



Influence of Parenting Styles and Parents' Education on Social Adjustment of Lower Basic School Pupils in Osun State, Nigeria

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Abstract: This study investigated the influence of parenting styles and parents' education on social adjustment of lower basic school pupils in Osun State, Nigeria. The study adopted the descriptive correlational survey research design. The population for this study was pupils in lower basic schools in Osun State. The study sample was made up of 300 Social Studies pupils in Osun State who were selected using the simple random sampling technique. Two researcher-designed instruments were employed to collect data for this study. The first instrument is a structured questionnaire titled; "Parenting Style and Education Questionnaire (PSEQ)" while the second instrument is "Pupils' Social Adjustment Rating Scale (PSARS)". The instruments were subjected to face and content validity by experts in Social Studies as well as measurement and evaluation in the Faculty of Education, Obafemi Awolowo University Ile-Ife, and Nigeria. Results showed that the parenting styles adopted by parents in the study area were mostly democratic parenting style ($\bar{x}=1.59$), authoritarian parenting style ($\bar{x}=1.61$), permissive parenting style ($\bar{x}=1.63$) and the least was the neglectful parenting style ($\bar{x}=2.50$). It was also revealed that most parents had secondary education (55.0%) followed by tertiary education (39.0%). Results showed that the social adjustment status of pupils was high with social exhibitions such as obedience ($\bar{x}=1.11$), respectfulness ($\bar{x}=1.26$), social interaction ($\bar{x}=1.28$) and many more. It was there revealed that there was a significant influence of parenting styles on social adjustment of lower basic school pupils in Osun State ($p<0.05$). It was further revealed that there is no significant influence of parents' education on social adjustment of lower basic school pupils in Osun State ($p>0.05$). It was concluded that significant influence exists between parenting styles on social adjustment of lower basic school pupils in Osun State.

Keywords: Basic school pupils, Parent education, Parenting style, Social adjustment, Nigeria.

1. INTRODUCTION

The world continues to become a better place through training and grooming of the mind which could be referred to as Education. Education is a complex whole that requires professionalism from the end of educators blended with a wide range of attention, facilities and quality management mechanism. The word education is derived from the Greek word *educere* which means to care for and lead others into the attainment of success. This is supported by the view of Ajayi (2017) as well as Oluyimide and Adeleke (2020) that education is a tool to develop the total learner, that is, the cognitive, affective, psychomotor skills domains of learners. Omiyefa (2021) saw learning as a tool to solve problems in the world through the acquisition of knowledge. Generally, the main purpose of education is to ensure that the total child is trained and developed.

Adeyanju (2012) and Stommel (2020) noted that children are unique and the ability to showcase creativity in different ways; they however need to be supported with several energetic teaching mechanisms both in the school and at home. This is a way of ensuring that they adjust socially to the environment. Adeleke and Jegede (2020) added that the quality of educational tools in a society will determine how effective and efficient different categories of learners will be attended to; this is one of the reasons why it is necessary to state that teachers, educational stakeholders, parents and the society at large need to be open-minded to gain more insight on what it takes to relate with, interact with and educate children creatively.

Oluyimide and Adeleke (2020) noted that the purpose of education is geared towards creating interactive teaching and learning activities for children. They need to be raised to a globally competitive environment. This is the case that children need to be well trained in the line of many factors such as

conducive environment, qualified teachers, appropriate teaching aids and many more. This justifies why, the place of parenting styles cannot be overemphasised in the social adjustment of learners.

Primary education gets the child ready for life beyond the four walls of the classroom. It enhances the skill sets of the child most especially as regards numeracy and literacy. Primary education exists as the bedrock of formal schooling. It has evolved to exist as a fundamental piece of the instructive framework across the globe. Moreover, advancement into other stages of education can only be guaranteed when an entity has successfully passed through the primary school. Thus, primary school education is a premise whereupon other educational stages are built. Again, in 2003, the National Policy on Education, Federal Republic of Nigeria declared education at this primary level is the apparatus for national development needed to enhance individual development for advanced learning as well as the holistic development of the society and fair access to education among the children. The role of primary education is to provide a basis for advanced education at higher levels, so as to ensure that there is no problem at subsequent level.

Parenting styles point to the fact that children are not socially developed on their own accord but through the guide of parents and adults around them. As earlier noted, children development is not only restricted to the cognitive skills domain but also the affective domain where social adjustment is predominant. Social adjustment has therefore been defined variously by scholars and researchers. According to Carlson (2003), social adjustment is the process of successfully managing the development of close relationship with peers and the degree of comfortability in meeting new people. Adeyanju (2012) defined social adjustment as the process by which a learner adjusts to the social environment of the institution and then operationalized it by giving specific examples such as learners' perception of their non-academic lives, number of extra-curricular activities participated in, hours spent in social activity and informal interactions with others.

Lemaet, Engle and Super (2014) asserted that there is relationship between parents' level of education and the social development of children. Educational level of parents in this regard is considered as formal education. The education of parents can range from primary school education to secondary education to tertiary education and many more. Observations (Adeyanju; 2012; Lemaet, Engle & Super, 2014) have shown that the extent of education of parents can determine the extent not just the learner's academic performance in school subjects, but also how they see life, how they relate with others, how they interact with people and many more. For instance, parents who have a low education like secondary school certificate might be said to have time for the academic activities of their children however might not have the financial strength to cater for these children while parents who have postgraduate degrees might have the financial will to care for their children but no sufficient time.

Parenting styles are the different methods of raising children that are adopted by parents. Lemaet, Engle and Super (2014) saw parents as the "little gods" of children and those who cater for their needs, and those they must also listen to. It was further asserted that the style of parenting used by parents as well as educational training are factors for children's social development. Pathak (2017) asserted that poor parenting styles depending on the types usually lead to poor pupils learning outcomes especially when it comes to social interaction with others. This aligns with Caciopo and Petty (2016) who stressed that there is a correlation between parents' educational level and children's motivation to life and learning.

For Coste (2015), parenting style implies a psychological construct representing the standard strategies that parents use in their child rearing. Different parenting styles include the autocratic parenting style, democratic parenting style, laissez-faire parenting style, to mention a few. For Coste (2015), parenting style refers to the broad patterns of childrearing practices, values and behaviour that determine the power, relationship and expectation between parents and children. Cherry (2015) identified different parenting styles, namely authoritarian, permissive authoritative, and neglectful parenting styles.

The autocratic or authoritarian parenting is such that children are firmly trained with little or no will to express their opinions (Cherry, 2015). In the same vein, parents who practice authoritarian style of parenting have strict set of rules and regulations and require rigid obedience. According to Cherry (2015), this pattern of parenting is restrictive and involves the establishment of many rules for the child, with demand for strict obedience. Children trained with autocratic or authoritarian parenting always have self-control and they are highly disciplined.

The democratic or permissive parenting style is such that children are part of decision-making processes in the family, they are free to relate and interact with their parents. Little or no attempt is made to control the behaviour of children by parents with permissive parenting style. Driscoll (2011) asserted that permissive parents permit their children to act as they please. On the contrary, the laissez-faire parenting style is the combination of both the democratic and autocratic leadership styles; here, parents are both soft and hard in dealing with their children depending on how situations unfold. Fakhra (2014) noted that parenting styles play a major role in what children become in their later life whether positive or negative.

Parenting styles are predictors that can affect the social adjustment of learners in lower basic schools (Cherry, 2015). Also, parenting styles are often dictated by parents' level of education and academic attainments in life (Njoka & David, 2019). Despite the importance that parenting styles play on child development in the areas of academics, social, physical and many more; its influence on social adjustment lower basic schools' learners in Osun state has not been investigated, hence the need for this study.

2. STATEMENT OF THE PROBLEM

Some parents have been observed to over-indulge their children while others have exposed them to excess rigidity all in the name of parenting. When parents are too simple, children might turn out to become dull, inactive and lack confidence in the society. Also, when parents are too hard on their children, some children might become too harsh on others and emulate hostile attitudes among others. It therefore implies that parenting styles might affect pupils' emotional development and other social habits. Studies have also been focused on how parents' educational attainment as well as parenting styles affect learners' academic performance; neglecting the subject of social adjustment as a covariate to parenting styles and educational attainment. Also, parental financial well-being, academic and marital status which is deficient in emotional expressiveness may inhibit the development of pupils' emotional manifestation, which may have resulted into a harder time in the construction and understanding of emotion by the pupils.

Studies (Driscoll, 2011; Njoka & David, 2019) have associated parenting styles to pupils' attitude to work in the school. Also, studies have examined how parental well-being, academic and marital statuses could contribute to pupils' emotional expression. Also, it must also be noted that parents are a great determinant of whatever happens to children especially in their academics, more importantly in their school subjects. While different studies have been carried out in this aspect, a few studies have been carried out on how parenting style can impact pupils' social adjustment. There is a dearth of information on parenting styles and their educational level predictor of lower basic school pupils' social adjustment. Hence, this study which correlates the parenting styles and parents' education on social adjustment of lower basic school pupils in Osun State.

2.1. Purpose of the Study

This study aims at investigating the influence of parenting styles and parents' education on social adjustment of lower basic school pupils in Osun State. The specific objectives of this study are to:

- establish the parenting styles adopted by parents of pupils in lower basic school in Osun State;
- determine the lower basic school pupils' parents' educational status in the study area;
- assess lower basic school pupils' social adjustment status in the study area,
- determine the influence of parenting styles on social adjustment of lower basic school pupils in Osun State; and
- Examine the influence of parents' education on social adjustment of lower basic school pupils in Osun State.

2.2. Research Questions

Three research questions were asked to guide the study. These are;

- What are the parenting styles adopted by parents of pupils in lower basic school in Osun State?
- What are the lower basic school pupils' parents' educational status in the study area?

- What is the lower basic school pupils' social adjustment status in the study area?

2.3. Hypotheses

The following null hypotheses were tested in the study;

- There is no significant influence of parenting styles on social adjustment of lower basic school pupils in Osun State.
- There is no significant influence of parents' education on social adjustment of lower basic school pupils in Osun State.

2.4. Literature Review

This study is guided by attribution theory as developed by Bernard Weiner. Bernard Weiner was born in the year 1935. He developed a theoretical framework that has become very influential in social psychology today. Attribution theory assumes that people try to determine why people do what they do, that is, interpret causes to an event or behaviour (Betawi, 2010). A three-stage process underlies an attribution, which are: behaviour must be observed/perceived, behaviour must be determined to be intentional, behaviour attributed to internal or external causes. Weiner's attribution theory is mainly about achievement.

Weiner (2015) proposed attribution theory of achievement which claims that a person's achievement behaviour depends very critically on how he interprets prior success and failures and on whether he thinks he can control these outcomes. Attribution theory tends to give a causal explanation for someone's behaviour, often by crediting either the situation or the person's disposition. Weiner (2015) believed that attribution theory makes an individual(s) to be motivated to discover its underlying causes of outcomes in their effort to make sense out of their own behaviour performance. This school of thought says that learners are like scientists seeking to explain the cause behind what happens (Betawi, 2010).

For example, a learner asks, why am I not doing well in this class? "Did I get a good grade because I studied hard or the teacher made up an easy test or both?" The search for a cause or an explanation is mostly likely to be initiated when unexpected and important events end in failure, such as when a good learner gets a low grade. What kinds attribution will they make? Though they might not always use these precise labels, Weiner (2015) argued that people are likely to attribute their success or failure to any of four causes: their ability or (lack thereof), the amount of effort expended, the difficulty or easiness of the task, the influence of luck either good or bad.

Attribution theory is important in helping learners to understand how they might interpret and use feedback on their social activities which could increase their achievement motivation and interest in their school work. These feedbacks might have the greatest motivational value. The theory is suitable for the study since attributing success to one's own ability and effort and failure to either lack of effort or external unstable forces is often associated with high motivation and interest. The opposite is the case with external unstable attributions to success and internal attribution for failure, due to one's own ability result in low motivation and low interest in school work.

Specifically, in education, Weiner (2015) highlighted the important implications of causal biases when interpreting successes or failures in learner achievement. He reported that individuals high in achievement motivation perceived effort as an important determinant of success, and conversely, that individuals low in achievement motivation believe that how hard they tried only weakly influenced the outcome. Moreover, attribution theorists explained how high achievement individuals, when compared to their low achievement peers, were more likely to (1) initiate achievement activities, (2) work with greater intensity, (3) persist longer in the face of adversity, and (4) choose more challenging tasks.

First, if a learner attributes success to internal causes such as high ability and effort, there is more personal investment when succeeding in tasks and greater feelings of pride. Thus, the heightened reward attributed by personal factors increases the likelihood of initiating achievement activities. Second, high achievement individuals, when faced with failure, attribute it to a lack of effort. Since effort is an unstable attribute being in one's control they are motivated to continue in striving towards an unattained goal with great intensity and persistence (Betawi, 2010). Lastly, attempting more difficult tasks increases the sense of attributed worth to ability and effort. Take for example, two pupils who failed in their promotion examinations and repeated the class; one explains why he or she failed by

saying she reads and forgets easily," while the other says; he or she has no time to read because he or she runs errands for his or her parent which in turn led to his or her failure. The first learner's causal attribution is internal (he or she reads and forgets). The second learner's causal attribution, on the other hand, is external (parental style but not the learner was the cause).

Thus, the internal and external attribution can increase or reduce learners' interest; meanwhile, a self-determined learner with internal attribution strives to work on himself or herself to get better while some of those with external attribution seem to see their case hopeless; hence the need for this study. In the southwestern part of the country, most of the learners tend to attribute their performance to external factors or situation (Betawi, 2010).

Babalola (2014) observed that education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher from lower Social economic status. It was further noted that children mix with other children with the social class of their parents easily. Laureau asserted that families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rear Gachathi (2010) indicated that occupational prestige as one component of socio-economic status encompasses both income and educational attainment occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations.

Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job (Bartlett, 2013). Occupations are ranked and some of the most prestigious occupations are physicians and surgeons, lawyers, chemical and biomedical engineers, and communications analysts. These jobs, considered to be grouped in the high status in classification, provide more challenging work, ability and greater control over working conditions. Those jobs with lower rankings were food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The jobs that were less valued were also paid significantly less and are more laborious, very hazardous, and provide less autonomy. Economic reserves or assets, presents a source of security providing a measure of a household's ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably. The family wealth gap is due to impact of income disparities and differences in achievement. The differences in savings due to different rates of incomes, inheritance factors, and discrimination in the housing market lead to the wealth gap. The savings increase with increasing income, the amount a person inherits, either during a lifetime or after death, can create different starting points between two different individuals or families.

Children social adjustment is one of the most distressful problems among children, that is, between the age of 0 and 8 years of age. According to Griffin, Botvin, Scheier, Diaz, & Miller, (2020), Elliott, Huizinga and Menard (2012), the list of social adjustment activities include refusal to adhere to the parental demands, alcohol use and drug addiction, stealing, property destruction, theft and rape. It is a fact that opinion regarding the causes of negative social behavior vary, but it is generally agreed that negative social behavior in adolescent years is more common than in the group of people of other age. Furthermore, it is also argued that males are more likely to commit offenses than females (Griffin et al., 2020).

Nevertheless, Moitra and Mukherjee (2012) argued that there is a noteworthy role of parents in shaping the social behavior of children. For example, they point out that home is the place where a normal and healthy development of any child starts and the family constitutes the backbone of an individual. From this perspective, family is considered to be a basic ecology in which the behavior of children is manifested in their childhood by way of negative or positive reinforcement.

Talib, Abdullah, and Mansor (2011) argued that the family of a child is a socio-cultural-economic arrangement that has a significant influence on not only the behavior of the children, but also on the development of their characters. Therefore, ignorance in their parenting can lead them towards unwanted damaging effects that ultimately create behavioral problems in children. As the literature suggests, the term juvenile delinquency can be defined as a law-breaking act committed by a minor, below the age of 18. This law-breaking act can result in the incarceration in detention centers, rather

than prisons or correctional centers (Berger, 2000). Tompsett and Toro (2010) point out that the risk of adolescent's development of children social adjustment is often headed by parenting style. Authoritarian parental style particularly plays an influential role in developing the positive social adjustment among children that eventually results in negative outcomes (Kerr, Stattin & Ozdemir, 2012). Therefore, it is accurate to state that indifferent parenting styles negatively affects the children in terms of psychological and behavior context. For instance, Hoskins (2014) finds that authoritarian parenting has deep connection with more negative behavioral outcomes.

Cauley, Linder and McMillan (2010) noted that parental social status has a positive and negative significant effect on public school performance. This becomes particularly obvious when the exactness of the parental pressure is brought to bear on the children's high social adjustment. Similarly, children of passive parents are found to perform poorly socially. Ryan (2015) reported that positive social adjustment is positively related to having parents who enforce rules at home.

Clark (2013) also noted that parent-initiated contacts with their children's school help strengthen learners' identification with teachers. In examining the interaction among parental involvement, teacher's support and learners' sense of belonging to school, learners whose parents are involved and interested in their school activities are better able to take advantage of the benefits of supportive teachers or school environments for their social performance (Clark, 2013). These with the view that the home affects the individual since the parents are the first socializing agents in an individual's life. Therefore, parental support could greatly influence the development of a child's motivational orientation.

In single parent families, children may suffer some psychological and social problems which affect their school performance. Clayton and Forton (2017) lamented that street hawking among learners have psychologically imposed other problems, such as sex networking behaviour, juvenile delinquent behaviour, which take much of the learner school time that necessitated the negative social adjustment and drop out syndrome noticed among young school learners. They also lamented that the maternal and paternal deprivation of essential needs of the young learners have promoted their poor performance in public examinations, such as JSCE, WASSCE and NECO.

Similarly, (Okunniyi 2004) asserted that a child who suffers maternal and paternal deprivation may experience negative social adjustment including truancy in the school. This is because the child may lack some necessities like school fees, books and uniforms. These conditions, according to the authors, are not conducive for effective parenting because when the single parents are overburdened by responsibilities and by the own, emotional, reaction to their situation, they often become irritable, impatient and insensitive to their children's needs.

Apart from the structural pattern of the family, another powerful variable in the family that determines the learners' social life is the family socio-economic status (SES). According to Okwulanya (2021), the socio-economic status (SES) of the parents is most commonly determined by combining parent's educational level, occupational status, and income level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's school work and monitor their progress. Status is often determined by the individuals' economic attainment, though it is sometimes ascribed on the individual.

Peprah (2009) found that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to the author, a family that can scarcely provide for the basic needs of the family which include food, shelter and clothing will hardly motivate the social excellence of their children, instead they will pressurize their children so seek job opportunities with the little education they acquired so far to support the family. The implication of the agreement is that in some families, children are likely to find themselves in poor academic background and social orientation because of lack of financial support.

Parents' motivation is another family background factor which influences the social life of learners. Learners under motivated condition, exhibits purposeful behaviour aimed at achieving set goals. The achievement of these goals determines the motive. Research shows that supportive and attentive

parenting practices positively affect social achievement (Eamon, 2015). In addition, high parental aspirations have been associated with increasing learners' interest in education

Hidi and Renninger, (2006) stated that; "the learner values the opportunity to reengage tasks for which he or she has a well-developed individual interest and will opt to pursue these if given a choice." Thus, in this model individuals' interest (particularly individual interests) drives their valuing of different activities and the goals they set for the activities. Although, Hidi and Renninger (2006) described this model as developmental, they stated that individual interests do not always develop after a situational interest is triggered or even maintained. Thus, the model was advised by the authors not to be viewed as providing a strong or automatic developmental progression. Despite this caveat, researchers have assessed factors that generate situational interest, and are beginning to understand processes involved in moving from situated to individual interest.

3. METHODS

The research adopted the correlational descriptive survey research design as it is more preferable design because research is being conducted among a large set of participants. The population for this study comprised pupils in lower basic schools in Osun State, Nigeria. The study sample was made up of 300 Social Studies pupils in Osun State who were selected using the simple random sampling technique. In other words, simple sampling technique was used to select the sample for the study. There are three senatorial districts in Osun State (namely; Osun East, Osun West, and Osun Central). From three senatorial districts in the state, one senatorial district was selected using the simple random sampling technique. From the selected senatorial district, three Local Government Areas (LGAs) were selected randomly. Five primary schools were randomly selected from each of the LGA. In each school, a total of 20 primary three pupils were used - this made up a total of 15 schools and 300 pupils using a simple random sampling technique.

4. RESEARCH INSTRUMENTS

Two research instruments were employed to collect data for this study. The first instrument is a self-designed structured questionnaire titled; "Parenting Style and Education Questionnaire (PSEQ)" while the second instrument is "Pupils' Social Adjustment Rating Scale (PSARS)". The PSEQ was used to gather information on the parenting styles and parents' level of education. The PSARS was used to retrieve information on pupils' social adjustment. This questionnaire was closed-ended questions, which allowed the respondents to choose from the options with the view to answer the research questions. The PSEQ was divided into three sections. Section A contained items on the socio-demographic status of parents which include their age, marital status, number of children and education. Section B consisted ten items of parenting styles with a 4-likert scale model ranging from "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree". Section C contained a list of parenting styles with a 3 projective rating ranging from "Always (3)", "Sometimes (2)" and "Never". The PSARS was administered on the pupils and was divided into two sections. Section A contained items on the socio-demographic status of children which include their name, class, age bracket and school location. Section B consisted 20 items on pupils' social adjustment with a 3 progressive rating ranging from "Always (3)", "Sometimes (2)" and "Never". The PSEQ was used as correlates with the item in the PSARS to generate information on the influence of parenting styles and parents' education on social adjustment of lower basic school pupils. The instruments were validated by experts in Social Studies as well as measurement and evaluation in the Faculty of Education, Obafemi Awolowo University Ile-Ife, and Nigeria. The instruments were trial-tested in a group of pupils outside the scope of the study and a reliability coefficient of 0.83 and 0.85 were found for the instrument respectively.

5. DATA ANALYSIS

The data collected was analysed using descriptive statistics in form of frequency and percentages to answer the research questions while inferential statistics of Analysis of Variance (ANOVA) and Regression Analysis were used to test the hypothesis

6. RESULTS

6.1. Research Question One

What are the parenting styles adopted by parents of pupils in lower basic school in Osun State?

Table 1. Parenting styles adopted by parents of pupils in lower basic school in Osun State

| S/N | Items | Always | Sometimes | Never | Mean Scores | Ranks |
|-----|-------------------------------|-------------|-------------|-------------|-------------|-----------------|
| 1 | Democratic parenting style | 144 (48.0%) | 135 (45.0%) | 21 (7.0%) | 1.59 | 1 st |
| 2 | Authoritarian parenting style | 141 (47.0%) | 135 (45.0%) | 24 (8.0%) | 1.61 | 2 nd |
| 3 | Permissive parenting style | 141 (47.0%) | 129 (43.0%) | 30 (10.0%) | 1.63 | 3 rd |
| 4 | Transactional parenting style | 102 (34.0%) | 150 (50.0%) | 48 (16.0%) | 1.82 | 5 th |
| 5 | Attributional parenting style | 108 (36.0%) | 177 (59.0%) | 15 (5.0%) | 1.69 | 4 th |
| 6. | Laissez-faire parenting style | 63 (21.0%) | 141 (47.0%) | 96 (32.0%) | 2.11 | 6 th |
| 7. | Neglectful parenting style | 33 (11.0%) | 84 (28.0%) | 183 (61.0%) | 2.50 | 7 th |

Table 1 shows that parenting styles adopted by parents in the study area were ranked using its means scores. Therefore, the adoption of each of the style is ranked as follows; democratic parenting style (\bar{x} =1.59), authoritarian parenting style (\bar{x} =1.61), permissive parenting style (\bar{x} =1.63), attributional parenting style (\bar{x} =1.69), transactional parenting style (\bar{x} =1.82), laissez-faire parenting style (\bar{x} =2.11) and neglectful parenting style (\bar{x} =2.50).

6.2. Research Question Two

What are the lower basic school pupils' parents' educational status in the study area?

Table 2. Lower basic school pupils' parents' educational status

| Educational Status | Frequency | Percent |
|---------------------|-----------|---------|
| Primary Education | 24 | 8.0 |
| Secondary Education | 159 | 53.0 |
| Tertiary Education | 117 | 39.0 |
| Total | 300 | 100.0 |

Table 2 shows that the lower basic school pupils' parents' educational status in the study area has the highest ranking is secondary education with about 53.0% followed by tertiary education with 39.0%. Most of the parents that stopped at primary education were about 8.0%.

6.3. Research Question Three

What is the lower basic school pupils' social adjustment status in the study area?

Table 3. Lower basic school pupils' social adjustment status

| Descriptive Items | N | Min. | Max. | Mean Scores | |
|---|-----|------|------|-------------|-----------|
| I am polite and obedient to people around | 300 | 1.00 | 3.00 | 1.11 | Always |
| I am respectful, courteous and relate well with one another | 300 | 1.00 | 3.00 | 1.26 | |
| I talk clearly | 300 | 1.00 | 3.00 | 1.28 | |
| Ask others questions | 300 | 1.00 | 3.00 | 1.30 | |
| I am well liked and listened to | 300 | 1.00 | 3.00 | 1.37 | |
| I always smile and say something nice to people | 300 | 1.00 | 3.00 | 1.40 | |
| I have self-responsibility and self-consideration for others | 300 | 1.00 | 3.00 | 1.41 | |
| I can offer assistance to others | 300 | 1.00 | 3.00 | 1.42 | |
| I have good social interaction skills | 300 | 1.00 | 3.00 | 1.46 | |
| I can maintain stable relationship | 300 | 1.00 | 3.00 | 1.49 | |
| I play, associate and work cooperatively on joint project with others | 300 | 1.00 | 3.00 | 1.51 | Sometimes |
| I can sit still and work quietly at his/her desk | 300 | 1.00 | 3.00 | 1.55 | |
| Fight others for not working cooperatively on joint project with others | 300 | 1.00 | 4.00 | 1.58 | |
| I settle their differences on their own | 300 | 1.00 | 3.00 | 1.64 | |
| I identify which playmates a shy child would like to play with or go to a party with people | 300 | 1.00 | 3.00 | 1.91 | |
| I cannot sit still. I always move around the class. | 300 | 1.00 | 3.00 | 2.01 | |
| I identify with a shy playmates | 300 | 1.00 | 3.00 | 2.09 | |
| I am shy and lonely and fail to integrate with others | 300 | 1.00 | 3.00 | 2.14 | |
| I seem to smile at people and does not often say nice things to people | 300 | 1.00 | 3.00 | 2.25 | |
| I am shy and lonely and fail to integrate with others | 300 | 1.00 | 4.00 | 2.27 | |
| Valid N (listwise) | 300 | | | | |

Table 3 shows that the lower basic school pupils' social adjustment status was rated high showing that most social activities exhibited by pupils were always and sometimes done. Some of the social exhibitions that pupils always carry out include being polite and obedient to people around ($\bar{x} = 1.11$), respectful, courteous and relate well with one another ($\bar{x} = 1.26$), talks clearly ($\bar{x} = 1.28$), ask others questions ($\bar{x} = 1.30$) and many more. Social adjustment skills sometimes exhibited include; play, associate and work cooperatively on joint project with others ($\bar{x} = 1.51$), sit still and work quietly at his/her desk ($\bar{x} = 1.55$), fight others for not working cooperatively on joint project with others ($\bar{x} = 1.58$), settle their differences ($\bar{x} = 1.64$) on their own and many more. This shows that the pupils have a relatively high exhibition of social skills in the areas of respect, obedience, politeness and relationship with others.

6.4. Hypothesis One

There is no significant influence of parenting styles on social adjustment of lower basic school pupils in Osun State.

Table 4. Regression analysis of significant influence of parenting styles on social adjustment of lower basic school pupils in Osun State

| Model Summary | | | | | ANOVA ^a | |
|--|-------------------|----------|-------------------|----------------------------|--------------------|-------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | F | Sig. |
| 1 | .285 ^a | .081 | .059 | .33363 | 3.681 | .001 ^b |
| a. Predictors: (Constant), Pupils Social Adjustment b. Dependent Variable: Parenting Styles | | | | | | |

Table 4 shows the regression analysis model summary of significant influence of parenting styles on social adjustment of lower basic school pupils in Osun State. The table also shows that the R-square value in the test was 0.081 and adjusted R-square was 0.059. This may be interpreted to mean that parenting styles exerts a maximum of 08.1% and minimum of 05.9% of the variance observed on pupils' social adjustment and f-value obtained in test of the model for significance was 3.681 at $p = 0.000$. Since the p-value is less than 0.05, it can be concluded that the model is significant. Therefore, the hypothesis that stated that there was no significant influence of parenting styles on social adjustment of lower basic school pupils in Osun State was thereby rejected. The study therefore found that there is significant influence of parenting styles on social adjustment of lower basic school pupils in Osun State.

6.5. Hypothesis Two

There is no significant influence of parents' education on social adjustment of lower basic school pupils in Osun State.

Table 5. Regression analysis of significant influence of parents' education on social adjustment of lower basic school pupils in Osun State

| Model Summary | | | | | ANOVA ^a | |
|--|-------------------|----------|-------------------|----------------------------|--------------------|-------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | F | Sig. |
| 1 | .028 ^a | .011 | -.003 | .34438 | .236 | .628 ^b |
| c. Predictors: (Constant), Pupils Social Adjustment d. Dependent Variable: Parents' Education | | | | | | |

Table 5 shows the regression analysis model summary of significant influence of parents' education on social adjustment of lower basic school pupils in Osun State. The table also shows that the R-square value in the test was 0.011 and adjusted R-square was -0.003. This is interpreted to mean that parenting styles exerts a maximum of 01.1% and minimum of 00.3% of the variance observed on pupils' social adjustment and f-value obtained in test of the model for significance was 0.236 at $p = 0.628$. Since the p-value is greater than 0.05, it can be concluded that the model is not significant. Therefore, the hypothesis that stated that there was no significant influence of parents' education on social adjustment of lower basic school pupils in Osun State was thereby not rejected. The study therefore found that there is no significant influence of parents' education on social adjustment of lower basic school pupils in Osun State.

7. DISCUSSION OF FINDINGS

The parenting styles adopted by parents in the study area were mostly democratic parenting style, authoritarian parenting style, permissive parenting style and the least was the neglectful parenting style. According to Tebabal and Kahssay (2011), home structure and parental styles and process go hand in

hand with level of student learning outcome as well as the family structure of families. Furthermore, Lareau (2004) state that "low maternal education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers. Hence, the democratic parenting style is mostly adopted by parents the study location.

It was also revealed that most parents had secondary education followed by followed by tertiary education. This aligns with the study of Okobia (2015), that learning is highly connected with how educated the parents are. On another note, Adams (2014) asserted that educators should make a path that should be followed in other to make the pupils to be aware of what they will be able to achieve at the end of the course. This is the case that not just the parents but also teachers need to participate actively in learning of learners.

Results showed that the social adjustment status of pupils was high with social exhibitions such as obedience, respectfulness, social interaction and many more. In line with the study of Oduoluwu and Amosun (2010), observed that children who fail to relate and integrate well with their other classmates must have had issues with proper communication and relationships with others around them when at younger ages. In corroboration with the present study, Adediran and Adeyemi (2016) found social interaction as a handful tool to enhance communication and cooperation towards achieving a societal common goal through consensus. This connects with the study of Lantolf (2000) which asserted that learners when exposed to social and creative classroom will be able to put off all forms of loneliness.

It was there revealed that there was a significant influence of parenting styles on social adjustment of lower basic school pupils in Osun State. Scottt (2012) noted that the social skills of children can be enhanced and developed through significant parental style. More so, family structure often determined parenting styles as they affect social skills. On the other hand, Adaralegbe and Owo asserted that families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rear. Oduoluwu and Amosun (2010) argued that it is often difficult to correct the problems of effective social interaction among children especially in the Nigerian classroom. This view is supported by DiTullio (2021) who claimed that is it the duty of teachers in the classroom and other educational stakeholders in the school to create conducive learning environment where children can express themselves socially.

It was further revealed that there is no significant influence of parents' education on social adjustment of lower basic school pupils in Osun State. This finding is supported by the findings of Zeffergren (2006), social adjustment skills of children can be dependent on the education of their parents. This is corroborated by Caciopo and Petty (2016) who stressed that there is a correlation between parents' educational level and children's motivation and achievement at lower basic schools. Salar, Baghaei, Ghavami, and Zare (2013) asserted that academic performance indicates the educational achievements and cognitive objectives of students through passing many exams and measuring marks because it is an indicator of evaluating the educational system and students' achievement in the cognitive aspects. In another view, Gachathi (2010) indicated that occupational prestige as one component of socio-economic status encompasses both income and educational attainment occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations.

8. CONCLUSION

From the findings of the study, it was concluded that significant influence exists between parenting styles on social adjustment of lower basic school pupils in Osun State; however, parents' education is not significantly related to social adjustment of lower basic school pupils in Osun State. The study has been able to provide information on how parenting styles are capable of predicting social adjustment. The study has also provided information on the parenting styles and social adjustment in the state.

9. RECOMMENDATIONS

Based on the findings of the study, the following recommendations were therefore suggested to further promote children learning and achievement:

- Parents should be motivated and updated on how to make teaching-learning interesting to their children irrespective of the subject matter.

- Parents should be ready to give quality attention to the learning of the children since pupils at this stage are not yet mature to make some certain significant decision as regard their learning.

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Citation: Muraina Olugbenga Omiyefa et al. "Influence of Parenting Styles and Parents' Education on Social Adjustment of Lower Basic School Pupils in Osun State, Nigeria" *International Journal of Humanities Social Sciences and Education (IJHSSE)*, vol 12, no. 11, 2025, pp. 57-68. DOI: <https://doi.org/10.20431/2349-0381.1211006>

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