

# Parent-Child-Relationship as Correlate of Social Adjustment of Primary School Pupils in Ilorin South Local Government Area of Kwara State

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**Abstract:** *The study examined parent-child-relationship as determinant of social adjustment of primary school pupils. A descriptive survey design and population comprised all primary school pupils, their parents. 200 pupils and 200 parents participated respectively. The two instruments titled Parent-Child Relationship Questionnaire (PCRQ), and Social Adjustment Observation Rating Scale on (SAORS). Two research questions and one hypothesis formulated to guide the study. Instruments were validated and the instruments correlated using Pearson Product Moment Correlation (PPMC) to establish reliability coefficient which was ( $r=.77$ ). Questionnaire was answered using descriptive analysis of frequency, percentage and mean while the stated hypothesis was analyzed using PPMC to measure hypotheses and tested at 0.05 level of significance. Findings shown that there was significant relationship between parent-child-relationship and social adjustment. Finally, the school proprietors and proprietress should organize symposium to the parents on the important and benefits of good parent-child-relationship to pupils' social adjustments.*

**Keywords:** parent-child-relationship and social adjustment

## Introduction

Social adjustment is an effort made by a person to cope with standards, values and needs of a society in order to be accepted. Psychologists use the term adjustment of varying conditions of social and interpersonal relation in the society. Social adjustment is the achievement of balance in social relationships usually aided by the appropriate application of social skills in school setting. Adjustment process is a crucial process and differs from individual to individual, family to family and culture to culture. Social growth is the most important aspect of one's development and it is acquired through the relationship with others especially with the parents, peers and the teachers, and it is the assessing criterion of social growth related to the person's adjustment with him/herself and others (Hartup & Rubin, 2013).

On the other hand, living in a human society has stemmed from a set of values and expectations paradigm, and to meet one's expectations and value framework a person needs a sufficient amount of adjustment. Without adjustment, the person is not able to meet many of his/her basic needs. If one is incompatible with the society properly, he will feel isolated. Social adjustment as an important indication of social interaction among people is a topic attracting the attention of many psychologists.

The United Nations estimates that up to 8 million children around the world are living in care institutions (Pinheiro, 2006). Parenting, however, involves more than hard work, effort and self-discipline. An added benefit is the ability to have fun with each other, to enjoy being part of a happy family (Vanpelt, 2004). Hence family togetherness breeds peace and understanding. Baumrind (2007) believed that parents should be neither punitive nor aloof. Rather, they should develop rules for their children and be affectionate towards them. There should be a cordial relationship between pupils, and parents, staff and administration, and participation in social and religious activities should be encouraged. If parents and pupils can adjust positively to the above situation, they should be able to live at peace and harmony in their homes, school and society successfully.

Good parent-child relationship is a protective factor for elementary students' academic pressure, which can be interpreted as follows: a good parent-child relationship is conducive to the establishment of active parent-child attachment and promotes parent-child communication and family support (Mulyadi et al., 2016). The more proactive the parents are to communicate with their children, the more helpful it is to reduce the children's academic pressure (Xu & Zhang, 2017). A supportive parent-child relationship from the family can significantly alleviate the negative effects of stress on emotional behavior adaptation (Wang et al., 2018).

Similarly, Digiulo (2005) demanded from parents a caring process which ensures the children's protection from avoidable illness, harms, accident, abuse (sexual harassment, drunkenness, and unwanted pregnancy). It further demands a degree of parental control over the child, and an adequate knowledge of physical, emotional and social needs necessary for behavioral and social adjustment of adolescents to achieve societal values and responsibilities. With these demands, Nigerian parents need to address their parent-child relationship and their new orientation in pursuance of money, which has become the ultimate in many families, and to return to their children the love, care, attention and unity that exist before in the family. The researcher also intends to look at the school environment as an important variable to the study. School environment consists of both material and non-material resources in the school. It includes the teachers, pupils, cohesiveness, the subjects and method of teaching. A healthy and attractive school environment makes for conducive learning and promotes students' pride in their schools and their interest to stay in school (Mgbodile, 2014).

To the best of researchers' knowledge, there seems to be no documented empirical evidence on the parents-child-relationship as determinant of social adjustment of primary school pupils in Ilorin South Local Government Area of Kwara State, Nigeria. Although some researchers have worked on social adjustment on secondary schools and tertiary institutions. In spite of these efforts, the problem of pupils' social adjustment persists. This creates a researchable gap in knowledge, the gap which this study intends to fill by investigating the parents-child-relationship as determinant of social adjustment of primary school pupils in Ilorin South Local Government Area of Kwara State, Nigeria.

### **Statement of the Problem**

School adjustment play a vital role in a child's life, and it is a pillar on which child's entire life is based. It is not only related to a child's progress, development and achievement, but also their attitudes towards school, anxieties, loneliness, life and social support. Interpersonal relationship affects children academically and socially. Relationship with peers and parents is a powerful motivator. It is disheartening to note that antisocial activities/behaviors are still perpetuated by pupils in this 21st century. According to Nigerian media report that not a day passes without news of armed robbery, arson, promiscuity, violent demonstration, delinquency, examination malpractices, and pupils' unrest.

It was reported that antisocial activities are prominent within the school age (9-18 years). The school and government have tried several disciplinary efforts to stop these antisocial activities among pupils but to no avail. When the pupils' antisocial activities are left unattended to it would not only affect the schools and other peers but also the society as a whole. While theoretical and empirical evidences on the social adjustment have been documented in schools across the globe, empirical evidence on some of these studies, parent-child-relationship and social adjustment as combined in this study are not many. To the best of researcher's knowledge, there seems to be no documented empirical evidence on the parents-child-relationship as determinant of social adjustment of primary school pupils in Ilorin South Local Government Area of Kwara State, Nigeria.

### **Research Questions**

In order to achieve the research purposes, research questions will be raised for the study:

1. What is the level of parent-child relationship of primary school pupils?
2. What is the level of social adjustment of primary school pupils?

### **Research hypotheses**

The following hypotheses would be postulated for this Study;

Ho1: There is no significant relationship between parent-child-relationship on social adjustment of primary school pupils in Ilorin South Local Government Area of Kwara State

### **Methodology**

The research design was descriptive survey design. This design was used to examine parent-child relationship as determinant of social adjustment of primary school pupils in. The population comprised all primary school pupils, their parents. The researcher used proportional sampling technique (because the sample units vary in size) to select twenty schools primary schools through random picking, which included eight and twelve from public and private primary schools respectively. More so, the researchers selected ten parents and ten primary five pupils from each of the twenty public and private primary schools selected in Ilorin South Local Government Area Kwara State. Therefore, the total number of two hundred pupils and two hundred parents were used as the sample size for the study. The researchers developed two instruments titled Parent-Child Relationship Questionnaire (PCRQ), and Social Adjustment Observation Rating Scale on (SAORS). Questionnaire consisted of series of questions items on (parent-child-relationships) which was answered by the target respondents who are the parents. The Questionnaire have four Likert Scale which

are SA, A, D, SD, and social adjustment Observation rating scale (SAORS) which also consisted Always, Sometimes and Never with items on social adjustment. Parent-Child Relationship Questionnaire (PCRQ), and Social Adjustment Observation Rating Scale (SAORS) were given to all lecturers in Kwara State University, for necessary corrections. The instruments were administered to (25) respondents outside the sample for this study, twice within an interval of two week and the two scores were correlated using Pearson Product Moment Correlation (PPMC) to establish reliability coefficient which was ( $r=.77$ ). The data were analyzed using descriptive and inferential statistics. Questionnaire was answered using descriptive analysis of frequency, percentage and mean while the stated hypothesis was analyzed using PPMC to measure hypotheses.

## Results

**Research Question One:** what is the level of parent-child-relationship of primary school pupils in Ilorin South Local Government Area of Kwara State.

Table 1 showing the level of parent-child-relationship of primary school pupils

S/N	ITEMS	OFTEN	SOMETIMES	NEVER	MEAN
1	Friendly communications with the pupils during and after the class	99(24.5)	88(21.8)	13(3.2)	2.43
2	Communicating with the pupils after class makes them misbehave	48(11.9)	137(33.9)	15(3.7)	2.16
3	pupils have freedom to express their feelings and opinions in school	54(13.4)	70(17.3)	76(18.8)	1.89
4	Counseling pupils in school is my hobby	144(35.6)	50(12.4)	6(1.5)	2.69
5	Pupils need frequent counseling for them to become fit in the society	101(25.0)	82(20.3)	17(4.2)	2.42
6	Guiding the pupils should not be based on academic alone	141(34.9)	59(14.6)		2.70
7	Pupils need to be guided in school for them to become meaningful member of the society	127(31.4)	73(18.1)		2.63
8	Pupils need not to be discussed with except on academic stuff	61(15.1)	139(34.4)		2.30
9	Advising pupils based on family issues is trespassing	114(28.2)	86(21.3)		2.57
10	Pupils need not to call to order when misbehaving outside the school	142(35.1)	58(14.4)		2.71
<b>Weighted average</b>					<b>2.19</b>

Note: The figures in parentheses are in percentages

Decision: Low: 0.00 – 2.49

High: 2.50 – 4.00

Table 1 shows the level of parent-child-relationship of primary school pupils. The weighted average is 2.19 which is greater than 2.50 the base line for positive opinion. This therefore shows a numeric indicator that the level of parent-child-relationship of primary school pupils was high.

**Research Question Two:** what is the level of social adjustment of primary school pupils in Ilorin South Local Government Area of Kwara State

Table 2 showing the level of social adjustment of primary school pupils

S/N	ITEMS	OFTEN	SOMETIMES	NEVER	MEAN
1	Child relates with my colleagues very well	211(52.2)	183(45.3)	10(2.5)	2.49
2	The child like to make friends easily	100(24.8)	263(65.1)	41(10.1)	2.14
3	The child communicates with other peers outside the school easily	80(19.8)	106(26.2)	218(54.0)	1.65
4	The child loves to do norms and respect elders	261(64.6)	124(30.7)	19(4.7)	2.59
5	I like discussing with parents and my friends	252(62.4)	124(30.7)	28(6.9)	2.55
6	The child loves to discuss with people around me	278(68.8)	126(31.2)		2.68
7	The child loves discussing with people without disrespecting them	296(73.3)	108(26.7)		2.73
8	The child do not like making friend with bad people	108(26.7)	296(73.3)		2.68
9	The child does not fight my friend no matter what	216(53.5)	188(46.5)		2.53
10	The child does not like backbiting	295(73.0)	109(27.0)		2.73
	<b>Weighted average</b>				<b>2.45</b>

Note: The figures in parentheses are in percentages

Decision: Low: 0.00 – 1.49

High: 1.50 – 3.00

Table 1 shows the level of social adjustment of primary school pupils. The weighted average is 2.45 which is greater than 1.50 the base line for positive opinion. This therefore shows a numeric indicator that the level of social adjustment of primary school pupils was high.

**Hypothesis One:** There is no significant relationship between parent-child-relationship and social adjustment in Ilorin South Local Government Area of Kwara State.

Table 3: Summary of PPMC Showing the Relationship between parent-child-relationship and social adjustment in Ilorin South Local Government Area of Kwara State

Variable	N	Mean	Std.d	R	df	Sig.	Remark
Parent-Child-Relationship	200	20.22	11.735	-.708	198	.000	Significant
Social Adjustment	200	15.03	10.966				

Table 3 there is no significant relationship between parent-child-relationship and social adjustment in Ilorin South Local Government Area of Kwara State. It was revealed that the mean and standard deviation of parent-child-relationship were 20.22 and 11.735 respectively, while the mean and standard deviation of social adjustment were 15.03 and 10.96 respectively.

The calculated value of rcal was  $-.708$  and degree of freedom was 198, the observed P-value ( $p < 0.05$ ). Therefore, the null hypothesis that states that there is no significant relationship between parent-child-relationship and social adjustment was rejected. This implies that parent-child-relationship does determine social adjustment.

## Discussion

The findings revealed that the level of parent-child-relationship of primary school pupils was high. This might be as a result of good rapport by the pupils and their parents and it will go a long way to sharp up the pupils towards the norms of the society at large. The finding was in line with the study of Kalu (2008) who discovered that adolescent from positive or democratically oriented families

are better socialized. They are thus more cooperative, friendly, loyal, cheerful and socially adjusted. The finding was not in line with the result of Marcos, (2015), as hypothesized, a significant indirect effect was found between (good) parent- child relationships.

### Conclusion

It was explicitly stated there was significant relationship between parent-child-relationship and social adjustment in Ilorin south local government area of kwara state. The level of both parent-child-relationship and social adjustment of primary school pupils was high.

### Recommendations

School proprietors and proprietress should organize symposium to the parents on the important and benefits of good parent-child-relationship to pupils social adjustments and seminar should be organized to teachers as well on the important of good relations with pupils.

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