Parenting Styles As Correlates Of Social Adjustment Among Students With Physical Disabilities In Port Harcourt City Local Government Area Of Rivers State

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ABSTRACT
The study investigated on social adjustment among students with physical disability in Port Harcourt City Local Government Area of Rivers State as predicted by their reported parenting style. The study identified four parenting styles namely authoritarian, authoritative, permissive and neglectful. The study adopted the correlational research design using a sample of 236 students with physical disability. An instrument titled Correlates of Social Adjustment Inventory was used for data collection which was adequately assessed for reliability and validity. The multiple regression coefficient was used for data collection, while ANOVA and t-test associated with multiple regression were used for analysis of data. The result obtained from the analysis showed that authoritative parenting style had a significantly higher prediction on social adjustment of with physical disability than other parenting styles. On the basis of the result obtained, it was recommended that school counsellors organized programmes with the full participation of parents aimed at understanding improving the social adjustment of the students, especially those with disability.
Keywords: Physical disability, students, parenting styles, Social adjustment

INTRODUCTION
Although studies in disability have a long history, it was only recently that specific attention has been focused on the educational needs of students with disabilities. This has made the term special education to be used interchangeably with disability education. But as stated by Asiwe and Omiegbe (2014:24) disability education or education for the handicapped is a subset of special education "which is concerned with the education of individuals such as physically challenged, disadvantaged who would not benefit from the average classroom instruction".
Defining the concept of disability has been a contentious used due to legal, social and ethical considerations. Despite this challenge, two common features stand out from international and national definitions of disability such the UN Standard Rules on the Equalization of Opportunities for People with Disability (UN, 2002), World Health Organization (2001), the UK Disability Discrimination Act which are:

- A physical or mental characteristic labeled or perceived as an impairment;
- some personal or social limitation association with the impairment

Wasserman, Asch, Blustein and Putman (2015) stated that the criteria for the classification of disability may be statistical, biological or normative. Statistical classification is based on the average in some reference group. Biological classification is based on the theory of human functioning, while normative is based on the view of human flourishing (Wesserman et al, 2015). Kahane and Savulescu (2009) stated that although disability is difficult to define, the identifying mark of impairments is that they are generally seen as traits of an individual which he or she cannot easily alter, change or modify. It was therefore on this basis that they classify disability into the following categories of psychological disabilities, cognitive

disabilities, hearing disabilities, visual disabilities, brain disabilities and physical or orthopedic disabilities. The identification of the above categories is usually sophisticated requiring a professional team of medical and educational experts (Pierangelo & Ginliani, 2008). The only exception to this is physical disabilities or orthopedic impairment which can be easily observed in an individual. This study shall therefore be focused on the social adjustment of students with physical disabilities.

Physical disability refers to a family of severe physical conditions that adversely affects a person's ability to function optimally in any domain of performance e.g. cognitive, social, emotional and movement. Of all disabilities, physical disability is the most obvious as its effects are external and conspicuous. It is therefore not surprising that students with physical disabilities are up to four times more likely to be victimized and ostracized by peers, teachers and even family members, when compared to other forms of disabilities such as cognitive or psychological. This could influence the child social adjustment (Rose, Sweverer & Espelage, 2012).

Social adjustment has been defined variously by scholars and researchers. According to Sax, Culmartin, Keup, DiCrisi and Bryant (2000), social adjustment is the process of successfully managing the development of close relationship with peers and the degree of comfortability in meeting new people. Jean (2010) defined social adjustment as the process by which a student adjust to the social environment of the institution and then operationalized it by giving specific examples such as students' perception of their non-academic lives, number of extra-curricular activities participated in, hours spent in social activity and informal interactions with teachers and other staff. According to Adams and Proctor (2010) different factors have been associated with student adjustment to school setting such as problem solving skill, attributional style, stressful events and perceived social support. According to the authors, the plethora of literature on social adjustment among students have been focused on students without disability. This study will take a different approach by studying adjustment among students with physical disabilities as well as a possible correlate of social adjustment among these students which is their parenting style.

Sigmund Freud, one of the founding fathers of modern psychology, opined that the early years of our life shapes who we become as a result of the interactions we have with our parents. This therefore underscore the importance of parenting styles in a child or student's development, including students with physical disability. Parenting styles according to Darling and Steinberg (2003) refers to a constellation of parental attitudes towards the child, and when taken together creates the behaviour expressed towards the child and expectation from the child. Baumrind (1991) stated that parenting styles can be broadly classified into four namely authoritarian, permissive, authoritative and neglecting.

Objectives, Research Questions and Hypotheses

The objectives of this study were

1. Investigate how parenting styles (authoritarian, authoritative, permissive and neglectful) jointly predict social adjustment of students with physical disabilities in Port Harcourt City Local Government Area.
2. Investigate the independent contributions of parenting styles (authoritarian, authoritative, permissive and neglectful) on social adjustment of students with physical disabilities in Port Harcourt City Local Government Area.

From these objectives, the following research questions and corresponding null hypotheses were developed to guide the study

Research Question One: To what extent does parenting styles (authoritarian, authoritative, permissive and neglectful) jointly predict social adjustment among students with physical disabilities in Port Harcourt City Local Government Area of Rivers State?

Hypothesis One: The combined parenting styles do not significantly predict the social adjustment of students with physical disabilities in Port Harcourt City Local Government Area of Rivers State.

Research Question Two: To what extent does each parenting styles (authoritarian, authoritative, permissive and neglectful) independently predict social adjustment of students with physical disabilities in Port Harcourt City Local Government Area of Rivers State?

Hypothesis Two: Parenting styles do not independently have significant prediction on the social adjustment of students with physical disabilities in Port Harcourt City Local Government Area of Rivers State.

Literature Review

Parenting Style: Parenting style refers to characteristics way parents train their children which is reflected in their relationship with the child or children and their attitudes towards issues concerning the children or their responsibilities to the children. For Vijila, Thomas and Ponnusamy (2013) parenting style implies a psychological construct representing the standard strategies that parents use in their child rearing. Furthermore, Eriega (2006) described parenting style as all the rearing practices implicated by the family as well as the maternal and paternal influences evolved so that the child can live a fulfilled life. For Akhtar (2012) parenting style refers to the broad patterns of childrearing practices, values and behaviour that determines the power, relationship and expectation between parents and children. In this study, parenting style shall be defined as the predominant rearing pattern that parents adopts in the training their children which involves the establishment of rules and enforcement of same. Baumrind in Eriega (2006) identified different parenting styles, namely authoritarian, permissive authoritative, and neglectful parenting styles. Which are succinctly discussed below

Authoritarian Parenting Styles: Baumrind as cited in Mckay (2006) sees authoritarian parenting style as a rigid and strict pattern of rearing children. Parents who practice authoritarian style of parenting have strict set of rules and regulations and require rigid obedience. If and when rules are not followed, strict punishment is most employed to enforce compliance. No explanation is provided to the child for the punishment. When any attempt is made to question the parents' authority, the only response provided is that "because I said so". Children from these homes are found to be less cheerful and display more of aggressive tendencies (Vijila, et al, 2013).

According to Mensah and Kuranchie (2013) this pattern of parenting is restrictive and involves the establishment of many rules for the child, with demand for strict obedience. Parents adopting this parenting style use force to enforce rules rather than obedience. According to Baumrind in Eriega (2006), the authoritarian parents demand strict adherence to stiff standards of behaviour. Children from this home are expected to accept the parents' opinion of right and wrong without questioning it. Children from such homes are often obedient and display high level of self-control, but have been shown to be withdrawn emotionally, as well as lacking in curiosity.

Permissive Parenting Style: Permissive parenting style involves when parents make little demands from their children as regards the appropriate behaviour and make little attempt to control their behaviour. Nwankwo (2010) asserted that permissive parents permit their children to act as they please. Little or no attempt is made to control the behaviour of children by parents with permissive parenting style. According to Elias and Yee (2009) permissive parents are characterized by non-controlling, non-demanding behaviour on their children's behaviour and make little demands on appropriate behaviour from their children.

Baumrind in Eriega (2006) posits that permissive parents believe that children have rights similar to adults but expects them not be responsible in character and behaviour. These parents demand little or no responsible behaviour from their children. The attitude of parents with this style can be summed up in the statement "Do what you want to do". Rules are seldom enforced if they are made at all. The children have their way as they please. It has been argued that this form of parenting leads to immature adulthood, where the individual acts with little regard for socially-appropriate behaviour

Again Baumrind in Heaven and Ciarrochi (2008) reported that permissive parents believe that when children are controlled or discipline, it inhibits their natural psychological growth or self-actualizing tendency. Due to this permissive parents view themselves as resources to be used by the child without taking active roles in the child's choice or molding them in ways that are socially appropriate.

More so, Shaffer and Kipp (2005) added that permissive parenting involves the use of an accepting but lax pattern of parenting in which adults make relatively few demands, permit their children to freely express their feelings and impulses, they do not closely monitor their children's activities and rarely exert

firm control over their behaviour. Their children are often impulsive and aggressive, bossy, lacking in self-control, self-centred, low in independence and achievement.

Authoritative Parenting Style is a flexible and democratic style of parenting in which parents provide warm guidance and reasonable control for their children while permitting children the opportunity to decide how to handle their responsibilities and challenges in life. This parenting style falls between the spectrum of authoritarian and permissive parenting style. Several authors including Templer (2008) have asserted that children in authoritative parenting homes learn to design their lives and which also involves making wrong decision and learning the consequences of their decision and choices.

Nwankwo (2010) asserted that authoritative family relationships are cordial and cooperative among family members. Parents are genuinely interested in the children welfare and make modest attempt to provide appropriate care for them. This in turn leads the children to respect their parents, other family members and themselves. Parents do what is proper and socially acceptable and encourage their children to do same. Under these circumstances, moral judgment is improved and children are encouraged to develop and display socially appropriate behaviour.

According to Baumrind in Steinberg, Lambom, Darling, Mounts and Dornbusch (1994), authoritative parenting is often demanding, manifesting elevated expectations and standards for their children and encouraging compliance with their rules and directives. Nevertheless, they encourage discussion about these rules as well as independence, autonomy and freedom, inviting children to think about their own lives and behaviour. As a consequence, the punishment are measured, consistent and justified explicitly rather than unpredictable, erratic and unfounded. The parents also exhibit warmth in responsive manner. They are sensitive to the needs and concerns of their children and forgiving them when standards are not fulfilled. This balance of direction, independence and sensitivity enhances the progress and independence of their children. The children show initiative and confidence.

According to Santrock in Akinade and Sulaiman (2005) and Echebe (2010), authoritative parents are warm, demanding and controlling but also responsive and supportive. These parents are flexible but firm, maintaining control and discipline but showing some reason and flexibility as well as communicating expectations but allowing verbal give and take. They score high on demanding and responsiveness and have clear expectations for behaviour and conduct which they monitor. Their discipline fosters responsibility, cooperation and self-regulation. For instance, an authoritative parent would say, you would have the car after you have picked your sister from school but remember not to be home late. Authoritatively reared children cope the best. They are individuated, mature, resilient, achievement oriented, self-regulated, and responsible and have the highest scores on tests of cognitive competence.

Neglectful Parenting Style: This is the type of parenting that is both aloof (or even hostile) and over permissive; almost as if parents neither cared about their children nor about what they may become. Neglecting parents according to Baumrind in Steinberg et al (1994) are not demanding, expecting limited compliance with rules and directives. They are insensitive to the concerns and needs of their children. They often seem disengaged from their children's lives and focus only on theirs, their attachment style with their parents is supposedly, characterized by confusion, and because they cannot develop a consistent means to cope with neglect, other social relationship might also be disrupted later in life. They also often engage in risky behaviour.

According to Santrock in Akinade and Sulaiman (2005) and Echebe (2010) uninvolved parents can also be called uninvolved /rejecting. They express low control and warmth on their children. They are low on both demandingness and responsiveness. They do not structure, organize, discipline, attend or supervise their children. For example, they are not even aware that the child has taken the car. Even when aware, they are not bothered. Nwankwo (2010) sees rejecting parents as those parents who don't care who the children are what they are doing and where they are at any point in time. They owe little or no obligation to their children in terms of training and provision of basic requirements for survival and growth. Some children from this type of orientation roam the streets, sleep in the gutters and commit assorted types of crime.

In the opinion of Maccoby and Martins in Shaffer and Kipp (2005), uninvolved parents have an extremely lax and undemanding approach displayed by parents who have either rejected their children or are so

overwhelmed with their own stresses and problems that they have not much time or energy to devote to child rearing. These parents impose few rules and demands. They are uninvolved and insensitive to their children's needs.

Social Adjustment:
According to Sax et al (2000) social adjustment is the process of successfully managing close relationship with peers and the degree of comfortability in meeting new people. Bierman (2004) defined social adjustment as the capacity to coordinate adaptive responses in a flexible manner in various interpersonal demands and to organize social behaviour in different social contexts in a manner beneficial to one's self and consistent with social norms and conventions. Santrock (2008) maintained that social adjustment refers to a continuous process by which a person changes his/her own behaviour in a social setting or tries to change the environment or bring about changes in both, to effect a satisfactory relationship with other individuals in the environment. Igbo, Nwaka, Mbagwu and Mezieobi (2016) opined that social adjustment involves the-effort (deliberate or unconscious) that individuals make in meeting psychological/social/physiological demands depending on the situation one finds himself. Boutler (2002) opined that adjustment is a process by which a person modifies his/her behaviour based on environmental demands while also aiming to achieve social equilibrium.

Adopting a more holistic approach to social adjustment, Huitt and Dawson (2011) defined it as the process by which a person develops and apply knowledge, attitudes and skills in at least six components: (1) being aware of the social environment (2) managing impulses and acting appropriately in social contexts (3) communicating effectively (4) forming healthy and meaningful relationship (5) working well with others (6) resolving conflicts. On the basis of the definitions provided above, social adjustment in this study shall refers to the deliberate effort made by individuals to develop skills and competencies needed to function effectively in social group while acting in a socially appropriate manner.

Relationship between Parenting Style and Social Adjustment
Ample effort has been expended in investigating the relationship between parenting style and social adjustment using various paradigm and population. In their study, Vijila, Jose and Ponnusamy (2013) investigated the relationship between parenting styles and adolescents' social competence using the descriptive research design, with a sample of 43 adolescents. Result from the study revealed that authoritative parenting style has the greatest positive influence on the social competence of adolescents. For Mensah and Karanchie (2013) in their study of parenting style and its influence on social adjustment of adolescents in Ghana revealed that the majority of the parents were perceived to adopt authoritative parenting styles in the upbringing of their children. It was also revealed that parenting style has influence on students' social development. Akpama (2013) investigated on the influence of mothering style on social adjustment of female adolescents in Cross Rivers State of Nigeria. Using a sample of 150 female students, it was revealed that authoritative and permissive mothers parenting exert averagely high influence on female adolescents' social adjustment than the authoritarian mother parenting style. It was also revealed that high differences exist in the social adjustment of female adolescents raised between married and single; and between working class and non-working class mothers. From this review of literature, it can be seen that no study has investigated the extent to which social adjustment of students with physical disability can be predicted from their perceived parenting style. It was to fill this gap in the literature that was partly responsible for the conduct of this study.

METHOD
Design: The predictive correlational research design was used in this study since data on physically challenged children reported parenting styles were collated used to predict their social adjustment. A sample of 237 students with physical disability in Port Harcourt Metropolis was chosen for this study using the purposive sampling technique. This sampling technique was adopted for the study because the researcher did not have access to the specific number of students with physical disabilities in the area under investigation.

Instrumentation: For data collection is a non-cognitive, multivariate instrument titled *Correlates of Social Adjustments Inventory* (CSAI). The instrument was divided into five section labeled A to C.

Section A of the instrument was aimed at collecting demographic information from the respondents such as their gender, age, family type etc. Section B of the instrument is a 20-item questionnaire developed in a 4-point modified likert scale of Always (A), Sometimes (S), Rarely (R), and Never (N) to assess the four identified parenting styles, with five items each tailored towards one parenting style. Scoring is done as follows: Always (A), Sometimes (S), Rarely (R) and Never (N) scored as 4 points, 3 points, 2 points and 1 point respectively for positive items, while negative items, will be scored, SA - 1 point, A - 2 points, D - 3 points and D - points. Therefore the highest possible value for each section is 20 and the minimum is five (5). This section of the instrument was adapted from Iyomatare (2016). Section C of the instrument is a 20-item scale developed to assess the social adjustment of the respondents. This section of the instrument was adapted from Iyomatare (2016). This section was constructed on a four point likert scale of Always applies to me, Sometimes applies to me, Seldom applies to me, Never applies to me scored as 4, 3, 2, and 1 point respectively. Reliability analysis using Cronbach Alpha showed t coefficients of 0.72 for authoritarian, 0.67 for permissive, 0.75 for neglecting and 0.81 for authoritative parenting styles. Finally, the section on social adjustment yielded an alpha coefficient of 0.69 which indicated that the instrument possessed ample reliability for use.

Data Collection and Analysis: Copies of the two instruments were administered directly to the respondents by the researcher, with the help of two research assistant, after receiving permission from the principal or the school head. The instruments were then collected on the spot after it has been completed by the students. The research questions were answered using multiple regression coefficients and beta values associated with multiple regression, while ANOVA and t-test associated with multiple regression were used for testing the corresponding null hypotheses where applicable.

RESULTS

Table 1: Joint prediction of parenting styles on social adjustment of students with physical disabilities

MODEL SUMMARY					
Model	R = 740	R-Squared = 0.548		Adjusted R-Squared = 0.540	
ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	16042.564	3	4010.641	70.086	.0000
Residual	13218.843	232	57.224		P<0.05
Total	29261.407	235			

An observation of the values shown in Table 1, indicates that when the joint prediction of parenting styles on social adjustment of students with physical disabilities was conducted, an R value of 0.740 was obtained with an R^2 value of 0.548 and an adjusted R^2 of 0.540. On the basis of the adjusted R-Squared, it can be seen that 54.8% variation in the social adjustment of students with physical disabilities can be attributed to the joint contribution of parenting styles.

Furthermore, the result of the ANOVA associated with multiple regression showed that an F value of 70.086 was gotten with an associated p-value of 0.000 at 3 and 232 degrees of freedom. From this result obtained, it can be seen that parenting styles had a significant joint predictive power on the social adjustment of youths with physical disability in Port Harcourt Metropolis. The null hypothesis was therefore rejected.

Table 2: Beta values associated with multiple regression of parenting styles on social adjustment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.029	5.965		6.375	.000
	authoritarian	-1.109	.194	-.312	-5.715	.000
	authoritative	.862	.175	.292	4.935	.000
	permissive	-.032	.080	-.018	-.402	.688
	neglect	.696	.154	.275	4.536	.000

On the basis of the standardized beta coefficients shown in table 2, it can be seen that authoritarian parenting style had a beta value of -0312 with an associated t-value of 5.715 and a p-value of 0.000. This result showed that authoritarian parenting style had a negative but significant independent prediction on social adjustment of students with disability. Also in table 2, it can be seen that authoritative parenting style had a beta value of 0.292 with an associated t-value of 4.935 and a p-value of 0.000. This result showed that authoritative parenting style had a positive but significant independent prediction on social adjustment of students with physical disability. As regard permissive parenting style, the table showed that it had a beta value of -0.018 with an associated t-value of -0.402 and a p-value of 0.688. This result showed that permissive parenting style had a negative and insignificant independent prediction on social adjustment of students with physical disability. Finally, neglectful parenting style had a beta value of 0.275 with an associated t-value of 4.536 and a p-value of 0.000. This result showed that neglectful parenting style had a positive but significant independent prediction on social adjustment of students with disability.

DISCUSSION
From the result obtained from the study, it was shown that parenting styles is a significant determinant of social adjustment among students with physical disabilities in Port Harcourt Metropolis, with different parenting styles having different impact. The meaning of this result is that students from homes where there is an authoritative parenting style operating are most likely to be of a higher level of social adjustment than those from other homes. Also, the result showed that authoritarian parenting style had an inverse but insignificant prediction on the social adjustment of students. This result to the researcher is not surprising but expected. Authoritative parenting style promotes a climate in the home where students interact well with their peers and show a high level of concern with their family members. Conversely, the result showed authoritarian parenting style had a negative effect on the social adjustment of students. This is likely because authoritarian parents are harsh and critical on their children, with little room for them to express themselves, as such they may lack appropriate social skills to interact with their peers outside the home. The result from this study is similar to that obtained by Vijila et al (2013) who found out that parent with authoritative parenting styles are most prone to rear socially adjusted youths. Also, the result from Mensah and Karanchie (2013) showed that authoritarian parenting style is negatively related with social adjustment of youths.

RECOMMENDATIONS
Based on the findings and conclusion reached, the following recommendations were made:
1. Parents should attempt to adopt authoritative parenting style in rearing their children especially those with physical disabilities
2. Parents should avoid the practice of stereotype sex roles in homes and their socialization patterns so that both male and female children should go through the same parenting experiences; as this might enhance, their social adjustment.

3. Authoritative and permissive parents should independently learn to accept their children from childhood, as neglectful parenting is likely to be associated with children poor social adjustment.
4. Counsellors in schools should endeavor to promote specialized counselling sessions for students who have physical disability, so that they can help them achieve higher level of social adjustment.

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