial adjustment behaviour of secondary school students in Nasarawa south senatorial district of Nasarawa state. The research design for this work was descriptive survey design. The Population of the study was 48,879 Students from 137 Secondary Schools in the five Local Government Areas of the Southern zone of Nasarawa State. The sample for the study was 380 students selected from five schools in the area of study. Cluster random technique and Simple random sampling technique were used to select the respondents. The instruments used for data collection were structure questionnaire named: parenting styles questionnaire and students' psychosocial adjustment behaviour questionnaire. The data obtained was analyzed using mean and standard deviation. The results showed that there is a significant influence of parenting styles on psychosocial adjustment behaviour of secondary school students in Nasarawa south senatorial district. The study recommended that Parents adopting the authoritarian style should be flexible in their use of such style in order to ensure that their children adjust psychosocially. The study concluded that Parenting is onerous and a challenging task. Parenting brings up sound and progressive children who are socially adjusted, while inadequate parenting breeds undesirable and ill-adjusted citizens.

Key words: Parental style, psychological adjustment behaviour, academic Achievement.

Introduction

The home is the first social organization where the learning foundation of the child begins. 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, acceptance, sharing responsibilities and feeling proud of one's parents and home (Fayombo 2014).

Psychosocial adjustment refers to how well an individual is able to adapt to the demands and challenges of social, emotional, and psychological aspects of life. This process includes managing relationships, coping with stress, and maintaining a balanced mental state in various environments like family, school, or work. Grolnick (2014) opined that psychosocial adjustment is a continuous process influenced by various developmental stages throughout life. Agu (2015) observe that psychosocial adjustment is heavily influenced by interpersonal relationships. According to Agu, early childhood relationships, especially with parents, form the basis for how individuals relate to others throughout life. A child who experiences warmth and understanding from parents will be better adjusted socially and emotionally, compared to one who faces rejection or neglect.

Parental behavior has a significant impact on a child's psychosocial adjustment. Secure, warm, and supportive parenting fosters positive self-esteem, emotional regulation, and social skills in children. Parents who model good problem-solving and communication skills help their children develop resilience and social competence. Parents also provide emotional scaffolding, helping children learn how to manage their own emotions, which is crucial for psychosocial adjustment.

Ezeahurukwe (2015) sees adjustment as the process of finding the adopting models of behaviour suitable for the environment or the changes in the environment. Chauhan (2017) emphasized that adjustment is a state of life when an individual is more or less in harmony with his persona, biological, social and psychological needs and demands of the physical environment. He stressed that a child who is adjusted obeys social norms, beliefs and set values of the society.

Psychosocial adjustment is an individual's attempt to change his behaviour in order to maintain a harmonious relationship with self, others and the social environment. This is achieved by having interest in others, respecting and abiding by the norms and values of the society, and associating with other people (Ezeahurukwe,2011). Many senior secondary school students are often times faced with problem of social adjustment. The worst affected in psychosocial I adjustment are adolescents who make up a great number of senior secondary school students. The researcher reacted that the senior secondary school students in the area of study challenge and fight teachers, stay away from examination or cause trouble during examination period; form and join cult groups, and prefer them to educative clubs and associations, involve in truancy and examination malpractice. Others are found of loitering the streets within school hours while others sit comfortably in drinking parlours, smoking, eating, drinking, and involve in other social vices (Mansah, 2017).

The researcher observes that, perhaps parenting styles employed by parents to bring up their children may have affected their psychosocial adjustment. Parenting styles are the different methods in which parents employ to carry out the onerous task of child upbringing. Authoritarian parenting style is an approach, whereby parents exercise rigid authority punitive and strict standards of demand on the child (Areepallamanni, 2014). Authoritarian parents establish highly structured rules that govern their children such that the children learn to obey instructions not because they are learning to conduct themselves but rather because, they want to avoid the pain of punishment. These parents fear having conflict with their children and do not give room for them to participate in family discussion. Authoritarian parents follow a rather dictatorial style involving the highest degree of control on children and very low level of warmth (Kang & Moore, 2011). In an authoritative parenting style, the parents love and accept their children as integrated members of the family. This democratic style acknowledges the child's needs for both discipline and individuality (Tiller, Garrison & Block, 2015). This makes the children to be self-reliant, self-assertive, independent, friendly and cooperative.

Anita and Blanot (2018) Permissive parenting this approach, children are feared by parents who are authority control, inconsistent in principles and in demanding. Although, they are warm, tolerant and showers affection on their children, they fail to provide guidelines and limitations for them. Parents often take a very casual and easy going approach (Verenikina, Vialle & Lyseght, 2014). The children make most decision of what they want. Parents are often care free in attitude and rarely employ the use of punishment on their children. Uninvolved parenting style: is the style in which parents neglect their child by putting their own life before the child's. They do provide for the child basic needs, but they show little interaction with the child (Olivarez, 2015).

Right from infancy, children learn and acquire traits and behaviours that they exhibit throughout their life time. During socialization, parents and other authoritative figures endeavour to nurture children in such a way as to make them acquire worthwhile virtues cherished by the society. Parents customarily are obligated to play this all- important role of socializing their children into their social milieu as primary agents of socialisation.

Statement of the Problem

The researcher has noted with dismay that students reacts to situations in different ways. Some students are able to make friends easily and enjoy companionship with others while others tend to be hermits and appear generally hard to please. More worrisome is the discovery that some students from well to do homes are depraved while some from poor homes are sociable.

The way and manner children are brought up is reckoned to be very essential to the development of the growing child. A person's upbringing has a profound influence on how he sees the world and how he processes information. Generally, parents adopt different approaches in bringing up their children without full realization of some dangers that could result from certain methods. Some adopt extreme approaches such as over-protection and undue restrictions, without realizing the dangers such extremities could cause. Adequate parenting brings up sound and progressive children, while inadequate parenting breeds unproductive and undesirable children. The thrust of this study is therefore to investigate the influence of parenting styles on psychosocial adjustment behaviour of secondary school students in Nasarawa south senatorial district of Nasarawa state.

Purpose of the Study

The main purpose of this study is to examine the influence of parenting styles on psychosocial adjustment behaviour of secondary school students in Nasarawa south. The specific objectives are to:

- i. Find out the influence of authoritarian parenting style on psychosocial adjustment behaviour of secondary school students.
- ii. Determine the influence of authoritative parenting style on psychosocial adjustment behaviour of secondary school students.
- iii. Find out the influence of uninvolved parenting style on psychosocial adjustment behaviour of secondary school students.
- iv. Determine the influence of permissive parenting style on the psychosocial adjustment behaviour of secondary school students.

Research Questions

The following research questions guide the study. These include;

- i. What is the influence of authoritarian parenting style on psychosocial adjustment behaviour of secondary school students?
- ii. What is the influence of authoritative parenting style on psychosocial adjustment behaviour secondary school students?
- iii. What is the influence of uninvolved parenting style on psychosocial adjustment behaviour of secondary school students?
- iv. What is the influence of permissive parenting style on the psychosocial adjustment behaviour of secondary school students?

Research Question 2: What is the influence of authoritative parenting style on psychosocial adjustment of secondary school students?

Table 1.2: Influence of Authoritarian Parenting Style on Psychosocial Adjustment of Senior Secondary School Students.

S/N	Variables	N	Mean	Std Dev
1	Authoritative Style 2.83	380		0.83
2	Psychosocial Adjustment 2.88	380		1.02

Average Mean 2.850.93

Table 1.2 shows the influence of authoritative style on Psychosocial Adjustment of Senior Secondary School Students. Results show that at the sample size of 380 students, the mean values are 2.83 and 2.88 for variables of Authoritarian style and psychosocial adjustment respectively. The average mean is 2.85 which is above 2.50 implying there is a high influence of authoritative parenting style on the Psychosocial Adjustment of Senior Secondary School Students.

Research Question 3: What is the influence of uninvolved parenting style on psychosocial adjustment of secondary school students?

Table 1.3: Influence of Uninvolved Parenting Style on Psychosocial Adjustment of Senior Secondary School Students.

S/N	Variables	N	Mean	Std Dev
1	Uninvolved Style 2.93	380	2.97	1.01
2	Psychosocial Adjustment 2.88	380	2.88	1.02

Average Mean 2.931.02

Table 1.3 shows the influence of uninvolved style on Psychosocial Adjustment of Senior Secondary School Students. Results show that at the sample size of 380 students, the mean values are 2.93 and 2.88 for variables of uninvolved style and psychosocial adjustment respectively. The average mean is 2.85 which is above 2.50 implying there is a high influence of uninvolved parenting style on the Psychosocial Adjustment of Senior Secondary School Students.

Research Question 4: What is the permissive of uninvolved parenting style on psychosocial adjustment of secondary school students?

Table 1.4: Influence of Permissive Parenting Style on Psychosocial Adjustment of Senior Secondary School Students.

S/N	Variables	N	Mean	Std Dev
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1	Permissive Style	380	2.83	0.83
2	Psychosocial Adjustment	380	2.88	1.02

Average Mean 2.850.93

Table 1.4 shows the influence of permissive style on Psychosocial Adjustment of Senior Secondary School Students. Results show that at the sample size of 380 students, the mean values are 2.83 and 2.88 for variables of permissive style and psychosocial adjustment respectively. The average mean is 2.85 which is above 2.50 implying there is a high influence of permissive parenting style on the Psychosocial Adjustment of Senior Secondary School Students.

Testing of Hypotheses

Hypothesis one: There is no significant influence authoritarian parenting style on the psychosocial adjustment of secondary school students.

Table 5: Table showing the Influence of Authoritarian Parenting Style on Psychosocial Adjustment of Senior Secondary School Students

S/N	Variables	Std						
	N	Mean	Dev	df	t – cal	p-value	sig	Decision
1	Authoritarian Style 380	2.77	1.01	379	34.28	0.000	0.05	Significant
2	Psychosocial Adjustment 380	2.88	1.02					

Significant at $\alpha = 0.05$

Table 5 shows the t-test statistic for determining the influence of authoritarian style on Psychosocial Adjustment of Senior Secondary School Students. Results show that at the sample size of 380 students, the mean values are 2.77 and 2.88 for variables of Authoritarian style and psychosocial adjustment respectively. The p-value of t-test at 0.000 was found to be less than 0.05 level of significance. Since the p-value value less than the 0.05 level of significance, hypothesis one is rejected implying there is a significant influence of authoritarian parenting style on the Psychosocial Adjustment of Senior Secondary School Students s . Hypothesis Two: There is no significant influence authoritative parenting style on the psychosocial adjustment of secondary school students.

Table .6: table showing the Influence of Authoritative Parenting Style on Psychosocial Adjustment of Senior Secondary School Students

S/N	Variables Mean	N	Std Dev	df	t – cal	p-value	sig	Decision
1	Authoritative Style 2.83	380	0.83	379	54.45	0.000	0.05	Significant
2	Psychosocial Adjustment 2.88	380	1.02					

Significant at $\alpha = 0.05$

Table .6 shows the t-test statistic for determining the influence of authoritative style on Psychosocial Adjustment of Senior Secondary School Students. Results show that at the sample size of 380 students, the mean values are 2.77 and 2.88 for variables of Authoritative style and psychosocial adjustment respectively. The p-value of t-test at 0.000 was found to be less than 0.05 level of significance. Since the p-value value is less than the 0.05 level of significance, hypothesis one is rejected implying there is a significant influence of authoritarian parenting style on the Psychosocial Adjustment of Senior Secondary School Students s.

Hypothesis Three: There is no significant influence of uninvolved parenting style on the psychosocial adjustment of secondary school students.

Table 7: table showing the influence of Uninvolved Parenting Style on the Psychosocial of Senior Secondary School Students.

S/N	Variables Mean	N	Mean	Std Dev	df	t – cal	p-value	sig	Decision
1	Uninvolved Style 2.97	380		1.01 38.45	379		0.000	0.05	Significant
2	Psychosocial Adjustment 2..88	380		1.02					

Table 7 shows the t-test statistic for determining the influence of uninvolved parenting style on the Psychosocial Adjustment of Senior Secondary School Students. Results show that at the sample size of 380 students, the mean values are 2.97 and 2.88 for variables of uninvolved parenting style and psychosocial adjustment respectively. The p-value of t-test at 0.000 was found to be less than 0.05 level of significance. Since the p-value value is less than the 0.05 level of significance, hypothesis two is rejected implying there is a significant influence of uninvolved parenting style on the psychosocial adjustment of senior secondary school students.

Hypothesis Four: There is no significant influence of Permissive parenting style on the psychosocial adjustment of secondary school students.

Table.8: Table showing the influence of Permissive Parenting Style on the Psychosocial of Senior Secondary School Students. .

S/ N	Variables	N	Mean	Std Dev	df	t – cal	p-value	sig	Decision
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1	Permissive Style	380	2.83	1.01	379	0.000 0.05	Significant
2	Psychosocial Adjustment	380	2.88	1.03	44.45		

Significant at $\alpha = 0.05$

Table .8 shows the t-test statistic for determining the influence of permissive parenting style on the psychosocial adjustment of Senior Secondary School Students. Results show that at the sample size of 380 students, the mean values are 2.83 and 2.88 for variables of permissive parenting style and psychosocial adjustment respectively. The p-value of t-test at 0.000 was found to be less than 0.05 level of significance. Since the p-value value less than the 0.05 level of significance, hypothesis two is rejected implying there is a significant influence of permissive parenting style on the psychosocial adjustment of senior secondary school students.

Discussion of findings

The findings of this study have been discussed based on the hypothesis. The finding from hypothesis one reveal that there is a significant influence of authoritarian parenting style on the psychosocial adjustment of secondary school students.

The finding is in an agreement with Ezeahurukwe (2017) whose findings showed there is a significant relationship between authoritarian parenting styles and psychosocial adjustment of secondary school students in Cross River State. Authoritarian parenting is believed to have adverse impact on children’s psychosocial development. Empirical studies showed that children with authoritarian parents tended to exhibit anxious and withdrawn behaviour, lack self-reliance and rely on authority figures, thereby diminishing their sense of personal value and responsibility Baumrind as cited in (Kang & Moore, 2021), Additionally, the high level of parental pressure incorporated within the authoritarian style can often reduce children’s intrinsic motivation causing them to be reliant on extrinsic sources, thus undermining the process of learning (Grolnick, 2013). These types of behaviour often trigger poor communication skills an essential component predictor of future success. (Verenikina, Vialle & Lysaght, 2015),

The findings from hypothesis two revealed there is a significant influence of authoritative parenting style on the psychosocial adjustment of secondary school students. Similar result was reported by Mansah (2017) who discovered there is a significant relationship between authoritative parenting style and the psychosocial adjustment. Authoritative parenting has been found to be positively associated with higher achievement. The use of monitoring is beneficial to children’s learning progress; authoritativeness differs from the authoritarian style in that encouragement is used simultaneously to produce a more positive impact on children’s adjustment (Areepallamanni, 2014). Parents are more enthusiastic about school, they are often found engaging in more effective learning strategies, and will thus more likely work toward higher social results. Therefore, when compared with other styles, children of authoritative parents tend to be higher in psychosocial adjustments. The authoritative style balances clear, high expectations with emotional support and recognition of children’s autonomy.

The findings from hypothesis three revealed there is a significant influence of uninvolved parenting style on the psychosocial adjustment of secondary school students. The finding is in line with Agu (2015) which found there was a significant relationship between uninvolved parenting style and social adjustment of adolescents (senior secondary school students) in

Northern Cross River State. The uninvolved parenting style is predominantly characterized by low levels of both warmth and control. This often reflects the parents emotional detachment from the children as they are often seen responding only to their children's need out of annoyance rather than compassion (Tiller, Garrison & Block, 2015), and would otherwise be completely irresponsible. Due to the lack of care and discipline for the child, as the name of the style suggests, parents are usually uninvolved in the child's life in general

The findings from hypothesis four reveal that there is a significant influence of permissive parenting style on the psychosocial adjustment of secondary school students. The finding is in an agreement with Anita and Blanot (2018) showed a significant relationship between permissive parenting styles and the social adjustment of high school children in Kumarangang, India Permissive parents allow children to be self-regulated and free from rules or discipline. However, by not setting behavioural limits and goals and not holding, children responsible for surpassing or falling short of those limits and goals, parents are failing to teach children that they are responsible for their own behaviour. Such individuals are also more likely to be involved in problem behaviours and perform less well in school, but they have higher self-esteem, better social skills and lower levels of depression than children raised by authoritarian parents.

The permissive parent attempts to behave in a non-punitive, accepting, and affirmative manner towards the child's impulses, desires, and actions (Baumrind, 2014). With this type of parenting, few demands are made of the child regarding such things as chores. This type of parenting does not require the parent to act as an active agent responsible for shaping or altering the child's behaviour (Baumrind, 2014). The child is allowed to regulate his or her own activities. The parent does not control the child nor encourages the child to obey external standards. Parents who adopt this type of parenting consider self-regulation to be the right of a child to live freely without outside authority

Conclusion

Based on the findings that emerged from this study a conclusion is made as follows: Parenting brings up sound and progressive children who are socially adjusted, while inadequate parenting breeds undesirable and ill-adjusted citizens. The Child tends to develop higher self-esteem and independence and this will be carried over into their later lives. Parenting styles are broad patterns of childrearing practices, values, and behaviours. Parenting styles can have direct impact on the children's personality development and the ways of interacting with social and close relations

Recommendations

Based on the findings of this study the researcher recommends that:

1. Parents adopting the authoritarian style should be flexible in their use of such style in order to ensure that their children adjust psychosocially
2. Parents of children from authoritative homes should engage their wards in meaningful and profitable communication rather than the use of force so that they can adjust to their psychosocial life.
3. Parents should be fully involved in all aspects of their children's life so that they can impact their lives positively by making them adjust psychosocially

Parents from permissive homes should be sensitized on the need to restrict the freedom given to their wards in order to effectively prepare them towards adjusting to psychosocial life.

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