
PARENTING STYLES AND DELINQUENT BEHAVIOURS AMONG STUDENTS IN DELTA STATE, NIGERIA

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ABSTRACT

This study examined the relationship among different parenting styles and delinquent behaviour among secondary school students in Delta State. Five research questions and five null hypotheses were formulated and tested. The design of the study is a correlational research design. The population comprised 72,854 senior secondary school students. A sample size of 1,045 students was selected through a multistage sampling procedure. Questionnaire is the instrument that was used in the study. The questionnaire was validated by experts' judgement and factor analysis. Cronbach alpha reliability coefficient was used to estimate the reliability index of the instrument. The Pearson's Product Moment Correlation Coefficient of Determination was used to answer the research questions while regression and fisher-z statistics were used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that a significant relationship exists between authoritative parenting style and delinquent behaviour among secondary school students; that a significant relationship exists between authoritarian parenting style and delinquent behaviour among secondary school students; that a significant relationship exists between permissive parenting style and delinquent behaviour among secondary school students; that a significant relationship exists between uninvolved parenting style and delinquent behaviour among secondary school students in delta state.

Keywords: Parenting styles; authoritative, authoritarian, permissive, uninvolved; delinquent behaviour

Introduction

Delinquent behaviours are offences committed by young people. It includes legal infractions ranging from littering to murder. In public schools, there are ever more instances of students using foul language, stealing, plundering, abusing their fellow students, and intimidating teachers. Property destruction, illicit drug use, holding a weapon, drinking excessively, rape, exam fraud, school violence, bullying, cultism, tardiness, and dropping out of school are just a few examples of the other delinquent behaviours seen in Delta State. The rate at which students indulge in delinquent behaviours in the state is alarming. They no longer take their studies seriously. A good number of them are often found roaming the streets during school hours. The increasing rate of children and young people getting involved in criminal activities in Nigeria poses a great threat to the peace, security, and harmony of society. Perhaps that is why Ajah and Ugwuoke (2018) noted that in the past, children were known to be involved in minor offences ranging from stealing some pieces of meat from the cooking pot to robbing their peers and playmates of their foods or toys. But nowadays, a lot of adolescents have been found to have graduated from such minor offences to more serious crimes, such as rape, girl-child prostitution, drug trafficking, armed robbery, arson, vandalism, child soldiering, suicide bombing, and other acts of terrorism.

Several cases abound of delinquent behaviour among secondary school students in Delta State, and a very good instance is that on October 20, 2021, a major newspaper (the Tribune) reported that the Delta State government closed down Ogume Grammar School on account of cultists' invasion of the school, leaving behind a dead female student, a hospitalized principal, and damaged properties worth millions of naira. This incidence is in some way connected to the issue of cultism, which has pervaded the secondary school system in the state. Apart from the newspaper reports of incidences of delinquent behaviour among secondary school students, as shown above, some empirical studies also abound. These studies provide valuable insights into the prevalence and causes of such behavior, shedding light on the underlying factors that contribute to delinquency among students. One such study conducted by Johnson (2018) examined the relationship between family dynamics and delinquency among secondary school students. The researchers found that students who experienced a lack of parental supervision and support were more likely to engage in delinquent behavior. Additionally, students from disadvantaged backgrounds were found to be at a higher risk of delinquency due to limited access to resources and opportunities. Another study conducted by Smith and Jones (2019) focused on the impact of peer influence on delinquency among secondary school students. The researchers found that students who associated with delinquent peers were more likely to engage in similar behaviors. This highlights the role of social relationships and peer pressure in shaping delinquent behavior among students. In an assessment of students' delinquent behaviour and administrative styles in Delta State public secondary schools, Nkedishu (2021) found that some of the characteristics of delinquent behavior in public secondary schools in Delta State included regular lateness to school, inviting friends to cause conflict, oppressing classmates, and having dangerous weapons at school.

Over the years, the issue of delinquent behaviours among secondary school students has been an issue of distress for instructors, policymakers, and society in general. Failure to check the situation may create a threat to students' academic performance and also impede the effectiveness of school management because it may give rise to fear and frustration about school ethics and conduct if the situation is not adequately checked (Adeniyi & Akinola, 2020). Delinquent behaviours can seriously damage a student's future and may also lead to several negative outcomes, which will make students more likely to harm themselves and

others through the negative behaviours. Delinquent behavior among secondary school students has been attributed to a variety of factors. Studying delinquent behavior among secondary school students under four different parenting styles, however, is the focus of the current study. The choice of this variable is predicated on the fact that observation has shown that they seem to be underrepresented in studies that address delinquent behaviours among secondary school students, especially in Delta State.

Parenting styles have been subjected to extensive research in recent years and have been associated with child outcomes and parental characteristics. Parenting styles can be broadly viewed as specific behaviours that parents deploy during their interaction with their children and the emotional environment created by parents as they raise their children (Okorodudu, 2010). Therefore, in the study, parenting was defined as the practises and styles used by parents in the socialisation of their children. This socialisation gradually shapes the social behaviour of the children, which is ultimately manifested in their interactions with others in society. Many parents are apparently ignorant of the fact that their strict tendencies may turn out to be counterproductive and are pushing their children away from them to peers, which inadvertently exposes them to delinquency. By constantly imposing strict rules and expectations on their children, parents might unintentionally push their kids away and towards their peers. This, in turn, exposes them to the possibility of engaging in delinquent behavior. It is crucial for parents to recognize the potential negative consequences of their strict tendencies and find a balance that allows them to maintain a healthy relationship with their children. By fostering open communication, understanding, and support, parents can create an environment where their children feel safe and connected, thus reducing the likelihood of delinquency.

This study sought to frame parenting practises into parenting styles that affect the development of delinquency. A study that targeted secondary school children found that a lack of parental monitoring contributed to the development of anti-social behaviours, besides exposing them to deviant peers, which is predictive of higher levels of deviant acts (Okorodudu, 2010). The parenting relationship is, therefore, the launch pad and the lens through which children view the world. This is the first learning institution where the belief system and values are formed. Parents, therefore, bear the greatest responsibility for molding and influencing the future behaviour of their children through the parenting style they adopt. Indeed, parents play a significant role in shaping the future behavior of their children through the parenting style they adopt. The influence of parents on their children's behavior is multifaceted and can have long-lasting effects on various aspects of their development, including social, emotional, cognitive, and moral development. It is important to note that children are born helpless and totally dependent on their parents for nurture and care until such a time that they are self-sustaining (Johnson, 2013). In view of the above, the aim of this study is to examine delinquent behaviour among secondary school students within the context of parenting styles as predictors.

Statement of the Problem

There has been a recent increase in the incidence of delinquent behaviour among adolescents in the country, particularly in Delta State. This has led to so many social problems in society. Conducts include cheating, stealing, fighting, drug abuse or addiction, truancy, sexual promiscuity, lateness to classes, and bullying. Various aspects of national life will suffer as a result of these behavior patterns. These behaviors have contributed greatly to the erosion of quality and beauty in secondary schools throughout the state. Delinquent behaviours like bullying and stealing account for one of the major factors that affect the

academic performance of school children. Bullying among students, if not checked properly, can lead to absenteeism among the bullied and other menaces.

The above social problems have been of great concern not only to parents but also to the government at all levels. Hence, various measures have been suggested and adopted to deal with this social menace. However, it seems that such measures have not yielded the desired results. This is because of the recent spate of delinquent behaviours among secondary school students. A few days ago, there was a report that a teacher was beaten to death in Erhimu Group of Schools, Abraka. This comes after a series of reports suggesting that delinquent behaviour among secondary school students is still very much with us. The researcher desires to find out to what extent the variables of parenting styles may be responsible. Hence, the problem of this study is: to what extent can parenting styles correlate with delinquent behaviour among secondary school students in Delta State?

Research Questions

The following research questions were answered in the study:

1. What is the relationship between authoritative parenting style and delinquent behaviour among secondary school students in Delta State?
2. What is the relationship between authoritarian parenting style and delinquent behaviour among secondary school students in Delta State?
3. What is the relationship between permissive parenting style and delinquent behaviour among secondary school students in Delta State?
4. What is the relationship between uninvolved parenting style and delinquent behaviour among secondary school students in Delta State?

Hypotheses

The following null hypotheses were tested in the study, at 0.05 alpha level:

1. There is no significant relationship between authoritative parenting style and delinquent behaviour among secondary school students in Delta State
2. There is no significant relationship between authoritarian parenting style and delinquent behaviour among secondary school students in Delta State
3. There is no significant relationship between permissive parenting style and delinquent behaviour among secondary school students in Delta State
4. There is no significant relationship between uninvolved parenting style and delinquent behaviour among secondary school students in Delta State

Theoretical Framework of the Study

This study is anchored on Attachment. This theory assisted in understanding how parental, psychological and social factors especially in the childhood years influences the behaviour and future life of the individual.

Attachment Theory

Attachment theory was propounded by John Bowlby (1988). Attachment is the relationship that develops between a person and an attachment figure, typically a caregiver. These ties may exist between two adults and be mutually advantageous but when children and a caretaker are involved, these bonds are based on the child's need for safety, security, and protection, which is crucial during infancy and childhood. Children naturally cling to carers in order to survive and, ultimately, to reproduce their genetic material, according to proponent John Bowlby (1988). Security is the psychological goal while survival is the biological goal. In connections between children and adults, the connection between the two parties is known as "attachment," and the caregiver's corresponding connection is known as the "caregiving bond." According to Steinberg's (2008) argument, young children will develop attachments to any consistent provider who is sensitive and receptive to their social needs. This implies that the quality of social interaction has a greater impact than the quantity. The biological mother is typically the primary attachment figure, although anyone who continuously exhibits "mothering" behaviour over time can fill this position. This emphasises the crucial value of spending quality time with the kids and parents, which helps to develop and nurture an intimate link within the family. It gives the parent the exceptional chance to comprehend the temperaments of the child and the opportunity for the child to comprehend the goals of the parent. This fostered emotional bond will serve as a barometer for the child's eventual psychological development. By incorporating attachment theory into the study of parenting styles and delinquency, researchers and practitioners can develop targeted interventions that focus on promoting secure attachment relationships and enhancing parenting practices. These interventions can include parent education programs, counselling, and support services aimed at improving parent-child interactions, promoting positive discipline strategies, and fostering emotional resilience among students.

Research Design

The study is a correlational study that deals with the relationship that exists among different variables. In this regard, the correlational research design was adopted. This design enabled the researcher to ascertain the nature of the relationship that exists between parenting styles and delinquent behaviour among secondary school students.

Population of the Study

The population of the study comprised 72,854 senior secondary school students who are in their second year (SS 2) in Delta State. As shown in Table 1, there are 452 secondary schools in Delta State with a total of 72,854 SS 2 students.

Sample and Sampling Techniques

The sample size of the study comprised 1,045 SS 2 students. The sample size 1,045 was considered adequate for the study because of the recommendation of Gill, Johnson and Clark (2010), who in their study on sample size determination suggested that in a study where the population size is between 50,000 and 99,999, that a sample size of 1,045 is adequate at 97% confidence level. The researcher selected the students from schools across the 25 Local Government Areas of Delta State. The sampling techniques that were used to select the students were proportionate stratified, simple random and convenience sampling techniques. These sampling techniques were used at three different stages of the sample selection.

In the first stage the proportionate sampling technique was used to ensure that all the Local Government Areas have equal representation. In order to do this, the researcher determined the percentage of 1,045 sample size in relation to the entire population, which stood at 1.434%. Hence, 1.434% of the population in each Local Government Area were selected as shown in Table 2. In selecting the number of schools, the researcher used the simple random sampling to randomly select one school from each of the local government areas in the state. Then the students were selected from each of the selected schools by way of convenience sampling technique. That is only students who are available and are willing to participate were selected.

Research Instrument

A questionnaire is the instrument that was used in the study. The questionnaire comprises three sections: the first section contains the demographic data of the respondents; the second section contains the parenting styles rating scale; and the third section contains the delinquent behaviour rating scale. Several measures that are Parenting Style Rating Scale: This scale was used to determine the extent to which the students' parents practise authoritative, authoritarian, permissive, and uninvolved parenting styles. The scale contains a total of 43 items (11 items measuring authoritative parenting style, 11 items measuring authoritarian parenting style, 10 items measuring permissive parenting style, and 11 items measuring uninvolved parenting style). The items were, however, reduced to 37 after validation (10 items for authoritative parenting style, 9 items for authoritarian parenting style, 8 items for permissive parenting style, and 10 items for uninvolved parenting style). The items were structured on a 4-point scale, ranging from 1 for strongly disagreed to 4 for strongly agreed.

Delinquent Behaviour Rating Scale: This scale was used to determine the extent to which the students will exhibit delinquent behaviour. The scale contains a total of 25 items (3 items measuring vandalism, 7 items measuring Theft, 5 items measuring Physical Aggression, 4 items measuring Truancy, 2 items measuring destructiveness, and 4 items measuring status offence). The items were adopted from the Frequency of Delinquent Behaviour Scaling Instrument developed by Kumuyi, Akinnawo, and Akintola (2020). The original test had a Cronbach's Alpha Coefficient of 0.75, a Spearman-Brown coefficient of 0.68, and a Guttman Split-Half coefficient of 0.68. The items were, however, reduced to 23 after validation (3 items for vandalism, 7 items for Theft, 5 items for Physical Aggression, 4 items for Truancy, 2 items measuring destructiveness, and 2 items for status offence). The items were structured on a 4-point scale, ranging from 1 for strongly disagreeing to 4 for strongly agreeing.

Validity of the Instrument

The face, content, and construct validity of the instrument were estimated. The research supervisors and other experts in the Guidance and Counselling Department estimated the face validity to ensure that items in the instrument are appropriate and in line with the objectives of the study. They assessed the choice of language, sentence structure, and use of grammar in the instrument. Their judgement was used to ascertain the face validity of the instrument. After face validity, the researcher pilot tested the questionnaire by administering it to 100 respondents in secondary schools other than the ones earmarked to be used in the final study. The responses were collated and entered into a computer system with the Statistical Package for Social Science (SPSS) version 26.

The data were analysed using the principal component analysis method of confirmatory factor analysis. The total cumulative variance was used to estimate the validity of the content of the instrument. It yielded the following values: 61.93% for authoritarian Parenting Style, 49.88% for Authoritarian Parenting Style, 59.83% for Permissive Parenting Style, 58.76% for Uninvolved Parenting style, and 77.29% for Delinquent behaviour. The rotated component matrix was used to estimate its construct validity. It yielded the following range of values: 0.54-0.86 for authoritarian Parenting Style, 0.53-0.78 for Authoritarian Parenting Style, 0.59-0.84 for Permissive Parenting Style, 0.55-0.81 for Uninvolved Parenting style, and 0.57-0.91 for Delinquent behaviour.

Reliability of the Instrument

The data obtained from the pilot study were subjected to a reliability test using the Cronbach's alpha reliability coefficient. The coefficient obtained was used to estimate the internal consistency of items in the questionnaire. Scales with index within the range of 0.70 and above were judged to be acceptable in reliability while those with index less than 0.70 were deemed to be unacceptable. It yielded the following coefficient; 0.82 for Authoritative Parenting Style, 0.75 for Authoritarian Parenting Style, 0.81 for Permissive Parenting Style, 0.87 for Uninvolved Parenting Style and 0.94 for Delinquent Behaviour

Method of Data Collection

The researcher personally administered the questionnaire to the respondents in their various schools. She recruited the services of five research assistants to help her administer the questionnaire. The research assistants were trained on the objectives of the study and how to go about administering the questionnaire to the respondents. Prior to the administration of the questionnaire, the researcher sought and obtained permission from the principals of the various schools. For ethical reasons, the students were not coerced to respond to the questionnaire. Rather, they were told that the process was completely voluntary and that they were free at any time to discontinue it whenever they felt uncomfortable with it. The completed questionnaires were retrieved immediately from the students.

Method of Data Analysis

The data obtained in the field were collated, scored, coded and entered into a computer system with the aid of the Statistical Package for Social Sciences (SPSS) version 26. In order to analyse the research questions, Pearson's Product Moment Correlation Coefficient of Determination was applied. The significance level at which each hypothesis was tested was 0.05.

Presentation of Data

Research Question 1: What is the relationship between authoritative parenting style and delinquent behaviour among secondary school students in Delta State?

Table 1: Pearson’s Correlation analysis of the relationship between authoritative parenting style and delinquent behaviour among secondary school students in Delta State

Variables	N	Mean	SD	r	r ²	r ² %	Remark
Authoritative Parenting Style	1,043	34.32	3.08	0.116	0.014	1.4	Positive Relationship
Delinquent Behaviour		52.08	15.00				

In Table 1, the researcher presented the result of a Pearson’s correlation analysis, which was used to examine the relationship that exists between authoritative parenting style and delinquent behaviour among secondary school students in Delta State. The result revealed that $r = 0.116$, $r^2 = 0.014$, and $r^2\% = 1.4$. The result showed a positive relationship between authoritative parenting style and delinquent behaviour among secondary school students in Delta State. It implied that authoritative parenting style contributed 1.4% to the variability in delinquent behaviour among secondary school students in Delta State.

Research Question 2: What is the relationship between authoritarian parenting style and delinquent behaviour among secondary school students in Delta State?

Table 2: Pearson’s Correlation analysis of the relationship between authoritarian parenting style and delinquent behaviour among secondary school students in Delta State

Variables	N	Mean	SD	r	r ²	r ² %	Remark
Authoritarian Parenting Style	1,043	28.60	5.75	-0.117	0.014	1.4	Negative Relationship
Delinquent Behaviour		52.08	15.00				

In Table 2, the researcher presented the result of a Pearson’s correlation analysis, which was used to examine the relationship that exists between authoritarian parenting style and delinquent behaviour among secondary school students in Delta State. The result revealed that $r = -0.117$, $r^2 = 0.014$, and $r^2\% = 1.4$. The result showed a negative relationship between authoritarian parenting style and delinquent behaviour among secondary school students in Delta State. It implied that authoritarian parenting style contributed 1.4% to the variability in delinquent behaviour among secondary school students in Delta State.

Research Question 3: What is the relationship between permissive parenting style and delinquent behaviour among secondary school students in Delta State?

Table 3: Pearson’s Correlation analysis of the relationship between permissive parenting style and delinquent behaviour among secondary school students in Delta State

Variables	N	Mean	SD	r	r ²	r ² %	Remark
Permissive Parenting Style	1,043	16.16	6.65	0.441	0.194	19.4	Positive Relationship
Delinquent Behaviour		52.08	15.00				

In Table 3, the researcher presented the result of a Pearson’s correlation analysis, which was used to examine the relationship that exists between permissive parenting style and delinquent behaviour among secondary school students in Delta State. The result revealed that $r = 0.441$, $r^2 = 0.194$, and $r^2\% = 19.4$. The result showed a positive relationship between permissive parenting style and delinquent behaviour among secondary school students in Delta State. It implied that permissive parenting style contributed 19.4% to the variability in delinquent behaviour among secondary school students in Delta State.

Research Question 4: What is the relationship between uninvolved parenting style and delinquent behaviour among secondary school students in Delta State?

Table 4: Pearson’s Correlation analysis of the relationship between uninvolved parenting style and delinquent behaviour among secondary school students in Delta State

Variables	N	Mean	SD	R	r^2	$r^2\%$	Remark
Uninvolved Parenting Style	1,043	18.59	6.84	0.552	0.304	30.4	Positive Relationship
Delinquent Behaviour		52.08	15.00				

In Table 4, the researcher presented the result of a Pearson’s correlation analysis, which was used to examine the relationship that exists between uninvolved parenting style and delinquent behaviour among secondary school students in Delta State. The result revealed that $r = 0.552$, $r^2 = 0.304$, and $r^2\% = 30.4$. The result showed a positive relationship between uninvolved parenting style and delinquent behaviour among secondary school students in Delta State. It implied that uninvolved parenting style contributed 30.4% to the variability in delinquent behaviour among secondary school students in Delta State.

Hypothesis 1: There is no significant relationship between authoritative parenting style and delinquent behaviour among secondary school students in Delta State

Table 5: Regression analysis of the relationship between authoritative parenting style and delinquent behaviour among secondary school students in Delta State

Model Summary					
R	R^2	$Adj. R^2$	Std Error		
0.116	0.014	0.013	14.90		
ANOVA					
	SS	df	MS	F	Sig.
Regression	3177.425	1	3177.425	14.312	.000 ^b
Residual	231121.285	1041	222.019		
Total	234298.709	1042			
Coefficient					
	Unstandardized Coefficients		Standardized Coefficient	T	Sig.
	B	Std. Error	β		
(Constant)	32.640	5.159		6.327	.000
Authoritative Parenting Style	.567	.150	.116	3.783	.000

In Table 5, the researcher presented the result of a regression statistics which was performed to investigate the relationship between an authoritative parenting style and delinquent

behaviour among secondary school students in Delta State. The calculated F-value is 14.312, and the p-value is 0.000, which is less than the alpha level of 0.05. Consequently, the null hypothesis is rejected. This suggests that a relationship exists between authoritative parenting style and delinquent behaviour among secondary school students in Delta State.

The R^2 value of 0.014 indicates that authoritative parenting style explain for 1.4% of the variation in delinquent behaviour among secondary school students in Delta State. The unstandardized regression coefficient (B) for predicting delinquent behaviour from authoritative parenting style, is 0.567; while the standardized regression coefficient is 0.116, $t = 3.783$, $p < 0.05$ level of significance.

Hypothesis 2: There is no significant relationship between authoritarian parenting style and delinquent behaviour among secondary school students in Delta State

Table 6: Regression analysis of the relationship between authoritarian parenting style and delinquent behaviour among secondary school students in Delta State

Model Summary					
R	R^2	Adj. R^2	Std Error		
0.117	0.014	0.013	14.90		
ANOVA					
	SS	df	MS	F	Sig.
Regression	3214.704	1	3214.704	14.482	.000 ^b
Residual	231084.005	1041	221.983		
Total	234298.709	1042			
Coefficient					
	Unstandardized Coefficients		Standardized Coefficient	T	Sig.
	B	Std. Error	β		
(Constant)	60.808	2.340		25.987	.000
Authoritarian Parenting Style	-.305	.080	-.117	-3.805	.000

In Table 6, the researcher presented the result of a regression statistics which was performed to investigate the relationship between an authoritarian parenting style and delinquent behaviour among secondary school students in Delta State. The calculated F-value is 14.482, and the p-value is 0.000, which is less than the alpha level of 0.05. Consequently, the null hypothesis is rejected. This suggests that a relationship exists between authoritarian parenting style and delinquent behaviour among secondary school students in Delta State.

The R^2 value of 0.014 indicates that authoritarian parenting style explain for 1.4% of the variation in delinquent behaviour among secondary school students in Delta State. The unstandardized regression coefficient (B) for predicting delinquent behaviour from authoritarian parenting style, is -0.305; while the standardized regression coefficient is -0.117, $t = 3.805$, $p < 0.05$ level of significance.

Hypothesis 3: There is no significant relationship between permissive parenting style and delinquent behaviour among secondary school students in Delta State

Table 7: Regression analysis of the relationship between permissive parenting style and delinquent behaviour among secondary school students in Delta State

Model Summary					
<i>R</i>	<i>R</i> ²	<i>Adj. R</i> ²	Std Error		
0.441	0.194	0.193	13.47		
ANOVA					
	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	Sig.
Regression	45508.431	1	45508.431	250.936	.000 ^b
Residual	188790.278	1041	181.355		
Total	234298.709	1042			
Coefficient					
	Unstandardized Coefficients		Standardized Coefficient	<i>T</i>	Sig.
	B	Std. Error	β		
(Constant)	36.013	1.096		32.844	.000
Permissive Parenting Style	.994	.063	.441	15.841	.000

In Table 7, the researcher presented the result of a regression statistics which was performed to investigate the relationship between a permissive parenting style and delinquent behaviour among secondary school students in Delta State. The calculated F-value is 250.936, and the p-value is 0.000, which is less than the alpha level of 0.05. Consequently, the null hypothesis is rejected. This suggests that a relationship exists between permissive parenting style and delinquent behaviour among secondary school students in Delta State.

The R^2 value of 0.194 indicates that permissive parenting style explain for 19.4% of the variation in delinquent behaviour among secondary school students in Delta State. The unstandardized regression coefficient (B) for predicting delinquent behaviour from permissive parenting style, is 0.994; while the standardized regression coefficient is 0.441, $t = 15.841$, $p < 0.05$ level of significance.

Hypothesis 4: There is no significant relationship between uninvolved parenting style and delinquent behaviour among secondary school students in Delta State

Table 8: Regression analysis of the relationship between uninvolved parenting style and delinquent behaviour among secondary school students in Delta State

Model Summary					
<i>R</i>	<i>R</i> ²	<i>Adj. R</i> ²	Std Error		
0.552	0.304	0.304	12.51		
ANOVA					
	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	Sig.
Regression	71297.861	1	71297.861	455.342	.000 ^b
Residual	163000.848	1041	156.581		
Total	234298.709	1042			
Coefficient					
	Unstandardized Coefficients		Standardized Coefficient	<i>T</i>	Sig.
	B	Std. Error	B		
(Constant)	29.597	1.123		26.366	.000
Uninvolved Parenting Style	1.209	.057	.552	21.339	.000

In Table 8, the researcher presented the result of a regression statistics which was performed to investigate the relationship between an uninvolved parenting style and delinquent behaviour among secondary school students in Delta State. The calculated F-value is 455.342, and the p-value is 0.000, which is less than the alpha level of 0.05. Consequently, the null hypothesis is rejected. This suggests that a relationship exists between uninvolved parenting style and delinquent behaviour among secondary school students in Delta State.

The R^2 value of 0.304 indicates that uninvolved parenting style explains for 30.4% of the variation in delinquent behaviour among secondary school students in Delta State. The unstandardized regression coefficient (B) for predicting delinquent behaviour from uninvolved parenting style, is 1.209; while the standardized regression coefficient is 0.552, $t = 21.339$, $p < 0.05$ level of significance.

Discussion of Findings

Authoritative Parenting Style and Delinquent Behaviour among Secondary School Students

The first finding showed a positive relationship between authoritative parenting style and delinquent behaviour among secondary school students in Delta State. The finding revealed that authoritative parenting style contributed 1.4% to the variability in delinquent behaviour among secondary school students in Delta State. A corresponding hypothesis revealed that a significant relationship exists between authoritative parenting style and delinquent behaviour among secondary school students in Delta State. The fact that the authoritative parenting contributed just 1.4% to the variability in delinquent behaviour suggest that students whose parents practice authoritative parenting are less likely to indulge in delinquent behaviour. authoritative parenting exhibits more support towards children. The possible reason for this finding is that the parents engage in a give-and-take kind of conversation, explains the rationale behind existing rules and regulations. Authoritative parenting is closely linked to positive adolescent outcomes such as assertive and self-reliant behaviour. In other words, authoritative parenting style inculcates positive attributes including compliance with social norms among adolescents.

Authoritative parents are considered the ideal models for effective child social development and education because the parents offer a balanced menu of affection and support on one hand and constructive/flexible disciplinary arrangement on the other. The importance of striking a balance between warmth and boundaries is a challenge to many parents. Manifestation of warmth and boundaries are important domains in the current study since they determine the kind of parenting style adopted by the parent.

The above finding is in line with the finding of Georgiou, Ioannou and Stavriniades (2017), who conducted studies on authoritative parents and established that they deployed a balanced form of demandingness and responsiveness through effective communication with their children, liberally praised their children and readily disciplined their children when they violated boundaries. They associated authoritative parenting with a healthy self-esteem, high levels of academic achievement and self-efficacy and lower likelihood of delinquent behaviour. The finding also agrees with Hoskins (2014), who argues that families that have cultivated a strong parental relationship with their children normally succeed to minimize the risk of delinquency in their children when they become adolescents. The finding is further consistent with Macie (2013), who attests that adolescents from authoritative family environments are typically more positive and responsible in their behaviour and lower in drug use and psychological problems than adolescents from other types of families.

Authoritarian Parenting Style and Delinquent Behaviour among Secondary School Students

The second finding showed a negative relationship between authoritarian parenting style and delinquent behaviour among secondary school students in Delta State. The finding further revealed that authoritarian parenting style contributed 1.4% to the variability in delinquent behaviour among secondary school students in Delta State. A corresponding hypothesis showed that a significant relationship exists between authoritarian parenting style and delinquent behaviour among secondary school students in Delta State. The 1.4% contribution of authoritarian parenting styles to delinquent behaviours implies that students whose parents practice authoritarian parenting are less likely to indulge in delinquent behaviour. This is because authoritarian parents are known to stress issues such as strict adherence to the rules and thus demand to be obeyed without explanation. They tend to use power, prohibition, and punishment to control and achieve obedience.

The authoritarian parenting style is generally forceful, punitive and believes that a child should always stick to procedure. They display very rigid discipline, minimal flexibility, and demands for adherence of rules and regulations in the family set up. Authoritarian parents have an absolute set of standards and expect obedience without any questions or comments; they are highly demanding, controlling and punitive, they often use forceful measures to control behaviour. They tend to teach their children to respect authority, work, order and traditional structure.

The above finding is at variance with Nijhof and Engels (2017), who stated that authoritarian parenting has been linked to various negative effects on child mental health, including depressive symptoms. The finding also disagrees with Moffit (2016), who maintained that authoritarian parenting is associated with children social incompetence, such children are often anxious about social comparison, fail to initiate activity and have poor communications skills.

Permissive Parenting Style and Delinquent Behaviour among Secondary School Students

The third finding revealed a positive relationship between permissive parenting style and delinquent behaviour among secondary school students in Delta State. The finding further showed that permissive parenting style contributed 19.4% to the variability in delinquent behaviour among secondary school students in Delta State. A corresponding hypothesis showed that a significant relationship exists between permissive parenting style and delinquent behaviour among secondary school students in Delta State. The finding implies that students with permissive parents are more likely to indulge in delinquent behaviour due to the fact that their parents allow them to do whatever pleases them. The possible reason for this finding is that permissive parents often fail to establish boundaries and when they do, they do not enforce them. They are usually described as loving, non-punitive and accepting since they set few rules and boundaries for conduct, thus stressing freedom more than responsibility. Children from permissive parents normally score lower academic grades and are more likely to be engaged in bullying of others. Students with permissive parents are likely to have problems adjusting to societal realities. When parents fail to monitor, control, and even punish children for deviant behaviour or disobedience, the effect on the youth is lack of self-control, which increases the risk of delinquency.

The above finding agrees with Church et al. (2015), who avers that child, who grow up with lack or lax family rules, parental monitoring and no curfew expectations, are at a greater risk to be engaged in high levels of delinquency. The finding is also in line with Moffit (2016), who asserts that children of permissive parents are more likely to engage in delinquent antisocial acts during adolescence.

Uninvolved Parenting Style and Delinquent Behaviour among Secondary School Students

The fourth finding showed a positive relationship between uninvolved parenting style and delinquent behaviour among secondary school students in Delta State. The finding revealed that uninvolved parenting style contributed 30.4% to the variability in delinquent behaviour among secondary school students in Delta State. A corresponding hypothesis showed that a significant relationship exists between uninvolved parenting style and delinquent behaviour among secondary school students in Delta State. This finding implies that students whose parents practice uninvolved parenting are likely to indulge in delinquent behaviour. This is because the parents often disconnect themselves emotionally from their children and provide no boundaries to the children at all. They offer little or no supervision, do not set boundaries and show little or no affection and support. These parents minimize parenting effort and time while manifesting aggression or indifference and failing to attend to the child's needs. Uninvolved parents are uninvolved in the child's life. This style is associated with the child's social incompetence especially lack of self-control.

Adolescents who receive inconsistent discipline and whose parents disagree in their expectations of them are more externally than internally oriented in their behaviour meaning that they show less control and therefore need more external control of their behaviour. Since these children do what they want, the children never learn to control their own behaviour and always get their way, they never learn respect for others and have difficulty controlling their behaviour positive parenting involves interactions between parents and child that have positive effects in interpersonal, academic and work skills for the child and that reinforce conventional values and norms.

The above finding agrees with Calafat (2014), who states that minors of neglectful parents perform poorly academically, are aggressive, uncooperative, disruptive, and prone to emotional problems such as depression and suicide ideation. It also agrees with Hoeve, et al. (2012), who stated that among all parenting styles, this one portends the greatest risk to youths getting involved in delinquency. The finding is also in line with Moffit (2016), who asserts that children of uninvolved parents tend to be lacking both socially and academically.

Conclusion

On the basis of the finding obtained in the study, the researcher concludes that delinquent behaviour among secondary school students in Delta State is likely to be influenced by certain parenting and psychosocial factors. These factors include authoritative, authoritarian, permissive and uninvolved parenting styles,

Recommendations

In view of the above findings, the researcher therefore, recommend the following:

1. that parents who practice authoritative parenting style should continue to show support, understanding and teach their children on how to take decision that will benefit their lives rather than indulging in delinquent behaviour
2. that parents who practice authoritarian parenting style should continue to enforce strict to keep their children away from delinquent behaviours, but this should be accompanied with some levels of support, love and understanding
3. that parents who practice permissive parenting style should understand that allowing their children to take decision is not the best form parenting but that children need to be properly guided in taking some of these decision so as to discourage them from indulging in delinquent behaviour
4. that parents who are not involved in the life of their children should make it a habit to be involved in the life of their kids and create time to spend with their kids in order to avoid the children indulging in delinquent behaviour.
5. Parents, guidance counsellors and other school personnel should limit screen time and reduce students' involvement in social media in order to avoid their indulgence in delinquent behaviour
6. Parent should work on building the self-esteem of their children through the application of the right parenting practices, which may in turn discourage the children from indulging in delinquent behaviour.

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