



## Examination of the Parenting Styles used by Parents of Adolescents in Senior Secondary Schools in Gombe State

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### ABSTRACT

*This study investigated the parenting styles employed by parents of adolescents in Senior Secondary Schools in Gombe State. A sample of 171 parents was selected from a population of 10,666 parents using a proportional stratified random sampling technique. This method ensured that every member of the population had an equal chance of being included in the sample, with selections based on the population size of each stratum. Data analysis was conducted using frequency and percentage tables. The results showed that the majority (61%) of respondents were male, and most parents (43%) held a first degree or its equivalent, predominantly adopting an authoritative parenting style. Additionally, a significant proportion (39%) of parents reported using more than one parenting style. The study concluded that the choice of parenting style is not limited by parental educational attainment or gender.*

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### INTRODUCTION

Adolescence is the period of transition between childhood and adulthood. It is a crucial stage in human development that encompasses physical, psychological, and social changes. During this stage, individuals experience significant growth and development, both physically and mentally (Allen & Waterman, 2019). In the broadest sense, adolescence is the transition period from childhood to adulthood. Historically, this typically spans from 12 to 18 years of age, which roughly corresponds to the time from pubertal onset (i.e., specific hormonal changes) to guardian independence (i.e., the legal definition of "adulthood" in many countries. Adolescence frequently co-occurs with puberty, a biological phenomenon defined by a constellation of events driven by increases in adrenal and gonadal hormones, including the development of secondary sex characteristics and modulations in muscle and fat. It is associated with a period of

increased risk-taking behaviors as well as increased emotional reactivity (Jaworski & MacQueen, 2015; Curtis, 2015).

Adolescence can be divided into three stages: early, mid-adolescence, and late adolescence. Early adolescence typically occurs between the ages of 10 and 14, mid-adolescence between the ages of 15 and 17, and late adolescence between 18 and 24. Each stage of adolescence presents different challenges for teenagers and requires different responses from parents. The purpose of adolescence is for a child to transform into a young adult psychologically and socially. This involves breaking away from childhood attachments, acquiring freedom and responsibility, and establishing a unique identity (Allen & Waterman, 2019). During adolescence, the child continues to grow physically, cognitively, and emotionally, changing from a child into an adult. The body grows rapidly in size, and the sexual and

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reproductive organs become fully functional. At the same time, as adolescents develop more advanced patterns of reasoning and a stronger sense of self, they seek to forge their own identities, developing important attachments with people other than their parents, (Stangor & Walinga, 2014)

Parenting styles refer to the patterns of behaviors, attitudes, and approaches that parents use when interacting with and raising their children. Different parenting styles have been identified by researchers, each with its unique approach to raising children. It's important to note that most parents do not fit into one specific parenting style and may exhibit characteristics of multiple styles depending on the situation Pardee (2024)

The influence of parenting styles at the adolescent stage is very crucial. This is because parents have tremendous roles in adolescents' transition to adulthood as well as the academic achievement of the adolescents. Parenting style involves a combination of acceptance and responsiveness on one hand and demand control on the other. This is to say that parents should be neither punitive nor aloof, rather they should develop rules for their adolescents and be affectionate with them. Baumrind (2013) defined Parenting Styles as a psychological construct representing standard strategies that parents use in their child-rearing. He further outlined four types of Parenting Styles as follows: authoritarian parenting, authoritative parenting, neglectful parenting, and indulgent parenting. Authoritarian

Parenting Styles are the types of parents who have strict ideas about discipline and behaviors, while authoritative parenting style encourages children to be independent but still places limits and control on their actions; neglectful parenting style is very uninvolved in the adolescents' life, lastly, indulgent parenting style is highly involved with their adolescents but place few demands or control on them. Parents are the ones saddled with the responsibility of taking care of their young ones until they can take care of themselves. It is important to know that parents have a vested interest in the social behaviors and academic performance of their children. Consequently, this study examined the parenting styles used by parents of adolescents in Senior Secondary Schools in Gombe State.

**Research Objective**

The main objective of this study is to examine the different parenting styles adopted by parents of Senior Secondary Schools in Gombe State, Nigeria.

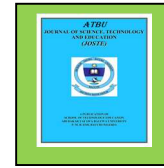
**RESEARCH METHODOLOGY**

The population for the study comprised of S.S III students in Senior Secondary Schools in Gombe State together with their Parents. There were 30,666 students in 132 Senior Secondary Schools in Gombe State during the study. The population of the parents was 10,666 because some parents have more than one child in School. The breakdown of the Population for the study is shown in Table 1.

**Table 1:** Population of Students and Parents by Senatorial Zones in Gombe State

S/N	Senatorial Zones	L.G.A	No. of Schools	No. of Students	No. of Parents
1	Gombe North	Dukku	5	2604	980
		Gombe	50	9629	2701
		Kwami	6	1886	790
		Funakaye	6	1500	790
2	Gombe Central	Akko	13	2845	1000
		Yamaltu	14	2600	998
		Deba	01	494	125
		Nafada			
3	Gombe South	Billiri	15	2420	600
		Kaltungo	14	2488	1162

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	Shongom	07	2500	540
	Balanga	13	2700	980
<b>Total</b>		<b>132</b>	<b>30,666</b>	<b>10666</b>

Source: Field Survey, 2023.

For this study, simple random sampling using 'Hat drawn method was adopted in the selection of the target population. The population of one hundred and thirty-two (132) schools in the three senatorial districts was thirty thousand six hundred and sixty-six (30,666) and ten thousand six hundred and sixty-six (10,666) parent respondents were selected as the sample size for the study based on Krejcie and Morgan. (1970) table of sampling.

A proportional stratified random sampling technique was used to select samples for this study based on the population of each stratum, which gave every member of the population an equal chance of being included in the sample. Consequently, two hundred and eighty (280) students and one hundred and seventy-one (171) parents were selected (Miles, 2001).

**Table 2:** Proportional Random Sample of Respondents.

S/No	Senatorial Zones	No. of Schools	No. of Students	No. of Parents
1	Gombe South	4	80	56
2	Gombe Central	3	70	35
3	Gombe North	7	130	75
<b>Total</b>		<b>14</b>	<b>280</b>	<b>171</b>

Source: Field Survey, 2023.

The questionnaire was the main instrument for data collection in this study. It was designed to elicit information on the types of parenting styles adopted by parents of Senior Secondary Schools students in the study area.

The instrument was subjected to both content and face validity by four lecturers in the Department of Vocational and Technical Education. The reliability of the instrument was determined using the split half method. The items were divided into two halves of odd and even numbers. Spearman Rank Order Correlation was used to calculate the reliability of one half. Spearman Brown Prophecy formula was used to calculate the reliability estimate of the whole instrument. The calculations yielded a reliability coefficient of 0.78 for the instrument. The coefficient was positive and high; hence the instrument was adjudged reliable and stable based on Nworgu's (2006) recommendation. Nworgu stated that a reliability estimates of 0.60-0.80 is high and the instrument for which it is calculated is reliable and stable.

A pilot study was conducted in Government Secondary Schools Aminu, Sabon Gari Local Government Area in Kaduna State. This is because the respondents in Senior Secondary Schools in Kaduna State have similar characteristics but are outside the study area. The purpose of the pilot study was to test the adequacy and suitability of the instrument for the research and to ascertain that there was no ambiguity. Thirty-five (35) copies of the questionnaire were administered to the respondents under the supervision of the researcher. All copies of the questionnaire were duly filled and returned within the stipulated period of one week with the help of research assistants.

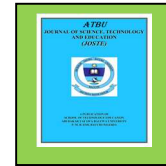
The researcher personally visited the selected schools and administered the questionnaire to the parents through the students, with the help of form masters/form mistress in the various classes. The student's records were collected from the record office. The researcher assessed the filled questionnaire

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for their reliability for the study. The data collection exercise lasted three weeks, and 171 copies of the duly completed questionnaire were retrieved from the respondents. The data collected was analyzed using frequency tables and percentages.

## RESULTS AND DISCUSSION

### Demographic characteristics of respondents

The demographic characteristics of the respondents were analyzed using frequencies and percentages as presented in Table 3.

**Table 3:** Distribution of Parent Respondents by Gender

Gender	Parent Respondents	
	Frequency	Percentage
Male	104	60.82
Female	67	39.18
Total	171	100.0

Source: Field Survey, 2023.

The result in Table 1 revealed that 99 out of 171 respondents were males representing

60.82 percent while the females were 67 representing 39.18%.

**Table 4:** Distribution of Parent Respondents by Level of Education

Level of Education	Responses	
	Freq.	Percentage (%)
SSCE	24	14.0
OND-NCE	54	31.6
HND-1st Degree	75	43.9
M.SC/M.ED/M.A	11	6.4
Not Educated	07	4.1
Total	171	100%

Source: Field Survey, 2023.

Table 4 showed the distribution of respondents by level of education. Respondents with HND/1<sup>st</sup> Degree had the highest occurrence of 75 representing 43.9%, followed by respondents with OND/NCE with frequency 54 representing 31.6%. Those with SSCE level of education had a frequency of 24 representing 13.4%. Those with M.Sc/M.Ed/M.A level of education had a frequency of 11 representing 6.4%. Those parents with not education had the

least occurrence of frequency 7 representing 4.1%.

### Parenting styles

The parenting styles of the respondents identified are authoritative, neglectful, and authoritarian and indulgence. The distribution of the respondents by these parenting styles is presented in the tables below.

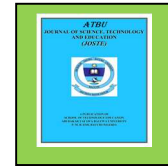
**Table 5:** Distribution of respondents by parenting styles

Parenting Style	Yes	
	Freq	%
Authoritative	98	57
Neglectful	19	11
Authoritarian	34	20

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Indulgent	20	12
<b>Total</b>	<b>171</b>	<b>100</b>

Source: Field Survey, 2023.

Authoritative, neglectful, authoritarian, and indulgent were identified as the parenting styles used by the parents. The majority (57%) indicated having used an authoritative parenting

style. 19(11%) indicated having a neglectful parenting style, 34(20%) are the parent practicing authoritarian style while 20(12%) are the parent practicing indulgent parenting style.

Table 6: Parenting style and Level of education of respondents

Parenting Styles	Education	Male		Female		Total
		Freq	%	Freq	%	
Authoritarian	HND-1st degree	2	8.00	1	33.33	3
	Not Educated	10	32.57	2	16.67	12
	OND-NCE	14	73.00	13	48.15	27
	SSCE	12	32.57	9	42.86	21
Authoritative	HND-1st degree	4	66.67	2	33.33	6
	MSC-MED-MA	2	66.67	1	33.33	3
	Not Educated	14	87.50	2	12.50	16
	OND-NCE	32	57.14	24	42.86	56
Indulgent	SSCE	29	63.04	17	36.96	46
	HND-1st degree	0	0.00	2	100.00	2
	Not Educated	1	50.00	1	50.00	2
	OND-NCE	12	52.17	11	47.83	23
Neglectful	SSCE	12	57.14	9	42.86	21
	HND-1st degree	4	80.00	1	20.00	5
	MSC-MED-MA	1	100.00		0.00	1
	Not Educated	7	77.78	2	22.22	9
	OND-NCE	10	55.56	8	44.44	18
	SSCE	9	60.00	6	40.00	15

Source: Field Survey, 2023.

The above table reveals that most parents who adopt the authoritarian and

authoritative parenting styles are holders of either the OND or NCE certificate.

Table 7: Number of parenting styles adopted by parents.

Number of Parenting styles	Frequency	Percent
0	9	5.6
1	61	37.9
2	62	38.5
3	15	9.3
4	14	8.7
Total	171	100.0

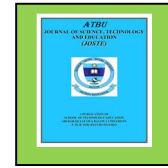
Source: Field Survey, 2023.

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Most of the parents adopted more than one parenting style. Majority of the parents (37.9%) indicated using only 1 type of parenting style. Other parents (38.5%) indicated having two

types of parenting styles while few (8.7%) use 4 parenting styles. The last set of parents (5.6%) indicated that they do not belong to any parenting styles.

Table 8: Distribution of respondents by their number of parenting styles, level of education, and gender

Education	No of Parenting styles	Male		Female		Total
		Freq	%	Freq	%	
HND-DEGREE	1	2	100.00	0	0.00	2
	2	4	80.00	1	20.00	5
	4	0	0.00	1	100.00	1
MSC-MED-MA	1	1	50.00	1	50.00	2
	2	1	100.00	0	0.00	1
Not Educated	1	4	66.67	2	33.33	6
	2	8	88.89	1	11.11	9
	3	4	80.00	1	20.00	5
OND-NCE	0	2	100.00	0	0.00	2
	1	15	50.00	15	50.00	30
	2	19	67.86	9	32.14	28
	3	1	50.00	1	50.00	2
SSCE	4	3	37.50	5	62.50	8
	0	2	28.57	5	71.43	7
	1	13	61.90	8	38.10	21
	2	13	68.42	6	31.58	19
	3	5	62.50	3	37.50	8
	4	2	40.00	3	60.00	5

Source: Field Survey, 2023.

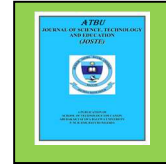
The table above shows the different parenting styles and levels of education of parents in the study area. It reveals that majority of the parents have the minimum educational qualification of SSCE and combine a few parenting styles. Most of them (30%) however, use one parenting style. This is closely followed by those who use two parenting styles (28%). Other parents with various educational qualifications (NCE/OND, HND/DEG., and M.Sc) equally adopt one or more of the parenting styles that suit them. The choice of parenting styles is

not limited to any educational class of parents or gender.

### CONCLUSION

Authoritative, neglectful, authoritarian, and indulgent were identified as the parenting styles used by the parents. The distribution of respondents by level of education reveals that parents' educational attainment cut across the educational ladder ranging from those with M.Sc, HND/Degree, OND/NCE, and SSCE, including parents with no formal education. The parenting styles of the respondents identified are

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