

*Original Research Article*

# Parenting Styles and Aggressive Behavior among In-School Adolescents in Abia State, Nigeria

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Abstract

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This study investigated parenting styles as a correlate of aggressive behavior among in-school adolescents in Abia State. Four research questions and three null hypotheses guided the study, correlational research as design. The sample consisted of 878 respondents drawn through two stage sampling procedure from a population of 8783 (4195 male and 4588 female) in-school adolescents. Two instruments titled "Parenting Styles Questionnaire" (PSQ) and "Students' Aggressive Behaviour Questionnaire" (SABQ) were developed by the researchers and used for the study. The stability of the instruments was determined using Pearson's Product Moment Correlation Coefficient which gave reliability indices of .852 and .823 for PSQ and SABO respectively. The data obtained were analyzed using descriptive statistics, Pearson Product Moment Correlation Coefficient, Linear regression, multiple regressions and Scheffe test revealed the following findings: the prevalence of aggressive behavior is to a high extent as the in-school adolescents experience physical, emotional and verbal aggressive behaviours to a high extent. Parenting Styles Correlated to a very high and significant extent with aggressive behavior of in-school adolescents; a positive but very low and no significant gender differences exist in the relationship between parenting styles and aggressive behavior of the adolescents. Location (urban and rural areas) to a positive high and significant extent creates differences in the correlation between parenting styles. Among the educational implications of the findings was that aggressive behavior depends on parenting styles among in-school adolescents. It was thus recommended among others that there need for periodic exposure of in-school adolescents and their parents to seminars on parenting styles and as relate to aggressive behavior among in-school adolescents.

**Keywords:** Parenting Styles, Correlates, Aggressive behavior, In-school adolescents and Abia State.

## INTRODUCTION

Adolescence is a period of transition from childhood to adulthood. It is a period that the child encounters numerous problems from all areas of his growth and development, such as physical, mental, social, psychological, cultural, and spiritual growth problems.

Such is the task which every child faces when growing from child-hood until adulthood; that is why some psychologists define it as a period of "storms and stress" This period varies from culture to culture as a result of cultural differences and level of advancement. Generally,

the adolescence period marks from ages of 11 or 12 years to or 21 years. Adolescence is a very crucial period in the social development of the adolescents because adolescents could be easily influenced by people who develop a close relationship with them (Carlson and Herth, 2010).

Adolescents, particularly In-school adolescents, begin to develop unique belief systems through their interactions with social familial and cultural environments; this often leads to a period of questioning authority in all domains. The adolescent is a vital time for the emergence of aggressive and antisocial behavior. This behavior may persist until adulthood and at considerable costs to individual's families, schools, and the wider community.

In schools, aggressive and antisocial behaviours may exist among adolescents in varying dimensional ways which may include; peer victimization, bullying, school cheating behavior vandalism, truancy, the use of illegal drugs, armed robbery, homicide, murder, assaults, violations of curfews among others (Ojukwu, 2018).

Recently, adolescents' aggressive behaviour in Nigeria has been of great concern among parents, individuals, schools, state, and national governments because of the adolescents' attendant negative social consequences. Although, this aggressive and antisocial behaviour cut across generations and affect every segment of the Nigerian society, they are prominently noticeable among in-school adolescents (Eke, 2011, Okorodudu; 2010). All these are a prelude to in-school adolescents' tendency to taking to crime. The above explains why there has been increasing concern by the government at all levels, including government agencies: the police, school authorities, and the general public about the seriousness of adolescents' crimes and conduct problems.

Aggressive behaviour, according to (Wood, Wood and Boyd (2014) is a deliberate injection of physical or psychological harm on people. With this definition, it is clear that for an act to be aggressive behaviour, there must be an injection of psychological and physical harm on people as a deliberate act. Hence, unintentional or accidental inflicting of harm on others may not rightly be an aggressive behaviour (Ifeagwzi, 2010).

Aggressive behaviour within in-school adolescents could be in different ways. It could be physical or verbal. Physical aggression is defined as an act of inflicting injury on people, while verbal aggression is the use of words that are intended to hurt or harm another person. Aggressive behaviour among in-school adolescents sometimes take the form of over screaming, bullying, shouting or becoming very agitated as it may trigger a minor setback (Eziyi and Odoemelam, 2008). It can also be a form of dispute, disagreement, revolution, quarreling, insubordination, bullying, damaging of school property, protest, angry shouts of rebellion and so on.

Sturmer (2011), stressed that aggression is more likely in persons with one or more of the following: great degree of intellectual disability, organic ethology; organic brain damage; temporal lobe epilepsy, sensory disability, difficulties in language, poor coping skill, poor problem skill, poor social support, poor religious orientation, peer group influence and parenting style.

Six major types of aggression have been identified: hostile which takes place when the aggressor's primary intention is to harm the victim as a result of anger (Onukwufor, 2012). Instrumental Aggression could be seen as a means of some other end. Thus, instrumental aggression happens when there is an intention to injure, but the aggression is mainly a means towards achieving some other non-injurious goals such as to win social approval or to get tokens. Robbery, kidnapping and terrorism are examples of instrumental aggression (Onukwufor, 2012). In emotional aggression harm is inflicted for its own sake. Emotional is often impulsive and it is carried out at the heat of the moment. For example, the jealous lover strikes out in rage, while fans of rival soccer teams go to each other with fists and clubs (Brehm et al., 2010). Relational aggression is an aspect of indirect aggression. Relational aggression is very concerned with targeting a person's communication or relationships and social status such as threatening to end a friendship, engaging in gossip, backbiting and trying to get another dislike (Brehm et al., 2010).

Studies have shown that males tend to be more physically aggressive than females from an early age. There is evidence that shows that males are quicker to violence and more likely than females to express their anger physically (Frey, 2013). Females are less likely to be involved in physical violence. They can express violence by using a variety of non-physical means. The exact method which women use to express aggression is something that varies from culture to culture. In eastern Nigeria, the Igbo culture is based on male dominance and physical violence; women tend to get into quarreling with other women more frequently than with men. At times when there is conflict with male, instead of using physical means, they will look for something that will keep them busy in order to overcome the temptation (Anichebe, 2016).

Locality seems to account for the disparity in urban and rural children's aggressiveness. Robert, Skipper, and James (2016) investigated differential rates of rural urban aggressiveness. Their findings reveal that rural areas generate lower rates of aggressiveness than do urban areas. They noted that the influence of parenting styles at adolescence stage is very crucial. They further noted that parents play a tremendous role in adolescents' transition to adulthood as well as moderating the aggressive behaviour of the adolescents. The parents are seen as or known as one of the most influential personalities in adolescents' behaviour and attitude. Parenting Styles involves a combination of guidance, caring,

responsiveness and acceptance on the one hand and to demand the authorities control on the other. Baumrind (2011) defined Parenting Style as a psychological construct representing standard strategy in which parents use in their adolescents. Parenting can be an occupation that may need a lot of skill and works to influence adolescents' behaviour positively. Parents are character modifiers of their own adolescents' attitudes, including aggressive behaviour. They tend to have impact and influence on their adolescents' and when considering parenting patterns about attitude. Researchers have shown relationship from parenting patterns and adolescent attitude. (Baumrind, 2011; Ojukwu, 2018).

According to (Baumrind, 2011), parenting style could be referred to as the control which parents exercise over their children. Baumrind identified types of parenting styles as authoritarian, authoritative, neglecting parenting, indulgent and over-parenting. In her view, parenting is a complicated occupation which requires variety of skills that work in concert to influence the behaviour of the Adolescent (Ann and Goh, 2011). It is very important to know that parenting style can promote, enhance or diminish acceptable behavioural outcomes in Adolescents (Weiss and Schwartz, 2008). An authoritarian parent tends to have the final decision in their home. Usually they are demanding and directing. Though they ordered environment with rules clearly stated, they are strict and as a result adolescent from such homes are often afraid of their parents and this tends to impact on their decisions. Sternberg (2008) states that boys from such families tend to be violent while the girls cannot withstand pressure from the opposite sex and thus, they are likely to be involved in deviant behaviours such as taking of alcohol, drug abuse, promiscuity and aggressive behaviour. The reason being that, this parenting style follows strictly to the use of punishment and authority. This type of parenting does not expect the children to express disapproval with their rules but to obey without explanation (Amoo et al., 2016). The authoritarian parental style is related with lower level of ability and self-confidence to employ coping mechanisms and explores his/her capabilities and social interactions, eventually resulting in the adolescent's dependence as parental guidance and direction. This may also result in the adolescents behaving abnormally when he or she is out of the parents sight (Ojukwu, 2018).

On the other hand, the authoritative style gives the adolescent a free hand to regulate their behaviour. parents succumb to the child, giving few rules and avoiding confrontation. In this kind of parenting style, the parent needs maturity from the children by maintaining their position and respecting the child's opinion which in turn gives the child freedom of speech (Martin & Colbert, 2008). Hence, the authoritative parenting style is flexible, democratic was of parenting in which warm, accepting parenting who provides guidance and a higher control while allowing the child to decide how best to meet

challenges and obligations. The authoritative parenting style falls between the authoritarian and permissive parenting style. According to Templar (2008), adolescents have to learn to plan their own lives and that means learning the consequences of making the right or wrong decisions too. Parents under this parenting style encourage verbal give-and-take, express reasoning behind rules, and the aggressive reason, and shaping to strengthen objectives. This style of parenting can hypothetically be associated with positive adolescent behaviour outcomes and could foster positive difference and less aggressive adolescents.

The indulgent parents tend not to interfere with the child's independence; thus, they demand little submissiveness and respect for authority. On the contrary the involvement of parents is seen as the worst because there are no rules and no guidance towards the direction of the child's behaviour. The adolescent is entirely on his/her own and may depend on their peers for social and emotional development (Anaked and Ada, 2015).

Parenting style, no doubt has been found to predict child well-being arising from the conclusion that adolescents of autocratic parents seem to lack social competence in handling other people and tend to withdraw from social contact. They hardly use their initiative, they, depend on authorities to decide what is correct because they follow strictly to rules without being allowed to express their own opinion.

Conversely, children from the urban democratic parents have more self-control, while those from rural indulgent parents exhibit immature behaviour and have difficulty accepting responsibility for their own actions. Adolescents from involved parents are totally dependent and cannot determine right from wrong behaviour. Such adolescents no doubt will fall prey to their peers. Parent's approval of aggressiveness appears to be related to adolescent's aggressive behaviour. This was evident in a study by Dittus and Jaccard (2008) which revealed that out of 10,000 adolescents studied, adolescents who were most satisfied with the relationship they had with their mothers and who perceived their mothers attitude as disapproving of aggression were less likely to start early aggressive activity. The more unsatisfied the adolescents were with their relationship with their parents the more likely it was that they had used drugs.

Democratic style is more directly related to children's psychosocial and behavioral improvement than the other parenting styles (Beyes and Goossens, 2009). Adolescents from autocratic families do not normally exhibit deviant attitude or problem (Weiss and Schwarz, 2008), although when discipline before too much or rigid, the possibility of the involve involving in deviant or anti-social behaviors become higher (Gerard et al., 2009). On other hand, adolescents whose parents train with neglecting parenting style are less socially competent and they exhibit development or adjust problems in all

ramifications.

Neglecting parenting style is otherwise known as uninvolved or rejecting parenting style. The parents are often emotionally or at times physically absent from their children. With these therefore, one would agree with Echebe (2010), that the entire adolescent characteristics behaviour and personality adjustment as seen as the direct product of parental characteristics. Here, it is also the parent who sets the standard on which the adolescent operates. While in over-parenting, parents tend to involve themselves in every aspect of their adolescents life, often they attempting to solve all the problems and stifling the adolescents ability to act independently or solve his/her problems (Baumrind, 2011).

Some studies reviewed showed that adolescents from indulgent or Laissez-faire families do not interiorize norms and social rules adequately. They, therefore were not likely involved in antisocial behaviour (Miller, 2013). Others think that these adolescents show a social and behavioural adjustment as good as those from the authoritative homes (Wolfradt et al., 2008). It is therefore possible that the specific culture of the areas where the various researches were carried out could account for the difference. To investigate if culture has influence on parenting styles and aggressive behaviour is one of the motivating factors of this study.

According to the data from Federal Ministry of Education (2011, 2013), a total of 6,580 (68%) secondary school students were involved in 2,996 violent incidents in the 257 public secondary schools in Nigeria. The report showed that occasional harm was (63%), bullying /threatening/interference (21%), gossiping/nicknaming (15%). In another study (Obi and Obikeze, 2013), observed that the act of getting involved in at least one physical fight was 27% among boys and 27% among girls in South-East, Nigeria. While previous studies tend to indicate that there is no gender difference in aggressive behaviour as manifested by both boys and girls. Recent ones tend to present a differing view, hence knowing that boys present more aggressive behaviours and engage in fighting, stealing, bullying and other criminal activities than the girls whose aggressive behaviours are more like verbal (Nwoke, 2014). Society has seen an increase in the incidents of aggression/violence among youth. A moderating variable to this study is locality (urban and rural).

In developing counties today have a large urban population than the developed countries. Almost all the developing countries that have been concerned with the size and growth of urban population are constituted with serious problem. In most developing countries rural to urban migration puts even greater strains on cities such as youth restiveness, cultism, juvenile delinquency, sexual harassment by fellow adolescents in the schools which has resulted in bullying and aggressive behaviour of the students thereby destroying the student's effort

towards achieving the basic objective of secondary education. This development has persisted despite the different types of parenting styles intervention implored (Adebayo, 2014). A tremendous rise in urban population in the developing countries has often been the major source of both social, economic problem and high aggression and increase in crime rate (Albert, 2014). In this study the researchers were interested in finding relationship between parenting styles, locality (urban and rural) and aggressive behaviour of in-school adolescents.

In Africa most of the urban population are unstable and there are increasing aggressiveness and high crime rate as it triggers high result of unemployment rate, uncontrolled and uncontrolled addiction, rape, fighting, and so on (Adebayo, 2014). It is pertinent to point out that the social behaviour in adolescents is very crucial because it helps the adolescents to learn right and wrong in a particular society. Thompson (2008) postulated that adolescents acquire a sense of right and wrong partly through parenting styles as well as in everyday conversation with parents, who convey simple lessons about people's feeling, the consequences of breaking rules and what it takes to be a good boy or a good girl. Discipline is very important when given by parents to their children; discipline is aimed at the total development of adolescents to become responsible people in the society. Onyechi and Okere (2009) stated that, adolescence stage requires parental love, care, warmth. Generally, the social behaviour of the adolescents depends on the style of parenting. Utti (2010) observed that parenting is a major vehicle in socializing the child. Parenting as defined by Harvard (2010) as the family involvement process that consists of parent's attitude, value and practices in raising youths. Adolescents have some certain characteristics regarding their social behaviour. Steinberg (2008) reported that the adolescents experience some changes that have to do with self-consciousness and thinking of the person they want to be. Adolescents involve themselves in so many negative activities such as association with bad peer group, lack of respect for elders, drug abuse. In the long run if adolescents are not handled well or if appropriate parenting style is not applied to checkmate them it may lead to behavioural failure, uncontrolled and uncontrollable addiction and aggressive behaviour. For females it may lead them to maladjustment such as envy, lust for sex and addiction, gossiping, anger and prostitution.

Strong gender differences in aggression have been found in virtually every culture that has been studied worldwide; about 75% of rape is committed by men as are about 70% of assaults and murders robberies, assaults and murders (Graham and Wells, 2009). Among children boys show higher rates of physical aggression than girls do (Loeber and Hay, 2009), and even infants differ, such that infant boys tend to show more anger and poorer emotional regulation in comparison to infant girls.

Although these gender differences exist, they do not mean that men and women are completely different, or that women are never exhibit deviant or aggressive behaviour. Both male and female react to insults and provocation with aggressiveness. In fact, difference between male and female are smaller after they have been frustrated, insulted or threatened (Bettencourt and Miller, 2008). Male and female are seen to use the same amount of verbal aggression (Graham and Well, 2009).

One of the motivating factors of this study was to establish relationship among the parenting styles and aggression behaviour of adolescents based on gender. To the researchers' knowledge, no study correlating aggressive behaviour with parenting styles of adolescents has been carried out among in-school adolescents in Abia State, which is the domain of this research. It is against this background that the researchers were motivated to carry out this study on the parenting styles as correlates of aggressive behaviour among in-school adolescents in Abia State, Nigeria.

### **Statement of the Problem**

In-school adolescents are in senior secondary schools which are post- primary education system that trains the adolescent for useful living and as such, imbibes in the adolescents the ethics of discipline to enable them to survive in the society. The adolescents' upbringing, peer group influence, and locality are supposed to shape the adolescents' attitude towards acquiring the basic ethics to ensure they are trained well for useful living in the society.

Also, researchers differ about conclusion regarding gender differences in and parenting styles on aggressive behaviour; with the majority seeming to infer that male have higher levels of aggressive behaviour than females. Aggressive behaviour seems to be experienced by many both male and female adolescents.

It seems to be at least partly responsible for the recent development of youth restiveness, cultism, juvenile delinquency, sexual harassment by fellow students, in the schools. This may likely result in bullying and aggressive behaviour of the student thereby destroying the student's effort towards achieving the objective of secondary education. This development has persisted despite the different types of parenting styles intervention implored.

Aside this, a closer examination of existing studies specifies the fact that aggressive behaviour among in-school adolescents from developed nation could be accessed while the same could not be said of in-school adolescents in developing countries especially among in-school adolescents. Since the existing studies on parenting styles and aggressive behaviour showed a

wide variation from country to country there is the need to establish the range and percentage of how locality could correlate/contribute to aggressive behaviour in Abia State as well as the influence of gender. This will add to existing literature and knowledge in this area. It is against this backdrop that the study examined parenting style as correlates of aggressive behaviour of in-school adolescents in Abia State, Nigeria. This research work further intended to ascertain if parenting style contribute to aggressive behaviour of in-school adolescents. Findings would enable the researchers to draw conclusion and make adequate recommendations in this regard.

### **OBJECTIVES OF THE STUDY**

#### **The objectives were to**

1. Determine the most prevalent aggressive behaviour among in-school adolescents in Abia State.
2. Establish the relationship among parenting styles (authoritarian, authoritative, indulgent, neglecting over parenting styles) and aggressive behaviour of in-school adolescents in Abia State.
3. Find out the relationship among parenting styles (authoritarian, authoritative, indulgent, neglecting over parenting styles) and aggressive behaviour of in-school adolescents in Abia State based on gender.
4. Find out the relationship among parenting styles (authoritarian, authoritative, indulgent, and neglecting over parenting styles) and aggressive behaviour of in-school adolescents in Abia State based on locality (urban and rural areas).

### **Research Questions**

The following research questions were raised to guide the study:

1. Which aggressive behaviour is most prevalent among in-school adolescent in Abia State?
2. To what extent do parenting styles (authoritarian, authoritative, indulgent, neglecting over parenting styles) correlate with aggressive behaviour of in-school adolescents in Abia State?
3. To what extent do gender differences exist in the correlation between parenting styles (authoritarian, authoritative, indulgent, and neglecting over parenting styles) and aggressive behaviour of in-school adolescents in Abia State?
4. To what extent does location (urban and rural areas) create differences in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting over parenting styles) and aggressive behaviour of in-school adolescents in Abia State?

## HYPOTHESES

The following null hypotheses formulated guided the study and they were tested at 0.05 level of significance:

Ho1: Parenting styles (authoritarian, authoritative, indulgent, neglecting over parenting styles) do not have significant correlation with aggressive behaviour of in-school adolescents in Abia State.

Ho2: Gender is not a significant factor in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting over parenting styles) and aggressive behaviour of in-school adolescents in Abia State.

Ho3: Location (urban and rural areas) is not a significant factor in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over parenting styles) and aggressive behaviour of in-school adolescents in Abia State.

## METHOD

### Design of the Study

The study adopted correlational research design. Correlational design is the most appropriate research design for this study, because it tests the degree to which two or more attributes or measurement on the same group of element shows a tendency to vary together. It is to measure relationship between two variables as numerical values (aggressive behaviour and parenting styles). Best and Kahn (2016) posit that correlational research is a method of examine the relationship between independent and dependent variables.

### Area of the Study

The area of the study was Abia State. Abia State is located in the South-Eastern part of Nigeria, with its capital at Umuahia. The state covers an area of 762,720 square kilometers, which is about 8.5 percent of the total landmass of Nigeria (Adekanye, 2014). At present, Abia State is made up of seventeen (17) local government areas, with their headquarters usually located in one of the urban or semi-urban areas of the local government administration. Abia State is divided into three education zones of Umuahia, Ohafia and Aba.

Abia State is considered suitable for the study because it seems the spate of violence and aggressiveness in schools of Abia State is increasing and stakeholders are exploring every avenue to arrest the situation which has necessitated the present study.

### Population of the Study

The target population of the study consisted of all senior secondary school class II students in Abia State. Available statistics show that there were 8783 (4195 male and 4588 female) senior secondary class II students in Abia State (Abia State Secondary Education Management Board, 2018). The choice of senior secondary class two students was guided by the assumption that the students were in the middle class of senior secondary classes. They were neither adjusting to senior secondary syllabus as the SS 1 student nor were they preparing for external examination as the SS II students.

### Sample and Sampling Techniques

A sample of 878 SSII students was used for the study. This sample was randomly drawn from a population, of 8783 senior secondary school class II students through a two-stage sampling technique. Initially, simple random sampling technique was used to draw two local government areas from each of the three education zones that make up Abia State. Proportionate stratified random sampling technique was used to draw 10% of the entire population of senior secondary school class II students in the state. This is in line with Nwankwo (2011) recommendation which stated that when the population is large (up to 2000), about 5 to 20% could be used for the study.

### Instruments for Data Collection

Two instruments were developed by the researchers from information got from literature. They were questionnaires titled "Parenting Styles Questionnaire" (PSQ) and "Students' Aggressive Behaviour Questionnaire" (SABQ). The Parenting Styles Questionnaire (PSQ) has sections A and B. Section A contains information on gender (male and female) while section B contained 45 items on parenting styles and they were arranged in clusters. Cluster A, contains 10 items that elicited information on authoritative parenting styles, cluster B, contains 9 items on authoritarian parenting styles, cluster C items on neglecting parenting styles, cluster D contains 6 items on indulgent parenting styles and cluster E contains 10 items on over parenting styles.

The Students' Aggressive Behaviour Identification Questionnaire (SABIQ) elicited information on Students' Aggressive Behaviour. The SABIQ was subdivided into 3 clusters. (Cluster A, contains 10 items on physical aggression, cluster B, 6 items on emotional aggression while cluster C had 8 items on verbal aggression. Each of the instruments is built on a four-point rating scale of: Very high extent, High extent, Low extent and Very low

extent which weighted 4, 3, 2, 1 respectively.

### Validation of the Instruments

The Parenting Styles Questionnaire (PSQ) and Students' Aggressive Behaviour Identification Questionnaire (SABIQ) were face validated by three experts; one expert from Education Psychology, another from Guidance and Counseling and the third expert from Measurement and Evaluation; all from the Michael Okpara University of Agriculture Umudike. These experts scrutinized the instruments with regard to their suitability of language and the extent to which the items relate to in-school adolescents aggressive behaviour and different parenting styles. They were also to indicate whether the items covered the content areas and ability to supply answer to the questions. These experts made general comments on the applicability of the instruments. The experts' suggestions and corrections were effected by the researcher and their views and suggestions helped to establish the face and content validity of the instruments.

### Reliability of the instrument

The Parenting Styles Questionnaires (PSQ) students' Aggressive Behaviour and Questionnaire (SABO) were subjected to test-retest using the 25 in-school adolescents from Umuanam Community Secondary School, Obowo.

The instruments were administered to the students and after two weeks' interval, the instrument was re-administered to the same set of students. The stability of the instrument were determined using Pearson's Product Moment Correlation Coefficient which gave an overall reliability index of  $r = .78$  and  $.84$  respectively. Also the internal consistency of the items were determined using Cronbach's Alpha method which yielded a reliability estimate of  $r = .83$  and  $r = .86$  respectively.

### Administration of the instrument

The instruments were personally administered to the in-school adolescents by the researchers with the aid of the teachers in the participating schools. This was because the researchers believed that with the aid of the teachers the students would be reached and be made to adequately respond to the questionnaires. The researchers went to the selected schools to administer the questionnaire and identify students with aggressive behaviour. The highly aggressive students were selected among the ranges of aggressive behaviour students using students' behaviour aggressive identification scale with the help of teachers in the school and by the school authorities. In other words, high, average and low

aggressive behaviour students were sorted out. A student that scores 85 and above was classified as high in aggression, 65 was classified as average aggression while 40 and below was seen as low in aggression respectively. The respondents were instructed on how to fill the instrument. The participants were told that the results of the study would help them to improve better. They were further assured of the confidentiality of their responses. Eight hundred and fifty-five sets of the instruments out of the 878 set of the three instruments were returned which gave a 97% return rate.

### Analyses of data

The data generated for this study were analyzed using descriptive statistics Pearson product moment correlation analysis, of mean and standard deviation. Linear regression was used to test null hypotheses one, two and three while multiple regressions were used to test the null hypotheses two, three and four at 0.05 levels of significance. Scheffe test was also done for a step-wise comparison of the mean for research question two, three and four respectively. In using Pearson's (r) product moment correlation, the decision rule was that  $\pm 0.00 - 0.20 =$  very low relationship;  $\pm 0.21 - 0.40 =$  low relationship;  $\pm 0.41 - 0.60 =$  moderate relationship;  $\pm 0.61 - 0.80 =$  high relationship;  $\pm 0.81 - 1.00 =$  very high relationship was used in the interpretation. The instrument with which the data was collected has four points' responses scale. The null hypotheses of significant difference was accepted if the calculated F-value has a p-value which was equal or greater than alpha value of .05 but rejected if the p-value was less than the alpha value of .05 level of significance.

## RESULTS

### Research Question One

**The first research question of this study was. "Which aggressive behaviour is most prevalent among in school adolescents in Abia State"?**

To ascertain which aggressive behaviour that were most prevalent among in school adolescents in Abia State, the responses of the subjects and their opinions were summed up according to their physical, emotional and verbal aggressive behaviours and results are presented in table 1.

From the below, physical aggressive behaviour indicated a mean of 2.54 and (SD) of 0.77, Emotional aggressive behaviour contributed mean score of 2.96 and (SD) of 0.71, while verbal aggressive behaviour recorded mean score of 2.57 and (SD) of 0.92. Hence the overall score gave a total of 2.66 and 0.72. The result showed

**Table 1.** Mean Rating and Standard Deviations on the Aggressive Behaviour among in-school adolescents in Abia State

S/N	Physical Aggressive Behaviour	Mean	SD	Dec.
	Total	2.54	0.77	HE
	Emotional aggressive behaviour			
	Total	2.96	0.71	HE
	Verbal Aggressive behaviour			
	Total	2.57	0.92	HE
	Physical Aggressive behaviour	2.54	0.77	HE
	Emotional Aggressive behaviour	2.96	0.71	HE
	Verbal Aggressive behaviour	2.57	0.92	HE
	Student's Aggressive behaviour (Overall)	2.66	0.72	HE

**Table 2.** Correlation of Parenting Styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and Aggressive Behaviour of in school adolescent in AbiaState

Source	R	RSquared	Adjusted R-squared
Parenting Styles	.987 <sup>a</sup>	.974	.972

**Table 3.** Multiple Regressions on parenting styles (authoritarian, authoritative, indulgent, neglecting, over-Parenting styles) and aggressive behaviour of in-school adolescents in Abia State

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	211.399	1	211.399	4.104	.000 <sup>a</sup>
Residual	43902.291	854	51.508		
Total	44113.690	855			

Df = degree of freedom=F-calculated, Correlation is significant at the 0.05 level (2-tailed)

that emotional behaviour is the most prevalent aggressive behaviour exhibited by the students with a mean score of 2.98 while physical aggressive is the least aggressive behaviour (mean=2.56).

#### **Research Question two: to what extent do parenting styles (authoritarian, authoritative, Indulgent, over parenting styles) correlate with aggressive behaviour in school adolescents in Abia State?**

Data for answering research question two are presented in table 2. Table 2 indicates a correlation coefficient (r) of .99 which is positive and within the coefficient limit of + 0.81-1.00. This indicates that parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) to a positive very high extent correlate with aggressive behaviour of in school adolescents in Abia State. The Pearson R<sup>2</sup> of .974 also indicates that parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) predicted 97.4 percent of the variance observed in the aggressive behaviour of in-school adolescents.

A corresponding hypothesis formulated to further

address the research question is:

#### **Hypothesis 1: Parenting styles (authoritarian, authoritative, indulgent, neglecting, Over-parenting styles, do not have significant correlation with aggressive behaviour of in-school adolescents in Abia State.**

Data for testing hypothesis 1 are presented in table 3. Data in Table 3 show that the calculated F-value of 4.104 has a p-value of .000 which is less than the alpha value of .05. This means that there is a significant relationship between parenting styles (authoritarian, authoritative, indulgent, and over-parenting styles) and aggressive behaviour of senior secondary school students in Abia State. Therefore, the hypothesis of no significant correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour in school adolescent in Abia State was rejected.

To determine the relative contribution of parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) in aggressive behaviour of in-



**Table 4.** Scheffe test on Relative Contribution of Parenting Styles (Authoritarian, Authoritative, Indulgent, Neglecting, Over-Parenting Styles) and Aggressive Behaviour of in-school adolescents

Model	Unstandardized Coefficients			Standardized Coefficients	
	B	Std. Error	Beta	T	Sig.
(Constant)	.024	.281		.715 <sup>a</sup>	.123
Authoritarian	55.575	2.241	.480 <sup>a</sup>	77.472	.000
	.275	.243		.655	.231
Authoritative	165.091	11.346	.611 <sup>a</sup>	145.335	.000
	.887	.521		1.762	.007
Indulgent	67.190	11.114	.420 <sup>a</sup>	124.212	.000
	.114	.256		.311	.006
Neglecting	256.106	11.225	.350	124.764	.000
	.201	.253		.378	.323
			.360	129.79	
Over-Parenting	256.116	11.245		4	.000
	.201	.253		.379	.322

**Table 5.** Gender Differences in the Correlation between Parenting Styles (Authoritarian, Authoritative, Indulgent, Neglecting, Over-Parenting Styles) and Aggressive Behaviour of in-school adolescents in Abia State.

Source	R	R Squared	Adjusted R-squared
Gender differences	.284 <sup>a</sup>	.081	.079

school adolescent is presented as shown on the beta column of the table below.

#### Dependent Variable: Aggressive Behaviour

Table 4 shows that the predictive indices of parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) in aggressive behaviour of in-school adolescents are .480, .611, .420, .350 and .360, respectively. The data suggest that parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) had predictive indices of .480, .611, .420, .350 and .360, respectively, in aggressive behaviour of in-school adolescents.

From the data on Tables 3 and 4 one can observe that the combined relationship of parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) had a very high percentage contribution of 97.4%. However, authoritative parenting styles had the highest percentage contribution of 27.5%; followed by authoritarian parenting styles with 21.6%; indulgent parenting styles with 18.9%, over-parenting styles with 16.2% and lastly neglecting parenting styles which predicted 15.8% of aggressive behaviour of in-school adolescents.

#### Research Question Three

**The third research question of this study was: “To what extent do gender differences exist in the correlation among parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents in Abia State”**

Data in Table 5 indicate a correlation coefficient ( $r$ ) of .28 which is positive and within the coefficient limit of  $\pm 0.21 - 0.40$ . This indicates that gender differences to a positive low extent exist in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents in Abia State. The Pearson  $R^2$  of .081 also indicates that gender differences predicted eight percent of the variance observed in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents.

The research question was further subjected to inferential statistics and this is hypothesis two.

**Table 6.** Linear Regression on Gender Differences in the Relationship between parenting styles and Aggressive Behaviour of in-school adolescents

Source	Sum of Squares	Df	Mean Square	F	Sig
Regression	1.213	1	1.213	35.676	.061 <sup>a</sup>
Residual	28.726	854	.034		
Total	29.939	855			

**Table 7.** Location Differences in the Correlation between Parenting Styles (Authoritarian, Authoritative, Indulgent, Neglecting, Over-Parenting Styles) and Aggressive Behaviour of in-school adolescents in Abia State.

Source	R	R Squared	Adjusted R-squared
Location Differences	.974 <sup>a</sup>	.949	.947

**Table 8.** Linear Regression on Differences in Location in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents

Source	Sum of Squares	Df	Mean Square	F	Sig
Regression	422.535	1	422.535	65.357	.000 <sup>a</sup>
Residual	5521.235	854	6.465		
Total	5943.770	855			

### **Hypothesis Two: Gender is not a significant factor in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents in Abia State**

Data for testing hypothesis 2 are presented in Table 6. Data in Table 6 show that the calculated F-value of 35.676 has a p-value of .061 which is greater than the alpha value of .05. This means that gender is not a significant factor in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents. Therefore, the hypothesis which states that gender is not a significant factor in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents in Abia State was not rejected.

### **Research Question Four**

**The fourth research question of this study was:** To what extent does location (urban and rural areas) create differences in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents in Abia State?

Data in Table 7 indicate a correlation coefficient (r) of

.95 which is positive and within the coefficient limit of  $\pm 0.81 - 1.00$ . This indicates that location (urban and rural areas) to a positive high extent creates differences in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents in Abia State. The Pearson R<sup>2</sup> of .949 also indicates that differences in location (urban and rural areas) predicted 95 percent of the variance observed in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents.

The research question was further subjected to inferential statistics which gave rise to hypothesis three.

### **Hypothesis Three: Location (urban and rural areas) is not a significant factor in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents in Abia State**

Data for testing hypothesis three are presented in Table 8. Data in Table 8 show that the calculated F-value of 65.357 has a p-value of .000 which is less than the alpha value of .05. This means that location (urban and rural areas) is a significant factor in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive

**Table 9.** Scheffe test on Relative Contribution of Location (Urban and Rural Areas) in the Correlation between Parenting Styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	.235	.451		.815 <sup>a</sup>	.325
Urban	165.091	11.346	.611 <sup>a</sup>	145.335	.000
	.887	.521		1.762	.007
Rural	67.190	11.114	.420a	124.212	.000
	.114	.256		.311	.006

behaviour of in-school adolescents in Abia State. Therefore, the hypothesis which states that location (urban and rural areas) is not a significant factor in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents in Abia State was rejected.

To determine the relative contribution of location (urban and rural areas) in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents the predictive index of location (urban and rural areas) in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents is presented as shown on the beta column of the Table 9 below.

#### Dependent Variable: Aggressive Behaviour

Table 9 shows that the predictive indices of location (urban and rural areas) in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of senior secondary school students are .611 and .420 respectively. The data suggest that location (urban and rural areas) had predictive indices of .611 and .420 respectively, in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents.

From the data on Tables 8 and 9 one can observe that the combined relationship of location (urban and rural areas) in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of senior secondary school students had a high percentage contribution of 95%. However, urban location had the higher percentage contribution of 59.3% than rural location which predicted 40.7% of the correlation between parenting styles (authoritarian, authoritative,

indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents. In-school adolescents location in urban areas tend to present more aggressive tendency than those located in rural areas.

#### DISCUSSION OF FINDINGS

The finding of the study showed that the prevalence of aggressive behaviour is to a high extent as the in-school adolescents experience physical, emotional and verbal aggressive behaviour to a high extent. Emotional aggression is the most prevalent aggressive behaviour while physical aggressive behaviour is the least aggressive behaviour. The finding of the study supports the finding of Roland and Idsoe (2011) who reasoned that the manifestation of aggressive emotion is known as aggressive behaviour which is usually overt, and varies from mild to severe and it can be manifested against oneself or others around. This means that in-school adolescent often get emotionally aggressive when abusive languages were used on them by their fellow students. They feel they have to be the best in everything; feel irritated when people get on their nerves and are unable to maintain healthy relationship. They get nervous when attending some lectures and find it difficult doing the right thing. It stands to reason that whenever there is a conflict of interest between individuals there is a chance of aggressive behaviour to be observed. Generally the term aggression or aggressive behaviors are used to refer negative emotions and behaviours respectively. They are considered part of antisocial behaviour; sometimes morally, ethnically or legally unacceptable (Moeller, 2011). However according to poggenpoel and Myburge (2012), aggression can be expressed through both constructive and destructive behaviours. Constructive, if used for individual and collective welfare, and destructive, if used for individual and collective distortion.

The finding of the study further indicates that a very high and significant relationship exists between parenting styles (authoritarian, authoritative, indulgent, neglecting, over parenting style) and aggressive behaviour in-school

adolescents. The combined relationship of parenting style (authoritarian, authoritative, indulgent, neglecting, over parenting style) had the highest percentage contribution of 97.4%. However, authoritative parenting style had the highest percentage contribution of 27.5%; followed by authoritarian parenting style with 21.6%; indulgent parenting style with 18.9%, over-parenting style with 16.2% and lastly neglecting parenting style which predicted 15.8% of aggressive behaviour of in-school adolescents.

The result is in agreement with the finding by Nyorko (2011) who conducted a study on the influence of authoritative parenting style on adolescent's academic achievement. The finding indicates that parenting styles is considered as a key factor implicated in the development of early onset of aggressive behaviour. The study revealed that parental care plays crucial role in addressing aggressive behaviour and improving better academic achievement, adaptive life style and so on. The finding also agrees with another study that was carried out by Omotere (2011) on influence of parenting style on the academic performance of students in secondary school in Agege local Government Area of Lagos state. The finding suggests that parental involvement at all levels of development is important in reducing and preventing aggressive tendencies, such as attention deficiency hyperactive disorder (ADHD) among children. Also, the study indicates for both parents to be more united in training their children in order to avoid peer group influence which actual predispose them to aggressiveness. Loeber and Stouthamer-lowber (2008) found similar result in their study. The study also suggest that inadequate parental care such as lack of interest by parents, lack of supervision, lack of child discipline, lack of emotional support and rejection could actually correlate aggressive tendencies among students in secondary schools, the study thereby suggests appropriate parental support, proper supervision and interest among parents in other to reduce high level of aggressiveness seen in uncontrolled and controllable addiction. From experience the researchers observed that individuals raised with autocratic parenting style tend to have withdrawal syndrome, attention deficiency, hypoactive disorder, obsession for privacy thereby lack emotional support and empathy.

The findings showed that a positive but very low and no significant gender difference exist in the relationship between parenting style and aggressive behaviour of in-school adolescents. Gender differences had only eight percent contribution in predicting the relationship between parenting styles and aggressive behaviour of in-school adolescents. The finding also agrees with the work of Sekuku Rimfat and Ogbonna (2013) who found that there was no significant difference in delinquency between the two categories male and female. They noted that until recently male adolescents were by far more involved in delinquent acts than female. The researcher's

observe that times have changed, more and more females are now getting involved in aggressive acts.

These findings are consistent with Abdel-Khalek and Alansari (2014) who asserted that females had higher mean of verbal aggression scores than did their male counterparts. However, the salient gender difference was interpreted in the light of a socialization process; especially sex-typing and gender role. The researchers understand that the genders exist, they do not mean that men and women are completely different, or that women are never aggressive. Both men and women respond to insult and provocation with aggressiveness depending on aggressive eliciting situation.

This finding may have a very serious implication in future with regard to marital stability. A situation whereby male and female in-school adolescent do not show difference in their aggressive behaviour portend danger for future marital stability. These adolescents are expected to become husbands and wives tomorrow and in a situation where both are equal in their aggressiveness indicate that the marriage may not last. No wonder that marital instability is on the increase in this part of the world.

Location (urban and rural areas) to a positive high and significant extent creates differences in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents. The combined relationship of location (urban and rural areas) in the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of senior secondary school students had a high percentage contribution of 95%. However, urban location had the higher percentage contribution of 59.3% than rural location which predicted 40.7% of the correlation between parenting styles (authoritarian, authoritative, indulgent, neglecting, over-parenting styles) and aggressive behaviour of in-school adolescents. In-school adolescents location in urban areas tend to present more aggressive tendency than those located in rural areas.

The findings of the study support the finding of Okpako (2014) who in his own opinion suggested that beginning in early adolescence, individual peer pressure begin to grow in complexity and size. So, at this stage, adolescent tilt toward friendship and if bad friends, it leads to delinquency. Johnson and Fennell (2012) stated that research has linked the peer pressure to the development of individual delinquency in the late childhood and adolescence. In a study of 665 in 5<sup>th</sup> through 8<sup>th</sup> grade children, in four Canadian elementary schools, Individual youths self-reported deviant behaviour was significantly predicted by the mean level of deviant behaviour reported by the other individuals within their peer group about 95 days earlier. This effect remained after taking into account the individual youth's initial report of deviant behaviour. The peer group

representation in this case constructed using the social cognitive map procedure which asks all participants to report on the peer pressure on themselves as well as the rest of their class. Youth that were linked by their peer more were less influenced by their peer groups than were youth that disliked by their peers. The authors concluded that this study demonstrated the socialization influence of the peer group on future deviant behaviour. The researcher observed that aggressive behaviour is not only dependent on location or school type but could relatively be linked with an individual upbringing, family type and parenting styles. Students in secondary schools located in urban areas tend to present more aggressive tendency than those located in rural areas. A possible explanation of the more aggressive behaviour tendencies of the students in the urban areas than those in the rural areas could be that in the rural areas, every child is known by the names of the parents and any abnormal behaviour exhibited by any child is readily corrected by the adults around or are reported to their parents for necessary corrections. Again adolescents in the urban areas are more exposed to televisions and other media institutions. These adolescents learn more from these media institutions they watch and tend to emulate them by practicing what they have watched.

## CONCLUSION

Recent adolescents' aggressive behavior have been of great national concern and worry to the parents, school management and government. These aggressive behaviours manifest in stealing, smoking of hard drugs and illicit substances, bullying, fighting, cult related activities and some other forms of anti-social activities and practices. These uncultural behaviours of the adolescents give parents, families, homes, villages, communities, states and government serious worry and concern.

As a result of the above many people have been wondering if truly these adolescents are raised from responsible homes. Many people have also wondered the kind of parenting that was adopted in the upbringing and raising of these adolescents. So far there is no clear cut answer to what actually is responsible for the recent increase in aggressive behaviour of the adolescents which have resulted in violence and so many anti-social behaviour. Hence this study that investigated parenting styles as correlate of aggressive behavior among in-school adolescents.

Summarily, factors such as parenting styles have been shown to have significant relationship with aggressive behaviour. From result findings, the research attempted at providing explanations to the phenomenon. Of primary importance to this study is social learning theory postulated by the behaviourists Albert Bandura which explains that aggression is caused by observing

and learning from aggressive models in the environment. Parenting styles have learning components, it is meaningful to propose that students with aggressive behaviour might have been influenced by type of parenting they receive at home or the ones the pick from the society and media organizations.

Significant relationship exists between aggressive behaviour of in-school adolescents located in urban and rural areas. In-school adolescents located in urban areas tend to present more aggressive tendency than those in located in rural areas. Significant gender differences do not exist in the relationship between parenting styles in aggressive behaviour among in-school adolescents in Abia State. Gender of in-school adolescents had only eight percent contributions in correlating parenting on aggressive behaviours. Therefore, students could be exposed to aggressive behaviour without gender discriminations.

## RECOMMENDATIONS

**Based on the finding of this study, the following recommendations are made**

1. Based on the significant level of parenting style as correlate of aggressive behaviour as established in this study, it is highly recommended that parents should assess their parenting styles in the upbringing of their children both in school and at home. As a matter of necessity try to foster and adopt authoritative parenting as appropriate parenting style in the upbringing of the children.
2. The primary factors that predict child's future performance in multiple areas include: behaviour problems, emotional functioning, academic achievement, psychosocial development, and social skills. Hence, parents, teacher and psychologist should encourage schools to create greater overlap among home, school, and community through the implementation of activities across six types of involvement: parenting, communication, volunteering, learning at home, decision-making, and collaboration with community. By implementing activities across all six types of involvement, educators may help reduce student's aggressiveness.
3. There should be posted to secondary schools adequate and qualified Guidance and Counselors. Then these practicing counselors should be more proactive in helping their clients, especially in-school adolescents to overcome aggressive behaviour using appropriate behaviour modification techniques.
4. Also, parents, teachers and counselors should counsel the in-school adolescents female students against aggressive tendencies as the study has shown no significant gender difference in aggressive behaviour. Hence, counselors, teachers and parents should help the

in-school adolescents to be calm and parents should encourage them to avoid bad friends and tendency of engaging in abuse of substance that could trigger their mood. Teachers, parents and counsellors should guide the in-school adolescents in building their confidence, avoid bad and negative friends, and focus in their students, set realistic goals which would consequently reduce their aggressiveness.

5. Additional area that can be addressed to help reduce aggressive behaviour would be goal setting and rewarding active learning among in-school adolescents. Finally, parents should as matter of urgent importance check the type of parenting style they are using in raising their wards and monitor closely the type of friends their children relate with both in school and at home and possibly know them and their parents. Education and psychologists should give continuous advice and develop techniques and models that will help reduce aggressive behaviour.

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