

**INFLUENCE OF PARENTING STYLES AND PARENTS' EDUCATION ON SOCIAL
ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN
KADUNA STATE, NIGERIA**

BY

ISHAQ, HAMISU HASSAN

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY
ZARIA, KADUNA STATE,
NIGERIA**

JULY, 2015

**INFLUENCE OF PARENTING STYLES AND PARENTS' EDUCATION ON
SOCIAL ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN KADUNA
STATE, NIGERIA**

BY

**ISHAQ, Hamisu Hassan (B.ED) ISS (ABU)
M.ED/EDUC/9621/2009-2010**

**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA KADUNA STATE, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A
MASTERS DEGREE IN EDUCATIONAL PSYCHOLOGY**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY
ZARIA KADUNA STATE,
NIGERIA.**

JULY, 2015

DECLARATION

I hereby declare that this thesis entitled “**Influence of Parenting Styles and Parents’ Education on Social Adjustment of Senior Secondary Schools Students in Kaduna State Nigeria**” is a product of my own study. The study has not been presented partially or wholly anywhere previously for the application of higher degree. All quotations are indicated and the sources of information specially acknowledge by means of references.

ISHAQ, Hamisu Hassan _____ **July 2015**

CERTIFICATION

This thesis titled **“INFLUENCE OF PARENTING STYLES AND PARENTS’ EDUCATION ON SOCIAL ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA”** by IshaqHamisu Hassan meets the requirements governing the award of masters degree (Educational Psychology) Ahmadu Bello University Zaria, and is approved for the contribution to knowledge and literary presentation.

Dr. Aisha I. Mahammed
Chairman Supervisory Committee

Date

Prof. Musa Balarabe
Member, Supervisory Committee

Date

Prof. Musa Balarabe
Head of Department of Educational
Psychology and Counseling

Date

Prof. A.Z. Hassan
Dean Postgraduate School

Date

DEDICATION

I dedicated this work to my late father Ishaq Abdullahi, my late brothers Safiyanu, Sani and Hamisu, my mother HafsatIshaq, my wife MurjanatuIliyasu and my children, Salisu, Zainab, Hafsat (Amirah), Nusaibah, Mujaheed, Ishaq (Khalifah) and Iliyasu (Baffa).

ACKNOWLEDGEMENT

I wish to express my profound gratitude to Almighty Allah (Most High) for His mercy, guidance, direction, protections, sustenance and provision of resources throughout the period of this study.

My deep appreciation and thanks goes to my supervisors Dr. A.I. Mohammed for her meticulous and outstanding role in supervising this work. Despite her tight schedules, she devoted the large part of her time to ensure the success of this study. My special thanks goes to my second Supervisor Professor Musa Balarabe for the inspiration he provided that made this study a reality. His thoroughness in reading through the work, inspiring suggestions and sacrifice are highly appreciated.

I am also very grateful to professor (Mrs.) E.F. Adeniyi, for her motherly encouragement and prompt response when needed she was always ready to assist and guide me, which has contributed to the success of this work. My profound gratitude also goes to other lecturers in the department, Dr. Yunusa Umaru, Dr. Ummah Abdulwaheed, Prof. Khadijah Mahmud, Dr. Hadiza Ahmed Tukur, Prof. Raliya Muhammad Bello, Dr. (Mrs) J.O. Bawa, Dr. A.I. Mustapha Prof. S. Sambo and Dr. D. A Ologba for giving encouragement whenever there was the need.

I sincerely acknowledge the motivation and encouragement provided to me by course mates, Michael C. Ozoh, Amina, Dauda Dr. A.A Dada, Mallam Shehu Muhammed and others not mentioned who have contributed to the success of this study.

Acknowledgement also goes to the zonal director and their staff in the zonal headquarters Sabon-Tasha Zone State Ministry of Education Kaduna State. The efforts of the principals and staff of the schools used in this study is highly commended.

Finally, I am grateful to all the members of my family, my friends, GidanMaiunguwa Hanwa Makera family and colleagues at my place of work for the moral and financial support they accorded to me during the course of my study.

ISHAQ, Hamisu Hassan

ABSTRACT

This study was aimed at investigating the influence of parenting styles and parents' education on social adjustment of senior secondary school students in Kaduna State Nigeria. Ex-post facto research design was employed to collect the requisite data. The study was carried out on a sample of 368 senior secondary school students 2013/2014 session, drawn from 9,197 SSII students of ten (10) selected senior secondary schools, using stratified sampling technique. Parenting Style Questionnaire (P.S.Q) was used to assess the three (3) parenting styles. While Modified Social Adjustment Scale (M.S.A.S) was used to assess the social adjustment level of the students. Three (3) hypotheses were formulated and tested in the study. the results of data analysis using One-way Analysis of Variance (ANOVA) and t-test indicate that parenting styles (Democratic Autocratic and Permissive) have significant influence on social adjustment of senior secondary school students. While parents' education and gender have no significant influence on social adjustment of senior secondary school students. It is therefore recommended that parents should apply the democratic style of parenting which emphasizes the development of a cordial relationship with children. This could be done by treating them with high sense of responsibility, listening and responding positively to their demands and complains.

TABLE OF CONTENTS

	Page
Title page - - - - -	i
Declaration - - - - -	ii
Certification- - - - -	iii
Dedication - - - - -	iv
Acknowledgement- - - - -	v
Abstract- - - - -	vi
Table of Contents- - - - -	vii
Appendices- - - - -	xii
Lists of Tables- - - - -	xiii
Operational definition of terms- - - - -	xiv
CHAPTER ONE: INTRODUCTION - - -	
1.1 Background to the Study - - - - -	1
1.2 Statement of the Problem- - - - -	4
1.3 Objectives of the Study - - - - -	7
1.4 Research Questions - - - - -	7
1.5 Research Hypotheses-- - - - -	8
1.6 Basic Assumptions - - - - -	8
1.7 Significance of the Study- - - - -	9
1.8 Scope and Delimitation of the Study-- - - - -	10

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction - - - - -	12
2.2	Conceptual framework-	12
2.2.1	Adjustment- - - - -	12
2.2.2	Social Adjustment- - - - -	15
2.2.3	Characteristics of Well-adjusted Personality - - - - -	16
2.2.4	Factors Influencing Adjustment- - - - -	19
2.2.5	Parent's Education and Social Adjustment- - - - -	28
2.2.6	Gender Differences and Social Adjustment- - - - -	29
2.2.7	Social Adjustment and its Impact on Learning-	30
2.3	Concept of Parenting Style- - - - -	32
2.3.1	Types of Parenting Styles- - - - -	34
2.3.2	Authoritarian Parenting and Social Adjustment-	35
2.3.3	Democratic Parenting and Social Adjustment-	38
2.3.4	Permissive Parenting and Social Adjustment-	42
2.4	Theoretical Framework-	43
2.4.1	Theories of Adjustment- - - - -	43
2.4.2	Theories of Parenting Styles- - - - -	46
2.5	Review of Empirical Studies-- - - - -	51
2.6	Summary- - - - -	56

CHAPTER THREE: METHODOLOGY

3.1	Introduction - - - - -	58
3.2	Research Design- - - - -	58

3.3	Population of the study-	-	-	-	-	-	-	-	59
3.4	Sample and Sampling Techniques-	-	-	-	-	-	-	-	60
3.5	Instrumentation-	-	-	-	-	-	-	-	64
3.6	Validity of the Instrument-	-	-	-	-	-	-	-	65
3.7	Pilot Study-	-	-	-	-	-	-	-	66
3.8	Reliability of the instrument-	-	-	-	-	-	-	-	66
3.9	Procedure for Data Collection-	-	-	-	-	-	-	-	67
3.10	Procedure for Data Analysis-	-	-	-	-	-	-	-	67

CHAPTER FOUR: RESULT AND DISCUSSION

4.1	Introduction - -	-	-	-	-	-	-	-	69
4.2	Hypotheses Testing-	-	-	-	-	-	-	-	70
4.3	Summary of major findings-	-	-	-	-	-	-	-	74
4.4	Discussion-	-	-	-	-	-	-	-	74

CHAPTER FIVE: SDUMMARY, CONCLUSION AND RECOMMENDATION

5.1	Introduction-	-	-	-	-	-	-	-	82
5.2	Summary-	-	-	-	-	-	-	-	82
5.3	Conclusion-	-	-	-	-	-	-	-	87
5.4	Recommendation-	-	-	-	-	-	-	-	90
	References - -	-	-	-	-	-	-	-	93
	Appendices-	-	-	-	-	-	-	-	98

APPENDICES

	Page
Appendix I – Letter of Introduction from Department of Educational Psychology and Counseling Faculty of Education, Ahmadu Bello University Zaria to Ministry of Education, Kaduna State. - - - - -	98
Appendix II – Letter of Introduction from Ministry of Education to Director Sabon Tasha Zonal Inspectorate Division Ministry of Education, Kaduna State-- - -	99
Appendix III – Letter of Introduction from the Director Sabon Tasha Zonal Inspectorate Division to the Principals of the Selected Senior Secondary Schools.- - -	100
Appendix IV – Letter, from the Researcher to the respondents (Students)- -	101
Appendix V – Parenting Styles Questionnaire (P.S.Q).- - - -	102
Appendix VI – Social Adjustment Scale Modified (S.A.S.M)- - -	106
Appendix VII – Reliability Analysis Scale (Split half) Print out- - -	107
Appendix VIII – Reliability Analysis Scale (ALPHA) Print out.- - -	108

LIST OF TABLES

	Page
Table 3.1 – A table showing the ten (10) Senior Secondary Schools selected and their population (Students) - - - - -	62
Table 3.2 – A table showing the schools the students (subjects) and the sample size.-	63
Table 4.3 – A table showing the descriptive statistics of the respondents from the three (3) parenting styles i.e Autocratic Democratic and permissive- - -	70
Table 4.4 – A table showing the one way Analysis of Variance (ANOVA) Comparison of means scores on social Adjustment of students brought up under the three (3) parenting styles i.e Autocratic, Democratic and permissive.- - -	71
Table 4.5 – A t-test-table showing the means scores in social adjustment test of students from high and low educated parents. - - - - -	72
Table 4.6 – A t-test table showing the means scores in social adjustment test of male and female students.- - - - -	73

OPERATIONAL DEFINITION OF TERMS

Autocratic Parenting: They are parents who are very strict in dealing with their children and they place high value on obedience and conformity.

Democratic Parenting: They are parents who are moderate in dealing with their children, they listen to their children's complains and consider their developing needs and capabilities.

High Educational Level:It is referring to having a higher educational qualification, that is Diploma and above.

Low Educational Level: It is referring to having no formal education, Adult Education, Primary Education, and Secondary Education.

Parenting Styles: These refer to the different ways or methods parents use in bringing up their children

Parents Education: This refers to the knowledge or experiences and skills judged by the highest educational qualification acquired or attained by the parents of the students.

Permissive Parenting: This is a form of parenting where by parents are not much care about their children's activities. They mostly allow their children to decide what to do for themselves.

Social Adjustment: This is considered as a person's ability to behave and interact with other individuals in an accepted way and achieve satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Earlier researches posited that the influence of the home upon a child develops in him certain attitudes that are helped or hindered by his experiences in the school and that parents are responsible for the emotional and social adjustment of very young children. Parents and school people or teachers share the responsibility for the behaviour habits of the older child and adolescents. But, nowadays, most of the positive attitudes taught by the parents at home are hindered by some experience gathered by children in school and outside home. Therefore, these experiences gathered give rise to increase in children's difficulty in school and social adjustment.

Parental educational level is an important predictor of children's educational and behavioural outcomes (Dubow, Boxer, & Huesman, 2009; Davis-Kean, 2005; Dearing, Macartney, & Taylor, 2002; Duncan, Brooks-Gunn, & Klebanov, 1994; Haveman and Wolfe, 1995; Nagin & Tremblay, 2001; Smith, Brooks-Gunn, & Klebanov, 1997). Also on the parents' education, its measure usually designates whether or not the youth or students parents attended secondary schools or higher level of education.

Child-rearing practices are socializing processes in any social group that have tremendous influence on the individual child's moral judgment and social adjustment. In social climates that are conducive, affectionate, cordial lovely, and peaceful, children from such a home develop moral judgment quickly and behave morally in the process of their development. Danasabe as cited in Mustafa (2008), States that there is an increase of behavioural problem among youths such as delinquency or youth hooligan otherwise referred to as "Yan daba" 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 the youth

progress, academic achievement, social adjustments and general development. This conduct is disturbing to others, interferes with the normal procedures of schools, the society and result in being nuisance to the society. Onyejiaku as cited in Obeh (2009) explains his finding of the causes of immoral behaviour among the Nigerian children. He states that most children who manifest deviant and anti-social behaviour come from bad homes where relationships are strained; there is no parental care and affection. He further states that there is hatred abuses and disrespect for one another or each other and overtly display criminal tendencies, children in such homes and society witness incessant squabbles, physical confrontations, violence and social norms and values receive little or no attention. All these problems might be because of ignorance of the parents or their low level of education which made them ill-equipped in training of their children for proper emotional and social development. But Obeh (2009) on his own view states that adults in Nigeria 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 modeling and imitation, there is likelihood that the society shall be free from insecurity and rancor. He further explains that, If the children who are “leaders of tomorrow” imbibe good moral standards right from home and the teachers are morally 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. Adedipe as cited in Akiboh (2009) discovered similar problem in Nigeria situation where he says that the family in the current situation in Nigeria is becoming increasingly obsolete with some of its essential and traditional functions under attack because it is characterized by the stability of unlimited extra-marital activities, increase in single parenthood and downgrading of the parenting roles. And all these aforementioned factors affect the moral and social development of young children.

In the area of adjustment it's history of is as old as human race and the process starts from birth and terminate at death (Onyejiaku, 1991). Adjustment is a house hold word, and life is a continuous process of adjustment. In other words in life, one is either eating, drinking, sleeping, resting, seeking affection from parent or loved ones, striving to achieve social approach, working hard to satisfy an economic need, striving for independence or exerting effort to meet another private need, (Denga, 1988). According to Denga, there are needs that one tries to meet. Unmet needs create tension, and make one restless, aggressive, uncooperative, impudent, delinquent, unsocialized, compulsive, potentially cranky and repulsive. These traits constitute maladjustment. An individual who is struggling to meet his needs according to Denga (1988) is striving towards adjustment.

More so Adjustment is a dynamic concept and applies to everyone. Adjustment as a goal is a state which one strives to be effective or contented. That being the case one could be adjusted to his friends, love relationships; job, school and oneself (Bernard, 1972). Social adjustment therefore has many components such as ability to interact with others, ability to participate in social activities as well as conforming with social norm, values and disciplines. Parents are in position to provide the child's first social setting in which mutual liking; love and affection are nurtured either between the child and themselves or other relations. The child development of trust, self confidence and personal expression is dependent on the prevailing air of social interaction and the level of emotional stability in the home. Children require home where there are warmth, attention and helping behaviour for optimum social development. Every child whose home environment allow for the development of trust and self confidence is the one who will trust teachers and the peers (Isangedighi, 2007). Children nurtured under parents who are hostile and quarrelsome will normally need additional and special attention at school, if they have to cope with social and intellectual demands of school life (Isangedighi, 2007).

There are a lot of researches on influence of home on other behaviours and general performance of children in schools, but less is been done on influence of parenting styles and parents education on social adjustment of senior secondary school students in Kaduna State, Nigeria . Therefore there is need for the above research topic.

1.2 Statement of the Problem

Education is considered to be not only a means of improving one's own life but also that of others around one. There lies the importance of wholesome education in child's life. In today's multicultural world, example Nigeria with more than one hundred cultures, education necessitates adjustment. Children with different abilities, different skills, and different parental level of education and different cultures, get educated together, providing them an opportunity to hone their adjustment skills thus acting as a training ground for the rest of their lives. During school life, a child has to learn to co-exist and co-operate with other students and teachers of different religious, different cultures, different opinions and different outlook towards life.

The students need healthy and purposeful relationship with parents and important others for their wholesome social adjustment. Some parents do not program their day to day activities which allow for enough time to interact with their children. In recent time, most fathers and mothers are out there struggling for money under the current hard economic condition, and hardly create time to interact with their sons and daughters. This has a deleterious effect on positive social development of the children. In the children development process, the quality of interaction he has with parents and other adult matters a great deal. The child needs stimulating interaction with parent on a daily basis for proper social adjustment. Denga (1983) asserts that there is a high incidence of juvenile delinquency among children of polygamous families because the father tends to remove himself socially from mother-child unit to avoid being

accused of partiality. His attention and quality of interaction with his children become strained. The children in that circumstance will grow to be socially maladjusted because of lack of involvement and attention by the parent. Denga (1988) later on observed that if an adolescent grows up under good parenting, he will likely develop a congruent personality and a healthy social adjustment.

The students enrolled in Senior Secondary classes are experiencing the last part of their period of “storm and stress” of adolescent (Mukherjee, 2002) a very critical stage of their lives. During this period, they keep vacillating between being children and being adult. Though adjustment is major concern at all life stages, it becomes especially critical at the stage of late adolescence. Being a phase of rapid growth and development, adjustment problems generally are at their peak during this period. Most adolescent students experience adjustment difficulty in emotional, social and educational aspects of their lives. Adjusting to constant changes in their internal as well as external environment becomes a major challenge for the students.

The genetic make-up time and rate of late maturity vary for boys and girls especially during adolescence. Societal norms and perceptions are also different for boys and girls resulting in significant differences in level of social adjustments of boys and girls (Jain&Jandu, 1998; Mikuliner, 2004; Mythili et al 2004; Hampel&Petermann, 2006; Kuruvilla, 2006; Shalu&Audichya, 2006; Raju&Rahmatulla, 2007; Jaikumar and Mathumanickam, 2012). Family interactions and relationships between family members play a pivotal role in the adjustment issues of adolescents (Jaikumar&Mathumanickam, 2012; Werner et al 2003; Rowchowdhary&Basu, 1998; Dratar, 1997; Conger et al, 1997; Scott &Scott, 1959; Varni, 1986; Srivastava, 1984). The type of schools and the medium of instruction also influence the adjustment level of the adolescent (Raju & Rahamatulla, 2007; Pradhan, 1992; Sharma & Gakkar 1991).

In secondary schools system some students appear to be socially adjusted while others are not. Reports as reflected in Ekpo, (1997) and Balogun (1997) and those discovered by the researcher through physical visits and interview with some school discipline masters indicate serious manifestation of unhealthy or maladjusted behavior of adolescent students in institution of learning. Among the behavior commonly discovered and reported are unfriendliness, fighting among themselves and even with teachers, indiscipline conduct like assault, rape, destruction of school property, classroom disturbance, minor stealing, examination malpractice, and secret cult activities involving lost of lives. Most of the other problems centering adolescent students also include physical appearance, health and physical development, mark scored, relationship with members of their families, their teachers, their peer group members of both sexes and or family adjustment. This maladjustment may lead to absenteeism, truancy, low achievement and other unworthy habits of students. (Subramanyam, 1986). The displays of these social maladaptive behaviours have become an issue of great concern to well meaning citizens of Kaduna State including researchers. It seems over the years; very limited research has been done on social adjustment problem of adolescent students in senior secondary school in the state. This study was undertaken to find out the relationship between quality of parenting styles and parents education and the student's social adjustment within the senior secondary schools environment in the state. Therefore, in a nutshell the problem of this research is to investigate the influence of parenting styles and parent's education on social adjustment of Senior Secondary School students in Kaduna State.

1.3 Objectives of the Study

The study is designed to achieve the following objectives;

1. To find out the influence of parenting styles (Autocratic, Democratic and Permissive) on social adjustment of students.

2. To investigate the influence of parents' education on social adjustment of students.
3. To determine whether there is gender difference in the social adjustment of male and female students.

1.4 Research Questions

The researcher puts forwards the following research questions;-

1. To what extent do parenting styles (Autocratic, democratic and permissive) influence the social adjustment of students?
2. To what extent does parents' educational level influence the social adjustment of students?
3. What is the difference between the mean scores on social adjustment test of male and female students?

1.5 Research Hypotheses

For the research to be successful and educationally accepted, the following hypotheses are going to be subjected to testing and statistically analyzed;-

1. There is no significant difference between the mean scores of students brought up under either Autocratic democratic, or permissive parenting style in a social adjustment test.
2. There is no significant difference between the mean scores of students from parents with high and low educational level in social adjustment test.
3. There is no significant difference between the mean score of male and female students in social adjustment test.

1.6 Basic Assumptions

In this study, it is assumed that:

Parents' style of discipline is a factor in shaping students' behavior both at home and at schools. Some parents are strict while other are moderately warm in dealing with their children.

But others parents show no concern about disciplining their children up to the extent that their children always decide what to do for themselves. Therefore, students from democratic parents may score higher in social adjustment test than those from Autocratic and permissive parents. Indicating the influence of parenting styles on students' social adjustment in senior secondary schools

Students come to schools from different educational background also with different way of adjusting socially in their various schools. Highly educated parents always emphasize the important of education to their children. Therefore students from parents with high educational level will score higher in social adjustment test than those form parents with low educational level. Indicating that parents' education influences students' social adjustment in secondary school.

Male students will have higher mean scores in social adjustment test in senior secondary school than their female counter part indicating gender difference in students' social adjustment in senior secondary schools.

1.7 Significance of the Study

There have been several researches conducted on influence of behavior on social relationship in and outside school environment. Sociologists, social psychologists and guidance counselors have carried out a lot of investigations on how human beings relate to one another, and how, parents use their knowledge (experiences and skills) in training their children (young one) to learn and relate well and the reasons and importance of such relationships.

Since parents/ home is believed to be the first social contact of the child, it has a very important functions towards enhancing the social behavior and general adjustment in and outside school. Parenting styles or parent-child interactions also appear to influence children's social problem – solving orientations by teaching children strategies for initiating interactions (Petit,

1992). But the extent of the influence of parenting styles and parents' education on student's social adjustment is not clearly and specifically known. The finding of this research will help the parents, teachers and students to know clearly the extent of influence of parenting styles and parents education on social adjustment of senior secondary school students in Kaduna State.

The research findings will help the parents in knowing which type of parenting style influence social adjustment most and apply it in dealing with their children for better children social adjustment.

The research findings will help the teachers to choose the best leadership style (i.e the autocratic, democratic or permissive) and apply it in their classroom management so as to help students in their process of social adjustment.

The findings of this study help the students or children to bear with the type of parenting style use by their parents and adjust properly in their daily home and school activities.

The recommendations that emerged from this study will also go a long way in helping the government to use teachers and school guidance counselors on minimizing students' social adjustments problem in our senior secondary schools and society in general.

1.8 Scope and Delimitation

The research focused specifically on influence of parenting styles and parents' education on social adjustment of senior secondary school students. The study is limited to three (3) types of parenting styles usually practiced in Nigeria that is autocratic, democratic and permissive. Parents' education judged by the highest educational qualification attained by the students' parents is also focused here.

The study covered only the SS II students of senior secondary schools Sabon-Tasha Zonal Inspectorate Division of State Ministry of Education Kaduna State. The zone comprises of six local government Areas. These include, Kachia, Kagarko, Kajuru, Chikun, Kaduna South and Igabi local government areas. The zone is located at a little bit southern part of the state.

The study covers the SS II students only because they are in their second year of study. They must have spent more than a year in their senior secondary education. They are familiar with the senior secondary school system. Their social adjustment can be easily studied and predicted without much difficulty.

The research is delimited to SS II students because, if the whole of the arms are to be used or covered, it will require more time, money and other resources. The study is also delimited to address four (4) variables. These are: Parenting styles (autocratic, democratic, & Permissive), parents education, social adjustment and gender difference.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

There is always need for very critical review of related literatures in order to have a thorough knowledge of the subject matter from the past and present view of psychologist and researchers as regard to the greater understanding of the topic under discussion.

2.2 Conceptual Framework

2.2.1 Adjustment

According to Oxford Advanced Learners of current English dictionary (7th Ed.) adjustment means a change in the way a person behaves or thinks. Aiken and Gary (2006) considered the social attachment of adjustment where they defined adjustment as an ability to cope with social situations and achieve satisfaction of one's needs. Bhatia (2003) also considered adjustment in the social point of view where he or she says that it means adaptation to physical environment as well as to social demands. Bhatia (2003) further explains that no human being can live apart from his physical environment. He says that there is action and reaction chain going on between the individual and his environment. Then there are social pressures and demand socialization. To these may be added the individual personal demands such as the satisfaction of physiological needs. And this complex functioning of the person demands adjustment.

Kundu and Tutoo (1998:529) see the term adjustment to refer to a harmonious relationship between the person and the environment. They said that the degree of harmony depends upon two things.

- (i) Certain potentialities within a persons and
- (ii) Character of the environment.

They also continued to explain that a person is said to be adjusted when he is so related to reasonably adequate environment that he is relatively happy, efficient and has a degree of social feelings. In simple word they said that adjustment is an all-inclusive term meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands. But, Gates and Jersild in Mangal (2005) stated that adjustment is a continual process in which a person varies his behavior to produce a more harmonious relationship between himself and his environment. Shaffer as cited in Mangal (2005) considered adjustment in the area of need satisfaction process where he state that adjustment is the process by which a living organism maintain a balance between its needs and the circumstances that influenced the satisfaction of these needs.

Obeh (2009:4) states that a good number of psychologists such as Child (1981) and Eweniyi and Ogunsanya (2006) perceive adjustment as a necessary phenomenon that preludes peace and peaceful co-existence in human cohabitation, while Onyejiaku (1991) likens adjustment to an oversized and undersized new clothe that necessarily requires adjustment before achieving correct shape and usage. Denga (1986:192; 2002:90) defines adjustment as harmonious, congruence or a goodness of fit between an individual and standards against which an individual is adjudged. Denga (2002: 104) has typed adjustment into three(3) where he states that adjustment can be viewed as falling roughly into the following categories;-

1. Social adjustment: This type of adjustment is concerned with the extent to which an individual maintains a congruent relationship with other people. These other people include members of the family, peer group, teachers and members of the society.

2. Educational adjustment:- This form of adjustment refers to the extent to which a child works harmoniously in the school and finds the subjects courses and academic programmes compatible with his needs. The child's attitudes to the school and its environment may be positive and enthusiastic or negative and lackadaisical. Poor academic performance show educational mal-adjustment.
3. Emotional or psychological adjustment: This type of adjustment is concerned with the state of mind. Emotional disturbance or psychological conflicts characterize emotional or psychological maladjustment.

Denga (2002) concluded that adjustment is therefore a joint effort of several agencies. Each of the following agencies need to work cooperatively with others performing its specific functions as indicated by Bernard (1965:438). These agencies include the family, child guidance clinic, boys and girls scouts, religious agencies, mental health organization, dramatic clubs, goodwill agencies (charitable agencies), Art Museum, the gifted organization and recreational centres.

Other scholars define adjustment by saying that; it refers to the extent to which an individual's personality functions effectively in the world of people. It also refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms, the environment and the personality. They further explain that a well-adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. His needs will be satisfied in accordance with the social needs.

Anyebe (2003) defined adjustment in personal point of view where she says the term adjustment connotes harmony, congruence or a goodness of fit between an individual and the standards against which he or she is judged.

2.2.2 Social Adjustment

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 others. Hurluck (1972) in her own view states that social adjustment means the success with which a person adjustment to people in general and to the group with which he is identified in particular. She also added that 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 favorable and they will want to accept him. She further said that the person has developed good social attitude such as a willingness to help others even if he is personally inconvenient. Hurluck (1972) has described four (4) criteria for social adjustment of children which a well adjusted person must satisfy. These are:

- i. **Overt performance:** That is his/her behavior 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.

Onyejiaku as cited in Obeh (2009) agreed with Hurluck (1972) 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 one 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, friends, managers, visitors, colleagues so that others attitudes to them are congenial and favourable. Willingness to assist others even at one's inconvenience is a powerful way of social adjustment.

2.2.3 Characteristics of Well-adjusted Personality

Hurluck (1972) explained that well adjusted child enjoys a kind of inner harmony; he is at peace with himself, just as he is at peace with others. A well- adjusted child regardless of occasional setbacks and disappointment will continue to strive for the goal he has set for himself. He does so because his goals meet needs in his life, not because they have been imposed on him by 'someone else or set to match those of the crowd. A well-adjusted child will modify his goals when it becomes apparent to him that they are unrealistically high. She continued to say that well-adjusted children make good social adjustment and have harmonious relationship with the people with 'whom they are associated. They accept themselves and thus do not need to build up defenses or project unto others the blame for the discrepancy between what they are and what they would like to be.

In describing the child who makes the best adjustment to others, BarretLennard in Harluck (1972) has pointed out that, a well-adjusted person genuinely appreciates and values others as he does himself. He is comfortable and open with himself. He is not guarded in a personal sense because he has nothing to hide. He does not distort himself to please others, nor does he use them as scape goats for self-dissatisfaction. Unete, Ekong Udey and Uweh (2010)

also state that a socially adjusted child will be able to master changes, learn to interact with his environment, his peers, develop good moral standards and conscience as well as learn to deal appropriately with anxiety and conflict (Craig, 1976). Lawton in Hurluck (1972) has proposed twenty characteristics which can be used to describe and assess well-adjusted people characteristic that are as important in childhood as in adulthood. These characteristic vary according to age and ability, they are:

- i. Able and willing to assume responsibilities appropriate to his age.
- ii. Participates with pleasures in experience belonging to each successive age level
- iii. Willingly accept the responsibilities pertaining to his role in life.
- iv. Attacks problems that require solutions.
- v. Enjoy attacking and eliminating obstacles to his happiness.
- vi. Makes decision with a minimum worry or conflict and advice seeking.
- vii. Abides by a choice he makes until convinced it is a wrong choice.
- viii. Gets major satisfactions from real rather than imaginary accomplishments.
- ix. Can use thinking as a blue print for action not as a device for delaying or escaping action.
- x. Learns from defeats instead of finding excuses for them.
- xi. Does not magnify successes or apply them to unrelated areas.
- xii. Knows how to work when working and to play when playing
- xiii. Can say “No” to situations harmful to his best interest.
- xiv. Can say “Yes” to situations that will ultimately aid him.
- xv. Can show anger directly when injured or when rights are violated.
- xvi. Can show affection directly and appropriate in kind and amount.

- xvii. Can endure plain and emotional frustration when necessary.
- xviii. Can compromise when he encounters difficulties.
- xix. Can concentrate his energies on a goal that is important to him.
- xx. Accept the fact that life is an endless struggle

More so, on the characteristics of well-adjusted individual, Mukherijee (2002) in Obeh (2009) states that; learners who show sign of adjustment are the well-behaved ones. A well-adjusted people progress continuously in their educational pursuits, learners who attend their lessons, pay attention in the classroom to the teachers, not aggressive towards others, those who do not shy away from the normal activities are said to have well-adjusted behaviour. Obeh (2009:36) also states that a well adjusted person is an individual who is socio-genially, socially and psychologically healthy. He further mentions that Jehoda (1958) and Kolo (1992) give traits of a well-adjusted man as follows;-

1. A realistic understanding of himself/herself (self-actualization)
2. Ability to grow, develop, mature and learn from experiences
3. He is independent and can think for himself and take decision and can act upon the decision he takes.
4. Realistic perception of his/her social, cultural and ethic environment
5. Ability to control one's emotions and one's environment.

Conclusively, Obeh (2009) state that we should note cogently that nobody is absolutely free from psychological problems. Everyone has an unresolved conflict, however, unlike a maladjusted person, the well-adjusted person learns to tolerate and develop ways of coping with these unresolved conflicts. Even, if he is unable to resolve them instantly; he maintains his or her psychological and social status and functions normally. Obeh (2002) also continues to explain

that Onyejiaku (1991) and Mallum (2000) assert that the best integrated individuals are seemed to be those who have established some reasonable goals inline with their interest, abilities and who have settled down to work towards achievement of these goals seriously and steadily without an usually tension and anxiety.

2.2.4 Factors Influencing Adjustment

Horne as cited in Olusakin (2005:35) stated that the children reared by rigid mothers tend to be submissive but resentful of restrictions on their freedom as adolescents. The children reared by emotionally stable mothers would likely exhibit well controlled behavioural traits; the ones reared by emotionally disturbed mothers or those who display inconsistent attitudes towards them may become confused or frustrated. Cole and Hall as cited in Tukur (2000) are said to have conducted a research on single child family in relation to adjustment. The result has shown that an only child is not necessarily maladjusted even though it is easy for him to become so for one thing his mother has enough time to indulge and spoil him, if she wants to. However, an only child usually matures faster in social, emotional and intellectual reactions than does a member of a large family. This is because his parents treat him as a companion and involved him in matters concerning him. But, Tukur(2000) argues that it is very rare in Nigeria for an only child to be brought up all alone in his home. The parents would usually adopt or foster other children. Unless one is told, it is difficult to know that a couple is childless because there are always the children of relations that could be brought up by the couples. According to Taylor (2013), the case histories of the only children were shifted and classified on various bases, but this discussion is of their classification on the bases of normal social adjustment. He further states that there was, of course a group of cases in which the social adjustment was apparently normal. In contrast there was several in which there was almost no social adjustment, the individual

being completely unassertive; while in a third class the individual tended towards such aggressive exhibitionism as to be anti-social.

Rogers (1977:255) states that second-born children are better adjusted than the oldest, partly because they are spared much of the parental anxiety than the first experience. The parents have also become more confident, less tense, and more relaxed. Therefore a better parent child relationship exists (Thompson, 1975). Consequently, second-born children tend to be relatively more easy-going, humorous, fun-loving, less neurotic and less introverted than older siblings. Rogers (1977:255) also states that male first born in a large family are often better adjusted than male first born in a small family (Swanson, Massey & Payne, 1972). This is because in the large family, the first born is assigned a certain status and authority, especially when the father is too burdened with his own responsibilities to assume a significant family role. By contrast, the oldest girl in the large family often has extra burdens of child care without the status that the older boy's masculinity affords.

Bhatia (2003) explained that the socio-economic status of the family has a great effect on the personality of the child. Where the socio-economic status of the family is good, then there is likelihood that the need of the children will be adequately met which will lead to their proper adjustment. But if on the other hand, the socio-economic condition of the family are not so good, the need of the children will not be properly and adequately met and they will develop feeling of inferiority and insecurity which may impair their mental health. Mangal (2005) agreed with the Bhatia's 2003 ideas where he states that economic condition of the family is influencing adjustment of children. He says:

“The economic condition of the family has a great effect on the personality of the child. If the economic condition of the family is good, then the needs of children will be adequately met which will lead to their

proper adjustment. If on the other hand, the economic condition of the family are not so good, the needs of the children will not be properly met and they will develop a feeling of inferiority and insecurity which may impair their mental health. (Adjustment)”

Dantani and Balarabe as cited in Michael (2008) found that students and teachers have similar views on parental economic status as cause of student's dropout of school. According to them, the study agreed with the one conducted by Engel (1992), Pwal (1982) and Zhorne (1980) which states that low socioeconomic status breeds conditions unfavourable to sound adjustment in school which leads to problem behaviour such as drop-out. Mishra and Singh as cited in Sharma (2012) concluding that the student belonging to low and high socio-economic status significantly differ in social adjustments.

Hurluck (1972) states that even though children from small and medium size homes are often plagued with siblings rivalries and jealousies, parental over-protectiveness and suspicions of favouritism, they generally make better adjustment to life and are happier than children from large families. She further states that, children from small families are likely to be brought up under democratic child rearing method and this help to develop qualities that contribute to good social adjustment and to success in leadership roles.

Hurlcuk (1974:186) states that those who are bright are usually well liked and respected by parents, teachers and peers. Recognition of these attitudes gives them the self-confidence necessary to use their intellectual capacities to make good personal and social adjustment. They like people and are generally full of vitality, independent, resourceful, forceful, cooperative, humorous, dependable, free from feeling inferiority, and sensitive to the approval and disapproval of others. Hurluck (1974) also went on further to say that in adult years, very bright men and women as a group make better personal and social adjustment than those average intelligence. Studies of the very bright showed that they are introspective, thoughtful, creative,

adventuresome, and concern with problems, meanings and values. They have a wide range of interests, especially in theoretical and aesthetic areas, and engage successfully in them. Because of their greater mental facility, they have a greater command over themselves.

Hoffman (1998) posited that working class boys also showed more positive social adjustment when their mothers were employed, and thus was true for both one – parent and two parent families. For the middle class boys, although their academic score were higher there was little evidence of social adjustment benefit from their mothers' employment. The same author also explains that previous researches have also found some social adjustment difference between children with employed and unemployed mothers, but with less consistency. He explained that the daughter of employed mothers have been found to be more independent, particularly in interaction with their peers in school settings and to score higher on socio-emotional adjustment measure. Results for sons have been quite mixed and vary with social class and with how old the children were when they were tested. Kumar (2013) agreed with the Hoffman's finding to certain extent where he states that it is not certain that students with working mothers actually receive less attention than students in the past whose mothers were not employed. He went further to say that the working mothers in nuclear families show more dependence on outsiders for the development of their students viz crèche and servants as parents are not capable of coping up with the educational and recreational demand of the student, along with the burden and tension of their occupation which affect the mental and physical health of the child. Where as in the joint families, the scene may be different because of a greater number of members and sharing of responsibilities among one's own people which is helpful for the working women, but it is often observed that in joint families there is inappropriate distribution of responsibilities and right for each nuclear family within the extended family which may affect

the adjustment of the student Margetts (2013) posited that parental levels of employment and socio-economic status have an impact on school adjustment of their children. Margetts also found that attendance at before school care was strongly associated with externalizing behavior, hyperactivity, and overall problem behavior. But he states that this was because in his study, some of children attended before – school care, this prediction of poor adjustment outcomes deserves further attention.

Mangal (2005) also posited that the following factors especially within the homes are found to influence children's adjustment:

- i. **Sense of Security or Home Atmosphere:** Where the parents and other members of the family show love and affection to the children. This promotes mental health and adjustment. Where the love and affection are denied the children suffer from a feeling of insecurity which leads to maladjustment in school and society.
- ii. **Attitude of the Parents:** Over-protective and negligence is detrimental to the children proper adjustment. While over- dominating attitude suppresses the personality of the children. Let the children feel free, to express and do whatever they like under the loving care and guidance of their parents makes adjustment easy.
- iii. **Over-ambitious Parents:** It leads to mental strain and intellectual burden for the children. Where the parents set an achievable goal and the children experience success, it will promote their well-being and social adjustment.
- iv. **Discord between the Parents:** Parents frequent quarrelling produce insecurity situation to the children. If the quarrel leads to divorce, the mental balance of the children is lost and they become maladjusted. But a happy family produce comfortable atmosphere which makes the

children happy, healthy and well adjusted. And this was in line with that of Travers (1972) which stated that it is apparent that a happy home must have colored contact with life that these children experienced and enabled them to adjust satisfactorily.

Bhatia (2003:253) states that frequent change of residence influences adjustment: A frequent change of residence or locality of the home may also develop a feeling of insecurity in the child. With the change of locality the child has to constantly change his school and friends. Such children have little chance of effective adjustment because they have to constantly adjust to entirely new situations. This leads to development in them a sense of insecurity, which result in their maladjustment and poor mental health. Bhatia (2003) also adds that feeling of rivalry and jealousy among siblings affect their adjustment. A child may develop feeling of insecurity due to jealousy and rivalry with his younger brothers and sisters. The mother's attention which was previously completely devoted to the first born child is to be shared by the new born child. Thus, the elder child may feel jealous and develop a feeling of insecurity. This may lead to his maladjustment.

Tukur (2000:63) states that the size of the family is another factor that affects the adjustment of the children, but she emphasizes that there seems to be disagreement among researchers as to what the effect is. Some authorities report greater security in the large family while others like Cole and Hall according to her characterized children and adolescents from large families as receiving less than the normal support in their problem, as being less able to continue with their education as receiving less aid from their parents and as being less well adjusted than those from smaller families. More so large family size has been noted to be associated with feeling of security (Pringle, 2013). Spirngle (2013) posited that on family and relationship, it used to be thought that children's social adjustment in school was better when

they come from large than from small families, more recent evidence; including the above study has shown opposite to be the case. Again he said that over-crowding and lack of amenities had considerable and measurable effect on educational attainment, social adjustment and health of an individual. Pringle (2013) went further to explain his findings and pointed out three (3) conclusions. First many children growing up in large families whose income is low, are be-set by multiple, interrelated and interacting disadvantages which have a detrimental effect on the level of their educational attainment, social adjustment in school and probably also on their physical development, in particular height. Secondly, these effects usually work in combination and are cumulative. Thirdly, their adverse influence seems to increase over time so that the gap between the most advantaged and the most disadvantaged grows wider as the child grows older.

Tukur (2000:63) states that broken home exist everywhere even without divorce. Studies by Bruges in Cole and hall as cited in Tukur (2000:63) showed that high school students from broken home had more problems than their classmates from complete homes. These school children were found to be under more tension and their adjustment was poorer in a similar research carried out by the same author on the influence of broken homes on adolescents adjustment, it was also discovered that the adolescent from broken home has more emotional problems than the boy from complete home (2 – parents home). A child from this broken home is quicker to anger, more self-centered, less sensitive to social approval, less able to control himself and more easily discouraged when things go wrong.

According to Mahalihali (2004), children who are raised by two (2) parents, who are both responsible and dedicated, usually perform well in school. According to family Pediatric Report (2003), the risks for emotional, behavioural and educational problems are lower among children in two (2) parent's household on average. The apparent advantage of the two (2) parent

household structure is that it facilitates affective parenting behaviour, but it does not guarantee success. A stable well-functioning family is potentially the most secure, supportive and nurturing environment in which children may be raised. Also Amato (2010) agreed and states that compared with other children, those who grow up in stable, two (2) parent families have a higher standard of living receive more effective parenting, experience more cooperative co-parenting, are emotionally closer to both parents, and are subjected to fewer stressful events and circumstances.

Regoli and Hewitt (2003) state that children in poor, single-parent families especially those headed by teenage mothers, clearly face special difficulties. They are more likely to experience chronic psychological distress, to engage in health-compromising behaviour (including drug and alcohol use, cigarette smoking, and unprotected sex), to perform less well academically, to be expelled or suspended from school, to drop-out of school, to suffer from mental illness, to commit suicide, to have trouble getting along with their peers, and to start their own single-parent families.

Mavis Hetherington in Regoli and Hewitt (2003) argued and reports that the year following the breakup of the family, children in single-parent families are more likely to suffer psychological distress, but in the long run, they cope more successfully than children in intact family where parents do not get along. She further stresses and states that there are three, major effects of divorce on women that heavily affect children; they are; overloaded from both work and child rearing; face financial strain, and are likely to be socially isolated.

2.2.5 Parents' Education and Social Adjustment

Danvis-Kean (2005) states that, research on parenting also has shown that parent education is related to a warm, social climate in the home. Klebanov et-al as cited in Davis-Kean (2005) found that both mother's education and family income were important predictors of physical environment and learning experiences in the home but that mothers' education alone was predictive of parental warmth. Likewise Smith et-al as cited in Davis-Kean found that the association of family income and parent's education with children's academic achievement was mediated by the home environment. The mediation effect was stronger for maternal education than for family income. Thus these authors posited that education might be linked to specific achievement behaviours in the home (e.g. reading, playing, etc.) Corwyn and Bradley as cited in Davis-Kean (2005) found that maternal education had the most consistent direct influence on children's cognitive and behaviour outcomes with some indirect influence through a cognitively stimulating home environment. According to Dubow (2009) parental education is an important index of socio-economic status and as noted, it predicts children's educational and behavioural outcomes.

Resnick in Mueller (1975) investigated the relationship between school marks and various factors related to mental health. He found that, for the most part pupils who earned higher grades also made higher mean scores on personality measures, indicating more satisfactory personal adjustment. Mueller concluded that high intellectual ability is associated with better adjustment and emotional stability. Frandson (1987) posited a view similar to Resnick where he said that children who are neglected and unguided, harshly punished, or rejected by one or both parents are prone to self-defeating mode of adjustment. Also constantly experienced failure at school or persistent rebuff or rejection in the peer culture also contributes to the development of non-constructive modes of adjustment.

2.2.6 Gender Difference and Social Adjustment

The result of the study by Dyson and Renk as cited in Sharma (2012) on the relationship among the gender role, level of depressive symptomatology, and level of stress exhibited by college freshmen showed that all these factors are considered as important in facilitating their transition to university life. Masculinity significantly predicted problem – focused coping and femininity significantly predicted emotion focused coping. Enough and Roland as cited also in Sharma (2012) examined the relationship between living environment, gender, overall adjustment to college and social adjustment in freshmen’s academic and overall adjustment. The study found that boys had significantly higher overall adjustment levels than girls regardless of living environment.

2.2.7 Social Adjustment and its Impact on Learning

Hurluck (1972) states that most parents realize that there is a close relationship between a child's social adjustment and his happiness. Middle class parents are especially concerned because they are future oriented. They feel that their children will be happier, if they are popular with both boys and girls and they begin to provide social experiences involving members of both sexes even before childhood ends. Hurluck further states that even today's teachers are more concerned about behaviour that leads to poor adjustment than about behaviour that disrupts the smooth running of the classroom. Most teachers know from their classroom, that children who make good social adjustment tend to be more successful academically.

Hurluck (1972) also added that the kind of social adjustment the child makes also leaves its mark on his self-concepts. This likewise contributes to its persistence. A child who makes good social adjustment develops a favourable self concept; if other people like him, he likes himself. She concluded that the attention given to good adjustment in childhood is justified because the behaviour and attitudes developed and approved at that time persist. This is because any behaviour that is rewarded by social approval gives satisfactions to the child is repeated and soon becomes habitual. Neubauer and Bello as cited in Travers (1972:385) state that mental health especially adjustment contributes to education by facilitating learning and improving the condition of learning and not the pursuit of specific activities or objectives.

According to DeRosier and Lloyd, (2011), a large body of literature supports the link between the quality of children's peer relations at school and their academic, behavioural, and emotional adjustment (Kypersmidt&DeRosier, 1995). They also explain that while most of this research has focused on behavioural and emotional outcomes, the connection between social and academic adjustment has been repeatedly demonstrated (Zins, Weissberg, Wang, &Walberg,

2004) children with positive peer relations tend to perform high academically whereas children with peer problems tend to experience a wide range of academic difficulties including low school engagement (Kupermic, Leadbeater& Blatt, 2000), poor academic achievement (Guay, 1999), high absenteeism (DeRosier, Kypersmidt& Patterson, 1994) and dropping out of school (Cairns, Cairns, Neckerman, 1999). DeRosier&Lloyd (2011) also, state that children with high social acceptance (as a measure of social adjustment) tend to experience positive academic, social and behavioural adjustment both concurrently and in the future. Conversely, children with low social acceptance (e.g. peer rejected) tend to experience concurrent problems across these domains and are at substantial risk for a myriad of later negative outcomes, including suicide (Carney, 2000), drug abuse (Spooner 1999), educational underachievement (Woodward & Fergusson, 2000) delinquency and anti-social behaviour (Brendgen, Vitaro&Bukowski, 1998), and depression (Boivin&Hymel, 1997).

DeRosier (2011) also explained that experiencing peer rejection can produce heightened anxiety (e.g. worry over being teased or left out) which interferes with concentration in the classroom and impedes children's acquisition and retention of information (Nansel, Overpeck, Pilla, Ruan, Simons – Moiton&Scheidt, 2001; Sharp, 1995). He also emphasized that children who lack friends in the classroom tend to have lower academic self-esteem and depend upon teachers to a greater extent for academic assistance (i.e., seek help from teacher more frequently) compared to socially accepted children (Flook, Repetti, 2005; Mercer &DeReosier in Press). When children have few friends or fear of being bullied or teased (a frequent experience of rejected children)(Boivin, Hymel, & Hidges, 2001), they tend to avoid school resulting in more frequent absences and, thus, fewer opportunities to learn academic skills in the classroom (DeRosier,1994; Eaton, Kahn, Kinchen 2007).

However, Sood (1992) as cited in Sharma (2012) found no significant relationship between achievement and adjustment. But Sharma (2012) on his literature reviewed stated that student academic achievement throughout a period of one semester was found to be significantly predicted by college over all adjustment, academic adjustment, and personal – emotional adjustment (Abdullah, Elias, Mahyuddin, & Uli, 2009).

2.3 Concept of Parenting Style

From Wikipedia, the free encyclopedia visited on 8th April, 2014, According to a literature review by Christopher Spec (2005) called “A review of the relationship among parenting practices, parenting styles and Adolescent school achievement” Darling and Steinberg (1993) suggest that it is important to better understand the difference between parenting styles and parenting practice. “Parenting practices are defined as specific behaviours that parent use to socialize their children (Darling and Steinberge, 1993), for example, when parents want children to do well in school, they may model their behaviour as in sitting down and guiding their children in doing the homework, setting aside some time for homework and reading or making school a priority by going to school functions like parent-teachers conferences. In contrast, Darling and Steinberge (1993) define a parenting style as the emotional climate in which parents raise their children. Parenting styles have been characterized by dimension of parental responsiveness and demandingness (Baunrind, 1991)

Rebeiro (2009) explains that researchers have developed the concept of parenting styles to describe the interaction between parent and their children during the socialization process. According to the same author, much of the research on parenting styles has been on Baumrind’s (1966) three (3) distinct styles: authoritarian, authoritative (Democratic) and permissive. Several researchers including Baumrind have suggested that the remissive style 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 philosophical 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, the parenting style present in such home are some of the home factor that could affect the psychological state of a given child and also influence such child outcomes (Nancy, 1991). The construct of parenting style is needed to capture normal variations in parent's attempts to control and socialize their children (Nancy, 1991). It captures two important elements of parenting. Parental responsiveness and parental demandingness (Maccoby & Martin, 1983). Parental responsiveness also referred to as parental warmth or supportiveness refers to the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's' special needs and demand Baumrind (1991). Parental demandingness (also known as behavioural control) is the claims parents make one children to become integrated into the family and the society as a whole by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys Baumrind, (1991).

2.3.1 Types of parenting styles.

Grobman (2003) describes three (3) types of parenting styles after studying of the Baumrind two (2) papers (Baumrind, 1966 & 1967).

Authoritarianparent attempts to shape, control and evaluate the behaviour and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard; she (the parent) values obedience as a virtue and favoures will at point where the child 's actions or beliefs conflict with what she thinks is right conduct. She believes in keeping the child in place,

in restricting his autonomy, and in assigning household responsibilities in order to inculcate respect for work.

Authoritative (Democratic) parent, according to Grobman(2003) attempts to direct the child's activities but in a rational, issue oriented manner. She (the parent) encourages verbal give- and – takes, shares with the child reasoning her policy and solicits his objections when he refuses to conform. Therefore she exerts firm control at point of parent child divergence, but does not hem the child in with restriction. She use reason, power and shaping by regime and enforcement to achieve her objectives, and does not base her decisions on group consensus or the individual child's desires.

Permissive parent attempts to behave in a non punitive, acceptant and affirmative manner towards the child's impulses desires, and action. She (the parent) consult with him (the child) about policy decision and gives explanations for family rules. she makes few demands for household responsibility and orderly behaviour. She presents herself to the child as a resource for him to use as wishes not as an ideal for him to emulate, or as an active agent responsible for shaping or altering his on going or future behaviour. She allow the child to regulate his own activities as much as possible, avoids the exercise of control, and does not encourage him to obey externally defined standards.

Baumrind (1991) classified parenting style as authoritarian, authoritative (Democratic), neglectful and indulgent, with authoritative (democratic) parenting that is a combination of warmth, verbal give and take, and some limit setting as optimal in other word authoritative parents are both demanding and responsive, they monitor and impact clean standard for this children's conduct. They are assertive, but not intrusive and restrictive (Nancy 1991, Baumrind,

1991). Buller as cited in Ukokal 2007) found that father mother co-operation and mutual respect help the children to develop positive attitudes.

Authoritarian parents are highly demanding and directive, but not responsive. They are obedience and status-oriented and expect their orders to be obeyed without exploration Baumrind (1991).

2.3.2 Authoritarian Parenting and Social Adjustment

Hurluck (1972) states, that authoritarian disciplinary technique uses strict rules and regulations to enforce the desired behavior. It includes severe punishment for failure to come up to expected standard and little or no recognition, praise or other signs approval when the child meets the expected standards. Authoritarian discipline may range from reasons restrain on the child's behavior to rigid restrain that permit him to freedom of action expected that which conforms to prescribed standards. Authoritarian discipline may range from reasons restrains on the child's behaviour to rigid restrain and it always means control through external force in the form of punishment. Furthermore they do not encourage the child to make decision regarding his act. They tell him how to acts. Thus he is deprived of the opportunity to learn to control his own behavior. Even though his wishes are not completely disregarded, however, and there are fewer irrational restrictions such as forbidding the child to do what his peer do. Adams (1976) is with the same view above where he says authoritarian approach, with its strict and harsh punishment, may produce their rebellious, runaway or anxious neurotic's children. Bourne and Eksrand (1985) emphasized that the authoritarian parents discipline their children strictly, demanding maturity from them, but not communicating frequently or clearly with them and are not particularly warm or nurturant.

Davenport (1991) also agreed that authoritarian parents disciplined and punished their children a great deal, but state that their children learn that aggression was an appropriate way to achieve what they wanted, although they were used to having other people decide what they should and should not do. Papalia and Wendkos (1992) are in support of Hurluck (1972) view when they say 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.

Kent and Irvis in Cole and Hall as cited in Tukur (2000) reported that children of demanding parents (authoritarian) were found to score high in intelligence, reading and general achievement in school. They went further to say that children of domineering parents are found to be courteous, obedient, attentive, loyal and careful – such children accept authority, keep desk in order, are careful of their clothes, have good manners, do not talk when reprimanded, put things back where they found them. This kind of children are pleasant for a teacher to have around, but lack initiative, depend upon authority, is hesitant in speech and has a better adjustment to older people than his age-mates. Again, a research carried out by Elder as cited in Tukur (2000) showed that adolescent children with highly domineering parents in contrast to democratic parents were much more likely to feel unwanted by their parents and to consider their child-rearing policy to be unreasonable. Tukur (2000) further explains that it was found that frequent explanations on the autocratic level of power were found to be more related to dependency, which may or may not be of a self-confident type. In-frequent explanations by autocratic parents on the other hand, were related both to low confidence and to, dependence in decision making. Domitrovich and Bierman (2001) agreed that high level of coercive and punitive discipline, by

authoritarian parents including frequent reprimands, threats, and hostile punishment promote child aggression (Dishion, 1990; Eron, Huesmann, & Zelli 1991; Mcfadyen – Ketchum, Bates, Dodge, and Pettit; 1996; Pettit et-al, 1993) and are associated with low levels of child pro-social behaviour in peer contexts (Brody, and Shaffer, 1982). Emmanuel, Akinyemi & Nimotalai (2002) states, that in Nigeria with multiplicity of culture, cultural beliefs have given rise to a parenting style that has been shown to negatively affect children's psychological outcomes, leading to serious concerns about the psychological adjustment of Nigerian children and youth. For instance, often rigid and controlling, authoritarian parents place high demands on their kids without allowing room for discussion or regard for the child's feelings. This can result in children who are fearful, anxious, frustrated or withdrawn.

Regoli and Hewith (2006) explained that authoritarian parents place a high value on obedience and conformity, tending to favor more punitive absolute and forceful disciplinary measure. These parents are not responsive to their child and project little warmth and support. Verbal give and take is uncommon in authoritarian households because authoritarian parents believe that the child should accept with-out question the rules and standards established by the parents. They tend not to encourage independent behavior and, instead place important on restricting a child's autonomy. Authoritarian parents are always rejective and demand much.

2.3.3 Democratic Parenting and Social Adjustment

Dinkmeyer (1965) assert that democratic living practiced in the home has a great effect on children's behavior in the school. Children from democratic homes were more active, more socially outgoing and higher in intellectual curiosity, originality and constructiveness. He further says that there is mounting evidence that discipline in the home affects the child's social development. Meninger in Sabel (1972) posited that in a study of factors entering into the personality adjustment of one hundred and two (102) college students and teachers, stated that much praise by parents and teachers or elders during childhood was reported as prominent factor in the history of emotionally "healthy group" where as a large percent of the emotionally "unhealthy group" reported felt inferior in class room performance. Hurluck (1972) supported the above idea and said that democratic method of discipline employ explanation, Discussion, and reasoning to help the child understand why he is expected to behave in a certain way. They (parents) emphasize the educational aspect of discipline rather than the "punitive". Punishment is never harsh, it is used only when there is evidence that the child willfully refused to do what he was expected to do. She (Hurluck) also explained that when the child behavior comes up to expected standards, the democratic disciplinarian reward him with praise or some other expression of approval. Democratic discipline tries to develop internal controls by educating the child to behave in the approved manner and by showing him the rewards for doing so. Democratic method according to her may range from extreme leniency and little control to careful planning of the child's activities so that his energies are directed into approved channels and diverted from activities frowned on by the social group. She concluded by saying that democratic discipline leads to good personal and social adjustment. It results in independence in

thinking, initiative in action and healthy positive, confident, self-concept which is reflected in active outgoing and spontaneous behavior.

Bourne and Ekstrand (1985) explain that democratic parents also extent control and make demands on their children but are more democratic in discussing family problems and decision with their children. They are also in nurturance. They also state that Baumrind in her study found that children of democratic parents were more likely to develop instrumental competence” (i.e. social responsibility, independence, achievement, orientation and vitality) than were the children of authoritarian or permissive parents. They also said that this finding was particularly true of girls, whose self-reliance and assertiveness were greatly enhanced by an authoritative upbringing. Interestingly, the seemingly opposite pattern or authoritarianism and permissiveness both were associated with shyness and dependency in girls and with hostility in boys. Davenport (1991) agreed that democratic group of parents used sensible discipline and restricted their children aggression, without excessive punishment. Their children were more in control of themselves and were more advanced in other skills too. They (children) were also the least aggressive of the three (3) groups.

Tukur (2000:58) posited that if a child has been given democratic treatment at home and has been taught that he needs to fear no one. Cole and Hall as cited in Tukur (2000) reported that such a child may be uninhibited aggressive and over-confident in his relationship with teachers and his peers. As he grows older and develops understanding, his desire to be popular may lead him to try more friendly means of approach. Cole and Hall as cited in Tukur (2000) also reported that parents who are accepting, moderately indulgent, democratic and warmly affectionate as can be expected, and their children are generally well balanced, secured and happy. According to Domitrovich and Bierman (2001), parental praise, positive involvement and Demonstrations of

affection and warmth predict child display of pro-social behavior (Brady & Shaffer, 1982, Radke-Yarrow, Zahn-Waxler, and Chapman, 1983). Teacher ratings of child social competence (Atili, 1989, Dekovic & Janssens, 1992) and low level of child aggression at home and at school (Atili, 1989; Pettit, Bates, & Dodge, 1993, Rothbaum, Schneider-Rosen, Pott & Beatty, 1995), but they showed that there are other researches which have shown that parental behavior has less influence on children social adjustment than the child's beliefs about the parent's behavior (Deater-Deckard & Dodge, 1997) or their affective reactions to parental behavior (Rohner, 1986; Rohner, Bourque, & Elordi, 1996; Rohner, Kean, & Cournoyer, 1991). Rohner and his colleagues have shown that children's feeling of acceptance or rejection in the parent – child relationship mediate associations between harsh parenting and children's social adjustment (Rohner, 1996). Emmanuel, Akinyemi, and Nimotalai (2002) asserted that favouring supportive discipline, authoritative (democratic) parents expect good behaviours from their kids, but they gently and lovingly guide them rather than being forceful or cruel. Kids with authoritative parents are typically self-confident and socially adept.

Papalia and Wendkos (1992) states that authoritative or democratic parents respect a child's individuality, while at the same time stressing social values. They direct their children's activities rationally, paying attention to the issues rather than to a child fear of punishment or loss of love. While they have confidence in their ability to guide children, they respect the children's interest opinions and unique personality. They love, consistent, demanding, and respectful of children's independent decision. But they are firm in maintaining standards and willing to impose limited punishment. They explained the reasons behind their standard and encourage verbal give-and-take. They combined control with encouragement. Their children apparently feel secure in knowing what is expected of them. As pre-scholars, children of

authoritative parents tend to be most self-reliant self-control, self-assertive, self-exploratory and contented. Rogoli and Hewith (2006) also have a similar idea to the above mentioned where they said that democratic parents are warm but, firm they set standard for the child's conduct but form expectations consistent with the child's developing needs and probabilities. They place high on development of autonomy and self-direction, but assume the ultimate responsibility for their child's behavior. Democratic parents deal with their child in a rational, issues oriented manner, frequently engaging in discussion and explanation with their children over rules and discipline. Authoritative parents can always be supportive and demand much.

2.3.4 Permissive parenting and social Adjustment

Hurluk (1972) explained the permissive disciplinary technique is really little or no discipline. It does not usually guide the child into socially approved pattern of behaviour and does not employ punishment. This technique allows the child to grow through situation too difficult for him to cope with alone with no guidance or control. For many parent, permissive discipline is a protest against the rigid and harsh discipline under which they were brought up. In such cases the child often has no limit or boundaries set what he may do, He is permitted to make his own decision and act on them in practically any way he wishes. She also said that with too permissive training in the home, the child comes to disregard the wishes of others, feeling that he can be a law unto himself. But Bourne and Eksrand (1985) argued that permissive parents communicate well with their children, do not discipline them or demand intellectual or social achievement from them. Davenport (1991) agreed with Hurluck view and states that permissive parents allow their children to do almost any thing they want do, but posited that their children sometimes become highly aggressive to situations.

Papalia and Wendkos (1992) 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 noncontrolling non-demanding and relatively warm, their pre-school children tend to be immature, the least self-controlled and the least self-exploratory.

2.4 Theoretical Framework

2.4.1 Theory of Adjustment

According to Mangal (2005) there are several theories and models describing the pattern of adjustment or for answering the question of why do some people adjust to their environment and others do not?, what are the factors that make an individual adjusted or maladjusted? These are:

Morals Theory or Models: It is the oldest. According to this view adjustment or maladjustment should be judged in terms of morality that is absolute norms of expected behavior. Those who follow norms are adjusted (virtuous or good people) and those who violate or do not follow these norms are maladjusted (sinners).

Medico-biological Theory or model: This theory or models holds genetic, physiological and bio-chemical factors responsible for a person being adjusted or maladjusted to his self and his environment. Maladjustment, according to this model, is the result of disease in the tissue of the body, especially the brain. Such disease can be the result of heredity or damage acquired

during the course of a person's life, by injury infection or hormonal disruption arising from stress among other things.

Psychoanalytic Theory or Model: This model owes its origin to the theory of psychoanalysis propagated by Sigmund Freud (1938) and supported by psychologists like Adler, Jung and Neo-Freudians. Freud has two views which are as follows:

- (i) The human psyche or mind consists of three (3) layers, the conscious, sub-conscious and unconscious. The unconscious holds the key to our behavior. It decides the individual's adjustment and maladjustment to his self and to his environment. It contains all the repressed wishes, desires, feelings, drives and motives many of which are related to sex and aggression. One is adjusted or maladjusted to the degree, extent or the ways in which these are kept dormant or under control.
- (ii) According to Freud again, man is a pleasure-seeking animal by nature. He wants to seek pleasure and avoid pain or anything which is not in keeping with his pleasure-loving nature. One remains adjusted to the extent that these pleasures are satisfied.

Socio-genic or Cultural Theory or Model: According to this theory or model the society in general and culture in particular affects one's way of behaving to such an extent that behavior takes the shape of adaptive or non-adaptive behavior turning one into an adjusted or maladjusted personality. The society and culture to which one belongs does not only influence or shape one's behavior but also sets a standard for it's, adherents to behave in the way it decides.

Socio-psychological or Behaviorist Theory or Model: The socio-psychological or behavioristic theory or model in general emphasized the following that:

- (i) Behaviour is not inherited

- (ii) The environmental influence by the culture and social institutions are important, but it is the interactions of one's psychological self with one's physical as well a social environment which play the decisive roles in determining adjustive successes or failure.
- (iii) Behaviour whether normal or abnormal is learned by obeying the same sets of learning principles or laws.
- (iv) Not only is normal and abnormal behaviour learned, the labeling of behaviour as normal or abnormal is also learned.
- (v) Maladaptive behaviour may be treated by applying the principle of behaviour modification, un-learning, de-conditioning and correcting environmental situation responsible for its occurrence.

Obeh (2009) mentioned and explained the following theories of adjustment

Social learning theory of adjustment: The theorists of this field believe that behaviour is a function of individual inherent attitudes and his/her environment. Bandura and Lewin (1979) who are among the pioneers maintain that human behaviour, in general is a perfect function of the person concerned plus the environment. Behaviour of individual according to this model is around individual's circumstantial contingencies that are inevitably pressing upon him/her. Adjustment according to this social learning theory is a product of interaction between the individual and his social environment.

Psychodynamic theory of adjustment: This is an offshoot of classical psychoanalytic approach of Sigmund Freud; it states that to unveil any conflict and subsequent behaviour of spouse or anybody, there is need to probe into the deep-seated character traits of the two parties. This theory is on the premise that success or failure of any marriage or positive interaction is strongly linked to the personality characteristics and adjustment of the persons involved.

Stage theory (self-disclosure): Obeh (2009) state that many authors have generally affirmed that self- disclosure is very effective in social as well as marital adjustment. He further states that Chelune (1981) defined self-disclosure as a process of making ourselves known to other person by verbally revealing personal information” Obeh also explains that cognitive self-disclosure is a process of making ourselves known to others verbally, revealing personal thoughts, beliefs, attitudes and assumptions as well as developing self-awareness, which is a determinant of intimacy, He (Obeh 2009) again mentioned that this finding affirms earlier discovery that cognitive knowledge or “knowing” one’s partner is a strong sources of determining people’s level of intimacy and basis of adjustment. The knowledge from the stage theory emphasizes that people adjust quickly in presence of free. Self –disclosure. Ezikpe as cited in Obey (2009) postulates that self-disclose enhances adjustment among adult quicker than the children who may not understand the essence of the material disclosed in the intimacy. In a peer group, learners can only adjust quickly on the sport fields and common play-toys.

2.4.2 Theory on Parenting Style

Psychological theory: Erikson(1966) a developmental psychologist proposed eight stages through which each person must develop. In each stage they must understand and balance two conflicting forces and so parents might choose a series of parenting styles that helps each child as appropriate at each stage. The first five of his eight stages occurs in childhood. The virtue of hope requires balancing trust with mistrust and typically occurs from both to one year old. Purpose balance initiative with guilt around the ages of four to six years, competence balances industry against inferiority around ages seven to twelve years. Fidelity contrasts identity with role confusion, in ages 13 to 19 years. The remaining adult virtues are love, care and wisdom.

Another theorist Dreikurs believed that pre- adolescent child's misbehaviours was caused by their unfulfilled wish to be a member of a social group. He argued that they then act out a sequence of four mistake goals: first they seek attention' if they do not get it, they aim for power, then revenge and finally feel inadequate. This theory is used in education as well as parenting, forming a valuable theory upon which to manage misbehavior.

Sociological theory:-Frank Furedi is a sociologist with a particular interest in parenting and families. He believes that the actions of parents are less decisive than others claim. He describes the term "infant determinism" as the determination of a person's life prospects by what happens to them during infancy, arguing that there is little or no evidence for its truth. While other commercial, governmental and other interests constantly try to guide parents to do more and worry more for their children; He believes that children are capable of developing well in almost any circumstances. Furedi quotes Steve Peterson of Washington University in ST. Louis: "development really wants to happen. It takes very impoverished environments to interfere with development. (Just) don't raise your child in a closet, starve them or hit them on the head with a frying pan". Similarly, the journalist Tim Gill has expressed concern about excessive risk aversion by parents and those responsible for children in his book "No fair" this aversion limits the opportunities for children to develop sufficient adult skills, particularly in dealing with risk, but also in performing adventurous and imaginative activities.

Harris (1998) an independent scholar published "the nurture Assumption" in which she argued that scientific evidence, especially behavioural genetics, showed that all different forms of parenting do not have significant effects on children's development, short of cases of severe abuse neglect. The purported effects of different forms of parenting are all illusion caused by heredity, culture at large, and children's own influence on how their parents treat them.

Social learning theory:- one conceptual model of linkage, the social learning theory model, predicts that parenting practices act to model, evoke, and selectively reinforce child social behaviour, thereby influencing peer relation (Putallaz&Heflin, 1990). Indeed, parental praise, positive involvement, and demonstration of affection and warmth predict child display of prosoicalbehaviour (Brody &Shaffer, 1982; Radke – Yarrow, Zahn-Waxler, &Chapman, 1983, teacher ratings of child social competence (Atili, 1989; Dekovic&Janssens, 1992), and low levels of child aggression at home and at school (Atili, 1989; pettit; Bates, and Dodge, 1993; Rothbaum, Schneider-Rosen; Pott and Beatty, 1995). Conversely high levels of coercive and punitive discipline, including frequent reprimands, threats, and hostile punishment promote child aggression (Dishion, 1990; Eron, Huesmann, & Zelli; 1991; McFadyen – Ketchum, Bates, Dodge, &Pettit, 1996; Pettit, 1993) and are associated with low level of child pro-socialbehaviour in peer contexts (Budy&Shaffer, 1982).

Parent – child interaction also appear to influence children’s social problem-solving orientations by teaching children strategies for initiating interaction and resolving conflicts in peer situations (Hart, Ladd, & Burlison, 1990; Weiss, Dodge, Bates &Pettit, 1992). For example, Pettit and his colleagues (Pettit Harrist, Bates, &Dodge, 1991) found that intrusive parent – child interactions predicted aggressive child problem-solving orientations and aggressive child social behaviour at school entry, whereas, Warm, responsive, and involved parenting practices predicted pro-social child problem solving strategies and pro-social behaviour with peers.

Social learning theorists postulate that by shaping child problem – solving strategies and social behabviour, parenting practices also influence peer responses. Certainly, children who exhibit high rates of aggressive behaviour at school, low rates of pro-social behaviour, and hostile or incompetent problem-solving strategies are at risk for peer rejection and victimization (Parker, 1996). Significantly (though typically – low – magnitude) correlations have been found

linking parenting practices (particularly high levels of parental warmth) with peer status (Atili, 1989; Dekovic & Janssens, 1992; Dishion, 1990; Mackinrion-Lewis, 1994; Park, 1989). In two cross sectional studies, path analyses confirmed multi-step model in which parenting practices influenced child social behaviour, which in turn influenced peer ratings (Bierman&Smoot, 1991; Patterson, Dishion, &Bank, 1984). To summarize, in a social learning theory model, parenting practices are the central mechanisms of action that shape the proximal outcomes of child social behaviour and problem solving. No direct influence of parenting practices on child feelings of loneliness and social distress is posited in this model, although a distal relationship may occur, as parenting practices shape child social behaviour, which affect peer evaluations and responses that, if negative, may evoke child loneliness and social distress (Cole, 1990). In contrast, other researchers have developed conceptual models of linkage between the family and peer contexts that focus on the effects of parenting practices on child perceptions expectations, and effect about social relationships. In these models, investigations have been particularly interested in the way children perceive their parents (Ladd, 1992; main, Kaplan &Cassody, 1985; Oppenheim, Emde, &Warren, 1997). Theorist have suggested that, beginning at very early age, children develop internal representations of their relationships, referred to as internal working models, knowledge structures, or schemas (Baldwin, 1992; Bowlby, 1969; Dodge, 1993). Theoretically, one critical function of these representations is that they influence social cognitive processes, which in turn produce patterns of social interactions that maintain the representation and increase the likelihood that future relationships will be qualitatively similar to those in the past (Sroufe&Fleeson, 1986).

A number of researchers have suggested that relationship representation may be a mechanism in the transmission of social patterns between the family and peer domains. Significant correlations have emerged between children's perceptions of warmth in their peer

relations (Armsden&Greenberg, 1987; Dubow&Ullman 1989; Stocker, 1994). Further, in one recent short-term longitudinal study, Rudolph, Hammen, and Burge (1995) found that child representations of peers mediated the relationship between representations of parents and social functioning. As theorized in the representation model child perceptions of the quality of their relationships with parents and peer exert a primary influence on their social cognitive processes and their affective evaluation of social security or distress. Indeed, children's perceptions of low levels of support and high levels of conflict in both parent and peer relationships are associated with self-reported loneliness (Dubow, &Ullman, 1989; Stocker, 1994) and child perceptions of peer victimization (Rigby, 1994).

2.5 Review of Empirical Studies

Olusakin (2005) conducted a research on the influence of mothering on the social adjustment of adolescents in Lagos state secondary school: implication for family counseling. The result showed that:

- i. There is a significance difference in the level of social adjustment of adolescents from mother present homes to mother absent homes.
- ii. There is also a significant difference in the level of social adjustment of adolescents from autocratic mothering style and the democratic mothering style homes.

Unete, Ekong, Udeh and Uweh (2010) conducted a study to explore the influence of parenting model on the social adjustment of adolescents in Calabar municipality, Cross River State. Parenting model questionnaire was used to obtain information on social adjustment from seven hundred (700) SSII students selected from ten (10) secondary schools using the stratified

random sampling technique. The result of data analysis using (ANOVA) indicated that parenting model has a significant influence on the social adjustment of adolescents.

Basu (2012) conducted a study to investigate the adjustment abilities of secondary school students, the Adjustment Inventory for School Student (AISS) developed by Sinha and Singh was employed to assess the adjustment level of the students. The findings of the study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure, and medium of instruction in school.

Sharma (2012) conducted a study to compare college adjustment processes and emotional maturity between first and final year female students enrolled in different undergraduate courses offered by colleges affiliated with university of Rajasthan in Jaipur city. They were assessed on Adjustment inventory for college students (Singh and Singh, 1995) and Emotional Maturity Scale (Bhargava & Singh, 1991). Results indicated that the first year undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty as compared to final year students. The final year students were more socially adjusted and more integrated into the social fabric of the college.

Kumar (2013) conducted a research to study the levels of adjustment of secondary school students of working mothers belonging to joint and nuclear families. The investigator has used Adjustment Inventory for School Students (AISS). By Singh and Singh (1984) to collect the necessary data from the students, the conclusion of the study reveals that there is no significant difference between adjustment of students of working mothers belonging to joint and nuclear families. But on the other hand the mean score of social adjustment of boys of working mothers

belonging to nuclear families is higher than those from joint families. It can be stated that the boys from joint families are better socially adjusted as compared to the boys from nuclear families. Thus the joint family with grandparents and other adults plays a vital role in socialization of the adolescent boys and preparing them for their further responsibilities at a right time and in a better way than a nuclear family.

Tukur (2000) conducted a research on a topic parental perception of adolescent's needs and adjustment. The result showed that parents educational level and economic statuses do not affect the kind of perception (positive or negative) parents have of adolescent needs. However, parents age was shown to affect the kind of perception parents have of adolescent needs. It was also discovered that the type of school the adolescent attended has no effect on the kind of perception parents have on adolescent needs. The research findings indicated that male parents perceive adolescents needs more positively than female parents.

Anyebe (2003) conducted a research to find out the effects of interpersonal difference on socio-metric status of secondary school students in Otukpo Local Government Benue State. The results showed that socio-metric status is influenced by intelligence, socio-economic background, authoritarianism and adjustment among the boys, while authoritarianism has no significant effect on the socio-metric status of the girls. Intelligence, socio-economic background, and adjustment are predictors of their socio-metric status. In the mixed school, the students are influenced by all the variables though intelligences is seen not to be a very significant factor in their choice status.

Ekeocha. (2002) conducted research or study to investigate the nature and causal factors of juvenile delinquency among adolescent in Kaduna state, Nigeria. The findings on the entire hypothesis indicated significant difference in such variable as socio-economic conditions,

unfavorable relationship in the family, discipline at home, and peer pressure, perception of school programs, and the nature of offence committed by delinquent and non-delinquents. The result obtained from the analysis of data is presented in the following summary.

The delinquent came from a significant lower socio-economic background. They were also lower in peer relationship in addition they perceived school program in a less favorable light. There was also significant different between delinquent and non-delinquent in the influence of the type of disciplinary measures employed by the parents. There are also significant difference in the nature of offence committed by delinquent and non-delinquent. The offence that received greatest acceptance by the delinquent was truancy and then followed by drug and violent crimes.

Suleiman (2001) conducted a research to identify difference in perception of parents and teachers on behavioral problems among primary school pupils in Giwa and Zaria Local Government Area of Kaduna State. The result showed that out of the five (5) hypothesis four (4) were rejected and one was retained

- i. There is a significant different between parents and teachers in their perception of the behavioral problems among primary school children in Kaduna State.
- ii. There is no significant difference between factors associated with the homes and school environment responsible for behavioral problems among school children in Kaduna state.
- iii. There is significant difference between the perception of male and female:
 - a. Teachers on the sources of behavioral problems among primary school children
 - b. Parents on the source of behavioral problems among primary school children.

iv. There is significant different in perception of sources of behavioral problems among Zaria and Giwa Primary school children in Kaduna State.

Labaran (1995) conducted research on adjusting the self concept of some selected prison inmates through cognitive restructuring: A case study of Kano Prisons. The result shows that, there are significant differences between the mean scores of the experimental and control groups on self concept measure. This shows that cognitive restructuring is effective in adjusting the self concept of inmates in Kano prisons.

Ayam (2006), conducted a research to carry out analysis of cause of juvenile delinquent among secondary student in Zaria, Kaduna State, Nigeria. The result showed that there was no significant difference in such variable as socio-economic conditions, emotional relationship with the family and perception of school program for delinquent and non-delinquent students.

The result showed significant relationship between the delinquent socio-economic condition and their perception of school programmes. There is also relationship between self-esteem and delinquent behavior and finally the result also showed relationship between peer-group relationship and delinquent behavior.

2.6 Summary

Adjustment is defined as an adaptation to physical environment as well as to social demands (Bhatia 2003). Social adjustment is defined by Remmers and Gage 2005, as how an individual gets along with other people. For instance in schools, this means largely how well pupil gets along with his fellow pupils. Juvenile delinquents are defined as individuals, not yet adult who have broken the law (Roggers 1977).

Factors influencing adjustment like sense of security or home atmosphere, attitudes of the parents, economic condition of the family, over ambitious parents, discord between the parents, size of the family and single child family or an only child family, etc have been clearly explained in this chapter.

Theories of adjustment have been mentioned and explained e.g. moral theory (model) which says that adjustment is based on morality, those who follow norms are adjusted and those who violate the norms or laws are mal-adjusted. Medico-biological theory (model), states that adjustment is based on disease in the tissue of the body acquired during birth or by accident. Psychoanalytic theory (model) explained that adjustment is based on function of the three (3) layers of creation conscious, subconscious and unconscious. For satisfaction of wishes, drives and motives of man being a pleasure seeking and pains avoiding animals. Socio-genic (cultural) theory or model states that society and culture affects ones way of behavior. Adapted to culture are well adjusted while non-adopted to culture are mal-adjusted. Behaviorist theory (model) explains that behaviours are not inherited; environment and social institution influence it. Normal and abnormal behaviours are also learnt.

The study is very unique because of the fact, which it has not been presented partially or wholly anywhere previously. The study is also unique in that social adjustment is under adjustment and the psychology of adjustment is of recent origin as stated by early writer (Mukherjee, 2002). More so studies in the area of relationship between social adjustment and parents' education and parenting styles have been done in other places, but my study is very unique because it is done specifically in Kaduna State. And the result of the study revealed no significant difference on level of social adjustment on students from parents with high and low

educational level. This is because most of the previous studies and the literatures reviewed indicated significant difference in social adjustment of students from the two different groups.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The main purpose of the chapter is to highlight the research design, the population of the research, sample and sampling techniques, instrumentation, data collection procedure and method to be used for analysis of the data.

3.2 Research Design

The researcher adopted the ex-post facto research design. The ex-post facto design is used because in this study the researcher only attempts to link some already existing effect or observation to some variables as causative agents. The researcher finds that the subjects are already assigned to or classified into the various levels of the variables whose effect are being investigated and he cannot alter this.

In other words, the design is used because the researcher is only basically studying the events that are observed to have indeed taken place already or the data are collected after the event or phenomenon under investigation has taken place; hence the name ex-post facto or causal – comparative derives from the fact that in this type of study, groups differentiated in terms of some independent variable. Differences in the dependent variable across the groups are attributed to independent variables.

The design is chosen because it is very appropriate to use where it is not possible for the researcher to manipulate the independent variable directly. In this study the researcher is neither experimentally manipulating nor having total control of the two (2) independent variables under

study. Ex-post facto design, yield useful preliminary information regarding the possible causes of some events on the basis of which confirmation studies could be undertaken using experimental design.

3.3 Population of the Study

The population of the study comprised the SS2 students of Senior Secondary Schools Sabon Tasha Zonal Inspectorate Division of the State Ministry of Education, Kaduna. According to physical visit and enquiries made by the researcher from the Zonal HeadquartersKakuri Kaduna, the zone comprises of six (6) Local Government Area of the State. It covers the whole senior secondary schools in Chikun and Kajuru Local Government Area, while it captured some few senior secondary schools in parts of Kaduna South, IgabiKachia and Kagarko Local Government Areas.

The SSII students of senior secondary schools Sabon Tasha Zonal Inspectorate Division Kaduna State are the subjects of my study. The SSII students are chosen because they are in their second year of senior secondary school. They must have spent more than a year in their senior secondary education. They are familiar to the school system. Their level of social adjustment can be easily studied and predicted without much difficulty.

According to physical visit and enquiries made by the researcher, there are one hundred and thirty one (131) registered senior secondary schools in the zone with approximate population of twenty thousand six hundred and sixty four (20,664). Thirty six (36) are government senior secondary schools, while ninety five (95) are private senior secondary schools. The population of SSII students is nine thousand one hundred and ninety seven (9,197), which constitute forty-five (45) percent of total students in the zone. Fifty-eight (58) percent of SSII student are from Urban

part of the Zone (5,334 students,) while forty-two (42%) percent are from the Rural part of the Zone. (3,864 students). Fifty six (56 %) percent of the students are males (5,150, students), while forty-four (44%) percent females (4,047, students).

More so, SSII students are chosen because, the students in this arm of class must have settled themselves in the school. Unlike the SSI students who new and SSIII students who are busy preparing for their final examinations.

3.4 Sample and Sampling Techniques

Ndagi (1999) defined sample as a limited number of elements selected from a population which is representative of that population. The researcher used stratified and proportional random sampling techniques in selection of schools and the subjects respectively. This is because Umar (2013:46) emphasized that stratified sampling technique is a commonly used probability sampling method that is superior to random sampling because it reduces sampling error. Umar (2013) also explained that a stratum is a subset of the population that shares at least one common characteristic. Random sampling is then used to select subjects for each stratum until the number of subject in that stratum is proportional to its frequency in the populations. According to Nwana as cited in Abbas (2004) random sampling is the one that gives an equal chance of being selected to every member of the population.

There are one hundred and thirty-one (131) registered senior secondary schools in the zone (Sabon-Tasha) having total number of nine thousand one hundred and ninety –seven (9,197) SSII students. The Zonal Area is divided into two(2) zones (now strata) Urban and Rural Senior Secondary Schools. There are eighty-four (84) senior secondary schools in the Urban Area of the zone while there are forty-seven (47) senior secondary schools in the Rural Area of

the zone. Approximately 60% of the students are from the urban senior secondary schools while 40% of the students are from the rural senior secondary schools. Six (6) schools were randomly picked from the urban Area while four (4) schools were picked from the Rural Area. Below is a table showing the ten (10) senior secondary schools chosen and their population.

Table 3.1: A table showing the ten (10) senior secondary schools chosen and their population.

S/No.	Name of the School	Class	Males	Females	Total
1.	GSS K/Magani	SSII	110	81	191
2.	GSS Kufana	“	160	110	270
3.	GSS Kujama	“	90	50	140
4.	GSS Katari	“	168	87	255
5.	GSS S/Tasha	“	103	87	190
6.	Q.A.C. Kakuri	“	-	413	413
7.	G.B.SS Barnawa	“	96	-	96
8.	GSS Nasarawa	“	100	103	203
9.	Christ Ambassadors College Sabon-Tasha	“	145	130	275
10	DemboIntn'l Sch. Kakuri	“	129	92	221
	Grand Total		1,101	1,153	2,254

The ten (10) senior secondary schools to be used for this study are: GSS K/Magani; GSS Kufana, GSS Kujama, GSS Katari, GSS S/Tasha, Q.A.C Kakuri G.B.S.S Barnawa, GSS Nasarawa, Christ Ambassadors College S/Tasha and DamboIntn'l Schools Kakuri. Eight of the ten Senior Secondary Schools to be used are Government owned schools, which had students with parents of different socio- economic, occupational and educational background.

According to Krejcie and Morgan (1970) an approximate sample for population of nine thousand (9,000) is three hundred and sixty-eight (368), therefore the researcher used 368 SSII students which were randomly picked from the ten (10) selected schools. The sample size for each school was obtained using proportionate sampling technique. This is because Michael (2008) emphasizes, that a random sampling techniques which is to be used in selecting students sample is always necessary in order to ensure adequate representation of the population of

students. This is based on the recommendation of Krejeir and morgan (1970) who recommended sample size of 20% and above of any population above five hundred (500). Between 35% to 45% percent was proportionately used to choose the subject from each school.

Table 3.2 showing schools and subjects sampled.

S/N	NAME OF THE SCHOOL	Class	NO OF STUDENTS IN SSII			SUBJECT SAMPLE		
			Males	Females	Total	Males	Females	Total
1.	GSS k/magani	SSII	100	81	191	19	13	32
2.	GSS Kufana	“	160	110	270	27	18	45
3.	GSS Kujama	“	90	50	140	14	9	23
4.	GSS Katari	“	168	87	255	25	17	42
5.	GSS S/Tasha	“	103	87	190	19	12	31
6.	Q.A.C Kakuri	“	-	413	413	-	64	64
7.	G.B.SS Barnawa	“	96	-	96	15	-	15
8.	GSS Nasarawa	“	100	103	203	20	14	34
9.	Christ Ambassadors College S/Tasha	“	145	130	275	27	18	45
10.	Dembo Int’l Sch. Kakuri	“	129	92	221	22	15	37
	GRAND TOTAL		1,101	1,153	2,254	203	165	368

3.5 Instrumentation

The instruments used for data collection in this research are questionnaires. This is because previous studies (e.g Nwoke, 2010; Unete, Ekong, Udey& Uweh 2010 Olusakin , 2005) have shown that questionnaires and personal interviews have been the two main procedures or instrument mostly employed for gathering data on adjustment and maladjustment. The researcher used two questionnaires in his study. All the two questionnaires used for the study are for students. They are Parenting Style Questionnaire (P.S.Q) and Modified Social Adjustment Scale (M.S.A.S.).

The first instrument has two (2) sections. That is section “A” Bio-data and section “B” parenting Style Questionnaire. The second section of the first instrument described the child rearing pattern used by some parents in Nigerian settings..It asks questions on how parents/guardians relate or deal with their children. The items were extracted from four (4) different questionnaires. That is part of items adopted from Koki, (2009) and Bala (2012) theses Parenting Style Questionnaire prepared by Robinson et al (1995). How tough are you? From father and child organization at www.fatherandchild.org.and what is your parenting style? From Active parenting publishers at www.Activeparenting.com.

The scale consists of thirty-six (36) items, 12 items for each type of parenting styles. (i.e Autocratic, Democratic and Permissive) The questionnaire is based on a five (5) point linket type 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).

The second questionnaire have questions on social adjustment as assess by the students themselves, using Modified Social Adjustment Scale (M.S.A.S.). The second questionnaire used is modified by the researcher to suit his subjects and variable measured. It is an extraction of social adjustment scale medical (SAS-M). The extracted copies of the questionnaire has ten (10)items from four (4) different areas of students social adjustment (i.e work at school, work at home social and leisure activities, and family life, The instrument is based on five (5) point Linket scale of (1937) which has a five (5) point rating scales of measurement. That is strongly Agree (5), Agree (4), undecided (3), Disagree (2) and strongly disagree (1). Note that scores for the asterisked questions (*) areall reversed. So, responses to these asterisked questions are rated 1,2,3,4 or 5 rather than 5, 4,3,2,1. 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.

3.6 Validity of the Instrument

For this research the face and content validity of the instrument was considered. To ascertain the face and content validity of the instruments, the two (2) instruments were given to lecturers in the department of Educational Psychology and Counseling, Faculty of Education Ahmadu Bello University, Zaria. After thorough screening and verification of the content of the two (2) instruments, their face and content validity were finally recommended.

3.7 Pilot Study

To ascertain the reliability of the instrument used, a pilot testing was conducted in Government Senior Secondary school Kwangila, SabonGari Local Government Area of Kaduna State. The study was meant to provide the researcher with some relevant information regarding

the final research design and to determine the reliability co-efficient (value) of the two (2) instrument used for the research.

The researcher tested the questionnaire using a sample of fifty (50) students. They were instructed to fill the two (2) questionnaires that is parenting style questionnaire (P.S.Q) and Modified Social Adjustment Scale (M.S.A.S.). The pilot study was meant also to determine the best model to administer the test, the timing of test and to ascertain the correctness and accuracy of the wording of the two instruments.

3.8 Reliability of the Instrument

To determine the reliability value (co-efficient) of the two (2) instruments a pilot testing was conducted by the researcher in Government Senior Secondary School Kwangila, Sabon Gari Local Government Area of Kaduna State. The reliability value (co-efficient) of the first instrument which is Parenting Style Questionnaire, (P.S.Q) was found to be (0.79) using Guttman Split – half reliability of fifty (50) sample of respondents. It is very reliable. The second instrument which is Modified Social Adjustment Scale (M.S.A.S.) has a reliability value (co-efficient) of (0.64). Using reliability analysis-scale (ALPHA) of fifty (50) sample of respondents. It is also very reliable.

3.9 Procedure for Data Collection

After collection of letter of introduction from the Department of Educational Psychology and Counseling, Faculty of Education, Ahmadu Bello University Zaria. The researcher took it to Ministry of Education, Kaduna State. A letter was then given to him by the ministry to take it to the Zonal Director of the zone (Sabon-Tasha), then another letter was given to him from the zone to these ten (10) Senior Secondary Schools in the zone. This gave the researcher an access to have some of the documents of these secondary schools.

The researcher personally visited these schools for the collection of his data. With the help of few teachers the students were gathered in a special classroom for the administration of the instruments. The questionnaire was administered by the researcher and collected back immediately after completion in almost all the schools. Only in few cases where the researcher has to seek for the assistance of some few teachers for the distribution and collection of the questionnaires. Brief explanation of the confidentiality of information given by the student was emphasized by researcher. Misconceived terminologies in the questionnaire were also explained to the students. The researcher gave 1 hour for the completion of the questionnaires.

3.10 Procedure for Data Analysis

Data collected are used in testing the hypotheses stated. The frequency of respondents and differences in means scores are reported. Statistical methods were used in analyzing each of stated hypotheses as is obtainable in social sciences and education. The following statistical analyses were used.

One – way analysis of variance (ANOVA) was used to test hypothesis one (1) which also seeks to determine the differences in mean scores on social adjustment test of students brought up under either autocratic, democratic and permissive parenting styles.

T-test is used to test hypotheses two (2) and three (3) which seek to determine the differences in mean scores of social adjustment test of students from high and low educated parents and male and female students respectively.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

This chapter focuses on the analysis of data collected through the two instruments used for this study. The study is aimed in finding the influence of parenting styles and parents' education on social adjustment of senior secondary school students. SSII students were used for the study because of their stability in school process and adaptation to school environment. The respondents were both male and female senior secondary school students from urban and rural areas of the state. Their ages range from 12 to 24 years. The data were analyzed based on the hypotheses raised by the researcher mainly focused on the objectives of the study.

In order to verify and determine the statistical evidence of the data analysis, one way Analysis of Variance (ANOVA) and t-test were used to test the hypotheses that guide the study. The significant level of 0.05 was adopted as the basic for accepting or rejecting hypotheses. Three hundred and sixty-eight (368) copies of the questionnaires were distributed and all were collected back by the researcher himself.

Under Bio-data, section of the questionnaire, question "2" and "3" were used to determine the parents' educational level. The highest educational qualification obtained by the parents of the students was used as indices. From no formal to secondary education was considered as the lowest educational qualification while higher education was considered as the highest education qualification attained by the students' parents.

Higher education has two (2) marks while lower education has one (1) mark. Where a student has father with higher and mother with lower and vice versa, his parents' educational

qualification is considered approximately to be higher. But where a student has a father with lower and mother with lower, his parent's education is considered to be lower. And also where a student has a father with higher and mother with higher his parents are considered to be under highly educated parents.

4.2 Hypotheses Testing

All the hypotheses used for this study were tested in this section of the chapter. Hypothesis one was tested here by using one way Analysis of variances (ANOVA) to ascertain the difference in social adjustment between students brought up under either autocratic, democratic or permissive parenting style.

Hypothesis I

HO I: 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 4.3: A table showing the mean scores on social adjustment test of student from three (3) parenting styles i.e Autocratic Democratic and Permissive.

	N	Minimum	Maximum	Sum	Mean	Std.	Std.
	Statistic	Statistic	Statistic	Statistic	Statistic	Std.	Deviation
						Error	statistic
Autocratic	368	13.00	58.00	14800.00	40.2174	.35278	6.75747
Democratic	368	15.00	60.00	17979.00	48.8560	.36460	6,99423
Permissive	368	14.00	50.00	10418.00	28.3098	.40247	7.72072
Valid N(list wise)	368						

The above table shows the distribution of the response made by the respondents in the statistics and means scores and standard deviations.

From the above table, the mean responses to the influence of parenting styles on social adjustment revealed mean of 48.86 for democratic, parenting style, 40.22 for autocratic parenting style and 28.31 for permissive parenting style respectively.

Table 4.4: One – way Analysis of Variance (ANOVA) Comparison of Mean Scores on Social Adjustment test of students brought up under the three (3) different parenting styles.

Sum of square	Df	Mean square	F	Prob.
Between groups	22	156.993	2.056	.000
Within groups	345	38.719		

The result of one-way Analysis of Variances (ANOVA) shows that the F –ratio value is (2.056). At 345 df 22 and at the level of significance 0.05. The critical value (3.05) is greater than F-ratio values (2.056). The probability level of significance P(0.000) is less than 0.05. Therefore, the null hypothesis is rejected which signified influence of parenting style on social adjustment of Senior Secondary School Students.

The implication was that parenting styles have great influence on students’ social adjustment with democratic parenting style having the highest mean score of 48.86. The result of one – way Analysis of Variance (ANOVA) indicates that the calculated F-ratio of 2.056 was statistically significant at 0.05 probability levels with 22/345 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.

Hypothesis 2

HO 2: There is no significant difference between the mean scores of students from parents with high and low educational level in a social adjustment test.

Table 4.5 At-test showing the means scores on social adjustment test of student from parents with low and high educational level.

Educational level	N	Mean	S.D	T-cal	Df	Prob.
Low	254	35.3583	4.6559	.352	366	.101
High	114	35.5526	5.4041			
Total	368					

From the above t-test, it shows that the mean score on social adjustment of students from parents with high and low educational qualification were found to be 35.55 and 35.36 respectively.

The result of t-test also shows that the t-calculated value (.352) is less than the t-critical, value (1.96) at 366 degree of freedom and at 0.05 level of significance, the probability or observed level of significance P(.101) is greater than 0.05. This means that there is no significant difference in social adjustment of the students from parents with high and low educational level. Therefore the null hypothesis is retained. Indicating that students' social adjustment is not significantly influenced by their parents educational level.

Hypothesis 3

HO 3: There is no significant difference between the mean score of male and female students in a social adjustment test.

Table 4.6: A t-test table showing the mean scores on social adjustment test of male and female students.

.Variables	N	Mean	S.D	T-cal	Df	Prob. Value
Male	190	35.55779	5.1858	.564	366	.573
Female	178	35.2697	4.57031			
Total	368					

The result of the above t-test shows that the means scores of male students is 35.55779 with standard deviation of 5.1858, approximately 35.56 with SD 5.19. And that of female students is 35.2697 with standard deviation of 4.57031, approximately 35.27 with SD 4.57.

The result of the above t-test also shows that the t-calculated value (0.564) is less than the t- critical value (1.96) at 366 degree of freedom and at 0.05 level of significance. The probability or observed level of significance P (0.573) is greater than 0.05. This means that there is no significant difference between male and female respondents (students) in the level of their social adjustment. Therefore we retained the null hypothesis. Indicating that students' social adjustment is not significantly influenced by gender.

4.3 Summary of Major Findings

The first finding in hypothesis one (1) shows that there is significant difference in mean scores on social adjustment test between the students brought up under the three parenting styles. In which the students from democratic parents showing the highest mean scores of 48.86. This is indicating that parenting styles (autocratic, democratic and permissive) have a significant influence on social adjustment of senior secondary school students with probability value P. of (0.0000) which is less than 0.05 significance level.

The second finding in hypothesis (2) shows that there is no significant difference on means scores on social adjustment test of students from parent with high and low educational level. This is indicating that parents education (father and mother's education) judged by their highest educational qualification has no significant influence on students social adjustment in senior secondary schools with probability value P of (0.101) which is greater than the significance level of 0.05.

The last finding of the study in hypothesis three (3) shows that there is no significant difference in mean scores on social adjustment test between male and female students. This is indicating that gender has no significant influence on social adjustment of senior secondary school students, as revealed by this study with probability value P. of 0.573 which is greater than 0.05 significance level.

4.4: Discussion

The study was designed to seek information on the influence of parenting styles and parents' education on social adjustment of senior secondary school students. The data collected were basically subjected to intensive statistical analysis to test the three hypotheses put forward

by the researcher for the study. The vigorous statistical analysis was meant to answer the research questions poised for the purpose of this research.

Parenting styles (i.e autocratic Democratic and permissive) and social adjustment

The result discovered from the testing of hypothesis one (1) 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 48.86, autocratic parenting style student 40:22 and the permissive parenting style students with lowest means scores of 28:31. This showed that the result also indicate that students' pattern of social adjustment is determined by the nature of disciplinary or control, care, recognition, love and affection, and support they get from parents at home. Students from within and across different cultures are face with likelihood of situational problems which manifest in problem behavior such as: aggressive, destruction of school properties, (school rioting) stealing, assault, raping, examination malpractices, fighting among themselves, cultism, e.t.c. (Denga 1988). The under-lining possible cause of these problems behaviours in most cases is psychological. The socio-psychological nature of man involves the character of his relationship with his environment including the home which has the parents in control. Anti-social behavior may occur as a result of character or personality deficiencies acquired through faulty choice of parenting style. Psycho-analysts explained anti-social behavior or social maladjustment in adolescent students as symptoms of underlying anxiety and conflicts in them. These conflicts are as a result of inadequate or inappropriate relationship with their parents in most cases. The result discovered from the study regarding parenting styles and students' social adjustment is very significant given the above explanations.

There is a popular quote that says “train the child the way it should go when it is young, so that it will not depart from it when it is old”. This expression simply suggests the importance of parental interaction with the young students and adults. That which is being emphasized here is the influence of parenting styles use on the development of appropriate behavior in the student at youthful age. Therefore the result also shows that the development and sustenance of a positive social adjustment by the students lies partly on how parents make demands on their children or students and on how they equally respond to the demands of the students.

The finding in this study agrees with the Denga (1988) statements as stated earlier in chapter one. He (Denga) asserts that unmet needs create tension and anxiety which make one restless, aggressive, delinquent, repulsive, etc, with regards to the students, this simply means that their proper social adjustment depends to a large extent on the ability of parents to respond positively to their demands in the areas of love and affection, care and support. This can only be achieved through cultivation and maintenance of a healthy and positive relationship between the students and the parents anchored and nourished in sound parenting styles principles.

The result of finding of this study is also in agreement with that of Domitrovich and Biermann (2001), Olusakin (2005) and Unete, Ekong, Udey and Uweh (2010). Similar to the finding of this research is Domitrovich and Bierman (2001) discovered that parenting styles (parenting practices) were related to peer reported social behavior, peer dislike, and child social problem solving. They also found that children’s perception of their parenting experiences were related to their social problem solving and their reported social distress all these discoveries are essential part of children social adjustment.

The fact that the result of this study indicates differences in mean scores on social adjustment of students reared in three (3) different parenting styles. It also answered the posed

research questions and hypotheses which stated that “to what extent do parenting style (autocratic, democratic and permissive) influence the social adjustment of students?” and “there is no significant difference between the mean scores of students brought up under either autocratic, democratic or permissive parenting style in a social adjustment test?”. This is showing significant influence of parenting styles (i.e Autocratic Democratic and Permissive) on student’s social adjustment. Their study is in line with Isangedigi (2007) who postulates as earlier stated 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 behavior and these can only come through adapting a good model of parenting.

In congruence with the finding of this research, Unete, Ekong, Udey and Uweh (2010) in their study concluded that parenting model, has a significance influence on adolescents’ social adjustment. Their study has clearly revealed a significant relationship between parenting styles or models and adolescents’ social adjustment. More so democratic parenting style in this study with the highest social adjustment mean score of 48.86 seems to be a better option. This means that students nurtured in an atmosphere of hostility, undemocratic principles, negligence, and quarrelsomeness are most likely to exhibit problem behavior in the school and society at large. From the above it can be seen that parenting styles influence student’s social adjustment. Therefore, for the development of positive social adjustment by the student (child), parents should adopt a more friendly warm and democratic parenting model that will ensure that the child develops into a socially acceptable personality contributing positively to social growth and development.

The result of the finding of this study is in consistent with a lot of previous findings which signify influence of parenting styles or models on children, students or adolescents' social adjustments in schools. The result may be attributed to the fact that parents are still using the same parenting styles use in the olden days. Examples autocratic and permissive which both are believed to have a negative effect on the children social and educational development. Despite the fact that there are a lot of write-up on the important use of democratic approach in dealing with both young and old in general interpersonal relationship, so as to enhance personal, social and academic development.

Parents Education and Social Adjustment

Table 4.5 discussed on hypothesis two (2) which focused on the influence of parents education on students' social adjustments. Determination of differences in means scores in their social adjustment test (questionnaire), was used to discover whether parents education has an influence on students' social adjustment in senior secondary schools. The finding of this study indicates that there is no significant difference between the social adjustment of student from parents with high education qualification and those from parents with low educational qualification. This means that the study indicates that parents' education has no significant influence in students' social adjustment in senior secondary schools.

The findings of this study under hypothesis two (2) is in disagreement with general view or opinion of most of the previous researchers (studies) based on research finding that parents education has an influence on students' social and academic adjustment. For instance Anyebe (2003) David Kean (2005) and Durbow, Boxer and Huesmann (2009) indicates that parental education influences both educational (academic) and occupation success and as well as behavioural adjustment.

The result of this study under hypothesis two (2) which states that “there is no significance difference between the mean scores of student from parents with high and low educational level in social adjustment test” revealed that parents’ education does not always influence social adjustment. Even, if it does in other environment it may not be possible in other environments. As indicated by the result of this study which shows the insignificant difference in mean scores of social adjustment test (Questionnaires) of students from parents with high and low educational qualification. The students from parents with higher educational qualification having a mean score of 35.55 and from parents with lower educational qualification having 35.36. The reason for this result could be attributed to the fact that students from parents with low educational qualification may have developed the idea of aspiring for higher educational qualification more than their parents. This must have made them to adjust to any situations they found themselves and were able to score very well in the social adjustment test. Therefore, the research question which states to find out the extent of influence of parents education on students’ social adjustment is now answered. Parents’ education judged by their higher educational qualification has no significant influence of social adjustment of Secondary Schools students to certain extent.

Difference between male and female students in their social adjustment

The result of the finding of this study in hypothesis three (3) indicates that there is no significant difference in mean scores of male and female students in their social adjustment test. The finding of this study is in agreement with that of Nwoke (2011) which shows that there was no significant gender difference in the social adjustment of teenagers in both Junior and Senior Secondary Schools in Nigeria (Benue, River, and Cross-River state Nigeria). The retention of hypothesis three (3) which stated that there is no significance difference between the mean scores of male and female students in social adjustment test became necessary. Male students with 35.56

and female students with 35.27 mean score respectively is an indication that female students are coming of age according to this study. That is why they still maintain the idea of what a male can do, a female can do it better. The mean difference of 0.29 discovered is really insignificant. The finding of this study is in disagreement with some previous studies e.g. Dyson and Renk as cited in Sharma (2012) and Enough and Roland as cited in Sharma (2012). On the relationship among the gender role, level of depressive symptomatology, and level of stress exhibited by college freshmen. Dyson and Renk (2006), showed that all these factors are considered as important in facilitating their transition to university life. Masculinity significantly predicted problem focused coping and femininity significantly predicted emotion focused coping. Enough and Roland as cited in Sharma (2012), examined the relationship between living environment, gender, over all adjustment to College and social adjustment in freshmen's academic and overall adjustment. The study found that boys had significantly higher overall adjustment level than girls in regardless of living environment.

In contrast, also to the result of finding of this study, the following studies, Jain and Jandu, 1995, Mythili et al, 2004, Yagon and Mikuliner, 2004, Hanyzel and Peter mann, 2006, Kuruvilli, 2006, Shalu and Audichya, 2006 Rahmatulla, 2007 and Jaikumar and Mathumanickam 2012, discovered and posited that societal norms perceptions are mostly different for boys and girls, resulting in significant difference in levels of adjustment of boys and girls.

The outcome of this study reveals none significance difference in social adjustment between the male and female students. This may be an indication that parents or people in Kaduna state especially in the southern part of the state are becoming more aware of the important of the girls-child education. This made them to be enrolling more females in schools. This is because if you look at the difference in percentage of the total number of male and female

students in senior secondary schools in the zone as shown in chapter three (3) under study, you will discover that it is minimal compare to the olden days when a class of 50 students will have only 5 to 7 female students. But these days, a class of 50 students will have 15 to 30 female students especially in our private schools. Because of such enrolment females are becoming aware of their importance in being in the mix of males. This gave them the courage to become use to their male counterpart and the society in general. Therefore, the result of this study indicates that social adjustment is not always influenced by gender. Or gender does not influence social adjustment in senior secondary schools in Kaduna State.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter consists of summaries of the whole research work and major findings. A conclusion is also going to be drawn recommendations made from the findings and conclusions of the work are also going to be presented in this chapter.

5.2 Summary

Parental educational level is an important predictor of children's educational behavioural outcomes. Parenting styles (child-rearing practices) are socializing processes in any social group that have tremendous influence on the individual Childs, moral judgment and social adjustment. In social climate that is conducive, affectionate, cordial lovely, and peaceful, children develop moral judgment quickly and behave morally on the process of their development.

Adjustment is a dynamic concept and applies to every one. Social adjustment has many components such as ability to interact with others, ability to participate in social activities as well as conforming to social norms, values and disciplines. Parents are in position to provide the child's first social setting in which mutual liking love and affection are nurtured either between the child and themselves or other relations.

In our secondary schools system today, some students appear to be socially adjusted while others are not. Some problem discovered by the researcher and those reflected from previous studies indicate that, there is a serious manifestation of maladjusted behavior of students in institution of learning. Among the behavior commonly discovered and reported are unfriendliness, stealing indiscipline conduct like assault, rape, destruction of school property

(rioting) fighting among them selves, examination malpractices, and secrete cult activities involving lost of lives. This maladjustment has led to absenteeism, truancy, low achievement and other unworthy habits of students. Because of the very limited research done in the area of social adjustment difficulty of students, this topic will be worth researching.

The objective of the study is to find out the influence of parenting styles and parents' education on social adjustment of senior secondary school students, Kaduna state. Some of the research questions poised by the researcher are, to what extent does parents' education; parenting style, (i.e Autocratic, Democratic and permissive) and gender have an influence in social adjustment of students of senior secondary schools. The hypotheses raised were: There is no significant difference in mean scores of social adjustment test of students brought up under autocratic, democratic or permissive parenting styles in Senior Secondary Schools. There is no significant difference in social adjustment test of the students from parents with high and low educational level. The assumptions in the mind of the researcher are that students from parents with higher educational qualification and democratic parents will score higher in social adjustment test in Senior Secondary Schools, than those from Autocratic, permissive and lower educational qualification parents.

The study covers SS II students of Senior Secondary Schools Sabon-Tasha Zonal Inspectorate Division of state ministry of education Kaduna, Kaduna State. The zone comprises of Six (6) local government areas in the state. These includes Kachia, Kagarko, Kajuru, Chikun, Kaduna South and Igabi local government Area. The study is delimited to only these six (6) aforementioned local government areas.

The study will be very significant in that it will help the parents, the teacher and the generality of the public to know specifically where the root cause of students' social adjustment

problem (maladjustment). The recommendations will also help the government to organize centers where both teachers and parents will be given general counseling services in the area of their needs, especially in the areas of their relationship with their students and children so as reduce students adjustment difficulties (problems).

Adjustment is defined as an adaptation to physical environment as well as to social demand. Social adjustment is defined by Remmers and Gage (2005) as how an individual gets along into other people. For instance in schools, this means largely how well pupil get along with his fellow pupils. The characteristics of well adjusted personality include enjoying of kind inner harmony; he is at peace with himself, just as he is at peace with others. Regardless of occasional all setbacks and disappointment, he will continuous to strive for the goal he has set for himself.

Factors influencing adjustment at home includes, sense of security or home atmosphere, attitudes of the parents, economic, condition, of the family, over-ambitious parents, discord between the parents, size of the family, two parents home, single child family or an only child family, etc. Other factors include birth order, intelligent (bright), attendance at before school care. Etc.

Previous literatures on relationship between social adjustment and other variable related to the topic have been overviewed, e.g. parents' education, gender difference and impact of social adjustment on learning. Concept of parenting styles, the three types of parenting styles. Autocratic, Democratic and Permissive parenting styles and their relationship to social adjustment have been touched.

Theories of adjustment have been mentioned and explained. E.g. Moral theory (model) which says that adjustment is based on morality, those who follow norms are adjusted and those

who violate norms or laws are maladjusted. Medico-biological theory (model) states that adjustment is based on diseases in the tissue of the body acquired during birth or by accident. Psychoanalytic theory (model) explains that adjustment is based on function of the three (3) layers of creation, conscious, subconscious and unconscious. For satisfaction of wishes, drives and motives of man, being a pleasure seeking and pains avoiding animals. Socio-genic (cultural) theory or model states that society and culture affects one's way of behavior. Adapted to culture are well-adjusted while non-adapted to culture are maladjusted. Behavioural theory or model explains that behaviours are not inherited; environment and social institution influence it. Normal and abnormal behaviours are also learnt.

The researcher adopted the ex-post facto research design. This is because the researcher is only basically studying an event that is observed to have indeed taken place already.

The population of the study comprised SS II students of senior secondary schools Sabon-Tasha Zonal Inspectoral Division of the State Ministry of Education Kaduna. There are 9,197 SS II students which constitute 45% of the total students in the zone. 368 students from ten (10) senior secondary schools sampled are used for the study.

Questionnaires were used to collect data in this study. Parenting Style Questionnaire (P.S.Q) and Social Adjustment Scale Modified (S.A.S.M) were used in collecting data from the students. Both the two (2) questionnaires adopted the Likert scale of measurement with five point scale. The validity and reliability of the questionnaires have been established by the researcher before its administration to the students. The reliability coefficient of the two questionnaires were found to be 0.79 and 0.64 respectively, after pilot testing.

The questionnaires were administered and collected back by the researcher himself. Analysis of variance (ANOVA) was used to test hypothesis one (1). T-test was used to test hypothesis two (2) and three (3).

The first finding of the study shows that there is a significant difference between the means scores on social adjustment test of students brought up from autocratic, democratic and permissive parenting styles. This is indicating that parenting styles has an influence on students' social adjustment in senior secondary schools in Kaduna state. This is because the mean responses to the influence of the parenting styles on social adjustment revealed mean of 48.86 for democratic parenting style 40.22 for autocratic parenting style and 28.31 for permissive parenting style respectively

The second finding of this study shows that there is no significant difference in means scores on social adjustment test of the students from parents with high and low educational qualification which indicates that parents' education judged by their higher educational qualification has no significant influence on their students (children) social adjustment in senior secondary schools in Kaduna state.

Finally the last result of the study shows that there is no significant difference between male and female students (respondents) in their social adjustment test scores. This is indicating that gender does not influence social adjustments of students in senior secondary schools in Kaduna state.

The first findings of this study are in agreement with a lot of previous researchers. For instance Denga 1998. In line with the first finding is Domitrovich and Biermann 2001, Olusakin 2005 and Onete, Ekong, Udey and Uweh 2010.

The second finding of this study is in disagreement with general view or opinion of most of the previous researches (studies) e.g Anyebe 2003 Davis-Kean 2005 and Durbow, Boxer and Huesman 2009. The last findings of this study was in agreement with that of Nwoke (2011) which shows that there is no significant gender difference in social adjustment of students in secondary school. This indicates that gender has no influence on social adjustment of students in senior secondary schools.

5.3 Conclusion

The study focused on the influence of parenting styles and parents' education and on social adjustment of senior secondary schools students. The research was conducted in one of the twelve (12) educational zones in Kaduna state ministry of education. Sabon-Tasha zone is located at little bit Southern part of the state, having about six local government areas (Kaduna South, Igabi, Chikun, Kajuru, Kachia and Kagarko), under the supervision of its zonal director.

The fundamental issue focused in at hand was on the implications of some key home variables on social adjustment of children in schools within the frame-work of the society. Areas such as parenting styles usually practiced in Nigeria settings that are autocratic, democratic and permissive and parents' education judged by their highest educational qualification were x-rayed and examined. Male and female students' difference in social adjustment was also examined.

Three hundred and sixty-eight (368) SS II students were used. They were randomly sampled from ten (10) senior secondary schools in those six Local Government Areas in Kaduna state. With the result of the study, it seems as if the family or home factors which is considered and known over the years, as the key variable that affect school as well as social adjustment is reducing in its' effort towards performing such function on the children. This study has as well

demonstrated in the need for greater commitment of the parents towards the choice of experiences and skills to be used for grooming or training of their children for proper social and academic adjustment.

The data collected was subjected to statistical analysis using Analysis of Variance(ANOVA) and t-test. The statistical analyses were based on the use of computer package for social science (CPSS). Result of findings was then subjected to necessary interpretation. It is meant to apply the result of the findings to contemporary situation in our society. This is intended to make contribution to the personal and social adjustments that affect the children in their educational pursuit. The result was meant as well to find (proffer) solutions where necessary as well make adequate contribution towards improving the social development of children in school and the society in general.

Hypothesis one (1) shows the impact of the parenting styles on children's social adjustment. 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 is revealing a significant influence of parenting styles on social adjustment of students in senior secondary schools. The study is also revealing that there is need for dialoguing and give and take between the parents and their children in day to day activities. This will enhance proper personal and social adjustment of children at all level of education.

Hypothesis two (2) focused on the influence of parents' education on students' social adjustment. It was determined by finding the differences in means scores of those students from parents with high educational qualification and those from parents with low educational

qualification. This is necessary because of the fact that previous studies have shown that parents' education affect both academic and social adjustment of children. Behavioural and social psychologist are of the view that the training and education of the child is one of the functions of parents and the society. The study has shown no significant difference in their social adjustment test, mean scores, showing insignificant influence of parents' education on students' social adjustment. In most cases, one would have thought that students from highly educated parents should have scored higher means, showing high level of social adjustment.

Hypothesis three (3) did not show significant difference in social adjustment test mean scores between the male and females respondents. Even though the mean scores of the males was a little bit higher than that of female students but the difference is significant. This implies that equal opportunities should still be given to both male and female children in home, school, and in every other aspect of life endeavors in order to strengthen their social and academic adjustment.

Based on the findings of this study the following conclusions became apparent. Students' social adjustment is significantly influenced by the kind of parenting style employed by their parents. This is an indication that parents need to abide by the new technological development especially in the area of their general relationship. Democratization of relationship and leadership has been the cry of every developed and developing country. The finding of this study has testified the important of democracy in general leadership and treatment, with students from democratic practicing parents showing socially well-adjusted behavior in the study. More so our society is a developing society which needs the contribution of all and sundry, hence there should not be disparity in the treatment and attention given to the children in their educational

training especially between sexes or siblings so as to enhance proper social and academic adjustment.

5.3 Recommendation

It is recommended that:-

Since parenting Styles influence the social adjustment of students, parents should endeavor 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.

Teacher should be encouraged to use democratic style of discipline in this class room 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.

Parents, teachers and counselors should be in constant communication with their children and students. The strings of communication must never break to avoid loss of control and supervision, which brings students' social maladjustment.

Parents and teachers should encourage the children and students to aspire for higher achievement, than that of their parents. This may help them to develop good social adjustment behavior.

Peer relationship should be encouraged. This could be done (achieve) through organizing social functions that can bring students together in an interactive session on a forum, so as to enhance students' social adjustment.

Parents should ensure that equal opportunity, attention and treatment are given to both male and female children in terms of education which can lead to social adjustment.

Identification of students with social adjustment problems should be ensured promptly and appropriate step taken to address such problem. Or after identification the problem should be tackled or proper referrals made for the students.

The teacher should inculcate students the act of respecting other peoples' views or opinions and even accepting these views where necessary. This could be done and achieved by given students group assignment, projects when members will have leaders and each member made to contribute to the success of this project. This could enhance proper social adjustment.

Parents and teachers should be discouraged to use autocratic and permissive parenting styles which is characterized by strictness domineering, forceful obedience and carelessness which are believed to be harmful to children and students' proper personal and social adjustment.

The government and the school should establish recreational centers and encourage the formation of social clubs such as debating society, drama club, and Jets club e.t.c. All these are pure centers for students' interaction which facilitate social adjustments at all level.

Finally, the researcher recommended that this study could be done in primary schools junior secondary schools and tertiary institutions in order to verify the result of his study.

REFERENCES

Abbas A. (2004) Relationship Between parents Education, occupation and academic achievement of senior secondary students in Zaria Local Government area of Kaduna State. *An unpublished masters thesis Faculty of Education, Ahmadu Bello University Zaria*

Aiken, R.L .and Gary, G.M .(2006). *Psychological testing and assessment*. Library of congress cataloging in publication Data.

- Akiboh, J.D. (2009) .Perceived influence of family background on the use of drugs among senior secondary school student in Minna local government area of Niger state. *Journal of educational research and development* 4(3) 36-39.
- Anaja A.G. (1997) Teachers and Students Perception of causes of poor performance in the university matriculation examination. *An unpublished master thesis faculty of Education, Ahmadu Bello University, Zaria.*
- Anyebe, E.Y. (2003) Effects of interpersonal differences on socio-metric status of secondary school students. *An unpublished master thesis faculty of Education, Ahmadu Bello University, Zaria.*
- Ayam .M.(2006) .Analysis of cause of juvenile delinquency among secondary schools in Zaria. *An unpublished Masters thesis Faculty of Education, Ahmadu Bello University.*
- Bala, Z.E. (2012), Relationship between Childrearing patterns and work environment preferences of students in Tertiary institution Kebbi State. *An unpublished masters thesis, faculty of Education Ahmadu Bello University, Zaria.*
- Basu, S. (2012), Adjustment of Secondary School Students.*An international Peer reviewed Journal for Interdisciplinary studies.*Vol.I (3) 430 434 October – November 2012 accessed online at www.srija.com. Visited on 08/03/2014.
- Benneth, J. (2003) *Evaluation Methods in Research*, London and New York.Continuum.
- Bhatia K.K. (2003). *Educational psychology: Learner-nature and development*. New Delhi: Kalyani Publisher Ludhiana.
- Blaxter L. Hughes, C. and Tight, M (2002), (2nded). *How to research*. Viva Books private LTD. New Delhi.
- Bourne, E.L-and Ekstrand, R.B.(Ed).(1985). *Psychology: it's principles and meanings*. New York: Holt, Rinehart Winshart Winston.
- Brijesh, U. and Yogesh, K.S. (2007) *Educational Psychology*, New Delhi, Aph Publication Corporation.
- Davenport, C.G. (1991). *An Introduction to child development*. Collins Education (An Imprint of Harper Collins Publishers).
- Davis-Kean, EP (2005) The influence of parents. Education and Family income on Child Achievement: The indirect Role of parental Expectation and the Home Environment. *The Journal of Family Psychology* Vol. 19(2) 294-304.
- Denga, I.D. (2002) (Ed).*Educational and social psychology for schools and other social organizations*, Calabar, Cross River State; CATS Publishers.
- DeRosier, F.M. and Lloyd W.S. (2012). The Impact of Children's Social Adjustment on Academic outcomes, *National Institute of Health Peer Reviewed Journal*, 27(1) 25 – 47 January 2011.

- Domitrovich E.C.; Bierman L.K. (2001). *Parenting Practices and Child Social Adjustment Multiple Pathways of Influence*. Merrill-Palmer Quarterly April 2001. 47, 2 (235-263). Accessed Online @ <http://www.jstor.org/stable/23093384?Seq=1>
- Dubow, E.F. Boler R. Huesmann R.I. (2009) Long term effects of parents' Education on Children's Educational and Occupational Success: Medication by family interactions, child Aggression, and teenage Aspiration. *National Institute of Health Merrill Palour G. (Wayne State University Press) 2009 55(3); 224-249*, Accessed online at www.ncbi.nlm.gov/pmc/articles/PMC.2853053:histted on 14/05/2014.
- Ekeocha, H. O (2000). Nature and causal factors of juvenile delinquency among Adolescents in Kaduna State Nigeria. An unpublished Masters Thesis, Faculty of Education Ahmadu Bello University, Zaria, Kaduna State, Nigeria.
- Emmanuel O.A.; Akinyemi A.A. and Nimotalai, A.O. (2002). Changing Patterns of Childrearing Practice in Badagry Area of Lagos State: Implication for Delinquent Behaviour. *European Scientific Journal*, March (E.d.) 8, 5, (29 – 32).
- Gray, E.D. (2004) *Doing Research in the real World*. . SAGE Publication, London and New Delhi.
- Grobman, K.H. (2008). Diana Baumrind's (1966) *Prototypical Description of Three (3) parenting styles*. Accessed online at www.devsy.org/teaching/parent/baumrind_styles.html visited on 08/04/2014
- Hoffman L.N.W. (1998). *The Effects of the Mothers' Employment on the Family and the Child. Parenthood in America*. Assessed Online @ www.parenthood.library.wisc.edu/Hoffman/Hoffman.html on 21st /03/2014
- How Tough Are you? Accessed online at [http://fatherandchild.org.nz/up.content/loads\(How-Tough are you? jpg](http://fatherandchild.org.nz/up.content/loads(How-Tough%20are%20you?.jpg). Visited on 11/06/2014.
- Hurlock B.E. (1974) *Personality Development* Tata McGraw-Hill Publishing Company New Delhi.
- Hurlock, E.B. (Ed) (1972). *Child Development*, Tokyo: McGraw. Hill
- Ibrahim, U. (2013). *Techniques for writing and presentation of thesis / dissertation. A companion guide for postgraduate students in Nigerian university system*. Zaria, Ahmadu Bello university press limited.
- Ifidon, E.S. (2007). *Basic principles of research methods*, Nigeria: Good news Express Communication Benin-City.
- Kumar, A. (2013). Adjustment of Secondary School Students of working Mothers Belonging to Joint and Nuclear Families, Vol. 3(1) January 2013. Accessed online at <http://www.ijomei.com/index.php?option=com.cont>.....
- Kundu, L.C. and Tutoo, N.D. (1998). *Educational Psychology*, New Delhi Sterling Publishers private limited.

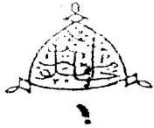
- Kuppuswamy, S. (1991). *Advanced Educational Psychology*, New Delhi Sterling
- Labaran M. (1995). Adjusting the self-concept of some selected prison inmates through Cognitive re-structuring. A case study of Kano prisons. An unpublished Masters Thesi Faculty of Education Ahmadu Bello University Zaria, Kaduna State Nigeria.
- Mahalihali, K. (2006). *Family Influences on the Development of a Child's behaviours*
- Mangal, S.K. (Ed). (2005). *Advanced Educational Psychology*, New Delhi: Prentice Hall of India Private LTD.
- Margetts, K. (2013). Personal, Family and Social Influence on Children's' early school adjustment. *Paper presented at the AECA Biennial Conference*. Hobart 110th – 13th July 2013, Faculty of Education, University of Melbourne.
- Michael, C.O (2008). The Influence of Social environment on the academic achievement of secondary schools in Anambra State. *An unpublished master degree thesis, faculty of Education, Ahmadu Bello University, Zaria.*
- Murkerjee, A. (2002). *Educational Psychology for teachers, Students and Parents*, Zaria Asekome and Company. (Publishers).
- Ndagi, O. J.(1999). *The essential of research Methodology for educations*, Nigeria Ibadan-University press Plc.
- Nwoke, M.B. (2010). Ethnic Group, Age and Gender Differences in Social Adjustment of Teenagers in Nigeria. *International Journal of Psychological Studies*, Vol.3(2) June 2011. Accessed on line at www.ccsnet.org/index.php/lips/artick/via/10746 visited on 14/05/2014.
- Obeh, O.A. (2009). *Psychology of Adjustment and Career development for all educational Levels*. Zaria : Ahmadu Bello University Press LTD.
- Obeka, S.S. (2011). *Penacea of science Educational Research*, Zaria: Ahmadu Bello University
- Olusakin, A.M. (2005). The influence of mothering on the social adjustment of adolescents in Lagos State secondary schools: implications for family counseling. *The counselor*, 2005 Vol. 21 P. 34-36.
- Otasawie, V.T. and Obaze G.O. (2005). *Journal of Childhood and primary education*. 4(1) 158.
- Papalia, E.D. (Ed). (1992). *Human Development*, Tata McGraw-Hill Publishing Company Parenting Style. Questionnaire, accessed online at <https://www.google.com/search?=&q=parenting+style> + qu. Visitd on 11/06/2014
- Parenting styles from Wikipedia the free encyclopedia. Accessed online at <http://www.google.com/search?&q=parenting+styles> P client = ubuntu. & channel=f& of concept of parenting styles visited on 08/05/2014
- Personal and Social Adjustment outcomes, *Introduction and conceptual overview.*

Accessed online at <http://agarizona.edu/sfes/es/cyformet/social.html>. visited on 05/03/2014.

- Regoli, M.R. and Hewitt, D.J. (2002). *Delinquency on society*, New York: McGraw- Hill Companies Inc.
- Reynolds, J.A. and Roe-Sepowitz, D. (2008). Early Childhood Intervention and Early Adolescent Social and Emotional Competence. Second Generation Evaluation Evidence from the Chicago Longitudinal Study. *Journal of Educational Research*. 50, 1 (61).
- Ribeiro, L.I. (2009). *Construction and Validation of a four (4) parenting styles scale*
Accessed online at <http://humboldt-dispace.alstate.edu/handle/2148/5...> visited on 30/04/2014.
- Salami, I. A. (2008). Parenting Styles and Pupils gender as correlates of their achievement in primary mathematics. *African Journal of Educational Research and Administration*, Vol. 1(1) 55 – 56. 2008, Devon Science Company
- Sharma B. (2002) Adjustment and Emotional Maturity among first year college students of Rajasthan in Jaipur City. *Pakistan Journal of Social and Clinical Psychology*, Vol. (2) 32 – 37.
- Sidhu, S.K. (2006). *Method of research in Education*, New Delhi: Sterling Publishers Privates LTD.
- Sobel, S.F. (1972). *Teachers Marks and Objective test as indices of school adjustment*, New York: Bureau of publication teachers college Columbia
- Suleiman, H.I. (2001). Parents and teachers Perceived factors responsible for behavioral problems among primary school children in Kaduna state, *An Unpublished Master's Thesis, Faculty of Education, Ahmadu Bello University Zaria*.
- Taiwo O. (1977). *Agencies of Education*, McMillan Nigerian Publishers LTD.
- Travers, J.F. (1972). *Fundamentals of Educational Psychology*, International Textbook Company.
- Taylor L. (2002). The Social Adjustment of the only Child. *American Journal of sociology*. November 2002. 52, 3, (227). Assessed Online @ <http://www.jstor.org/discover/102307/277042?vid=2129on21st/03/2014>
- Tukur, H.B. (2001). Parental perception of Adolescent Needs and Adjustment, *An Unpublished Masters thesis, Faculty of Education, Ahmadu Bello University Zaria*.
- Udoh, O.C. and Ajala, A.J. (2005) Ed. *Mental and social health*. Ibadan, Wemilore Press (Nig) Ltd.
- Ukokal K.E. (2007). The Home as a Factor in Laying the Foundation for Value, for Education among Nigerian Children. *Journal of Nigeria society for Educational Psychologist (NISEP)* October, 2007, 5, (86 – 87).
- Unete, U.O. Ekong, M.I. Udey, U.F. Uweh, E., (2010). Influence of Parenting Model on Social Adjustment of Adolescents in Senior Secondary Schools Calabar Municipality, Cross River State, Nigeria. *Academic Scholarship Journal*, September, 2010. 2, 1 (42-48).

What's your parenting style? From Active parenting publishers, accessed online at (www.Activeparenting-com and 800-825-0060) visited on 11/06/214.

APPENDIX I

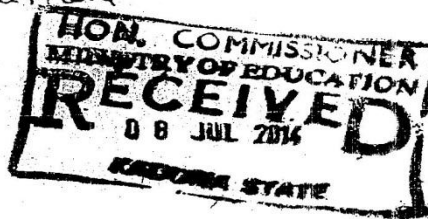


DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: MED/EDUC/1962/1/2009-2010

Date: 7th July, 2014

HONOURABLE COMMISSIONER
STATE MINISTRY OF EDUCATION
KADUNA,
KADUNA STATE



Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research project/Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

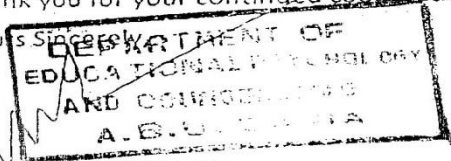
Please accord them all the necessary assistance.

TOPIC OF RESEARCH:

INFLUENCE OF PARENTS' EDUCATION AND
PARENTING STYLES ON SOCIAL ADJUSTMENT
OF STUDENTS OF SENIOR SECONDARY SCHOOLS
KADUNA STATE

Thank you for your continued cooperation.

Yours Sincerely,



Research Adviser

APPENDIX II

MINISTRY OF EDUCATION
KADUNA STATE

Phone: 242222 PBX
Fax: 249721
Tel: 062-249722
Email: SECEDUCATE@KADUNA.EDU.NG
NCE/STAT.3/Vol.II/.....



State Secretariat
Independence Way,
Private Mail Bag No. 2017
Kaduna Nigeria

Date: 15th JULY 2014

The DIRECTOR
KADUNA ZONE

PERMISSION TO CONDUCT RESEARCH

The bearer Mr./Mrs./Miss/Messrs: HASSAN HANISU
TSHAQ is a student from:
KHAMADU BELLO UNIVERSITY ZARIA
for conducting a research on: INFLUENCE OF PARENTS
EDUCATION AND PARENTAL STYLES ON
SOCIAL ADJUSTMENT OF STUDENTS OF
SENIOR SECONDARY SCHOOL IN KADUNA STATE
for the award of MASTER DEGREE IN PSYCHOLOGY

I am directed to convey the Ministry of Education's approval for the above research.
Give him/her your maximum co-operation please.

Officer's Name: PHILIP BATHAW Signature: [Signature]
Designation: ADPERS [M&E] Date: 15th JULY 2014

[Signature]
For: Hon. Commissioner

APPENDIX III

KADUNA STATE
MINISTRY OF EDUCATION
SABON-TASHA ZONE

All Correspondence
to be addressed to
the Zonal Director



ADDRESS:
Zonal Office
Sabon-Tasha
PMB 0003
Kaduna-South

Ref:

Ref: MOE/STZ/G.187/Vol.1/56.....

Date: 20/10/2009

The Principal,

GOVERNMENT SENIOR SECONDARY
SCHOOL, KAZUNWANI-MAGANI
KABURU L.G.A., KADUNA STATE

RE – PERMISSION TO CONDUCT RESEARCH
HASSAN HAMISU ISHAQ MED/EDU/9621/2009 – 2010

I am directed to introduce the above name student with the ABU Zaria faculty of Education to conduct research on Influence of Parent Education and Parental Styles on Social Adjustment of Student of Senior Secondary School in Kaduna State Public and Private Schools for an award of Master Degree in Educational Psychology.

2. You are expected to give him/her all the maximum cooperation please.

J. T. Alkali (Mrs.)
CPO

For: Zonal Director

APPENDIX IV

Department of Educational Psychology and Counseling
Faculty of Education
Ahmadu Bello University,
Zaria, Kaduna State.

Dear Respondent,

I am a postgraduate student of the above named institution. I am studying for the degree of master in Education. My area of research is “The influence of parenting styles and parents’ education on social adjustment of Senior Secondary Schools Students, in Kaduna State, Nigeria”.

Kindly assist in completing this questionnaire. The questionnaire you are about to fill was designed for the purpose of research in the faculty of education, Ahmadu Bello University, Zaria. Your responses will therefore be treated as confidential as possible. For this reason you are advised not to write your name.

Thank you.

Yours faithfully,

Hassan Hamisu Ishaq

M.ED/EUDC/9621/2009-2010

M.ED/EUDC/43976/2004-2005

APPENDIX V

PARENTING STYLES QUESTIONNAIRE (P.S.Q)

INSTRUCTION: You are to tick (✓) the correct option that is applicable to you

SECTION A: BIO-DATA

1. Sex (a) Male () (b) Female ()
2. My father's educational qualification
 - (a) No formal education ()
 - (b) Adult education ()
 - (c) Primary education (Primary School Certificate) ()
 - (d) Secondary Education (JSSC, WAEC, NECO, GD. II, NABTEB, & Others) ()
 - (e) Higher education (Diploma, NCE, HND, Degree, Masters, Ph.D &Others) ()
3. My Mother's Educational Qualification
 - (a) No formal education ()
 - (b) Adult education ()
 - (c) Primary education (Primary School Certificate) ()
 - (d) Secondary Education (JSSC, WAEC, NECO, GD. II, NABTEB, & Others) ()
 - (e) Higher education (Diploma, NCE, HND, Degree, Masters, Ph.D &Others) ()
4. The name of my school is -----

INSTRUCTION: The scale contains a list of questions about you and your relationship with your parents or guardians you are staying together with. Read carefully through the list and please respond to the questions honestly, freely and objectively as you can. Tick (✓) the correct option applicable to you.

PART I

S/No.	HOW I FEEL ABOUT MY PARENTS	5	4	3	2	1
		Strongly Agree	Agree	Un-Decided	Disagree	Strongly Disagree
1.	My parents become much worried whenever I am sad					
2.	My parents defend me whenever I am in trouble					
3.	My parents believe whatever I tell them					
4.	My parents do not allow me to do any work at home					
5.	My parents always give me whatever I need					
6.	My parents decide on everything I do					
7.	My parents checks my studies					
8.	My parents want me to be always first in my class					
9.	My parents don't allow me to talk when they are talking					
10.	My parents feel very happy whenever I take first position in the class					
11.	My parents always tell me what to do and what not to do					
12.	My parents worry too much when I fail in anything					

PART II

S/NO	HOW I FEEL I ABOUT MY PARENTS	5	4	3	2	1
		Strongly Agree	Agree	Un- Decided	Disagree	Strongly Disagree
1	My parents like me very much					
2	My parents treats me with extra loving care					
3	My parents provide me with all my educational demands or needs					
4	My parents listen to my explanation whenever there is problem					
5	My parents encourage me to solve my problems					
6	My parents understands me and I understand my parents					
7	My parents are always nice to me					
8	My parents encourages me to have good friends					
9	My parents allow me to discus my problem with them					
10	My parents my parents always check and encourages me to well in my school work					
11	My parents warned me to avoid getting into trouble					
12	My parents help me with money to solve my problems					

PART III

S/NO	HOW I FEEL I ABOUT MY PARENTS	5	4	3	2	1
		Strongly Agree	Agree	Un- Decided	Disagree	Strongly Disagree
1	I am not very close to my parents					
2	My parents do not like me					
3	My parents don't care about what I do					
4	My parents don't care about me when am not well					
5	My parents don't help me in anything					
6	My parents don't understand me and I don't understand them					
7	I don't always stay at home					
8	My parents like my brothers and sisters more than me					
9	My parents don't care about my education					
10	My parents do not give me enough food to eat					
11	My parents do not care about the kind of friends I have					
12	My parents don't care about what I do					

APPENDIX VI

Modified Social Adjustment Scale (M.S.A.S)

INSTRUCTION: This questionnaire asks about how you have been doing at school, home, other activities and family life. Please read each statement and then put a (√) in the box to the right to indicate how much the statement has applied to you.

S/No.	The following questions are about how things have been in your school	5	4	3	2	1
		Strongly Agree	Agree	Un-Decided	Disagree	Strongly Disagree
1.	I have been missing sometimes from school *					
2.	I have been doing school work well					
3.	I have been feeling ashamed of how I have been doing school work *					
4.	I have been finding my school work very interesting					
5.	I have been obeying the rules and regulations at school					
6.	I am satisfied with the way things are going at school					
7.	I have been doing other housework assigned to me each day					
8.	I have been able to talk about my feelings openly with my friends outside school					
9.	I have felt ill. Tense or shy when with other people outside schools*,					
10.	I have made an effort to keep in touch with my relatives.					

APPENDIX VII

RELIABILITY ANALYSIS - SCALE (SPLIT)

Reliability coefficients

No. of cases = 50.0 No. of items = 36

Correlation between form = .2651 Equal-length spearman- Brown= .4190

Guttman split-half = .4006 unequal-length spearman- Brown= .4190

18 Items in part 1

18 Items in part 2

Alpha for part 1 = .7834 Alpha for part 2 = .7901

APPENDIX VIII

RELIABILITY ANALYSIS - SCALE (ALPHA)

No. of cases =50.0

No. of Statistics for Scale	mean	variance	std dev	variables			
	39.4600	30.2943	5.5040	10			
Item Means	mean	minimum	maximum	range	max/min	variance	
	3.9460	3.1200	4.4200	1.300	1.4167	.1771	

Reliability coefficients 10 Items

Alpha = .6334 standardized item alpha = .6427