INFLUENCE OF PARENTING STYLES AND PEER PRESSURE ON DELINQUENT BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS.

BY

Stephen Ilesanmi AJIBOYE.

JUNE, 2015

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A MASTERS DEGREE IN EDUCATIONAL PSYCHOLOGY,DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

JUNE, 2015

DECLARATION

I hereby declare that this thesis titled; INFLUENCE OF PARENTING STYLES AND PEER PRESSURE ON DELINQUENT BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS is the result of my research effort and

to the best of my knowledge has not been produced and presented for the award of a degree or diploma at this or any other Institution. All quotations and citations made in this work have been fully acknowledged in the reference pages.

Sign _____ _____

Stephen Ilesanmi AJIBOYE Date

CERTIFICATION

This thesis titled INFLUENCE OF PARENTING STYLES AND PEER PRESSURE ON DELINQUENT BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS meets the regulations governing the award of Master's Degree in Education (Educational Psychology) of the Ahmadu Bello University Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to God Almighty my late father Festus OkunrinyoAjiboye, my humble mother Mrs. Leah Ola Ajiboye and wonderful wife Helen OmowumiAjiboye for her support, patience and prayer in the course of this studies. She is the *iroko* tree beside my success.

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ABSTRACT

The study was aimed at investigating the influence of parenting styles and peer pressure on delinquent behaviors among Senior Secondary School Students in Kaduna metropolis. To do this, four objectives, four research questions research hypotheses and four basic assumptions were formulated. Also, correlational design was adopted and data was collected from 320 students (male =164 (51.2%); female = 156 (48.8%)) age range 14 – 19years drawn from the ten purposively selected schools with the population of 2256 in Kaduna metropolis. Data was collected using parenting style questionnaire that covers democratic parenting style, autocratic parenting style, and Laissez-faire parenting style. Peer Pressure Questionnaire and Delinquent Behaviour Questionnaire were also used. The data collected were subjected to statistical analysis using Pearson's Product Moment Correlation at the .05 levels of significance to test the four hypotheses stated for the study. Result revealed that there is a significant negative correlation $r = -.188$; $p < .001$ between Democratic Parenting Style and Delinquent behaviour which implies that children from homes where Democratic Parenting Style is used are less likely to be delinquents.Autocratic Parenting Style and Delinquent behaviour among students strongly and positively correlate $r = .504$; $p < .000$and Laisser-faire Parenting Style and Delinquent behaviour $r = .662$; $p < .000$ thereby strongly suggesting that children from homes where Autocratic Parenting Style and Laisser-faire Parenting Style is practiced are strongly likely to be delinquents. Peer Pressure was also found to strongly encourage Delinquent behaviour among students $r = .683$; $p < .000$.Based on this findings it was recommended that Parents should adopt a democratic parenting style in the upbringing of their children. This should involve discussing problems with their children and setting rules that will guide the behaviour of the children. Autocratic and laissez-faire parenting style should be avoided as it has a significance relationship with delinquent behaviour. Students should be guided in making good friends to reduce peer pressure resulting from keeping bad friends.

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LIST OF ABBREVIATIONS

SLT: Social Learning Theory

SDT: self-determination theory

DPQ: Democratic parenting questionnaires

APQ: Autocratic parenting questionnaires

LPQ: Laissez-fare parenting questionnaires

PPQ: peer pressure questionnaires

DBQ: Delinquent Behavior questionnaires

UNICEF: United Nations Children's Fund.

UNESCO: United Nations Educational, Scientific and Cultural Organisation

PPMC: Pearson Product Moment Correlation

SSS: Senior Secondary School

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OPERATIONAL DEFINITION OF TERMS

PARENTING STYLES: This refers to the way parents rear, bring up and train their - children with the inculcation of appropriate values, attitudes and norms in order to be useful to the society. This includes the three types of parenting style that is: Democratic, Autocratic and Laissez-faire

DEMOCRATIC/AUTHORITATIVE PARENTING STYLE: This is when parents are high on responsiveness and demandingness, express discipline conformity and freedom of self-will, yet they assume ultimate responsibility for the behaviour of their children.

AUTOCRATIC/AUTHORITARIAN PARENTING STYLE; Parents apply firm control and require their children to obey rules and regulations without asking question on why they should obey such guidelines.

LAISSEZ-FAIRE/PERMISSIVE PARENTING STYLE; Parents are high on responsiveness, but low on demandingness. They interact with their children in a passive manner, avoiding the use of the force when dealing with issues of discipline.

PEER PRESSURE: It is the influence exerted by peer group in encouraging a student to change his/her attitudes, values, or behaviour to conform to the groups' standard so as to fit in with others.

DELINQUENT BEHAVIOR: Refers to the anti-social behavior of students that violates social norms and values that deviate from the societal expectations.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Parents have an important role to play as both socializing and control agent over their children's behaviour. One major component of parental control is monitoring strategy. For adolescent to conform to the norms and values of the society, parents must step up and choose appropriate style to use in training their children if we must see a virile society. Parenting styles are the standard strategies that parents use in their child's training, rearing

and up-bringing with the inculcation of values, norms of the society in order to be useful to the society. The popular argument of nature and nurture in the training of a child remain an issue. Some argue that an environment has the ability to shape a child's behaviour, personality and self-concept. While others believe that these are inherent in the child, for most people, a child's parents are the most influential in their lives up till adolescent (Vigdor, 2006). Most children are dependent upon their parents for food, shelter, finance and companionship. Parent love as well as punishment can exert a great influence on children when handled properly (Baumrind 1991a). The study looked into how parenting styles and peer pressure relate with delinquent behavior, it addresses the question of whether or not a strict autocratic parenting really hinders the child from exhibiting delinquent behavior. Conversely, it seeks to find out whether or not a loose laissez-faire parenting could actually make the adolescent to exhibit delinquency or perhaps, it is balanced, democratic parenting style that really provides healthy behavior. Parents may find it difficult to train up their children to meet up positively with this challenging and dynamic society and stand out to become world citizens. The task of adolescent training may be difficult due to economic crises, social instability and the weakening of major institutions including the state systems of public education and the family.

Peer pressure can be seen as the influence exerted by peer group in encouraging a person to change his/her attitude, values or behaviours to conform to the group. A person affected by peer pressure may or may not want to belong to this group. They may also recognize dissociative groups that they do not wish to belong and therefore, adopt behavior in opposition to those of the group. In the same vein, Harris (1998) opined that peer pressure can cause people to do things they will not normally do, e.g. to take drugs, smoke, date, rude, fight, vandalise, cheat in examination, lie, walk out of teacher and so on. Adolescent peer pressure is particularly common because most youth are forced to spend large amount of time with their groups i.e. (schools and sub-group within them) regardless of the opinion of those

groups. Again, they may lack the maturity to handle the peer pressure. Adolescent are also more willing to have negative behavior towards those who are not members of their own peer groups (Ungar, 2004). In consonance with Ungar, it is possible that if one is involved with a group of people who are ambitious and working to succeed, one might feel pressured to follow suit to avoid feeling excluded from the group. Adolescents may less likely to be heavily influenced by their friends and more likely to make their own decisions if they have high self-esteem, individual goals, a positive outlook on the future, good social skills, the ability to interact with people from different background and strong connections of family and community (Onwuamanam, 1998). Adams (1996) equally posited that adolescents are more likely to be heavily influenced by their peers and less likely to make decisions for themselves if they have no self-esteem and may be experiencing problems in their family such as absence of parents, drug, anger, verbal abuse, theft, fight and many more. It seems that the socialization experience of adolescents is focused on peer interaction. Adolescents are more likely to discuss their problems with their peers than with their parents and are more susceptible to their peers' perception of right and wrong.

Adolescent usually exhibit high emotional tension and it is often said that adolescent is a period of storm and stress-they are usually restless at this period because of their stage, as they always want to discover their world (Mohammed, 2012). But it seems, not all adolescence in our society may go through this acclaimed storm and stress, proper upbringing matters. Therefore, adolescents' lives today are far more complex and demanding than yester years. Parents today rush their children into these obligations and doing that are appropriate for them, simply to satisfy themselves in the challenging world of work. Adolescence in this condition would seek the help of their peers to support their behavioural challenges, as it is often said, 'no man is an island'.Kring, Davidson, Neale and Johnson (2007) observed that those delinquent behaviours exhibited by adolescents are in two categories. A pervasive pattern of disregard for the rights of others from the age of 15 such as

truancy, running away from home, frequent lying, theft, arson and inconsistency, breaking rules, being irritable, physical aggressive, defaulting on debts, being reckless, impulsive, neglecting plan ahead, show little regard for truth and little remorse for their misdeeds.

Berger (2000) opined that delinquent behaviour among students has assumed a worrisome dimension in our society. One would wonder what could have been the cause of these recurrent behaviour. These consist of destructive actions that are harmful to others in the society. The behaviour includes illegal activities as well as harming people in inter personal manners such as theft, threat, fight, vandalism, rudeness, drug addict, littering environment, anger issue, verbal abuse, walking out of teacher, examination malpractices, truancy. From observation, adolescent excessively display delinquent behaviors toward others and to the society at large. Researchers have hypothesized that autocratic parenting would lead to higher level of delinquent behavior, but it was found in contrast that parenting styles that were based on non-involvement i.e. laissez-faire have more of an effective than the styles that include harsh punishment coercion (Burt & Donnellan, 2009). Democratic parenting shows high level of support and has effective communication with their children while autocratic parents are over-protective and believe in harsh punishment and laissez-faire parents give a child high level of independence, which result in low level of parental guidance. The study looked into the negative behaviour of parenting, which includes behaviours such as abuse, neglect, over control and harsh punishment. Most of our adolescents have great disregard for rules and regulations. It could be that parenting styles and behaviours related similar to children's adjustment, depending on the broader context in which these behaviours are situated, suggesting that the effect of parental discipline are not entirely universal. Nearly all culture possess a transition phase from childhood to adulthood, as the world changes, so did the transition into adulthood (Hoeve, Blokland, Dubas, Loeber, Garris & Vanderlaan, 2008).

1.2 Statement of the Problem

The researcher having seen the unwholesome behaviour that emanated from adolescents which causes burden to parents, school administrator/ teacher and the society, wade into the research of this nature to find out may be parenting styles like democratic, autocratic and laissez-faire have a way of causing delinquent behaviour and probably peer pressure as a social factor, makes adolescent to adopt certain behavior in order to fit in with others could influence delinquent behaviour.

Democratic parenting predicts many positive outcomes for children and adolescents when compared with autocratic and Laissez –faire in some cases. The ability of parents to choose the right parenting style. A study with toddlers, mothers and their children were video-taped while they performed various tasks by Dishon & Dodge (2006). The mother was asked to prohibit the child from touching attractive objects. Video tapes were coded for the type of control used by mothers. "Gentle guidance" a concept similar to democratic parenting was defined as controlling the child's behavior in a manner that was not power assertive e.g. using polite requests, positive comments and suggestions. "Negative control" concept similar to autocratic parenting was defined as using threats, harsh interventions and negative statements.

Children of autocratic parents in the opinion of Chambers eta'l (2001) –shows stress but not warm, a reasonably adequate position of obedience and conformity with norms. They did well in school and were less likely than their peers to be involved in deviant activities. Conversely, they also manifest lower self-reliance and self-competence and higher psychological distress.

Laissez-faire homes report the lowest levels in all categories, a lack of emotion support and rejection are characteristics of an autocratic parenting style. Low parenting case, like laissez-faire parenting style is related to high levels of distress in adolescents.Some argue that peer pressure has the ability to influence child's delinquent behaviour while others

believe that child's parents are the most influential in their lives. Due to the complexity of our society where parents are working round the clock to pay bills, they are often faced with the task of parenting their children within a culture that is dissimilar from their culture of origin. In the absence of this proper parenting, children usually become delinquent. Again, if peer influence and poor parental training clashes, adolescence are left at the cross road.

Peer pressure may also be a major factor in delinquent behaviour among students as they usually believe in their peers' opinions than their parents. This is characteristic of every adolescent, friends influence them to do what they may not want to willingly do, which usually lead to delinquency. It is assumed that the large time adolescent spend with their peer makes them to be influence in a negative way which breed delinquency. Again they may lack the maturity to handle the peer pressure and consequently would be delinquent. Adolescent usually exhibit high emotional tension and it is often said that "adolescent is a period of storm and stress – they are usually restless and display high level of energy at this stage. Therefore, adolescents' lives today are far more complex and demanding than yester years.

Delinquent behaviour among students have been a thing of concern to parents, schools and society at large. The incessant stealing, lying, sexual promiscuity, thuggery, rape, drug addiction, cultism, absenteeism, verbal abuse and examination malpractices are some of the delinquent behaviours observed among students in Kaduna metropolis. This has attracted the attention of many people who are concern with the training of these delinquent students. These behaviours posed a threat to the smooth administrative function of schools, with students under their care. Delinquent behaviours affect student themselves, hence, they do not concentrate on their studies which is the primary objective in secondary school. Some parents find it difficult to deal with the delinquent behaviours of their children and usually go further to seek alternative remedy in handling these behaviours. The society is not left out too as people complain about these unwholesome behaviours emanating from young people and are looking for ways to curb them. Children of domineering parents may turn out to be a

meek, timid and fearful person or a cheat and rebel against all his parents stand for. This may cause lack of discipline and control in the adolescents later in life. In view of these, the study has sought to find out the influence of parenting styles and peer pressure on delinquent behaviours among senior secondary school students, with the hope of finding solutions to the problem at hand.

1.3 Objectives of the Study

This research aimed to achieve the following objectives;

1. To assess the influence of democratic parenting styles on delinquent behaviour among senior secondary school students.
2. To assess the influence of autocratic parenting styles on delinquent behaviour among senior secondary school students.
3. To assess the influence of laissez-faire parenting style on delinquent behaviour among senior secondary school students.
4. To assess the influence of peer pressure on delinquent behaviour among senior secondary school students.

1.4 Research Questions

The following research questions are raised regarding the problem under investigation;

1. What is the influence of democratic parenting style on delinquent behaviour among senior secondary school students?
2. What is the influence of autocratic parenting style on delinquent behaviour among senior secondary school students?
3. What is the influence of laissez-faire parenting style on delinquent behaviour among senior secondary school students?

4. What is the influence of peer pressure on delinquent behaviour among senior secondary school students?

1.5 Research Hypotheses

The following hypotheses will be tested.

Ho_1 There is no significant relationship between democratic parenting styles and delinquent behaviour among senior secondary school students.

Ho_2 There is no significant relationship between autocratic parenting style and delinquent behaviour among senior secondary school student

Ho_3 There is no significant relationship between laissez-faire parenting style and delinquent behavior among senior secondary school students.

Ho_4 There is no significant relationship between peer pressure and delinquent behavior among senior secondary school students

1.6 Basic Assumptions

This study is based on the assumption that:

1. It is assumed that democratic parenting style might influence delinquent behaviour among senior secondary school students.
2. It is assumed that autocratic parenting style might influence delinquent behaviour among senior secondary school students.
3. It is assumed that laissez-faire parenting style might influence delinquent behaviour among senior secondary school students.
4. It is assumed that peer pressure might influence delinquent behaviour among senior secondary school students

1.7 Significance of the Study

It is a common knowledge that there are security challenges, examination malpractices, thuggery, rape, cultism, stealing among other delinquent behaviours which are usually perpetrated by adolescence, most of whom are of secondary school age.

The research of this nature is relevant to Parents who would find it useful to evaluate different parenting styles and their influence on adolescents' behaviour then may choose the one that is appropriate for the upbringing of their children.

Principals, and Teachers, will also find this research work useful because it will afford them the opportunity to see how parenting styles and peer pressure may influence delinquent behavior so that they will understand how to handle delinquent behavior among students.

School psychologists or counsellors handling delinquent problems of student would also be able to identify various behaviours exhibited by adolescents and to advise students on the right peer group to move with that would be of benefit to them academically, socially and morally.

The study would be relevant to policy makers and government, for example, ministry of education and juvenile remand home for junior offenders like; boaster home, an arm of the Nigeria Prison Service. That is concern with the policy that guide the day-to-day running of school system. This will help them to formulate policy that would help in the smooth running of the schools.

Non-Governmental Organizations like; United Nations Children's Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organisation (UNESCO) dealing with adolescents will find this useful to bring about better ways of addressing delinquent behaviours in our society. The study will also contribute to other literatures in the area of parenting styles, peer pressure and delinquent behaviours. It will assist other students' researchers who would want to carry out research in the area of parenting, peer pressure and adolescent delinquency.

1.8 Scope and Delimitation of the Study.

The research was delimited to senior students in public secondary schools in Kaduna metropolis, Kaduna State. It is assumed that the delinquent's behaviours are common among senior secondary students. In some of the secondary schools, there may be few S.S.S. II students who are little above 19 years of age. Obviously, the senior secondary schools are made up of teenagers or adolescents. Emphasis was basically on this because it is assumed that adolescents are found at this higher level of secondary school. In this case, the research was limited to adolescents male and female students within the age range of 15-19 years. This study was limited to parenting styles, peer pressure and delinquent behaviours among senior secondary school students in Kaduna metropolis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter comprises the conceptual framework, theoretical framework and review of related studies on parenting styles, peer pressure on delinquent behaviours among public senior secondary school students in Kaduna metropolis.

- Conceptual Framework
- Parenting Styles

- Peer Pressure
- Delinquent Behaviours
- Theoretical Framework
- Review of Related Studies
- Summary

2.2 Conceptual framework

2.2.1 Parenting Styles

Parenting is a critical aspect of child up bringing in every family and society. Hence, family is the smallest unit that constitutes the society. What comes up as a result of this training affect the society either positively or negatively due to the time young children spend in the presence of their parents, it seems logical to conclude that the family environment has a marked influence on their lives. Through interactions with their parents, children become aware of the consequences of their actions and of others' expectations of them. This early socialization process therefore, appears to be a means by which children come to internalize a sense of what is right and of what is wrong. (Ludwig & Duncan 2006).These parenting styles includes, democratic, autocratic and laissez-faire.

Parenting according to Okpako (2004) is the act of parenthood, the child upbringing, training and rearing or child education. Parents world over, are in search of greener pasture, and for some decades, there has been drift of families from their place of origin to urban cities. Inman, Howard, Beaumont and Walker (2007) opined that parents are often faced with the complex task of parenting their children within a culture that is notably dissimilar from their culture of origin. Inman, Howard, Beaumont and Walker (2007) opined that parents are often faced with the complex task of parenting their children within a culture that is notably dissimilar from their culture of origin. According to Boroffice (2003) and Hyssong (2000), the incidence of parental separation may result in adolescents' embarrassment, depression

and even make them to miss school, perform poorly academically and participate in delinquent behaviours. So, parenting styles are the method use in guiding, training and schooling a child from a formative year to adulthood in order to fit in to the expected objective of the parents and the society.

The persistence aspects of parental rearing styles of children which are strong discipline, parental disharmony, rejection of the child and inadequate involvement in the child's activities cause delinquency among adolescents. (Okorodudu & Okorodudu, 2003). Some research reports have shown that a large percentage of delinquents come from homes that lacked normal parental love and care. Attention, love and warmth go a long way in assisting the child's emotional development and adjustment (Odebunmi, 2007). In fact, children at adolescence stage require parental love, care, warmth and serious attention to adjust adequate, in the environment in which he/she finds him/herself. Parent has major roles to play in the adjustment process of adolescent. The behavioral problems of most deviants are rooted in their homes (Onyehalu 2003). Otuadah (2006) noted that when the relationship between the parent and the adolescent is warm, it creates a healthy environment for the development of the adolescent. Adolescents exhibiting traits of friendliness, cheerfulness, positive emotions and good maturity, show evidently, that such adolescent comes from home where they are accepted and love. Okpako (2004) observed that a child well brought up will remain a source of joy and happiness for such family. The neglected adolescent gradually becomes a drug addict, hardened criminal, aggressive, restive, arm robbers, cultist, rituals and rapist and so on. The required parental monitoring and control for adolescent's development may be hindered due to parents' serious involvement in economic activities outside their homes to meet up with family financial commitments. Ukoha (2003), Onyewadume (2004) and Otuadah (2006) observed that parents spend little or no time at home to assist in the upbringing of the children. The children invariably fall into evil association. Loromeke (2007) is of the view that parents bring up their children according to

the training they also receive from their own parents. For example, many parent who grew up in the strict environment end up getting such for their own children. African tradition has it that the use of high control, authority and punishment bring the best out of a child.

2.2.2 Types of Parenting Style.

Due to the proportion of time that young children spend in the presence of their parents. It seems logical to conclude that the early family environment has a marked influenced on their lives. Through interactions with their parents, children become aware of the consequences of their actions and of others' expectations of them. So, the manner in which parents respond to their children's training is what Baumrind (1991) referred to as parenting styles. Scholar have carried out researches on parenting styles and came out with various type of parenting style among whom was Diana Baumrind, a well-known parenting style researcher in the year 1966. She combined the ranges of parenting behaviours that affect the level of control clarity of communication, maturity demands and nurturance as four important dimensions of parenting (Bornstein & Zlotnik, 2008). Besides that, Baumrind mentioned that parenting behavior consist of two dimensions which are responsiveness, that is, parental support, and demandingness-also known as parental control. Based on the above dimensions, Baumrind (1991) in conjunction with Huver, Otten, Vries and Engel (2009) identifies three types of parenting styles known as the Democratic, Autocratic, Laissez- faire, otherwise known as authoritative, authoritarian and permissive parenting styles.

2.2.3 Democratic/Authoritative Parenting Style

Hertherington and Parke (1999) stated that parents on this parenting style are high on responsiveness and demandingness. These parents value both instrumental and expressive attributes, for example, discipline conformity and freedom of self-will, yet they assume ultimate responsibility for the behaviour of their children. They are mindful of their own rights and also acknowledge their children's idiosyncratic ways. Authoritative parents set

clear standards of behavior which take into account the developing capabilities and needs of the child. They guide their children's activities firmly and consistently require them to participate in the functioning of the household by helping out with chores. When dealing with issues of discipline, democratic parents engage their children in dialogue in a rational, issue – oriented manner. Moreover, authoritative parents are considered warm and responsive to the needs of the children. They are effectively responsive by being loving, committed and supportive. They are also cognitively responsive by providing a situating and challenging home environment. Pellerin (2005) in agrees with Mackay (2006) that authoritative or democratic parents apply firm control and require their children to obey with a reasonable set of rules and guidelines.

2.2.4 Autocratic/Authoritarian Parenting Style

Pellerin (2005) in consonance with Baumrind (1991) stated that authoritarian or autocratic parent apply firm control and require their children to obey with a reasonable set of rules and guidelines. They are high on demandingness and low on responsiveness. They value obedience and favour punitive, forceful means. For example, the use of power assertion to curb the self-will of their children. They attempt to shape, control and evaluate the behaviour and attitudes of the child in accordance with a set absolute standard of conduct. Autocratic parents attempt to inculcate conventional values such as respect for authority and the preservation of order and traditional structure. Because these parents believe that their offspring should accept their rules and expectations without question, they do not encourage verbal give-and-take or discipline-related matters. This style ultimately does not foster their children's autonomy, but instead restrict independent behavior (Hsieh, 1998). Huver, Otten, Vries and Engel (2009) points out that compliance, conformity, strict parental control and respect for authority are the major concern of authoritarian parents. They prefer exercising high degree of demands on their children rather than nurturance and open communication.

They punish when they disobey the strict rules and regulation which are set. They utilize control to make disciplinary decisions, while harsh forms of punishment are discouraged. Dwairy & Menshar (2005) opined that democratic parenting style provides warmth, love and acceptance for their children in other to educate them to become progressively more autonomous. They further noted that an important characteristic of the democratic parent is the use of verbal give-and-take between parents and children. Open communication and reciprocal dialogue can be found within this style of parenting.

Odebunmi (2007) and Okapko (2004) identified some factors which will make for democratic parenting as: Provision of children's needs: good food, shelter, love, warmth, affection, education, control, monitoring, dialogue, supervision and so on. According to Darling (2007), democratic parenting styles have been shown to help American teenagers earn good grades, avoid delinquency, and also enhance ethnic pride in teens who are ethnic minorities. He also opines that parenting style predicts child well – being in the domains of social competence, academic performance, and good behaviour.

However, factors which constitute negative or poor parenting were identified as: parental harshness, aggression, lack of love affection and care, adequate monitoring and supervision and lack of control to mention but a few. These and others conditions may put the adolescents in to delinquent behaviours. These are the characteristics of an autocratic parenting. It tends to be high on demandingness and low in responsiveness (Huver, et.al, 2009). He also further stated that compliance, conformity, strict parental control and respect for authority are the major concern of autocratic parents. They prefer exercising high degree of demands on their children rather than nurturance and open communication. Children from autocratic homes will be punished when they disobey the strict rules and regulations which are set by their parents. Authoritarian parents usually discourage autonomy and disallowed decision making by their children (Bornstein & Zlotnik, 2008). Gould & Martindale (2009) stated two types thus, which are non – Authoritarian – directive and authoritarian – directive.

The non-authoritarian – directive parents are directive but will not either be tyrannical in their use of power while authoritarian– directive parents are highly autocratic in the way they use their power.

2.2.5 Laissez- Faire/Permissive Parenting Style

Permissive or laissez-faire parents are high on responsiveness, but low on demandingness. These parents interact with their children in a passive manner, of avoiding the use of power when dealing with issues of discipline. They view themselves as resource available to the children, the children may or may not choose to use. Laissez-faire parents are likely to view discipline as an infringement upon the freedom of their offspring, which they believe impinges upon their healthy development. Consequently, these parents attempt to behave in a non – punitive, accepting and affirmative manner toward their children's impulses, desires and actions.

Spera (2005) sees laissez-faire parents as setting no rules and the adolescents is permitted to do what he / she thinks is right. These is the underlying believe that the wrong done, they will learn from the consequences of his act that is wrong. That learning by experience, as it says experience is the best teacher. He further stated that adolescents' who have grown up in laissez-faire homes tend to become spoiled. They tend to be uncooperative and in considerate with peers. Also, they lack control, are rebellious, hostile and aggressive. Looking at the opinion of Baumrind (1991), permissive parents are non-controlling and one who make few demands on the child. Generally, they are warm and allow the children to control their own behaviours and establish their own guidelines without any specific standards. Children are consulted on family decisions and issues. Lesser faire parenting raises children who are immature and low in responsibility.

Hertherington & Parke (1999), the effect of the laissez-faire style of parenting on the child's behaviour include self-reliance, independence and discipline that generate a certain

amount of anger by preventing the child from doing motivated acts, that it communicates some disapproval by the parents and that it affects the learning or socially desirable behavior when parent for example, condone cheating, the adolescent's attitudes towards it becomes lenient. Santrock, (2007) observe that, parents described as laissez-faire allowed their adolescents to have more influence than the parents themselves had in decision making.

2.2.6 Delinquent Behaviour

Delinquency is a growing problem across the globe and Nigeria is not an exceptional. This prompted the researcher to beam his search light on finding the influence of parenting styles and peer pressure on delinquent behaviours. So, delinquency as relayed by Walter (2005) is a person usually young, who behaves in a way that is illegal or unacceptable to most people. Also, delinquency is defined as a major or minor law breaking by youth under the age of 18 (Berber, 2002) Law breaking such as; murder, rape, robbery, pick pocket, examination malpractices, thuggery, smoke, alcohol intake, destruction of properties, rioting, pickpocket and so on.

Involvement of adolescents in delinquent activities is on the increase in our society in the last few years. These crimes range from minor killing perpetrated by teens. For example, the recent killing of four students in university of Port Harcourt in Rivers State and that of federal polytechnics Yola in Adamawa State. The suspects paraded on the media were mostly young adolescent as reported by Ojiabor & Sanni (2012). A research carried out by Turner (2011) corroborated the above assertion when they reported that delinquent behaviour rose from 367 to 538 per 100, 000 adolescent between 1986 and 1996. They claimed that most of the suspects arrested in 1996 were adolescents and are arrested previously for crimes like; theft, shoplifting, rioting, robbery and extortion. Eke (2004) note that there are two main categories of delinquent behaviours Nigerian adolescents engaged in, criminal and status offence. The criminal offences include stealing, rape, drug offences, murder, burglary, pick

pocket and armed robbery. However, status offence includes; running away from home, truancy, lie, smoke, alcohol intake among others.

Bingham, Shope and Rachunathan (2006) identified a type of delinquent behaviour as; conventional behaviour which are encouraged by the society. Onyehalu (2003) asserted that the existence of stable and normal societies is based on acceptable ethical principles, norms and healthy values. Okorodudu & Okorodudu (2003) referred to the norms and values as desirable behaviours while Onyehalu (2003).claims that any departure from the accepted norms by people who are not yet adult is delinquency. However, Bingham et.al (2006) refers to behaviours which are socially prohibited as delinquent behaviour. Any behaviour that falls short of societal norms, values, beliefs and expectations are undesirable behaviours. Okorodudu & Okorodudu (2003) in their research identified the following as deviant behaviours exhibition frequently and persistently in the class room; working out on the teacher, noise making, sleeping in class, pinching, aggression, vandalism, lies, truancy, cheating in examinations, immorality, alcoholism, use of drugs, cultism and so on. Boroffice (2003) believes that negative factors such as biological, e. g big head, dwarf or albinism, and social view of self, attitudes, beliefs, sense of his future are some of the factors that predispose adolescents to unhealthy behaviors.

The psychological tensions in adolescents away from home or from school have the potentials of exposing them to negative association, (that is peer group). (Okorodudu & Omoni, 2005). These scholars also observed that adolescent may exhibit suicidal tendencies, Juvenile delinquency, vandalism, destruction of public property, maiming and murder of parents and violence against the large society. Juvenile delinquency is noted by Ekoja & Adole (2008) as gang delinquency. These gangs delinquent are group of youth that exhibit criminal behavior. Several researches done on factors that precipitated delinquency among adolescents include that of Okorodudu & Okorodudu, (2003); Eke, (2004) when they stressed

that adolescence is a period of stress and storm and the period is characterized by rebelliousness. This is caused by non-conducive environment such as; peer influence, drug abuse, poverty at home among others.

Eke, (2004) further buttressed that causes of delinquent behaviour tend to find theoretical explanations in the interaction between biological, environmental and social factors. She believed that the biological or genetic make-up of individuals can cause adolescents' engagement in delinquent activities. Chromosomal abnormalities in adolescents may predispose them to anti-social behaviours. The Nigerian government had overtime devised and employed several measures aimed at curbing delinquent behaviour in our society but to no avail. As it still witness pockets of such behaviours in our society. The establishment and administration of juvenile justice; promulgation of juvenile laws and courts, establishment of remand homes, establishment of security and law enforcement agency to have proved the effort of government to minimize these negative behaviors. Many researchers agree that the foundation of delinquent behaviors is rooted in the kind of home the adolescent is brought up (Odebunmi, 2007,Otuadah, 2008,Okpako 2004,Utti 2006).They also argued that the basis for good behavior, orientation good adolescents and attitude development is founded on positive parenting. Therefore, parents should be blamed and be made to take responsibility for the misfortune that befalls the adolescents.

2.2.7 Relationship between Parenting Style and Delinquent Behavior

The style used in parenting children by their parents could determine their emotional stability which could either make or mare them. Harsh and inconsistent parenting is the main cause of conduct disorders. The persistence aspects of parental disharmony, rejection of the child and inadequate involvement in the child's activities cause delinquency among delinquency among adolescents (Okorodudu 2010). One major components of parental control is monitoring behavior. Studies have shown that parental monitoring is associated

with lower level of delinquency.(Hoeve, Dubas, Vander and Garvis 2009).Delinquent youths may have parents who are often not aware of what they are doing and who and where they are spending their time. In addition, with less attention paid to their daily activities, youths have more opportunities to participate in delinquent activity (Peterson & Stouthamer 1994). Autocratic parents are often strict and in some families unfair in punishing their children. Rigid discipline can be harmful to a child as he or she is maturing. Laissez- faire parenting do not impose rules on their children, their children can do what they want. Lamborn, Mount, Steinberg and Dornbusch (1991) have found out from research, that adolescents who characterized their parents as democratic reported significantly higher academic competence, lower level of delinquent behavior and higher level of psychosocial development. Loeber and Stouthamer (1996) also posited that lack of parental supervision, discipline, emotional support and rejection are the significant factors in predicting delinquency in adolescents.

2.2.8 Peer Pressure

Peer pressure could be seen as the influence exerted by peer group in encouraging a person to change his or her attitudes, values or behavior to conform to the group of people who are relatively of the same age and come from same social group e.g. school, ethnic, religion and so on. Vigdor (2006) defines peer pressure as collections of adolescent identified by interests, attitudes, abilities and personal characteristics they have in common. Peer Pressure according to Burion, Ray and Mehta (2003) plays a role in the development of negative outcomes such as poor academic adjustment, social anxiety. They also stated that research on peer pressure has demonstrated that the influence of peers peaks in middle adolescence and begins a gradual decline in later adolescence. Adolescence is a period in human development characterized by transition from childhood to adulthood. One of the most important transitions occurring during adolescence is the rise of peer pressure. Peer pressure provide an idea not only for the acquisition and maintenance of friendships, but also

for the development of social skills e.g. good interpersonal relationship, social problem solving such as; lying, stealing, cheating and so on. Brown (2004) observed that the study of peer pressure in adolescence has shown to be important to the development of adolescents as it open up to the society, the gravity of this pressure on the adolescence. It also helps to understand adolescent friendships and their correlates e.g. juveniles' delinquency substance abuse among others. Peer group plays major role on adolescent delinquency. For example, the antisocial peer groups are often seen as the predictor of delinquent behavior (Lipsey & Derzon, 1998).The influence of peer pressure on delinquent behaviour seems to be strong, regardless of ethnic group membership. Many ethnic group comparisons of peer influence on behaviour have found that those with peers group, participating in negative behaviour are more likely to engage in this behaviour as well, regardless of ethnicity. (Choi, Harachi, Gillmore and Catalano, 2006) and (Walker –Barnes & mason, 2001). Peer pressure provide adolescents with the attitudes, motivation that support delinquent behaviour and they provide opportunities to engage in specific delinquent acts (Cashwell & Vacc, 1996).

There is strong evidence that parenting styles and peer pressure contribute to delinquent behaviours. Evidence like, parents exerting control over the peer relationships of their adolescents. (Mounts, 2004). For example, parents may manage adolescent peer relationships by selecting neighborhoods to live in, helping their children meet new friends and avoid bad ones, and offer advice on how to manage friendships and resolve conflict. Warr (1993) suggested that, adolescents who spent more time with their parents and spend less time with their peers, may be less delinquent in behaviours. Similarly, Dillon, Pantin, Robin and Szapocznik (2008) agreed with the above assertion, when they carried out a research among Latin and African American delinquent behaviours, parenting styles and peer pressure. They explained the relationship between family training and delinquency, although the models differed across groups. Brown (2004) agreed with the above when he asserted that the effects of peer pressure are stronger during adolescence than in adulthood. Indeed a

recent experimental study found that exposure to peers during a risk – taking task double the amount of risky behaviour among middle adolescents (Baron & Kenny 1986). As adolescents begin to sort themselves into groups, an actual pressure to adopt the styles, values and interests of one's friends may intensify as they use social influence to foster uniformity within their group and to develop a group identity that distinguishes them from other students. This process of regulation may be a powerful force during middle adolescence. Again, peer influence in adolescence may be due to changes individuals' susceptibility to peer pressure. This pressure may lead adolescents to want to alter their behaviour in order to fit in, because, they care more about what their friends think of them, they are more likely to go along with the crowd to avoid being rejected (Brown, 1986).

Furthermore, most studies of susceptibility to peer influence have asked adolescents to respond to hypothetical dilemmas in which they are presented with two courses of action: One that conforms to peer pressure to engage in a particular behaviour for example, sneaking into a movies theater and one that stands against peer influence and refuses to conform. Respondents are then asked how they would behave and to indicate their degree of confidence in their answer. In general, most studies using this approach show that conformity to peers is higher during early adolescence (Santrock, 2007).

2.2.9 Relationship between Peer Pressure and Delinquent Behaviour

Adolescence are susceptible to their peer due to the nature of their age. They seems to believe their peers more than their parents. This could be because they spend much time with their peers. Consequently, they are mostly delinquent hence, they are left in the cold hands of their peers who determine their pattern of behavior. Peer group has a socializing influence on adolescent delinquency. Delinquent peer are often seen as the most robust predictor of delinquent behaviour (Lipsey and Derzon, 1998). The influence of peer delinquency seems to be strong regardless of ethnic group membership, Kim & Got (2000) discovered from

research that many ethnic comparisons of peer influence on delinquent behavior have found that those with peers participating in negative behavior are more likely to engage in delinquent behavior regardless of ethnicity. Peers provide adolescents with the attitudes, motivation and rationalization that supports delinquent behavior and they provide opportunities to engage in specific delinquent acts (Cashwell et al 1996). More so, delinquent behaviors are often committed in groups and has been found to be more peer-oriented than other adolescents not only do adolescents learn how to behave delinquently from peers but within their peer network, they are able to practice and act these behaviors (Seydlits & Jenkins, 1998).

Mount (2004) posited that there are evidences that both presenting style and peer pressure contribute to delinquent behavior but the extent to which delinquency occur is not certain with both variables. Also, evidence suggest that parents also exert control over the peer relationships of their adolescents for example parents may manage adolescents peer relationships by selecting neighborhood's to live in, helping their children meet new friends and avoid bad ones, or offer advise on how to manage friendships and resolve conflicts. Adolescents who spent more time with their parents spent less time with their peers, which would prevent them from developing delinquent behavior. Similarly, parents monitoring may help the adolescent avoid being involved with delinquent peers. Also, parental monitoring of peers explained the relationship between family functioning and delinquency.

2.3 Theoretical Framework

The following theories were reviewed in line with the variables in this study. Albert Bandura social learning theory, Deci and Ryan self-determination theory (SDT) and Emile Durkheim Sociological theory.

2.3.1 Bandura Social Learning Theory

This theory explains parent-child relationships. This is associated with the ideas and findings of (Mcleod, 2011) as earlier propounded by Albert Bandura. Social learning theories posits that those children's real life experiences and exposures directly or indirectly shape behaviours. Also if a child receives an immediate reward for his/her behavior, such as getting parental attention or approval, then that child is likely to behave well. But when the child is ignored or punished, he/she may drop the good behavior for bad. This method according to Bandura is called traditional behavioral principle of reinforcement and conditioning. Balarabe, (2003) agreed with this when he opined that adult, leaders, and role-models behaved in certain ways which they copy by the processes of imitation and identification. The model suggests that children learn strategies about managing their emotions, resolving disputes and engaging with others not only from their experiences, but also from the way their own reactions were responded to.

2.3.2 Deci and Ryan Self-Determination Theory (SDT)

According to Deci & Ryan, (2008). They use the concept of innate, psychological needs to understand human motivation. All human beings have the fundamental needs to feel competent and autonomous in order to develop and function optimally. Self-determination theory suggest that children have an innate tendency toward mastery of their environment and that the internalization of values, behaviours and attitudes in the social environment is not rehearsed. Self-determination theory therefore, highlights the role of social context which can either facilitate children's intrinsic motivation.

2.3.3 Durkheim Sociological Theories

Sociologists have examined the role of societal factors to explain delinquent behaviour. They study the interrelationships between individual, socio-economic groups, social processes and societal structures. Kris berg (1975) a sociologist explained that socio-

economic conditions and pressures shape individual and collective behaviour which may lead to delinquent behaviours. Again, inequality and deprivation are associated with delinquents' behaviours. Conditions such as; poor educational achievement, inadequate housing and family dysfunction lead to delinquent behaviours. Durkheim (1994) clearly stated that delinquent behaviours arise between dominant groups and "Subordinate" classes, races, genders, political groups, ethnic groups and religious affiliations. This is seen when the "haves" often underrate the "have-nots", with the latter being labeled as criminals and can at best be controlled by social institutions rather than completely eradicated. Therefore, sociologist quite believed that delinquent behaviour and most social misbehaviors are learned and that it is learned in the process of social interactions (Sykes & David, 1989) these theories clearly indicated the dynamic nature of human behaviour vis-a-vis delinquency.

2.4 Review of Empirical Studies

Influence of democratic parenting on delinquent behaviour

Developmental research demonstrates that democratic parenting predicts many positive outcomes for children and adolescents when compared with autocratic and Laissez – faire. Parenting style study with toddlers, mothers and their children were video-taped while they performed various tasks by Dishon & Dodge (2006). The mother was asked to prohibit the child from touching attractive objects. Video tapes were coded for the type of control used by mothers. "Gentle guidance" a concept similar to democratic parenting was defined as controlling the child's behavior in a manner that was not power assertive e.g. using polite requests, positive comments and suggestions. "Negative control" concept similar to autocratic parenting was defined as using threats, harsh interventions and negative statements. Next, the children were left alone with the prohibited attractive objects for a few minutes to measure the degree to which they had internalized the prohibition. Results showed that children's compliance was associated with maternal use of gentle guidance. Moreover,

mothers who used “gentle guidance” were more likely to have children who showed a high level of “committed compliance” across various tasks. Compared to “situational compliance” which refers to superficial obedience to request, “committed compliance” reflects a genuine eagerness to adopt the mother’s agenda and is considered the genesis form of internalization and self-regulation (Dishon etal 2006).Developmental research demonstrates that democratic parenting predicts many positive outcomes for children and adolescents when compared with autocratic and Laissez – faire. (Coplan, Hastings, Lagace – Seguin & Moulton, 2002). Research has identified the outcome for children raised with the different parenting styles. Lamborn, Mounts, Steinberg and Dornbusch (1991) found that adolescents who characterised their parents as democratic reported significantly higher academic competence, lower levels of delinquent development. Adolescents raised in autocratic homes were similar to those in democratic homes. However, they did not show as much self-reliance and social competence. The democratic style of parenting is the other studies conducted in countries with a diversity of cultural values led Knafo and Schwartz (2003) to claim that the benefits of the democratic parenting transcended the benefits of ethnicity, socio-economic status and household composition. Additionally, results from studies with poor families also questioned the idea that the democratic parenting style was also associated with delinquency for example, Leung, Lau and Lam (1999) found differences in the relationship with democratic parenting. Dwairy, Achoui, Abouserie and Fara (2005) found that in Arab societies autocratic parenting did not harm adolescents’ delinquency as it did in western societies. On the other hand, another set of studies suggested adolescents who characterize their parents as laissez-faire obtain equal or higher scores on different delinquency than adolescent who described their parents as democratic. In another study with German adolescents, those who perceived their parents as laissez-faire seemed to show a distinctive better psychosocial adjustment by scoring lowest on delinquency and anxiety ratio and showing high level of active coping. Baumrind (1991) carried out research on parenting styles and found out that adult who remembered

authoritative parenting i.e. democratic parenting is linked with more positive behavior outcomes compared with those who recalled the autocratic parenting. Bingham eta l (2006) generally observed that men had greater number of offence than women in their research work. The outcome of their behavior also shows that men had lower parental monitoring and greater parental democracy, less parental oriented and had more substance use than women. Some researches had shown that gender is not a significant factor in adolescent's deviant behavior and subsequent effect on academic achievement (Trivellor, Onyechi, and Okere, 2007). Boys with poor parental background may become school dropouts who may later graduate to streets boys, bus conductors or touts.

Influence of autocratic parenting on delinquent behaviour

Lamborn, Mount, Steinberg and Dornbush (1991). supported this research, they said adolescents from autocratic and lasses-fare families would perfume better in a youth outcomes examined when compared to adolescents from laissez-fare families were less clear as they showed a mixture of positive and negative outcomes. Chambers et al (2001) opined that adolescents from autocratic parents –stress but not warm-showed a reasonably adequate position of obedience and conformity with norms. They did well in school and were less likely than their peers to be involved in deviant activities. Conversely, they also manifest lower self-reliance and self-competence and higher psychological distress. Adolescents from laissez-fare families-warm but not strict-shoved high self-reliance and self-competence, but also showed higher levels of substance abuse and school problems.Autocratic parenting, characterised by moderate to high levels of control along with high levels of support. Is related to greater psychological well-being and lower levels of depressive symptoms and substance use (Maccoby & Martin 1993). Given current efforts to enhance adult well-being

in later life and lifespan development theories that stress the influence of early parenting behaviour and adjustment in middle and late adulthood is worth of examination. Yet, little is known about the connection between parenting styles experienced in childhood and psychological and behavioural outcomes in adulthood. Parental support is important because it predicts a strong sense of self-worth and security, great's psychological well-being, and other positive outcomes. (Coplan, Hasting, Lagace-Seguin and Moulton. 2002; Stein berg, 2001). Investigations of parenting behaviour experienced in childhood and subsequent adult development are limited to parental discipline and considered in association with a single negative outcome, such as personality disorder, depressive symptoms or substance abuse (Carter, Joyce, Mulder & Luty, 2001; Sakado, Kuwabara, Sato, Uchara & Someya, 2000). Autocratic parents that used negative discipline reported greater anxiety in adulthood (Gerisma, Emmelkamp & Arrindell, 1990). Parents' use of either excessive or inadequate control also predicted increased depressive symptoms in adulthood. Limited work has examined and recalled parenting styles that encompass both parental support and control. Moreover, studies generally include a single negative outcome and frequently are limited to clinical samples.

Influence of laissez-faire parenting on delinquent behaviour

Finally, adolescents raised in a laissez-faire homes report the lowest levels in all categories. Loeber and Stouthamer – loweber (1996) found similar result in their study. They listed parental characteristics associated with children developing delinquent behaviour. They identified lack of supervision, no discipline, lack of emotional support and rejection as the most significant factors in predicting delinquency in adolescents. A lack of emotion support and rejection are characteristics of an autocratic parenting style. This would potentially be harmful to a child growing up in that environment. Another study links parental case with high levels of psychological distress, which leads to delinquency. Chambers, Power, Loucks and Swanson (2001) found that high parental control, such as in an autocratic parenting style,

leads to a faster first arrest. They also discovered that low parenting case, like laissez-faire parenting style is related to high levels of distress in adolescents. School problems are related to parental attitudes. Dornbush, Ritter, & Cherin (1998) found that when parents keep an eye on their children and are genuinely interested in what their children are involved in their grades are better. These parental behaviours seem to be characteristic of democratic parenting style. If this is true, it can be assumed that the opposite may be true for Laissez-faire. One could predict more school problems among adolescence whose parents do not monitor where they are and do not pay attention to their school performance. It is believed that parents have an important role as both a socialising and control agent over their children's behaviour. One major component of parental control is monitoring behaviour studies have shown that parental monitoring is associated with lower levels of delinquency. Delinquent youth, may have parents who are often not aware of what they are doing and who and where they are spending their time. In addition, with less attention paid to their daily activities, youth have more opportunities to participate in delinquent activity. Several studies have shown that adolescents who are raised in homes characterised by democratic parenting (i.e. parenting that is warm but firm) are more mature and less likely to engage in risk-taking behaviour. The specific parenting behaviours required to achieve the balance of parental support, maturity demands and control reflected in the democratic style are complex and require subtle shifts over times as children's developmental needs change. Effective parenting include parental nurturance or a level of emotional warmth, support and acceptance, active interest and involvement in the life of the child versus mild or extreme forms of laissez-faire and clear, reasonable expectations and standards for appropriate behaviour with explicit rules and consequences for transgressions versus low levels of demand or excessive attempts to control behaviour.

Studies conducted by Baum rind, 1991, Gray and Steinberg, 1999, Lamborn et al, 1991, Radzisewska, Ricardson, Dent and Flay (1996). Using different youth outcomes of delinquency also supported the idea that, compared to the democratic style, laissez-fare style of parenting corresponds with children's poorest performance, whereas autocratic parenting occupied an intermediate position. Although those studies provided evidence that the combination of high level of parental warmth –democratic and strictness autocratic represented the best parenting strategies.

Influence of peer pressure on delinquent behaviour.

Sekuku, Rimfat, and Ogbonna (2003) opined that Peer pressure is one of the determinants of adolescence's behaviours. The behavior could be positive or negative depending on where this determinants swing. Therefore, literatures have reviewed peer pressure as it affects delinquent behaviours but not much has been done in this area. Literatures would be reviewed alongside the above variable. Research has supported the notion that friendship becomes increasingly important in early to middle adolescence, supplementing and perhaps exceeding the role that parents play (Brown, 2004). The research clearly reported increasing perceived importance and prevalence of "cliques" within their schools over the parent's opinion. Building on these findings, Okpako (2004) in his own opinion suggested that beginning in early adolescence, individual peer pressure begin to grow in complexity and size. So, at this stage, adolescent tilt toward friendship and if bad friends, it leads to delinquency. Johnson and Fennell (2002), said research has linked the peer pressure to the development of individual delinquency in the late childhood and adolescence. In a study of 665 in 5^{th}through 8^{th} grade children, in four Canadian elementary schools. Individual youths self-reported deviant behavior was significantly predicted by the mean level of deviant behavior reported by the other individuals within their peer group about 95 days earlier. This effect remained after taking into account the individual youth's initial

report of deviant behavior. The peer group representation in this case constructed using the social cognitive map procedure which asks all participants to report on the peer pressure on themselves as well as the rest of their class. Youth that were linked by their peers more were less influenced by their peer groups than were youth that disliked by their peers. The authors concluded that this study demonstrated the socialization influence of the peer group on future deviant behavior.

A research carried out by Okon (2001) revealed that rating of friends pressure based on their responses collected were found to have no significant difference across participating parenting styles .F (3.94)=3.93, P< .05, post comparisons across participating parenting styles did not reveal any significant differences in the ratings of participants' friends on responses. Simple effects test for participants which were used to clarify the three-way parenting styles and level of participants' friends reconfirm that the friends in the lesser faire parenting styles endorse delinquent behavior.

Delinquency is a widespread problem that impacts society negatively in many ways. Not only are youth physically injured from these behaviours they also become part of the juvenile justice landscape. The rate of delinquency is disproportionately high among ethnic minority youths – 56% of the African youth minority tribes reported engaging in a delinquent behaviour by age 17 compared to only 28% of other major tribes (Johnson & Fennell 2002). They also reported that overall rate of incarceration for the minority adolescents was 60% greater than that of the majority. Contrary to the model minority myth, majority tribes are increasingly becoming involved in delinquent behaviours. Given that each ethnic group has unique cultural norms and experiences, the predictors of delinquency may differ across different groups. Although numerous studies have found particular risk and protective factors for adolescent delinquency. Fewer studies have evaluated whether the same developmental models apply to adolescents of different ethnic backgrounds studies have

examined the link between parental monitoring and delinquency within each ethnic group, the empirical focus on the ethnic variation in the role of parental monitoring is limited. There are virtually no studies that evaluated differences among various ethnic groups across the globe. Burton (2007) found that lack of parental involvement is strongly associated with delinquency for minority ethnic groups but not for the majority group adolescents. Peers provide adolescents with the attitudes, motivation and rationalizations that support delinquent behaviour and they provide opportunities to engage in specific delinquent acts. Eke (2004) observed that causes of delinquency tend to find theoretical explanations in the interaction between biological and social factors. The genetic makeup of individuals can predispose adolescent's engagement in delinquent activities. Chromosomal abnormalities among the adolescent may predispose them to delinquent behaviors. She further emphasized the importance of extended family ties in other culture as well as the strong identification and attachment of individuals with their families. In Africa, parents expand beyond immediate mother and father to include members of the extended family, neighbours and every other persons who in one way or the other is involved in upbringing of the child (Okpako,2004). Communication between parents and adolescents is very essential in molding the delinquent behaviour. One possible explanation is that findings may vary depending on when communication is initiated for example to correct a child, it is before or after parents discover their children are sexually active or using drugs. The quality of parent- child relationship or the family values available in the household matters.

Sekuku Rimfat, and Ogbonna (2003) in their research found that there was no significant difference in delinquency between the two categories males and females. They noted that until recently male adolescents were by far more involved in delinquent acts than female. But times have changed, more and more females are now getting involved in delinquent acts. Delinquent behavior is seen as a major or minor law breaking by youths under the age of 18 (Berger, 2000). Some examples of major law-breaking are murder, rape

prostitution, examination malpractices, truancy, drug usage and robbery. Minor law-breaking refers to behaviours against the law. Flanagan and Maguire (1992) carried out a research and discovered that in 1990, 62.6% of the total arrests of juveniles were for minor crimes. Of this 62.6%, 18.6% were arrested for status offenses such as; truancy, underage, drinking, curfew violations and drug usage. Since most juvenile offenders commit minor offenses, much literature examines delinquency related behaviours. For example, a study conducted by the Bureau of labor statistics (1998) examined patterns of drug use in 12 to 16 year old adolescents. They found that 42% of adolescents have smoked cigarettes and 20% have smoked in the last month of the research year. The study also showed that 39% of adolescents have used alcohol and 21% have used alcohol in the last month. Jessild, Brook and Brook (2008) concluded in their research that illicit drug use as a result of delinquent behavior has increased since 1992. They reported that approximately 65% have smoked cigarettes, 81% used alcohol and 49% used marijuana. They further opined that, the underlining factors could be the relationship between individual use of drugs and the drug taking behavior of peer group, older siblings or parents. With these delinquent behaviours, youths often face problems at schools- they have little interest in school, which leads to poor academic outcome. Some fight their peers, vandalize school property hypothetically, these research results reflect Nigerian society.

2.5 Summary

Delinquent behaviours are growing problems in our society today. Cases of delinquent behaviours are serially reported on daily basis. For example, the rate youths bonfire at Ilupeju, Lagos, protesting an allegedly shot dead okada rider by a policeman. This resulted to breakdown of law and order causing many people to close their shops and running back home. This and many are cases of delinquent behaviours exhibited by the youths. The researcher sort to unearth the influence of parenting styles and peer pressure on delinquent

behaviors, a case study of Senior Secondary Schools in Kaduna metropolis of Kaduna State. The related literature reviewed in this study examined the conceptual meaning of parenting styles peer pressure and delinquent behavior. Parenting is the process of actively providing a safe, secure, nurturing environment for your children. It requires flexibility to meet the needs of your children. Parenting is the standard strategies that parents use in, their child upbringing, training and rearing with the inculcation of values, norms of the society in order to be useful to the society. Peer pressure is the collections of adolescent identified by interests, attitudes, abilities and personal characteristics they have in common. It is the influence individual exerts that encourages others to change their attitudes, values or behaviours. Delinquent behavior is any departure from the accepted norms by people who are not yet adult. The various types of parenting styles were discussed thus, democratic, autocratic and laissez-faire. Albert Bandura social learning theory social learning theory posited that those children's real life experiences and exposures directly or indirectly shape behaviours. Also, Emile Durkheim sociological theory was reviewed, it stated that the role of societal factors to explain delinquent behaviour which was the interrelationships between individual, socio-economic groups, social process and societal structure. He further explained that socio-economic conditions and pressures shape individual and collective behaviour which may lead to delinquency. Again, the literature reviewed to substantiate the findings of this research carried out on parenting styles and adolescent delinquency, shows that there was no significant relationship between authoritarian parenting styles and adolescent delinquency with F-ratio of .47, df=1/406, P>.05 level of confidence which was not significant. Again, researches carried out on delinquent behavior shows that 62.6%, 18.6%, were arrested for status offenses such as; truancy, underage drinking and drug abuse.

Uniqueness of the research work

So much research work have been done in the area of parenting styles and peer pressure in relation to anti-social behaviour, but this research work focused mainly on,

among others the three parenting styles of democratic, autocratic and laissez-faire, how they influence delinquent behaviour. Taking peer pressure as an independent variable and how it influence delinquent behaviour. The finding revealed uniquely that there is a significant negative relationship between democratic parenting style and delinquent behaviour with r = -.188; p> .05 which implies that students from home where democratic parenting style is used are less likely to be delinquent. This was in contrast to what Okorodudu, (2010) reported that the use of democratic parenting does not relatively engender low delinquency that the use of both autocratic and democratic parenting significantly played down delinquent behaviour. This research revealed that the use of autocratic parenting engenders delinquent behaviour significantly, but Chambers et al (2001) opined that adolescents from autocratic parents showed warm and adequate position of obedience and conformity with norm. They did well in school and were less likely than their peers to be involved in deviant activities. More so, in the research carried out by Eke, (2004) when he observed that peer pressure was not a factor in delinquent behaviour, that it finds theoretical explanations in the interaction between biological and social factors. But in contrast to this, the finding in this research work shows that there is a positive significant relationship between peer pressure and delinquent behaviour with correlation r = .683; p< .05. Also, this research work exposed that parents who have difficulty in the application of different parenting style would find this work useful.

CHAPTER THREE`

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the method to be used in the study. These include Research design, Population of the study, Sample and sampling techniques, Instrumentation, Pilot testing, Validity and reliability of the instrument, Procedure for data collection and Procedure for data analysis.

3.2 Research Design

Correlational design was used for this research because it test the degree to which two or more attributes or measurements on the same group of elements shows a tendency to vary together. It is to measure relationship between two variables as numerical values. For example, the words ‘positive’, ‘negative’, ‘strong’ and ‘direct’ correlations are often used as modifiers. Also, it determines whether or not two variable are correlated. This means, to study whether an increase or decrease in the other variables. (Montgomery, 2012).

3.3 Population of the Study

The population consist of all male and female SS11 students in Senior Secondary Schools in Kaduna metropolis of Kaduna State. These schools are made up of day and boarding, boys only, girls only, co-educational students and their age ranges between 15-19 years with the population of four thousand two hundred and fourteen (4214). Kaduna State Ministry of Education (2014).

3.1Table below shows the population distribution of the senior secondary schools:

	School	Population
A	*	245
B	*	185
C	*	213
D	*	252
E	*	262
F	*	244
G	*	222
H	*	259
I	*	172
J	*	202
K		230
L		182
M		195
N		184
O		173
P		215
Q		223
R		162
S		189
T		205
	Total	4214

3.4 Sample and Sampling Technique

The purposive sampling technique was used to select ten (10) schools out of the twenty (20) schools in Kaduna metropolis. This helped the researcher to capture all the categories of schools, the schools includes, boarding and day students, boys' school only and girls' school only and co-educational school. It is characterized by the use of judgment and a deliberate effort to obtain representative samples. (Kerlinger in James,1997). They have the total number of Two Thousand, Two Hundred and Fifty-six (2256) students. Using Krejcie and Morgan (1970) table for determining sample size from a given population, Three Hundred and Twenty-seven (327) samples were used for this study. The Sample size was determined using proportional sampling technique to determine sample size for each school where it states that the population of school divide by total population and multiply by the sample size of each school. For example, 245/2256 *327 =36. Below is a table showing the population of schools and the sample size.

Table 3.2 Distribution of Population and Sample Size of SS2 students in Kaduna Metropolis.

Schools	Population	Sample
A	245	36
B	185	27
C	213	31
D	252	37
E	262	38
F	244	35
G	222	32
H	259	37
I	172	25
J	202	29
Total	2256	327

Source: Kaduna State ministry of Education (2014)

The researcher went to the ten selected schools to identify the delinquent students. The highly delinquent students were picked among the ranges of delinquent students given by the school authorities- that is, high, average and low delinquent students.

3.5 Instrumentation for data collection

The researcher made use of five (5) instruments to collect the data for this research. The five (5) instruments of Erinisha, (2012) was adopted for this work. The instruments are; Democratic Parenting Questionnaire (DPQ), Autocratic Parenting Questionnaire (APQ), Laissez - faire Parenting Questionnaire (LPQ) Peer Pressure Questionnaire and Delinquent Behaviour Questionnaire (DBQ).

The instrument comprises of Sixty (60) item questions which includes bio-data of despondence. The questionnaires are distributed thus;

Item 1-10 measures democratic parenting

Item 1-10 measures autocratic parenting

Item 1-10 measures laissez -faire parenting

Item 1-15 measures peer pressure

Item 1-15 measures delinquent behaviours

3.5.1 Democratic Parenting Questionnaire: This is used to measures democratic parenting and find out from students how their parents exert discipline, conformity to rules and freedom of self-will on them. It contains ten items (10).The respondents are asked to indicate the extent to which they strongly agree, 4, agree, 3, disagree, 2, or strongly disagree, 1. Higher scores indicate higher involvement in democratic parental influence.

3.5.2 Autocratic Parenting Questionnaire: This measures autocratic parenting –this is to find out from the students how their parents apply firm control, compel their children to obey rules and forceful punitive measures. It has ten items (10). Respondents are asked to indicate the extent to which they strongly agree, 4, agree, 3, disagree, 2, or strongly disagree, 1.

3.5.3 Lesser faire Parenting Questionnaire: This measures lesser faire parenting – this instrument measures how parents of the respondents avoid the use of force in disciplining and the level of freedom given to their children in decision making at home. It contains 10 items. They are to indicate the extent to which they strongly agree, 4, agree, 3, disagree, 2, or strongly disagree, 1.

3.5.4 Peer Pressure Questionnaire: The instrument measures how influence students are in their daily activities with peer. It has fifteen items (15). It will be given to the respondents to find out the level of influence their peers have on them.

3.5.5 Delinquent Behaviour Questionnaire: The instrument measures delinquent behaviours- this instrument measures the level of delinquency exhibited by students. The respondents are asked to indicate the extent to which they strongly agree, 4, agree, 3, disagree, 2, or strongly disagree, 1.

Scoring Procedure: Considering the research questions and hypotheses raised for the study. Each column is provided with question items to give the best feeling of the respondent on the 4 point likert scale that is Strongly Agree, Agree, Strongly Disagree, and Disagree. The scale will be scored as follows: Strongly Agree = 4, Agree = 3, Strongly Disagree = 2 Disagree =1. Higher scores indicate higher involvement in parental influence, peer pressure and delinquent behaviour respectively. For example, student that scores 30-40 on democratic parenting style scale shows that such student experience a democratic parent and vise-versa.

3.6 Validity and Reliability of the Instruments

3.6.1 Validity of the instruments

An instrument is valid when it is able to measure what it is designed to measure. To establish the reliability index of Democratic Parenting Questionnaires (DPQ), Autocratic Parenting Questionnaires (APQ), Laissez- Faire Parenting Questionnaires (LPQ) Peer Pressure Questionnaires (PPQ), and Delinquent Behaviour Questionnaires (DBQ). The researcher made copy of the questionnaires available to the supervisors and other experts from Educational Psychology and Counselling Department, Ahmadu Bello University, Zaria to read, correct and make their input, the observations were taken and incorporated.

3.6.2 Pilot Testing

In order to ensure the reliability of the instrument, pilot testing was conducted in Government secondary school Kujama. The school is not part of the four (4) selected senior secondary schools of the main study. A pilot testing is usually carried out on member of the relevant population, but not on those who will form part of the final sample. This is because it may influence the later behaviour of research subjects if they already have been involved in the research (Haralambo & Holborn, 2000). Copies of 50 questionnaires was distributed to students – boys and girls in the school. The data collected was analyzed using test-re-test

reliability technique. This is to check for the internal consistence, stability, clarity and appropriateness of the instruments.

3.6.3 Reliability of the instruments

To analyze the data collected for the study, test-re-test reliability technique on SPSS V.20 statistical software was used. The Cronbach's Alpha reliability of test 1 shows- DPQ =0.775, APQ =0.807, LPQ =0.823, PPQ = 0.849 and DBQ =0.891. While second test shows- DPQ=0.770, APQ=0.839, LPQ=842, PPQ=0.943 and DPQ=0.809. These instruments are proven reliable for the study because of the proposition that an instrument is considered reliable if it lays between 0.7 and 1.00 and the closer it is to 1.00, the more reliable the instrument is. These instrument is therefore fit for the purpose of this study. The table below shows the summary of statistics and internal consistency of test-re-test reliability for the variables.

Table 3.3 Internal Consistency and test-re-test Reliability Measures for the instruments used in the study.

Cronbach alpha

s/no	VARIABLE	Administration of instrument	
		Internal consistency of test-re-test interval.	
1	Democratic Parenting style	0.775	0.770
2	Autocratic Parenting style	0.807	0.839
3	Laissez- Faire Parenting style	0.823	0.842
4	Peer pressure	0.849	0.943
5	Delinquent Behaviour	0.891	0.809

3.7 Procedure for Data Collection.

To distribute the instrument to respondents, the researcher collected letter of introduction from the Department of Educational Psychology and Counselling which was taken to the principals of the target population for the administration of the questionnaires. Copies of 327 questionnaires plus (5) five percent of the total questionnaires to take care of the mortality of the questionnaires that was produced by the researcher for distribution to the target population Senior Secondary School students of four (4) selected schools. The instruments was distributed with the help of trained research assistance recruited for this purpose and this took two weeks. After completion, the researcher collected them for analysis.

3.8 Procedure for Data Analysis

The data collected from this study was subjected to statistical analysis. Frequency and simple percentage was used to analyze the total number of respondents who correctly completed the questionnaires. Similarly, Pearson Product Moment Correlation was used to test Hypotheses one, two three and four. This is because PPMC is used to test the relationship between two variables. All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This research work is aimed at investigating the influence of parenting styles and peer pressure on delinquent behaviour among senior secondary school students in Kaduna Metropolis. A total of 320 out of the sampled 327 respondents representing 98.3% were used for the analysis. The Statistical package SPSS version 20 was used in the analysis of the data. The descriptive statistics of frequency and percentages, and means and standard deviations was used for the analysis of demographic data (sex, class, age, name of school and socio economic background of fathers, education and occupation) and research questions. The four research hypotheses were tested using Pearson Product Moment Correlation statistics at 0.05 level of significance. The results were presented in the subsequent sections of the chapter.

4.2 Analysis of respondent's demographic information

Table 4.2.1 Analysis of respondent's gender

Gender	Frequency	Percent
Male	164	51.2
Female	156	48.8
Total	320	100.0

The table above shows that 153 or 47.8% of the respondents are males while the rest 167 representing 52.2% are females.

Table 4.2.2 Analysis of respondent's age

Age range in years	Frequency	Percent
14-16	123	38.4
17-19	197	61.6
Total	320	100.0

The respondent classification according to their age shows that 123 or 38.4% are between 14-16 years as against 197 or 61.6% that fall within age range of 17-9 years.

Table 4.2.3 Analysis of respondent's Parents (father) level of education

Parents (father) level of education	Frequency	Percent
University degree and above	117	36.6
NCE Diploma certificate	65	20.3
Secondary school certificate	87	27.2
Primary school certificate	31	9.7
No formal education	20	6.3
Total	320	100.0

According to the above on the socio-economic background of the respondents above involving their fathers educational level, 117 or 36.6% possess university degree and above, while 65 or 20.3% possess NCE/DIPLOMA certificate as against 87 or 27.2% that possess the secondary school certificates while 31 or 9.7% possess the primary school certificate and the rest 20 or 6.3% possess the no formal education.

Table 4.2.4 Analysis of respondent's Parents (father) occupation

Parents (Father) occupation	Frequency	Percent
Millionaire businessman	27	8.4
Top executive/top administrator/top politician	23	7.2
professional with degree e.g. med doctor, lecturer, engineers	74	23.1
Musician, traditional ruler, junior politician e.g. councilor	28	8.8
small business owner with capital less than N100000	33	10.3
junior civil servant with university degree	28	8.8
skilled manual worker e.g. mechanic, electrician, carpenter	53	16.6
unskilled manual worker e.g. laborer, farmer, washman wood cutter	54	16.9
Total	320	100.0

On the socio-economic background of their fathers' occupation, 27 or 8.4% are into millionaire business occupation, while 23 or 7.2% others into top executive top administrative or top politicians. Another 74 or 23.1 are into professional jobs like medical doctors university lecturers, engineers. A total of 28 or 8.8% of them are musicians, traditional rulers and junior politicians, while 33 or 10.3% are small business owner with capital less than N100000, as against 28 or 8.8% that are junior civil servant with university degree as against 53 or 16.6% are skilled manual worker e.g. mechanic, electrician, carpenter and the rest 54 or 16.9% are unskilled manual worker e.g. laborer, farmer, washman wood cutter.

4.3 Hypotheses Testing

Null hypothesis one: there is no significant relationship between Democratic Parenting Style and Delinquent behaviour among senior secondary school students in Kaduna metropolis.

Table 4.3.1 Pearson's correlation analysis between Democratic Parenting Style and Delinquent behaviour

Variables	N	Mean	Std. Dev.	df	r	p
Democratic Parenting Style	320	31.221	4.849	318	-.188**	.001
Delinquent behaviour	320	28.415	9.852			

To analyze the hypothesis which states that there is no significant relationship between Democratic Parenting Style and Delinquent behaviour among students, data collated on Democratic Parenting Style and Delinquent behaviour using questionnaire on a fixed four points response were sorted, computed and analyzed and the result revealed that there is a significant negative correlation r = -.188; p < .01 at df = 318 between Democratic Parenting Style and Delinquent behaviour, implying that children from homes where Democratic Parenting Style is used are less likely to be delinquents. Therefore, the null hypothesis stating that significant relationship does not exists between Democratic Parenting Style and Delinquent behaviour is rejected.

Null hypothesis two: there is no significant relationship between Autocratic Parenting Style and Delinquent behaviour among senior secondary school students in Kaduna metropolis.

Table 4.3.2 Pearson's correlation analysis between Autocratic Parenting Style and Delinquent behaviour

Variables	N	Mean	Std. Dev.	df	r	P
Autocratic Parenting Style	320	22.746	5.512	318	.504**	.000
Delinquent behaviour	320	28.415	9.852			

To analyze the hypothesis which states that there is no significant relationship between Autocratic Parenting Style and Delinquent behaviour among students, data collated on Autocratic Parenting Style and Delinquent behaviour using questionnaire on a fixed four points response was sorted, computed and analyzed and the result revealed that there is a strong positive and significant correlation r = .504; p < .01 at df = 318 between Autocratic Parenting Style and Delinquent behaviour among students, suggesting that children from homes where Autocratic Parenting Style is used are strongly likely to be delinquents.

Therefore, the null hypotheses stating that significant relationship does not exists between Autocratic Parenting Style and Delinquent behaviour is rejected.

Null hypothesis three: there is no significant relationship between Laisser-faire Parenting Style and Delinquent behaviour among senior secondary school students in Kaduna metropolis.

Table 4.3.3 Pearson's correlation analysis between Laisser-faire Parenting Style and Delinquent behaviour

Variables	N	Mean	Std. Dev.	df	r	P
Laisser-faire Parenting Style	320	18.034	6.744	318	.662**	.000
Delinquent behaviour	320	28.415	9.852	318		

To analyze the hypothesis which states that there is no significant relationship between Laisser-faire Parenting Style and Delinquent behaviour among students, data collated on Laisser-faire Parenting Style and Delinquent behaviour using questionnaire on a fixed four points response was computed and analyzed and the result showed that there is a strong positive significant correlation $r = .662$; $p < .01$ at $df = 318$ between Laisser-faire Parenting Style and Delinquent behaviour among students, strongly suggesting that children from homes where Laisser-faire Parenting Style is used are strongly likely to be delinquents. Therefore, the null stating that significant relationship does not exists between Laisser-faire Parenting Style and Delinquent behaviour is rejected.

Null hypothesis four: there is no significant relationship between Peer Pressure and Delinquent behaviour among senior secondary school students in Kaduna metropolis.

Table 4.3.4 Pearson's correlation analysis between Peer pressure and Delinquent behaviour

Variables	N	Mean	Std. Dev.	df	r	P
Peer Pressure	320	32.640	8.008	318	.683**	.000
Delinquent behaviour	320	28.415	9.852	318		

To analyze the hypothesis which states that there is no significant relationship between Peer Pressure and Delinquent behaviour among students, data collated on Peer Pressure and Delinquent behaviour using questionnaire on a fixed four points response was computed and analyzed and the result showed that there is a strong positive significant correlation $r = .683$; $p < .01$ at $df = 318$ between Peer Pressure and Delinquent behaviour among students, thereby strongly suggesting that Peer Pressure strongly encourages delinquent behaviour among students and alone without considering other factors, account for 68.3% in causes of delinquent behaviour. Therefore, the null hypothesis stating that significant relationship does not exists between Peer Pressure and Delinquent behaviour is rejected.

4.4 Summary of findings

Based on the outcome of the analysis, the following are summary of findings;

i. There is a significant negative correlation between Democratic Parenting Style and Delinquent behaviour, $r = -.188$; $p < .01$. The null hypothesis was rejected`

ii. There is a significant positive relationship between Autocratic Parenting Style and Delinquent behaviour, $r = .504$; $p < .00$. The null hypothesis was also rejected

iii. Laisser-faire Parenting Style and Delinquent behaviour among students is strongly and positively correlated, $r = .662$; $p < .00$. The null hypothesis was therefore rejected

iv. Peer Pressure strongly encourages delinquent behaviour among students is positive and correlated. The null hypothesis was also rejected, with $r = .683$; $p < .00$.

4.5 Discussion

The study investigated the influence of parenting styles and peer pressure on delinquent behaviour among senior secondary school students in Kaduna Metropolis. Result suggested

that significant negative correlation exists between Democratic Parenting Style and Delinquent behaviour among students of Kaduna metropolis, implying that children from homes where Democratic Parenting Style is being used are less likely to be delinquents. This was corroborated by Lamborn, et al (1991) who have found out from research, that adolescents who characterized their parents as democratic reported significantly higher academic competence, lower level of delinquent behavior and higher level of psychosocial development. Hetherington and Parke (1991) also stated that parents on this parenting style are high on responsiveness and demandingness. These parents value both instrumental and expressive attributes, for example, discipline conformity and freedom of self-will, yet they assume ultimate responsibility for the behaviour of their children. They are mindful of their own rights and also acknowledge their children's idiosyncratic ways. The democratic style of parenting is the other studies conducted in countries with a diversity of cultural values led Knafo and Schwartz (2003) to claim that the benefits of the democratic parenting transcended the benefits of ethnicity, socio-economic status and household composition. Additionally, results from studies with poor families also questioned the idea that the democratic parenting style was also associated with delinquency for example, Leung, Lau and Lam (1999) found differences in the relationship with democratic parenting. Dwairy, Achoui, Abouserie and Fara (2006) found that in Arab societies autocratic parenting did not harm adolescents' delinquency as it did in western societies. On the other hand, another set of studies suggested adolescents who characterize their parents as laissez-faire obtain equal or higher scores on different delinquency than adolescent who described their parents as democratic.

The result also showed that significant positive correlation exists between Autocratic Parenting Style and Delinquent behaviour among students, suggesting that children from homes where Autocratic Parenting Style is used are strongly likely to be delinquents. In line with this, Pellerin (2005) in consonance with Baumrind (1991) stated that authoritarian or

autocratic parent apply firm control and require their children to obey with a reasonable set of rules and guidelines. They are high on demandingness and low on responsiveness. They value obedience and favour punitive, forceful means. Bornstein and Zlotnik (2008) stated that compliance, conformity, strict parental control and respect for authority are the major concern of autocratic parents. They prefer exercising high degree of demands on their children rather than nurturance and open communication. Children from autocratic homes will be punished when they disobey the strict rules and regulations which are set by their parents. Authoritarian parents usually discourage autonomy and disallowed decision making by their children. Huver, et.al (2009) stated that such are the characteristics of an autocratic parenting and adolescents from such home are more likely to exhibit delinquent behaviours. Chambers et al (2001) opined that adolescents from autocratic parents –stress but not warm-showed a reasonably adequate position of obedience and conformity with norms. They did well in school and were less likely than their peers to be involved in deviant activities. Conversely, they also manifest lower self-reliance and self-competent and higher psychological distress. Adolescents from laissez-fare families-warm but not strict-shoved high self-reliance and self-competence, but also showed higher levels of substance abuse and school problems.Autocratic parenting, characterised by moderate to high levels of control along with high levels of support. Is related to greater psychological well-being and lower levels of depressive symptoms and substance use (Maccoby & Martin 1993). Given current efforts to enhance adult well-being in later life and lifespan development theories that stress the influence of early parenting behaviour and adjustment in middle and late adulthood is worth of examination. Yet, little is known about the connection between parenting styles experienced in childhood and psychological and behavioural outcomes in adulthood. Parental support is important because it predicts a strong sense of self-worth and security, great's psychological well-being, and other positive outcomes. (Coplan etal. 2002; Stein berg, 2001). Investigations of parenting behaviour experienced in childhood and subsequent adult

development are limited to parental discipline and considered in association with a single negative outcome, such as personality disorder, depressive symptoms or substance abuse (Carter, Joyce, Mulder & Luty, 2001; Sakado, Kuwabara, Sato, Uchara & Someya, 2000). Autocratic parents that used negative discipline reported greater anxiety in adulthood (Gerisma, Emmelkamp & Arrindell, 1990). Parents' use of either excessive or inadequate control also predicted increased depressive symptoms in adulthood.

Laissez- Faire Parenting Style was also found to be significantly and positively correlated with delinquent behaviours. Result suggested that Laisser-faire Parenting Style strongly encourage delinquent behaviours among adolescent. This finding is in agreement with Spera (2005) submission that permissive parents set no rules and the adolescents is permitted to do what he / she thinks is right. The underlying believe is that children will learn by experience, as it says experience is the best teacher. Spera (2005) further stated that adolescents' who have grown up in permissive homes tend to become spoiled. They tend to be uncooperative and in considerate with peers. Also, they lack control, are rebellious, hostile and aggressive. Baumrind (1991) also stated that permissive parents allow the children to control their own behaviours and establish their own guidelines without any specific standards. Baumrind (1991) furthered that lesser faire parenting raises children who are immature and low in responsibility. Loeber and Stouthamer – loeber (1996) found similar result in their study. They listed parental characteristics associated with children developing delinquent behaviour. They identified lack of supervision, no discipline, lack of emotional support and rejection as the most significant factors in predicting delinquency in adolescents. A lack of emotion support and rejection are characteristics of an autocratic parenting style. This would potentially be harmful to a child growing up in that environment. Another study links parental case with high levels of psychological distress, which leads to delinquency. Chambers, Power, Loucks and Swanson (2001) found that high parental control, such as in an autocratic parenting style, leads to a faster first arrest. They also discovered that low

parenting case, like laissez-faire parenting style is related to high levels of distress in adolescents. School problems are related to parental attitudes. Dornbush, Ritter, & Cherin (1998) found that when parents keep an eye on their children and are genuinely interested in what their children are involved in their grades are better. These parental behaviours seem to be characteristic of democratic parenting style. If this is true, it can be assumed that the opposite may be true for Laissez-faire. One could predict more school problems among adolescence whose parents do not monitor where they are and do not pay attention to their school performance. It is believed that parents have an important role as both a socialising and control agent over their children's behaviour. One major component of parental control is monitoring behaviour studies have shown that parental monitoring is associated with lower levels of delinquency. Delinquent youth, may have parents who are often not aware of what they are doing and who and where they are spending their time. In addition, with less attention paid to their daily activities, youth have more opportunities to participate in delinquent activity. Several studies have shown that adolescents who are raised in homes characterised by democratic parenting (i.e. parenting that is warm but firm) are more mature and less likely to engage in risk-taking behaviour. The specific parenting behaviours required to achieve the balance of parental support, maturity demands and control reflected in the democratic style are complex and require subtle shifts over times as children's developmental needs change. Effective parenting include parental nurturance or a level of emotional warmth, support and acceptance, active interest and involvement in the life of the child versus mild or extreme forms of laissez-faire and clear, reasonable expectations and standards for appropriate behaviour with explicit rules and consequences for transgressions versus low levels of demand or excessive attempts to control behaviour. Studies conducted by Baum rind, 1991, Gray and Steinberg, 1999, Lamborn et al, 1991, Radzisewska, Ricardson, Dent and Flay (1996). Using different youth outcomes of delinquency also supported the idea that, compared to the democratic style, laissez-fare style of parenting

corresponds with children's poorest performance, whereas autocratic parenting occupied an intermediate position.

Peer pressure also showed a significant positive influence on delinquent behaviours among adolescent students. Result suggested that Peer Pressure strongly encourages delinquent behaviour among students and alone without considering other factors, account for 68.3% in causes of delinquent behaviour. This finding is corroborated by Lipsey and Derzon (1998) who reported that Peer group has a socializing influence on adolescent delinquency. That Delinquent peer are often seen as the most robust predictor of delinquent behaviour. Kim & Got (2000) also reported that the influence of peer delinquency seems to be strong regardless of ethnic group membership. Kim & Got (2000) discovered from research that many ethnic comparisons of peer influence on delinquent behavior have found that those with peers participating in negative behavior are more likely to engage in delinquent behavior regardless of ethnicity. Cashwell et al (1996) also stated that peers provide adolescents with the attitudes, motivation and rationalization that supports delinquent behavior and they provide opportunities to engage in specific delinquent acts. Sekuku, Rimfat, and Ogbonna (2003) opined that Peer pressure is one of the determinants of adolescence's behaviours. The behavior could be positive or negative depending on where this determinants swing. Therefore, literatures have reviewed peer pressure as it affects delinquent behaviours but not much has been done in this area. Literatures would be reviewed alongside the above variable. Research has supported the notion that friendship becomes increasingly important in early to middle adolescence, supplementing and perhaps exceeding the role that parents play (Brown, 2004). The research clearly reported increasing perceived importance and prevalence of "cliques" within their schools over the parent's opinion. Building on these findings, Okpako (2004) in his own opinion suggested that beginning in early adolescence, individual peer pressure begin to grow in complexity and size. So, at this stage, adolescent tilt toward friendship and if bad friends, it leads to

delinquency. Jelsma (1982), said research has linked the peer pressure to the development of individual delinquency in the late childhood and adolescence. In a study of 665 in 5ththrough 8th grade children, in four Canadian elementary schools. Individual youths self-reported deviant behavior was significantly predicted by the mean level of deviant behavior reported by the other individuals within their peer group about 95 days earlier. This effect remained after taking into account the individual youth's initial report of deviant behavior. The peer group representation in this case constructed using the social cognitive map procedure which asks all participants to report on the peer pressure on themselves as well as the rest of their class. Youth that were linked by their peers more were less influenced by their peer groups than were youth that disliked by their peers. The authors concluded that this study demonstrated the socialization influence of the peer group on future deviant behavior. A research carried out by Okon (2001) revealed that rating of friends pressure based on their responses collected were found to have no significant difference across participating parenting styles .F (3.94)=3.93, P< .05, post comparisons across participating parenting styles did not reveal any significant differences in the ratings of participants' friends on responses. Simple effects test for participants which were used to clarify the three-way parenting styles and level of participants' friends reconfirm that the friends in the lesser faire parenting styles endorse delinquent behavior.Delinquency is a widespread problem that impacts society negatively in many ways. Not only are youth physically injured from these behaviours they also become part of the juvenile justice landscape. The rate of delinquency is disproportionately high among ethnic minority youths – 56% of the African youth minority tribes reported engaging in a delinquent behaviour by age 17 compared to only 28% of other major tribes (Johnson & Fennell 2002). They also reported that overall rate of incarceration for the minority adolescents was 60% greater than that of the majority. Contrary to the model minority myth, majority tribes are increasingly becoming involved in delinquent behaviours. Given that each ethnic group has unique cultural norms and experiences, the

predictors of delinquency may differ across different groups. Although numerous studies have found particular risk and protective factors for adolescent delinquency. Fewer studies have evaluated whether the same developmental models apply to adolescents of different ethnic backgrounds studies have examined the link between parental monitoring and delinquency within each ethnic group, the empirical focus on the ethnic variation in the role of parental monitoring is limited. There are virtually no studies that evaluated differences among various ethnic groups across the globe. Burton (2007) found that lack of parental involvement is strongly associated with delinquency for minority ethnic groups but not for the majority group adolescents. Peers provide adolescents with the attitudes, motivation and rationalizations that support delinquent behaviour and they provide opportunities to engage in specific delinquent acts.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary, conclusion and recommendations on influence of parenting styles and peer pressure on delinquent behaviour among senior secondary school students in Kaduna metropolis, Kaduna state

5.2 Summary

This study was structured into four chapters in order to effectively carry out this research. Chapter one presented the background and purpose of the study, the statement of problem and research questions, including the hypotheses formulated for the study, basic assumption, scope and limitations. In line with the research objectives, four research questions were stated as well as four null hypotheses. The study is significant as SSS students will find outcome interesting and educational planners as well. The government would also appreciate the extent to which these parenting styles influences the delinquent behaviour among senior secondary school students in Kaduna metropolis, Non-Governmental Organisations like; United Nations Children's Fund and United Nations Educational Scientific and Cultural Organisation dealing with adolescents' delinquency would find this research work useful. Chapter two presented the literature reviews that are related to his study under the concept of democratic parenting styles, Autocratic parenting styles, laissez- faire parenting style and peer pressure as well as delinquent behaviour. The ex post facto design was used .This is ideal for conducting research when it not possible to manipulate characteristics of human participants. The population of this study comprised of all the ten SSS 2 students in the selected public schools of Kaduna states. The sampling technique adopted was the purposive sampling technique and a total of 327 students were sampled who respondent to their parents socio-economic background of father education and occupation, statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four using the SPSS version 20 statistical package. It was discovered that significant relationship exist between the various parenting styles and delinquent behaviour and between peer pressure and delinquent behaviour. Chapter five presents the study's summary and offer conclusion and recommendations. It concluded among others that, the relationship between democratic parenting style is inversely proportional to delinquent behaviour while the relationship

existing between autocratic parenting style, laissez- faire parenting style and peer pressure is directly proportional.

5.3 Conclusion

The study investigated the influence of parenting sytles and peer pressure on delinquet behaviour in selected Senior Secondary Schools in Kaduna metropolis. A total of 327 respondents were sampled for the study but 320 were retrieved, using the random sampling technique. The high point of the analysis include:

- The relationship between democratic parenting style is significant and inversely proportional among senior secondary school student in Kaduna metropolis. `
- The relationship between Autocratic parenting style is significant and directly proportional among senior secondary school student in Kaduna metropolis.
- The relationship between Laissez- faire parenting style is significant and directly proportional among senior secondary school student in Kaduna metropolis.
- The relationship between peer pressure is significant and directly proportional among senior secondary school student in Kaduna metropolis.

5.4 Recommendations

The following recommendations are hereby put forward as a result of the analysis result

1. Parents should adopt a democratic parenting style in the upbringing of their children. This should involve discussing problems with their children and set rules that will guide the behaviour of the children
2. Parents should carefully explain to their children reasons they want their children to carry out the instruction to avoid autocratic parenting style as this has direct significant

relationship between autocratic style and delinquent behaviour and it breeds high delinquency among students.

3. Parents should be involved in most of their children activities and decisions as laissez-faire parenting style has direct relationship with delinquent behaviour of their children which makes them to be delinquent
4. Students should be guided in making good friends to reduce peer pressure resulting from keeping bad friends as peer pressure has direct significant relationship with delinquent behaviour.

5.5 Suggestions for further studies

The study is by no means exhaustible, further studies are therefore suggested in the following areas:

1. Effect of socio-cultural background on the delinquent behavior of adolescents in selected secondary schools in North West region of Nigeria.
2. Impact of parenting styles on the academic achievement of senior secondary schools students in selected states in Northern region of Nigeria.
3. Influence of peer pressure and gender on delinquent behaviour among secondary students in Kaduna state.
4. Effect of parenting styles and peer pressure on academic performance of day and boarding students in Kaduna metropolis.

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Appendix I

Dear Respondent,

The researcher is a M.ED. Psychology student conducting a research on the influence of parenting styles and peer pressure on delinquent behaviour among senior secondary school students in Kaduna metropolis, Kaduna state. Kindly help fill this questionnaires as faithfully as possible. Your responses will be used for the purpose of this research only. Any information given by you will be treated with utmost confidentiality.

Thank you for your cooperation.

Section A: Personal information.

Instruction: Indicate your responses by ticking (√) the appropriate box.

Sex: M ( ) F ( )

Name of School: ……

Class: …….

Age: 14-16 ( ) 17-19 ( )

Socio-economic status:

Father's level of education; please tick (√) highest level

I. University degree and above ( )

II. NCE, Diploma Certificate ( )

III. Secondary School Certificate. ( )

IV. Primary School Certificate ( )

V. No formal education ( )

Father's occupation

1. Millionaire businessman ( )
2. Top executive / top administrator /Top politician ( )
3. Professional with degree, e g medical doctor, university lecturer, Engineer, secondary school teacher, senior politician. ( )
4. Musician, traditional ruler, junior politician e g counselor. ( )
5. Small business owner with capital less than N 1 million. ( )
6. Junior civil servant with university degree. ( )
7. Skilled manual worker e g mechanic, electrician, carpenter, mason, welder. ( )
8. Unskilled manual worker e g labourer, farmer, washman, woodcutter. ( )

Section B: Parenting Styles Questionnaires.

Instruction: The following statements are designed to measure how you feel about your friends and how your friends feel about you. Kindly tick (√) to show your response in each statement.

S/N	ITEMS	SA	A	D	SD
	DEMOCRATIC PARENTING SCALE				

1.	My parents explain to me how they feel about me.				
2.	My parents take my wishes into consideration before they ask me to do something.				
3.	My parents encourage me to talk about my feelings and problems.				
4.	My parents encourage me to freely speak my mind, even if they disagrees with me.				
5.	My parents punish me when am wrong and take privileges away from me. e g t.v, games or visiting friends.				
6.	My parents explain the reasons behind their expectations from me.				
7.	My parents set rules and explain to me why I should follow them.				
8.	If my parents make a decision in the family that hurts me, they are willing to discuss that and admit if they make mistake.				
9.	My parents consider my preferences when making plans for the family.				
10.	My parents respect my opinion and encourage me to express them.				
	AUTOCRATIC PARENTING SCALE				
11.	When I ask my parent why I have to do what they tell me to do, they say it is because they say so.				
12.	My parents punish me beyond little wrong I do				
13.	My parents explode in anger toward me when I do little wrong.				
14.	My parents spank me in the public with little or no wrong.				
15.	My parents usually disgrace me in the public at little wrong I do.				
16.	My parents use threats as a form of punishment with no justification for it.				
17.	My parents always try to change the way I think without explaining why to me.				
18.	There are no clear rules on what I should not do at home.				
19.	The relationship between me and my parents is like master servant				
20.	My parents take decisions that hurt me and must not complain.				
	LAISSER-FAIRE PARENTING SCALE				
21.	My parents don't care about my behaviour at all.				
22.	My parents sometime don't come home.				
23.	My parents don't respond to my school needs.				
24.	My parents do not ask me where I have been if I do not sleep at home.				
25.	My parents do not punish me when I misbehave.				

26.	My parents do not set any rules to guide our family.				
27.	There is little or no communication between my parent and I.				
28.	My parents do not view themselves as responsible for directing and guiding my behaviour.				
29.	My parents do not feel offended even when I do wrong.				
30.	My parents allow me to decide most things for myself without interference.				

Source: Erinisha (2012)

Scoring
Point values are assigned as follows:

Strongly agree-4, Agree-3, Strongly Disagree-2, Disagree-1

Scores are derived by summing all responses with a possible range of 30 to 120. Higher scores indicate higher involvement in parental influence or delinquent behaviours.

SECTION C:

Instruction:

The following items describe how you go along with your friends. Please read each item and tick how it applies to you.

S/N	ITEMS	SA	A	D	SD
	PEER PRESSURE SCALE				
1.	I think it's more important to be myself than to fit in with friends.				
2.	I will do something that I know is wrong just to stay on with my friends.				
3.	It's pretty hard for my friends to get me to change my mind.				
4.	I would break the law if my friends say that I should.				
5.	I always give my true opinion in front of my friends, even if I think they might make fun of me.				
6.	I sometimes say things I don't really believe because I think it will make my friends happy.				
7.	When at school, if my friends ask me to do something, it will be hard to say no				
8.	At times, I have done bad things because my friends encourage me to do so.				
9.	My friends encourage me to miss classes.				
10.	I feel pressured to have sex, because a lot of my friends have already done so.				
11.	At times I feel pressured to take drugs or alcohol because my friends urge me to				
12.	I have done things to make me more popular among my friends even when I don't intend to.				
13.	I have left some friends because of what other people might think				
14.	I would do almost anything to avoid being seen as a 'loser' among my friends.				
15	I have gone to parties just to be part of the crowd.				

Source: Erinisha (2012)

Scoring;

Scores are derived by summing all responses with a possible range of 15 to 60. Higher scores indicate higher involvement in peer influence.

SECTION D

Instruction:

The following items describe a number of different behaviours. Please read each item and report how often you have done this using the following scale.

S/N	ITEMS	**SA**	**A**	**D**	**SD**
	DELINQUENT BEHAVIOUR QUESTIONNAIRE				
1.	I sometimes ask for answer from my friends during examination.				
2.	I sometimes damage school or other property that does not belong to me.				
3.	I sometimes skip classes without permission.				
4.	I sometimes carry hidden weapons e g knife, blade, cutlass and other.				
5.	I sometimes lie about my age to get into some places, like to watch movie or to buy alcohol.				
6.	I sometimes avoid paying for things I buy or pay for a bus ride.				
7.	I sometimes collect or give money to have sexual relations with someone.				
8.	I sometimes join my friends to fight other people.				
9.	I sometimes take someone's purse, wallet or hand set				
10.	I littered public areas by smashing bottles, and trash cans etc				
11.	I easily attack others when provoked				
12.	I left home for an extended period of time without telling family.				
13.	I sell drugs, including marijuana, cough syrup cigarette				
14.	I was once suspended or expelled from school as a result of walking out of teacher				
15	I leave school before closing time.				

Scoring;

Source: Erinisha (2012)

Scores are derived by summing all responses with a possible range of 15 to 60. Higher scores indicate higher involvement in delinquent behaviour.

Appendix ii

FIRST TEST

Influence of parenting styles and peer pressure on delinquent behavior among senior secondary schools students in Kaduna south local government, Kaduna state.

Reliability

Democratic Parenting scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.988	.988	10

Item Statistics

	Mean	Std. Deviation	N
my parents explain to me how they feel about me	3.0600	1.01840	60
my parents take my wishes into consideration before they ask me to do something	3.2400	.98063	60
my parents encourage me to talk about my feelings and problems	3.2400	.98063	60
my parents encourage me to freely speak my mind, even if they disagrees with me	3.2400	.98063	60

my parents punish me when am wrong and take privileges away from me e.g. t.v. games or visiting friends	3.2400	.98063	60
my parents explain the reasons behind their expectations from me	3.2400	.98063	60
my parents set rules and explain to me why I should follow them	3.2400	.98063	60
if my parents make a decision in the family that hurts me, they are willing to discuss that and admit if they make mistake	3.2400	.98063	60
my parents consider my preferences when making plans for the family	3.2400	.98063	60
my parents respect my opinion and encourage me to express them	3.2400	.98063	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.222	3.060	3.240	.180	1.059	.003	10

Reliability

Autocratic Parenting Scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.968	.968	10

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Item Statistics

	Mean	Std. Deviation	N
when I ask my parent why I have to do what they tell me to do, they say it is because they say so	3.2400	.98063	60
my parents punish me beyond little wrong I do	3.2400	.98063	60
my parents explode in anger toward me when I do little wrong	3.2000	.96890	60
my parent spank me in the public with little or no wrong	3.1200	1.02300	60
my parents usually disgrace me in the public at little wrong I do	3.1600	1.03726	60
my parents use threats as a form of punishment with no justification for it	2.9400	1.01840	60
my parents always try to change the way I think without explaining why to me	3.1600	1.03726	60
there are no clear rules on what I should not do at home	2.9600	.96806	60
the relationship between me and my parents is like master servant	2.9800	.99980	60
my parents take decisions that hurt me and must not complain	3.0200	.93656	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.102	2.940	3.240	.300	1.102	.014	10

Reliability

Laisser-faire Parenting Scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.919	.919	10

Item Statistics

	Mean	Std. Deviation	N
my parents don't care about my behaviour at all	3.0600	.91272	60
my parents sometime don"t come home	3.1000	.93131	60
my parents don't respond to my school needs	3.0400	.92494	60
my parents do not ask me where I have been if I do not sleep at home	3.0000	1.06904	60
my parents do not punish me when I misbehave	2.9400	1.09563	60
my parents do not set any rules to guide our family	3.1000	1.05463	60
there is little or no communication between my parent and I	3.2200	1.09339	60

my parents do not view themselves as responsible for directing and guiding my behaviour	3.2000	1.10657	60
my parents do not feel offended even when I do wrong	3.1800	1.13731	60
my parents allow me to decide most things for myself wtihout interference	2.9800	1.13371	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.082	2.940	3.220	.280	1.095	.009	10

Peer pressure Scale

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.986	.986	15

Item Statistics

	Mean	Std. Deviation	N
I think it is more important to be myself than to fit in with friends	3.0000	1.12486	60

I will do something that I know is wrong to change my mind	3.0000	1.12486	60
it's pretty hard for my friend's to get me to change my mind	3.0000	1.12486	60
I would break the law if my friends say that I should	2.8000	1.10657	60
I always give my true opinion in front of my friends, even if I thinkit will make my friends happy	2.8000	1.10657	60
I sometime say things I don't really believe because I think it will make my friends happy	2.4600	1.01439	60
when at school, if my friends ask me to do something, it will be hard to say no	2.5800	1.07076	60
at times, I have done bad things because my friends encourage me to do so	2.5000	1.03510	60
my friends encourage me to miss classes	2.6200	1.06694	60
I feel pressured to have sex, because a lot of my friends have already done so	2.6200	1.06694	60
at times I feel pressured to take drugs or alcohol because my friends urge me to	2.6200	1.06694	60
I have done things to make me more popular among my friends even when I don't intend to	2.6200	1.06694	60
I have left some friends because of what other people might think	2.6200	1.06694	60
I would do almost anything to avoid being seen as a 'loser' among my friends	2.6200	1.06694	60
I have gone to parties just to be part of the crowd	2.6200	1.06694	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.699	2.460	3.000	.540	1.220	.032	15

Delinquent behavior questionnaire

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.985	.985	15

Item Statistics

	Mean	Std. Deviation	N
I sometimes ask for answer from my friends during examination	2.6200	1.06694	60
I sometimes damage school or other property that does not belong to me	2.6200	1.06694	60
I sometimes skip classes without permission	2.5400	1.01439	60
I sometimes carry hidden weapons e.g. knife, blade, cutlass and others	2.5400	1.01439	60
I sometimes lie about my age to get into some places, like to watch movie or to buy alcohol	2.6000	1.03016	60
I sometimes avoid playing for things I buy or pay for a bus ride	2.6000	1.03016	60
I sometimes collect or give money to have sexual relations with someone	2.6000	1.03016	60
I sometimes join my friends to fight other people	2.6000	1.03016	60

I sometimes take someone's purse, wallet or handset	2.6000	1.03016	60
I littered public areas by smashing bottles, and trash cans etc.	2.6000	1.03016	60
I easily attack others when provoked	2.6000	1.03016	60
I left home for an extended peiod of time without telling family	2.5000	1.01519	60
I sell drugs including marijuana, cough syrup, cigarette	2.5000	1.01519	60
I was once suspended er expelled from school	2.5000	1.01519	60
I leave school before closing time	2.5000	1.01519	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.568	2.500	2.620	.120	1.048	.002	15

SECOND TEST

Influence of parenting styles and peer pressure on delinquent behavior among senior secondary schools students in Kaduna south local government, Kaduna state.

Reliability

Democratic Parenting scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.878	.888	10

Item Statistics

	Mean	Std. Deviation	N
my parents explain to me how they feel about me	3.0200	1.01740	60
my parents take my wishes into consideration before they ask me to do something	3.2400	.98263	60
my parents encourage me to talk about my feelings and problems	3.2300	.98163	60
my parents encourage me to freely speak my mind, even if they disagrees with me	3.1400	.96663	60
my parents punish me when am wrong and take privileges away from me e.g. t.v. games or visiting friends	3.2400	.98063	60

my parents explain the reasons behind their expectations from me	2.9400	.98063	60
my parents set rules and explain to me why I should follow them	3.2400	.98063	60
if my parents make a decision in the family that hurts me, they are willing to discuss that and admit if they make mistake	3.2300	.90063	60
my parents consider my preferences when making plans for the family	3.2100	.91163	60
my parents respect my opinion and encourage me to express them	3.1400	.91163	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.211	3.062	3.230	.180	1.059	.003	10

Reliability

Autocratic Parenting Scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.948	.948	10

Item Statistics

	Mean	Std. Deviation	N
when I ask my parent why I have to do what they tell me to do, they say it is because they say so	3.2100	.98113	60
my parents punish me beyond little wrong I do	3.2400	.98083	60
my parents explode in anger toward me when I do little wrong	3.2500	.96090	60
my parent spank me in the public with little or no wrong	3.1700	1.02900	60
my parents usually disgrace me in the public at little wrong I do	3.1900	1.03216	60
my parents use threats as a form of punishment with no justification for it	2.9200	1.01000	60
my parents always try to change the way I think without explaining why to me	3.1600	1.03216	60
there are no clear rules on what I should not do at home	2.9700	.96216	60

the relationship between me and my parents is like master servant	3.2800	.99210	60
my parents take decisions that hurt me and must not complain	3.1200	.93116	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.116	2.942	3.200	.300	1.102	.014	10

Reliability

Laisser-faire Parenting Scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.929	.929	10

Item Statistics

	Mean	Std. Deviation	N
my parents don't care about my behaviour at all	3.2900	.91210	60
my parents sometime don"t come home	3.3500	.93112	60
my parents don't respond to my school needs	3.1500	.92432	60
my parents do not ask me where I have been if I do not sleep at home	3.2400	1.06912	60
my parents do not punish me when I misbehave	3.2100	1.09589	60
my parents do not set any rules to guide our family	3.1100	1.05412	60
there is little or no communication between my parent and I	3.8100	1.09339	60
my parents do not view themselves as responsible for directing and guiding my behavior	3.2300	1.10699	60
my parents do not feel offended even when I do wrong	3.1600	1.1331	60
my parents allow me to decide most things for myself without interference	2.9700	1.13371	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.082	2.940	3.220	.280	1.095	.009	10

Peer pressure Scale

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.988	.988	15

Item Statistics

	Mean	Std. Deviation	N
I think it is more important to be myself than to fit in with friends	3.0100	1.12286	60
I will do something that I know is wrong to change my mind	3.0200	1.12186	60
it's pretty hard for my friend's to get me to change my mind	3.0400	1.24486	60
I would break the law if my friends say that I should	2.8770	1.11657	60
I always give my true opinion in front of my friends, even if I thinkit will make my friends happy	2.8450	1.10057	60
I sometime say things I don't really believe because I think it will make my friends happy	2.4190	1.08739	60
when at school, if my friends ask me to do something, it will be hard to say no	2.5110	1.07019	60

at times, I have done bad things because my friends encourage me to do so	2.3400	1.03511	60
my friends encourage me to miss classes	2.1100	1.0676	60
I feel pressured to have sex, because a lot of my friends have already done so	2.6210	1.01187	60
at times I feel pressured to take drugs or alcohol because my friends urge me to	2.6230	1.05411	60
I have done things to make me more popular among my friends even when I don't intend to	2.6110	1.06818	60
I have left some friends because of what other people might think	2.6580	1.06181	60
I would do almost anything to avoid being seen as a 'loser' among my friends	2.63400	1.06694	60
I have gone to parties just to be part of the crowd	2.2200	1.06694	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.689	2.462	3.000	.540	1.220	.032	15

Delinquent behavior questionnaire

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.989	.989	15

Item Statistics

	Mean	Std. Deviation	N
I sometimes ask for answer from my friends during examination	2.64100	1.08894	60
I sometimes damage school or other property that does not belong to me	2.500	1.02394	60
I sometimes skip classes without permission	2.5411	1.01139	60
I sometimes carry hidden weapons e.g. knife, blade, cutlass and others	2.5411	1.01639	60
I sometimes lie about my age to get into some places, like to watch movie or to buy alcohol	2.6000	1.03216	60
I sometimes avoid playing for things I buy or pay for a bus ride	2.6012	1.03116	60
I sometimes collect or give money to have sexual relations with someone	2.6009	1.02216	60
I sometimes join my friends to fight other people	2.6012	1.03116	60

I sometimes take someone's purse, wallet or handset	2.6001	1.03216	60
I littered public areas by smashing bottles, and trash cans etc.	2.6001	1.03116	60
I easily attack others when provoked	2.6002	1.02316	60
I left home for an extended period of time without telling family	2.5003	1.04519	60
I sell drugs including marijuana, cough syrup, cigarette	2.5004	1.02119	60
I was once suspended er expelled from school	2.50021	1.01119	60
I leave school before closing time	2.5032	1.02319	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.968	2.520	2.621	.120	1.048	.002	15

Internal Consistency and test-re-test Reliability Measure for instruments used in the study.

s/no	VARIABLE	Administration of instrument	
1	Democratic Parenting style	0.775	0.770
2	Autocratic Parenting style	0.807	0.839
3	Laissez- Faire Parenting style	0.823	0.842
4	Peer pressure	0.849	0.943
5	Delinquent Behaviour	0.891	0.809

The table above presented the summary of the reliability coefficients of each of the five components of the study in both first and second administration of the instrument for pilot study.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Democratic_Parenting_Style	31.2219	4.84921	320
Autocratic_Parenting_Style	22.7469	5.51217	320
Laisser_Faire_Parenting_Style	18.0344	6.74447	320
PEERS	32.6406	8.00816	320
DELI	28.4156	9.85247	320

Correlations

		Democratic_Parenting_Style	Autocratic_Parenting_Style	Laisser_Faire_Parenting_Style	PEERS	DELI
Democratic_Parenting_Style	Pearson Correlation	1	-.119*	-.267**	-.209**	-.188**
	Sig. (2-tailed)		.033	.000	.000	.001
	N	320	320	320	320	320
Autocratic_Parenting_Style	Pearson Correlation	-.119*	1	.605**	.466**	.504**
	Sig. (2-tailed)	.033		.000	.000	.000
	N	320	320	320	320	320
Laisser_Faire_Parenting_Style	Pearson Correlation	-.267**	.605**	1	.620**	.662**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	320	320	320	320	320
PEERS	Pearson Correlation	-.209**	.466**	.620**	1	.683**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	320	320	320	320	320
DELI	Pearson Correlation	-.188**	.504**	.662**	.683**	1
	Sig. (2-tailed)	.001	.000	.000	.000	
	N	320	320	320	320	320

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

TABLE 1

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	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	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
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	368
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	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.

S is sample size.

Appendix iii

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: MED/EDU/11606/2010-11 Date: 30-07-14

GES Kaduna
Government College
Kaduna.

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research project/ Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please accord them all the necessary assistance.

TOPIC OF RESEARCH:
INFLUENCE OF PARENTING STYLES AND PEER PRESSURE ON DELINQUENT BEHAVIOURS AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS.

Thank you for your continued cooperation.

Yours Sincerely,

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING A.B.U ZARIA

PROF M. BALA

Research Adviser

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: MED/EDU/11606/2010-11 Date: 30-09-14

GGSS KAWO
KADUNA

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research project/ Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please accord them all the necessary assistance.

TOPIC OF RESEARCH:
INFLUENCE OF PARENTING STYLES AND PEER PRESSURE ON DELINQUENT BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS

Thank you for your continued cooperation.

Yours Sincerely,

Prof. M. HALFARE

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING A.B.U ZARIA

Research Adviser

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: MED/EDU/11666/2010-V Date: 30-09-14

GSS KURUMASHI
KANO KADUNA

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research project/ Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please accord them all the necessary assistance.

TOPIC OF RESEARCH:
INFLUENCE OF PARENTING STYLES AND PEER PRESSURE ON DELINQUENT BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS

Thank you for your continued cooperation.

Yours Sincerely,

PROF. M. BALA

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING A.B.U ZARIA

Research Adviser

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: MED/EDU/1166/2010-11 Date: 30/09/14

GSS TAFA BAGEWA ROAD
KADUNA
(RIMI COLLEGE)

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research project/ Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please accord them all the necessary assistance.

TOPIC OF RESEARCH:
INFLUENCE OF PARENTING STYLES AND PEER PRESSUR ON DELINQUENT BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS

Thank you for your continued cooperation.

Yours Sincerely,
PROF. M. BAGEGE

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELLING A.B.U ZARIA

Research Adviser

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: MED/EDU/11606/2010-11 Date: 30/09/14

QUEEN AMINA COLLEGE
KAKURI,
KADUNA

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research project/ Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please accord them all the necessary assistance,

TOPIC OF RESEARCH:
INFLUENCE OF PARENTING STYLES AND PEER PRESSURE ON DELINQUENT BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS

PROF M. BALAREBE
Thank you for your continued cooperation.

Yours Sincerely,

Research Adviser