

PARENTING STYLE AND ITS EFFECTS ON CHILDREN WITH SPECIAL EDUCATION NEEDS IN PILOT PRIMARY SCHOOL DADUR LANGTANG NORTH LOCAL GOVERNMENT AREA OF PLATEAU STATE, NIGERIA

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ABSTRACT

This study was designed to investigate parenting style and its effect on children with special education needs in pilot primary school Dadur, Langtang North L.G.A. The researcher formulated three research questions and one hypothesis to guide the study. The population of the study consisted of all the parents and teachers of pupils with special needs in Dadur Langtang North Local Government of Plateau State. The sample size of 100 (20 teachers and 80 parents) was used for the study. The sampling technique employed for the selection of the sample for the study was systematic and random sampling. The instrument used for the collection of data was questionnaire. The researcher used the frequency, percentage and mean to answer research questions and linear regression to test the hypotheses at 0.05 level of significance. The study found out reasons why parents dispose negative attitude towards the education of pupils with special needs are lack of awareness which influence the negative attitude of parents towards their children' education, inadequate improvement of children with special needs which influence parent attitude and negligence which is an attitude of parents of children with learning disabilities. The study also discovered that there is a significant relationship between parenting style and the education of pupils with special needs in pilot primary school Dadur, Langtang North. Based on the findings it was recommended that NGOs should uplift the attitudinal factors among parents of children with special needs, school administrators should dispose positive attitude towards children with special needs, creating awareness to enlighten parents on the need to educate children with special needs, awareness programme to eliminate discrimination by parents of children with special needs and teachers should be properly trained and retrained in order to fit into the educational system to meet up the demand of children with special needs.

Keywords: Parenting Style, Special Education, Education Need and Children

INTRODUCTION

The term 'parent' refers to the father or mother of a child. The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion sociologist that education can be an instrument of cultural change which is being taught from home is relevant in this discuss. It is not out of place to imagine that parental socio-economic background can have possible effects on the academic achievement of children in school. Whatsoever affect the development environment of children would possibly affect their education or disposition to it. Parental status is one of such variables. "Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes" (Rothestein, 2004).

The family as a cell acts only with love and respect and it dominates the understanding, affection, sacrifice and childcare. (Emerllahu, & Dali, 2001) So, in this way builds family environment, in which we live, laugh, play and develop

children. (Claudia & Eberhard Muhlan, 2008) The contemporary concept over their role and contribution in this regard, in a way rejects the so called single direction of influence of the parents over (heir children development, replacing it with an intense interaction of three factors such as; the child, the parent and (he wider social environment. This interaction is constantly being seen as a mutual influence and process moving from the parent to the child and the other way around, which as such triggers a variety of factors which in one way or another may impact the children's development and education, in both, positive as well as negative sense. The parents take a critical stand, when it comes to their children's development and education as whole, as the parents themselves are the ones to take care on the overall children physical and intellectual development, till the point they get independent and ready to face the challenges of the society they live in. Parents are aware of the work on the development of children, but at the same time they need pedagogical information on the right to education of their children. (Mojsovsja, Koteva & Tatjana, 2006)

The education for life in a given family commences with the first days of the child's live. It is consisting mainly of acquiring experience which is usually affected by constant learning (Lakinska & Divna, 2006) In this regard the parents as well as the family as whole, play the role of the direct leaders as well supporters of the implementation of (lie education of their children. As this is one of the core factors of influence, it can be seen as (he fundamental one which with no doubt has a greater influence on the overall development and creation of the human personality. When parents involve themselves in the education process of their children, usually the outcome can be qualified as a positive and encouraging one. In this regard, they are usually connected and act under their own parental attitudes, which are transmitted through their demonstration of mutual confidentiality regarding the children's capabilities and their overall learning capacity which leads them towards succeeding over the learning, education as a complex process. Therefore, parents should get involved in supporting their children in doing their homework, as in this way they offer their parental support as one of the key strategies leading towards a successful education of their children at school. Educational level of children in the family depends more on the level of the parent's education, so this factor strongly affects family relationships and the successful development of children. (Matilov & Naum, 2002).

Parenting styles referred to the ways parents raise their children, so that they can be productive in society. In order words, parenting styles are the ways parents take care of children which can have an impact on the child's personality development and the ways of interacting with social and close relationships (EADSNE, 2010). Parenting styles are determined by the level of their education, educated parents understand the demand for education better and hence better placed to assist their children even if they are disabled. Besides, social status determines the parent's styles in the child's education.

Parenting styles, quality of a parent and adolescent relationship have impacts on the child with the special educational need (SEN). This is so because, as parents' guide their children from complete dependence to the beginning stage of autonomy, their styles of care can have both immediate and lasting effects on how children with special educational need functions (Darling & Steinberg, 1993).

Parenting style can be understood as a constellation of attitudes in the child, of which they are informed and together, conform an emotional environment in which parents' behaviors are exposed. These include the ones through which parents develop their own obligations as parents (parenting practices) as well as other kind of behaviors such as gestures, changes in the tone of voice, spontaneous expressions of affect (Darling & Steinberg, 1993).

The relation between the school environment and the family one has received much attention from some studies about socialization. Some of them have been focused on the particular practices which parents use to help their children for a better academic development, others have been focused on the adaptation of some parenting styles facing others to promote good academic results and, other studies have treated to merge both tendencies (Spera, 2005).

The growing social sensitivity towards the full inclusion and normalization in people with disability is surprising because the school failure range presented among this collective is higher than the population with special education needs. The key to make the disabled child be a successful adult can be the good family guidance (Barraga, 1991). For this reason, expectations which parents present of their children's academic success are a very interesting factor in the study of the family relations in children with disability. In some way, these expectations affect the academic efficiency and the behavioral attachment in the child and, at the same time, it has a feedback in the results obtained by him (Masino & Hodapp, 1996). An example of the obvious mistake which many parents make in relation to this aspect is what was resulted in a study carried out by Leonard in 1986 (cited in Sanchez-Escobedo, 2006), where children with visual impairment who presented passivity and low esteem were related with unfortunate comparisons in parents who contributed to increase anxiety in relation to the child's development. If permissive and over-protective parents who do not allow the child to participate in any activity with his schoolmates are added to the previous idea, a family situation without stimulation can be generated and the opportunities for the full development decrease making the child are more dependent (Mercer, 1991).

For this reason, one of the main characteristics in parents of children with special education needs is the excessive over-protection, hindering with this that the child incorporates the decision-making and the coexistence with other people. In fact, many of the fears and passive attitude of the disabled adult were promoted and learnt within his family (Sanchez-Escobedo, 2006). But the imbalance in children with disability in relation to the characteristics of his family environment is not limited only to the academic success but it is also manifested in both externalizing and internalizing behaviour problems. In this sense, Baumrind's theory (1967, 1971), which explains that the relation between parenting style and children behavior is reciprocal and bidirectional, is especially relevant when we talk about variables such as parenting stress or the support received in parenting practices (Margalit & Anconina, 1991; Jackson, Traub & Turnbull, 2008).

Despite the timid response of the government towards the educational plight of children with special education needs, there has been however a lot of improvement. Children with special education needs are being educated mostly in special schools except for the government pilot schools, where there is a high practice of inclusion. Most of the schools and special need centers are owned by missionary bodies, NGOs, and lay private individuals. These institutions faced a serious shortage of trained and qualified staff and other basic requirements to effectively teach these children. Today in our country, special education is a mandate, it merely exists. Most educators are not aware of the fact that persons with impairment ought to study alongside the normal in order to provide normal social interaction. The state should improvise a means of identifying children with special education needs and should work on improving their learning potentials (Michael, Clifford, and Winston, 2002). The school exists to promote literacy, personal autonomy economic self-sufficiency, personal fulfillment, and citizenship. Thus the government through the schools prepares all students not just academically or physically capable to gain knowledge and apply what they learn in order to be productive workers and citizens. They should promote full participation for everyone regardless of race, cultural background, socio-economic status physical disabilities, or mental limitations (Michael, Clifford, and Winston, 2002).

Statement of the Problem

Many parents in Langtang North are not acquainted with the parenting styles to embrace for the development of their children because it is important that all young children are healthy in all aspects. Taking a look at the causes of inappropriate social skill development, which is imperative to the future of the children and society. When children have lack social skills, academic and peer success can be difficult to achieve. Children with special educational needs, need assistance from their parents to which without may lead to poor academic performance. This is to say that, children with special educational need motivation and encouragement to be able to study and cope well in school.

Parents never dispose much care and love for their children with special needs, this could be linked to the effects of the disabilities in view. The children suffer negative attitude such as rejection in all aspects of life specifically in education in favour of the children without special needs. The children are abandoned, looked down upon and are never provided for. The claim is that they are a group which families' hard earned resources must not be wasted on them. This study therefore will investigate parenting style and its effects on children with special education needs in pilot primary school Dadur Langtang North L.G.A of Plateau state.

AIM AND OBJECTIVES OF THE STUDY

The main aim of this study is to investigate parenting style and its effect on children with special education needs in pilot primary school Dadur, Langtang North L.G.A. The specific objectives are;

To examine why parents, dispose negative attitude towards the education of pupils with special needs. To find out what could be done to improve the efforts of parents in education of children with special needs in pilot primary school Dadur, Langtang North.

To investigate the relationship between parenting style and the education of pupils with special needs in pilot primary school Dadur, Langtang North.

Research Questions

Why do parents dispose negative attitude towards the education of pupils with special needs in pilot primary school Dadur, Langtang North? What are the possible measures that could be employed to improve the efforts of parents in education of children with special needs in pilot primary school Dadur, Langtang North?

What is the relationship between parenting style and the education of pupils with special needs in pilot primary school Dadur, Langtang North?

Hypothesis

Ho₁: There is no significant mean score difference between parenting style and education of children with special needs in Pilot primary school Dadur, Langtang North.

Significance of the Study

This research work will be of great benefit to teachers, students, parents, school administrators, Ministry of Education, curriculum planners, the government and all other stakeholders in education. It is assumed that grasping the impact of the identified variables on the education of pupils with special needs could lead to a deeper insight into how such variables can be explored to improve the academic achievement of pupils in primary schools.

Students with special needs may benefit from the findings of this study as it may lay out the ways that will guide them on how to cope with their conditions, pursuits in life and consequently impact on their academic achievement in schools.

The information from the findings of this study may also help parents pay more attention to their children with special needs by guiding the children in coping with their conditions and not neglect or abandon them. Also, parents will also know that they play a significant role in the education of their children/wards with special needs not only leaving that to the teachers but supplementing the teachers' efforts. However, the findings of the study would be useful to teachers as they work toward providing learning experiences that are motivating to children with special needs and on how to go about their education by guided selection of relevant subjects in schools. Further, the information may help them ensure they give their best in not only teaching but also ensuring that children with special needs who are placed in their care are well treated and cared for with all getting equal attention which may consequently affects their academic achievement positively.

The findings may be of immense value to the school administrators as they aim at giving better and sound education to the children with special needs and also guiding the students into becoming successful citizens in the future.

Proprietors of private secondary schools may benefit from the findings of this study if adopted by providing guidance and counselling services and other seminars and workshops to help the children with special needs. The information from the findings of the study may help them meet with the national minimum standards and guidelines for establishment, operation and administration of secondary schools. This may help create conducive environment to the children with special needs to maximize their learning process and improve students' academic achievements.

The study will be beneficial to curriculum planners on the importance of curriculum evaluation which is an integral aspect of establishing how well a course of instruction is being implemented considering the children with special needs academic achievement primary schools.

It is expected that the study could highlight findings in the area of children with special needs teaching and learning in Plateau State which will be made available to Ministry of Education. The information may help the State Ministry of Education (Quality assurance unit) to enforce the regulations laid down by the Federal Ministry of Education in regard to career choice and choice of subjects and the provision of quality teaching and learning in all public and private primary schools in Nigeria. The State Ministry of Education may also use the information to organize seminars, workshops and conferences for principals and teachers to sensitize/train them on how to effectively use the curriculum which encompasses all aspects of child social development and adhere to it at all times and also on the need for regular orientation on children with special needs.

More so, this study would be of immense benefit to the future researchers who intend to work in the area of children with special needs and academic performance. The information could provide them with empirical data on the extent of implementation of set minimum standards for children with special needs and academic achievement in Plateau State of Nigeria which may be useful for further research studies in related areas.

Scope of the Study

This research study focuses on parenting style of children with special education needs. It is confined only to only children with special educational needs in primary schools. The study is also limited to pilot primary school Dadur, Langtang North L.G.A of Plateau State.

Concept of Parenting

Dean (1996) explains that parents who have children with disabilities have generally been found to welcome the idea that their children should be educated in mainstream or regular schools. This gives them the feeling that their children are nearer to normality and they get better preparation for adult life in a non-handicapped environment than would be in a special school setting. Despite broad consensus about the effects of child development, many questions about the construct parenting style remain on answered particularly pressing issues are the variability's in the effects of parenting style as a function of the child's cultural background, the processes through which parenting style influences the child's development and the operationalization of parenting style.

Diana baumrind is widely considered to be the pioneer of introducing parental style and control – authoritarian, authoritative, and permissive. From this perspective, cherry (2015) points out that the psychologist diana baumrind during the early 1960s, conducted a study on children studying in preschool using parental interviews, naturalistic observation and other research methods. As a result, baumrind identified four imperative dimensions of parenting including expectations of adulthood and control, communication styles, nurturance and warmth and disciplinary strategies. Based on the above mentioned dimensions, cherry (2015) suggest that a majority of parents' exhibit one of three mentioned parenting styles. Darling (1999) argues that there are four parenting styles including indulgent, authoritative, authoritarian, and uninvolved. This categorization is in accordance with their

lowness or highness on parental responsiveness and demanding behavior. Darling also describes the viewpoints of Baumrind by stating that all of these four parenting styles reflect on different naturally occurring patterns of parental practices, behaviors and values and a different balance of demandingness and responsiveness. From this perspective, different parenting styles can be separated into two categories such as demandingness and responsiveness.

According to Baumrind (1966), the term demandingness refers to claims in which parents are supposed to be integrated into community and family by their maturity expectations, disciplinary efforts, supervision and willingness to confront a disruptive child. In the same way, Simons, Simons, and Wallace (2014) argue that demandingness parenting can be judged through the level of well-defined monitoring techniques, direct confrontation and discipline patterns utilized by parents. Therefore, it would be justified to state that parents with higher level of discipline patterns, confrontation and monitoring are demanding, whereas parents with lower level of confrontation, inconsistent discipline and monitoring are characterized as not demanding. The term responsiveness is defined as the ratio of fostering self-assertion and individuality by parents being attuned, acquiescent and supportive to the demands and needs of children. In addition, he argues that the level of responsiveness can be measured through the level of communication, reciprocity, and warmth displayed by parents while dealing with adolescents. From this perspective, parents emphasizing on higher level of reciprocal behavior, warmth and communication are considered to be highly responsive, whereas low levels of delineated factors represent low responsiveness. On the other hand, Simons, Simons, and Wallace (2004) demonstrate that low level of responsiveness is reflected through neglecting and/or authoritarian parenting style.

Talib, Abdullah, and Mansor (2011) argue 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. Baumrind believes that parenting is a compound activity of many particular behaviors working individually or together that effect on the behavior of 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 delinquent behavior is often headed by parenting style. Authoritarian parental style particularly plays an influential role in developing the delinquent behavior among adolescents 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.

Types of Parenting

Diana Baumrind is widely considered to be the pioneer of introducing parental style and control – authoritarian, authoritative, and permissive.

Authoritative Parenting Style

Baumrind first introduced the concept of authoritative parenting style. According to Baumrind (1966), the authoritative parents provide guidance to their children on issue oriented and rational manner. Since the level of demandingness is higher in this parenting style, parents usually welcome effective communication as well as effective relationship between them (Piko&Balazs, 2012). Hoskins (2014) points out that authoritative parents display more demandingness and responsiveness by exhibiting more supportive towards harsh behavior. These parents encourage verbal give-and take, express reasoning behind rules and use power, reason, and shaping to strengthen objectives. This

style of parenting is more associated with positive adolescent outcomes. As a result, it is found as most beneficial and effective style of parenting among most of the families. In other words, authoritative parenting style fosters positive well-being of adolescents. For parents to be classified as authoritative, they should fulfil the criterion proposed by Baumrind; however, for parents to be categorized as authoritative, they should have low score in terms of passive acceptant. Nijhof and Engels (2007) have a firm believe that authoritative parenting style plays an influential role in the development of healthy adolescent psychologically and socially. This is particularly because authoritative parenting style helps the children to develop higher level of self-reliance, self-esteem and ability to employ effective coping strategies, while developing positive self-image (Parker & Benson, 2004).

Authoritarian Parenting Style

The authoritarian parents attempt to evaluate, shape and control the attitudes as well as behavior of their children in line with set standards of conduct, known as absolute standard. In the light of this absolute standard, children are supposed to follow very strict rules defined by their parents. In case the children fail to comply with such rules they are punished. Cherry (2015) points out that authoritarian parents usually fail to come up with reasoning behind such rules.

According to Hoskins (2014), authoritarian parents exhibit low responsiveness and they are highly demanding. In this style of parenting, parents emphasize on conformity and obedience and thus expect that they are obeyed without explanation in a less warm environment. Furthermore, authoritarian parents display low level of engagement and trust toward their children. They most often discourage open communication and make strict control of a child's behaviour. In other words, it is widely believed that an authoritarian parent is forceful, punitive and believes that a child should adhere to work in accordance to ethics and should be obedient. In the authoritarian parenting style, parents are more concerned with the traditional family structure; therefore, they limit the child's autonomy along with the parent-child relationship. Since the foremost concern of this parenting style rests within the traditional family structure, the child is demanded to adhere to parent's orders without any questions; therefore, it can be argued that authoritarian parenting style tends to rely on rules that are considered as concrete. According to Nijhof and Engels (2007), the authoritarian parenting style is related with the lower level of ability and self-confidence to employ coping mechanisms among adolescents and thus restricts a child to explore his/her capabilities and social interactions, eventually resulting in the child's dependence on parental guidance and direction.

Permissive and Neglecting Parenting Styles

According to Baumrind (1966), permissive parents attempt to behave in acceptant, affirmative and non-punitive manner toward their children's impulses, actions and desires. Considering the definition proposed by Baumrind that this parenting style tends to have a higher level of responsiveness, it implies that a responsive parent is more likely to define and determine rules associated with family, while encouraging the adolescents to consider it as a resource (Johnson & Kelley, 2011). Neglecting parents are those that show very low level of involvement as well as strictness with their child (Kremers, Brug, de Vries, & Engels, 2003). According to Hoskins (2014), permissive parents can be characterized as exhibiting low level of demandingness and high level of responsiveness, whereas neglecting parents are neither responsive nor demanding. They behave in a manner that is more affirmative toward the impulses, actions and desires of adolescent while consulting with them about family decisions. In addition, they tend to avoid engaging in behavioral control, do not set rules and set a small number of behavioral expectations for their adolescents. From this perspective, it can be stated that permissive parents actually allow the adolescents to actively participate without being concerned for their actions.

Nevertheless, it is widely believed that the delinquent behavior in most of the juveniles is the result of parenting styles. For example, Poduthase (2012) argues that adolescents can be led towards delinquent behavior when they are exposed to lack of intimacy, lack of guidance, lack of parental involvement, lack of parental attachment, anger and blaming. It would therefore not be wrong to state that there is a significant link between the parental styles and individual's tendency to engage in delinquent or violent behavior. In other words, lack of parental involvement and interaction results in increased risk of violence, primarily in male juveniles (Brooketal, 2014).

Effect of parenting style on children with special education needs

Historically, parenting style can be traced as far back as 1800. Some 75 years ago approximately research has been investigating how individual differences in general parenting practices might influence child development rather than focusing on specific parent practices such as (breast vs. bottle feeding or physical punishment versus time out). These researchers have tried to identify the child development correlate of general cross-situational variation in general parenting approach often referred to as parenting style or dimensions. Special Needs Education in Nigeria actually started in informal settings especially in the family circle where parents could teach their local dialects, use local currency in buying and selling as it was one of the main occupations in the early days (Shey, 2003). Nsameng (1996) in his sketch in a proposed study of disabilities in Nigeria, points out that historically education and care for children with disabilities is rooted in the community, church, and charitable organizations. Some special needs children with talents in Nigeria and indeed the world over have lived and died without education.

Many have also lived and died, unknown and perhaps unwanted, the loss of their talents of the detriment of the society (Abang, 1981). This expectation is a bit difficult for persons with special needs due to their handicapping conditions. Educators and laymen alike having recognized the special needs of such children, youths and adults, have designed a number of programs (educational and non-educational) to give appropriate assistance in a variety of ways. Traditional beliefs, customs, and attitudes held by different ethnic groups in Nigeria have for a long time influenced the education and socialization of persons with special educational needs, (Yuh&Shey (2008). In some parts of the country, children with disabilities were and are still denied their basic rights especially the right to go to school, communicate and interact with peers in spite

Method

Kerlinger (2012) describes research design as a blue print or guide to conduct research. Research design provides the steps that holds the research study together. The research design for this study is survey research design. Survey research design is the type that a researcher can use to obtain information about a programme, the population of the study consists of all parents and teachers of pupils with special needs in Dadur Langtang North Local Government of Plateau State. According to Udoyen (2019), a research population is a group of elements which a researcher has targeted for his study. A study sample is simply a systematic selected part of a population that infers its result on the population (Udoyen, 2019). Sample for the study consist of the 100 respondents (20 teachers and 80 parents) of Primary 1-5 male and female pupils with special needs in Pilot Primary School Dadur Langtang North Local Government of Plateau State.

Simple random sampling technique will be adopted in selecting the parents and pupils in this study. It is however, hoped that random sampling technique will give a better cross-sectional representation of the entire population and effective responses. The 20 teachers selected from the selected school (Pilot Primary School Dadur Langtang North Local Government of Plateau State) were purposely selected for the study. The procedure helped in selecting the 100 respondents (20 teachers and 80 parents) of pupils with special education needs in in Pilot Primary School Dadur Langtang North Local Government of Plateau State. The random sampling will be done by writing 1-200 numbers

on pieces of paper and putting it in a jar. The pupils will be asked to pick the numbers and those who will pick even numbers will be used for the study.

INSTRUMENT FOR DATA COLLECTION

The research instrument to be used in this study to collect data is a self-designed structured questionnaire. The questionnaire tagged "Parenting style and its effect on children with special needs in Pilot Primary School Dadur" will contain 13 items which will be administered to the 20 teachers and the 80 selected parents. The Questionnaires is to take care of the 100 respondents to be used as sample for the study.

The questionnaire will make up of two sections, A and B. Section A contains the bio-data of the respondents, while section B contains the questionnaire, which the respondents were expected to respond to. The researcher adopted the close-ended type of questionnaire in order to facilitate coding and data analysis. The questionnaire contained 13 item-statements relating to the topic under investigation, and respondents were required to specify their responses by ticking good (√) Strongly Disagree = SD 1, Disagree

D 2, Agree = A 3, Strongly Agree = SA 4, in the column provided on the right-hand side of the paper.

VALIDITY AND RELIABILITY OF INSTRUMENT

Validity

According to Awotunde and Ogudulunwa (2004) validation of the research instrument is the process of developing, evaluating and certification of instrument with a view to ensure it measure what it ought to measure. The method used to validate the instrument is content validity. The research instrument will be carefully and thoroughly vetted by two (2) experts in the Faculty of Education and the project supervisor before the final approval will be made for final production, so as to avoid ambiguity in the items of the instrument and to ascertain the validity of the instrument.

Reliability

According to Cozby (2011) reliability is a judgment of the extent to which a test or a method or a tool gives consistent results across a range of settings as used by a range of studies. In this study, reliability will be arrived at through the use of test retest technique to measure the reliability of research instruments. Consequently, the reliability of this work was achieved using the test-retests technique which will yield a reliability coefficient. The test re-test technique will be done by administering the instrument in a different school to test if it is reliable before administering to the targeted school. The data obtained will be collated and analysed which will yield a reliability coefficient that will show if the instrument is reliable or not. A reliability coefficient of 0.5 - 0.7 is good, 0.7 - 0.9 is better and 0.9 and above is the best. An official letter of introduction was obtained from the Department of Special Education and Rehabilitation Sciences, University of Jos introducing the researcher to authority in the area of the study. After, obtaining approval from the school administrator of the selected school, the researcher proceeded to administer the questionnaire. The researcher adopted the on-the-spot method of data collection in the study. This means that the researcher, after administering the questionnaire to the respondents, waited and collected the completed questionnaires. The method was employed in order to enable the researcher clarify issues to the respondents (where necessary) and avoid a situation where the questionnaires could be lost on transit.

METHOD OF DATA ANALYSIS

Data Analysis and Results

Response Rate

100 copies of the questionnaires were administered to the sample selected for the study. Out of the total number of questionnaires administered, all the 100 copies of the questionnaires were fully completed and returned by the respondents. This gives a 100 % response rate.

Respondents Profile

Demographic variables are included in this study are: Gender, Age, Educational level, Work experience etc.

Table 1: Distribution of respondents based on Gender

S/n	Groups	Frequency	Percentage (%)
1.	Male	60	60
2.	Female	40	40
	TOTAL	100	100

From the table 1 above, 60 of the respondents making 60.0% are male and 40 of the respondents making 40.0% are females. These contributed 100 (100%) of the respondents sampled for the study.

Table 2: Distribution of respondents based on Educational background

S/n	Groups	Frequency	Percentage (%)
1.	SSCE	19	19.0
2.	Diploma/NCE	42	42.0
3.	B.Sc./HND	23	23.0
4.	Post Graduate	16	16.0
	TOTAL	100	100.0

From the table above shows the distribution of respondents based on educational background, 19.0% of the respondents are SSCE holders, 42.0% of the respondents are Diploma/NCE holders, 23.0% of the respondents are B.Sc./HND, 16.0% of the respondents are Post graduate holders. This shows that majority of the respondents are Diploma/NCE holders.

Table 3: Distribution of respondents based on Working experience

S/n	Groups	Frequency	Percentage (%)
1.	1-5	24	24.0
2.	6-10	43	43.0
3.	11-15	25	25.0
4.	16 above	8	8.0
	TOTAL	100	100.0

The table above shows distribution of respondents based on working experience. 24.0% of the respondents have been working for 1-5 years, 43.0% have been working for 6-10 years, 25.0% of the respondents have been working for 11-15 years and 8.0% have been working for 16 years above. This shows that majority of the respondents have 6-10 years working experience.

Research Question 1: Why do parents dispose negative attitude towards the education of pupils with special needs in Pilot Primary School Dadur, Langtang North?

Table 4: Reasons parents dispose negative attitude towards the education of pupils with special needs.

S/N	STATEMENT	SA	A	D	SD	Mean	Decision
1.	Lack of children' interest influence parents attitude towards education of children with special needs.	5	14	48	35	1.89	Disagreed
2.	Lack of awareness influence the parents attitude towards their children' education.	26	45	17	14	2.81	Agreed
3.	Inadequate improvement of children with special needs influence parent attitude.	29	45	13	13	2.84	Agreed
4.	Negligence is an attitude of parents of children with learning disabilities.	25	55	14	8	2.95	Agreed
Cumulative Mean						2.62	
Criterion Mean = 2.5							

Table 4 shows the reasons why parents dispose negative attitude towards the education of pupils with special needs. The respondents disagreed that lack of children' interest influence parents' attitude towards education of children with special needs with a mean of 1.89 and agreed that lack of awareness influence the negative attitude of parents towards their children' education. with mean of 2.81. The respondents also agreed that inadequate improvement of children with special needs never influence parent attitude with a mean of 2.84 and that negligence is an attitude of parents of children with learning disabilities (with a mean of 2.95). With means greater than the criterion mean of 2.5, this confirms that there are reasons why parents dispose negative attitude towards the education of pupils with special needs. The reasons are; lack of awareness which influence the negative attitude of parents towards their children' education, inadequate improvement of children with special needs which influence parent attitude and negligence which is an attitude of parents of children with learning disabilities in Pilot Primary School, Dadur, Langtang North.

Research Question 2: What are the possible measures that could be employed to improve the efforts of parents in education of children with special needs in pilot pri. school Dadur, Langtang North?

Table 5: Ways to improve the efforts of parents in education of children with special needs in pilot primary school Dadur, Langtang North.

S/N	STATEMENT	SA	A	D	SD	Mean	Decision
5.	NGOs should uplift the attitudinal factors among parents of children with special needs	28	58	9	7	3.09	Agreed
6	School Administrators should dispose positive attitude towards children with special needs	22	56	17	8	2.67	Agreed
7.	Creating awareness to enlighten parents on the need to educate children with special needs	17	57	19	9	2.80	Agreed
8.	Awareness programme to eliminate discrimination by parents of children with special	29	45	13	13	2.84	Agreed

Needs

9.	Teachers should be properly trained and retrained in order to fit into the educational system to meet up the demand of children with special needs	44	42	4		12	3.84	Agreed
							Cumulative Mean	3.05

Criterion Mean = 2.5

The table 5 shows the possible measures that could be employed to improve the efforts of parents in education of children with special needs in pilot primary school Dadur, Langtang North. The respondents agreed that NGOs should uplift the attitudinal factors among parents of children with special needs with mean of 3.09 and that school administrators should dispose positive attitude towards children with special needs (with mean of 2.67). The respondents also agreed that creating awareness to enlighten parents on the need to educate children with special needs (with a mean of 2.80) and that awareness programme to eliminate discrimination by parents of children with special needs (with a mean of 1.61). Also, the respondents agreed that teachers should be properly trained and retrained in order to fit into the educational system to meet up the demand of children with special needs with a mean of 3.84. With means greater than 2.5, This reveals that there are possible measures that could be employed to improve the efforts of parents in education of children with special needs in pilot primary school Dadur, Langtang North. The possible measures are; NGOs should uplift the attitudinal factors among parents of children with special needs, school administrators should dispose positive attitude towards children with special needs, creating awareness to enlighten parents on the need to educate children with special needs, awareness programme to eliminate discrimination by parents of children with special needs and teachers should be properly trained and retrained in order to fit into the educational system to meet up the demand of children with special needs.

Research Question Three

What is the relationship between parenting style and the education of pupils with special needs in pilot primary school Dadur, Langtang North?

Table 6: Relationship between parenting style and the education of pupils with special needs in pilot primary school Dadur, Langtang North.

	S/N STATEMENT		SA	A	D	SD	Mean	Decision
10.	Parents proper management of Agreed	29	51	10	12		2.95	

children with special education needs can improve their performance.	17	57	19	9	2.80	Agreed
Positive attitude of parents towards the education of their children with special needs helps in improving their performance.						
12. Involvement of parents towards their children special education needs could improve good relationship between the parent and children.	5	14	48	35	1.89	Disagreed
13. Proper parental care could help children with special education needs to cope better with school demands	24	56	12	9	2.91	Agreed
Cumulative Mean					2.64	

Criterion Mean = 2.5

Table 6 shows the relationship between parenting style and the education of pupils with special needs in pilot primary school Dadur, Langtang North. The respondents agreed that parents' proper management of children with special education needs can improve their performance with a mean of 2.95 and that positive attitude of parents towards the education of their children with special needs helps in improving their performance (with a mean of 2.80). The respondents disagreed that involvement of parents towards their children special education needs could improve good relationship between the parent and children (with a mean of 1.89) and agreed that proper parental care could help children with special education needs to cope better with school demands (with a mean of 2.91). With means greater than 2.5, this confirms that there is a relationship between parenting style and the education of pupils with special needs in pilot primary school Dadur, Langtang North. The relationship is that; parents' proper management of children with special education needs can improve their performance, positive attitude of parents towards the education of their children with special needs helps in improving their performance

and proper parental care could help children with special education needs to cope better with school demands.

Hypothesis

Ho: There is no significant mean score relationship between parenting style and education of children with special needs in Pilot primary school Dadur, Langtang North.

Table 7: Relationship between Parenting Style and education of children with special needs

Variable	R ²	B	SE B	B	t-value
Parenting Style	0.08	0.36	0.10	0.28***	3.78***
Education of children with special needs	0.05	0.27	0.09	0.22**	2.86**

*Note: ***p ≤ .001, **p < .01, *p < .05.*

(Source: Field Survey 2023)

The null hypothesis was analyzed through linear regression to investigate if there is no significant mean score relationship between parenting style and education of children with special needs in Pilot primary school Dadur, Langtang North. Based on the magnitude of the correlation coefficient, parenting style was moderately related to the education of children with special needs ($t(169) = 3.78$, $\beta = .36$, $p < .001$), see Table 7. Approximately 7.8% ($R^2 = .078$) of the variance of education of children with special needs can be predicted from the parenting style. For every one-unit increase in parenting style, the education of children with special needs increased by .078; hence the null hypothesis one was rejected. Therefore, there is significant mean score relationship between parenting style and education of children with special needs in Pilot primary school Dadur, Langtang North. That is, parenting style has an effect education of children with special needs in Pilot primary school Dadur, Langtang North.

Summary of findings

- i. The study found out that there are reasons why parents dispose negative attitude towards the education of pupils with special needs. The reasons are; lack of awareness which influence the negative attitude of parents towards their children' education, inadequate improvement of children with special needs which influence parent attitude and negligence which is an attitude of parents of children with learning disabilities in Pilot Primary School Dadur, Langtang North.
- ii. The study also found out that there are possible measures that could be employed to improve the efforts of parents in education of children with special needs in pilot primary school Dadur, Langtang North. The possible measures are; NGOs should uplift the attitudinal factors among parents of children with special needs, school administrators should dispose positive attitude towards children with special needs, creating awareness to enlighten parents on the need to educate children with special needs, awareness programme to eliminate discrimination by parents of children with special needs and

teachers should be properly trained and retrained in order to fit into the educational system to meet up the demand of children with special needs.

- iii. The study found out that there is a significant relationship between parenting style and the education of pupils with special needs in pilot primary school Dadur, Langtang North.
- iv. The relationship is that; parents' proper management of children with special education needs can improve their performance, positive attitude of parents towards the education of their children with special needs helps in improving their performance and proper parental care could help children with special education needs to cope better with school demands.

Discussion

Research question one accepted that there are reasons why parents disposed negative attitudes towards the education of pupils with special needs. The reasons are; lack of awareness which influence the negative attitude of parents towards their children' education, inadequate improvement of children with special needs which influence parent attitude and negligence which is an attitude of parents of children with learning disabilities in Pilot Primary School Dadur, Langtang North. This agrees with Darling & Steinberg (1993) where they pointed that attitudes that parents of children with special needs include the ones through which parents develop their own obligations as parents (parenting practices) as well as other kind of behaviors such as gestures, changes in the tone of voice, spontaneous expressions of affect, etcetera towards the children with special needs. Research question two also accepted that there are possible measures that could be employed to improve the efforts of parents in education of children with special needs in pilot primary school Dadur, Langtang North. The possible measures are; NGOs should uplift the attitudinal factors among parents of children with special needs, school administrators should dispose positive attitude towards children with special needs, creating awareness to enlighten parents on the need to educate children with special needs, awareness programme to eliminate discrimination by parents of children with special needs and teachers should be properly trained and retrained in order to fit into the educational system to meet up the demand of children with special needs. This finding agrees with Johnson and Kelley (2011) where they argue that parents should get involved in supporting their children in doing their homework, as in this way they offer their parental support as one of the key strategies leading towards a successful education of their children with special needs at school. It also agrees with Michael, Clifford, and Winston (2002) that the state should improvise a means of identifying children with special education needs and should work on improving their learning potentials. Research question three accepted that there is a relationship between parenting style and the education of pupils with special needs in pilot primary school Dadur, Langtang North. The relationship is that; parents' proper management of children with special education needs can improve their performance, positive attitude of parents towards the education of their children with special needs helps in improving their performance and proper parental care could help children with special education needs to cope better with school demands. The study from table 7 also confirmed that there is a significant relationship between parenting style and the education of pupils with special needs in pilot primary school Dadur, Langtang North. That is, parenting style has an effect education of children with special needs in Pilot primary school Dadur, Langtang North. This study agrees with Darling & Steinberg (1993) where they pointed that

parenting styles can have both immediate and lasting effects on the education of children with special need.

CONCLUSION

A child's development, physical care, love and concern are very important for children's healthy growth. Parents use control to socialize children; in other words, through control children take on the behavior patterns, personal priorities and attitudes desired by a society. The quality of the child-parent relationship is affected by the parenting style most especially to children with learning disability. The influence of unfavorable parenting style upon personality development of a child in a way that as children grows older anti-social behavior in the form of aggression, lying, stealing, swearing becomes common. Parental negligence, improper parenting and enforcement of parents leads to poor academic performance of children with learning disability. Child-parent relationship has undergone very significant changes in the recent past mainly due to the processes of globalization, modernization, industrialization, migration, social media. Lack of proper parenting is the primary cause of poor performance of children with learning disability. The other reasons which make children with learning disability perform poorly is the perception of the society towards them, financial problems of parents because parents cannot provide proper parenting to children with learning disability without finance.

There is need to investigate the parenting style of parents towards their children because negative parenting style has negative impacts on their children academic performance and also attitude of the school, government and the society in general toward children with learning disability. of global movement towards universalization of access to schooling for all children (world's conference on education for all, Jomtien, Thailand, 1990; Salamanca conference on special need education, Spain 1994; millennium development goals, 2000). The right to education is clearly stated in the Universal Declaration of human rights (UNESCO, 1996) "everyone has a right to education". The participants in the world's conference on education for all re-affirmed the right of all people to education, particularly, Basic education.

RECOMMENDATIONS

Based on the findings of the research, the following recommendations are made:

- i. Government and school administrators should consider providing the necessary assistance to improve parent's parenting style towards children with learning disability.
- ii. Teachers should be properly trained and retrained in order to fit into the educational system to meet up to demand of children with learning disability.
- iii. The concept of parenting style towards the education of children with learning disabilities should be explicitly made known to teachers and the general public by creating awareness to enlighten people on the need to education children with learning disability.
- iv. Parent should be specifically supported by the government, non-governmental organization and the community at large.
- v. An awareness programme should be carried out to eliminate the continuing stigma labeling, segregation and increasing unrealistic prejudice against parents of children with all forms of learning disabilities in the society.
- vi. There is need to understand more clearly how children with learning disability interact to influence their development and parenting style of their parents towards them.

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