

**INFLUENCE OF PARENTING STYLES ON SOCIAL BEHAVIOUR AND
ACADEMIC PERFORMANCE OF ADOLESCENTS IN SENIOR SECONDARY
SCHOOLS IN GOMBE STATE, NIGERIA**

BY

MARGARET DANSOKOTO, KWAIJI

**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA
NIGERIA**

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BY

**Margaret Dansokoto, KWAIJI
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NOVEMBER, 2014

DECLARATION

I Margaret Dansokoto Kwaji, hereby declare that this thesis titled “**INFLUENCE OF PARENTING STYLES ON SOCIAL BEHAVIOR AND ACADEMIC PERFORMANCE OF ADOLESCENTS IN SENIOR SECONDARY SCHOOLS IN GOMBE STATE, NIGERIA**” was written by me in the Home Economics section, Department of vocational and technical education, Ahmadu Bello University, Zaria. The work is a true research work under the supervision of Dr. P.E. Onuigbo and Professor, E.E. Adamu. This work has not been printed for the award of higher degree in any university. Literature sources of information derived have been duly acknowledged in the text and in the list by references provided.

Margaret Dansokoto Kwaji
Name of Student

Signature

Date

CERTIFICATION

This research titled “**INFLUENCE OF PARENTING STYLES ON SOCIAL BEHAVIOUR AND ACADEMIC PERFORMANCE OF ADOLESCENTS IN SENIOR SECONDARY SCHOOLS IN GOMBE STATE, NIGERIA**” by Margaret Dansokoto Kwaiji meets the regulations governing the award of the degree of Masters of Education (M.Ed) (Family and child development) of the Ahmadu Bello University, Zaria, and is approved for its contribution to Knowledge and literary presentation.

Prof P.E. Onuigbo
Chairperson, Supervisory committee

Date

Dr E.E Adamu
Member, Supervisory committee

Date

Prof. A. A. Udoh
Head of Department,
Vocational and Technical Education

Date

Prof. A. Z. Hassan
Dean, Postgraduate School
Ahmadu Bello University, Zaria

Date

DEDICATION

This research work is dedicated to the memory of my late father Baba Dansokoto Kwaiji.

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Kwaiji,Margaret,Dansokoto.

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DEFINITION OF OPERATIONAL TERMS

Social Behaviour: This refers to interaction of an individual with others and the acquisition of the ability to behave in accordance with social expectations.

Parenting Style: A psychological constraint, representing standard strategies that parents use in rearing their children.

ABSTRACT

The study ascertained the influence of parenting styles on social behaviour and academic performance of adolescents in senior secondary schools in Gombe State, Nigeria. The specific objectives were nine [9] as well as nine [9] research questions. Eight[8] null hypotheses were formulated . structured questionnaire was employed for the study.The population for this study was thirty thousand six hundred and sixty six adolescents (30,666) SS II students in one hundred and thirty two senior secondary schools (132) students and their parents. A sample of three hundred and twenty students in senior secondary schools in Gombe State [320] Calculated data were analyzed using frequencies and percentage to presents the bio-data of the respondent. Mean and standard deviation were used in answering the nine (9) research questions. While Pearson Product Moment Correlation (PPMC) was used to test the null hypotheses at 0.05 alpha level of significance. The findings revealed that authoritative parenting style had more influence on adolescents social behaviour and academic performance. The findings also revealed that authoritarian parenting style also had positive influence on social behaviour and academic performance of adolescents in senior secondary Schools in Gombe State. While neglectful parenting style and indulgent parenting style has negative influence on the adolescents social behaviour and academic performance .Based on findings the researcher recommended that parenting styles used by parents affect social behaviour and academic performance of adolescents in senior secondary schools in Gombe State. Also authoritative parenting style had more positive influence among all the parenting styles, like wise authoritarian also had positive influence on social behaviour and academic performance of adolescents..The study concluded that authoritative and authoritarian parenting styles had more influence on social behaviour and academic performance of adolescents in senior secondary schools in Gombe State. While neglectful parenting style and indulgent Parenting style had negative influence on social behaviour and academic performance of adolescents in senior secondary schools in Gombe State Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Adolescence is a period of transition from childhood to adulthood. It is a period that the child encounters numerous problems from all areas of his growth and development such as physical, mental, social, psychological, cultural and spiritual growth problems. Such is the difficulties that confront the emerging child into adulthood that some psychologists that describes it as a period of “storms and stress”.

This period varies from society to society as a result of cultural variations and level of modernization. Generally, adolescents period commences between ages of 11 or 12 years to 18 or 21 years. Girls begin transition earlier than boys, about 11-12 years. Boys start between 12-14 years. It is a fact to reckon with that the youngest mother in the world was 9 years old and in America, a 10 year old was able to deliver her baby, normally without surgical intervention.

The influence of parenting styles at adolescents’ stage is very crucial. This is because parents play tremendous roles in adolescents’ transition to adulthood as well as the academic achievement of the adolescents.. The family unit is considered as one of the most influential components of a child’s academic achievement due to the fact that the family is the first source of internal education for a child (Sumari, Hussein, & Siraj, 2010). More specifically, parenting styles, discipline techniques, involvement with their children and the home environment have been shown to attract a child’s ability to academically achievement. (Sumari et al)The academic achievement of society’s adolescents is a central focal point for society due to the idea that ensuring an education for adolescents helps promote a more successful future, parental behaviour negatively affects adolescents academic achievement. Parenting Styles involves combination of acceptance and responsiveness on one hand and

demand control on the other. Baumrind (2001) defined Parenting Style as a psychological construct representing standard strategy that parents use in their children. Baumrind further outlined four types of Parenting Styles: authoritarian, authoritative, neglectful and indulgent. Authoritarian Parents are parents who have strict ideas about discipline and behaviour, while authoritative Parents encourage their children to be independent but still place limit and control on their action. Neglectful Parents are uninvolved in their children's lives. Lastly indulgent Parents are highly involved with their adolescents but place few demand or control on them.

Parents are the ones saddled with the responsibility of taking care of their adolescents until they are capable of taking care of themselves. Erick-Erickson, (2001) opined that parents have vested interest in the social behaviour and academic performance of their adolescents. Social behaviour is an interaction of an individual with others and the acquisition of the ability to behave in accordance with social expectation.

It is pertinent to point out that the social behaviour in adolescents is very crucial because it helps the adolescents to learn right and wrong in a particular society. Thompson (2008) postulated that adolescents acquire a sense of right and wrong partly through Parenting Styles as well as in everyday conversation with parents, who convey simple lessons about people's feelings, the consequences of breaking rules and what it takes to be a good boy or a good girl. Discipline is very important when given by parents to their children; discipline is aimed at the total development of adolescents to become responsible people in the society. Onyechi and Okere (2007) stated that, adolescence stage requires parental love, care, warmth and serious attention to adjust adequately to environment in which they live. Generally, the social behaviour of the adolescents depends on the style of parenting. Utti (2006) observed that parenting is a major vehicle in socializing the child. Parenting as

defined by Harvard (2007) is the family involvement process that consists of parent's attitude, value and practices in raising youths.

Adolescents have some certain characteristics regarding their social behaviour. Steinberg (1993) reported that the adolescents experience some changes that have to do with self-consciousness and thinking of the person they want to be. Adolescents involve themselves in so many negative activities such as association with bad peer group, lack of respect for elders, drug abuse. In the long run if adolescents are not handled well or if appropriate Parenting Style is not applied to checkmate them it may lead to academic failure. This study will focus on the influence of Parenting Styles on social behavior and academic performance of adolescents' in Senior Secondary Schools in Gombe state, Nigeria.

1.2 Statement of the Problem

This research work was motivated by personal experience of the researcher who has been supervising National examination council [NECO] for some years. Also based on record collected from ministry of education Gombe state that for some years students have not been performing well in their National examination council [Neco] and west African examination council [Waec] This set the researcher in to investigating what could be wrong. The early age of, adolescents have some certain characteristic regarding their social behaviour. At the early age of growth they experience some changes that have to do with self consciousness and thinking of the person they want to be. Adolescents face complex identity today and involve themselves in so many negative activities such as association with bad peer group, lack of respect for elders and drug abuse among others which can contribute to adolescent's academic failure in future.

The incessant failure by students in Senior Schools Certificate Examination (SSCE) in Secondary Schools in Gombe State has been a matter of concern to parents, teachers, school administrators, government and all other stakeholders in the Education Sector in the state and

in Nigeria at large. Records from Gombe State Ministry of Education revealed that in 2010, fourteen thousand, nine hundred and ninety- six (14,996) candidates registered for National Examination Council(NECO) examination, but only sixty (60) candidates passed with at least five credits(including English Language and Mathematics). In 2010, 9,476 candidates registered and sat for the WAEC, only 21 passed with five credits (including English language and Mathematics). The situation became worse in 2011; out of the 17,155 candidates who sat for NECO examination, only nineteen (19) candidates passed with at least five credits (including English Language and Mathematics). Similarly, in 2011, 11,504 candidates registered and sat for WAEC, but only 89 passed with five credits (including English language and Mathematics).

Examination year	Types of examination	No of students Registered	No. of students failed	No. of students passed
1. 2010	National examination council (Neco)	Fourteen thousand nine hundred and ninety six (14,996) students.	Fourteen thousand nine hundred and thirty six (14,936) students.	Sixty (60) Students.
2. 2010	West African examination council(Waec)	Nine thousand four hundred and seventy six (9,476) Students.	Nine thousand four hundred and fifty five (9,455) students.	Twenty one (21) students.
3. 2011	National examination council(Neco)	Seventeen thousand one hundred and fifty five (17,155) students.	Seventeen thousand one hundred and thirty six (17,136) students.	Nineteen (19) students.
4. 2010	West African Examination (Waec)	Eleven thousand five hundred and fourteen (11,514) Students.	Fourteen thousand four hundred and twenty five (14,425) students.	Eighty nine (89) students.

Majority of the students, in the Senior Secondary School (SSS) Students are adolescents. People at this stage require parental love, care, warmth and serious attention as observed by Erick Erickson (2003). Parental discipline involves control, monitoring, concern, encouragement and consistency which are all aspects of the parent-child relationship that could affect academic achievement in adolescents. Consequently, this study sought to find

out the influence of Parenting Styles on social behaviour and academic performance of adolescents in Senior Secondary Schools in Gombe state, Nigeria.

1.3 Objectives of the Study

The general objective of the study was to determine the influence of parenting style on social behaviour and academic performance of adolescents in Senior Secondary Schools in Gombe State, Nigeria. The specific objectives were to:

1. identify the parenting styles used by parents of adolescents in senior secondary schools in Gombe state, Nigeria.
2. examine the influence of authoritative parenting style on social behaviour of adolescents in Senior Secondary Schools in Gombe State, Nigeria.
3. examine the Influence of authoritative parenting style on academic performance of adolescents in senior secondary schools in Gombe state.
4. examine the influence of neglectful parenting style on social behaviour of adolescents in senior secondary schools in Gombe State, Nigeria.
5. examine the influence of neglectful parenting style on academic performance of adolescents in senior secondary schools in Gombe state, Nigeria.
6. assess the influence of authoritarian parenting style on social behaviour of adolescents in senior secondary schools in Gombe state, Nigeria.
7. assess the influence of authoritarian parenting style on academic performance of adolescents in senior secondary schools in Gombe state, Nigeria.
8. assess the influence of indulgent parenting style on social behaviour of adolescents in senior secondary schools in Gombe state, Nigeria.
9. assess the influence of indulgent parenting style on academic performance of adolescents in senior secondary schools in Gombe state, Nigeria.

1.4 Research Questions

This study seeks to provide answers to the following research questions

1. What is the influence of Parenting Style used by parents of adolescents in Senior Secondary Schools in Gombe State, Nigeria?
2. What is the influence of authoritative parenting style on social behaviour of adolescents in senior secondary schools in Gombe state, Nigeria?
3. What is the influence of authoritative parenting style on academic performance of adolescents in senior secondary schools in Gombe state, Nigeria?
4. What is the influence of neglectful parenting style on social behaviour of adolescents in senior secondary schools in Gombe state, Nigeria?
5. What is the influence of neglectful parenting style on the academic performance of adolescents in senior secondary schools in Gombe state, Nigeria?
6. What is the influence of authoritarian parenting style on social behaviour of adolescents in senior secondary schools in Gombe state, Nigeria.
7. What is the influence of authoritarian parenting style on the academic performance of adolescents in senior secondary schools in Gombe state, Nigeria?
8. What is the influence of indulgent parenting style on social behavior of adolescents in senior secondary schools in Gombe state, Nigeria?
9. What is the influence of indulgent parenting style on the academic performance of adolescents in senior secondary schools in Gombe state, Nigeria?

1.5 Research Hypotheses

The following null hypotheses were formulated to be tested at 0.05 level of significance:

- H₀1: There is no significant relationship between the authoritative parenting style and social behaviour of adolescents in senior secondary schools in Gombe state, Nigeria.
- H₀2: There is no significant relationship between authoritative parenting style and academic performance of adolescents in senior secondary schools in Gombe state, Nigeria.
- H₀3: There is no significant relationship between neglectful parenting style and social behaviour of adolescents in senior secondary schools in Gombe State, Nigeria.
- H₀4: There is no significant relationship between neglectful parenting style and academic performance of adolescents in senior secondary schools in Gombe state, Nigeria.
- H₀5: There is no significant relationship between authoritarian parenting style and social behaviour of adolescents in senior secondary schools in Gombe state, Nigeria.
- H₀6: There is no significant relationship between authoritarian parenting style and academic performance of adolescents in senior secondary schools in Gombe state, Nigeria.
- H₀7: There is no significant relationship between indulgent parenting style and social behaviour of adolescents in senior secondary schools in Gombe State, Nigeria.
- H₀8: There is no significant relationship between indulgent parenting style and academic performance of adolescents in senior secondary schools in Gombe state, Nigeria.

1.6 Significance of the Study

The result of the study will be significant to adolescent's students in Senior Secondary Schools in Gombe State because the outcome of the study will help them to improve their social behaviour and consequently help adjust their attitudes before they seat for their final

Senior Secondary Certificate Examination (SSCE). It will also be significant to parents who have the responsibility of bringing up their adolescents. It will be significant to teachers who are responsible for imparting knowledge to the adolescents to improve on their method of teaching. It will be significant to interested readers who may stumble on this material to further adolescents' students elsewhere or the need to adequately plan and prepare for their final examinations as far as academic performance is concerned. It will be significant to the society to identify what is causing backwardness in the academic performance of adolescents. Finally, it offers a reference for further research that might investigate the same variables.

1.7 Basic Assumptions of the Study

This study was based on the assumptions that:

- i. All other factors, such as peer group influence and societal influence have the same effects on the social behaviour and academic performance of the subject under study.
- ii. Parenting styles practice in different ways may likely have positive or negative effect on adolescents' social behaviour and academic performance.
- iii. Combination of parenting style may have positive effect on social behaviour and academic performance of adolescent.
- iv. Adolescents cannot perform well academically when there are no good parenting styles.

1.8 Delimitation of the Study

The study was delimited to adolescents in 3 senatorial zones in one hundred and thirty-two senior secondary schools in Gombe state, Nigeria, who are directly involved in the study and benefit more. The choice of the 3 zones was out of the fact that the population was very large to be covered.

The study is also delimited to parents of the adolescents who have the responsibility of bringing up the adolescents in senior secondary schools in Gombe State, Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter was primarily concerned with reviewing literature related to the study. It was done under the following sub-headings:

- 2.1 Theoretical Frame Work
- 2.2 Concept of adolescence
- 2.3 Parenting Styles
- 2.4 Parental Discipline
- 2.5 Social behaviour of adolescents
- 2.6 Factors of Academic Performance of adolescents
- 2.7 Related Empirical Studies
- 2.8 Summary of Literature Reviewed

2.1 Theoretical Framework of the study

The study is built on attachment theory of Baumrind (2001)The theory considered parenting styles and techniques to be influential on academic performance of students. The theory maintained that parenting behaviors is very important in the lives of college students as with children and adolescents. Scholars such as Darling (1991), Strage and Brandt (1999) have the same opinion, they posits that there is relationship between parenting styles and academic achievement and found a significant relationship between the two. The theory maintained that the more autonomy, demand, and support parents provided, the more students were confident and persistent academically. The theory therefore found a direct link between parenting styles and child's sense of mastery of skills. The advocates of the theory posit that parenting styles, dimensions and involvement with their children has impact on adolescent academic, social, cognitive, moral, and emotional development.

Epstein (1995) who is one of the advocates of the theory argued that school, family, and community are important spheres of influence on children's development and that a child's educational development is enhanced when these three environment work collaboratively toward shared goals. Epstein (1995) encouraged 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 improve student's achievement. Scholars in Nigeria that supported the theory include Debra (2010) who argued that, parenting style has been identified as a major predictor of a child's future performance in multiple areas including: behavior problems, emotional functioning, academic achievement, psychosocial development, and social skills.

2.2 Concept of Adolescence

The term adolescence is derived from the Latin word *adolescere* which means 'growing up'. While adolescent refer to an individual who is between the range of 12-19 years. It is also regarded as the physical and mental human development that occurs between childhood and adulthood. The transition involves biological (i.e. puberty), social and psychological changes Anyakoha (1991). Adolescence can be seen as a stage in the life span through which individual pass before adulthood. It is also a period of great emotional stress. Whatever happens during this developmental stage goes a long way in affecting the individual positive or negative. These changes are associated with involvement with one's peers. As children grow, develop and move into early adolescence, involvement with peer and attraction of peer identification increases. As a result of the social acknowledgement that adolescents look for, they are under a certain amount of pressure that drives them to abide by

the peers' convictions or rejections. The influence of peer group on academic performance has also been a subject of intense study (Anyakoha , 1991).

Cohen (1997) came up with the finding that strong relationships do exist between schools adjustment behaviour and peer acceptance. It was also found that strong and quality peer associations are related to poor or good academic performance and successful schools transition. Peer influence is one of the most frequently referred to forms of negative peer influence, it is particularly common because most adolescents are forced to spend large amount of time in fixed groups (schools and sub groups within them) regardless of their opinion of these groups. In addition to this, they lack the maturity to handle it. Also adolescents' naturally wish to behave negatively towards those who are not members of their own peer groups.

However, adolescence can also have positive effect, For example if one is involved with a group of people that are ambitious and working to succeed, one might feel pressured to follow suit to avoid feeling excluded from the group. In this way, the adolescents are influenced positively. Peer influence on academic performance depends on adolescents self-identity, self-esteem and self-reliance. Peer influence can mobilize adolescents' energy and motivate them for success. Peer can and do act as positive role models. If an adolescents is influenced negatively by peer, it affects his/her academic performance. Stronger adolescents do have an impact on their peers and actually help improve the overall academic performance, Steinberg(1993).

If adolescents are friends to secondary schools dropouts, they have a tendency to be absent from schools, have lower grades and less positive attitude towards schools, they are less popular and less likely to plan to attend higher institutions. If dropout maintains contact with friends who have stayed in schools, however, these friends may provide moral support for returning to schools. Attitude and aspiration of peers as well as peers' expectations and

standards affect individual's efforts and achievement in schools. For many secondary schools students, achieving in schools is in direct conflict with peer acceptance (Cohen 1997). For many adolescents, friendships are critical interpersonal bridges that move them towards psychological growth and maturity, allowing social compassion, influences the development of self evaluations. However, it is through the peer group that adolescents are most likely to be introduced to problem behaviour such as drinking, smoking, delinquency and low academic performance (Hadlen, 1994).

An abundance of literature has suggested that there is considerable individual variation regarding cognitive skill development during adolescents as it relates to peer influence. Adolescents who have positive peer influence generate more alternative solution to problems, propose more mature solutions and are less aggressive than adolescents who are influenced negatively. Adolescents are attracted to join peer groups because such groups provide them with sources of information needed to be empowered academically, vocationally, psychological or otherwise and give the feedback about the appropriateness of their emotions especially when adolescents are highly stressed or under stressed (Schachter2008).

2.3 Parenting Styles

The term parenting is not restricted to biological parents. Parenting is both a biological and social process (Lerner 1995). Parenting to Okpaka (2004) and Utti (2006), is the act of parenthood, child upbringing, rearing or child education. Harvard family research project (2007) defined parenting as the family involvement process that consists of parent's attitudes, values and practices in raising youth.

Parenting to Hilderbrand (2000) means providing care, support, and love in way that leads to a adolescents total development. It includes being responsible for the adolescents physical needs. It means creating a nurturing environment or attention, encouragement, and

love for the adolescents. It also means providing guidance for the adolescents Hinderbrand (2000) further maintained that parenting also involves guidance, which refers to words and actions those adults influence children's behavior. Most parents establish certain guidelines and rules for children to follow. These help children understand what kind of behavior their parents expect of them. Other guidelines and rules help children learn how to get along with others. Guidance is necessary to protect children from certain dangers. It helps children understand what type of behavior is acceptable and what type is unacceptable. It also helps children learn the difference between right and wrong. Thus from the foregoing definitions, it could be deduced that parenting involves meeting the child's physical, mental, emotional, and social needs.

Parenting is a complex process, involving much more than a mother or father providing food, safety and security to an infant or child. It includes members of the extended family, neighbors and every other person who in one way or the other is involved in the upbringing of the child (Okpaka, 2004). It also involves bidirectional relationships between members of two (or more) generations (Forehand & Nousseianen, 1992) noted further that parenting can extend through all of major parts of the respective life span of these groups; it may even engage all institutions within a culture (including educational, economic, political and social ones) and is embedded in the history of a people as that history occurs within natural and designed settings within which the group lives.

Okpaka (2004) stated that the parents should be blamed and be made to take responsibility for the misfortune that befalls the adolescents. Based on that, Okorodudu (2010) maintained that the basis for good behaviour orientation and good adolescent's attitude development is founded on positive parenting. There are different styles of parenting. They include authoritarian Parenting Style, authoritative Parenting Style, neglectful Parenting Style, and indulgent Parenting Style (Baumrid, 1991).

2.3.1 Authoritarian Parenting Style

Authoritarian Parenting Style is a restrictive, punitive style in which parents exhort the child to follow their direction and respect their work and effort. The authoritarian parent places firm limits and controls on the child and allow limit verbal exchange. For example, an authoritarian parent might say “You do it my way or else”. Authoritarian parents also might spank the child frequently, enforce rules rigidly and not explain them, and show rage towards the child. Children of authoritarian parents are often unhappy, fearful, and anxious about comparing themselves with others, they fail to initiate activity and have weak communication skills. Sons of authoritarian parents may behave aggressively (Schrettle& Steinbach, 2011).

2.3.2 Authoritative Parenting Style

Authoritative Parenting Style is a style that encourages children to be independent but still places limit and control on their actions. Extensive verbal give-and-take is allowed, and parents are warm and nurturant towards their children (Harvard, 2007). An authoritative parent might put his arm around the child in a comforting way and say “You know you shouldn’t have done that. Let’s talk about how you can handle the situation better next time”. Authoritative parents show pleasure and support in response to children’s constructive behavior. They also expect mature, independent, and age-appropriate behavior by children. Adolescents whose parents are authoritative are often cheerful, self-controlled, self-reliant, and achievement oriented; they tend to maintain friendly relations with peers, co-operate with adults, and cope well with stress.

2.3.3 Neglectful Parenting Style

Neglectful Parenting Style is a style in which a parent is uninvolved in the child’s life. Adolescents whose parents are neglectful develop the sense that other aspects of the parents’ lives are more important than they are. These adolescents tend to be socially incompetent. Many have poor self-control and don’t handle independence well. They frequently have low

self-esteem, immature, and may be alienated from the family. In adolescence, they may show pattern of truancy and delinquency (Ann and Goh, 2006).

2.3.4 Indulgent Parenting Style

Indulgent Parenting Style according to Santrock (1988) is a style in which parents are highly involved with their children but place few demands or control on them. Such parents let their children do what they want. The result is that the children never learn to control their own behavior and always expect to get their way. Some parents deliberately rear their children in this way because they believe the combination of warm involvement and few restraints will produce a creative, confident child. However, children whose parents are indulgent rarely learn respect for others and have difficulty in controlling their behavior. They might be domineering, egocentric, noncompliant, and have difficulty in peer relations.

These four classifications of Parenting Styles involve combinations of acceptance and responsiveness.

2.4 Parental Discipline

Providing appropriate discipline to children is one of the most essential responsibilities of parents. According to children, youth and women's health service (2004) children need discipline, limits and guidance. They need to feel safe and secure while learning to get along with others and learning to live in society. Discipline is about teaching children appropriate behavior and helping them become independent and responsible people, Committee for Children (2004). To Strans (1994), discipline is how children learn right from wrong, acceptable from unacceptable. Holden and Wissow (2002) defined discipline as the guidance of children's moral, emotional and physical development, enabling children to take responsibility for them when they are older. It involves teaching children the boundaries of what is acceptable and what is not acceptable and it makes them aware of the values and

actions that are acceptable in their family and society. Discipline in summary is everything adult put into children that influences how they turn out to be.

Smith (2006) noted that discipline can be positive, for example, praising the child for doing something good or for stopping doing something inappropriate, or discipline can be negative, for example, smacking a child for doing something wrong. Positive discipline normally involves helping children to understand why certain behavior is unacceptable and other behaviors acceptable. Negative discipline to Smith (2006) focuses on doing what you are told in order to avoid something unpleasant.

Strans (1994) opined that parent or adult discipline of children should be designed to help children engage better with others and to modify or control their behavior. He stated further that providing constant and positive discipline helps children grow into responsible adults. The Committee for Children, Youth and Women's Health Service (2004) also maintained that the purpose of discipline is to encourage moral, physical and intellectual development and a sense of responsibility in children. They maintained further that it is not necessary to physically punish adolescents in order to teach them what they need to know. The best discipline leads to adolescents learning is self discipline.

In order to differentiate between discipline and physical or corporal punishment, Strans et al (1997) defined physical punishment as the use of force to cause pain but not injury, for the purpose of correction or control.

Deater-Deckard and Dodge (1997) argued that punishment has different meanings for some cultural groups, such as African-Americans. They contend that where physical punishment is a predominant and normative mode of discipline and where it is used in a controlled fashion in the context of a nurturing relationship, it is looked on as culturally acceptable, and as a sign of good parenting and that the effects can be positive.

Straus, Sugarman and Giles-sims (1997) however opined that disciplining children by spanking does not facilitate learning. Instead, it may halt the unwanted behaviour only while the adolescents are in the adult's presence, or it may scare a adolescents into submission. It is worthy to note that spanking may teach a adolescents what to do but not what is expected of him or her and what is an alternative behaviour. Straus et al (1997) maintained that physical discipline is most often used when a parent is frustrated or without other resources. They went further to illustrate more of what physical punishment does thus:

Increases anxiety and fear, hinders the development of empathy and compassion for others, makes children angry in response, heightens aggression towards others, harms relationship with parents, decreases compliance and increase resistance, decreases self-esteem, potentially causes unintended and severe physical, injury Increases the probability for an array of undesirable social and psychological behavior, teaches that violence is an acceptable way to handle conflict.

Following these negative effects of physical discipline, Committee for Children (2004) maintained that parents should use techniques that constitute a positive and appropriate discipline of children, such as discipline with love and that discipline should focus on the behaviour rather than the adolescents

Parental discipline plays great role in the academic performance of adolescents. According to Hinderbrand (1998), an adolescents education begins at birth, through everyday activities such as caring for, nurturing, and guiding a baby, parents and other caregivers help the baby learn. The adolescents learn many skills and facts, as well as how to learn. During these early years adolescents also learn about themselves, they develop an image of themselves from how others treat them, they also sense whether or not they are important to others, Imbrosciano and Munsell (2012) have remarked that "success" may be viewed in three main domains. To them a good student is often referred to as being "intelligent", or "well behaved" or "academically successful". Goleman (1995) asserted that success depends

on intelligence and on the control of emotion. He stressed that intelligence (I.Q) alone is no more the measure of success. According to him intelligence (I.Q) account for only 20% of the total success, and the rest goes for emotional and social intelligence.

Mayer (2009) defined emotional intelligence as being able to monitor one's own and other's feelings and emotions to discriminate among them, and use this to guide one's thinking and actions. This is synonymous with parental discipline, (Children, Youth and Women's Health Service, 2004). In recent studies conducted by Parker, Summerfield, Hogan and Majeski (2001, 2002) found that social competencies and parental discipline were strong predictors of academic success. Similarly Abisamra (2000) and Low and Nelson (2004) reported that there is positive relationship between parental discipline and academic achievement. Srivastawa (1995) also suggested that several aspects of parental behaviour like love, discipline and dominance had a positive effect on the adolescents' academic performance, whereas rejection and punishment had a negative effect. Wegnor and Philip (1992); Padhi and Desh (1994); Utti (2006) and Asiswarya and Meenakshi (2006) all maintained that parental attitude of encouragement, parental warmth and verbalization were positively related with academic competence.

However, there has not been consistency in the relationship between parental discipline and adolescent's academic performance. Parenting is the task of raising children and providing them with the necessary material and emotional care to further their physical, emotional, cognitive and social development.

2.5 Social Behaviour of Adolescents

The term adolescents refers to a young person who is developing in to an adult. However, some experts view the term as a construct applied by adult members of the society to describe the person who is in the transition to the adult population group. Socialization of adolescents depends on both parent playing complementary roles that peer or environment

can do. Such a adolescents is likely to achieve self actualization later in life. Consider the social significance of belonging to a clique. These adolescents spend more time with each other than with adolescents who are not members of the group. They have frequent opportunities to share information, demonstrate values, and participate in behaviour that are really apparent to the small group of members and reinforced by each other. Hence, adolescents in any single clique tend to be alike in their behaviour. The tighter and closer the bonds between the adolescents in single clique, the more alike they are expected to be.

The family is both the earliest and the most sustained source of social contact for adolescents. Parents filter cultural beliefs, values, and attitudes and present them to children in highly personalized, selective ways (Hetherington & Parke, 1986). A child as young as few months' old shows a distinct social behaviour. Most adolescents who receive a loving and caring upbringing show a very healthy social behaviour. Social behaviour to Hurlock (1998) means acquisition of the ability to behave in accordance with social expectations. To become socialized involves three processes which are though separate and distinct but are closely related that failure in any one of them will lower the individual's level of socialization.

These processes, as outlined by Visanyi (2012) include learning to behave in socially approved ways, playing approved social roles and development of social attitudes. What children's attitudes towards people and social experience will be and how well they will get along with other people will depend on their learning experiences during the early formative years of life:

- i. Ample opportunities for socializing are essential because adolescents cannot learn to live socially with others if they spend most of their time alone. Each year, they need more opportunities to be not only with others of their own ages and levels of development but also with adults of different ages and backgrounds.

- ii. Adolescents must not only be able to communicate with others when they are with them in words that others can understand, but must also be able to talk about topics that are understandable and interesting to others. Socialized speech is an important aid to socialization.
- iii. Adolescents will learn to be sociable only if they are motivated to do so, motivation depends largely on how much satisfaction adolescents derive from social activities. If they enjoy their contacts with people, they will want to repeat these contacts. If, on the other hand, social contact gives them little enjoyment

Hinderbrand, (1998) observed further that as parents and other caregivers interact with adolescents, they help the adolescents learn social and emotional skills. For example adolescents must learn how to get along with others. They must also learn how to express their emotions in acceptable ways. By using effective guidance techniques, parents can help adolescents to be responsible and independent individuals. Hinderbrand (1998) contends that children need assurance that they always count on their parents for encouragement. Adolescents who feel emotionally secure during infancy and toddlerhood have a better chance of facing the world beyond the family. Thus the first years of childhood are crucial in setting the stage for all of life to follow.

Parents set the tone for family life and the environment in which adolescents grow and develop. They are responsible for providing love and security, safety and comfort, spiritual and moral guidance. They set guidelines for adolescents behaviour. In addition, they serve as role models for their adolescents. This means they show adolescents how to talk, act, and behave through their own words, attitudes, actions, and behaviour. By setting good examples, role models help adolescents learn appropriate behaviour.

Ashwini, (2010) noted that the process of social behaviour in adolescents is gradual and stretches over many years. During this period, the parents, teachers and other close

family members play a crucial role. The social behaviour continues even when the child steps into adolescence, then youth and adulthood. He defined social behaviour in adolescents as an interaction with others. An adolescents dwells a lot upon the love, security and care provided by his/her parents and caregivers. The adolescents also learns to impart love and shows sign of empathetic behaviour. This is an indication of sound social behaviour of the adolescents. The importance of social behaviour in adolescents is that it lays the foundation for physically and emotionally healthy adult.

Baurind, (2011) maintained that parents have primary responsibility for socializing their young. Socialization is an adult-initiated process by which the young person through education, training, and imitation acquires his culture as well as the habit and values congruent with adaptation to that culture. There is no way in which parents can evade having a determining effect upon their adolescents personality, character, and competence. Baurind, (2011) also maintained that adolescents are not the originators of their own actions. Adults can contribute to their own development by altering the stimuli that impinge upon them, and by defining objectives for themselves which one formulates, then structure their actions. Adolescents, on the other hand will be presented with stimuli and asked accomplish goals formulated for them by up-bringers. Adult caretakers will play a determining role in the way their adolescents develop either consciously and conscientiously or by default.

The basis for good behaviour orientation and good adolescent's attitude development is founded on positive parenting. Odebunmi, (2007) and Otuadah, (2006) noted that the foundation of adolescents delinquency is rooted in the kind of home the adolescents is brought up. Okpako, (2004) stated that the parents should be blamed and be made to take responsibility for the misfortune that befalls the adolescents. Okorodudu, (2006) maintained that harsh and inconsistent parenting is the main cause of conduct disorders. Onyechi, (2003) also noted that the behavioral problems of most deviants are rooted in their homes. Pearson

and Stamford, (2006) believed that aggressive children come from homes where parents use hostility against each other, where parents discipline with violence, and/or where the parent-child relationship is filled with rejection. Children learn how to behave by copying their parents. If parents will show aggressive behavior to get their way, their children will likely use that outside the home.

Pearson and Stanford, (2006) further maintained that young children must be taught the difference between healthy assertiveness and unhealthy aggression, taking the rights and feelings of others into consideration. Invariably it could be deduced from the foregoing that adolescents, who exhibit traits of friendliness, cheerfulness, positive emotions and good maturity traits, show evidently, that such adolescents come from where they are accepted and loved. This is also in line with the view of Okorodudu, (2010) who maintained that children at adolescence stage require parental love, care, warmth, and serious attention to adjust adequately, in the environment in which they find themselves.

Whatever style parents use to rear their adolescents, the goal of parenting is to raise an adolescent who is healthy and successful in life, who can contribute to self and to society, who accepts and works to further social order. There is variation in the way each Parenting Styles handles discipline. This variation in the disciplinary methods leads to differences in adolescent's social behaviour. Lamborn, Mounts, Stenberg and Dornbusch, (1991) argued that adolescents with authoritative parents had more social competence and fewer psychological behaviour problems than youth with authoritarian, indulgent, or neglectful parents. Lamborn *et al.*, noted further that adolescents with neglectful parents were the least socially competent and had the most psychological and behavioral problems of any group of adolescents.

They noted also that adolescents with authoritarian parents were more obedient and confirmed well to authority, but had poorer self concepts than other adolescents. Similarly,

Lerner, Noh and Veivswow, (1998) also maintained that adolescents with authoritative parents are more likely to have well-rounded peer groups, that is, groups that admire adult as well as youth values and norms such as academic achievement, athletics/social popularity respectively. In turn youth with uninvolved parents had peer groups that did not support adult norms or values and boys with indulgent parents were in peer groups that stressed fun and partying.

Emotional responsiveness is one component of Parenting Styles which also includes how parents use discipline and control to interact with and rear their children. Recent research by Lokenthal and Brooks, (2003) showed that Parenting Styles and their impact differ among ethnic groups. These variations are due to influence of factors, including cultural tradition, norms and contextual variables. For instance, Jeynes, (2003) stated that strict limit-setting and monitoring might be more adoptive for families living in high crime neighborhoods and facing racial discrimination. Parental discipline is not only for individual students outcomes such as academic performance but also for social and emotional benefits.

Another aspect of parental discipline which has impact on the adolescents is monitoring. Monitoring represents a parent attempts to know what is going on in an adolescent's life. Monitoring of social activities, such as being aware of an adolescents' whereabouts decreases schools problems, substance used and delinquency, and promotes social competence and good grades (Rodriguezi, 2002). Catsambis, (2001) observed that by monitoring adolescents' academic and social lives, parents can prevent emerging problems from becoming big ones, foster identity achievement and promote academic growth. Ranking and Ouane (2002) asserted that parental monitoring is also linked with youths' pro-social competency, fewer problems behaviors, and schools adjustment and engagement; the latter refers to whether or not students pay attention in class, take schools seriously, and want to do well in schools.

Shena, (2006) added that parenting monitoring is most effective for academic motivation and achievement when adolescents perceive their parents as truly invested in their well-being and caring about them. However, Annunziata, Faw and Liddell, (2006) asserted that the effect of parental monitoring might differ for girls and boys. Whatever the difference, it is imperative to note that parental discipline has great impact on adolescents' emotional and social development as well as academic performance. This is also in line with the view of Hinderbrand, (1998) who contends that if parents fail to provide the necessary physical care, the adolescents may not grow and develop properly. If they fail to provide nurturing, the adolescents may feel ignored, unloved, or worthless. If they fail to provide guidance, the child may grow up with little self discipline.

Munsell, (2012) believed that family variables play a more important role in predicting performance. They maintained that the influence of parents on adolescents is not limited to a close family context, but also extends to the schools environment. Among the various family factors which exert an influence, one that has deserved special interest is the educational style of the parents. Steinberg, Lamborn, Dornbusch and Darling, (1992) have classified parents into four categories based on their levels of control and acceptance. Parental educational styles can be considered either global parental styles or as specific parental behaviour. From the first perspective, Casanova *et al.*, (2005) posits that majority of studies analyzing the relationship between parental educational style and children's achievements have consistently shown that children have the advantage if their parents are indifferent.

From the second perspective which considers the specific behaviour of the parents, as well as the variables of acceptance and control, other parental practices such as involvement have been studied. The relationship between parental involvement and children's academic achievement has been shown Taylor, (1996) stated that the variables related to parental

attitudes and behaviour are more important in improving academic results than social class or the family make-up. According to these authors, it is these variables, through which parents transmit positive educational experiences to their children, which differentiate between students with high and low academic achievement. Similarly, Cohen, (1997) concluded that parental style and parental involvement dimensions are stronger predictors of schools achievement than family characteristics.

2.6 Factors of Academic Performance of Adolescents

Researchers have also examined the relationship between Parenting Styles and adolescents academic performance (Amato and Flower, 2002, Cohen and Rice, 1997, and Radziszewska *et al.*, 1996). These studies suggested that authoritative parenting style is related to better adolescents academic performance. Studies have measured parenting behaviors and grouped parents into Baumrind. Parenting Style typology has found that authoritative Parenting Style is associated with better adolescents schools performance. Glasgow *et al.*, (1997) studied 2,352 high schools students and Steinberg *et al.*, (1989) studied 120 families of 11-16 years old. Both reported that Parenting Styles has a direct effect on adolescents academic outcome, such that authoritarian parenting facilitates adolescent's academic success.

In their study of 7, 836, 9th through 12th grade, Dornbusch, *et al.*, (1987) found a relationship between authoritative parenting and academic performance by using parental decision making as a factor to group parents into styles. However, in their study of 6,983 high schools students, Herman, *et al.*, (1997) reported that parental decision-making alone was not related to adolescents grades. The difference in findings may suggest that other factors that Dornbusch *et al.*, (1987) used (communication and parent responses) to assess for Parenting Style may have more of an effect on adolescents grades than parental decision making. Non-authoritative parenting style has been found to be associated with lower adolescents'

academic performance. In their study of 3, 993 9th grades, Radziszewska *et al.*, (1996) were more specific in reporting that adolescents with unengaged parents had the lowest academic grades.

Conversely, in their study of 7,836 9th through 12th graders, Dornbusch *et al.*, (1987) reported that authoritarian and neglectful parenting were associated with the lowest adolescents academic grades as did Cohen and Rice (1997) in their study of 386 8th and 9th grades. Despite these differences, all studies conclude that authoritative parenting is related to better adolescents' academic performance. For example, in a national study, Amato and Flower (2002) studied 1,707 adolescents between the ages of 12th and 18th grades and found that parental care was positively related to adolescents' academic grades. .

In Amato and Flowers (2002) study, parental monitoring was not found to have a significant relationship with adolescents' grades. In contrast, Herman *et al.*, (1997) study of 6,983 high schools students in 1988 and 2,850 high schools students in 1989 found parental monitoring was significantly related to adolescents' grades, high monitoring, predicted higher adolescents grade Different adolescents' populations and study design may account for the different findings. For example, Amato and Flower (2002) used a national sample with a cross sectional design, where as Herman *et al.*, (1997) used a sample of adolescents in one state with a longitudinal design. Despite the conflicting findings in previous research, we believe monitoring will have a positive effect on adolescents' grades. .

In general, these studies suggest that higher levels of parental care / warmth, and authoritative Parenting Styles are optimal for higher adolescents' academic performance. The relationship between monitoring and academic performance is still unclear due to conflicting research findings. As described above, differences in the samples and measures may contribute to the discrepancies in some of the studies. Poor academic performance according to Aremu (2003) is a performance that is adjudged by the examinee some other significant as

falling below an expected standard. Poor academic performance has been observed in schools subjects especially mathematics and English language among secondary schools students (Adesemowo, 2005).

Aremu (2000) stresses that academic failure is notoriously frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Education at secondary schools level is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institutions. It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural develop the country. The National Policy on Education (2004) stipulated that secondary education is an instrument for national development that fosters the worth and development of the individual for further education and development, general development of the society and equality of educational opportunities to all Nigerian children, irrespective of any real or marginal disabilities.

The role of secondary education is to lay the foundation for further education and if a good foundation is laid at this level, there are likely to be no problem at subsequent levels. However, different people at different times have passed the blame of poor performance in secondary schools to students because of their low retention, parental factors, association with wrong peers, low achievement motivation and the likes (Aremu and Oluwale (2001),belived that the falling level achievement is attributable to teacher's non-use of verbal reinforcement strategy. Others found out that the attitude of some teachers to their job is reflected in their poor attendance to lessons, lateness to schools, unsavory comments about student's performance that could damage their ego, poor method of teaching and the likes affect adolescents' academic performance.

The question, therefore, what is the cause of this falling standard and poor academic performance of students? Is the fault entirely that of teachers or students or both of them? Is it

that students of today are non-achievers because they have low intelligent quotient and a good neutral mechanism to be able to act purposefully, think rationally and deal effectively with academic tasks? The present study, therefore, sought to find out students and parents' perception of the causes of poor academic performance among secondary schools students in Gombe State.

Poor academic performance according to Aremu (2001) is a performance that is adjudged by the examinee/ some other significant factors as falling below an expected standard. The interpretation of this expected or desired standard is better appreciated from the perpetual cognitive ability of the evaluator of the performance.

2.6.1 Causes of Poor Academic Performance among Secondary Schools Students

Aremu (2003) submitted that the search for the causes of poor academic achievement is unending and some of the factors put forward are: motivational orientation, self-esteem/self-efficacy, emotional problems, study habits, teacher consultation and poor interpersonal relationships. Aremu (2003) categorized factors militating against good academic performance into four principal areas which are:

1. Causes resident in the adolescents such as basic cognitive skills, physical and health factors, psycho-emotional factors, lack of interest in schools programme.
2. Causes resident in the family such as: cognitive stimulation /basic nutrition during the first two years; type of discipline at home; lack of role model and Finance.
3. Causes resident in the schools such as schools location and physical building; interpersonal relationship among the schools personnel.
4. Causes resident in the society such as instability of educational policy; under-funding of educational sector, leadership; Job losses

2.6.2 Family Background and Poor Academic Performance of the Adolescents

The family is the primary socializing agent of which an adolescents is a member since it is in the family the child is born into. One may rightly say that the family is the informal socializing agent since all its members are blood relations. At this junction, it must be clearly known that families differ vastly in terms of their significance in social order as some have more prestige, dignity, money and power than others. However, despite these differences in families, an adolescents in the family remains exactly alike for the following reasons:

1. The people surrounding the adolescents here are generally adults full of experience
2. The child lives his early life in the family and equally develops his first language.
3. Since they are of the same blood, they all work together to mould him in a way that he will perfectly fit into the society.
4. For the same reasons given above they will not intentionally misdirect him.
5. There is free interaction among the family members which promotes better understanding.
6. There is imposition of the social norm on the child through punishment and praise.
7. An adolescents in the family has his primary exposure to the world and hence he is totally guided by the adults in his family most especially the parents.
8. Finally, an adolescent in the family is immune to all the social ills in the society under normal condition or in an ideal situation.

Many research studies have indicated that adolescents from nuclear families perform better in schools than adolescents from the compound or polygamous families. (Akpadeicha, (2009). The following reasons are responsible for this:

1. The children have more time for their studies in most cases because there are less people to send them on errands. The reverse is the case in a polygamous family.

2. Children from polygamous and broken homes have tendency to be social deviants due to lack of adequate supervision and care.
3. Since there are more people in a polygamous family, they exert a lot of pressure or influence on the child. If it happens that a lot of such influences are bad then this will adversely affect the child, Smetana(2009) carried out a study on “Parental behaviors as perceived by parents and their children. Results revealed that young adolescents overrated the degree of their parental control, guidance and the frequency of punishment than the older adolescents. Two parallel version of questionnaire of parental authority scale was administered on 55families, which included parents and their children with age ranging between 13 and 18 years.

The study carried out by Peek *et al.*, (1985) on teenage violence towards parents: A neglected dimensions of family violence indicated that older adolescents in their senior class perceived their parents as more punitive, strict and violent towards them than the younger adolescents. It also revealed that older adolescent’s violence was more directed towards father than mother. They had administered two main dimensions of family power, mainly power style and power differentiation on 1545 high schools children studying in junior and senior classes, their age ranged from 13-19 years. In an investigation by Smetana (2009) on adolescents and parents’ conception of parental authority, fifteen items pertaining to family transgressions were administered on 102 children with the age group of 10. 2 and 18. 3 years. Results indicated that with increasing age of the adolescents, there was a decrease in their perception of parental control on multifested and person.

2.6.3 Socio-Economic Status of Parent

Socio-economic status also plays a significant role in parent child relationship. Unemployed or low income parents tend to see themselves as incapable because they cannot meet the needs of their children and family. Inadequate resources create conflict in the

family. Such a state of affairs may influence the parent child relationship and subsequently, the holistic development of the child. Ranganatha (2011) conducted a study on relationship between socio-economic status and perception of parental behaviour by students. Sample consisted of 215, male students of class XI in Chapra city. The parent child relationship questionnaire were administered to assess their parental behaviour. Their result indicated few significant relationships between parental variables and socio-economic status of parents. Low socio-economic status was not found to be a good predictor of parental behaviour. Yuan (1998) in his study on the impact of economic hardship on black families and children concluded that the poverty diminishes the capacity for supportive consistent and involved parental relationship.

A major mediator of the link between economic hardship and parental relationship behaviour was psychological distress from negative life events, undesirable chronic on socio demographic factors, functioning styles, social support and father's involvement with pre-schoolers in African American families. It was found that the family income was a chief variable associated with different dimensions of father's involvement with children. A study was conducted by Lewbanket *al.*, (1993) on "Parental relationship practices of single mother mediating of negative contextual factors. Subjects were 50 divorced mothers and their sons. The results showed that socio-economically disadvantaged mothers had less effective discipline and their sons were at greater risk for antisocial behaviour problems because of disrupted parental relationship practices.

2.7 Empirical Studies

In the study conducted by Akinsola and Udoka (2013) title Parenting influence on social anxiety in children and adolescents in faculty of social sciences University of Logos, Lagos Nigeria. The general objective is to assess parental influence on social anxiety in

children and adolescents. Four (4) specific objectives were raised for the purpose of the study as well as four (4) research question and four (4) hypotheses were formulated. The researcher made use of survey research design. The population for the study were four (4) different schools while the sampling were made up of 275 males and 292 females. The instrument used for data collection were questionnaire, three (3) instrument were administered to the children after insuring that they understood the instruments and what they were expected to do. The ongoing research work is related to the past research work because the aim of both researcher was to identify the relationship between parenting influence on the social behaviors' of children. The findings are children brought up under authoritative parenting style, authoritarian/indulgent parenting style, neglectful parenting style were significantly represented in the sample studied in term of frequency distribution children brought up under authoritarian/authoritative parenting style were highest in number in the total sample and the highest in number that reported the three levels of anxiety studied.

Acharya (2012) conducted a research work on parenting styles on academic achievement of adolescents. Six specific objectives, as well as, research questions were used and five null hypotheses were formulated. Survey research design was used. The sample of 973 pre-university college students ranging in age, between 11- 18 years student in second year in DokshimoKannado and Udupi districts of Kamatoka.

Parental authority questionnaire developed by Buri was used to measure the three parenting styles as perceived by the adolescent. The participants responded to the questionnaire during their regular college hours for a researcher. The present research work is related to the past research work because all the research work used survey research design, objective, research questions as well as hypotheses were formulated. The final findings revealed that male and females differ in their parenting styles. Differences were formed in the mothers and fathers styles of parenting.

Nyorko (2011) conducted a research on the influence of authoritative parenting style on adolescent's academic achievement. The main objective of the study is to examine the influence of authoritative parenting style on adolescents' academic achievement. Six specific objectives and six research questions were raised for the purpose of this study, six null hypotheses were formulated. The researcher made use of survey research design for the purpose of the study. Three participating schools requested their school to be used as a population of the study. The sample for the study was drawn from three senior high school in the central region of Ghana only second and third year (final year) students were used in the study. The schools are university pracicet secondary school. Ghana national college and assinmanso secondary school all located in central of Ghana, out of a sample of 239 adolescent 45% was male and 54.8% were female. The participants were from different family structures. The procedure for the data collection began by sending a written permission to each of the headmaster of three participating school requesting their schools to be used as the population of the study. The data collected from the survey were analyzed by using devise statistical methods. Descriptive statistics were utilized to present an overall picture of the responses provided by the students. The finding showed a positive and significant relationship between mother authoritativeness and their adolescents school grades academic achievement. This research work is related to the past work because parenting style has positive influence on adolescent academic performance in both studies.

Omotere (2011) conducted a research which examined the influence of parenting style on the academic performance of students in secondary schools in Agege local Government Area of Lagos State. The general objectives of the study are to determine the influence of parenting styles on the academic performance of student in secondary schools in Agege local Government Area of Lagos State. Four specific objectives and four (4) research questions were used and four (4) null hypotheses were raised. The population for the study comprised

of all the local Government area of Lagos State. While for sampling size one hundred (100) students one hundred parents[100] were randomly selected for the data studies. Questionnaire was used for data collection. Based on the findings the academic performance of students in the selected schools was significantly positively correlated with good parenting styles. Also the result revealed that parental involvement at all grade levels could assist in the academic and behavioral performance of students. The ongoing research work is similar to the past work because it aimed at identifying the influence of parenting style on the academic performance of students.

Salami and Alawade (2010) in a similar vein conducted a research on the influence of single parenting on the academic achievement of adolescent in secondary school in Ejibo local government area of Osun state.

Five objectives and research questions were raised for the purpose of this study and five hypotheses were formulated 'survey research design was employed. The target populations of all the schools were the adolescents in all the sixteen secondary schools in Ejigbo local government of Osun state

A stratified random sample method was used in selecting 100 participants in SSIII students from five randomly selected secondary school in the local government area involved in the study. For the instrument collection, the academic achievement of the students, their records of the examinations done in the subjects were obtain from the vice principal of the schools.

The data was analyzed by collecting the score of the students in English and mathematic were converted to standard scores (z-scores). The z – scores were further converted to T scores to remove the negative values and decimal fractions that showed up.

The finding is there is no significant relationship between academic achievement of adolescents from single parenting home and those from intact home .The present research work is related to past research work because all the procedures were done in similar ways.

In the study conducted by Okorodudu (2010) title influence of parenting styles on adolescents Delinquency in Delta central senatorial District. The general objectives of the study is to examine the influence of parenting styles on adolescents in delta central senatorial District. Six specific objectives and six research questions were raise for the purpose of the study, while six hypotheses were formulated . The population of the study comprised all the sixty (60) public schools in Delta central senatorial District. Ten (10) secondary schools were selected out of sixty (60) as sample with the number of 450 students. The instrument used for the study comprised adolescent delinquency and parenting styles questionnaire, four hundred and fifty (450) copies of the questionnaire were produced. The multiple regression analysis was computed on the relationship between three (3) dimensions of parenting styles and adolescents delinquency, the present research work is related to the past research work because the past research used questionnaire to administer the instrument likewise the present research work also with questionnaire. The findings indicated that authoritarian parenting style could not significantly predict adolescent delinquency.

2.8 Summary of Reviewed Literature

Attempts were made to highlight and analyzed the opinion of different scholars under the major sub-topic .The chapter reviewed theoretical frame work related to this study. The review generally highlighted social behaviour of adolescents. The theory maintained that parenting behaviour is very important in the lives of college students as with children and adolescents.

The review also highlighted some of the factors of academic performance of adolescents among which are monitoring, parental involvement, as well as factors that cause poor academic performance among secondary schools students. The basis for good behaviour orientation and good adolescents attitude development is founded on positive parenting style. Parenting style, parents adopt for their adolescents is not limited to a close family context, but also extends to the school environment. Six empirical studies related to this research work were reviewed which include; Parenting influence on social anxiety in children and adolescents, parenting styles on academic achievement of adolescents, and influence of authoritative parenting style on adolescents academic achievement. Probably this research work has been carried out in other State but not in Gombe State so the researcher wants to fill in this gap so that parents may have an idea on the different parenting style that they can adopt for them to relate well with their adolescents.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presented the procedures and method used in conducting the study. The chapter was organized under the following sub headings. :

- 3.1 Research Design
- 3.2 Population for the Study
- 3.3 Sample Size and Sampling Procedure
- 3.4 Instrument for Data Collection
 - 3.4.1 Validity of the Instrument
 - 3.4.2 Pilot Study
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

3.1 Research Design

Survey research method was used for this study. This is because it is simply the best method for collecting information from a large population located at different places in natural setting and it is more accurate as in the case of study population. It is a design with attempt to document current collection or attitudes to describe what exists at the moment. Akeredola (2005) viewed the importance of survey research design with a common goal to collection of data from respondents. The data thus gathered from the survey is analyzed and interpretation made. Survey research design that can be used to collect data using questionnaire items to document information should be friendly and easy to administer

Choice of survey research design was based on the fact that, the entire population would not covered as such, stratified and proportional random design enable the researcher to describe and articulate information.

3.2 Population for Study

The targeted population of the adolescents was 30,666. Using Krejci and Morgan table, the appropriate sample size for the study was 320. This sample size was proportionally distributed across each of the selected schools using the formula;

Table 3.1: Population of the Study

S/N	Senatorial Zone	L.G.A	No. of Schools	No. of Students
1	Gombe North	Dukku	5	2604
		Gombe	50	8619
		Kwami	6	1886
		Funakaye	6	1500
2	Gombe Central	Akko	13	2845
		YamaltuDeba	14	2600
		Nafada	01	494
3	Gombe South	Billiri	15	2420
		Kaltungo	14	2488
		Shongom	07	2500
		Balanga	13	2700
Total			88	30,666

Source ;Ministry of Education,2012,Gombe,Gombe State.

3.3 Sample Size and Sampling Procedure

A total of 14 schools were randomly selected for the 3 senatorial zones, the population of adolescents in those selected schools was 1400 using Krejci and Morgan table, the appropriate sample size was 320. This figure was proportionally distributed across the 3 senatorial zones. The sample size were 108, 59, and 153 for Gombe south, Gombe central, and Gombe North respectively.

Table 3.2: Sample Size and Sampling Techniques

Senatorial Zone	School	Population of Students	Sample of Students
Gombe North	7	460	108
Gombe Central	3	260	59
Gombe South	7	680	153
Total	3	14	320

3.4 Instrument for Data Collection

The instrument for data collection was a self designed structured questionnaire and academic records of adolescents students from various schools in Gombe state. This questionnaire consisted of two sections A and B. Section A was made up of two (2) questions to obtain information relevant to each respondent's personal data. Sections B was to find out the influence of parenting styles on social behavior and academic performance of adolescents and it consists of 32 questions obtained from objectives of the study and research questions.

The questionnaire was structured in a 4 response pattern. The rating of the response category shows

Strongly agree	SA	4
Agree	A	3
Disagree	D	2
Strongly disagree	SD	1

3.4.1 Validity of the Instrument

The instrument for data collection was validated through vetting. The drafted questionnaire was given to 4 lectures in the Department of Vocational and Technical

Education of Ahmadu Bello University, Zaria who scrutinized the questionnaire for content validity. Their suggestions were used to improve on the final questionnaire.

3.4.2 Pilot study

Pilot study was conducted with the validated instruments to determine the reliability of the instrument in achieving the objectives of the study. Pilot study was conducted in Aminu Government Secondary School Sabo Gari Local Government area in Kaduna State. This area was chosen because of its similarities in geographical characteristics of the present study area in this research work but not part of the study area. The researcher administered [70] copies of questionnaire to the students respondent to be filled and were returned within the stipulated period of one week with the help of research assistants. The data were collected and analyzed using descriptive statistics.

3.4.3 Reliability of the instrument

The reliability of the instrument was determined by the data collected from pilot study and were subjected to reliability test using statistical analyses to determine reliability coefficient and consistency of the instrument in item of the questionnaire. The questionnaire collected were analyzed, and the reliability was 0.62 using Pearson product Moment Correlation[PPMC]. This were considered reliable based on Spiegel and Stevens[1999] who said that instrument are reliable if the reliability co-efficient lies between 0.5 and above which the instrument is 1%.

3.5 Procedure for Data Collection

The researcher and three trained assistants administered 320 copies of questionnaire to the students also the student's records were collected from form masters/mistress in their various classes for their academic record. The respondents were given a period of two weeks to complete the questionnaire. After which the researcher and trained assistant went back to collect the questionnaire from various schools included in the study..

3.6 Procedures for Data Analysis

The data collected were analyzed using various statistical methods. The bio data variables of the respondents' were subjected to descriptive statistics of frequency distribution and percentage. The second section answered nine research questions by means of frequencies, mean and standard deviation for each questions. The third section for research hypotheses by means of Pearson Product Moment Correlation (PPMC) statistics to test for significant relationship at 0.05 probability level of significance.

Decision Rule: A mean of 2.50 and above was considered as agreed, while a mean score not up to 2.50 was considered as disagreed. For the H_0 , if the PPMC value is equal to or greater than the critical value, the H_0 was rejected, otherwise it was retained.

CHAPTER FOUR

DATA ANALYSIS: PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents the data analysis including its discussion of results. The major objective of the study is to determine the influence of parenting styles on social behaviour and academic performance of adolescents in senior secondary schools Gombe State, Nigeria. The SPSS statistical package 17th Edition was used for the analysis. A total of 320 students were used as respondents in this study. These figures represent about 98.7% of the total sampled. The bio-data variables analysis by means of frequencies and percentages, while the second section answers the research questions. The third section presents and interpret the null hypotheses by means of Pearson Product Moment Correlation[PPMC] statistics at 0.05 alpha level of significance. All hypotheses were tested at 0.05 alpha level of significance. The fourth outlined, the major findings of the study and the last section discussed the findings of the study.

Table 4.1: Distribution of Parents and Student Respondents

Status	Frequency	Percentage
Parents	172	39.8
Students	260	60.2
Total	432	100.0

The status of the overall respondents as presented in Table 4.1 showed that 172 or 39.8% are parents while the rest 260 or 60.2% are students.

4.2 Parent Bio data variables analysis presentation

Table 4.2: Distribution of Parents by Sex

Sex	Frequency	Percent
Male	126	73.3
Female	46	26.7
Total	172	100.0

A total of 126 or 73.3% of the parents are males while the rest 46 or 26.7% of them are females

Table 4.3: Distribution of Parents by Age

Age	Frequency	Percent
26-30	35	20
31-45	68	40
Over 45	69	40
Total	172	100

According to Table 4.3 on the parents age, 35 or 20.0% are between 26-30 years while 68 or 40.0% are between 31-45 years and the rest 65 or 40.0% are above 45 years

Table 4.4: Distribution of Parents by Level of Education

academic qualification	Frequency	Percent
no formal education	20	11.6
primary school or below	71	41.3
secondary education	56	32.6
tertiary education	25	14.5
Total	172	100.0

On parents educational qualification, 71 or 41.3% have primary education while 56 or 32.6% have secondary education as against 25 or 14.5% with tertiary education while the rest 20 or 11.6% have no formal education.

Students Bio data Variables Analysis Presentation

Table 4.5: Distribution of Students by Sex

Sex	Frequency	Percent
Male	182	70.0
Female	78	30.0
Total	260	100.0

The students sex according to Table 4.5 shows that 182 or 70.0% are males while the rest 78/ or 30.0% of the students are females.

Table 4.6: Distribution of Students by Age

Age	Frequency	Percent
less than 23 yrs	86	33.1
23-25 yrs	109	41.9
Over 25yrs	65	25.0
Total	260	100.0

The students age classification as presented in Table 4.6 revealed that 75 or 33.1% are less than 23 years while 109 representing 41.9 are aged between 23-25 years and the rest 65 or 25.0% are aged over 25 years

Table 4.7: Level to which parents use the different Parenting styles

s/no	Parenting style	Mean	Std dev	Std error	Ranking of adoption of parenting style
1	Authoritative	27.4709	2.45766	.1873	1
2	Authoritarian	21.2109	2.68964	.2050	2
3	Indulgence	15.6570	1.85456	.2100	3
4	Neglectful	15.3140	2.68964	.2050	4

The Table 4.7 showed the level of mean responses of the parenting styles as it is being practiced by the parents. It showed that authoritative parenting style has the highest mean adoption level of 27.4709, followed by the authoritarian parenting style with cumulative mean adoption level of 21.2109. neglectful attracted the third mean level of adoption of parents of 15.6570 and indulgent, attracted the least mean level of adoption of 15.314.

Table 4.8 presents the response of students' authoritative parenting style used by parents on social behaviour from the question in appendix III.

Table 4.8: Authoritative Parenting Style Exhibited by Parents on Social behaviour of Students

s/no	Authoritative Parenting style	Response categories				MEAN	STD
		SA	AG	D	SD		
1	You will not beat the child instead you will talk to the child	84	38	41	9	3.1453	.78465
2	You will not beat the child instead you correct the child with love and affection	69	37	40	26	2.8662	.9548
3	You will not shout back at the child you will allow his/her temper to calm down then you correct the misbehavior	90	40	36	6	3.2441	.84521
4	You will caution the child and let him/her know that it is not right to intrude into adult conversation	90	29	34	19	3.1046	.8740
5	you will calmly advice and correct child with love to stop the habit	79	41	44	8	3.1104	1.1521
	Cummulative mean					3.0941	

Decision rule =2.5000

Table 4.8 showed the authoritative parenting style as exhibited by the parents. It carried a cumulative/ aggregate mean response of 3.0941 which showed that most parents use this type of parenting styles as this aggregate mean is higher than decision mean of 2.5000. According to the table the most widely used authoritative parenting style is “You will not shout back at the child you will allow his/her temper to calm down then you correct the misbehavior “ as this item attracted the highest mean response of 3.0941 with details showing that 130 of the parents adopt this as against 40 that do not adopt it. In the same vein another authoritative parenting styles mostly adopted is “You will not beat the child instead you will talk to the child “ as this item attracted the second highest mean response of 3.1453 with details showing that while 122 adopt this approach the rest 50 do not

Table 4.9 presents the response of students' neglectful parenting style used by parents from the question in appendix III.

Table 4.9: Neglectful Parenting Style Exhibited by Parents

s/no	Neglectful	Response categories				MEAN	STD
		SA	AG	D	SD		
1	You will not punish the child that he/she will not be angry with you	70	60	30	12	3.0930	.8421
2	You will tell the child that is not to bad when he she fails exams because next time he/she will pass	60	36	46	30	2.7325	.9028
3	You will not beat the child instead you allow the child to express his/her anger because he/she have the right t do so	74	45	43	10	3.0813	.7821
4	You will allow the child to take part in the conversation because there is nothing wrong with what he/she has done	60	59	35	18	2.9360	.8741
5	You will not tell the child anything, instead you allow him/her to do whatever he/she wants	70	50	40	12	3.0348	1.0221
<i>cumulative mean</i>						2.9755	

Decision rule = 2.5000.

Table 4.9 showed the level of parents adoption of the neglectful parenting styles. The cumulative mean level of adoption is 2.9755 which is over the decision mean of 2.5000. Specifically, the mostly adopted neglectful parenting style is that “the parents will not punish the child that he/she will not be angry with the parents” as this attracted the highest mean level of adoption of 3.0930 with details showing that 130 were in agreement as against 42 that do not use tis type of parenting style. It was also noted that most parents “You will not beat the child instead you allow the child to express his/her anger because he/she have the right t do so “ as this attracted the second highest mea response of 3.0813 with details showing that 119 were in agreement as against 53 that do not use this type of parenting style

Table 4.10 presents the response of students' authoritarian parenting style used by parents from the question in appendix III.

Table4.10: Authoritarian Parenting style exhibited by parents

s/no	Authoritarian	Response categories				MEAN	STD
		SA	AG	D	SD		
1	You will give the child a good beating such that he she will never forget	70	52	40	10	3.0581	.7821
2	You will deny the child of his/her mean ad beat the child so that next time he/she will sit up and read his/her books	60	46	38	28	2.8023	.9125
3	You will beat the child thoroughly and lock him/her in a dark room for some hours	78	41	33	20	3.0297	.4140
4	You will shout on the child and ask him/her never to repeat that again	80	50	32	10	3.1621	.8212
5	you will beat up he child as a sort of payback for bearing his siblings	50	56	37	29	2.7312	1.1501
	Cumulative mean					2.9566	

Decision rule = 2.5000

An understanding of the above table revealed the level of adoption by parents of the Authoritarian parenting styles. The overall adoption mean was 2.9566 which is higher than the decision men of 2.5000 implying that parents still use this type of style deliberately or otherwise. Specifically, the mostly adopted authoritarian parenting style is “that parents will shout on the child and ask him/her never to repeat that again” as this item attracted the highest en response of 3.1621 with details showing that 130 adopt this as against 42 do not. Many parents also beat their children such that the child will never forget, as this type of authoritarian parenting style attracted the second highest level of adoption of 3.0581 with details showing that 122 adopt it as against 50 that do not.

Table 4.11 presents the response of students’ indulgence parenting style used by parents from the question in appendix III.

Table 4.11: Level of Adoption of Indulgence Parenting style exhibited by parents

s/no	Indulgence	Response categories				MEAN	STD
		SA	AG	D	SD		
1	You will withdraw yourself from talking to the child for a while	71	51	39	11	3.0581	.7145
2	You will encourage the child that he/she can do better next time	62	48	40	22	2.8720	.9188
3	You will keep calm and will not talk to the child again for some time	81	49	31	11	3.1627	.8141
4	You will stop talking to see if the child will understand that he/she is wrong	77	42	34	19	3.0290	.6540
5	You will let the siblings settle their differences by themselves	48	58	36	30	2.7209	1.2221
	Cumulative mean					2.9685	

Decision rule = 2.5000

Table 4.11 shows the level of adoption of Indulgence Parenting styles exhibited by parents. The overall level of adoption of this style was 2.9685 which is higher than the decision mean of 2.5000 implying that deliberately or otherwise most parents still adopt this type of parenting style. Most parents in adopting this style is to “keep calm and will not talk to the child again for some time. This item attracted the highest mean level of adoption of 3.1627 with details showing that 130 were in agreement in adoption of this style while the rest 42 were in disagreement in its adoption. Some parents “will withdraw themselves from talking to the child for some time, as this item attracted the second highest mean level of adoption of 3.0581 as details shows that 122 were in agreement that they adopt this style while the rest 50 do not adopt this type of parenting style.

Table 4.12: Perception of Student Respondents on the Social Behavior

S/No	Social Behaviour	Response Categories				MEAN	STD
		SA	A	DA	SD		
1	i discuss my personal problems including academic with my parents	147	60	50	3	3.3654	1.0254
2	My parents dictates the type of friends I move with	148	60	50	2	3.3692	.851425
3	My lateness to school is due to the long hours of domestic chores I do for the parent(s) I am living with at home.	94	52	60	54	2.7154	.78465
4	I am always present in the class because the parent(s) I am living with do not visit my school to find out what I am doing.	123	55	67	15	3.1000	.9548
5	I usually fight other children in the class because the parent(s) I am living with usually beat me for any small offence I committed.	145	62	50	5	3.3538	.84521
6	I am not always honest to prevent myself from punishment from the parent(s) I am living with whenever I make mistakes.	91	55	60	54	2.7038	.8740
7	My relationship with other children is bad because the parent(s) I am living with do not allow me to mix with other children at home.	127	52	68	13	3.1269	1.1521
8	I usually participate in sports because the parent(s) I am living with allowed me to take part in sport activities.	126	54	66	14	3.1271	.8742
9	I am excessively shy because the parent(s) I am living with don't allow me to interact with people.	94	54	61	51	2.7346	.6874
10	I am always neat because the parent(s) I am living with always take time to check my appearance.	125	55	67	13	3.1231	.7856
	<i>Cummulative mean</i>					3.0719	

Decision rule=2.5000

Details above revealed the response to the social behavior of the students. In summary their response was significant because their cumulative mean response of 3.0719 is higher than the 2.5000. specifically, it was highly believed that My parents dictates the type of friends I move with , as this item attracted the highest mean response of 3.3692 with details showing that 208 were in agreement while the rest 52 were in disagreement. In the same vein they believe very strongly that i discuss my personal problems including academic with my

parents, as this item attracted the second highest mean response of 3.3654 with details showing that 207 were in agreement while the rest 53 were in disagreement with this item In summary the students social behavior exhibited most as a result o their parental support are the involvement in the type of friends they keep and free discussion with their parents on issues such as academic issues

Research question One: What is the influence of Parenting Style used by Parents on students' social behavior?

Table 4.13: Influence of Parenting Style used by Parents on students social behavior?

Variables	N	MEAN	S.D	Correlation Index r
The Parenting Styles adopted by Parents	172	77.3634	5.08214	
Social Behavior	260	30.8102	2.97493	0.686

Table 4.13 reveals that the calculated mean and correlation index of parents and students on influence of parenting style used by parent on social behaviour were 77.3634 for parents mean and 30.8102 for students mean, while the correlation index was 0.686. This outcome revealed that parenting style used by parents affect students' social behaviour and academic performance.

Research Question Two: What is the influence of Authoritative Parenting Styles used by Parents on students' social behavior?

Table 4.14: Influence of Authoritative Parenting Style Used by Parents on Students' Social Behaviour

Variables	N	Mean	S.D	Correlation Index r.
Social Behavior	260	30.8102	2.97493	
Authoritative Parenting style	172	18.8750	2.23516	0.867

Table 4.14 of the descriptive statistics reveals that the calculated mean and correlation index of parents and students on influence of parenting style used by parents on social behaviour of students were 30.8102 for parents and 18.875 for students while the correlation

index was 0.867. This indicates that authoritative parenting style has more positive influence on social behaviour.

Research Question Three: What is the influence of authoritative Parenting Style used by Parents on students' Academic performance?

Table 4.15: Influence of Authoritative Parenting Style Used by Parents on Students' Academic Performance

Variables	N	MEAN	S.D	Correlation Index r
Academic Performance	260	77.3634	5.08214	
Authoritative Parenting Style	172	18.8750	2.23516	0.679

Table 4.15 reveals the academic performance of adolescents. According to the details their overall mean and correlation index of parents were 77.3634 and 5.08214 for students, while the correlation index was 0.679. This reveals that authoritative parenting style has positive influence on academic performance.

Research Question Four: What is the influence of Neglectful Parenting Style used by Parents on students social behavior?

Table 4.16: Influence of Neglectful Parenting Style Used by Parents on Students' Social Behaviour

Variables	N	Mean	SD	Correlation Index r
Social Behavior	260	30.8102	2.97493	
Neglectful Parenting style	172	15.1065	2.71846	0.680

Table 4.16 shows the outcome of neglectful parenting style on social behaviour used by parents of adolescents were 30.8102 for parents mean and 15.1065 for students mean, while the correlation index was 0.680. This reveals that neglectful parenting style has less influence on social behaviour of adolescents.

Research Question Five: What is the influence of neglectful Parenting Style used by Parents on students' Academic performance?

Table 4.17: Influence of Neglectful Parenting Style used by Parents on Students Academic Performance

Variables	N	Mean	S.D	Correlation Index r
Academic Performance	260	77.3634	5.08214	
Neglectful Parenting Style	172	15.1065	2.71846	0.671

Table 4.17 of descriptive statistics reveals that the calculated mean and correlation index of parents and students on influence of parenting style used by parents on social behaviour of students were 30.8102 for student mean and 27.5949 for parents mean, while the correlation index was 0.671. This implies that neglectful parenting style has less influence on students' academic performance.

Research Question Six: What is the influence of Authoritarian Parenting Style used by Parents on students' social behavior?

Table 4.18: Influence of Authoritarian Parenting Style used by Parents on students social behavior

Variables	N	Mean	S.D	Correlation Index r.
Social Behavior	260	30.8102	2.97493	
Authoritarian Parenting style	172	27.5949	1.90743	0.780

Table 4.18 indicates the outcome level of parenting style used by parents on social behaviour of adolescents, the mean for students were 30.8102 and 27.5949 for parents, while the correlation index was 0.780. This reveals that authoritarian parenting style has more influence on students social behaviour.

Research Question Seven: What is the influence of Authoritarian Parenting Style used by Parents on students' academic performance?

Table 4.19: Influence of Authoritarian Parenting Style adopted by Parents on students social behavior

Variables	N	Mean	S.D	Correlation Index r
Academic Performance	260	77.3634	5.08214	
Authoritarian Parenting Style	172	15.1065	2.71846	0.668

Table 4.19 of the descriptive statistics reveals that the calculated mean and correlation index of parents and students on influence of parenting style used by parents on academic performance of students were 77.3634 for mean and 15.1065 for parents mean, while the correlation index was 0.668. This implies that authoritarian parenting style has more positive influence on students' academic performance.

Research Question Eight: What is the influence of Indulgence Parenting Style used by Parents on students' social behavior?

Table 4.20: Influence of Indulgence Parenting Style Adopted by Parents on Students Social Behavior

Variables	N	Mean	S.D	Correlation Index r
Social Behavior	260	30.8102	2.97493	
Indulgence Parenting style	172	15.7870	1.96040	0.780

Table 4.20 shows the outcome of indulgence parenting style on social behaviour used by parents of adolescents which is 30.8102 and 77.3634 for students, and the correlations index was 0.585. This result shows that indulgence parenting style has less influence in all the four parenting style on students social behaviour.

Research Question Nine: What is the influence of Indulgence Parenting Style used by Parents on students' academic performance?

Table 4.21: Influence of Indulgence Parenting Style adopted by Parents on students' Academic Performance

Variables	N	Mean	S.D	Correlation Index r.
Academic Performance	260	77.3634	5.08214	
Indulgence Parenting Style	172	15.1065	2.71846	0.585

Table 4.21 of descriptive statistics reveals that the calculated mean and correlation index of parents and students on influence of parenting style used by parents on academic performance of students were 77.3634 and 2.70846 for students, while the correlation index was 0.585. This reveals that indulgence on students academic performance.

4.3. Testing of Research Hypotheses

Research Hypothesis One: This null hypothesis state that there is no significant relationship between the parenting styles used by parents and the social behavior of adolescents in Senior Secondary Schools in Gombe state

Table 4.3:1: Pearson Product Moment Correlation (PPMC) statistics on the relationship between The Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state

Variables	N	Mean	S.D	Correlation Index r	Df	SIG (P)
The Parenting Style adopted by Parents	172	77.3634	5.08214	0.686	430	0.000
Social Behavior	260	30.8102	2.97493			

An understanding of the Pearson Product Moment Correlation statistics reveals that significant relationship exist between The Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state. This is because the calculated significant (p) value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.686 at df of 430. This shows that the type of parenting style adopted by parents significantly affect the social behavior of the adolescents. Hence, the null hypothesis which state that there is no significant relationship between The Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state, is hereby rejected.

Research Hypothesis Two: This null hypothesis state that there is no significant relationship between the authoritative parenting Style used by parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state

Table 4.3:2: Pearson Product Moment Correlation (PPMC) statistics on the relationship between The Authoritative Parenting Style used by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state

Variables	N	Mean	S.D	Correlation Index r	Df	SIG (P)
Social Behavior	260	30.8102	2.97493			
Authoritative Parenting style	172	18.8750	2.23516	0.867	430	0.000

The Pearson Product Moment Correlation statistics reveals that significant relationship exist between the authoritative Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state. This is because the calculated significant (p) value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.867 at df of 430. This shows that the authoritative parenting style adopted by parents significantly affect the social behavior of the adolescents. Hence, the null hypothesis which state that there is no significant relationship between The authoritative Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state, is hereby rejected.

Research Hypothesis Three: This null hypothesis state that there is no significant relationship between authoritative parenting Style and academic performance of adolescent of Secondary school students in Gombe state

Table 4.3:3: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Authoritative Parenting Style and Academic performance of Adolescent of Secondary school students in Gombe state

Variables	N	Mean	S.D	Correlation Index r	Df	SIG (P)
Academic Performance	260	77.3634	5.08214			
Authoritative Parenting Style	172	18.8750	2.23516	0.679	430	0.004

The Pearson Product Moment Correlation statistics reveals that significant relationship exist between authoritative Parenting Style and academic performance of

adolescent of Secondary school students in Gumbo state. This is because the calculated significant (p) value of 0.004 is lower than the 0.05 at a correlation index r level of 679 at df 430. This indicate that the level of relationship is high since it is above the 04 correlation leveli Hence, the null hypothesis which state that there is no significant relationship authoritative Parenting Style and academic performance of adolescent of Secondary school students in Gombe state, is hereby rejected.

Research Hypothesis Four: This null hypothesis state that there is no significant relationship between neglectful parenting Style used by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state.

Table 4.3:4: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Neglectful Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state

Variables	N	Mean	S.D	Correlation Index r	Df	SIG (P)
Social Behavior	260	30.8102	2.97493			
Neglectful Parenting style	172	15.1065	2.71846	0.680	430	0.002

Pearson Product Moment Correlation statistics reveals that significant relationship exist between neglectful Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state. This is because the calculated significant (p) value of 0.002 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.680 at df of 430. This shows that the neglectful parenting style adopted by parents significantly affect the social behavior of the adolescents. Hence, the null hypothesis which state that there is no significant relationship between the neglectful Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state, is hereby rejected.

Research Hypothesis Five: This null hypothesis states that there is no significant relationship between authoritative parenting style and academic performance of adolescents of secondary school students in Gombe State.

Table 4.3:5: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Authoritative Parenting Style and Academic performance of Adolescent of Secondary school students in Gombe state

Variables	N	Mean	S.D	Correlation Index r	Df	SIG (P)
Academic Performance	260	77.3634	5.08214			
Authoritative Parenting Style	172	18.8750	2.23516	0.670	430	0.005

Pearson Product Moment Correlation statistics reveals that significant relationship exist between authoritative parenting Style and academic performance of adolescent of Secondary school students in Gumbo state. This is because the calculated significant (p) value of 0.005 is lower than the 0.05 at a correlation index r level of 0.670 at df 430. This indicate that the level of relationship or correlation is high since it is above the 04 correlation level.. Hence, the null hypothesis which state that there is no significant relationship between authoritative Parenting Style and academic performance of adolescents of Secondary school students in Gombe state, is hereby rejected.

Research Hypothesis Six: This null hypothesis state that there is no significant relationship between the authoritarian parenting Style adopted by parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state

Table 4.3:6: Pearson Product Moment Correlation (PPMC) statistics on the relationship between authoritarian Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state

Variables	N	MEAN	S.D	Correlation Index r	Df	SIG (P)
Social Behavior	260	30.8102	2.97493			
Authoritarian Parenting style	172	27.5949	1.90743	0.780	430	0.001

Pearson Product Moment Correlation statistics reveals that significant relationship exist between the authoritarian parenting Style adopted by parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state. This is because the calculated significant (p) value of 0.001 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.780 at df of 430. This shows that the authoritarian parenting style adopted by parents significantly affect the social behavior of the adolescents. Hence, the null hypothesis which state that there is no significant relationship between authoritarian Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state, is hereby rejected.

Research Hypothesis Seven: Authoritarian Parenting Style and academic performance of adolescents of Secondary school students in Gombe state.

Table 4.3.7: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Authoritarian Parenting Style and Academic performance of Adolescent of Secondary school students in Gombe state

Variables	N	Mean	S.D	Correlation Index r	Df	SIG (P)
Academic Performance	260	77.3634	5.08214			
Authoritarian Parenting Style	172	15.1065	2.71846	0.668	430	0.006

Pearson Product Moment Correlation statistics reveals that significant relationship exist between authoritarian parenting Style and academic performance of adolescents of Secondary school students in Gumbo state. This is because the calculated significant (p) value of 0.006 is lower than the 0.05 at a correlation index r level of 0.668 at df 430. This shows that the authoritarian parenting style has significant relationship on the level of academic performance of the adolescents of secondary schools in Gombe state.. Hence, the null hypothesis which state that there is no significant relationship authoritarian Parenting Style and academic performance of adolescents of Secondary school students in Gombe state, is hereby rejected.

Table 4.3:8: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Indulgence Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state

Variables	N	MEAN	S.D	Correlation Index R	Df	SIG (P)
Social Behavior	260	30.8102	2.97493			
Indulgence Parenting style	172	15.7870	1.96040	0.780	430	0.001

Pearson Product Moment Correlation statistics reveals that significant relationship exist between indulgence parenting Style adopted by parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state. This is because the calculated significant (p) value of 0.001 is lower than the 0.05 alpha level of indulgence parenting style adopted by parents significantly affect the social behavior of the adolescents. Hence, the null hypothesis which state that there is no significant relationship between The indulgence Parenting Style adopted by Parents and the Social behavior of adolescents in Senior Secondary Schools in Gombe state, is hereby rejected.

Research Hypothesis Nine: Indulgence Parenting Style and academic performance of adolescents of Secondary school students in Gombe state

Table 4.3.9: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Indulgence Parenting Style and Academic performance of Adolescent of Secondary school students in Gombe state

Variables	N	Mean	S.D	Correlation Index R	Df	SIG (P)
Academic Performance	260	77.3634	5.08214			
Indulgence Parenting Style	172	15.1065	2.71846	0.585	430	0.046

Pearson Product Moment Correlation statistics reveals that significant relationship exist between Indulgence Parenting Style and academic performance of adolescent of Secondary school students in Gumbo state. This is because the calculated significant (p) value of 0.046 is lower than the 0.05 at a correlation index r level of 0.585 at df 430. This shows that the Indulgence in parenting style has significant relationship on the level of academic performance of the adolescent of secondary schools in Gombe state.. Hence, the

null hypothesis which state that there is no significant relationship between indulgence Parenting Style and academic performance of adolescents of Secondary school students in Gombe state, is hereby rejected.

4.4 Summary of Major Finding

The following are the summary of major findings of the study.

Based on the data analyzed, the study was able to established

1. Parenting styles used by parents affect the social behaviour and academic performance of adolescents in Senior Secondary Schools in Gombe state, Nigeria.
2. Authoritative Parenting style has more positive influence on students social behaviour of adolescents in Senior secondary Schools in Gombe state, Nigeria.
3. Authoritative Parenting Style also has more influence on academic performance of adolescents in Senior Secondary Schools in Gombe State, Nigeria.
4. Neglectful Parenting Style has less positive influence on Social behaviour of adolescents in Senior Secondary Schools in Gombe State, Nigeria.
5. Neglectful Parenting Style has less positive influence compared to authoritative and authoritarian parenting style on academic performance of adolescents in Senior Secondary Schools in Gombe state, Nigeria.
6. Authoritarian Parenting Style has positive influence than neglectful and indulgence parenting style on social behaviour of adolescents in Senior Secondary Schools in Gombe State, Nigeria.
7. Authoritarian Parenting Style also has positive influence than neglectful and indulgence on academic performance of adolescents in Senior Secondary Schools in Gombe State, Nigeria.

8. Indulgent Parenting Style has less Positive influence on Social behaviour of adolescents compared to all the Parenting Styles in senior Secondary Schools in Gombe State, Nigeria.
9. Indulgent Parenting Style has less positive influence on academic Performance of adolescents in Senior Secondary Schools in Gombe State, Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presented the study summary, conclusion and recommendations.

5.1 Summary

The research covered all senior secondary schools in Gombe State, Nigeria. Nine research objectives, nine research questions and eight null hypotheses were formulated.

This part presented the literature review of the study, its theoretical framework and empirical studies. This section discussed methodology adopted by the researcher. Survey descriptive design by means of questionnaire as instrument was used to gather data from one hundred and seventy one (171) parents respondents and two hundred and eighty (280) students. The instruments were validated and reliability on efficiency was obtained from the pilot study.

The first part presented the frequencies percentage of bio-data, variables and educational qualification in view of the respondents. The second part answered nine research questions while the test of the research hypotheses at 0.05 level of significance were presented and discussed. The fifth concluded the study, summarized all the five chapters and put several recommendations including suggestions on the same topic in relevant area.

5.2.1 Conclusion

Authoritative and authoritarian parenting style, had more positive influence both on social behaviour and academic performance of adolescents. Neglectful and Indulgent styles have negative influence on social behaviour and academic performance of adolescents students.

5.3 Recommendations

In view of the research results and the conclusion drawn, the following recommendations were made ;

1. Generally, Parenting styles used by parents affect social behaviour and academic Performance of adolescents in Senior Secondary Schools. .Parents are here by encouraged. to improve on their relationship with their adolescents and choose the right Parenting Style that will help the adolescents to behave socially among his peer group and perform well in the academic aspects.
2. Authoritative Parenting style has more positive influence among all the Parenting Styles ,Parents are expected to practice authoritative Parenting style in other to help them in relating well with their adolescents .
3. Authoritative Parenting style has more positive influence on academic Performance of adolescents, Parents should practice that kind of parenting style so that their adolescents can improve on their academic Performance.
4. Adolescents from neglectful Parenting have less positive influence on social behaviour when compared with authoritative and authoritarian parenting style. Therefore, Parents should try and improve on their relationship with their adolescents.
5. Neglectful Parents should improve on the way they bring up their adolescents so that they can perform well academically.
6. Parents should practice authoritarian Parenting Style because it will help the adolescents to relate socially with people around them.
7. Authoritarian Parenting Style has positive influence on the adolescents because it will help the adolescents to improve on their academic performance.

8. Indulgent Parenting style should improve on the way they bring up their adolescents so that they can behave well among their peer group when it comes to social aspect of living.
9. Indulgent Parenting style should show concern on the academic Performance of the of their adolescents so that they can improve on their academic Performance.

5.5 Suggestions for Further Studies

In view of the limitations of the study, the researcher recommended the following for further studies;

1. Influence of parenting styles on social behavior and academic performance of adolescents in senior secondary schools should be carried out in other states in Nigeria for Comparism.

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Appendix I: Letter of Introduction

Appendix I

Letter of Introduction



**DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA NIGERIA
FACULTY OF EDUCATION**

Telephone: 069-51755, 506692

Chancellor: Professor. Abdulkali Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London) FPSN
Head of Department: Dr. I.M Haruna PGDE, (ABU), MSc (Bulgaria) Ph.D (ATBU)

Our Ref: _____

Ref: M.ED/EDUC/0710/2009-10

19th September, 2012

Date: _____

Letter of Identification

MARGARET DANSOKOTO KWANJI – M.ED/EDUC/0710/2009-10

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Home Economics) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, carrying out a research topic: *Influence of Parenting Style on Social Behaviour and Academic Performance of Adolescent in Senior Secondary Schools in Gombe State.* U.I. Margaret

Please, kindly give her every assistance she may require.


Dr. I. M. Haruna
HEAD OF DEPARTMENT

Appendix II: Request to Fill Questionnaire

Home Economics Education Section,
Dept. of Voc. & Tech. Educ.,
Faculty of Education,
Ahmadu Bello University,
Zaria.
Kaduna State.

Date.....

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

I am a postgraduate student of Home Economics Education carrying out research on the Influence of Parenting Styles on Social Development and Academic Performance of Adolescents in Public Senior Secondary Schools in Gombe State. This letter is to solicit for your assistance and cooperation in providing the required information by ticking (✓) the items. It is purely an academic exercise for the award of Masters in Home Economics Education. The information provided shall be treated strictly for that purpose.

Thank you for your cooperation.

Yours faithfully,

KWAIJI, Margaret

Appendix III: Questionnaire Items

INFLUENCE OF PARENTING STYLES ON SOCIAL BEHAVIOUR AND ACADEMIC PERFORMANCE OF ADOLESCENTS IN PUBLIC SENIOR SECONDARY SCHOOLS IN GOMBE STATE

QUESTIONNAIRE

PLEASE ANSWER ALL ITEMS IN EVERY SECTION

SECTION A: BIO-DATA

Instruction: Please tick (✓) as appropriate the options provided in the box.

1. Gender:
 - a. Male
 - b. Female
2. Level of Education
 - a. SSCE
 - b. OND/NCE
 - c. HND/1ST Degree
 - d. M.SC/M.ED/MA
 - e. Ph.D.

PARENTS QUESTIONNAIRE

SECTION B

Instruction: Please indicate the appropriate response by ticking (✓) the column that best suit your opinion.

Keys:

- SA - Strongly Agree
 A - Agree
 D - Disagree
 SA - Strongly Disagree

1. Influence of parenting styles on social behaviour and academic performance of Adolescents in senior secondary schools in Gombe State.

A. What will you do if your child disobeys you?

S/NO	STATEMENT	SA	A	D	SD
1	You will not beat the child instead you will talk to the child.				
2	You will not punish the child that he/she will not be angry with you.				
3	You will give the child a good beating such that he/she will never forget,				
4	You will withdraw yourself from talking to the child for a while.				

B. What will be your reaction if your child fails in an examination?

S/NO	STATEMENT	SA	A	D	SD
1	You will not beat the child instead you correct the child with love and affection.				
2	You will tell the child that it is not too bad when he/she fails exams because next time he /she will pass.				
3	You will deny the child of his/her meal and beat the child so that next time he/she will sit up and read his/her books.				
4	You will encourage the child that he/she can do better next time.				

C. What will be your reaction if your child talks back to you if you correct his/her bad behaviour?

S/NO	STATEMENT	SA	A	D	SD
1	You will not shout back at the child. You will allow his/her temper to calm down then you correct the misbehaviour.				

2	You will not beat the child. Instead you allow the child to express his/her anger because he/ she have the right to do so.				
3	You will beat the child thoroughly and lock him/ her in a dark room for some hours.				
4	You will keep calm and will not talk to the child again for some time.				

D. What will you do if your child intrudes into your conversation that doesn't concern him / her?

S/NO	STATEMENT	SA	A	D	SD
1	You will caution the child and let him/her know that it is not right to intrude into adult conversations.				
2	You will allow the child to take part in the conversation because there is nothing wrong with what he/she has done.				
3	You will shout on the child and ask him/her never to repeat that again.				
4	You will stop talking to see if the child will understand that he / she is wrong.				

- Influence of parenting styles on social behaviour and academic performance of adolescents in senior secondary schools in Gombe state.

E. What do you do if your child is in the habit of beating his / her younger siblings?

S/NO	STATEMENT	SA	A	D	SD
1	You will calmly advice and correct the child with love, to stop the habit.				
2	You will not tell the child anything, instead you allow him/her to do whatever he/she wants.				
3	You will beat up the child as a sort of payback for beating his siblings				
4	You will let the siblings settle their differences by themselves				

F. What will be your reaction when your child lies to you very often?

S/NO	STATEMENT	SA	A	D	SD
1	You will tell the child the effect of lying.				
2	You will neglect the habit by keeping quiet.				
3	You will deny the child food for sometimes.				
4	You will let the child know the implications and consequences of lying.				

3. Influence of parenting styles on social behaviour and academic performance of adolescents in secondary schools in Gombe State.

G. What will be your reaction when your child returns from schools with a torn dress as a result of fighting?

S/NO	STATEMENT	SA	A	D	SD
1	You will find out the cause of his uniform being torn.				
2	You will repair the uniform without questioning the child.				
3	You will refuse to mend the uniform for some time.				
4	You will reason with the child and find out why he/she fought and advice him / her.				

H. What do you do when your child spends too much time watching television?

S/NO	STATEMENT	SA	A	D	SD
1	You will give the child a period of watching television programs.				
2	You will allow the child to watch the television any length of time he desires.				
3	The child should be stopped from watching television.				
4	Tell the child the bad effect of watching the television for a long period of time.				

Section I: Social behavior of students

	Social behavior of student	SA	A	D	SD
1	i discuss my personal problems including academic with my parents				
2	My parents dictates the type of friends I move with				
3	My lateness to school is due to the long hours of domestic chores I do for the parent(s) I am living with at home.				
4	I am always present in the class because the parent(s) I am living with do not visit my school to find out what I am doing.				
5	I usually fight other children in the class because the parent(s) I am living with usually beat me for any small offence I committed.				
6	I am not always honest to prevent myself from punishment from the parent(s) I am living with whenever I make mistakes.				
7	My relationship with other children is bad because the parent(s) I am living with do not allow me to mix with other children at home.				
8	I usually participate in sports because the parent(s) I am living with allowed me to take part in sport activities.				
9	I am excessively shy because the parent(s) I am living with don't allow me to interact with people.				
10	I am always neat because the parent(s) I am living with always take time to check my appearance.				

Appendix IV: Parents' responses

S/N	Variable	SD(%)	D(%)	A(%)	SA(%)	Total(%)	Mean	S.D.	S.E.
1	What will you do if your child disobeys you? You will not beat the child instead you will talk to the child	35(21.7)	41(25.5)	43(26.7)	20(12.4)	139(86.4)	2.3453	1.0123	0.09
2	What will be your reaction if your child fails in an examination? You will deny the child of his / her meal and beat the child so that next time he / she will sit up and read his / her books.	64(39.8)	35(21.7)	28(17.4)	12(7.5)	139(86.4)	1.9137	1.0035	0.09
3	What will be your reaction if your child talks back to you if you correct his / her bad behaviour? You will beat the child thoroughly and lock him / her in a darkroom for some hours	65(40.4)	43(26.7)	18(11.2)	13(8.1)	139(86.4)	1.8489	0.9744	0.08
4	What will you do if your child intrudes into your conversation that doesn't concern him / her? You will shout on the child and ask him / her never to repeat that again.	11(6.8)	27(16.8)	78(48.4)	20(12.4)	136(84.4)	2.7868	0.7926	0.07
5	What do you do if your child is in the bait of beating his / her younger siblings? You will beat up the child as a sort of payback for beating his siblings	21(13.0)	69(42.9)	35(21.7)	9(5.6)	134(83.2)	2.2388	0.7964	0.07
6	What will be you reaction when you child lies to you very often? You will deny the child food for sometimes.	48(29.8)	63(39.1)	19(11.8)	5(3.1)	135(83.8)	1.8593	0.7893	0.07
7	What will your reaction when your child returns from schools with a torn dress as a result of fighting? You will refuse to mend the uniform for sometime	22(13.7)	81(50.3)	25(15.5)	8(5.0)	136(84.5)	2.1397	0.7520	0.06
8	What do you do when your child spends too much time watching television? The child should be stopped from watching television	23(14.3)	78(48.4)	26(16.1)	6(3.7)	133(82.5)	2.1194	0.7362	0.06

S/N	Variable	SD(%)	D(%)	A(%)	SA(%)	Total(%)	Mean	S.D.	S.E.
1	What will you do if your child disobeys you? You will not beat the child instead you will talk to the child.	5(3.1)	14(8.7)	72(44.7)	55(34.2)	146(90.7)	3.2123	0.7539	0.06
2	What will be your reaction if your child fails in an examination? You will not beat the child instead you correct the child with love and affection	5(3.1)	15(9.3)	45(28.0)	77(47.8)	142(88.2)	3.3662	0.8120	0.07
3	What will be your reaction if your child talks back to if you correct his / her bad behaviour? You will not beat the child. Instead you allow the child to express his / her anger because he / she have the right to do so.	13(8.1)	25(15.5)	59(36.6)	51(31.7)	148(91.9)	3.0000	0.9331	0.08
4	What will you do if your child intrudes into your conversation that doesn't concern him / her? You will cause the child and let him / her know that it is not right to intrude into adult conversation.	4(2.5)	7(4.3)	58(36.0)	82(50.9)	151(93.7)	3.4437	0.7084	0.06
5	What do you do if your child is in the habit of beating his / her younger siblings? You will calmly advice and correct the child with love, to stop the habit	0	3(1.9)	67(41.6)	83(51.6)	153(95.1)	3.5229	0.5391	0.04
6	What will be your reaction when your child lies to you very often? You will tell the child the effect of lying.	4(2.5)	7(4.3)	54(33.5)	73(45.3)	138(85.6)	3.4203	0.7231	0.06
7	What will be your reaction when you child returns from schools with a torn dress as a result								

	of fighting? You will find out the cause of his uniform being torn.	1(0.6)	6(3.7)	60(37.3)	73(45.3)	140(86.9)	3.4643	0.6165	0.05
8	What do you do when your child spends too much time watching television? You will give the child a period of watching television programs.	6(3.7)	5(3.1)	83(51.6)	50(31.1)	144(89.5)	3.2276	0.7046	0.06

S/N	Variable	SD(%)	D(%)	A(%)	SA(%)	Total(%)	Mean	S.D.	S.E.
1	What will you do if your child disobeys you? You will not punish the child that he / she will not be angry with	39(24.2)	51(31.7)	32(19.9)	16(9.9)	138(85.7)	2.1812	0.9759	0.08
2	What will be your reaction if your child fails in an examination? You will tell the child that it is not too back when he / she fails exams because next time he / she will pass	13(8.1)	36(22.4)	57(35.4)	32(19.9)	138(85.8)	2.7826	0.9101	0.08
3	What will be your reaction if your child talks back to you if you correct his / her bad behaviour? You will not beat the child. Instead you allow the child to express his / her anger because he / she have the right to do so.	23(14.3)	41(25.5)	63(39.1)	16(9.9)	143(88.8)	2.5035	0.0895	0.07
4	What will you do if your child intrudes into your conversation that doesn't concern him / her? You will allow the child to take part in the conversation because there is nothing wrong with what he / she has done.	35(6.8)	64(39.8)	31(19.3)	7(4.3)	137(85.1)	2.0730	0.8281	0.07
5	What do you do if your child is in the habit of beating his / her young siblings? You will not tell the child anything, instead you allow him / her to do whatever he / she wants.	61(37.9)	46(28.6)	23(14.3)	8(5.0)	138(85.8)	1.8406	0.9061	0.08
6	What will be your reaction when your child lies to you very often? You will neglect the habit by keeping quiet	45(28.0)	56(34.8)	31(19.3)	5(3.1)	137(85.2)	1.9708	0.8397	0.07
7	What will be your reaction when your child returns from schools with a torn dress as a result of fighting? You will repair the uniform without questioning the child	34(21.1)	67(41.6)	21(13.0)	12(7.5)	134(83.2)	2.0821	0.8762	0.08
8	What do you do when your child spends too much time watching television? You will allow the child to watch the television any length of time he desires	58(36.0)	54(33.5)	12(7.5)	11(6.8)	135(83.8)	1.8222	0.9049	0.08

S/N	Variable	SD(%)	D(%)	A(%)	SA(%)	Total(%)	Mean	S.D.	S.E.
1	What will you do if your child disobeys you? You will withdraw yourself from talking to the child for a while	45(28.0)	46(28.6)	40(24.8)	8(5.0)	139(86.4)	2.0791	0.9173	0.08
2	What will be your reaction if your child fails in an examination? You will encourage the child that he / she can do better next time	7(4.3)	3(1.9)	46(28.6)	95(59.0)	151(93.8)	3.5166	0.7559	0.06

3	What will be your reaction if your child talks back to you if you correct his / her bad behaviour? You will keep calm and will not talk to the child again for some time	24(14.9)	49(30.40)	43(26.70)	18(11.20)	134(83.2)	2.4104	0.9356	0.08
4	What will you do if your child intrudes into your conversation that doesn't concern him / her? You will stop talking to see if the child will understand the he / she is wrong	18(11.2)	34(21.1)	60(37.3)	24(14.9)	136(84.5)	2.6618	0.9207	0.06
5	What do you do if your child is in the habit of beating his / her young siblings? You will let the siblings settle their differences by themselves	38(23.6)	62(38.5)	34(21.1)	4(2.5)	138(85.7)	2.0290	0.8009	0.07
6	What will be your reaction when your child lies to you very often? You will let the child know the implication and consequences of lying	6(3.7)	10(6.2)	56(34.8)	80(49.7)	152(94.4)	3.3791	0.7780	0.06
7	What will be your reaction when your child returns from schools with a torn dress as a result of fighting? You will reason with the child and find out why he / she fought and advice him / her	10(6.2)	4(2.5)	76(47.2)	56(34.8)	146(90.7)	3.2192	0.8008	0.07
8	What do you do when your child spends too much time watching television? Tell the child the bad effect of watching the television for a long period of time	8(5.0)	9(5.6)	69(42.9)	56(34.8)	142(88.3)	3.2183	0.8000	0.07

Appendix V

Distribution of Students Respondents by Social Behaviour

SCHOOL	Very Good		Excellent		TOTAL	
	Freq	%	Freq	%	Freq	%
Comprehensive Day Secondary School Katungo	8	40	12	60	20	100
Federal Government Girls Secondary School Bajoga	7	35	13	65	20	100
Gombe Children High School	6	30	14	70	20	100
Government Day Secondary School Akko	10	50	10	50	20	100
Government Day Secondary School Bajoga South	8	40	12	60	20	100
Government Day Secondary School Dukku	8	40	12	60	20	100
Government Day Secondary School Lalaipido	8	40	12	60	20	100
Government Day Secondary School MalamSidi	9	45	11	55	20	100
Government Day Secondary School Zambuk	5	25	15	75	20	100
Government Science And Technical College Gombe	8	40	12	60	20	100
Government Secondary School Nafada	7	35	13	65	20	100
Ilimi International College	7	35	13	65	20	100
Nicholson Academy Gelengu	9	45	11	55	20	100
Sambo Memorial Secondary School Billiri	7	35	13	65	20	100

Source: Record Offices of the Various Schools

Appendix VI: Krejcie and Morgan Table of Sample Determination

Population	Sample	Population	Sample	Population	Sample
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	340
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	369
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000 +	384