

INFLUENCE OF PARENTING STYLES ON SECONDARY SCHOOLS' ADOLESCENT AGGRESSIVE BEHAVIOUR IN DUTSIN-MA LGA, KATSINA STATE

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Abstract

The study investigated the Influence of Parenting Styles on Secondary Schools' Adolescent Aggressive Behaviour in Dutsin-Ma L.G.A., Katsina State. The study adopted a descriptive survey research method. The population consisted of all the nine (9) public Senior Secondary Schools in Dutsin-Ma L.G.A., Katsina State. Four corresponding objectives, research questions and research hypotheses were formulated for the study. Proportionate sampling technique was used to select 350 students out of 2,775 SSII Students in Dutsin-Ma L.G.A. Questionnaire titled "Parenting Style Questionnaire (PSQ)" was used to collect needed data for the study. The data collected were analyzed using means, standard deviation and simple percentage for the research questions, while Pearson Product Moment correlation coefficient was used to test the null hypotheses at 0.05 level of significance. The findings revealed that there exists a high level of parenting style influence on adolescents' aggressive; there exist a positive and significant relationship between democratic parenting style and adolescents' aggressive behaviour among secondary school students; there exists a significant relationship between autocratic parenting style and adolescents' aggressive behaviour among secondary school students; there exists a significant relationship between laissez-faire parenting style and adolescents' aggressive behaviour among secondary school students. The study concluded that, recent adolescents' aggressive behavior has been of great national concern and worry to the parents, school management and government. These aggressive behaviours manifest in stealing, smoking of hard drugs and illicit substances, bullying, fighting, cult related activities and some other forms of anti-social activities and practices. Based on the findings, the following recommendations were made; that parents should assess their parenting styles in the upbringing of their children, both in school and at home; parents should spend time with their children because it can reduce the probability of developing delinquent behavior; qualified and practicing Guidance Counsellors should be posted to secondary, who in turn should be proactive in helping their in-school adolescents to overcome aggressive behaviours.

Keywords: Autocratic Parenting Styles, Democratic Parenting Styles, Laissez-faire Parenting Style and Adolescents' Aggressive Behaviour

Introduction

A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The quality of parenting can be more essential than the quality of time spent with the child. For instance, a parent may be engaging in a different activity and not demonstrating enough interest in the child, therefore, parenting styles are the representation of how parents respond to and make demands on their children. Parenting practices are specific behaviors, while parenting styles represent broader patterns of parenting practices (Spera, 2005). There are various theories and opinions on the best ways to rear children, as well as differing levels of time and effort that parents are willing to invest.

The theory of parenting styles was developed in response to the preference of permissive child rearing strategies as the most effective at the time. Parenting styles have been defined as the collection of attitudes, beliefs, and practices preferred and utilized by caregivers to shape their child's behavior (Olivary et al., 2013). In her seminal work, Baumrind (1966) introduced the three most widely studied parenting typologies. She termed the following prototypes of adult control: authoritative (autocratic), authoritarian (democratic), and permissive (*laissez-faire*). They mainly differ in the dimensions of warmth and control. The warmth dimension entails parental responsiveness to the child, which involves attending to the child's needs and parental involvement. Furthermore, the control dimension refers to demand, or the degree to which care givers execute and implement rules. Depending on parental techniques, both dimensions can become either child-centered or parent-centered, based on whose interests are being fulfilled.

Researchers have expanded on Baumrind's (1966) work and identified several dimensions that fall under each parenting style. The authoritarian style also known as democratic parenting style is composed of: warmth/involvement, reasoning/induction, democratic participation, and good natured/easygoing. The authoritative style of parenting, otherwise called autocratic style, involves: verbal hostility, corporal punishment, non-reasoning punitive strategies and directedness. Finally, the permissive style of parenting, also called *laissez faire* parenting style, includes the following factors: lack of follow through, ignoring misbehavior, and self-confidence. (Olivary et al., 2013). Despite the categorization, it is necessary to note that parents may adopt different techniques from all three parenting styles; however, the overall pattern that caregivers use is likely to resemble one style over the others. Additionally, it is possible for caregivers in the same household to favor one parenting style over the other.

The word aggression comes from the Latin word "aggrēdi", which literally means "attacking", "attacking". Unfortunately, the rhythm of modern life, all sorts of stressful situations lead to the fact that aggressiveness is getting younger and the angry, irritated pupils of kindergartens are more of a norm than an exception to the rules. Psychologists call aggressive such destructive behaviour, which harms other people psychological or moral (Alexey, 2020). Aggression is a behaviour that can be defined as any action, or abstinence from action, by an individual to purposely inflict physical or psychological damage on another (Bergmuller, 2013). In Psychology, the term "aggression" refers to a range of behaviours that can result in both physical and psychological harm to yourself, others or objects in the environment.

Aggression centres on hurting another person either physically or mentally. While we all may feel aggressive on occasion, when aggression becomes pervasive or extreme, it may be a sign of an underlying mental health condition, a substance use disorder, or another medical use (Kendra, 2022). These actions encompass a variety of dimensions, such as intensity and violation to personal resources, or the self (Severance et al, 2013). The risk factors and consequences of aggressive behaviour at various development stages have also been widely researched, such alarming outcomes underscore the need for a more thorough understanding of this phenomenon to develop effective interventions. Social rejection from peers has been identified as a predicting factor, and a relationship between early aggression and antisocial behaviour has been found; such findings appears to be a more significant predictor for females than for male youth. Aggressive and disruptive behaviour among males has also been found to be a significant predictor of involvement in gambling and other negative life events. Additionally research indicates that, across nations, males with history of aggressive behavior are at an increased risk of engaging in violent and non-violent criminal activities.

Longitudinal studies underscore the considerable significance of early experiences aggression on youth adults. Fite et al. (2010) investigated the life outcomes of aggressive behaviour in adolescent males. Results of self and observer reports suggested that reactive aggression is relayed to adult experiences of negative emotionality (e.g. anxiety) and substance use. Also, proactive aggression during adolescent appeared to be associated with substances abuse and psychopathic and antisocial behaviour, in adulthood. Childhood aggression has also been suggested to be a moderate predictor of domestic violence, characterized by aggression directed at intimate partners and children. These outcomes point toward early aggressive behaviours as precedents of child abuse that may lead to the transference of aggression from one generation to another. Furthermore, research points to, not only psychological, but physical health consequences in adulthood that are related to childhood aggression. Such negative outcomes include increased medical visits and use of services, and a higher rate-style related illness.

It has been reported that while individuals who experience negative parenting style as children (e.g., authoritarian, permissive, or neglectful) are more likely to be delinquent, the presence of at least one authoritative caregiver compensates for the negative effects and reduces the likelihood of future delinquent behavior.

Statement of the Problem

Parenting style is said to be the most important and influential role that parents play in terms of their children's social and emotional development. It is one of the most major factors that directly and indirectly influence the psychological growth of children when it comes to aggressive behaviour (Lorber & Egeland, 2011). Medrano (2015) agreed that aggressive behaviours in schools have escalated, and are indeed an extremely serious issue. Kokkinos and Voulgaridou (2017) asserted that the aggressive problems continue to persist in Nigeria despite the turn of the 21st century. The authors also pointed out that many cases of students demonstrating aggressive behaviours have gone viral on these days. According to Kawabata, Alink, Tseng, Van and Crick, (2011) due to the lack of parental monitoring, children display higher levels of aggression. They also found out that the children of permissive parents were frequently aggressive and impulsive, especially the boys.

Lorber and Egeland (2011), argued that both aggressive and victimization behaviours are strongly correlated with both parenting and family environment. The author also added that the effects may linger for several generations of aggression and hostility. Students learn from their environments, and as such, the role of parenting styles is extremely important in shaping their attitudes. Goodwin, Pacey and Grace (2013) pointed out that many previous studies have focused on the gap and possible solutions for the said issue.

Nevertheless, the problems continue to grow. To the best of the researcher's knowledge, none of these studies have focused on the influence of parenting styles on adolescent' aggressive behaviours among secondary school students in Dutsin-Ma LGA. Therefore, this is the gap which the present research intends to bridge. It is on this premise that the study intends to investigate influence of parenting styles on adolescents' aggressive behavior among secondary school students in Dutsin-Ma LGA, Katsina State.

Objectives of the Study

The objectives of the study are:

1. To investigate the combined influence of all the parenting styles on adolescents' aggressive

behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

2. To investigate the influence of democratic parenting style on adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.
3. To find out the influence of autocratic parenting style on adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.
4. To examine the influence of laissez faire parenting style on adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

Research Questions

The study is guided by the following research questions:

1. Does any significant relationship exist among all the parenting styles and adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State?
2. Does any significant relationship exist between democratic parenting style and adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State?
3. Does any significant relationship exist between autocratic parenting style and adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State?
4. Does any significant relationship exist between laissez-faire parenting style and adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State?

Research Hypotheses

The following hypotheses were formulated to guide the study:

H01: There is no significant relationship among all parenting styles and adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

H02: There is no significant relationship between democratic parenting style and adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

H03: There is no significant relationship between autocratic parenting style and adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

H04: There is no significant relationship between laissez-faire parenting style and adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

Methodology

The study adopted a descriptive survey research method. This study investigated parenting style and adolescents' aggressive behavior among the secondary school students in Dutsin-Ma L.G.A. of Katsina State. The population consists of two thousand, seven hundred and seventy-six (2,776) SS 2 students. Three hundred and fifty (350) respondents were selected as sample from the research total population using Taro and Yamane (1967) sampling formula. Proportionate stratified sampling technique was used to ensure that each group is given equal chance of selection. The Instrument used for this research work was an adapted close-ended questionnaire titled Parenting Style Questionnaire (PSQ), designed to suit the needs of the research work. The questionnaire was made up of three (3) sections (Sections A, B and C). Section A carries the respondents' biodata. Section B covered the research variables viz: Democratic Parenting Style; Autocratic Parenting Style; Laissez-faire Parenting Style. Each of the parenting style carries five (5) items. Section C carries Aggressive Behaviour Questionnaire, which carries ten (10) items. The questionnaire is based on 4-point modernized Likert attitude measurement scale, which is: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

The research instrument was validated by experts from the Department of Educational Psychology and Counselling, FUDMA. Pilot test was conducted in order to determine the reliability co-efficient of the

instruments and to determine problem areas in the conduct of the research. For the purpose of the pilot study, the total of 50 participants from Demonstration Secondary School, Isa Kaita College of Education, Dutsin-Ma, was used. The data collected from the pilot study was statistically analyzed using Cronbach's Alpha reliability test. A reliability coefficient of 0.78 was obtained, indicating that the instrument is reliable. The data was obtained through the use of questionnaire. The data collected were analysed using means, standard deviation and simple percentages for the research questions, while Pearson Product Moment correlation coefficient was used to test the null hypotheses at 0.05 level of significance. For item analysis, a criterion level of 2.95 and below was set as benchmark for accepting response to an item as non-agreement while 3.05 and above indicated agreement on.

Results

Answering Research Question

Research Question One: Does any significant relationship exist between all the parenting styles and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State?

Table 1: Mean, Standard Deviation and Mean Difference for Parenting Styles and Aggressive Adolescence Behaviour

S/N	Item	SA	A	D	SD	Mean
1	I do get frustrated when my friends waste my time in helping me to do my assignment.	123 (35.14%)	73 (20.86%)	84 (24%)	70 (20%)	3.43*
2	I find it difficult to interact with others whenever am angry.	112 (32%)	77 (22%)	79 (22.57%)	82 (23.42%)	3.07*
3	I easily argue with my siblings and friends when my opinions and ideas are not considered.	70 (20%)	75 (21.43%)	70 (20%)	135 (38.57%)	2.84
4	I hate to be intimidated both at home and outside home.	124 (35.43%)	87 (24.86%)	74 (21.14%)	65 (18.57%)	3.63*
5	I always react to pain whenever I fail to achieve my goals and plans.	125 (35.71%)	87 (24.86%)	64 (18.29%)	74 (21.14%)	3.29*
6	I do damage anything around me whenever I get annoyed.	106 (30.29%)	91 (26%)	60 (17.14%)	93 (26.57%)	3.21*
7	Using insulting words to revenge insults from others is already part of me.	113 (32.29%)	93 (26.57%)	80 (22.86%)	64 (18.29%)	3.54*
8	I always procrastinate house chores deliberately when my parents and older siblings talk to me harshly.	93 (26.57%)	90 (25.71%)	92 (26.29%)	75 (21.43%)	2.99*
9	I find it difficult to appreciate my parents when my school fees is not paid on time.	50 (14.29%)	69 (19.71%)	71 (20.29%)	160 (45.71%)	2.86
10.	I am always tempted to fight whenever I am angry.	60 (14.29%)	88 (16.57%)	78 (19.43%)	124 (21.14%)	2.72

The result on Table 1 show the frequency distributions, percentages and mean scores on the items for the relationship among all the parenting styles and adolescents’ aggressive behaviour. On items one and two, majority of respondents strongly agree they get frustrated when friends waste their time in helping them to do assignment (mean = 3.43), and they find it difficult to interact with others whenever

they angry (mean = 3.07). Majority of respondents on item three also disagree that they easily argue with their siblings and friends when their opinions and ideas are not considered (mean = 2.84). In items four, five and six, majority agree that they hate to be intimidated both at home and outside home (mean = 3.63), they always react to pain whenever they fail to achieve any goals and plans (mean = 3.29) and do damage anything around me whenever they get annoyed (mean = 3.21).

Items 7 and eight had majority of respondents agreeing that using insulting words to revenge insults from others is already part of them (mean = 3.54), and

On the average, the mean parenting styles relationship is 3.158, indicating strong agreement, which implies a probable significant relationship among all the parenting styles and adolescents' aggressive behaviour. This however will be tested in the corresponding hypothesis.

Research Question Two: Does any significant relationship exist between democratic parenting style and adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State?

Table 2: Mean, Standard Deviation and Mean Difference for Democratic Parenting Style and Adolescents' Aggressive Behaviour

S/N	Item	SA	SA	A	D	SD	Mean			
1	My parents always treat me with respect and dignity.	13	(32.29%)	93	(26.57%)	80	(22.86%)	64	(18.29%)	3.43*
2	In my family, there is always mutual respect between parents and children.	160	(45.1%)	77	(22%)	79	(22.57%)	82	(23.43%)	3.57*
3	My parents are responsive to their children's needs and they motivate them to achieve their goals.	135	(38.57%)	75	(21.43%)	60	(17.14%)	80	(22.86%)	3.41*
4	My parents always encourage me to make positive choices in my daily activities.	104	(29.71%)	107	(30.57%)	74	(21.14%)	65	(18.57%)	3.33*
5	In my family, children are given opportunities for decision making.	103	(29.43%)	93	(26.57%)	84	(24%)	70	(20%)	3.24*

Table 2 showed the frequency distribution, percentage and mean scores on the items for the relationship between democratic parenting style and adolescents' aggressive behaviour. On Item one, majority of respondents strongly agree their parents always treat them with respect and dignity (mean = 3.43). Majority of respondents also agree to item two which stated that in the family, there is always mutual respect between parents and children (mean = 3.57). Majority of respondents on item three also agree that their parents are responsive to their children's needs and they motivate them to achieve their goals (mean = 3.41). On items four and five, majority of respondents agree that their parents always encourage them to make positive choices in their daily activities (mean = 3.33), and in their family, children are given opportunities for decision making (mean = 3.24). On the average, the mean parenting styles relationship is 3.40, indicating a strong agreement, which implies a probable significant relationship between democratic parenting style and adolescents' aggressive behaviour. The corresponding hypothesis will however test the degree of relationship.

Research Question Three: Does any significant relationship exist between autocratic parenting style and adolescents' aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina

State?

Table 3: Mean, Standard Deviation and Mean Difference for Autocratic Parenting Style and Adolescents’ Aggressive Behaviour

S/N	Item	SA	A	D	SD	Mean
1	My parents always force my siblings and I into following rules both at home and in public.	106 (30.29%)	91 (26%)	60 (17.14%)	93 (26.57%)	3.21*
2	My parents don’t give me room in exercising my choices and options.	113 (32.29%)	93 (26.57%)	80 (22.86%)	64 (18.29%)	3.54*
3	As a child to my parents, the only thing I am supposed to do is to adhere to what is expected of me without fail.	70 (20%)	75 (21.42%)	70 (20%)	135 (38.57%)	2.84
4	In my family, any mistake that is committed or any boundary that is crossed result in the child being punished.	124 (29.33%)	87 (38%)	74 (21.14%)	65 (10%)	3.63*
5	As a child, I am not always engaging in social activities due to the restriction impulses on me by my parents.	125 (35.71%)	87 (24.86%)	64 (18.29%)	74 (21.14)	3.29*

Analysis of the Table 3 showed the frequency distribution, percentage and mean scores on the items for the relationship between autocratic parenting style and adolescents’ aggressive behaviour. From item one, majority of respondents strongly agree their parents always force them and their siblings into following rules both at home and in public (mean = 3.21). Majority of respondents also agree to item two which stated that in their parents don’t give them room in exercising their choices and options (mean = 3.54). On item three, majority of respondents strongly disagree that their as a child to their parents, the only thing they are supposed to do is to adhere to what is expected of them without fail (mean = 2.84).

On items four and five, majority of respondents agree that in their family, any mistake that is committed or any boundary that is crossed result in the child being punished (mean = 3.63), and as a child, they are not always engaging in social activities due to the restriction impulses laid on them by their parents (mean = 3.29). On the average, the mean parenting styles relationship is 3.20, indicating a strong agreement, which implies a probable significant relationship between autocratic parenting style and adolescents’ aggressive behaviour. This will however be tested in the corresponding hypothesis.

Research Question Four: Does any significant relationship exist between laissez-faire parenting style and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State?

Table 4: Mean, Standard Deviation and Mean Difference for Laissez-Faire Parenting Style and Adolescents’ Aggressive Behaviour

S/N	Item	SA	A	D	SD	Mean
1	My parents accept all emotional expressional expression from my siblings and I.	65 (18.57%)	87 (24.85%)	74 (21.14%)	124 (35.43%)	2.58
2	My parents don’t show concern whenever I come home late at night.	81 (23.14%)	50 (14.29%)	59 (16.86%)	160 (45.71%)	2.47
3	My parents offer little guidance on my behaviour.	70 (20%)	75 (21.43%)	70 (20%)	135 (38.57%)	2.64
4	In my family, my parents don’t help a child to solve problems.	118 (33.71%)	93 (26.57%)	69 (19.71%)	70 (20%)	3.29*
5	I always have my parents’ permission to choose any friends.	125 (35.71%)	87 (24.85%)	64 (18.28%)	74 (21.14%)	3.51*

The Table 4 showed the frequency distribution, percentage and mean scores on the items for the relationship between laissez-faire parenting style and adolescents’ aggressive behaviour. On analysis of item one, majority of respondents strongly disagree their parents accept all emotional expressional expression from they and their siblings (mean = 2.58). Majority of respondents also strongly disagree to item two which stated that their parents don’t show concern whenever I come home late at night (mean = 2.47). Majority of the respondents on item three also strongly disagree that their parents offer little guidance on their behaviour (mean = 2.64). On items four and five, majority of respondents strongly agree that in their family, their parents don’t help a child to solve problems (mean = 3.29), and that they always have their parents’ permission to choose their friends (mean = 3.51). On the average, the mean parenting styles relationship is 2.90, indicating a weak agreement, which implies a probable significant relationship between laissez-faire parenting style and adolescents’ aggressive behaviour. The corresponding hypothesis will however test the degree of relationship.

Testing of Hypotheses

Ho1: There is no significant relationship between all parenting styles and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

Table 5: Relationship between All Parenting Styles and Adolescents’ Aggressive Behaviour

Variable	N	Scores	Mean	Df	r	Decision
All parenting styles	350	424.87	2.83	348	0.82*	Significant

Aggressive behaviour 350 3023 31.49

At 0.05 confidence level, critical $r = 0.16$

Results in Table 5 shows the all parenting style scores of the respondents correlated with their aggressive behaviour scores. The result indicated that the correlation coefficient obtained was 0.82 and is significant at 0.05 level of significance. This means that, there exist a positive relationship between all parenting styles and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State. The null hypothesis is thus rejected, meaning that there exists a significant relationship between among all parenting styles and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

HO2: There is no significant relationship between democratic parenting style and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

Table 6: Relationship between Democratic Parenting Style and Adolescents’ Aggressive Behaviour

Variable	N	Scores	Mean	Df	r	Decision
Democratic parenting style	350	424.87	2.83			
				348	0.78	Significant
Adolescents aggressive behaviour	350	4500	31.64			

At 0.05 confidence level, critical $r = 0.16$

Table 6 analysed the relationship between democratic parenting style and adolescents’ aggressive behaviour among secondary school students. The result showed a correlation coefficient of 0.78, at 0.05 level of significance. This means that there exist a positive and significant relationship between democratic parenting style and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State. Therefore, the null hypothesis is hereby rejected, indicating that there is a significant relationship between democratic parenting style and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

Ho3: There is no significant relationship between autocratic parenting style and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

Table 7: Relationship between Autocratic Parenting Style and Adolescents’ Aggressive Behaviour

Variable	N	Scores	Mean	Df	r	Decision
Democratic parenting style	350	531.22	3.18			

				348	0.69	Significant
Adolescents aggressive behaviour	350	3800	34.27			

At 0.05 confidence level, critical $r = 0.16$

The Table 7 analysed the relationship between autocratic parenting style and adolescents’ aggressive behaviour among secondary school students. The result showed a correlation coefficient of 0.69, with a critical mean of $r=0.16$ and at 0.05 level of significance. This means that there exist a positive and significant relationship between autocratic parenting style and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State. Therefore, the null hypothesis is hereby rejected. This means that there is a significant relationship between autocratic parenting style and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

Ho4: There is no significant relationship between laissez-faire parenting style and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

Table 8: Relationship between Laissez-Faire Parenting Style and Adolescents’ Aggressive Behaviour

Variable	N	Scores	Mean	Df	r	Decision
Laissez-faire parenting style	350	342.11	2.93			
				348	0.71	Significant
Adolescents aggressive behaviour	350	4400	36.16			

At 0.05 confidence level, critical $r = 0.16$

Table 8 analysed the relationship between laissez-faire parenting style and adolescents’ aggressive behaviour among secondary school students. The result showed a correlation coefficient of 0.71, at 0.05 level of significance. This means that there exist a positive and significant relationship between laissez-faire parenting style and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State. Therefore, the formulated null hypothesis is hereby rejected, indicating that there is a significant relationship between laissez-faire parenting style and adolescents’ aggressive behaviour among secondary school students in Dutsin-Ma LGA, Katsina State.

Summary of Findings

From the data analysed and interpretation of the results, the following findings emerged;

1. There exists a high level of parenting style influence on adolescents’ aggressive.
2. There exist a positive and significant relationship between democratic parenting style and adolescents’ aggressive behaviour among secondary school students.
3. There exist a significant relationship between autocratic parenting style and adolescents’ aggressive behaviour among secondary school students.
4. There exist a significant relationship between laissez-faire parenting style and adolescents’ aggressive behaviour among secondary school students.

Discussions

From the results obtained, it is evident that there exists a high level of relationship between all the

parenting styles and adolescents aggressive behaviour. Data from Table 1 shows that a higher percentage of the respondents expressed aggressive behaviour where parenting was inadequately upheld. The experience of aggressive behaviour among respondents was indicative where laissez-faire parenting style was upheld. This finding agrees with the findings of Ang and Groh, Utti, (2016) reported that permissive or laissez faire parenting without well defined or clear-cut goals and such parents play a passive role in the rearing of children. Utti (2006) in a research conducted on relationship between parenting styles and students' academic achievement found that laissez-faire parenting had more negative effects on the students' academic achievement.

On analysis of research question two and the corresponding hypothesis, result showed that there is a significant relationship between democratic parenting style and adolescent aggressive behaviour. From the responses in table 2, respondents indicated that where their parents treat them with respect and dignity, guide and allow them to make rational daily choices and are responsive to their needs, they tend to behave less aggressively. Hence, there is a significant positive relationship between democratic parenting style and adolescent aggressive behaviour. This finding agrees with the report of Ang and Goh (2016); Utti (2016), who stated that adolescents whose parents are demanding and responsive perform better in social competence than children from authoritarian background. It agrees with the study of Yang, Kim, Laroche and Lee (2014) and Bernardo (2014), who posited that a good parenting style is that parents should keep eyes on their children. They should understand the mindset of children. Moreover, children should be made to understand with love by setting examples and counseling them on ongoing basis. Parents have to be polite and give respect to their children.

Results from Tables 3 and 7 shows that there is a positive and significant relationship between autocratic parenting style and adolescent aggressive behaviour. This relationship is rather negative as it triggers the students to be aggressive in their disposition. The students under this parenting style tend to see their parents as over bearing, excessive and wicked, hence their aggressive nature. These study findings agree with Sailor (2015) research which stated that children of authoritarian and autocratic parents are less likely to internalize (accept as their own standards) society's unacceptable norms.

Tables 4 and 8 also reveal a positive and significant relationship of laissez-faire and adolescent aggressive behaviour. This might be the reason Hoskins (2014) stated that the dimension of this parenting (laissez-faire) accommodates parental responsiveness to the children needs without demandingness. Such child from that kind of background becomes wild, delinquent and maladjusted to himself, family and society at large. Laissez-faire parenting enhances the exhibition of delinquent behaviours among adolescents.

Conclusion

Recent adolescents' aggressive behavior has been of great national concern and worry to the parents, school management and government. These aggressive behaviours manifest in stealing, smoking of hard drugs and illicit substances, bullying, fighting, cult related activities and some other forms of anti-social activities and practices. These uncultural behaviours of the adolescents give parents, families, homes, villages, communities, states and government serious worry and concern.

Recommendations

From the findings of the study, the following recommendations were made

1. Parents should assess their parenting styles in the upbringing of their children both in school and at home. As a matter of necessity, parents should opt for authoritative rather than authoritarian/autocratic parenting style.

2. Parents should spend time with their children because it can reduce the probability of developing delinquent behavior. Parents should continuously involve with children so that adolescents may be prevented from committing crimes and associating themselves with law breaking actions.
3. Adequate and qualified Guidance and Counselors should be posted to secondary schools. Then these practicing counselors should be more proactive in helping their clients, especially in-school adolescents to overcome aggressive behaviour using appropriate behaviour modification techniques.
4. Parents, teachers and psychologists should encourage schools to create greater overlap among home, school, and community through the implementation of activities across six types of involvement: parenting, communication, volunteering, learning at home, decision making, and collaboration with community. By implementing activities across all six types of involvement, educators may help reduce student's aggressiveness.

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