INFLUENCE OF PARENTAL DISCIPLINARY STYLES ON STUDENTS' TRUANT BEHAVIOUR IN SENIOR SECONDARY SCHOOLS IN KANO STATE, NIGERIA

BY

Hadiza Yelwa MUSA
M.EDP14EDVE8025

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN EDUCATION, DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA,
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DECLARATION

I declare that the work in this thesis entitled Influence of Parental Disciplinary Styles on Students' Truant Behaviour in Senior Secondary Schools in Kano State, Nigeria has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

_____	_____	_____
Name of Student	**Signature**	**Date**

CERTIFICATION

This thesis entitled INFLUENCE OF PARENTAL DISCIPLINARY STYLES ON STUDENTS' TRUANT BEHAVIOUR IN SENIOR SECONDARY SCHOOLS IN KANO STATE, NIGERIA by HADIZAYELWA MUSA meets the regulations governing the award of the degree of Masters of Education (Home Economics Education) of Ahmadu Bello University and is approved for its contribution of knowledge and literary presentation.

_____ _____

Prof. P.E. Onuigbo **Date**
Chairman, Supervisory Committee

_____ _____

Prof. E. Ike **Date**
Member, Supervisory Committee

_____ _____

Prof. E.E. Adamu **Date**
Head of Section

_____ _____

Prof. KabirBala **Date**
Dean of Post Graduate School

DEDICATION

This thesis is dedicated to the researcher's late husband Musa Kasimu and the children Zainab, Rukayya, Farida, Abdulwahab, Alkasim and Abubakar Musa.

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ABSTRACT

The general purpose of this study was aimed at investigating the influence of parental disciplinary styles on students truant behavior in Senior Secondary Schools in Kano State. In the study 4 objectives, 4 research questions and 4 null hypotheses were formulated to guide the study. Review of related literature and empirical study was stated in line to the study. The design adopted was survey design. Total population was 62,346 comprised class SSII Senior Secondary Schools and their parents. Random and purposive sampling technique was used to select sample from the target population. structured questionnaire was developed for data collection. The bio-data information of the respondents was analysed by the use of simple percentage. Pearson Product Moment Correlation Statistical test was used to ascertain relationship between the variables at 0.05 level of significance in null hypothesis 1,2 and 3. ANOVA statistical test was used to determine the difference among the variables at 0.05 level of significance in null hypothesis 4. Findings revealed that parent's use of authoritarian and permissive disciplinary styles influence students' truant behaviour with mean attendance (2.60>2.5) for absent in school and (2.39>2.5) absent in school. Also the two hypotheses were not retained with calculated value greater than the table value (.253 > .195) and (.511 > .195) respectively. Parental use of democratic disciplinary style influences students' regular school attendance with mean attendance (3.21 > 2.5) for present in school and the hypothesis was not retained with calculated value greater than table value (.204 > .195). Significant difference found existed in the students' school attendance whose parents adopted either authoritarian with mean attendance of 2.60 against democratic with mean attendance of 3.21 and permissive with 2.39 mean attendance. Therefore, it was concluded that, use of parental authoritarian and permissive disciplinary styles tend to motivate negative behaviour and the use of democratic disciplinary style tend to motivate positive behaviour. Researcher recommended among others that, parents should draw their adolescents more closer to them, by the adoption of democratic disciplinary style so that, they can understand and handle their problems.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Parents are major influence in their children's live, thus their perception of how children think and should be raised is crucial in determining children's behaviour. Parenting disciplinary styles are standard strategies that parents use in their child discipline.

Self-discipline can be understood as a vital component of a sense of ownership and responsibility for one's behaviour.When self-discipline is effectively learned during childhood, there is greater likelihood of successful coping and accomplishment in adulthood. Effective self-discipline implies that a child has internalized a set of rules so that even without the presence of parent or other caregiver, the child will act in a thoughtful, reflective manner.

Child discipline is the set of rules, rewards and punishments administered to teach self control, increase desirable behaviours and decrease undesirable behaviours in children. Behaviour is a function of social environment relative to the culture, historical, and social settings in which an individual displays a given behaviour (Inman, 2009). Truancy is one of the major antisocial discipline problems among secondary school students in Nigeria.

Truancy, in line with the study, is the most commonly used term to describe school absenteeism and is usually seen as the deliberate absence from school on the part of the learner without the knowledge or consent of a parent. Truancy is the act of deliberately missing one or more classes. It is also staying away from school. A truant is

a child who stays away from school without permission. This negative attitude among students has been attributed to lack of effective discipline. As observed in Ogbodo (2008), truancy among adolescents in secondary schools has contributed largely not only to the poor performance of students in examinations conduct internally and externally but also to the moral decadence prevalent among adolescents in secondary schools.

The researcher considers adolescence stage to be 15-21years which is most critical and crucial period of human life, critical and crucial because it is at this period that psychological, physiological or cultural events may have a more important effect on future development than they would have if they occurred either earlier or later. To support this assertion, Nwogu (2009) stated, "adolescents acquired a sense of right and wrong partly through parental discipline as well as in everyday conversation with parents. The consequences of breaking rules and what it takes to be a good boy or a good girl depends on disciplinary styles applied by the parents".

Parents create their own discipline style from a combination of factors and these may evolve overtime as the children develop their own personalities and move through life stages. Parenting disciplinary styles affect both parents and children's temperament and are largely influenced by one's own parent and culture. Parents establish certain guidelines and rules for adolescents to follow. These help children understand what kind of behaviour their parents expect of them.

Parenting disciplinary styles involve Authoritarian, Democratic, permissive, Neglectful and Indulgent styles. For the purpose of the study, the researcher considered the following 3 identified disciplinary styles: Authoritarian, Democratic and the Permissive. Authoritarian disciplinary style constitutes of parents who are often strict,

harsh and rigid in the rule they set. Democratic disciplinary style constitutes of parents who are flexible and responsive to the adolescent needs but still impose reasonable standard of conduct. It involves the use of rules and reasoning to promote obedience and keep discipline.

Permissive disciplinary style constitute of parent that do not show consistency in the use of rules, they have "leissez-fair" attitude towards their children behaviour. According to Okusun (2010), "Adolescents first identify with their parents than other adults, how these adolescents incorporate good or bad behaviour is one of the internalization of positive or negative parenting disciplinary styleinfluence". Hence the study wishes to establish relationship between adolescent students' truant behaviour and parenting disciplinary styles.

1.2 Statement of the Problem

Early age of adolescent has some certain characteristics regarding their social-behaviour. Truancy is one of the major anti-social discipline problems among secondary school students in Nigeria. Truancy among adolescents in secondary schools has contributed largely not only to the poor performance of students in examinations conducted internally and externally but also to the moral decadence prevalent among adolescents in secondary schools. In view, the researcher as a result of her personal experiences with secondary school students for over a decade in the field of teaching discovered that students in secondary schools especially in Kano State are no longer interested in school. They leave their homes in the morning on the pretext of going to school but they roam the street and return home at the close of the school. This have

succeeded in destroying the very foundation of education and may lead to other antisocial behavior such as stealing, lying, hooliganism, raping, kidnapping, drug use, cheating in examination and the like. As announced over the Radio F.M. Kano on 15th April, 2014, three adolescent boys of 15 – 18 years kidnapped a nursery school child of four years at U/Uku Kano Municipal area, to extort money from the child's parent. In the process to inject the child to fall asleep they caused his death. In an attempt to hide the corpse, two of the boys were caught and handed to the police.

Most students may have the abilities and opportunities to study and achieve their ambitions in life but they may not put these abilities and opportunities into use due to misappropriate use of parental disciplinary styles and they may refuse to learn and eventually drop out from school thus causing shortage of qualified graduants.

This motivated the researcher to ascertain the influence of parental disciplinary styles on adolescent students' truant behavior in secondary schools in Kano State.

1.3 Objectives of the Study

The general objective of the study was to investigate the influence of parental disciplinary styles on adolescent students' truant behaviour in senior secondary schools in Kano State.

The specific objectives are to:

1. determine the disciplinary styles used by parents of adolescent students in senior secondary schools in Kano State.
2. ascertain the influence of parents' use of authoritarian disciplinary style and adolescent students' truant behavour in senior secondary schools in Kano State.

3. determine the influence of parents' use of democratic disciplinary style and adolescent students' truant behaviour in senior secondary schools in Kano State.
4. ascertain the influence of parents' use of permissive disciplinary style and adolescent students' truant behaviour in senior secondary schools in Kano State.
5. determine the difference in the truant behaviour among adolescent students' whose parents adopt either authoritarian, democratic or permissive disciplinary styles in senior secondary schools Kano State.

1.4 Research Questions

The following research questions were formulated to guide the study.

1. What are the disciplinary styles used by parents of adolescent students in senior secondary schools in Kano State?
2. What is the influence of parents' use of authoritarian disciplinary style on adolescent students' truant behaviour in senior secondary school in Kano State?
3. What is the influence of parents' use of democratic disciplinary style on adolescent students' truant behaviour in senior secondary schools in Kano State?
4. What is the influence of parents' use of permissive disciplinary style on adolescent students' truant behaviour in senior secondary schools in Kano State?
5. What is the difference in the truant behaviour among adolescence students whose parents adopt either authoritarian, democratic or permissive disciplinary styles in senior secondary schools Kano State?

1.5 Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

HO1: There is no significant influence of parents' use of authoritarian disciplinary style on adolescent students' truant behaviour in senior secondary schools in Kano State.

HO2: There is no significant influence of parents' use of democratic disciplinary style on adolescent students' truant behaviour in senior secondary schools in Kano State.

HO3: There is no significant influence of parents' use of permissive disciplinary style on adolescent students' truant behaviour in senior secondary schools in Kano State.

HO4: There is no significant difference among the truants behaviour of adolescent students whose parents adopt either authoritarian, democratic or permissive disciplinary styles in senior secondary schools in Kano State.

1.6 Significance of the Study

The study will be of benefit to the parents, teachers, students, Home Economics Curriculum Planners and the society at large. The study will help to enlighten the parents and teachers the characteristics and effects of each of the disciplinary styles. The study will also enlighten the students the dangers of truancy behavior.

Therefore parents and teachers will benefit from the study in that, they should be able to adopt to the use of authoritarian, democratic and the permissive disciplinary styles interchangeably and appropriately to shape the truancy behavior of the students.This

could be achieved through P.T.A meeting. Also by enlighten truancy behavior problems in the society such as raping, drug use, examination malpractices, hooliganism, kidnapping and involvement into gang activities, over the mass media, in the journals, newspapers and television talks.

Student will benefit from the study in that, they should be able to adjust well to their studies by enlighten them the dangers of truancy behavior. This could be achieved at the student forum, Students Association Clubs and through the end of year speeches. Home economics curriculum planners will benefit from the study in that it will add knowledge to Home Economics Curriculum. The society will benefit from the study through workshops, training and conferences.

1.7 Basic Assumptions

i. It is assumed that fathers and mothers do not use same disciplinary styles to discipline their adolescents.

ii. It is also assumed that there is relationship between parental disciplinary styles and adolescent students' truant behaviour in senior secondary schools in Kano State.

iii. It is assumed that parenting disciplinary styles have no any relationship with adolescent students' truant behaviour in senior secondary schools in Kano State.

1.8 Delimitation of the Study

The study is delimited to parents and adolescent students of age 15-18 years, in 12 Selected Senior Secondary Schools as follows: GSSDantatta, GGSSRoni, G.S.S. Gaya, G.G.S.S. Marke, G.S.S. G/Malam, G.S.S. Ajingi, G.G.S.S. Ruma, G.S.S. Kurfi, G.G.S.S.

Jaja in 3 senatorial political zones that is, Kano North, Kano Central and Kano South in Kano State, Nigeria. The study involved class SS II Senior Secondary Schools for they have the traits and characteristics of the researcher's interest. The study was also delimited to authoritarian, democratic and permissive disciplinary styles, these variables are believed to have relationship with adolescent students' truant behaviour.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter dealt with review of related literature under the following sub-headings:

2.1 Conceptual Framework

2.1.1 Concept of Adolescence

2.1.2 Parent-Adolescent Relationship

2.2 Parenting Adolescents and Discipline

2.3 Parental Discipline

2.4 Parents' Use of Disciplinary Styles

2.5 Theoretical Framework

2.5.1 Theories of Behaviour

2.6 Exhibited Adolescents' Negative Behavior

2.7 Truant Behavior

2.8 Related Empirical Study

2.9 Summary of Related Literature Reviewed

2.1 Conceptual Framework

Parental care is the total care given to children from infancy to childhood and adolescence to maturity, when the adolescent is assumed to be responsible enough to take care of his/herself, internalize self-discipline and live independently. Parenting is the most challenging yet rewarding experience, parents are the major influence in their children's live, thus their perception of how children think, and should be raised is crucial

in determining children's behaviour. Other factors such as genes, peers, culture, gender and financial status are of less importance.

Parenting disciplinary styles are standard strategies that parents use in their child discipline. Parents create their own discipline style from a combination of factors and these may evolve overtime as the children develop their own personalities and move through life stages. Parenting disciplinary styles affect both parents and children's temperaments and it largely influences one's own parent and culture.

According to Angila (2009) "Parenting disciplinary styles differ from families to families, one family may be very permissive in a particular aspect of discipline, while another family may be very restrictive and strict".

2.1.1 Concept of Adolescence

The term adolescence is derived from the Latin word which means 'growing up'. While adolescent refers to an individual who is between the range of 12-21 years. It is also regarded as the physical and mental human development that occurs between childhood and adulthood. The transition involves biological, social and psychological changes (Inyonsi, 2007). Kurt Lewin a psychologist held that, "adolescent is really in a 'no man's land', he is neither a child nor adult but caught in a field of over lapping forces and expectations". Researcher viewed adolescence stage as an 'in between period' which is characterized by certain changes in the growth of adolescent's physical, intellectual and maturational development.

Cognitive psychologist viewed adolescence stage as a period that is socially determined essentially because, it is argued that there can be no group without persons

forming the group, just as there can be no meaningful social interaction, without persons operating the group. The physiological and biological characteristics of the periods of adolescence are regarded important to some extent, according to the dynamic of social theory. Taylor (2005) pointed out, adolescence stage is a period of transition in which the individual status is vague. According to Dill (1999) "adolescence stage refers to a period of human life cycle between childhood and adulthood in which individual undergoes physical, psychological and social development to reach maturity".

Ma'aruf (2006) opined that, adolescence period is a transitional state during which youth begin to separate themselves from their parents but lack clearly defined role in the society. Frieden (1998) pointed out that, adolescence is conceived as a distinct stage of special preparation for adult life. Erikson opined in his psychosocial theory that at every stage of life cultural aspiration, and opportunities have an impact on individual development. Two assumptions about development dominate the theory. First, he describes individual at every life stage as having the capacity to contribute to their own growth. Second, the social group makes active contributions in shaping the direction of personal growth. Sullivan interpersonal theory focuses upon the development of communicative skills through the stages of infancy, childhood, the juvenile era, preadolescent, early adolescent, into adolescent and adulthood. He further stated,

> *"Late adolescence stage extends from the patterning of preferred genital activity through unnumbered educative steps to the establishment of a fully human or nature repertory of interpersonal relations, as permitted by available opportunity, personal and cultural. That is a person begins late adolescence stage when he discovers what he likes in the way of genital behaviour and how to fit it into the rest of his life".*

Kohlberg a moral development theorist viewed adolescence stage as a vitally important period in the emergencies of a personal morality. During this time of life, the awareness of one's subjective perspective of life events permits an appreciation of the relativistic nature of all moral principles. This relativistic thinking calls into the validity of moral code which governed one's social group. Thus, adolescence is the period of life in which individuals can begin to contribute to the evolution of immoral thought.

Annie (2013) viewed adolescence stage as transitional period toward maturity. Specific descriptions of many areas of development during the years were focused on sex role development, career choice, and moral development. These also provide a description of normal growth which can be used as a guideline for the kinds of competence and conflicts that are likely to occur at a given age.

According to Dauvan (2008) "adolescence stage is characterized as a period of 'storm and stress'. This phase captures the sense of conflict and confusion which accompanies a growing awareness of self and society".

Adolescence stage is considered to be '15 – 25 years' which is most critical and crucial period of human life. Critical and crucial because it is at this period that psychological, physiological or cultural events may have more effects on future development than it will have occurred in either earlier or later human life. Ama (2011) supported that, adolescence stage is a critical period of profound rapid change during which vital conditions for maturation are provided.

Bieliana (2009) stated that, "adolescence stage is a time of excitement and of anxiety, of happiness and of troubles, of discovery and of bewilderment, of breaks with the past and yet of links with the future". He further explained that, adolescence period

can be a confusing time for the adolescent experiencing this phase of life, for the parents who are nurturing the adolescent during his or her progression through this period, and for other adults charged with enhancing the development of youth during this period of life, and also for adolescents who find themselves in the role of parents.

Holden (2011) pointed out that, adolescence is conceived as distinct stage of life in societies so complicated and differentiated that each individual's social role and function takes years to define and learn. It is also a stage of special years of preparation for adult life, that become distinguishable with its own rules, customs and relationship. He also noted that, adolescence period is distinguished from earlier stages of development by the warp of tenderness, but the tough fibres of social experience continue as in the juvenile era, to tile the personality together.

Mudiare (2015) stated that, "the final stage of personality development occurs during adolescence period, when sexual maturation results from the combination of hormonal changes which bring the capacity of reproduction and a social orientation toward heterosexual love". Mukhrajee (2015) pointed out that, during adolescence stage, patterns of impulse expression and sublimation crystalize into a life orientation. The content of the unconscious, balanced by the ability to evaluate reality and the regulating functions of the conscience, rework the struggles of childhood repeated episodes of engagement, conflict, and impulse gratification or impulse frustration.

Lorner (2008) believed that, the capacity for personal and social change emerged as a result of a number of life events which occur simultaneously during adolescence stage. These include rapid physical growth, sexual maturation, increased emotional intensity and conflict, the achievement of hypethetico-deductive reasoning, and an

awareness of complex moral, social and political concerns. Bourgue (2014) stated, "Adolescence stage is a 'significant period'. It is believed that, this is a clearly defined transition to adult status at some point at which wise admonition could profitably be directed by a parent to a child.

Enne (2010) stated that,

> *"adolescence stage is a stage in human growth and development and a distinct period in the lifespan of an individual. It represents a developmental period during which its members no longer are children and have not yet achieved adult status or maturity'. In other words, adolescence is a period of transition in which the individual status is vague, an individual does not understand if he or she is still a child or adult because of the rapid development and changes in his or her body. The body changes can be very surprising and very confusing both to the teenager himself, his parents and other adults around him".*

In societies and cultures where adolescence period is recognized as a distinct stage of development, many of the problems connected with adolescents are none existent. Physically, the onset of adolescence stage is characterized by the development of sex characteristics and the acceleration of physiological growth. Psychologically, it is marked by development in both intellectual and socio-personality functioning. Socially, is the emergence of independence where by the individual is being prepared for the adult role, and in terms of chronological perspective, it extends approximately from twelfth to the early twenties, although variations in the timespan differ both individually and culturally. Researcher viewed adolescence period as transition from childhood to adulthood that is characterized between '12-25' years, and marked by physiological

changes, development of sexual feelings, effort towards the construction of identity and a progression from concrete to abstract thought.

Mukhrajee described the historical perspective of the adolescence stage as in the middle ages children were viewed as miniature adults, and developmental transformation in adolescence period were ignored. Erickson pointed that, adolescence stage is critical not only as it serves to crystallize earlier component of development but also, it sets the course for later life choice, the decision to choose for life partner, the manner in which one's children produce and the degree of integrity with one approaches aging and death are all influenced by the values and aspiration incorporated in the adolescents' identity.

Godwin (2010) viewed adolescence stage as a period of self-consciousness, impulsiveness, idealism, and intensity. According to Oxford Advanced Learner's Dictionary, an adolescent is a young person, who is developing from a child into an adult. Frink (2006) refers adolescents as 'youths', 'teenagers', 'young people'. The term young people refers to individuals of age range 12-18 years. Adolescents are cliquish and clannish, but they are not usually smug and parochial, the writer concluded.

Godman (2009) pointed that, adolescent stage is transition from child to adult status, that is often difficult and marked by dual ambivalence for adolescents and their parents. The end of psychological adolescence period is indicated when the adolescent finds acceptance, in the adult world, during which the issue of money and decision regarding marriage and parenthood are dealt with. Further continued, as adolescents acquired adult capacities for reasoning, they become sensitive to the contradiction, hypocrisies, and the inhumanities of their society. Also as they seek to express their sexual impulse, they experience both the thrill of love and humanities of reflection.

Evans (2009) has perception that adolescents hold three primary roles: that is family member, peer group member and being a student. In addition to performing these roles, adolescents are emerging into the new roles of workers, political participant, religious believer, and heterosexual partner. However adolescents' spheres of influence is expanding, they are also coming under the scrutiny of new groups of significant, others who may hold divergent expectations associated with the adolescence period role have meaning for the growing person. Adolescents are faced with the challenge of adapting to the diverse and often incorrect assumptions by adults.

Hilder (2009) stated, "Adolescents emerge from childhood and they begin to be able to think about the world in new ways, their thoughts become more abstract, and they are able to generate hypotheses about events that they have never perceived." Further continued, these complex conceptual skills have been described by Piaget as the stage of formal operations. This means that, the adolescents thoughts are governed more by logical principles than by perception and experiences. Several new conceptual skills are established during the stage of formal operations. First, adolescents are able to manipulate more than two variables in their head at the same time. Second, adolescents are able to think about things changing in the future. Third, adolescents are able to hypothesize about a logical sequence of events that might occur. Fourth, adolescents are able to anticipate the consequences of their actions. Fifth, adolescents have the capacity to detect the logical consistency or in consistency in a set of statements. Finally, adolescents are able to think in a more relativistic way about themselves and the world in which they live.

Jogana (2010) has offered broad descriptive patterns of developmental tasks, which are defined as attitudes, abilities, and knowledge that an individual must acquire and possess at a certain point in life. He further reported, the acquisition of these development tasks is based on a variety of assumptions. First, the prerequisites for such tasks include physical maturation, cultural expectations and appropriate personal values. Second, there is the assumption that these tasks are acquired in a sequential order; some of the tasks are acquired during early adolescence stage while others appear at later stage of adolescents. Third, the successful acquisition of the tasks depends on a 'teachable moment'. This term refers to the appropriate time of both teaching and learning a task.

The nine basic developmental tasks Havighurst reported are:

> *"Accepting one's physique and accepting masculine or a famine role, achieving new and more mature relations with age mates of both sexes, emotional independence of parents and other adults, achieving assurance of economic independence, developing intellectual skills and competence, desiring and achieving socially responsible behaviour, preparing for marriage and family life, and building conscious values in harmony with an adequate scientific world pictures".*

According to him if an adolescent master these tasks, he will be considered adjusted but if he fails to master the tasks, social disapproval, anxiety, and maladjustment or deviant behaviour can be resulted.

2.1.2 Parent-Adolescent Relationship

Too often, it seems that parents because of lack of understanding the adolescence stage, actually frustrate adolescents and contribute to their general maladjustment (Elmer, 2011). Hickman (2012) stated,

> *"Psychological growth requires appropriate environmental stimulation in adolescence stage, as at other stages of life and the rates of their physical maturation. The age-graded social, educational institutions that deal with adolescents make little allowance for this variability and many of the conflicts between the adolescent and his world stem from the foot that he is not ready or had been ready too long for what his world offers him and expects of him."*

A different basis for the adolescent's relationship with his parents established when earlier the parent assumed a dominant role and the child a submissive one, the very nature of the growing up process requires a more equalitarian relationship.

Researcher viewed an adolescent in an ambiguous position, one moment he is told by his parents that he is too young to behave in a certain way, the next moment he is childed for not acting like a man. This uncertainty to his role causes many adolescents to be in conflict with themselves and those around them especially the parents. Gene (2008) viewed the child's changing relationship with his parent during adolescence period is one of the area receiving major attention, the specific issues involved in the adolescent's strive for autonomy depend upon his age, an adolescent lives in confusion he craves for independence but often feel dependent, he resents parental and other adults correction but need their sympathy and help, he thinks he knows much but suddenly finds that he does not know enough to solve his problems, he is to control his own life but founds life full of frustrating obstacles. Hence he may be aggressive or rebellion one day and cooperate and affectionate the next.

According to Usman (2014) adolescents from small families were more strongly identified with parents. They reported a close relationship with parents that involved shared leisure time and reliance on parental advice. By contrast, the response of

adolescents from large families indicated a marked separation between parental interest and their own, perhaps because of this, the adolescents from large families were more peer-oriented than family oriented. The author further continued that, related to adolescents ambivalence towards parental authority which indicates a mixture of dependency and resentment, boys show more difference than girls between the large and the small families in internalization and attitudes towards authority.

Usman (2014) reported that:

> *"Parent-child relationships are systematic not static. A mother-son or father-daughter interaction is not the same at twelve years as it was at seven or two years, among the outcomes changes which take place with time is that of identification with a parent, if there is a strong tie with the young child, he will like to retain the love of a parent, he will also want to stay in good understanding with that parent."*

2.2 Parenting of Adolescents and Discipline

Parental care is the total care given to children from infancy to childhood and adolescence to maturity, when the adolescent is assumed to be responsible enough to take care of his/her self, internalize self discipline and live independently. Adolescents and parents are two distinct words interacting together for the better and mutual upbringing of the adolescents, parents should understand the rearing disciplinary styles in adolescence period.

Tunia (2012) reported that, "disciplinary practices that are based upon a resilience model will prove to be the most beneficial in supporting the emergence of self-discipline". Adults must keep in mind that discipline drives from the word disciple and is

best understood as a teaching process, as a form of education, children should not associate discipline with intimidation, humiliation, or embarrassment.

Usain (2014) found that many parents some who are well-intended, may not demonstrate behaviour to nurture self-discipline in their adolescents. When parents are reactive, crises-oriented, overly punitive, harsh, belittling, arbitrary or inconsistent, the positive goals of discipline are likely to suffer. The development of self-discipline is also compromised when parents have very different disciplinary styles or when parents are hesitant to set limits for fear that their adolescents will be angry with them. Some adolescents take the advantage of this fear by telling the parents, they don't love them when consequences are enacted. Finally, adolescents will struggle to develop self-discipline when parents impose unrealistic expectations for behaviour resulting in adolescents becoming increasingly frustrated or angry.

2.2.1 Parent Socio-Economic Status and Discipline

Education, occupation, residential area and level of income play major role in identification of social class. Belkin (2007) pointed out that, socio-economic factor expresses youth to moral decadence, that is to say migration of youth from the village to town tends to weaken the norms and conducts which are used to control behaviours. Ajanaku (2005 in Daily Times 8th August) reported, "One of the causes of delinquency comes from illiterate parents who tend to worship their children". Okatahi (2009) stated, "Nigerian illiterate and low income parents are prone to authoritarian discipline techniques, while the literates, middle and high income parents adhere to permissive and democratic disciplinary techniques". Occupation, educational qualification, residential

areas and means of transport were used as indices of social class of Nigerian families. High class families are those that one or both parents have degree qualification or its equivalent, top civil servant, lecturers and professionals who have large scale businesses. The reverse is low class families are petty traders, drivers, manual, skilled and semi-skilled workers. In between the high and low class are the middle class families with average income level and standard as teachers, clerical staff and medium scale business traders (Ukiri, 2002).

2.2.2 Parent Socio-Economic Class Variation in Discipline

Parental discipline practice vary among socio-economic classes which results in discernible difference in the personality and behaviour of adolescents. Education, occupation, area of residence and income play major roles in the definition of socio-economic class. Some researchers such as Erikson hypothesized that, background of greed inability to delay gratification in consideration with drive for power, foster criminal behaviour.

In line according to Usudik (2014), high class income parents with opportunity for good education but had little or no motivation to their adolescents mostly are involved in secret cult activities. Ozuwan (2009) stated, "More often than not, the illiterate parents use less corporal punishment but when they do it, it is usually more severe as indicated by a number of injuries reported by the adolescents". Ozoye (2007) found that, abusive parents came from lower socio-economic backgrounds more often than non abusiveparents, also they were less able to provide healthcare for their adolescents. Teman (2014) opined, some adolescents from wealthy parents have little or no attention

paid to their moral behaviour. This is because the material pursuit and economic exigencies make the parents very often to have little time to spend with their adolescents.

2.3 Parental Discipline

The term parenting is not restricted to biological parents. Parenting is both a biological and social process. It is also the act of parenthood, child upbringing, rearing or child education. Raheem (2014) defined parenting as the family involvement process that consists of parent's attitudes, values and practices in raising youth. According to Titlon (2015) parenting means providing care, support and love in a way that leads to adolescents' total development. It includes being responsible for the adolescents' physical needs and creating a nurturing environment within natural and designed settings which the adolescents live. He further maintained that parenting also involves guidance which refers to words and actions, those adults influence children's behaviour. Most parents establish certain guidelines and rules for adolescents to follow. These help adolescents understand what kind of behaviour their parents expect of them and the difference between right and wrong. Parenting is a complex process involving much more than a mother or father providing food, safety and security to an infant or child. It includes members of the extended family, neighbours and every other adult who in one way or the other is involved in the upbringing of a child. It also involves bidirectional relationship between members of 'two' or 'more' generations.

Providing appropriate discipline to children is one of the most essential responsibilities of parents. All children need adults in their lives who will assist them to think before they act, to reflect upon various challenging situations, to realize the

different consequences follow from their choices, and to take responsibility for their behaviour. Vincent (2000) stated, "Every individual need discipline in order to adjust his needs and desires, to keep the affection and approval of people around him". Miller (2008) opined that, the goals of all discipline are to mould the child so that he will be able to adjust to traditional roles prescribed by the cultural group which he is identified. Isma'il (2010) stated, "Parental discipline involves teaching children the boundaries of what is acceptable and what is not acceptable, also make them aware of values and actions that are acceptable in their family and society". Uson (2010) noted that, discipline can be positive, for example, praising a child for doing something good or stopping something inappropriate, also discipline can be in negative form for example, smacking an adolescent for doing wrong. Researcher opined that, discipline is every correction adult put into children that influences how they turn out to be. Therefore, parents should design discipline to help adolescents engage better with others and be able to control their behaviours.

2.4 Parents' Use of Disciplinary Styles

Authoritarian Disciplinary Style

This discipline style involves parents who are neither frequently warm nor nurturing. They do not easily take their children's feelings into consideration and tend to be more rigid, imposing rules without discussing the rational with their children. They resort to authority and basically seek compliance and obedience. Authoritarian parents are likely to resort to corporal punishment rather than a problem-solving approach, when

they feel their children are not complying with their demands or have transgressed in some fashion.

Ali (2010) stated, "Authoritarian parental style is a restrictive, punitive style in which parents exhort the adolescent to follow their direction and respect their work and effort". Authoritarian parents also might spank the child frequently, enforce rules rigidly without explanation and show rage towards the adolescent. Further highlighted, adolescents of authoritarian parents are often unhappy, fearful, and anxious in comparing themselves with others. They fail to initiate activity and have weak communication skills. According to Enne (2010) children of authoritarian parents tend to be very aggressive.

Democratic Disciplinary Style

This involves parents who demonstrate warmth and involvement with their children. They offer emotional support, but are also firm in establishing guidelines, limits and expectations. They listen actively to their children and encourage them to make their own decisions. When appropriate, they involve their children in the process of creating rules and consequences so that children learn to understand and appreciate the rational for rules. They focus on positive feedback rather than on punishment. Democratic parents recognize that discipline is most effective when housed in the content of a loving relationship.

Annie (2013) reported, "Democratic parental disciplinary style is a style that encourages adolescents to be independent but still places limit and control on their actions." Extensive verbal give-and-take is allowed, and parents are warm and nurturing towards the adolescent. Ama (2011) explained that, democratic parents show pleasure

and support in response to children's constructive behaviour. They also expect mature, independent, and age-appropriate behaviour by the children. He concluded that adolescents whose parents are democratic in nature, are often cheerful, self-controlled, self-reliant, achievement oriented, maintain friendly relationship with peers, co-operate with adults as well as cope well with stress.

Permissive Disciplinary Style

This involves the parents who are most noted for their failure to establish realistic goals, expectations, and limits for their children. Permissive parents are grouped into two, permissive-indulgent who demonstrate love and warmth but they appear guided by the philosophy that 'children will learn on their own'. They have difficulty in setting rules and limits. While permissive disengaged parents do not indulge their children but, rather fall to provide structure and emotional nourishment. They are often neglectful, and the attachment between parents and child is tenuous at best. The positive connections that serve as the foundation for emotional development and well-being are absent.

According to Aluwa (2009) permissive parental disciplinary style, is a style in which parents are highly involved with their adolescents but place few demands or control on them. Such parents let their adolescents to do what they want, and the result is that the adolescents will never learn to control their own behaviour. Also some parents deliberately rear their children in permissive style as they believe the combination of warm involvement and few restraints will produce a creative, confident adolescent. Annuza (2008) viewed, children whose parents are permissive in parenting rarely learn

respect for others and have difficulty in controlling their behaviour. They might also be domineering, egocentric, noncompliant, and have difficult in peer relations.

Amintua (2010) found that adolescents from permissive parents tend to be socially incompetent, many have poor self-control and do not handle independence well. They frequently have low self-esteem, immature, and be alienated from the family. In adolescence stage they mostly show pattern of truancy and delinquency.

2.4.1 Disciplinary Styles Practice

The purpose of discipline is to encourage moral, physical, intellectual development and sense of responsibility in children. Adelson (2010) stated, "Discipline has two functions, the first is to ensure that children have a consistent, safe and secure environment in which they can learn reasonable rules, limits and consequences, as well as to develop an understanding of why these are important. The second function equally important but, not as readily emphasized is to nature self-control". It is the responsibility of the parents to instill good discipline in children to teach conformity and obedience. Punishment serve to inhibit undesirable act and rewards serve to reinforce desirable act. Ripple (2005) stated, "reward is something given to a person by another individual that brings about pleasure". Newman (1996) reported, "Thorndike's law of effects as only those responses of the organisms followed by reward and satisfaction would be learned, and those unsuccessful responses followed by punishment and annoyance would be eliminated from the behaviour reportive of the organism". Further continued, authoritarian parents who depend too much on the use of punishment are likely to loose sight of the value of using rewards.

Rosen (2009) stated, "Punishment is a social disapproval of an undesirable act resulting in personal discomfort or pain". Ukiri (2002) pointed out that, parents who use physical punishment as a disciplinary technique were presenting an aggressive model for their children to initiate. Researcher discovered that corporal punishment is a form of punishment that has been of controversial issue. Most psychologists and educators opposed such punishment and nonetheless it has been widely spread not only in Africa, but in other parts of the world. In Nigeria, it has been very much in use not only in schools but also in homes.

Angila (2009) stated, corporal punishment is the use of force to cause pain but not injury for the purpose of correction or control. Angila (2009) argued that, punishment has different meanings for some cultural groups such as African-Americans. They contend that where physical punishment is predominant and normative, mode of discipline is used in a controlled fashion in the context of a nurturing relationship, it is looked on as culturally acceptable, and a sign of good parenting and that the effects can be positive. Ozuwan (2009) opined that, disciplining children by spanking does not facilitate learning, instead, it may halt the unwanted behaviour only while the adolescent is in the adult's presence, or it may scare adolescent into submission. It is worthy to note that spanking may teach an adolescent what to do but not what is expected of him or her in an alternative behaviour. He continued that, physical discipline is most often used when a parent is frustrated or without other resources. He further illustrates more of what physical punishment does thus:

> *Increases anxiety and fear, hinders the development of empathy and compassion for others, makes children angry in response, heightens aggression towards others, harms relationship with parents, decreases compliance and*

> *increase resistance, decreases self-esteem, potentially causes unintended and severe physical injury, increases the probability for an array of undesirable social and psychological behaviour, teaches that violence is an acceptable way to handle conflict.*

He further maintained that, following these negative effects of physical discipline, parents should use techniques that constitute a positive and appropriate discipline of adolescents such as, discipline with love and one that focuses on the behaviour rather than the adolescents.

According to children youth and women's health service committee Ewald (2014) children need discipline, limits and guidance to feel safe and secure, while learning to get along with others and to live in the society. Discipline is about teaching the adolescents appropriate behaviour and helping them to become in dependent and responsible adults. Forehand (2007) stated, "discipline is how adolescents learn right from wrong, acceptable from unacceptable and also involve giving guidance for adolescents' moral, emotional, and physical development, enabling the adolescents to take responsibility for them when they are older". Gonzilin (2008) viewed, positive discipline normally involves helping adolescents to understand why certain behaviour is unacceptable while another is acceptable. Thus he focuses negative discipline as doing what you are told in order to avoid something unpleasant.

Aluwa (2009) opined that, parents or other adults discipline should be designed to help adolescents to engage better with others and to be able to control their behaviour. He continued that, providing constant and positive discipline will help adolescents to grow into responsible adults. Also further maintained that, it is not necessary to

physically punish adolescents in order to teach them what they need to know but, the best discipline teaching for adolescents is for them to acquire self-discipline.

2.4.2 Reward and Punishment Essentials for Discipline Practice

Discipline has always been regarded as essential to the child's development but ideas that constitute good discipline have undergone many changes. In the past, it was believed that discipline was necessary to ensure that individuals adhere to the standards that society established and tolerated no deviation from them. Today, it is recognized that the child needs discipline if he is to be happy and well-adjusted person.

Punishment and reward are essentials of discipline practice as punishment serves to inhibit undesirable acts while rewards serves to reinforce desirable acts and if they are to contribute to healthy mental and emotional growth, punishment and reward must be properly used.

Lorner (2008) pointed out that, punishment reinforces the punisher and not the punished. Punishment affliction of pain and suffering to the memory and imagination of the punished with the hope that the reconsistent will resolve not to repeat what he was punished for, referred to as 'any consequence of behaviour that reduces the future probability of that behaviour'.

According to Hilder (2009), corporal punishment is a penalty for wrong doing or unpleasant pain and suffering inflicted on the wrong doer. Corporal punishment allowed run down rather than eliminating the undesired behaviour. It is served not to stop a behaviour rather than pointing to the acceptable behaviour resulted in escape and

avoidance behaviour, giving rise to loss of personal opportunity and flexibility and taught a child an undesirable way of attempting to change an unaccepted behaviour.

2.5 Theoretical Framework

In cognitive development theory, Piaget discovered adolescents emerge from childhood and they begin to be able to generate hypotheses about events which are never perceived. Evolutionary theorist focuses adolescence stage as a period of transition from primitive of contemporary man. Hall (2003) viewed adolescence stage as vitality important period. During this time, individuals were capable of changing the course of their society.

2.5.1 Theories of Behaviour

Thorndike Theory

Edward Thorndike (1998) put forward a "Law of Effect" which stated that any behaviour that is followed by pleasant consequences is likely to be repeated, and any behaviour followed by unpleasant consequences is likely to be stopped. He further defined reward as 'a stimulus which produces a satisfying state of affairs in an organism'. That is every stimulus has a response, and when the response to a stimulus was followed by some reward and satisfaction that stimulus response bond (S-R) would be 'stamped in' while others followed by some punishment and annoyance would be 'stamped out' from the behaviour repertoire of the organism.

Skinner Theory

Skinner (1938) introduced a new term into the Law of Effect-Reinforcement. Behaviour which is reinforced tends to be repeated (i.e. strengthened). Behaviour which is not reinforced tends to be extinguished (i.e. weakened). Skinner coined the term operant conditioning. It means roughly changing of behaviour by the use of reinforcement which is given after the desired response.

Belkin (2007) stressed the importance of early childhood experience as determinant of adult behaviour. Elmer (2011) pointed out that, novel behaviour is frequently acquired by observing the behaviours of others. Lambor (2009) stated, parents set guidelines for adolescent behaviour. As such they should be of good models. The basis for good behaviour orientation and good adolescents' attitude development is founded on positive parenting (Abdul, 2012).

2.5.2 Authoritarian Disciplinary Style and Effect on Behaviour

Disciplinary styles are categorized into authoritarian style, democratic style and permissive style. Grifth (2000) stated, "Parents usually have reasons for using the disciplinary styles they choose". Further continued parental disciplinary styles vary according to family-size, socio-economic status, family environment as well as many other factors do affect disciplinary styles. Wilson (2007) stated,

> *"In authoritarian disciplinary style, there is the assertion that adolescent 'receive their morality ready made from domineering parents, little or no attempt made to explain to adolescent the reason for the rule he is expected to obey'. There is also the assumption that breaking rules by the adolescent is intentional, he has no opportunity to explain himself, the punishment followed is always corporal, harsh*

> *and cruel corrections, no rewards or praises for a good behaviour".*

The consequences point out is overstrictness that lead to an adolescent to feel the world hostile and this causes the adolescent to reject authority and try to gain his independence. Researcher in line discovered that overstrictness attitude usually lead to adolescent boys leave their homes or to drop out from the school, while the adolescent girls involved into early marriage to escape parental domination. Okatahi (2009) stated,

> *"authoritarian parenting often gets the desired result of conformity but, in far too many cases the tension takes some other form of expression. Children of authoritarian parents are socially timid, and non-assertive, tough, aggressive and are generally obedient and submissive, polite and dependable".*

Adelson (2010) emphasized the disadvantages of authoritarian parenting.

> *"You will find that any enforcement of discipline based on fear, paternalism or inaction can only produce a negative result and will not lead to the development of those traits or characters that make for good citizenship nor can such authoritarian discipline create a happy relationship. Also at school, the child under an authoritarian parent may be sadistic towards other children and might use dictatorial method to control and dominate other children."*

Chassin (2000) stated, "Parents with authoritarian discipline style are connected with the child's conformity to an absolute standard of behaviour. Thus, the child's behaviour is shaped to fit this standard, allowing for virtually no challenge or questioning from the child." In term of effects of this discipline style, children tend to be withdrawn, unhappy, low independent, competence, and in social responsibilities.

The authoritarian teacher on the other hand, according to Ozmune (2011) is a person who exercises arbitrary power and determines all policies, techniques, activities and functions without consultation. These types of teachers usually dictate the task and task companion of each member. Ruman (2015) observed that the authoritarian teacher places firm limits and controls on the students, in that students in an authoritarian classroom obey all directives without questioning. The authoritarian teacher is personal in both praise and criticism of his students. Emphasizing on the strict management of authoritarian teacher, Sumen (2013) observed that teachers with authoritarian style of classroom management usually insist on strict obedience to rules and regulations. Thus, the effects pointed out was the authoritarian teacher created a social distance between himself and his students, also when teachers were not friendly and caring, students react angrily and as such happened many students decided to hate the subject and the teacher and this can also contribute to truancy behaviour.

2.5.3 Democratic Disciplinary Style and Effect on Behaviour

In this discipline style, there is underlying belief that the adolescent has a right to know why a rule is imposed on him. He is also given an opportunity to explain why he has broken a rule before punishment was administered, the punishment to be administered should be related to the act and matches the seriousness of the behaviour. Rewards are given in form of a praise for a good behaviour. Consequence pointed out that adolescent relationship with the parents or teachers is far better when discipline is democratic rather than other disciplinary styles (Okusun, 1999).

Ozigi (2000) viewed democratic discipline as sharing the problems involved in decision making, seeking and considering opinion of others. Knox (2003) stated, "democratic parents instead of using absolute standard, they use to encourage verbal interchanges with children". They promote rationality that is directed towards issues thus, the effect pointed out include greater purposiveness, self-reliance, independence and happiness.

For democratic teacher, is a teacher that has free mind with students. The teacher listens to complaints from students and attends to their problems. Harvad (2011) viewed that, democratic teacher is concerned about the worth of every individual student and therefore allows for greater teacher/students autonomy. The democratic teacher tries to explore the views and ideas of students and makes allowances for divergent thinking. There is high student verbal activity and more open teacher-student and student-student communication. Democratic teacher tends to create an atmosphere, which disposes the learner to exhibit greater concern for individual needs, cooperation group structuring, good friendly relationships, independence and initiative in the absence of the teacher. Joshi (2012) stated, "A democratic teacher exhibits professional qualities such as mastering of the subject to be taught, understanding the basic principles of child growth, the development and teaching techniques".

Stressing on the effects of democratic style teaching, it involved the teacher managing both students' behaviour and the physical learning environment. This helps the teacher to know what interest the students and the length of time which students' interest can be sustained in a lesson. It also showed some significant relationships which

indicated that more academic successes were recorded in the class of democratic teacher than an authoritarian teacher (Herman, 2009).

2.5.4 Permissive Disciplinary Style and Effect on Behaviour

Permissive style is also called laissez-fair which has no set pattern and it gives room for extreme and high level of suggestions from the group (Grifth 2000). The author further viewed permissive parents or teachers as setting no rules and the adolescent is permitted to do what he thinks is right, punishment is rare because there are no rule to break. There is the underlying belief that the wrong doer will learn, from the consequences of his act. Rewards are not given for good behaviour, it is believed that social approval will be sufficient reward. The consequences pointed out are adolescents who have grown up in permissive parenting style tend to become spoiled. They tend to be uncooperative and inconsiderate with peers, there is also failure to develop sense of shame or guilt which could motivate the adolescent to conform to social expectations. They also tend to be rebellious, uncooperative, lack control and given to frequent temper tantrums and sometimes hostile and aggressive.

A permissive kind of teacher, is a teacher who refuses to interfere in students' affairs. Mukhrajee (2015) viewed permissive style classroom teacher as a teacher who gives complete permissiveness to his students in the class to do as they please. The teacher does not help in making decision, students are left on their own, no clear instruction or direction on how to solve a particular problem in the class. Teachers with this type of behaviour exercise positive influence. Teacher with permissive style plays little or no role in initiating and coordinating activity. Also, the teacher grants complete

freedom to group and individuals to make decisions without his participation. Effect of permissive teaching style pointed out was, students with permissive teacher will lack motivation and proper direction and it is possible for them to experience low performance in their academics. Likewise an inadequate discipline in the classroom can lead to confusion, insecurity, unhealthy competition for power among students and also may create truancy behaviour among students.

2.6 Exhibited Adolescents' NegativeBehaviours

Behaviour is a function of social environment relative to the culture, historical and social settings in which an individual displays a given behaviour (Usudik, 2014). According to Tunia (2012) social behaviour is often referred to as 'social psychology' that focuses on how the individual is affected by others. 'Anti-social behaviours' are any acts that violate social rules and the basic rights of others. They include conduct intended to injure people or damage property, illegal behaviours such as truancy and drop-out, theft, telling lies and nuisance behaviours. Angila (2009) asserted, the existence of stable and normal societies is based on acceptable ethical principles, norms and healthy values. Anonie (2011) referred to the norms and values as desirable behaviours while Bonet (2012) claims that any departure from the accepted norms by people who are not yet adult is delinquency. Biodun (2014) believes that factors such as biological, social, view of self, attitudes, beliefs, sense of his future etc. are some of the factors that predispose adolescents to unhealthy behaviours.

According to Binsura (2013), adolescents first identify with their parents than other adults, how these adolescents incorporate good or bad behaviours is one of the

internalization of positive or negative parental disciplinary styles influences. The adolescent period was once considered to be between ’12 – 16’ years, it has steadily and rapidly expanded during the past years so that today it reach up to 21 years or more, and down to ’10-12’ years of age. As a result, modern man is now spending a considerably longer portion of his life as an adolescent. This creates problem in one way or the other.

Different writers have attributed a number of adolescents’misbehaviours to domestic discord. Dusek (2013) noted that delinquency, stealing, lying, disciplinary difficulties, jealousy, hyperactivity, problems of speech, reading problems, poor social adjustment and homosexuality are all said to result from marital strife.Emento (2008) asserted that, the existence of stable and normal societies is based on acceptable ethical principles, norms and healthy values. According to Enne (2010) anti-social behaviour can be generally characterized as an overall lack of adherence to the social mores and standards that allow members of a society to co-exist peacefully. He further stated, “anti-social behaviour can start out in childhood, adolescence stage or adulthood but mostly so common in adolescent.

Dona (2009) noted that, there are two main categories of delinquent behaviours Nigerian adolescents are engaged into. That is criminal and status offence. The criminal offences include stealing, arson, rape, drug offences and murder, burglary, pickpocket, and also armed robbery. Cellion (2008) stated, “The underlying of all the problems of adolescents dependence and independence are the struggle to be free in the world ruled by interfering adults, there are also the disturbing and exciting urges of sexual growth which arouses interest in the opposite sex. This is another area of delinquency frequently

recorded among adolescents, that is more common among the boys who are over anxious at this stage to test their sexual capabilities.

Many products of our secondary schools have in recent years committed suicide or various types of crimes out of frustrations (The Sunday Paper, May 20th, 2008, p. 10). The researcher found that, various suggestions made for curbing juvenile delinquency have apparently prompted many State Governments in Nigeria to set up juvenile courts called 'Remand homes', yet it seems that all those measures have not sufficiently effective in curtailing this social problems.

Chelsey (2012) referred to behaviours which are socially prohibited as problem behaviours, also that any behaviour which falls short of societal norms, values, beliefs and expectations are undesirable behaviours. Problem behaviour which is reflected in a variety of symptoms indicating deviations in a person's mental and emotional orientation, in his actions and relations with other people and his personality structure (Ceziana, 2007).

Usman (2014) and Usain (2014) in their research study have identified the following as deviant behaviours exhibited frequently and persistently in the classroom:

> *Walking out on the teacher, noisemaking, sleeping in class, pinching and aggression, vandalism, pilfering, lies, truancy, tardiness, irresponsibility, cheating, immorality, alcoholism, use of drugs, cultism, examination malpractice etc.*

Holden (2011) viewed that, the immorality has eaten deeply into the fabric of the Nigerian society, that is why generation is undergoing a period of moral decay which is responsible for the rampant cases of many social vices including cultism. Many commentators also blame society for the corruptive influence it exposes its youth to, for

example immoral and violent foreign films, which are held to encourage violence, promote such corruptive influence. In Nigeria, examination malpractices are essential problem that is multifarious in form and wide in scope. About over 33% forms of examination malpractices have been identified perpetrators of not just students. The agents and other actors of fraud operate in primary, secondary and tertiary institutions (Jogana, 2010).

According to Biodun (2014), the menace of destitute in our streets in the cities is already a social problem to the government and the general public. Psychological tensions and emotional disturbances at home may drive the adolescents away from home or school, and have the potentials of exposing them to negative associations. Personal performances both at home and in the public may be affected.

2.6.1 Factors that Influence Adolescents' Negative Behaviours

Behaviour is any observable action or reaction of the organism. Bonet (2012) believed that, the psychological conflict which adolescents and adults experienced were due to the failure to satisfy or express specific wishes during childhood.

According to Bourgue (2014) factors such as biological, social view of self, attitudes, beliefs, sense of his feature are some of the factors that predispose adolescents to unhealthy behaviours. Anonie (2011) listed environmental factors, social factors, physical factors, psychological factors, peer group influence, drug abuse and the family factor as causes of delinquency behaviour among adolescents. Ama (2011) found that, causes of anti-social behaviour tend to find theoretical explanations in the interaction between biological, environmental and social factors. She further believes that the

biological or genetic make upof individuals can predispose adolescents engagement in delinquent activities. Also chromosomal abnormalities among the adolescents may predispose them to anti-social behaviours.

Different researches agree that the foundation of adolescent unhealthy behaviour is rooted in the kind of home the adolescent is brought up. That is the basis for good behaviour orientation and good adolescents' attitude development is founded on positive parenting, as such parents should be blamed and be made to take responsibility for the misfortune that befalls the adolescents.

2.7 Truant Behaviour

Truancy is derived from the French word truand meaning begger, parasite, lazy person, naughty child or rouge. Truancy is one of the major antisocial discipline problems among secondary school students in Nigeria. Students indulge in different types of truancy such as blanket, post-registration, parental-condoned and psychological absence. Blanket truancy exists when the child fails to attend school and lacks authorization for failing to doso, with or without the knowledge or consent of the parent or guardian. The post-registration truant does registration; truant does register at a particular lesson or lesson during the school day. In parental condoned truancy, some parents simply encourage students to perform home chores, help in family business and care for invalid or handicapped siblings while psychological absence occurs when a child physically attends school yet fails to participate in any meaningful way.

Truancy is the willingness to violate societal and school rules that is shown through hostility, stealing, aggression, rebellion and deviations (Alkasim, 2008). In the

opinion of the researcher, truancy may lead to other antisocial behaviour such as stealing, lying, hooliganism, raping, drug use, cheating in examination and the like.

Truancy is also demonstrated through drug use (to include cigarettes and alcohol use at a very early age, gang activity keenness to start physical fights, using weapons in physical fights, lying, criminal behaviour such as stealing, breaking into houses, shop-lifting, vandalism, learning difficulties, low self esteem and rebelliousness, the aggressive actions against people (including bullying and physical or sexual abuse). Sund (2000) stated that, "truant students are at risk of drug abuse, delinquency and dropping out of school".

2.7.1 Factors Affecting Truant Behaviour

The concept and act of indiscipline have received a lot of attention by researchers. Harlock opined that various behavioural disorders like stealing, violence, drug use, examination malpractice, sexual abuse and truancy have so undermined effective teaching-learning processes that some teachers have become helpless and disorganized in their task of impacting knowledge to the learners. Ma'aruf (2008) identified four major home factors as being responsible for truancy that is, poor relationship between children and parents, poor physical conditions at home, use of corporal punishment in the house, and lack of parental interest in the child's welfare. The school has also been identified as a strong factor responsible for truancy. Ajanaku (2005) reported that,"breakdown of communication, student over population, shortage of teachers, incessant holidays, strike and work-to-rule, undue application of corporal punishment as well as peer influence at

school are strongly associated with truancy". Elkin (2006) identified causes of truancy as bullied by school staff, bordom, dislike of teachers and avoidance of tests.

Martin (2006) stated,"causes of truancy include as illness, financial hardship, age, social class, factors such as teachers attitude, poor administration, high cost of education". Bingham (2004) stated, "distance to school, school discipline, family background and school location are among causes of truancy among school students".

2.8 Related Empirical Studies

Findings of other researchers in line with the present study were discussed.

David (2008) carried out a research to investigate the effectsof parenting styles on teens' involvement to alcohol drinking in Australia. The aim was to find out the differences in the effect of lack of love and care in authoritative, authoritarian and permissive parenting styles that influence teens involvementin alcohol drinking. The researcher used descriptive survey design, the population sample consisted of 1,300 participants. Sample drawn out of the population were 200 parents and 200 adolescents in secondary schools 14-18years. Data was collected through questionnaire distributed to both parents and the adolescents' students. The finding revealed that teens least prone to alcohol drinking had parents with authoritative parenting style who score 80% on both love and care, so called permissive parents those low on love and care nearly triple the risk of their teens participating in alcohol drinking. While authoritarian parents scored 40% on love and 30% on care more than doubled their teen's risk of alcohol drinking.

In comparison, the present research is similar to the previous study in which the present study aims to investigate the relationship between parenting disciplinary styles

and adolescent students' truant behaviour in senior Secondary Schools in Kano State. The present research derived sample from parents and adolescent students of ages 15-18years in senior secondary schools. It also used questionnaire for data collection and analysis as of the previous research work.

Chatter (2006) conducted a study to find out the influence of authoritative parenting style on adolescents' academic achievement in senior secondary schools in Ejigbo of Osun State. The population consisted of 21,514 students in SS II class and 11,207 sample was used as respondents. Data collected was analysed using Pearson Product Moment Correlation to reveal the findings of relationship between parenting authoritative style and students academic achievement. The findings showed significant relationship between parenting authoritative style and students academic achievement.

The present research study had some similarities with the previous bymeans of selecting sample from the target population. The present study collected data through questionnaire from the respondents as of the previous study. Also the present research study adopted the use of Pearson Product Moment Correlation to determine the relationship between parenting style used by parents and students truant behaviour in senior secondary schools like the previous study.

Sadiq (2004) conducted a research in Nairobi to investigate contribution of parenting dimensions on adolescents' delinquency. The study was to determine the relationship between adolescents delinquency and parenting styles among secondary school students. The research employed descriptive survey design and used questionnaire for data collection from 404 respondents of parents and adolescent student in junior and senior secondary schools between 12 – 21 years. Some 4,000 students and their parent

comprised the population of the study, while collected data was analyzed and the result findings revealed that laissez-fair parenting style influence adolescents delinquency. The present research aimed to determine the relationship between adolescent students' truant behaviour and parenting disciplinary styles. The present study is similar with the previous by adopting descriptive survey design and sample respondents of parents and adolescent students in senior secondary schools. The previous study used mean score and t-test for data analysis while the present research usedPearson Product Moment Correlation and ANOVA to analyze data collection.

Diana (2008) in her study aimed to determined among authoritative, authoritarian, indulgetend or neglectful parenting styles which influence positive and effective behaviour of the adolescents. The study comprised of 4099 target population, and sample selected was 3055 of 14-18 years adolescents and their parents with both rearing styles. The research study employed descriptive survey design and data was collected through questionnaire from the respondents, the collected data was analysed by the used of Anova, chi-square statistical tools, and interpreted.

The finding revealed that adolescents with authoritative parents had more social competence and fewer psychological and behavioural problems than youth with authoritarian, indulgent or neglectful parents. In fact youth with neglectful parents were the least socially competent and had the most psychological and behavioural problems of any group of adolescents in the study.

The present research aimed to investigate the relationship between authoritarian democratic, and permissive parenting disciplinary style and adolescent students' truant behaviour in senior secondary schools. The present study as of the previous study

usedsamples of adolescent students and their parents with authoritarian, democratic and permissive disciplinary styles. Descriptive survey design employed for the present studies and also used questionnaire for data collection as of the previous research study.

Loromek (2001) conducted a research study with adolescents of secondary schools of the age 14-21 years in Ghana, was aimed to investigate the influence of authoritarian parenting style on adolescents academic performance positively. Research design used was survey design, while population for the study comprised of adolescents students from junior and senior classes in secondary schools and their parents of total 5,499. Sample for the study selected from the target population were 3,299 respondents.

Instrument used for data collection was questionnaire containing authoritarian characteristics (that is aggressive, harshness, lack of love, lack of care, lack of warmth and affection and lack of supervision and support. Finding revealed that authoritarian parenting style motivates adolescents students to perform poorly in academic activities, likewise a home of parent without love, warmth, care, affection and supervision but, have the parents of harshness, aggressive lead an adolescents to run away from the home, school and have negative associations and other delinquent behaviours.

The present research study had some similarities with the previous research study, as the present research developed questionnaire containing the characteristics of authoritarian, democratic and permissive parenting disciplinary styles as instruments for collection of data from the respondents. Another similarity is by selecting sample of adolescent students in senior secondary schools and their parents from the target population, as well as by the use of descriptive survey design for the study.

Ijoke (2006), his study was aimed to determine the influence of parenting styles on adolescents' involvement into drug abuse in Sorasoto country, target population involved 1,514 adolescents.

Descriptive survey design was used for the study and questionnaire was distributed to 1,207 sample respondents data collected was analyzed by ANOVA statistical test.

Finding revealed that relationship exist between the authoritarian, laissez-fair parenting style and adolescents' use of drug, while there is no significant relationship that exist between authoritative parenting style and adolescent use of drug.

The present research study is in line with the previous study by the use of parental disciplinary style variables, and selecting sample from target population of adolescent students. Also questionnaire distributed was analyzed by the use of Pearson Product moment correlation and ANOVA statistical test to reveal the findings.

2.9 Summary of Literature Reviewed

The related literature review was summarized.

The review of literature revealed the characteristics of authoritarian disciplinary style, democratic disciplinary style, permissive disciplinary style and the effects on behaviour. Numerous literatures were reviewed and most of the studies were found to reveal findings on parenting and adolescents' delinquency, parenting styles and adolescent involvement into alcoholism, parenting style and adolescents' poor academic performance, parenting style and examination malpractices, parenting style and students' academic achievement in secondary schools. Therefore, researcher discovered most of

these studies were carried outside Nigeria and did not emphasize on Nigeria secondary schools being an area which there is gap in the existing researches.

The present study aimed to investigate influence of parental disciplinary styles on students' truant behaviour in secondary schools in Kano in Nigeria. The present study touched Kano being an area in the North-West Geo-Political Zone, Nigeria to encourage students to adjust well to their studies in schools and in the society at large.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presented the procedure and method to be used in conducting the study under the following subheadings:

3.1 Research Design

3.2 Population for the Study

3.3 Sample Size and Sampling Techniques

3.4 Instrument for Data Collection

3.4.1 Validity of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

Survey research design adopted for the study, Olayiwola (2007) stated that, "survey research design involve a clear definition of the problem, collection of the relevant and adequate data, careful analysis and interpretation of the data and professional report of the findings". Accordingly, in this study data was collected from a sample and subjected to statistical analysis and the findings was generalized to the total population.

3.2 Population for the Study

The total population for this study was 62,346 comprised of SSII students in Senior secondary schools with their parents in 3 senatorial zones in Kano State. The breakdown of the population was presented in table 3.1.

Table 3.1

S/N	Senatorial zones	LGA	No. of Schools	No. of students	No. of Parents
1	Kano North	14	28	10,329	10,329
2	Kano Central	15	30	39,035	39,035
3.	Kano South	15	27	12,982	12,982
	Total	**44**	**85**	**62,346**	**62,346**

Source: Ministry of Education Planning Statistics Department Kano State 2014/2015

3.3 Sample Size and Sampling Technique

For the purpose of this study random sampling and purposive technique were adopted to select the sample. Ofo (2005), stated that,"purposive sampling is a method that allows the researcher to hand pick the samples because they are typical to the study and they simply satisfy the researchers' need". Therefore, random sampling using 'Hat drawn' was used to select the local governments and senior secondary schools from 3 Senatorial Political Zones in Kano State.

Names of local governments were written separately on plain paper, rolled and placed in a bowl and an assistant was asked to select two local governments fromeach

zone. This gave 6 Local Governments with 12 senior secondary schools of two male and two female schools that form 9,100 sample population. Purposive sampling technique was adopted to select the sample size. Krejcie and Morgan (1970) recommended sample size of 368 for population of 9000. In order to enable the researcher get reasonable representation for the study, the sample size was increased to 500, made up of students with their parents. The table 3.2 shows the sample.

Table 3.2: Sample for the study

S/N	Senatorial zones	L.G.A.	No. of Schools	Sample of students	Sample of Parents	Sample Size
1	Kano North	2	4	3,725	3,725	160
2	Kano Central	2	4	3993	3993	180
3.	Kano South	2	4	1,382	1,382	160
	Total	**6**	**12**	**9,100**	**9,100**	**500**

Source: Field Survey, 2014/15

3.4 Instrument for Data Collection

Structured questionnaire was developed based on the objectives and research questions of the study. The instrument was divided into three sections, Section A required bio-data information of respondents and section B consisted of twenty two (22) items adopted to measure parents disciplinary styles (P.D.S) while registers attendance score was used to determine students with truant habit (T.H).

The instrument was structured on 4-point likert scale in that respondents were expected to tick on the item and state there level of strongly agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD).

All responses were assigned numerical values as follows:

Strongly Agree (SA)	=	4 scores
Agree (A)	=	3 scores
Disagree (D)	=	2 scores
Strongly Disagreed (SD)	=	1 score

3.4.1 Validity of the Instrument

In order to determine the face validity of the instrument, the drafted copy of the questionnaire was submitted to four lecturers in the Department of Vocational and Technical Education ABU Zaria to vet. This was to ensure the adequacy of the instrument to measure what intended to measure. The corrected questionnaire was used for pilot study.

3.4.2 Pilot Study

A pilot study was carried out in order to determine the reliability of the instrument. Fourty (40) students in two Senior Secondary Schools in Zaria in Kaduna State participated in the study. The choice of the schools was they were outside the study area but have common characteristics of the researcher's interest. Researcher with the assistance of class teachers administered fourty (40) copies of questionnaire to parents through their adolescent students. Completed questionnaires were retrieved after period of two (2) weeks and subjected to statistical analysis.

3.4.3 Reliability of the Instrument

The data collected from the pilot study were statistically analyzed. The Guttman Option Split-half and Spearman-Brown statistical tool was used to determine the reliability coefficient. The reliability coefficient was found to be 0.87, which suggested that the questionnaire was reliable. Nwogu (2009) stated, "An instrument is considered reliable if the reliability lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument and the closer it is to 1, the more reliable is the instrument". This therefore confirms the reliability of the instrument for data collection to be fit for the main work.

3.5 Procedure for Data Collection

A letter of introduction was collected from the Head of Department, Vocational and Technical Education, A.B.U. Zaria, to introduce the researcher to respondents in the various schools. The researcher sought the assistance of class teachers who were briefed on the nature and importance of retrieval of the questionnaire. The researcher with assistance of the class teachers administered five hundred (500) copies of questionnaire to students' parents in various schools. Each questionnaire was tagged with a student's name for easy access. Period of four (4) weeks was given to complete and retrieve the completed questionnaire.

3.6 Procedure for Data Analysis

The data collected was analyzed using simple percentages for the personal data of respondents. Weighted score mean was used for the research questions while Pearson

Product Moment Correlation Coefficient and ANOVA statistical test analysis was used to test the null hypotheses at 0.05 level of significance.

The decision on data analysis for the answering the research questions were mainly agreed and disagreed based on the calculated mean for each item. That is any item with mean of benchmark 2.5 or greater was considered as agreed, while scores below 2.5 was considered as disagree. For the null hypotheses when correlation coefficient was equal or greater than the table value, the hypothesis was rejected. Similarly, when the correlation coefficient was less than the table value the null hypothesis was accepted.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

In this chapter, the researcher presents the collected data for analysis and discussion. The analysis is presented under the following headings:

4.1 Presentation and Analysis of Demographic data

4.2 Answering the research questions

4.3 Hypotheses Testing

4.4 Discussions of the Findings

4.5 Summary of the Major Findings

4.1 Analysis of Demographic Data

Analysis of the bio-data of the respondents as presented in Tables 4.1.1 to 4.1.4

Table 4.1.1 Distribution of respondents by Gender

Gender	Number of Respondents	Percentage (%)
Male	274	58
Female	208	42
Total	**482**	**100**

The analysis of respondents by gender in Table 4.1.1 indicated that male were 274 representing 58% while female constitute 208 (42%) of the respondents. The implication is that although gender disparity exists, the difference is not significant enough to affect generalization of the results on gender parity because male and female respondents were fairly represented.

Table 4.1.2 Distribution of respondents by level of education

Educational Qualification	Number of respondents	Percentage (%)
SSCE	200	40%
NCE/OND	150	30%
First Degree /HND	92	20%
Master Degree or equivalent	40	10%
Total	**482**	**100**

The analysis of respondents by highest educational qualification in Table 4.1.2 indicated that 200 respondents representing 40% were SSCE Certificate holders 150 respondents representing (30%) were NCE/OND Certificate holders, 92 respondents representing (20%) were first degree certificate and 40 respondents representing(10%) were Master's degree holders.

Table 4.1.3 Distribution of respondents by level of income

Level of Income	Number of respondents	Percentage (%)
Low income earners N15,000	122	30%
Middle Income earner N25,000	270	44%
High income earner N40,000	90	26%
Total	**482**	**100**

Analysis of respondents by level of income in Table 4.1.3 indicated that 122 respondents (30%) were of low income earners 270 respondents (44%) were of middle income earners, the rest 90 (26%) respondents were of High income earner.

Table 4.1.4 Distribution of respondents by parental disciplinary style

Parental disciplinary style	Number of respondents	Percentage (%)
Authoritarian	211	44
Democratic	122	26
Permissive	149	30
Total	**482**	**100**

The result of disciplinary style presented in Table 4.2 indicated that 211 (44%) of the parents that participated in the study adopted authoritarian disciplinary style. Those that used democratic disciplinary style were 122 representing 26%, while parents that adopted permissive leadership were 149 in number representing 30% of the respondents.

4.2 Answering the Research Questions

To determine how the mean and standard deviations were arrived at, the raw scores for each of the variables in research questions one to four were calculated and their results are shown on Tables 4.3-4.6.

Research Question One*:What is the influence of parents' use of authoritarian disciplinary style on adolescent students' truant behaviour in senior secondary school in Kano State*?

Table 4.3: Analysis of Influence of Parental Authoritarian Disciplinary Style onAdolescent Students' Truant Behaviour in Senior Secondary Schools in Kano State

Disciplinary Style	No. of Students	Expected Total Attendance	Actual Attendance	Mean	Std. Dev.	Remark
Students with authoritarian parents	211	73639	54860	2.60	8.9	Not regular in school.

The result of data in Table 4.3 shows expected attendance of 73639 for 211 students. The actual attendance for 211 students whose parents adopted authoritarian disciplinary style was 54860 with mean attendance of 2.60 for absent and Standard Deviation of 8.9 for present in the school attendance. The mean score was greater than the benchmark index score (2.60 > 2.5). The analysis therefore shows that students whose parents were authoritarian were found not to have regular attendance in their schools.

Research Question Two*:* *What is the influence of parents'use of democratic disciplinary style on adolescent students' truant behaviour in senior secondary school in Kano state*?

Table 4.4: Analysis of Influence of Parental Democratic Disciplinary StyleonAdolescent Students' Truant Behaviour in Senior Secondary School in Kano State

Disciplinary Style	No. of Students	Expected Total Attendance	Actual Attendance	Mean	Std. Dev.	Remark
Students with Democratic Parents	122	42927	41409	3.21	2.8	Have regular attendance

The result of data in Table 4.4 shows expected total attendance of 42927 for 122 students. The actual attendance was 41409 with mean attendance of 3.21 for present and standard deviation 2.8 for absent in the school attendance. The mean attendance was greater than the index score for agree (3.21 > 2.5). The analysis therefore shows that students whose parents adopted democratic disciplinary style were found to have regular attendance in their schools.

Research Question Three: *What is the influence of parents' use of permissive disciplinary style on adolescent students' truant behaviour in senior secondary school in Kano State*?

Table 4.5: Influence ofParental Permissive Disciplinary Style onAdolescent Students' Truant Behaviour in Senior Secondary Schools in Kano State

Disciplinary Style	No. of Students	Expected Total Attendance	Actual Attendance	Mean	Std. Dev.	Remark
Students with Permissive Parents	149	52001	35611	2.39	1.10	No regular attendance

The result of data in Table 4.5 shows expected total attendance of 52001 for the 149 students whose parents were permissive in nature. The actual school attendance for the students was 35611 with mean attendance of 2.39 for absent and standard deviation of 1.10 for present in the school attendance. The mean score was greater than the index score (2.39 > 2.5). The analysis therefore revealed that students whose parents adopted permissive disciplinary style do not have regular school attendance.

Research Question Four: *What is the difference among the truants behaviour of adolescent students whose parents adopt authoritarian, democratic or permissive disciplinary style in Kano State*

Table 4.6: Difference in Truant Behaviour among Students whose Parents adopt either Authoritarian, Democratic or Permissive Disciplinary Style

Disciplinary Style	No. of Students	Attendance		Mean	Std. Dev.	Remark
		Expected Total	Actual Total			
Authoritarian Parents	211	73639	54860	2.60	8.9	No regular attendance
Democratic Parents	122	42927	41409	3.21	2.8	Regular attendance
Permissive Parents	149	52001	35611	2.39	1.10	No regular attendance

The result of data in Table 4.6 shows 211 students whose parents adopted authoritarian disciplinary style are expected to have total school attendance of 73630. The 122 students who were from democratic parents were expected to have total attendance of 42927, while the 149 students from permissive parents were expected to have 52001. From the above Table, the actual attendance for the three groups of students stood at 53860 (2.60), 41409 (3.21) and 35611 (2.39) respectively. The analysis indicated that students whose parents adopted authoritarian and permissive disciplinary styles were found not to be regular in school against those whose parents were found to be democratic in nature.

4.3 Hypotheses Testing

Pearson Product Moment Correlation Coefficient was employed in testing the three null hypotheses raised in chapter one, and ANOVA statistical test was employed for null hypothesis four, the result of the test are presented in Table 4.7 to 4.10.

Hypothesis One: *There is no significant influence of parents' use of authoritarian disciplinary style on adolescent students'truant behaviour in senior secondary school in Kano state*

Table 4.7: Relationship between parental authoritarian disciplinary style and adolescents' truant behaviour in Kano state

Variables	Mean	Std. Deviation	Df	Pearson Correlation	t-value	Sig_ (2-tailed)
Authoritarian disciplinary style	3.3	.39	960	.253**	.195	0.001
Truant Behavior of adolescent	3.6	.49				

The result of test of null hypothesis one presented in Table 4.7 indicates the mean scores of 3.3 with standard deviation of .39 for authoritarian disciplinary style against 3.6 and .49 for truant behaviour of adolescent students. The calculated value was found to be greater than the table value ($.253^{**}>.195$) with $P<0.05$. The outcome of the analysis therefore shows parental authoritarian disciplinary style has significant relationship with the truant behaviour of adolescent students in Kano state; hence the null hypothesis is not retained.

Hypothesis Two: *There is no significant influence of parents' use of democratic disciplinary style on adolescent students' truant behaviour in senior secondary school in Kano State*

Table 4.8: Relationship between parental democratic disciplinary style and students' regular attendance in Kano State

Variables	Mean	Std. Deviation	Df	Pearson Correlation	t-value	Sig_ (2-tailed)
Democratic disciplinary style	2.8	.64	960	.204*	.195	0.002
Students' regular attendance	3.6	.49				

The result of Pearson Product Moment Correlation used to test the null hypothesis reveled the mean score of 2.8 and 3.6 for democratic disciplinary style and truant behaviour of adolescent students with standard deviation value of .64 and .49 respectively. The calculated value of .204 was found to be greater than the T-value of .195. This is also applicable to probability value found to be less than 0.05 level of significance. The result therefore shows that democratic disciplinary style of parents has significant relationship with students' regular attendance. The null hypothesis is therefore not retained.

Hypothesis Three: *There is no significant influence of parents' use of permissive disciplinary style on adolescent students' truant behaviour in senior secondary school in Kano State*

Table 4.9: Relationship between Parental Permissive Disciplinary Style and Adolescents' Truant Behaviour in Kano State

Variables	Mean	Std. Deviation	Df	Pearson Correlation	t-value	Sig_ (2-tailed)
Permissive disciplinary style	2.6	.60	9608	.511	.195	0.00
Truant Behavior of adolescent	3.6	.49				

The result of test of null hypothesis three presented in Table 4.9 reveal the mean score of 2.6 with standard deviation value of .60 for parental permissive disciplinary style against 3.6 and .49 for students' truant behaviour. The Pearson Correlation was found to be greater than the Table value (.511>.195), the probability value of 0.00 was less than 0.05 level of significance. The result therefore shows that significant relationship exist between the two variables in null hypothesis three, hence the hypothesis was not retained.

Hypothesis Four: *There is no significant difference among the truants behaviour of adolescent students whose fathers'/mothers' adopt either authoritarian, democratic or permissive disciplinary style in Kano state*

Table 4.10: Test of difference in truants behaviours among adolescent students whose parents adopts different disciplinary style

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	85.931	3	28.644		
Within Groups	3044.096	479	6.533	4.959	.002

Table 4.10 presents the analysis of data relating hypothesis four. The result showed a mean square value of 28.644 between the groups and 6.533 for within the groups with the F value of 4.959. The probability value of .002 was found to be less than 0.05 level of significant. Hence, the analysis shows that significant difference existed in the truants behaviour of adolescent students whose parents adopt different disciplinary style in Kano state. The null hypothesis is therefore not retained.

4.4 Summary of the Major Findings

Based on the outcome of the study, the summary of the findings were drawn as follows:-

1. The test of null hypothesis one revealed that parental use of authoritarian disciplinary style has effect on the truant behaviour of senior secondary school students in Kano State (.253 > .195).

2. The result of test of null hypothesis two shows that parents who used democratic disciplinary style influence school attendance of adolescent students in senior secondary schools in Kano State (.204 > .195).

3. The outcome of the study further shows that students whose parents adopted permissive disciplinary style were found not to be regular in the schools in Kano State (.511 > .195).

4. The test of null hypothesis four shows that there is significant difference in the school attendance of students based on their parental disciplinary styles in senior secondary schools in Kano State (28.644 and 6.533 > 4.959).

4.5 Discussion of the Findings

Based on research question one Table 4.3 and null hypothesis one Table 4.7, finding revealed that, students whose parents use authoritarian disciplinary style were found not to be regular in their schools with mean attendance of 2.60 for absent at school and standard deviation of 8.9 for regular attendance. The calculated value was greater than the table value (.253 > .195). Therefore, there is significant influence of parental use of authoritarian disciplinary style on students' truant behaviour in Senior Secondary Schools Kano State.

This is in line with Adolson (2010), that described authoritarian disciplinary style involves parents who are not frequently warm nor nurturing. They do not easily take their children's feeling into consideration and tend to be more rigid, imposing rules without discussing the rational with their children.

The finding also agreed with Ma'aruf (2008), that identified home factors being responsible for truancy as poor relationship between children and parents, poor physical conditions at home, use of corporal punishment in the house and lack of parental interest in the child's welfare. The finding also is in line with Sadiq (2004) revealed that authoritarian and laissez-fair parenting style have relationship with adolescents' delinquency in his study. Also the finding corroborated the finding of Loromek (2001), that revealed authoritarian parenting style make students to perform poorly in academic activities.

Research question two Table 4.4 and null hypothesis two Table 4.8, revealed that students whose parents use democratic disciplinary style have regular school attendance with mean score of 3.21 for regular attendance and standard deviation of 2.8 for absent at school. The calculated value was greater than the table value (.204 > .195). Therefore, there is significant influence of parental use of democratic disciplinary style on students' regular school attendance in Senior Secondary Schools Kano State. In support Okatahi (2009), highlighted democratic parents encourage their adolescents to be obedience, keep to rules and regulations. Consequences he further pointed out was adolescents' relationship with parents or teachers is far better when democratic disciplinary style was adopted than other styles.

The finding also corroborated with Uson (2011), that democratic parenting style involve parents who demonstrate warmth and involvement with their children, this encourage adolescents to engage better in the home and at school. The research finding also agreed with the finding of Diana (2008), that revealed adolescents with democratic parents had more social competence and fewer psychological and behavioural problems

than youth with authoritarian and neglectful parents. The finding also have agreed with the finding of David (2008), that revealed teens least prone to misbehavior had parents with democratic parenting style who score high on both love and care.

The findings in research question three and null hypothesis three as shown in Tables 4.5 and 4.9, students whose parents adopted permissive disciplinary style do not attend to school regularly with mean score of 2.39 for absent at school and standard deviation of 1.10 regular attendance. The calculated value was greater than the table value (.511 > .195). Therefore, the finding concluded there is significant influence of parental use of permissive disciplinary style on students' truant behaviour in Senior Secondary Schools in Kano State.

This is in line with Baumrind characteristic of the three parenting style, that permissive parenting style involve parents who are most noted for their failure to establish realistic goals, expectations, and limit for their children. The finding also corroborated with Sadiq (2004), that revealed laissez-fair parenting style influence adolescents' delinquency behaviour in his research study. The finding agreed with finding of Diana (2008), that revealed youth with neglectful parents were the least socially competent and had the most psychological and behavioural problems of any group of adolescents. Also in support of the finding, Grifth (2000), pointed out adolescents who have grown up in permissive parenting style tend to become spoiled. They tend to be uncooperative and inconsiderate with peers, there is also failure to develop sense of shame or guilt which could motivate the adolescent to conform to social expectations.

The findings of research question four and null hypothesis four shown in Tables 4.6 and 4.10 revealed that significant difference existed in the use of either of the parental disciplinary styles. The mean score for the three groups of students stood at 2.60 for authoritarian parents, 3.21 for democratic parents and 2.39 for permissive parents with standard deviation of 8.9, 2.8 and 1.10 respectively. Therefore, it was concluded that parental use of disciplinary styles determine the truant behaviour of their adolescents. This finding is similar with that of Diana (2008), in his study that identified the variance in parents rearing styles and adolescents' negative behaviour. Finding revealed that adolescents with authoritative parents had more social competence and fewer psychological and behavioural problems than youth with authoritarian or neglectful parents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, a summary of the study is presented, conclusion drawn and recommendations are given based on the findings.

5.1 Summary

The main purpose of the study was to investigate the influence of parental disciplinary styles on adolescent students' truant behaviour in senior secondary schools in Kano State. 4 objective and 4 null hypotheses were raised to guide the study. Among the specific objectives include: to ascertain the influence of authoritarian parental disciplinary style on students' truant behaviour in senior secondary schools. Among the hypotheses include: There is no significant influence of authoritarian parental disciplinary style on students' truant behaviour in senior secondary schools.

Related literature reviewed discussed on characteristics of authoritarian, democratic and permissive disciplinary styles and effect behaviours in line with the study. Also literature reviewed highlighted that parental disciplinary styles involve strategies parent use to mould behaviour positively or negatively. Survey design was adopted for the study. Total population involved 62,346, comprised class SS II and their parents from 12 selected senior secondary schools in 3 senatorial political zones in Kano State. Sample size was selected by the use of random and purposive sampling drawn out of the target population.

Instrument used for data collection was structured questionnaire developed on objectives and the research questions on 4-point scale of strongly agreed, agreed, disagreed and strongly disagreed. Reliability was determined at 0.87 by split half statistic method with 40 respondents in a pilot study. Data collected were analyzed by means of simple percentages for bio-data of respondents, means and standard deviation was used for the research questions. Pearson Product Moment Correlation statistical test was used to ascertain the relationship between the variables in Null hypotheses 1, 2 and 3, andANOVA statistical test was used to determine the difference among parents' use of authoritarian, democratic and permissive disciplinary styles variables at 0.05 level of significance in hypothesis 4.

Findings of the study revealed that parent use of authoritarian and permissive disciplinary styles influence students' truant behaviour. This answered research questions one and three (2.60 > 2.5) and (2.39 > 2.5) but do not retain hypotheses one and three (.253 > .195) and (.511 > .195). It was concluded that parent use of democratic disciplinary style influences students' regular school attendance. This answered research question two (3.21 > 2.5) and not retained hypothesis two (.204 > .195). It was found that significant difference existed in the students' school attendance whose parents adopted either authoritarian, democratic or permissive. This answered research question four 2.60 for authoritarian parents against 3.21 for democratic parents and 2.39 for permissive parents respectively.

Therefore, findings revealed that parent use of authoritarian and permissive disciplinary styles have positive influence on students' truant behaviour and parents' use

of democratic disciplinary style have positive influence on students' regular school attendance.

5.2 Contribution to Knowledge

Based on the findings of the study, the following contributions to knowledge are made:

- The study can contribute to the knowledge in that other researchers can use for empirical study.
- It can also contribute to knowledge as secondary data source to other researchers.

5.3 Conclusion

Based on the findings of this study, it was found that parental use of authoritarian and permissive disciplinary styles have positive influence on students' truant behaviour in secondary schools. On the other hand, use of democratic disciplinary style influences students' regular school attendance. Therefore, researcher concluded that the use of authoritarian and permissive disciplinary styles tend to motivate negative behaviour, while the use of democratic disciplinary style tends to motivate positive behaviour. Therefore, both disciplinary styles should be used by parents and teachers interchangeably for effective desired behaviour from the adolescents.

5.4 Recommendations

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

1. Parents should draw their adolescents more closer to them by the adoption of democratic disciplinary style so that, they can understand and handle their problems.
2. Parents should put much interest in their adolescent students' welfare especially on school basis. That is they should try and attend schools P.T.A., check their adolescents' school attendance from time to time and supply them with necessary writing materials and other school needs.
3. Teachers should put more emphasis on the use of reward and punishment to discourage truant behaviour among students.
4. Students should be enlightened on the effects of truant behaviour through school debates and symposium.

5.5 Suggestions for Further Study

1. Influence of parental disciplinary styles on adolescent students' involvement in drug abuse in secondary schools.
2. Influence of teachers teaching styles on adolescent students' poor performance in the SSCE Examinations in secondary schools.
3. Influence of parental disciplinary styles on adolescents' involvement into gang activities behaviour in Kano State in Nigeria.

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APPENDIX I

LETTER OF RESPONDENTS

Department of Vocational and Technical Education
Ahmadu Bello University,
Zaria.

Dear Respondents,

I am a student of the above named University engaged in a research on influence of parental disciplinary styles on adolescent students' truant behaviour in senior secondary schools in Kano State.

The main objective of the research is to ascertain the influence of parents use of disciplinary styles on adolescent students' truant behaviour in secondary schools with the hope of minimizing the attitude among adolescent students.

Your cooperation and honest response will be very useful to the findings and the result of the study. All information will be treated confidentially and will be used for academic purpose only. So kindly assist by answering the questions as correctly as possible.

Thank you for cooperation.

HadizaYelwa Musa

APPENDIX II
PARENT QUESTIONNAIRE

SECTION A: RESPONDENTS BIO-DATA

Instruction: Please indicate your response by ticking ( ) the appropriate answer in the boxes provided.

1. Gender: Male [ ] Female [✓]

2. Age in Years:

   30 – 35 [ ] 36 – 40 [ ] 41 – 45 [ ]

   46 and above [ ]

3. Marital Status:

   Married [ ] Separated [ ] Divorced [ ]Widowed [ ]

4. Highest Educational Qualification

   a) SSCE [ ] b) NCE/OND [ ] c) First Degree/HND [ ]

   d) Master Degree or equivalent [ ] e) Others [ ]

5. Level of Income:

   a) Lower income earner 15,000 above [ ]

   b) Middle Income earner 25,000 above [ ]

   c) High income earner 40,000 above [ ]-

6. Residential Area

   a) Kano North [ ]

   b) Kano Central I [ ]

   c) Kano South [ ]

SECTION B

Instruction: Please indicate your response by ticking (✓)the degree to which you agree or disagree to the statement in each item in order to obtain information on fathers/mothers' use of disciplinary styles.

SA = Strongly Agree - 4 Points

A = Agreed - 3 Points

D = Disagree - 2 Points

SD = Strongly Disagree - 1 Point

S/N	ITEMS	SA	A	D	SD
1	I use to flog my child when he/she breaks any rule I set.				
2	I explore in anger towards my child when he/she disobeys my commands				
3	I use criticism to make my child adjust his/her unacceptable behaviour.				
4	I use threats without no justification to punish my child when he/she is wronged.				
5	I beat my child when he/she argues with me.				
6	I force my child to compliance with my orders without questioning.				
7	I do not entertain any of my child's problems				
8	I am responsive to my child's feelings and needs.				
9	I consider my child's interest before I ask him/her to compliance with my orders				

10	I always attend to my child's problems.				
11	I discuss with my child the reason for my good expectations of him/her.				
12	I always compliment my child for his/her good behaviour				
13	I allow my child to have time together with me when I want to discuss about his/her negative behaviours.				
14	I punish my child reasonably when he/she offended me.				
15	I allow my child to challenge my request for him/her				
16	I do not hold discussion with my child about his/her problems.				
17	I do not reward nor punish my child for his/her good or bad behaviour.				
18	I do not punish my child when he/she disobeys me.				
19	I let my child do as he/she wishes.				
20	I overlook at my child's misbehaviour to keep him/her happy				
21	I always let my child learn from his/her mistakes.				
22	I always ignore my child's negative attitude in order not to hurt him/her.				

APPENDIX IV

SELECTED SENIOR SECONDARY SCHOOLS IN SENATORIAL POLITICAL ZONES IN KANO STATE

S/N	Senatorial Zones	L.G.A.	Name of Schools	Gender	Classes	Total
1	Kano North	Danbatta	GSSDanbatta	M	$SSII^{A}$ - $SSII^{E}$	1,145
		Gaya	GGSSRoni	F	$SSII^{A}$ – $SSII^{C}$	645
			GSS Gaya	M	$SSII^{A}$ – $SSII^{D}$	1,246
			GGSSMarke	F	$SSII^{A}$ – $SSII^{D}$	699
						3,725
2	Kano Central	Tarauni	GSSNaibawa	M	$SSII^{A}$ - $SSII^{E}$	1,520
		Kura	GGSSMagwam	F	$SSII^{A}$ – $SSII^{E}$	1,082
			GGSS Kura	F	$SSII^{A}$ – $SSII^{D}$	691
			GSS G/Malam	M	$SSII^{A}$ – $SSII^{C}$	700
						3,993
3	Kano South	Ajingi	GSSAjingi	M	$SSII^{A}$ – $SSII^{C}$	440
		Doguwa	GGSSRuma	F	$SSII^{A}$ – $SSII^{C}$	204
			GSSKurfi	M	$SSII^{A}$ – $SSII^{D}$	486
			GGSSJaja	F	$SSII^{A}$ – $SSII^{C}$	252
						1,382
	3	**6**	**12**		**Total**	**9,100**

Source: Field Survey 2014/15