# TEENAGE PARENTHOOD AND CHILD REARING STRATEGIES EMPLOYED BY TEENAGE SECONDARY SCHOOL MOTHERS IN KADUNA STATE

**BY**


## ABDULLAHI, RABI
**(M.ED/EDUC/49831/2005-2006/)**

**Home Economics Section Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria**


**Supervisors**
**PROF. (MRS) A. Z MOHAMMED**
**DR. (MRS) T. O. OJO**

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## ABDULLAHI, RABI


**A Thesis Submitted to the School of Post Graduate Studies, in Partial Fulfillment of the Requirements for the Award of Master of Education (M.Ed.) degree Home Economics Ahmadu Bello University, Zaria,**

## SEPTEMBER, 2011

## DECLARATION

I, Abdullahi, Rabi hereby declare that this thesis is a record of my own research work and has not been submitted for award of a degree of any other university. Information and excerpts from published and unpublished works of others have been acknowledged in this text.

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**Abdullahi, Rabi**
**M.ed/Educ/49831/2005-06**

## CERTIFICATION

This thesis titled "Teenage parenthood and child rearing strategies employed by teenage secondary school mothers in Kaduna state" by Abdullahi, Rabi meets the regulations governing the award of the degree of Master of Education, Vocational and Technical Education (Home Economics) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

_____ _____

**Prof. (Mrs) A.Z Muhammed** Date
Chairman, Supervisory Committee

_____ _____

**Dr. (Mrs) T.O Ojo** Date
Member, Supervisory Committee

_____ _____

**I. M. Haruna** Date
Head of Department

_____ _____

**Prof. A. A. Joshua** Date
Dean, Post graduate school

## DEDICATION

I dedicate this work to my wonderful children, Hadiza, Hauwa'u, Gidado, Mujahid and Abdullahi.

## ACKNOWLEDGEMENT

I would like to thank all who have in one way or the other helped me to complete this study. My profound gratitude goes to my supervisors Prof. (Mrs.) A. Z. Muhammed and Dr. (Mrs.) T. O. Ojo for their critical analysis and intellectual observations in the supervision of this work. Thanks a lot and God bless.

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***ABSTRACT***

*The study examined teenage parenthood and child rearing strategies employed by Teenage Secondary school Students in Kaduna State of Nigeria. The major objective of the study was to determine the child rearing practices employed by teenage mothers and how these affect their educational performance. Four specific objectives were stated which raised four research questions. Four null hypotheses were also formulated. The chosen research design for the study was a survey. A total of 382 teenage mothers, from a population of 2,658 were selected using stratified sampling method. The data collection was collected using a self designed questionnaire called Teenage Parenthood and Child Rearing Strategies in Kaduna state. All the four null hypotheses were tested at 0.05 level of significance, and all were rejected. The findings showed that Strategies adopted in child rearing have a significant role to play in teenage parenthood responsibilities. Mothers that adopted the strategies of making use of Nannies spend less time with their children, than the mothers who adopted the strategy of personally taking care of their children. It is recommended that spouses of the teenage mothers should employ the assistance of their family members to help lessen the burden mother by assisting them in taking care of the children while they are busy or when the children are unwell and allowing the younger ones in family to help with household chores whenever possible.*

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## Operational Terms

**Child Rearing Strategies:** Those means or ways in which parents employ in taking care of their children.

**Good Parenting:** The act of being an exceptional parent.

**Parenthood:** The state of being a parent either as a father or mother.

**Parenting:** The process of taking care of ones child or children as a parent.

**Teenage mother:** A woman is her very early adult years, just the age of adolescent that is married and has given birth to a child.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the Study

There is no traditional African society that permits a matured young girl to go to school and not marry. A girl-child was expected to have completed all her educational activities before she gets married and eventually become a parent. Becoming a parent usually places one in a much higher level and matured cycle in the society.

According to Kelly- Plate and Eubanks (1994), teenage is the stage of growth between childhood and adulthood years. In addition, teenage is defined as the age in a number ending in 'teen' that is to say, someone from the age of 13 to 19 years (Anonymous 2009). Also Hildebrand (1997) defined parenthood as being a father or mother. Sasse (1997) defined parenthood as having a child. Thus, teenage parenthood is the stage whereby a person between the ages of 13 – 19 years become a parent.

In Nigeria, the traditional and culturally ascribed role of woman is that of a home-maker. This is a role in which she occupies a place of bearing and rearing of children, in addition to being a cook, house keeper and being responsible for the moral and cultural well-being of the children in the family.

Mallum, Haggai and Ajaegbu (2004) defined a child as a young individual between birth and adolescent. Dyek (2004), defined a child as a young person from birth to the full age of physical development. According to (Anonymous

2010), rearing is breeding, helping someone grow up to be an acceptable member of the community. Also, rearing is defined as raising: the properties acquired as a consequence of the way you were treated as a child (Winnicott , 2009). Thus, child rearing can be defined as the state of helping a young human being to grow up in an acceptable manner in the society.

In the present day Nigeria, education is a necessity to everyone irrespective of sex and age. Until recent years no specific age has been set on when a girl marry and at which level of her educational pursuit.

A student is any person previously or currently enrolled or registered for credit or non-credit course work with a school (Anonymous, 2009). Edem (1998) defined secondary school as a place that usually provides education to children aged between 11 and 16 years after they have completed the courses in elementary or primary school. Secondary school students can be defined as the person undergoing a post primary education after graduating from the primary school.

Sasse (1997) stated that many teen parents, both males and females do not finish high school and have has higher education. This decreases their chances of getting jobs that will support them and their children comfortably. Having a child tends to end a teenage mother's current education, in some cases. Those who have a baby while still in school or college are less apt to graduate than those who wait. Childcare needs and financial pressures are the most common causes of mothers dropping out of school. Lack of education is often a problem,

if mothers drop out of school, they do not have the training and experience needed to get good jobs.

Glosson, Meek and Smock (1997) stated that a teenager who suddenly has the responsibility of raising a child soon finds that a limited income is never sufficient. Finishing school is extremely important to a teenager's future, starting a family before finishing education can become a lifelong career disability. People who drop out of school and do not find the opportunity to go back later will not have the training and experience they need to get good jobs.

Hodges (2001) pointed out that, about 22 percent of teenagers aged between 15 – 19 were either already mothers or pregnant with their first child in Nigeria. It thrust upon them marital and reproductive responsibilities for which they are neither physically nor mentally matured for. Papalia, Olds and Feldman (2002) stated, that teenage mothers are likely to drop out of school and to have repeated pregnancies. They and their partners may lack the maturity, skills and social support to be good parents. Their children, in turn, are likely to drop out of school, to be depressed, to get in trouble with the law and to become adolescent teenage parents themselves.

## 1.2 Statement of the Problem

It has been observed by the researcher that, teenagers do become parents very early in life, some while still in the school, equipped with little or no knowledge at all on how to adequately cope with parenthood, child rearing and schooling,

all combined together. These teenagers mostly have one problem or the other in these new roles, one of the roles mostly suffer a setback, that is either their education suffers and they become less effective and unproductive, or their inability to become efficient parents as they are not psychologically and mentally ready to become parents early in life. As Kelly-Plate and Eubanks (1994) stated, teenage parent faced many difficult challenges. Many raised their children without the knowledge and readiness to be a good parent. Many are not ready to make the personal sacrifice needed to provide total care for another person. Even the way they care, nurture and rear up their children they are not knowledgeable about how to handle babies or matured enough to handle the stress of child rearing. In most cases, they are not ready to listen to advice from elders, they either feel that they know enough or they feel that the advice given to them is too stressing and do what they can manage to do. Minett (1994) opined that, teens themselves have not finished growing up and they may not be sufficiently mature to cope with the demands of parenthood and the changes it will bring to their lives.

In most case these teenagers lack interest in their assignment after coming back home from school as they are mostly occupied with either household chores or taking care of the baby. Even at school sometimes they lack the interest to listen to their teachers teaching and other classroom activities as they are mostly anxious to return home either to their children or the household work.

In the present days when education is a must and a necessity to everyone in Nigeria, these issues could serve as a hindrance or stumbling stone for the attainment of the desired education for all. Children as future leaders ought and need to be trained and guided properly at a very early age.

## 1.3 Objectives of the Study

The major objective of this study is to determine the child rearing strategies employed by teenage mothers and how these strategies affect their educational pursuit.

The specific objectives are to:

1. determine mothers responsibilities to the child as regards parenting.
2. determine the child rearing strategies employed by teenage mothers.
3. determine the extent to which parenting cause a setback to teenagers' education.

## 1.4 Research Questions

This study intend to answer the following research questions:

1. What are teenage mothers responsibilities to the child as regards to good parenting?
2. What is the child rearing strategies employed by teenage mothers?
3. To what extent does parenting cause a set back to teenagers mothers education?

## 1.5 Hypotheses

In order to achieve the stated objectives, the researcher formulated four null hypotheses as follows:

1. There is no significant relationship between teenage parenthood and strategies adopted in rearing the child.
2. There is no significant relationship between teenage parenthood and level of academic performance.
3. There is no significant relationship between teenage parenthood and their attainment of education.
4. There is no significant relationship between child rearing strategies employed by secondary school students and their academic pursuit.

## 1.6 Significance of the Study

This study is significant in the sense that:

The study will provide information to teenage mothers about the various required responsibilities of parenthood and effective child rearing strategies. This will aid them to adequately care, nurture and bring up their children as good members of the society and responsible leaders of tomorrow.

It will also create awareness to the teenage mothers on how to manage and control their changing roles, that is, parenthood, child rearing and academic pursuit. At the same time it will enlighten parents on the stress of caring for a child early in life, while still pursuing their education.

In addition the findings will enable secondary school administrators to realize the existence of these category of students in secondary school, as such make provisions that can suit them, such as being lenient to them concerning some of the schools activities and rules and regulations. Finally, it will serve as literature materials for future references and as a basis for further research in this area.

## 1.7 Delimitation of the Study

The study will be confined to Kaduna State of Nigeria. It will be delimited to teenage mothers in 6 divisions out of the 12 divisions in the State. The study will be confined to only female students as this will provide factual information of the situation at hand. The school will comprise of only government owned secondary schools due to the fact that these schools are many. The study will further be delimited to the child rearing strategies employed by these teenage mothers.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

The chapter is presented under the following sub-headings:

2.1 Concept of Parenthood

2.2 Concept of Parenting

2.3 The Concept of Child Rearing Practices.

2.4 Difficulties of Parenting

2.5 Review of Empirical Studies

2.6 Summary of Related Literatures

## 2.1 THE CONCEPT OF PARENTHOOD

Hildebrand (1997) defined parenthood as being a father or a mother. Jay and John (1994) stated becoming a parent is marked by a series of changes in the life of a mother or a father. It has been suggested that parenting is the hardest job any person will ever have. Becoming a parent means our lives are changing and we must prepare for changes. These changes can be both wonderful and challenging some of the positive aspects of a child's entrance into a family can include:

**Uniqueness of a child:** Babies are special and unique. Parents can learn to enjoy each new word, little step or cute expression.

**Dimensions of love**: the birth of a child offers parents a whole new experience in love that can be deep and powerful

**Feelings about oneself**: Many parents come to feel more mature and responsible with a child's successfully raising a child is a source of accomplishment and meaning

**Sense of family:** Children often help create a new sense of family connection between family members

**Personal growth:** Parenthood provides the opportunity to guide, teach and pass on values to the next generation

**Closeness to parents:** Having a child may help new parents understand their own parents love and perspectives.

In addition, there can be some changes which require one to assume more of the responsibilities of adulthood. These might include being financially responsible, providing direct care for your child, changing some of your social involvement and balancing parenting and work demands. Becoming a parent involves taking on a new role in life. Taking the time to understand the changes that occur in your life with becoming a parent and how to prepare yourself for parenthood can ease the stresses that come with being a parent. As with any journey, knowing where you'd like to end up and how you'd like to perform in your new role as a parent will help to determine the route you take and the preparations you make to succeed.

## 2.2 The Concept of Parenting

Parenting is the process of caring for children and helping them grow and develop. Good parents use skills, plus lots of time, energy, patience and understanding to raise children who are responsible members of the society.

Having children can be a challenge to even the most dedicated and loving parents. Parents must provide for all their children's need. This means not only their physical need's of food, water, clothing, shelter and safety but also their intellectual, emotional, social and moral needs. (Sasse, 1997). Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological relationship. In case of humans, it is usually done by the biological parents of a child, although governments and society take a role as well. In many cases, orphaned or abandoned children receive parental care from non-parent blood relation. Others may be adopted, raised by foster care, or be placed in an orphanage.

Usually, parental figures provide for a child's physical needs, protect them from harm and impart in them skills and cultural values until they reach legal adulthood, usually after adolescence (Jay and John 1994). Minett (1994) noted that, before a baby is conceived, it is important that both parents want a baby. They should be matured enough to care for the child, financially able to support a child and should have a home in which the child can be brought up.

According to Frieze (1987) having a child may be viewed as a source of renewal. This means that the birth of a child plunges the parents into a process of growth and change that can be a major source of enrichment. Frieze further stated that the mother is the one primarily responsible for supplying physical and emotional care of the infants and young children. Olson and Defrain (2000) believed that a parent's job is to give a child both 'roots' and 'wings.' This is not an easy task. Rearing children may indeed be life's greatest mixed blessings. It is full of good times, bad times, frustration, challenges and elating successes.

Olson and Defrain (2000) pointed out that parenthood is not something that happens gradually, the 9 months of a normal pregnancy should give prospective parents time to think about parenthood and to plan for the arrival of the baby, but many parents are unprepared for the challenges that will confront them when the infant arrives. They may take classes to prepare for child birth, but few prepare for the responsibilities of parenting itself.

### 2.2.1 Models of parenting

Jay and John (1994) opined that, there is no single model of parenting. What may be right for one family or one child may not be suitable for another, with authoritative and permissive (indulgent) parenting on opposite sides of the spectrum, most conventional and modern models of parenting fall somewhere in between.

**Attachment parenting**: seeks to create strong emotional bonds, avoiding physical punishment and accomplishing discipline through interactions recognizing a child's emotional needs al while focusing on holistic understanding of the child.

**Historic development (child as apprentice) skills based model**: As a child's independent capacities emerge, ever more complex opportunities for parental instruction in or modeling of the widest possible number of essential skills and knowledge are presented. The child gains self-worth simultaneous to the emergence of various physical and mental competencies in an ever-growing number of essential venues, as adulthood is approached.

**Nurturant parent model**: A family model where children are expected to explore their surroundings with protection from their parents.

**Single parent model**: obstacles which create difficulty for single parents relate primarily to a halving of the numerous resources fundamental to parenting, incomes often reduced dramatically, opportunities to present and process adult male and female roles, responsibilities and skills to children's reduced, opportunities to see parents display affection and cooperation despite differences is reduced.

**Slow parenting**: encourages parents to plan and organize fewer children, instead allowing them to enjoy their childhood and explore the world at their own pace.

**Strict father model**: An authoritarian approach, places a strong value on discipline as a means to survive and thrive in a harsh world.

**Taking children seriously**: sees both praise and punishment as manipulative and harmful to children and advocates other methods to reach agreement with them.

**Parenting for everyone**: it analysis parenting goals, conditions and means of child rearing. It offers to look at a child's internal world (emotions, intelligence and spirit) and derive the sources of parenting success from there. The core concept of the philosophy of this is the concept of dignity, the child's sense of worthiness and justice.

### 2.2.2 Parenting Roles

Adejo (1997) stated, that, based on the age level characteristics, parents are to be very careful in the manner and way they raise their children. They have various responsibilities towards them, viz

1. Physical responsibilities
2. Social responsibilities
3. Spiritual responsibilities
4. Material/financial responsibilities

Hildebrand (1997) admitted, that all people who care for children whether on full or part time basis, use parenting skills, the basic skills involved in parenting are providing physical care, nurturing and giving guidance. Sasse (1997)

pointed out that having children can be a challenge to even the most dedicated and loving parents. Parents must provide for all their children's needs. This means not only their physical needs, food, water, clothing, shelter and safety but also intellectual, emotional, social and moral needs. Providing for children's need is a basic responsibility financially as well as personally. Raising a child is expensive, babies and children grow rapidly, which means food and clothing expenses increase. Cost for medical care, childcare, education and recreational activities cannot be overlooked either. The personal cost of a child include time and energy it takes to provide all the care that babies and children need.

Glosson, Meek and Smock (1997) reported that the responsibilities of parenthood begin with everyday care-giving. Children depend on adults for so much. Nurturing a child in all areas of development demands knowledge and skills combined with the time and energy to do what is needed. Caring for a child is work and it is not always fun, challenges continually arise. Handling misbehaviour, illness and messiness are all part of the picture. New parents find that their lives change tremendously when a baby is born. Daily routines become focused on the baby's needs.

The family law Act gives both you and the other parent equal responsibility for the welfare of your children. These responsibilities are called – parental responsibilities. The law does not define these responsibilities, but they could include;

* Providing a home for your child.

* Providing education,
* Deciding on your child's religious education
* Consenting to medical treatment
* Disciplining your child
* Maintaining your child,
* Representing your child in legal proceedings,
* Agreeing to a child leaving the country, etc

Each parent shares all responsibilities until a particular responsibility is accepted solely by a person under a parenting plan or is ordered by the court under parenting orders. (Sasse, 1997). It can be seen that caring for a child is a 24 hour a day job. One cannot just set any of the responsibilities aside for a while, someone has to be responsible for the child at all times, which requires dedication, skill, knowledge and to cap it all lots of patience and perseverance.

#### 2.2.2.1 Meeting Physical Needs Of Children

Kelly – Plate and Eubanks (1994) suggested that parents should make a list of the physical needs that children have, the first things that come to mind are food, shelter and clothing. And include health needs they need adequate rest and exercise medical care and protection against common childhood diseases. Minett (1994) explained that, every child has certain needs. Some of these are essential for the baby to survive and to grow and develop physically, others provide favourable conditions in which the child can thrive emotionally,

socially and intellectually. Some of these needs are warmth, shelter, clothing protection from injury and illness, fresh air and sunlight, activity, love and comfort.

Hildbrand (1997) stated that, all children have certain needs, these include the need for food, clothing, shelter, health and safety. Children are unable to satisfying these needs by themselves, they are totally dependent upon parents to meet these needs. Children are not aware of the dangers in their environment, parents must watch children carefully, and protect them from accidents and harm. Sasse (1997) stated that, parenting begins with physical care, children need food, clothing, exercise, rest, medical care and protection from harm. As parents provide these needs children become aware that their parents care about them.

Glosson, Meek and Smock (1997) stressed that, unless a child's physical needs are met proper development in other areas is threatening, when many physical needs are not met, overall development is likely to suffer. To care for the physical needs of the child, one has to be concerned about sleep, food, comfort, cleanliness, health and environment.

Meeting the physical needs of the child entails a lot, it requires dedication, strength, concern and ability to be able to carry these responsibilities effectively.

#### 2.2.2.2 Nurturing Children

Kelly – Plate and Eubanks (1994) stated that, children need a great deal of nurturing, this means giving love, affection, attention and encouragement, without nurturing they may not develop right physically, intellectually, socially and emotionally. Nurturing makes children feel secured and accepted as they are. It gives them a sense of worth and adequacy, it also helps them to relate well to others. Hildebrand (1997) stated that, nurturing involves giving children attention, love and a sense of security. Children need encouragement and praise when they try various tasks, they need comforting when they are upset or hurt, they need to know their parents really care about them. It helps bring out the best in children.

Sasse (1997) stated that, emotional well-being is deeply rooted in how well parents provide for the emotional need of children. Parents can do so much to build children's self-concept, self-esteem, and sense of independence. Nurturing (providing love, attention, support and encouragement) is especially important for good emotional development. Glosson, Meek and Smock (1997) observed that, a child who grows up feeling loved and successful is likely to become a well-adjusted adult. Failure to nurture a child emotionally sets up the opposite situation, a person who is likely to have low self-esteem or chronic trouble following society's rules.

Also, as they are delicate children, they need and ought to be handled appropriately with lots of love, care and attention to be able to develop and mature as useful responsible adults.

#### 2.2.2.3 Guiding Children

Kelly – Plate and Eubanks (1994) opined that, through effective guidance or discipline, parents provide the training that help children become responsible and cooperative. Effective discipline helps children learn to get along with others and deal with own feelings in acceptable ways. Gradually, they begin to see why certain actions are right or wrong. They learn to control their own behaviour and take responsibility for their actions. Minett (1994) emphasized that, children need sufficient discipline to control them, to keep them from danger and to make them pleasant throughout childhood, so that by the time they become adults they have learnt to control their own behaviour by self-control. Discipline that is kind, reasonable and consistent, benefits children.

Sasse (1997) contented that, many people confuse discipline with punishment. In fact, punishment is only a small part of discipline and is used only when necessary. Another name for discipline is guidance. Discipline is used to guide children to control their actions and behave inceptively. Discipline effectively is not easy, it helps children to conform to the expectations of the family and society and gradually learn to control their own behaviour. Glosson, Meek and Smock (1997) stated that, children learn appropriate behaviour by receiving

guidance. Because their judgment is undeveloped, children make mistakes that need correction. Guiding children is work, but it is work that pays off. The care-giver who channels behaviour appropriately when a child is very young is usually rewarded by having fewer problems with their child as he/she grows older.

Hildebrand (1997) stated that, guidance helps children understand what type of behaviour is accepted and what type is unaccepted. It also helps children learn the differences between right and wrong. As parents interact with young children, they help the child and learn social and emotional skills, they also learn how to express their emotions in acceptable ways. By using effective guidance technique, parents can help children become responsible and independent individual.

Reward and punishment should be dispensed appropriately and in good time. Parents should go much by praising and rewarding a good behaviour and at the same time avoid harping upon past mistakes or misbehaviours.

#### 2.2.2.4 Teaching Children

Kelly – Plate and Eubanks (1994) asked a question, can you imagine knowing nothing? And explained that is the way an infant begins life. Parents must provide the tools and opportunities for intellectual development of their children. Provide opportunity for children to learn and play. Minett (1994) noted that, throughout childhood, children need to be trained so that they grow up with

the skills and behaviour necessary for life. Praise and punishment will both have part to play in their training.

Sasse (1997) stated that, children come into the world helpless and without knowledge and skills. Parents take pride in helping children learn and develop thinking and learning skills. Children learn from parents, but they also learn through experiences and play. By providing learning experiences and opportunities for play both in and outside home, parents give their children the best chance to develop intellectually. Glosson, Meek and smock (1997) stated that, the mind of the child develops more fully with the help of adults and a rich environment slow intellectual development affects the child's ability to learn in school. Once behind, it is hard for the child to catch up with, this can have far reaching effects on self esteem and career opportunities.

The child's brain and mind when delivered is completely blank, it is up to the parents to provide the right opportunities to fill up the vacuum appropriately.

#### 2.2.2.5 Moral Training

Sasse (1997) explained that, the seeds of moral development are sown earlier in life. Children learn to base their behaviour on what they believe is right or wrong from someone in the family, most often parents. Moral development shows in behaviour, in how children treat others, children begin to learn the rules that parents set. They may not understand the reasons but they know what behaviour will meet with disapproval. Children need help, not punishment in

separating fact from friction. Children need love and guidance as they develop morally. Glosson, Meek and Smock (1997) stated that, children need to develop a sense of right and wrong and such basic values as fairness, justice and empathy. Those who do not learn such values may eventually cause problems for themselves and society. Moral behaviour is better taught by example than by preaching to children. Since children learn through imitation, they are much likely to follow your actions.

Parents should try as much as possible to be good role models to their children, at the same time be sure that they follow the doctrines of their religious teachings without laxity.

#### 2.2.2.6 Promoting Good Behaviour

Glosson, Meek and Smock (1997) stated that, modeling appropriate behaviour is the best way to promote good behaviour in children. Yelling and hitting do not set good example for children to, follow, children who hear 'please' and 'excuse me' are much more likely to use such expressions themselves. Acknowledging appropriate behaviour is also useful. Sasse (1997) stated that, even the most skilled parents is challenged by efforts to guide a child's behaviour. Authorities do not always agree on what approach is best. Children are different in how they respond to parents actions, so they let problem behaviour go or react incorrectly. Despite all these, parents need to develop and use a solid approach to guide behaviour, one of the greatest challenges a parent

faces in raising children is guiding their behaviour. Lack of attention to this effort when children are young can result in problems as children grow older.

Any misbehaviour, no matter how slight should be checked and corrected as occurred to curtail the occurrence of such misbehiaviour and the attempting of many others very early in life.

#### 2.2.2.7 Handling Behavioural Issues

When children break limits, discipline takes on another role. Parents need to respond to misbehaviour in some way. The aim is to help children learn appropriate behaviour. A mistake is not misbehaviur. Deliberate misbehaviour needs a stronger response and should be appropriate to the child's level of understanding (Kelly-Plate and Eubanks, 1994). No matter how hard parents try to encourage good behaviour and to set reasonable limits, all children misbehave at times, sometimes a simple warning or reminder of rule is enough to keep a child from repeating an undesired behaviour. Other times letting the child suffer the natural consequences of a misbehaviour is punishment enough (Sasse, 1997). Misbehaviour should be appropriately corrected to forestall its reoccurrence.

## 2.3 The Concept of Child Rearing Practices

A child is a very young person, according to Chambers Dictionary (1993) while rearing is to bring up and care until fully grown, (Anonymous 2010). As such child rearing practices can be defined as the process of bringing up a young

person up to maturity. Shittu (2005) defined childrearing practices as the methods with which children are brought up or socialize in the family or culture to function in their society. He further describes childrearing practices as one of the aspects of family welfare which takes into consideration in the child's physical, mental and material needs, it also includes psychological and character development. This is supported by Shittu (2005) who observed child-rearing practice as a procedure adopted in bringing up or moulding an individual to be socially, physically, mentally and morally upright. This process began from conception through maturity or readiness for marriage. She further highlights some elements of child rearing practices to include feeding, weaning, toilet training, discipline, socialization, playing and mother substitute.

Haiman (2011) stated, in their efforts to raise successful and happy children, parents sometimes become overly demanding or harsh displinarians. They lose sight of the importance of letting youngsters develop at a more natural pace. When youngsters act badly, it is often because parents do not appropriately meet their needs. Medication and severe discipline rarely treat these problems effectively, instead, it is better to find out what unfulfilled physical, emotional or social needs are causing the behavior. Understanding the cause of child and adolescence behavior is a key to successful child rearing.

Parents have different style of handling behaviour. The styles they use is based on the parents' ideas of what the parent – child relationship should be, parents develop their parenting styles from their own experiences during childhood,

their personalities, societal influences and the parents' basic attitudes toward children and child rearing (Sasse, 1997).

### 2.3.1 Child Rearing Styles.

Crider (1983) identified four dimensions of child rearing. These were:

(1). Control of parental attempts to shape and modify expressions of dependent, aggressive and playful behaviour.

(2). Demands for maturity, pressures on children to perform up to their ability.

(3). Clarity of communication or seeking out children's opinions and using reason when demanding compliance from children.

(4). Nurturance or expressions of warmth towards children or pride in, their accomplishments.

Crider observed that parents differ considerably on these dimensions but also that parents' child rearing practices and their children's behaviour were related. By observing children both at home and at school, he identified three different groups who have experienced three different patterns of parenting. Children in the first group were self reliant and socially competent in their dealings with peers and teachers. Their parents received high rating on all four dimensions described above. That is, their parents were warm and loving people who listened to their children but who also firmly communicated their ideas about appropriate behaviour. Children in the second group were confident and self

reliant but also socially withdrawn and generally distrustful. These children had parents who were high controlling but not very warm and affectionate and who only rarely expressed an interest in their children's opinions. The third group was quite immature. These children were very dependent and very passive and their parents scored low on al dimensions except nurturance. These children were given warmth and affection but lax and inconsistent discipline and very little encouragement to think and act for themselves.

Gleitman (1996) stated that, in a number of studies, parents were asked to describe the ways they dealt with their children and were also observed with them in various situations. Several patterns of child rearing emerged. One is the autocratic pattern in which the parents control the child strictly and often quite sternly. The rules they set down are essentially rigid which leads to severe (and frequent physical) punishment. Nor do they attempt to explain these rules to the child, who has to accept them as a simple manifestation of parental power. 'It is because I say so, that's why'.

At the opposite extreme is the permissive pattern in which children encounter few don'ts and even fewer do's. The parents try to assert their authority, impose few restrictions and controls, tend not to have set schedules (for, say bedtime or watching TV), and rarely punishment. They also make few demands on the children. Such as putting toys away, doing schoolwork or helping with chores. Autocratic parents brandish parental power, permissive parents abdicate it.

But therein a third approach that is in some way in between it is called the authoritative-reciprocal pattern because the parents exercise their power but also accept the reciprocal obligation to respond to the child's point of view and his reasonable demands. Unlike the permissive parents, they govern but unlike the autocratic ones, they try to govern with the consent of the governed. Parents whose pattern is autocratic, reciprocal set rules of conduct for their children and enforce them when they have to fairly demanding, assign duties, expect their children to behave maturely and act their age and spend a good deal of time in teaching their children how to perform appropriately. But they also encourage the child's independence and allow a good deal of verbal give and take.

Osarenren (1997) stated that, parental child rearing practices and the environment as envisioned by the child affect the child, human beings have social right from birth. For example, it was agreed that babies show a preference for their mothers. Furthermore, Osarenren have confirmed that when children come from warm homes where their sense and intellect are stimulated they tend to be mentally competent to become oriented towards mastery. Sasse (1997) stated that parents have different styles of handling behaviour. The style they use is based on the parent's idea of what the parent-child relationship should be. Parents develop their parenting styles from their own experiences during childhood, their personalities, societal influences and the parents' basic attitude towards children and child rearing. There are three basic styles of parenting:

The authoritarian style is based on the belief that children should obey their parents without question or hesitation. Parents set rules to control or restrict children's behaviour. They may also set goals they expect from children to achieve. Rules and goals are made firmly and clearly to children, usually with little or no further discussions. Failure to meet or obey rules are dealt with swiftly and firmly.

In the authoritarian style, parents set limits and standard and goals but base their expectations on children's abilities and stage of development. Parents explain to children the reasons behind the limits that are set and the decisions that are made. In addition, they listen to children's input and ideas. In this style, children are allowed a certain amount of independence and decision making within he established limits.

In the permissive style, parents tend to let children set their own goals, rules and limits. Parents provide little or no structure or discipline. Children are given all the freedom they can handle. Parents are accepting their children's impulses, feelings and behaviour. Frequently, parenting styles involve different blends of these basic styles what works for one situation may not work as well for another. A child's age, personality and sense of responsibility also affect what style is used. Kupppuswamy (2002) stated that, the normal child is a growing being. Just as he gains in height and weight as he grows, he also gains in his movements, perceptions, emotional control, social adjustment, language and such other aspects of psychological and social development. Modern science

has contributed very greatly to knowledge of the way in which a child grows. Traditional teachers and parents used to believe in character training through defeats, frustrations, and insufferable difficulties.

It is true that defeats and frustrations may make the individual to develop a tolerance for frustrations and thus help him. But defeats and frustrations may also lead to a complete lack of faith in oneself and thus may prevent the further growth of an individual. Locke (1961) in Sprinthall, Sprinthall and Oja (1994) stated that, the baby is nothing more than a lump of clay that can be moulded and fashioned into any shape by the hands of that master artisan, the environment, in the same vein Watson believed that people are made, not born, that a baby can be shaped into any adult form – musician, artist, master criminal –through the judicious use of conditioning techniques. Many ingredients go into making a happy child, who will grow up to become a happy adult. Education, genes, health, environment and other variables all contribute to the final brew. Parenting is the most crucial influences. Research shows that parents really do have profound and long lasting effects on their children's capacity for happiness and some styles of parenting tend to promote the development of happiness, while others do the reverse. There are four styles of parenting: authoritative, authoritarian, indulgent and uninvolved.

***Authoritative parent***: they love their children unconditionally, and accept them for who they are. They keep a close eye on their children, provide them with

plenty of support, set firm boundaries and grant considerable freedom within these boundaries. They monitor their children and intervene when necessary, but let them go on with things when there is no need to interfere. They mean what they say, and do not shy away from conflict when enforcing the boundaries they have set. They are loving but not over – indulgent, involved but not overly controlling, clear about limits but not excessively risk-averse and permissive within those limits but not neglectful.

***Authoritarian Parents***: On the other hand, have a colder parenting style which is more demanding but less responsive to their children's real need, they are highly controlling, but not very warm in loving. They intervene frequently, issuing command, criticisms and occasional praise, but do this in an inconsistent way. They expect their children to obey their instructions without explanation and may use emotional tactics to get their way, such as making their children feel guilty, ashamed or unloved. They often interfere when there is no need to and issue threats without always carrying them through. At the extreme, some highly authoritarian parents resort to physical or emotional abuse in their attempts to control their children, which obviously can cause lasting psychological damage.

***Indulgent Parents***: Are responsible but undemanding and permissive. They are warm and loving but lax, setting few clear boundaries. They often respond to their children's wishes, even when these are unreasonable or inappropriate.

Punishments are seldom threatened, let alone carried through and the children often appear to have the upper hand in the relationship. They try to be kind, but shy away from conflict or difficulty.

***Uninvolved Parents***: they are unresponsive, undemanding, permissive and set few clear boundaries, largely because they don't really care very much. They are neither warm not firm and they do not monitor their children. Instead, they are laid – back and unresponsive to an extent that can sometimes seem reckless. In extreme cases, uninvolved parenting may stray into outright neglect.

Most real parents do not fit neatly into just one of the four categories, and many display a mix of two or more styles, albeit often with a dominant theme. Moveroever, the same parents may display different parenting styles on different occasions or towards different children, (Martin, 2009).

Every parent has its own customs and traditions for bringing up children and their aims often differ, but one thing is clear that it aim at preparing children for the kind of society in which they are likely to live. The ultimate aim of child rearing is to produce children who know what is expected of them in various fields of social character, who could contribute towards continuity and stability of social, political and economic life.

#### 2.3.1.1 Child Rearing Patterns and Children's Personality

Gleitman (1996) summarized differences between children's personality that are raised in the three different styles, that is, autocratic pattern, permissive pattern

and authoritarian pattern. One investigator observed preschoolers in various settings. She found that children raised autocratically were more withdrawn, lack independence and were more angry and defiant (especially the boys). Interestingly enough, children at the opposite end of the spectrum had similar characters. Thus, children whose parents were permissive were not particularly independent and (if boys) they were more prone to anger. In addition, they seemed very immature and lacked social responsibility. In contrast, the children raised in the authoritative reciprocal mode were more independent, competent and socially responsible.

There is evidence that the parental pattern experienced when the child was three or four is related to the way the child behaves in later years. Children whose parents had be judged to be either autocratic or permissive five years earlier (three years old) seemed to be relatively low in intellectual self-reliance and originality. Once again, the children raised in the autocratic – reciprocal style fared best. They were more self-reliant when faced by intellectual challenges, strove for achievement and were socially more self-confident and at ease.

Baumrind (1995) in Gleitman (1996) identified five parenting styles and has classify children's behaviour based on each style, thus;

#### 2.3.1.1 Parental styles

| PARENTAL STYLE | CHILDREN'S BEHAVIOUR |
|---|---|
| Democratic style | Self-reliant, cheerful, achievement oriented |
| Authoritarian style | Conflicted, irritable, unhappy unstable |
| Permissive style | Impulsive, rebellions, under achieving |
| Rejecting style | Immature, psychologically challenged. |
| Uninvolved style | Solitary, withdrawn, under achieving |

Mallum, Haggai and Ajaegbu (2002) opined that, the type of child rearing pattern of the family affects their child's personality and went further to summarize children's response to parental-child rearing patterns

### 2.3.1.2 Responses to child rearing patterns

| CHILD REARING PATTERN | CHARACTERISTICS | CHILDREN'S RESPONSE |
|---|---|---|
| Permissive | - No defined rules to guide children.<br>- Children are left to do what they feel like.<br>- No parental control | - Aggressive<br>- Socially outgoing<br>- Inability to carry out social responsibilities<br>- Active relationship with peers<br>- Self-initiative<br>- Creative<br>- Freedom of self expression<br>- Less conforming |
| Authoritarian | - Rigid rules and regulations (many do's and don'ts).<br>- Lack of verbal communication<br>- Lack of explanation of rules to the child.<br>- Lack of reasoning with the child.<br>- Parents as sole authority on issues.<br>- Parents value punitive measures to curb misbehaviour. | - Conforming, socially withdrawn and shy.<br>- Lack of self-confidence.<br>- Lack of initiative.<br>- Dependent<br>- Indecision.<br>- Inability to carry out social responsibilities. |
| Authoritative | - Parents direct, guide the child.<br>- Parents act as resources persons to the child.<br>- Rules are enforced but children are allowed free hand also to plan their own activities.<br>Open channel of communication.<br>- Reasons are given for policies and rules.<br>- Rules are explained.<br>- Firm control when necessary but the children are not hemmed in with rigid instructions.<br>- Parental objectives are achieved by power and reasoning.<br>- Parents demonstrate competence. | - Self-assertive.<br>- Self-initiative, aggressive.<br>- Positive self-concept and self-confidence.<br>- Independence.<br>- Manifest competence.<br>- Ability to carry out social responsibility. |

How does the four contrasting parenting styles, that is, Authoritative, authoritarian, indulgent and uninvolved, affect a childs propensity for happiness and why? Large amount of psychological research show that authoritative parenting tends to be associated with better outcomes. The children of

authoritative parents are happier, academically more successful, emotionally better adjusted and have better personal relationships than children of authoritarian, indulgent or uninvolved parents. They adapt better to schools and perform better, studies have also found that children of authoritative parents are less likely to smoke, take illicit drugs or abuse alcohol. The key is that authoritative parenting promotes many of the personal characteristics that testify happy people. These include good social and emotional skills, freedom from excessive anxiety, a sense of control, resilience, self-esteem, optimism, playfulness and freedom from excessive materialism. The children of highly authoritarian parents interpret other people's intentions as hostile, even when they are not, which makes them more likely to behave aggressively. Martin (2009). In an acquisition ground of some basic skills which would enhance or facilitate effective interaction with members of the society.

It can be seen that socially competent and mature children have parents who are warm and loving, solicitous of their children's opinions, but at the same time firm and clear about what they regard as appropriate behaviour.

#### 2.3.1.3 Child Rearing Strategies

Anonymous (2011) outlined that, there's a controversy about the way we bring up our children. Some demanding strict, regimented parenting, others a more laid-back approach. Mothers have to make a decision about what kind of person they want their children to grow into, but first they have to consider the kind of person they are. There is an endless searching for a right way to care for a baby

or a small child, but there is no right way. Mothers are to be subjected to a volley of rival strategies for the child rearing years. Mothers bear the primary responsibility for bringing up their children, to the detriment of the rest of their lives. Western parents are concerned about their children's psyches. Chinese parents aren't, they assume strength, not fragility as a result they behave very differently.

Many women in their early 20s or late teens are asking, what the point of trying to do everything. What kind of children are we trying to create? Certainly one mother's high achieving prodigy is another's miserable swot. Mothers of young babies should consider whether they are comfortable in their skin.

There is a lot of scientific evidence to suggest that if you want your children to be prodigiously skilled you need to be very strict. The growing attention paid to the first 6 years of life is progress. Parents should be getting more concerned about the quality of life at an early age. When it comes to breast feeding and weaning advice, that's another issue, because people can get very upset. Arguing repeatedly in front of children is bad, though parents should be honest with themselves.

#### 2.3.1.4 Teenagers Child Rearing Strategies

Buchholz and Korn-Bursztyn (1993) stated that, the teenage mother's age prevents her from being a good parent, they are often perceived as having inadequate coping skills and social supports as such need help in child rearing. All teenage mothers know less about child rearing than older mothers, they are

more liable to maltreatment and neglect is cited more than abuse, many upheld that teen mothers are less nurturing and more negative and punitive in their interactions with their children, they have high rate of depression and stress. Teen mothers do not appear as equipped as older mothers to provide an environment that enhances their infants cognitive development, (that is, age-appropriate toys and activities), they were found to be more punitive than older mothers. Their children would have notable developmental delays.

#### 2.3.1.5 Child Rearing Controversies

**Weaning**: World Health Organization advice to breastfeed infants until the age of six months, but British experts now say 'solids' are helpful from four months.

**Weight**: The centile chart used to work out if a baby is under weight, does not reflect the lower weights of breastfed infants.

**House keeping**: It has been argued that a tidy home helps good child development.

**Education**: It is far better to hothouse children from an early age in order to ensure high academic achievement.

**Crying**: It is better to speak out against the rigid discipline sleep training, controlled crying and treating the baby like an enemy – that many writers are advocating (Anonymous, 2011).

## 2.4 DIFFICULTIES OF PARENTING

Payaman (2003) wrote, everyday thousands and thousands of adults around the world experience the happiness and challenges of becoming new parents. Every generation goes through the period of having to raise the children to adulthood. Even though parenthood has a great deal of positive points for the mother and father, it is probably the most difficult task that they will take on in their lives. Being a good parent requires a great deal of effort in many different areas throughout a child's life, and being able to successfully manage all those areas is what makes parenthood so demanding.

The actual process of physically raising an infant is probably the most diffucult task for a parent. When a child is born, it is completely helpless and needs constant attention to all its needs. Parents must constantly feel it, clean it, and always pay constant attention to their new child, since it is completely dependent on them.

Finding the right foods, cloths, and other necessary items such as diapers and baby bottles might look easy, but they are quite difficult and require a great deal of time and attention. Picking the wrong baby formula can cause a baby to get sick, and finding the correct size for baby clkoths can be quite difficult. Also,since there are many different variations and brands for everything babies need, parent will usually find it hard to decide what the right product is for their child.

As the child grows up, new challengs are created for the parents. One of the most important parts of raising a child is to teach it morals and discipline.

### 2.4.1 Developmental approach to discipline

Payaaman (2003) opined, the earliest displine mstrategy is passive and occurs as infants and their caregivers gradually develop a mutually satisfactory scheduale of feeding, sleeping and awakening. Biologic rhythm tend to becom more regular and adapt to family routines. Signals of discomfort, such as crying and thrashing, are modified as infants acquire memories of how to focus attention on their emerging needs.

The main parental discipline for infants is to provide generally structured daily routines but also to learn to recognized and respond flexibly to the infants needs.

As infants become more mobile and initiate more contact with the environment, parents must impose limitations and structure to create safe spaces for them to explore and play. Equally important, parents must protect Them from potential hazards and introduce activities that distract their children from potential hazards. Such proactive behaviours are central to discipline from toddlers. Communicating verbally helps prepare the infant for later use of reasoning, but parents should not expect reasoning, verbal commands or reprimands to manage the behavior of infants or toddlers.

As children grow older and interact with wider, more complex physical and social environments, the adult who care for them must develop increasingly creative strategies to protect them and teach them orderly and desirable patterns of behavior. As a result of consistent structure and teaching (discipline), children integrate the attitudes and expectations of their caregivers into their behavior. Preschoolers begin to develop an understanding of rules and by the consequences associated with them. As children become school age, these rules become internalized and are accompanied by an increasing sense of responsibility and self-control. Responsibility for behavior is transferred gradually from the caregiving adult to the child, and is especially noticeable during the transition to adolescence. Thus, parents must be prepared to modify their discipline approach overtime, using different strategies as the child develops greater independence and capacity for self-regulation and responsibility. The process can be more challenging with children who have developmental disabilities and may require additional or more intense strategies to manage their behavior.

### 2.4.2 Strategies for effective discipline

Payaman (2003) stated that effective discipline requires three essential components:

1. A positive, supportive, loving relationship between the parents and the child

2. Use of positive reinforcement strategies to increase desired behaviours
3. Removing reinforcement or applying punishment to reduce or eliminate undesired behaviours

All components must be functioning well for discipline to be successful.

**Promoting Optimal Parent-Child Relationship and Reinforcing Positive Behaviours**

For discipline techniques to be most effective, they must occur in the context of a relationship in which children feel loved and secured. In this context, parents response to children's behavior, whether approving or disapproving, are likely to have the greatest effect because the parents approval is important to the children. Parental responses within the context of loving and secure relationships also provide children with a sense that their environment is stable and that a competent adult is taking care of them, which leads to the development of a sense that their environment is stable and that a competent adult is taking care of them, which leads to the development of a sense of personal worth. As children respond to the positive nature of the relationship and consistent discipline, the need for frequent negative interactions decreases, and the quality of the relationship improves further for both parents and children. To this end, the best educators of children are people who are good role models and about whom children care enough to want to imitate and please. Rewarding desirable or effective behaviours

The word disciplines usually connotes strategies to reduce or eliminate undesirable behaviors. However, more successful child-rearing systems use procedures to both increase desirable behaviours and decrease undesirable behaviours. Eliminating undesirable behavior without having a strategy to stimulate more desirable behavior generally is not effective. The most critical part of discipline involves helping children learn behaviours that meet parental expectations, are effective in promoting positive social relationships, and help them develop a sense of self-discipline that lead to positive self-esteem. Behaviours that the parents value and want to encourage need to be identified by the parents and understood by their children.

Many desirable behavioral patterns emerge as part of the child's normal development and the role of adults, is to notice these behaviours and provide positive attention to strengthen and refine them. Other desirable behaviours are not part of a child's natural repertoire and need to be taught, such as sharing, good manners, empathy, study habits and behaving according to principles despite the fact that immediate rewards for other behaviours (e.g lying or stealing) may be present. These behaviours must be taught to children through modeling by parents and shaping skills through parental attention and encouragement. It is much easier to stop undesirable behaviours than to develop new, effective behaviours. Therefore, parents must identify the positive behaviours and skills that they want for their children and make a concerted effort to teach and strengthen these behaviours.

## 2.5 Review of Empirical Studies

This section reviews the related studies on the problem under investigation.

Pittin (1973) in Kisekika (1981) conducted a research of fostering of children in Katsina. The study aimed at finding the advantages of fostering to child's development. The researcher sampled fifty - eight fostered children of both sexes from different wards of the study area e.g Fada, Sabon Birni Marina and Yarima. The researcher adopted the observation and interview technique to arrive at the fact of her findings. From the findings, it was observed that many benefits is gained by children through fostering like emotional as well as socio-economic gains. In some cases, fostering acted as a means of minimizing the deleterious effects of family crises by providing alternative child care. The study is important to the recent study, in the sense that some of the teenage mothers resorted to sending their children to fostering either to their own mothers or their mother-in-law for a specific length of time.

Millicent (1994) conducted a research on child rearing practices among the literate working mothers and illiterate non working mothers. The objectives of study are to:

1. Identify the child rearing practices of the literate mothers.
2. Identify the child rearing practices of the illiterate mothers
3. Identify the differences in the child rearing practices of the two category of women

4. Identify ways of bridging the differences between the child rearing practices of the two women

The sample size comprised of 100 mothers from both sides, that is, the literate mothers and illiterate mothers and they were randomly selected. Structured questionnaires administered to the literate working mother while structured oral interview was conducted to the illiterate mothers as the instrument for the study. Simple percentages and frequency distribution table, was used to analyse the findings. The findings showed that no society can survive any generation without the parents taking good care of their offsprings through discipline, adequate feeding, bathing, toilet training, moral and development. In addition apart from socio-economic background of the differences, the way children are brought up is unique. The study is relevant to the present study, in the sense that both studies look at child rearing practices among women.

Agbon, Okeke and Bandipo (2001) conducted a study on time allocated to child rearing by pregnant women. The study focused on the activity pattern and time allocation by pregnant women in two towns in south eastern Nigeria, that is, in Onitsha and Nsukka. They sampled six hundred women using questionnaire. The sample, were randomly selected to react to the instrument, and these were drawn from pregnant women who attended antenatal clinic in two hospitals from the two towns. Data from questionnaire were analysed using frequencies and percentages. Also Analysis of Variance (ANOVA) technique and mean difference were separated using the least significant difference procedure.

Correlation analysis was used to study the relationship between parameters. The findings showed that the pregnant women allocated up to 3hours per day to care for children, and based on their activity pattern, no significant difference was discovered from the two towns. The study is relevant to the present study, because it showed the length of time usually allocated to child care alone, aside other parental responsibilities, this is essential in the sense that it might bring to light how little time the teenage parent has for herself and to her educational pursuit.

Msheliza (2004) conducted a study on the influence of family socio-economic status on child rearing pattern. The study aimed at finding out the effects of parental occupation, income, level of education and quality of housing on the child rearing pattern of parents in Bade Emirate. The population for the study comprised of the inhabitant of Bade Emirate of Yobe State, in which there was a total of 240,335 population, from which 360 parents were selected using a stratified proportionate sampling method. A close form questionnaire and structured interview was used as the instruments. The questionnaire was administered to literate respondents while the structured interview was conducted to the illiterate respondents.

Chi-square statistic was used as the statistical tool to analyse the data obtained from responses from the closed form questionnaire and structured interview. The findings confirmed the usually recognized relationship between socio-economic status and the education of children. Also that parent teacher

relationship is significantly associated with child's school education. The previous study explored the influence of family's socio-economic status on child rearing pattern while the present study look at child rearing practices employed by secondary school students. The only similarity of the two studies is that both explore childrearing practices employed by women.

## 2.6 Summary of Related Literature

The study delve into what teenage parenthood and the child rearing strategies employed by these mothers. Also how these strategies enable teenage mothers to meet up with their educational responsibilities. Many responsibilities of parenthood were highlighted and the child rearing strategies employed by the teenage mothers were examined. The extent to which these child rearing strategies enable the teenage mother meet up with her educational responsibilities was also looked into. As well as how parenting can cause a setback to teenage mothers education, considering her age and level of maturity. The Home Economics Curriculum in the secondary school at both the junior and senior secondary school was examined. Also to establish its importance and see whether its meeting the demands of the learner in the present day both educationally and otherwise. However, the present study aimed to see if there is need for improvement and adjustment of any form. In order to enable all category of students benefit properly and adjust to be able to meet up with their educational expectations, as well as cope with their various responsibilities in their homes.

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

This chapter describes the methodology for conducting the study and it is discussed under the following sub-headings:

3.1 Research Design

3.2 Population for the Study

3.3 Sample size and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validation of the Instrument

3.4.2 Result of the 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

The survey research design was adopted for this study. A survey research design according to Ndagi (1984) involves large number of persons and describe population characteristics by the selection of an unbiased sample. This method is identified by many writers and researchers as good for identifying facts, attitudes and behavioural reports from large sample size. The survey design was used in the present study to reach all the teenage mothers that were all scattered in the various schools in the state.

## 3.2 Population for the study

There are 12 Divisions of secondary schools in Kaduna State. The target population for this study consists of all the teenage mothers in the Divisions. The study however concentrated on only the teenage mothers that were randomly selected from six Divisions out of the 12 Divisions of the state. Table 3.1 below show the number of the schools in the state by Division

**TABLE 3.1 LIST OF SECONDARY SCHOOLS BY DIVISION IN KADUNA STATE.**

| S/N | DIVISION | NUMBER OF SCHOOLS |
|---|---|---|
| 1. | Anchau | 60 |
| 2. | Birnin Gwari | 19 |
| 3. | Giwa | 33 |
| 4. | Godo Godo | 35 |
| 5. | Kachia | 55 |
| 6. | Kaduna | 38 |
| 7. | Kafachan | 48 |
| 8. | Lere | 43 |
| 9. | Riga Chikum | 31 |
| 10. | Sabon Tasha | 65 |
| 11. | Zaria | 44 |
| 12. | Zonkwa | 47 |
| Total | | 518 |

Source: Ministry of Education, Kaduna state (March, 2010).

Kaduna State has a number of 12 divisions, each comprising of number of schools, out of which six divisions was used representing about 50%. This is

based on Nwana's (1981) recommendation. Nwana had suggested that if the total population is few, 40% or more of the samples would do. In order to ensure representativeness, the proportional sampling technique was used. This involve selecting units at random from each division in proportion to the actual size of the group. The selection of subject was by random and purposive sampling technique. The simple random sampling techniques offers each number of the population an equal chance of being selected and purposive sampling techniques involves selection of respondents based on certain operating factors. In this regard, this researcher deliberately selected sample of teenage mothers. This allowed for representativeness of the subjects. Table 3.2 below illustrates the stratified sample of respondents from the divisions of the secondary schools in Kaduna State.

### 3.2 Sample size and Sampling Procedure

TABLE 3.2 Selection of a stratified samples of respondents from a population of 178,212 in the 6 divisions of secondary schools in kaduna state.

| S/No | DIVISION | POPULATION | MALE | FEMALE | TEENAGE MOTHERS | SAMPLE SIZE |
|---|---|---|---|---|---|---|
| 1. | ANCHAU | 27,886 | 20,152 | 7,734 | 662 | 96 |
| 2. | BIRNIN GWARI | 7,431 | 4,930 | 2,501 | 87 | 13 |
| 3. | GIWA | 10,189 | 7,336 | 2,853 | 282 | 40 |
| 4. | LERE | 29,520 | 19,979 | 9,541 | 515 | 74 |
| 5. | RIGACHIKUN | 58,079 | 32,495 | 25,584 | 862 | 123 |
| 6. | ZARIA | 45,107 | 26,733 | 18,374 | 250 | 36 |
| TOTAL | | 178,212 | 111,625 | 66,589 | 2,658 | 382 |

Source: Kaduna state school census report 2009-2010

The total population for this study is one hundred and seventy eight thousand, two hundred and twelve, out of this three hundred and eighty two teenage

mothers were selected from six divisions. The selection of this sample size was based on Krejcie and Morgan (1970) table of selection for a given population. The table indicated that for a population less than one million, a sample of three hundred and eighty two is adequate.

The means used for the random sampling, was the table of random digit. The researcher randomly issued number to the subjects in the area of study, some numbers were drawn from this table others were just coined out. And none of these numbers were repeated. The subjects with the actual numbers drawn from table constituted the sample.

### 3.4 Instrument for Data Collection

For the purpose of this research study, the use of questionnaire was employed for the achievement of the research questions / hypotheses. The questionnaire consists of four sections, A, B, C & D respectively Section A consists of eight (8) questions to obtain relevant information on the personal data of each respondent. Section B was in a form of a scale called the linar likirt scale consisting of eight (8) questions which is in line with objective one and this looks at responsibilities of parenthood. Section C consists of seven (7) questions and this is in line with objective two and looks at child rearing strategies employed by teenage mothers. Section D consists of ten questions and this is in line with objective three (3) and this looks at the teenage educational pursuit and the impact of the curriculum.

### 3.4.1 Validation of the Instrument

The instrument for data collection was validated through vetting and pilot study. This is to establish reliability of test item in the questionnaire. The questionnaire was given to some experts in the field of measurement/evaluation and lecturers in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, to identify items that are not required and to suggest relevant ones that were omitted by the researcher. Thus, some questions were reframed by some lecturers while some were properly arranged in order to be in a sequential order.

### 3.4.2 Result of the Pilot Study

The instrument for the study was subjected to a pretest by conducting a pilot study. Winner & Dominick (1987) suggested that a pilot study before the main study will confirm the problem area possible that may be associated with the study. A pilot study was conducted with the administration of 20 copies of the questionnaires to teenage mothers in Government Girls Secondary School, kwatar-Kwashi Zamfara State.

### 3.4.3 Reliability of the Instrument

The data collected from the pilot study was subjected to a reliability test using a statistical package. Data collected were tested using the Cronbach's Alpha scale of which result was 0.71 and the Gautman split-half reliability scale of the pilot tested questionnaire and the result was 0.69,. the analysis of the reliability

test shows the high reliability scale of both Crobach Alpha and Gautman Split-Half which could be deduced to mean a very significant sacle of reliability and imply to be satisfactory for the used of the questionnaire instrument in this study. This is in line with the proposition of Mukherje (1980) that the average value of the reliability correlation coefficient must be high around 0.80.

### 3.5 Procedure for Data Collection

The researcher and two trained research assistants were employed in the study area to administer and collect the questionnaires for the study. The researcher went round the various schools and met the principals, who permitted the senior girl to help identify the teenage mother for easy administration of the of the questionnaires, as such the researcher was able to identify and locate the respondents for the study. For filling the questionnaires, three days was given to the respondents to fill the questionnaires, which were collected back at the specified time.

### 3.6 Data Analysis Technique

In order to conduct the statistical analysis of the data collected from the field using the questionnaire. The chi-square statistics was used to test the highlighted four null hypotheses.

The data relating to each of the research questions and statistical hypotheses of the study were presented and analyzed together to enable test of the hypotheses and inferences to be drawn. The demographic data was analyzed using frequency and percentage and the remark were got from the mean average while the four null hypotheses was analyzed using Chi-Square $X^2$. The four null hypotheses were tested at alpha level of 0.05 or 5% level of significance for

either their rejection or retention. The results and discussion were organized based on the bio data and the null hypotheses as reflected below.

More so, the tables were analyzed based on their frequencies and percentage and their weighted average based on this parameter:

| Weighted average | Responses/Remarks |
|---|---|
| >4.5 | Strongly agreed or accepted (SA) |
| 4.5≥WA> | Agree or accepted (A) |
| 3.5≥WA2.5 | Undecided (U) |
| 2.5≥WA>1.5 | Not accepted or disagree (NA) or (D) |
| 1.5≥WA>0 | Strongly disagreed or Not accepted (SD) or (SNA). |

While the hypotheses was tested using the Chi-Square, $X_O^2$

$$\frac{(\quad)}{\quad}$$

1. The observed frequencies ($f_o$) were tabulated from the questionnaire.
2. Expected frequencies ($f_e$) were considered with equal probabilities.

Degrees of freedom: df = (C-1)*(R-1),

where C = Number of columns,

R = Number of rows.

After obtaining the value $X_o^2$ from the above formula, it was compared with the p-value of $X_p^2$ obtained from the degree of freedom (df) table.

$X_o^2$ = Obtained value by calculating the data

$X_p^{2\,=}$ P-value from the table

Inference was drawn on the basis of the value of $X_o^2$ and $X_p^2$ measuring whether the differences is significant or not.

# CHAPTER FOUR

# PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION

## 4.1 Introduction

This chapter presents the analyses and interpretation of the data generated from the instruments used on the field.

This section examines the Bio data of the respondents (Teenage mothers) in Kaduna state. It focuses on age, marital status, and level of study. Below is the discussion of the variables.

## 4.2 Presentation of Data

The data collected from the field are presented below.

### 4.2.1 Distribution of Age of respondents

| Age | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| 13 – 15 | 234 | 61.3 | 61.3 | 61.3 |
| 16 – 19 | 145 | 38.1 | 38.1 | 100.0 |
| Non Response | 3 | 0.7 | | |
| **Total** | **382** | **100.0** | | |

Table 4.2.1 above shows the frequency distribution of the age range of respondents in the study, the response rate of the variable is 99.2%. It was observed that 61.3% of the responses were of the age range of (13-15) years while 38.1% of the respondents were of the age range of (16-19) years. This indicated that majority of the respondents were within the age classified as teenage and thus relevant for this research.

### 4.2.2 Distribution of respondent according to Marital Status

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Married | 152 | 39.1 | 39.1 | 39.1 |
| Windowed | 91 | 24.5 | 24.5 | |
| Divorced | 139 | 36.4 | 36.4 | 100.0 |
| Total | 382 | 100.0 | | |

Table 4.2.3 indicates frequency distribution indicated that of the 382 married teenagers, 91 (94.5%) are divorced while 139 (36.4%) of the married respondents are widowed. This allayed the fact, there is likely to be more responsibilities for the teenagers that had lost their husband and the divorcee. Only 152 (39.1%) of the respondent were still with their marital vows. Hence, there is the need for more intervention for the teenage parenthood.

### 4.2.3 Distribution of respondents by educational level

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| JSS I | 80 | 20.9 | 20.9 | 20.9 |
| JSS II | 95 | 24.9 | 24.9 | 45.8 |
| JSS III | 40 | 10.5 | 10.5 | 56.3 |
| SSI | 67 | 17.5 | 17.5 | 73.8 |
| SSII | 48 | 12.6 | 12.6 | 86.4 |
| SSIII | 52 | 13.6 | 13.6 | 100.0 |
| Total | 382 | 100.0 | 100.0 | |

Table 4.2.7 shows the educational level of teenage parents. 80(20.9%) were at JSS I, 95(24.9%) were in JS II. Here again, 40(10.5%) attended JS III and another 67(17.5%) were in SS I. More so, 48(12.6%) and 52(13.6%) attends SS II and SS III respectively. This indicates that most teenage parent were still attending secondary education at the junior and senior level and could face tendency of the challenges of child rearing and continuing their education.

### 4.3.1 Research Question I: What Are Teenage Mothers' Responsibilities as Regard Good Parenting?

| S/no | Description/variable | SA | A | UD | D | SD | WA | Rmks |
|---|---|---|---|---|---|---|---|---|
| 1 | Mothers are responsible for taking care of the child | 201 | 178 | - | 5 | 1 | 4.5 | SA |
| | | 52.6 % | 46.6% | - | 0.5% | 0.3 % | | |
| 2 | Mothers are responsible for playing with the baby | 186 | 179 | - | 8 | 9 | 4.4 | A |
| | | 48.7% | 46.9% | - | 2.1% | 2.4 % | | |
| 3 | Mothers responsible for feeding and washing children clothes | 150 | 145 | 5 | 40 | 42 | 3.8 | A |
| | | 39.3% | 38.0% | 1.3% | 10.5% | 11.0 % | | |
| 4 | Mothers responsible for talking and observing the baby | 120 | 168 | 10 | 38 | 46 | 3.7 | A |
| | | 31.4% | 44.0% | 2.6% | 9.9% | 12.0 % | | |
| 5 | Mothers are responsible for nurturing, singing and smiling to the baby | 166 | 102 | 20 | 54 | 40 | 3.8 | A |
| | | 43.5% | 26.7% | 5.2% | 14.1% | 10.5 % | | |
| 6 | Mothers responsible weaning the baby | 222 | 146 | 0 | 8 | 6 | 4.4 | A |
| | | 58.1% | 38.2% | 0.0% | 2.1% | 1.6 % | | |
| 7 | Mothers responsible for taking the child to the hospital | 186 | 128 | 10 | 38 | 20 | 4.1 | A |
| | | 48.7% | 33.5% | 2.6% | 9.9% | 5.2 % | | |
| 8 | Mothers responsible for calming the baby whenever stressed or discomfort | 223 | 102 | 2 | 27 | 28 | 4.2 | A |
| | | 58.4% | 26.7% | 0.5% | 7.1% | 7.3 % | | |

| S/no | Description/variable | | | | | | WA | Rmks |
|---|---|---|---|---|---|---|---|---|
| | | Six months | Nine months | One year | - | - | | |
| 9 | The age of toilet training for the child | 246 | 114 | 22 | - | - | 1.4 | NA |
| | | 64.4% | 29.8% | 5.8% | | | | |
| | | Three months | Six months | Nine months | One years | - | | |
| 10 | Age at which the child was introduced to playing items | 42 | 216 | 98 | 26 | | 2.3 | NA |
| | | 11.0% | 56.5% | 25.7% | 6.8% | | | |
| | | Only in the morning | Whenever free | Twice daily | Only at night | | | |
| 11 | Number of times children were bathed | 67 | 189 | 59 | 67 | | 2.3 | NA |
| | | 17.5% | 49.5% | 15.4% | 17.5% | | | |

The table above shows that 201(52.6%) indicated that they strongly agreed that mothers should take care of her child/children, 178(46.6%) agreed to the position above too. However, 2(0.5%) respondents and 1(0.3%) of the mothers said that they disagree and strongly disagreed that it is their responsibilities. From the table, it could be deduced here to mean that parents actually see the care-taking responsibilities of their children as their responsibility.

More so, the table shows that 179(46.9%) of the mothers agreeing to the position that they ought to play and curdle their children while another 186(48.7%) strongly agreed that it should be so. Here again in the table, 9(2.4%) and another 8(2.1%) of the parents revealed it ought to not top be so. However, the differences in opinion, it could be inferred that the act and role of playing with children at such a tender age of their development lies majorly on

the mother with other supportive act of playing coming from family member as well.

The table again indicated that 150(39.3%) of the responding parents strongly agreed that mothers should feed and wash children clothes, 145(38.0%) also agreed to the above position. Notwithstanding, the high level of agreement, 42(11.0%) and 40(10.5%) of the parents strongly disagreed and disagreed to the position respectively while 5(1.3%) of the respondents were undecided.

The submission here was that there is such a high tendency of agreement as to the role of mothers feeding and washing their children's clothes. This place a more doubting and onerous responsibility on the shoulder of mothers in the pursuit of their education. Child development is such a gradual process that warrants the mothers' careful attention as a first instructor. The table above shows that 168(44.0%) agreed that it ought to be so while 120(31.4%) strongly agreed. Again, 46(12.0%) and another 38(9.9%) of the parents strongly disagreed and disagreed that it was not their statutory responsibility while 10(2.6%) where undecided.

From the table, it could be deduced that there was a high level of agreement that mothers should talk and be observant to their children growth and development.The analysis from the table shows the distribution of respondents to the above statement. 166(43.5%) strongly agreed that it should be while 102(26.7%) supported agreed to the assertion. Meanwhile, 54(14.1%)

and another 40(10.5%) of responding parents disagreed and strongly agreed that it should not be their responsibility while 20(5.3%) were completely undecided.

This again shows that in the overall analysis that most respondents agreed that it was and is the responsibility of mother to nurture their children in all ramification that they can meet up with society's expectation. The weaning of a child is the exclusive preserve of the mother even where consultation with the father for permission is encouraged. From the table, 222(58.1%) of parents strongly agreed to the fact that it should be with supports from 146(38.2%) who also agreed. More so, from the table, only 8(2.1%) and another 6(1.6%) disagreed and strongly disagreed that it ought to be so.

Thus, we could surmise here that weaning a child from breast feed is the exclusive right of the mothers so as to enable her face the task of continuing her education effectively. Further analysis again shows that 186(48.7%) and another 128(33.5%) strongly agreed and agreed that it is majorly the responsibility of the mother to take the child to the hospital, for routine vaccination, whenever the child is sick as well as the administration of prescribed medicine. However this task placed on the mother, 38(9.9%) and another 20(5.2%) disagreed and strongly disagreed that it should be only the mothers and revealed that the fathers could as well perform this role in support of their wives.

From all indications, it could be said that the responsibility lies mostly with the mothers as most fathers will be away from home to work place to fend for the family's other needs. It is an obvious fact that children tend to be quieted

and calm whenever in discomfort or stress when their mothers intervene. The tables' presentation shows that 223(58.4%) strongly agreed while 102(26.7%) agreed in support of this assertion. 28 (7.3%) respondents and another 27(7.1%) differs in opinion by strongly disagreeing and disagreeing that it should be so. From the data presented here, the inference to be drawn is mothers are more effectual in calming and quieting the child/children thereby making them comfortable, safe and secure.

The table above shows that 246(64.4%) respondents revealed that they started their children potty training and how to avoid dirty environment at the six months of birth, 114 (29.8%) respondents indicated that it was at nine months while 22(5.8%) respondents revealed that it was at most one year after birth. The deduction drawn from the table here was that mothers do introduce their children to potty training and to avoid dirty environment early enough to safeguard their health and overall physical development.

Motherhood and the act of child rearing or nurturing has always taken into cognizance the fact that the child need to have fun so much as to help in his/her mental and cognitive development as well as physical development and growth. The analysis shows that 216(56.5%) respondents revealed that they introduced their children at six months after birth, 98(25.7%) indicated it was nine months. More so, 42(11.0%) of the respondents said that it was just barely three months after birth that their children were introduced to playing items such as toys while 26(6.8) revealed it was after one year.

The submission here was that most parents introduce their children to playing items at average months of six. This however should be taken as the generalization of the group as other parents did so early while other engaged their children late. The comfort of any child should always be the concern of the parents whatever the case may be. As one way in which this comfort could be achieved is by bathing the child. The analysis presented in the table shows 189(49.5%0 revealed that they did so whenever they were free, 67(17.5%) respondents indicated they did so in the morning before going to school. In the same vein, another 67(17.5%) of the respondents said that they did so in the night before the baby sleeps while 59(15.4%) respondents revealed it was done twice daily.

The disproportionate acts and irregularity in bathing these children may not be unconnected to the burden of continuing education and the inability of mothers to combine child rearing with their academic pursuit. In so far as this exists, there still going to be evidence of the disproportionate bathing schedules however, parents should devise means where possible to remediate the situation.

### 4.3.2 Research questions II: What are the child rearing strategies employed by teenage mothers?

| S/no | Description/variable | | | | | WA | Rmks |
|---|---|---|---|---|---|---|---|
| | | Nanny | House help | - | - | | |
| 9 | The nature of help work in the house | 186<br>48.7 | 196<br>51.3% | - | - | 1.5 | NA |
| | | Backing the babies | Feeding the baby | Playing with the baby | Clothing of the baby | 3.9 | A |
| 10 | Responsibilities entrusted to the nannies | 78<br>41.9% | 19<br>10.2% | 56<br>30.1% | 33<br>17.7% | | |
| | | Assisted by my own | Assisted by sister in-law | Assisted by my husband | I do it all by myself | 3.5 | A |
| 11 | Family support system for teenage mothers | 76<br>38.8% | 48<br>24.5 | 34<br>17.4% | 38<br>19.4% | 2.9 | NA |
| | | Less than thrice daily | Once daily | Occasionally | Twice and thrice daily | | |
| 12 | The schedule of play with the baby | 94<br>24.6% | 115<br>30.1% | 44<br>11.5% | 129<br>33.8% | 2.5 | NA |
| | | Me alone | The baby sleeps with grandparent | Me and my husband | No response | | |
| 13 | Taking care of baby at night | 186<br>48.7% | 59<br>15.4% | 137<br>35.9% | 100<br>26.2% | 2.6 | NA |

The table shows that for item 9, 196(51.3%) of the respondents revealed that they have house helps in their houses while 186(48.7%) indicated that they have nannies. It could be surmised to state here that parents have employed one form of help or assistance in taking care of rearing their children while pursuing their education. More so, the analysis shows that 78(41.9%) were assigned to wash their children clothes, 56 (30.1%) were engaged in washing of dishes and

plates. More so, 33(17.7%) were asked to do general household cleaning while the least 19(10.2%) of the respondents where entrusted with cooking.

From all indications, the roles entrusted nannies in this table could be said to appropriate with the age or level of agreement entered before service. It should be noted that only few nannies were allowed to do the cooking, indicative of the fact that most parents still want to undertake this role by themselves. Item 10 in the table shows that 76(38.8%) revealed that their house helps were engaged in general household cleaning and sanitations, 48(24.5) indicated they gave the role of dish washing to their house helps. Similarly, 38(19.4%) revealed that their house helps takes care of the baby while 34(17.4%) affirmed that they were engaged in cooking for the family.

These roles and responsibilities indicated in this table on item 11, were a summation of the responsibilities which parents engaged the services of the house helps. Most respondents 199(52.1%) indicated that they carried out these responsibilities in the absence of nannies or house help on their own while 105(27.5%) revealed that they were being assisted by their siblings especially their sister-in-law. Furthermore, 53(13.9%) indicated that they had assistance from their paternal or maternal sisters while 25 (6.5%) said that they were being assisted by their husbands.

The forms of work and assistance presented here in this table is indicative of the fact that where perhaps the parents can't undertake on their own, they fall back to the family system to help them with it, in the fashion of the African

extended family structure a helping arms is always given to young parents in order to act as a stabilizer from the enormous responsibilities of family management on younger parents.

Item 12 shows that 129(33.8%) do have time to play with their children on specified schedules or period of the day, 115(30.1%) said that they only did so when the baby is restless or cries. In the same vein, 94(24.6%) respondents revealed that they did so whenever they are less busy while 4(11.5%) indicated that they did so always. The deduction to be drawn here is that parents at one time or another had time to play with their children.

Analysis for item 13 in table revealed that 186(48.7%) of mothers indicated that they cater for their child or children at night whenever they cried or are restless while 137(35.9%) revealed that both of the parents assumed such role. 59(15.4%) respondents indicated that their child/children sleeps with their grandparents invariably making them to assuming the responsibility of taking care of the child/children needs at night.

### 4.3.3 Research question III: To what extent does teenage parenting cause a set back to teenage mothers' education?

| S/n | Description/variable | | | | | WA | Rmks |
|---|---|---|---|---|---|---|---|
| | | Occasional when the children are sleep | Sometimes at night | Only before exams | - | | |
| 14 | Having time to study after school | 99 | 106 | 177 | - | 2.2 | NA |
| | | 25.9% | 27.7% | 46.3% | - | | |
| | | Occasionally | Never | Always | - | | |
| 15 | Having difficulty with school work at home | 122 | 19 | 241 | - | 2.3 | NA |
| | | 31.9% | 5.0% | 63.1% | | | |
| | | Ask husband to help me | Neighbors/friends around for help | - | - | | |
| 16 | Taking care with the difficulty of studying at home | 93 | 289 | - | - | 1.7 | SNA |
| | | 24.3% | 75.7% | | | | |
| | | Sometimes the grandparent | Manage all by myself always | Ask for my sisters helps | Ask my sister in-law's help | | |
| 17 | Those who help out so that mother can do their school and house chores | 98 | 142 | 78 | 64 | 2.3 | NA |
| | | 25.7% | 37.2% | 20.4% | 16.8% | | |
| | | Very early at night | Sometimes not early | Sometimes very late | - | | |
| 18 | Period of child sleeping and doing my homework | 79 | 114 | 189 | - | 2.3 | NA |
| | | 20.7% | 29.8% | 49.5% | - | | |
| | | Satisfactory | Less Satisfactory | Unsatisfactory | Coping | | |
| 19 | How you coping with school work | 92 | 138 | 100 | 52 | 2.3 | NA |
| | | 24.1% | 36.1% | 26.2% | 13.6% | | |

The need to study at home after school hours could be seen to be another herculean task before teenage parents nurturing children. Item 14 shows that 177(46.3%) revealed that they study whenever their examination is approaching, 106(27.7%) said that they do so late in the night while 99(25.9%)

revealed that they could only do their reading and study when the children are asleep. Thus, from this table, it could be inferred that teenage parents although study after school, it was done at such irregular period of the day.

Sequel to the table is the respondents' data in this table which shows the after effect of the irregular period of study. Analysis for item 15 shows that 241(63.1%) of teenage mothers said they do experience difficulty while carrying out school work at home due to the interference by either their children or the family responsibility. More so, 122(31.9%) revealed that their difficulty with doing school work at home as occasional while only 19(5.0%) said that they were comfortable doing their school work at home having no challenge either from children or the family altogether.

Again, we could say that challenges of children upbringing, attention and care alongside that of the family have the tendency of making mothers loose concentration on their school work and thereby making it difficult to compete and carryout their assignment at home.

Here again in the table, item 16 revealed that 289(75.7%) teenage parents from the data presented in the table above did ask their neighbors and friends around to help out in taking care of the children while they quickly do the home work and study while 93(24.3%) revealed that they ask their spouse (specifically their husband) to look after the children. It could be deduced that teenage mothers do seek the supports of family, friends and their husbands in taking care of the children while they study.

Furthermore, item 17 in the table shows that 142(37.2%) respondents revealed that they combined the responsibility of catering for the home as well as looking after their children. More so, 98(25.7%) indicated that their grandparents sometimes assumes this roles. Another sets of 78(20.4%) and 64(16.8%) of the respondents revealed that they ask their paternal and maternal sisters or their sister-in-laws for help respectively. This is indicative of the fact that responsibility for child care is not only the preserved of the mothers but that of all the family members available at that time.

The period or time when the child falls asleep for the mothers to do their school home assignment is here shown in this table. From the analysis on item 18 above shows that 189(49.5%) respondents revealed that their children slept very late at night, another sets of 114(29.8%) indicated that their children sleeps not too early while 79(24.1%) respondents revealed that their children slept very early. From all indication, it could be surmised here that most parents children sleeps late while some are irregular in their sleeping profile thereby depriving them the needed attention and concentration on their school work. Motherhood presents the woman with such a challenge that would likely make her to discontinue her education. To check the level of satisfaction of mothers, item 19 in the table above shows that 138(36.1%) respondents said that they were less satisfied with the level of adjustment to school after becoming mother, 100(26.2%) completely revealed that they were unsatisfied.

Similarly, 92(24.1%) and 52(13.6%) of the respondents believed that they were satisfied and coping with school respectively. From the foregoing, it could be deduced that most mothers were not satisfied with their level of adjustment to school after motherhood.

### 4.4 Testing of Null hypotheses

The study formulated four null hypotheses which will be tested using the Chi-square analysis ($X^2$).

#### 4.4.1 Hypothesis I

H1: There is no significant relationship between teenage parenthood and strategies adopted in rearing the child.

In order to test the hypothesis here, values from data from table 4.2.1 on the ages of the parents was run across data from table 4.2.16 on which of these do you have in your house and the result is here presented below.

**Age range of respondents (In Years) * Which of these do you have in your house? Crosstabulation**

| | | | Which of these do you have in your house? | | |
|---|---|---|---|---|---|
| | | | Nanny | House-help | Total |
| Age range of respondents (In Years) | 13-15 | Count | 186 | 48 | 234 |
| | | Expected Count | 113.9 | 120.1 | 234.0 |
| | 16-19 | Count | 0 | 145 | 145 |
| | | Expected Count | 70.6 | 74.4 | 145.0 |
| | No response | Count | 0 | 3 | 3 |
| | | Expected Count | 1.5 | 1.5 | 3.0 |
| Total | | Count | 186 | 196 | 382 |
| | | Expected Count | 186.0 | 196.0 | 382.0 |

**Chi-Square Tests**

| | Value | df | P-value |
|---|---|---|---|
| Pearson Chi-Square | 229.280[a] | 2 | .000 |
| Likelihood Ratio | 291.825 | 2 | .000 |
| Linear-by-Linear Association | 221.773 | 1 | .000 |
| N of Valid Cases | 382 | | |

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.46.
b. P value was set at <0.05

Thus, from the above table, $X_o^2(2, N=382)=229.280$, $p=0.000$. At the critical or alpha level of significance of 0.05, the result here is statistically significant to

the null. We reject the null hypothesis above and conclude that there is a significant relationship between the teenage parenthood and strategies adopted in rearing the child. The association by linear is equal to 221.773 indicating that there is a positive relationship between parenthood ands child rearing strategies.

### 4.4.2 Hypothesis II

H2: There is no significant relationship between the teenage parenthood and level of Academic performance.

In order to test the hypothesis here, values from data from table 4.2.1 on the ages of the parents was run across data from table 4.2.34 on how would you rate your performance to school work being a mother.

**Age range of respondents (In Years) * How are you coping with school work being a mother? Cross tabulation**

| | | | How satisfactory are you adjusting to school work being a mother? | | | | |
|---|---|---|---|---|---|---|---|
| | | | Satisfactory | Less satisfactorily | Unsatisfactory | Coping | Total |
| Age range of respondents (In Years) | 13-15 | Count | 92 | 138 | 4 | 0 | 234 |
| | | Expected Count | 56.4 | 84.5 | 61.3 | 31.9 | 234.0 |
| | 16-19 | Count | 0 | 0 | 96 | 49 | 145 |
| | | Expected Count | 34.9 | 52.4 | 38.0 | 19.7 | 145.0 |
| | No response | Count | 0 | 0 | 0 | 3 | 3 |
| | | Expected Count | .7 | 1.1 | .8 | .4 | 3.0 |
| Total | | Count | 92 | 138 | 100 | 52 | 382 |
| | | Expected Count | 92.0 | 138.0 | 100.0 | 52.0 | 382.0 |

**Chi-Square Tests**

| | Value | df | P-value |
|---|---|---|---|
| Pearson Chi-Square | 380.206[a] | 6 | .000 |
| Likelihood Ratio | 482.838 | 6 | .000 |
| Linear-by-Linear Association | 278.915 | 1 | .000 |
| N of Valid Cases | 382 | | |

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is .41.
b. P value was set at <0.05

Thus, from the above table, $X^2(6, N=382) = 380.206$, p=0.000. At the critical or alpha level of significance of 0.05, the result here is statistically significant to the null. We reject the null hypothesis above and conclude that there is a significant relationship between the teenage parenthood and level of performance. The association by linear is equal to 278.915 indicating that there is a positive relationship between parenthood and rate of performance to school work.

### 4.4.3 Hypothesis III

H3: There is no significant relationship between the teenage parenthood and their attainment of education.

In order to test the hypothesis here, values from data3from table 4.2.1 on the ages of the parents was run across data from table 4.2.34 on at which time does the child sleeps at night for you to be able to you're your home work.

**Age range of respondents (In Years) * At which time does the child sleep at night for you to be able to do your homework? Cross tabulation**

| | | | At which time does the child sleep at night for you to be able to do your homework? | | | |
|---|---|---|---|---|---|---|
| | | | Very early at night | Sometimes not early | Sometimes very late | Total |
| Age range of respondents (In Years) | 13-15 | Count | 79 | 114 | 41 | 234 |
| | | Expected Count | 48.4 | 69.8 | 115.8 | 234.0 |
| | 16-19 | Count | 0 | 0 | 145 | 145 |
| | | Expected Count | 30.0 | 43.3 | 71.7 | 145.0 |
| | No response | Count | 0 | 0 | 3 | 3 |
| | | Expected Count | .6 | .9 | 1.5 | 3.0 |
| Total | | Count | 79 | 114 | 189 | 382 |
| | | Expected Count | 79.0 | 114.0 | 189.0 | 382.0 |

**Chi-Square Tests**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 246.720[a] | 4 | .000 |
| Likelihood Ratio | 312.344 | 4 | .000 |
| Linear-by-Linear Association | 191.521 | 1 | .000 |
| N of Valid Cases | 382 | | |

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is .62.
b. P value was set at <0.05

Thus, from the above table, $X^2(4, N=382)=246.720$, p=0.000. At the critical or alpha level of significance of 0.05, the result here is statistically significant to the null. We reject the null hypothesis above and conclude that there is a significant relationship between the teenage parenthood and their attainment of effective education. The association by linear is equal to 191.521 indicating that there is a positive relationship between parenthood and their attainment of effective education.

### 4.4.4 Hypothesis IV

H4: There is no significant relationship between child rearing strategies employed by secondary students and their academic pursuit.

In order to test the hypothesis here, values from data from table 4.2.1 how do you take care of difficulty at home while studying was run across data from table 4.2.34 on the level of difficulty encountered while studying.

**Age range of respondents (In Years) * How do you take care of any difficulty at home while studying? Cross tabulation**

| | | | How do you take care of any difficulty at home while studying? | | |
|---|---|---|---|---|---|
| | | | Ask husband to help me | Ask neighbors/frioends around for help | Total |
| Age range of respondents (In Years) | 13-15 | Count | 93 | 141 | 234 |
| | | Expected Count | 57.0 | 177.0 | 234.0 |
| | 16-19 | Count | 0 | 145 | 145 |
| | | Expected Count | 35.3 | 109.7 | 145.0 |
| | No response | Count | 0 | 3 | 3 |
| | | Expected Count | .7 | 2.3 | 3.0 |
| Total | | Count | 93 | 289 | 382 |
| | | Expected Count | 93.0 | 289.0 | 382.0 |

**Chi-Square Tests**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 261.976[a] | 2 | .000 |
| Likelihood Ratio | 290.229 | 2 | .000 |
| Linear-by-Linear Association | 247.172 | 1 | .000 |
| N of Valid Cases | 382 | | |

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.63.

Thus, from the above table, $X^2(2, N=382)=261.976$, $p=0.000$. At the critical or alpha level of significance of 0.05, the result here is statistically significant to the null. We reject the null hypothesis above and conclude that there is a significant relationship between child rearing strategies employed by secondary students and their academic pursuit. The association by linear is equal to 247.172 indicating that there is a positive relationship between child rearing strategies employed by secondary students and their academic pursuit.

## 4.5 Discussion of findings

The first research question stated that, what are teenage mothers responsibilities to the child as regards good parenting. The result showed that majority of the respondents strongly agreed to physically taking care of their children with 52.6%. This view is supported by Frieze (1987) who stated that, mother is the one primarily responsible for supplying physical care of infants and young

children. In addition to this, Sasse (1997) stated that, parenting begins with the physical care of the mother to the newly born child up to the time when he or she is fully weaned. Also Glosson, Meek and Smock (1997) stated that the responsibilities of parenthood begins with everyday care-giving. This was proven by the result of the first hypothesis which found that there is a significant relationship between teenage parenthood and strategies adopted in rearing the child. Thus, it can be seen that mothers anywhere and at whichever age are responsible for providing the physical needs of their children.

The second research question stated that, what are the child rearing strategies employed by teenage mothers. The result revealed that, most of the respondents adopted the strategies of asking the assistance of nanny to help take care of the children while they are away with 48.7%. this view is supported by Sittu (2005) highlights some elements of child rearing practices to include a mother substitute. The same view is shared by Jay and John (1994) who opined that, the activity of raising a child is usually done by biological parents, but in many cases, children are raised by foster care. Also, Hildebrand (1997) admitted that all people who care for children on part time basis, use certain parenting skills. This way supported by the fourth null hypothesis which stated that there is a significant relationship between the child rearing strategies employed by secondary school teenage mothers and their academic pursuit. Thus it can be seen that for the teenage mother to be able to cope with her varying

responsibilities, that is, parenthood, parenting and education, she needs assistance.

Research question three stated that, to what extent does parenting cause a setback to teenagers education. Result revealed that, majority of the teenage mothers are coping less satisfactorily with their school work with 36.1%. this view is in line with Papalia, Olds and Feldman (2002) who stated that, teenage mothers that are still in school need assistance to cope with the challenges of these dual responsibilities of motherhood and being a student. Also supported by Kelly-Plate and Eubanky (1994) who stated that teenage parent faced many difficult challenges. Sesse (1997) stated, having a baby restricts the teen mothers personal freedom, her work/studies and social life are limited. This is supported by the second null hypothesis which stated that there is a significant relationship between teenage parenthood and level of academic performance. Thus, parenting or parental responsibilities are many and as such can cause a setback to educational pursuit or performance, unlike another mother that free and without a child can perform better academically.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter gives a summary of the major findings of the study. It also presents the conclusion drawn from the study based on the data analysed, as well as recommendation on how to help teenage mothers to be able to attain their academic pursuit.

## 5.1 Summary

The study was conducted to find out the child rearing strategies employed by teenage mothers in the secondary schools in Kaduna state. Four specific objectives were clearly stated after stating the major objective of study, these objectives raised four research questions to be answered. Four null hypotheses were also formulated for the study.

Chapter two highlighted, both on conceptual under the sub-topics concept of parenting, concept of child rearing practices and secondly school students, as well as empirical studies, after which a brief summary was given based on chapter one and chapter two.

Chapter three the survey design was used for the study, 382 teenage mothers from six Divisions in the study areas were selected, using the random and purposive sampling technique from 2, 658 teenage mothers as the target population. A self designed and self administered questionnaire was used for the achievement of the research questions and hypotheses. The data was analysed

using percentages, frequencies as well as the chi-square statistical tools. The findings are:

- The study found that most teenage mothers performed their parenting responsibilities by taking care of their children, washing and feeding them, as well as, taking the child to the hospital when the child is sick.
- It was also found that most teenage mothers employed the help of nannies and sister-inlaws to care for their children.
- Coupled with taking care of their children, the teenage mothers do all their household chores by themselves as such they rarely have time to play with their children only when the child cries.
- Those teenage mothers that cannot afford employing nannies in their homes, take their children to women at neighbourhood that offer their services of taking care of children, while their mothers are away and most cases when they returned, they found their children untidy and unkept.
- Most of these teenage mothers attended schools far away from their homes which resulted in their being late to school in most cases.
- Majority of these teenage mothers only have time for studying only before examinations, because they did their household chores all alone.
- Majority have difficulty with homework and assignments when at home, and they only ask their friends and neighbours for assistance, as such this makes them to feel unsatisfactorily about their performance at school.

- Most of these teenage mothers' children play with their books or tear it for them, and thus can result in their missing some vital parts of their notes.

## 5.2 Conclusion

Majority of the teenage mothers performed their parenting roles of providing the physical need of their children. In addition, they performed all their household chores alone. Also, the teenage mothers employed various strategies like the employment of nannies, asking sister-inlaws to care for their children while they were away at school. Majority of these teenage mothers only have time for studying before the examinations, they often were late to school and mostly had difficulties with their home works and assignments.

## 5.3 Limitation of the study

Most of these teenagers are too young and shy (especially those in mixed schools) to admit that they are married and even with children.

Most felt that it is a personal issue and were not comfortable discussing their affairs and some even felt its no ones business how they handle their children.

Again, most were afraid especially those in junior secondary school thinking that, they might have broken some school rules and regulations or they were not expected to be married at that age and so liable to be punished or dismissed.

Schools like Government junior secondary school Matari, Government junior secondary school Kugu (Zaria Division). Government junior secondary school

Gurzamariri, Government junior secondary school Garunkurama (Lere Division). Government junior secondary school Kaibi, Government junior secondary school Kware kadege (Anchau Division), were located deep into remote areas, so there was problem of transportation, locating and language barrier.

However, these limitations was resolved by the method of sampling used and also the used of trained assistants.

## 5.4 Recommendations

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

1. All schools should create a guidance and counseling unit or if there is one should include certain issues for the teenagers on how to adjust to school performance as well as adjusting to their household chores.
2. The school management may also put forward request or suggestion to be included in the curriculum that can benefit such students as well as providing the schools with textbooks that can benefit the teenage mothers.
3. The spouses of the teenage mothers should employ the assistance of their family members, to help lessen the burden on teenage mothers, by assisting them in taking care of the children while they are busy or while the children are unwell and allowing the younger ones in the family to help with household chores whenever possible.

4. Teenagers should form the habit of spending some few hours for studies or make a time table, so that they can study while at home.
5. The school authority can organize workshops and counseling sessions from time to time, so that they can counsel students on how to develop good study habits.
6. Curriculum planners should include the knowledge of sex education and family planning right from primary six, so that those that were married early in life, can learn to plan and wait until they have spent some years in marrigte, by then they might have adapted properly to their academic responsbilities.

## 5.5 Suggestions for Further Study.

In the light of the findings, it is recommended that there should be further study to investigate the academic performance of teenage parents and their child rearing strategies.

This present study is a survey kind of study, an experimental research could be done to find out effects of the strategies used by this teenagers on the moral up bringing of their children.

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## APPENDIX I

## QUESTIONNAIRE FOR TEENAGE MOTHERS

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

10th February, 2011.

Dear Respondent,

**REQUEST TO FILL QUESTIONNAIRE ON TEENAGE PARENT AND CHILD REARING STRATEGIES IN KADUNA STATE**

I am a student in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. I wish to write and solicit your cooperation in the study I am conducting Teenage parenthood and child rearing strategic in Kaduna State.

Your cooperation and honest responses will be of great importance to the success of the study. Any information given shall be treated confidential.
Thank you,

Yours Sincerely,

**Abdullahi, Rabi**
**MED/EDUC/49831/05-06**

**APPENDIX II**
**QUESTIONNAIRE**
**TEENAGE PARENTHOOD AND CHILD REARING STRATEGIES IN KADUNA STATE**

**SECTION A:**

**Biodata:**

Please tick ( ) or fill in the most appropriate column that applied to you

1. Age range (in years):
   (a) 13 – 15 ( ) (b) 16 -19 ( )
2. Religion
   (a) Islam ( ) (b) Christianity ( )
3. Marital Status
   (a) married ( ) (b) divorced ( ) (c) widowed ( )
4. Number of years in marriage
   (a) 1-3 ( ) (b) 4-5 ( )
5. Number of children
   (a) 1-2 ( ) (b) 3-4 ( )
6. Age range of children (in years):
   (a) 1-2 ( ) (b) 3-4 ( ) (c) 5 and above( ) years
7. Level of study
   (a) JSS I ( ) (b) JSS II ( ) (c) JSS III ( )
   (d) SS I ( ) (e) SS II ( ) (f) SS III ( )
8. School, specify _____

**INSTRUCTION:**
**CHOOSE THE ONE THAT IS MOST AGREEABLE TO YOU.**

**KEY**: SA – Strongly agree
A – Agree
D – Disagree
SD – Strongly Disagree

| A | PARENTHOOD RESPONSIBILITIES | SA | A | D | SD |
|---|---|---|---|---|---|
| 1 | Mother is responsible for bathing, dressing and backing the baby | | | | |
| 2 | Mother is responsible for curdling and playing with the baby | | | | |
| 3 | Mother is responsible for feeding and washing the clothes of the baby | | | | |
| 4 | Mother is responsible for talking to the baby and observing the baby | | | | |
| 5 | Mother is responsible for nurturing singing and smiling occasionally to the baby | | | | |
| 6 | Mother is responsible for weaning the baby gradually as | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | the baby grows up | | | | |
| 7 | Mother is responsible for taking the baby to the hospital whenever sick and giving the drugs to the baby | | | | |
| 8 | Mother is responsible for rocking the baby to sleep, quieting the baby when he cries and making him safe | | | | |

## B. CHILD REARING STRATEGIES

Please tick (✓) the option that is most applicable to you in the following questions.

1. Which of these do you have in your house?
   a. Nanny [ ] b. House-help [ ]
2. If you have a nanny, what types of responsibilities do you entrust to the nanny?
   a. Bathing and feeding the baby [ ]
   b. Washing the baby's clothes and bathing [ ]
   c. Feeding the baby and backing [ ]
   d. Taking care of all the baby's needs while you are away [ ]
3. If you have house-help, what type of responsibilities do you entrust to the house-help?
   a. Cleaning [ ] b. Washing plates and dishes[ ]
   c. Cooking [ ] d. Washing clothes [ ]
4. If you do not have a nanny or a house-help, how do you perform your household chores, who assisted you?
   a. Assisted by my own sister [ ]
   b. Assisted by my sister inlaw [ ]
   c. Assisted by my Husband [ ]
   d. I do it all by myself [ ]
5. Schedule of play with the baby?
   a. When I am less busy[ ]
   b. Only when the baby cries [ ]
   c. Always [ ]
   d. On schedule [ ]
6. When the child /cried at night, who took care of his needs
   a. Me alone [ ]
   b. The baby sleeps with grandparents [ ]
   c. Me and my husband [ ]

## C. EDUCATIONAL PURSUIT OF THE TEENAGE MOTHER

1. How often do you have difficulty at home with the school work?
   (a) occasionally ( ) (b) never ( ) (c) always ( )
2. How do you take care of any difficulty at home while studying?
   (a) Ask husband to help me ( )
   (b) Ask neighbors/friends around for help( )

3. Who help to take the baby at home, so that you can do your homework or household chores?
   (a) Sometimes the grandparent ( )
   (b) Manage all by myself always ( )
   (c) Ask for my sisters help ( )
   (d) Ask my sister in-law's help ( )
4. At which time does the child sleep at night for you to be able to do your home work?
   (a) Very early at night ( )
   (b) Sometimes not early ( )
   (c) Sometimes not very late ( )
5. How would you rate your performance to school work being a mother?
   (a) Satisfactorily ( ) (b) Less satisfactorily ( ) (c) Unsatisfactory ( )
   (d) Coping ( )
6. How often does the child play with your books and tear?
   (a) Occasionally ( )
   (b) Always ( )
   (c) Never ( )