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**Parenting Styles and Bullying Behaviour Among
Adolescents in Senior Secondary Schools in Ilorin
West Local Government, Kwara State**

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Parenting Styles and Bullying Behaviour Among Adolescents in Senior Secondary Schools in Ilorin West Local Government, Kwara State

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KeywordsParenting Styles,
Bullying Behaviour,
Adolescents**Abstract**

This study examined parenting styles and bullying behaviour among adolescents in senior secondary schools in Ilorin West Local Government, Kwara State. The study adopted a correlational survey research design. The population comprised all secondary school students in Ilorin West Local Government Area of Kwara State. The sample size was 200 SSS II students selected through Simple random sampling technique from each of the 5 senior secondary schools, the study has two research questions and three research hypotheses A questionnaire tagged "Parenting Styles and Bullying Behaviour of Adolescents Questionnaire" (PSBBIAQ) was used to collect data from the respondents. The data obtained were analyzed using the Pearson Product Moment Correlation Statistic and the result indicated a correlation co-efficient of 0.70. Mean, ranking order, percentage and range were used to answer the research questions while Pearson Product Moment Correlation Statistic was used for the testing of the hypotheses at 0.05 level of significance. The study revealed that most parents adopt authoritative and democratic parenting styles and laissez-faire style is the least. It is revealed that most of the adolescents exhibit moderate level of bullying behaviours; the finding also revealed that there is a significant relationship between autocratic and democratic parenting styles adolescents and bullying behaviour among adolescents. It showed that no significant relationship between laissez-faire parenting style and bullying behaviour among adolescents. It was recommended among others that parents should be encouraged to employ the best parenting styles in the upbringing of their children.

Introduction

Children are born in a definite and different family setup. The family is considered first among the agents of socialization of any given child. There is a face to-face interaction in the family which determines the character and personality make-up of the child. Parents' child rearing style may influence their children's social competence. The popular argument of nature and nurture in the training of a child remain an issue. Some argue that an environment has the ability to shape a child's behaviour, personality and self-concept. While others believe that these are inherent in the child, for most people, a child's parents are the most influential in their lives up till adolescent (Vigdor, 2006). Parents may find it difficult to train up their children to meet up positively with the challenging of society. The task of adolescent training may be difficult due to economic crises, social instability and the weakening of major institutions including the state systems of public education and the family.

Adolescents usually exhibit high emotional tension, and it is often said that adolescent is a period of storm, and stress-they are usually restless at this period because of their stage, as they always want to discover their world (Mohammed, 2012). Bullying is a distinct form of aggression characterised by a repeated and systematic abuse of power (Rigby, 2003). Bullying occurs when one or more students seek to have power over another student using verbal, physical or emotional harassment, intimidation or even isolation (Zirpoly, 2009). Bullying can take different forms or patterns among students. Some of these patterns or kinds of bullying, according to Mitsopoulou and Giovazolias (2013) include: direct/physical/verbal attack, indirect aggression (via a 3rd party), relational aggression (damage to peer relationship), social aggression (damage to self-esteem or social status). The following are some specific examples of bullying. Physical bullying: hitting, kicking, pushing, taking or damaging others personal belongings; verbal bullying: name-calling, threatening; indirect bullying: excluding, isolating, gossiping, malicious rumour spreading, withdrawal of friendship (Kim, 2004; Nwokolo, et al, 2011).

Several factors can be responsible for the development of the attitude of bullying in students. Fielder (2008) believed that the development of bullying can be viewed as part of a large process of interaction, with the

home at its root. Thus, he opined that bullying behaviour is to a great extent believed to be a by-product of family dynamics.

From observation, adolescents excessively display bullying behaviors toward others and to the society at large. Researchers have hypothesized that autocratic parenting would lead to higher level of bullying behavior, Medinnus and Johnson (1996) asserted that autocratic parents insist on complete obedience and close supervision of the child's choice of activities. Georgiou (2008). Observed that a child who is exposed to such parenting style do comply with parental orders and devoid from all such deviant behaviour. In contrast to that parenting styles that were based on non-involvement i.e., laissez-faire have more of an ineffective than the styles that include harsh punishment coercion (Burt & Donnellan, 2009). Democratic parenting shows high level of support and has effective communication with their children while autocratic parents are over-protective and believe in harsh punishment. Baumrind (1980) posited that democratic style is favourable where parents listen to their children views before correcting unwanted behaviour. The facts that children are allowed to contribute to matters that affect them influence their attitude towards events, situations, and objects. laissez-faire parents give a child high level of independence, which result in low level of parental guidance. The study looked into the negative behaviour of parenting, which includes behaviours such as abuse, neglect, over control and harsh punishment. Most adolescents have great disregard for rules and regulations. It may be that parenting styles and behaviours related like children 's adjustment, depending on the broader context in which these behaviours are situated, suggesting that the effect of parental discipline is not entirely universal. Burgess and Locke (1993) view the laissez-faire style of child rearing as having a significant negative influence on the attitude of students towards acceptable norms. To them laissez –faire style allows the child too much. This is because parents either over-pamper or have no time for their children because they are too busy to supervise them. Some parents believe that children should be responsible very early in life and so let them free too early in life, which cause them to engage in bullying behaviour.

Statement of Problem

There has been growing trends of bullying behaviour in the Nigerian society. This has constituted problems, not only to the immediate family members of the victims, but to their schools and the society in general (Umar, 2006), example of such consequences could be seen in students' violent demonstration and destruction of schools and government's properties. For instance, study by Wachira (2001) have shown that the most important factors contributing to the emergence of bullying behaviour are failure of community leaders to institute policies that will instil discipline in children, lack of parental responsibility, lack of family contribution in matters related to children development in school, and children exposure to aggression in the mass and social media. Oni (2001) found that a parenting style determine the extent of students' academic performance.

Therefore, this present study seeks to fills this gap by investigating parenting styles and bullying behaviour among in-school adolescents in senior secondary schools in Ilorin West Local Government, Kwara State

Purpose of the study

The general purpose of this study is to investigate parenting styles and bullying behaviour among in-school adolescents in senior secondary schools in Ilorin West Local Government, Kwara State. Specifically, to:

1. find out which parenting style is the most used by parents as perceived by in-school adolescents in Ilorin West Local Government, Kwara State
2. determine the level of bullying behaviour among in-school adolescents in senior secondary schools in Ilorin West Local Government, Kwara State
3. find out the relationship between autocratic parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State
4. investigate the relationship between autocratic parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State
5. determine the relationship between autocratic parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State

Research Questions

The following research questions were raised to guide the conduct of this study:

1. Which parenting style is the most used by parents as perceived by in-school adolescents in senior secondary schools in Ilorin West Local Government, Kwara State?
2. What is the level of bullying behaviour among in-school adolescents in senior secondary schools in Ilorin West Local Government, Kwara State?

Research Hypotheses

The following null hypotheses were formulated and tested in the study.

H₀₁: There is no relationship between autocratic parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State

H₀₂: There is no relationship between democratic parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State

H₀₃: There is no relationship between laissez-faire parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State

Methodology

A correlational survey research design was adopted as it seeks to assess the relationship between Parenting styles and bullying behaviour among in-school adolescents in senior secondary schools in Ilorin West Local Government, Kwara State. The population comprised all secondary school students in Ilorin West Local Government Area of Kwara State. The target population were all SSS II students. Five (5) senior secondary schools were sampled using simple random sampling technique, while from each 5 selected schools, 40 senior secondary school two students (SSS II) were randomly selected through simple random sampling technique totalling 200. A questionnaire tagged "Parental Styles and Bullying Behaviour of Adolescents Questionnaire" (PSBAQ) which was adapted from Ajiboye (2015) was used to gather data from the respondents. The reliability of the instrument a pilot testing was done using 20 senior secondary school students (SSS II) in Asa Local Government Area of Kwara State. A test-re-test method was used. The data obtained were analyzed using the Pearson product Moment Correlation Analysis. The result indicated a correlation co-efficient of 0.70. The questionnaire has two sections: A and B; Section A contains items on demographic of the respondents. Section B comprises 10 items on the Parental Styles and Bullying Behaviour. Mean, ranking order and range were used to answer research questions. Pearson Product Moment Correlation was used for the testing of the hypotheses at 0.05 level of significance.

Results

Research Questions

Research Questions 1: Which parenting style is the most used by parents as perceived by in-school adolescents in senior secondary schools in Ilorin West Local Government, Kwara State?

Table 1: parenting styles mostly used by parents as perceived by in-school adolescents in senior secondary schools in Ilorin West Local Government, Kwara State

S/N	Parenting styles	Mean	Ranking order
1	Autocratic	3.78	1 st
2	Democratic	3.69	2 nd
3	Laissez-faire	2.31	3 rd
Weighted Mean Score		3.26	

Table 1 revealed that autocratic parenting style had a mean score of 3.78, while democratic parenting style had a mean of 3.69 and Laissez-faire parenting style had mean of 2.31 respectively. It shows that only two of the three parenting styles were above the acceptance point of 3.00. This implies that autocratic and democratic parenting styles were most commonly adopts as rated by in-school adolescents' parents than Laissez-faire parenting style which were below the acceptance mean score.

Research Questions 2: What is the level of bullying behaviour among in-school adolescents in senior secondary schools in Ilorin West Local Government, Kwara State?

Table 2: the levels of in-school adolescents bullying behaviour among in-school adolescents in senior secondary schools in Ilorin West Local Government, Kwara State

S/N	Range of scores	N	percentage	Decision
1	1 – 35	35	17.5%	Low level
2	36 – 39	40	20%	Moderate level
3	40 – 49	55	27.5%	High level
4	50 – 80	70	35%	Very high

Table 2 revealed that out of a sample of 200 in-school adolescents 70(35%) had very high level, 55(27.5%) had high level, 40(20%) had moderate and 35 (17.5%) had low level of bullying behaviour. This implies that there is moderate level of bullying behaviour among in-school adolescents in senior secondary schools in Ilorin West Local Government, Kwara State

Testing of Hypotheses

H0₁: There is no significant relationship between autocratic parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State

Table 3: Correlation between autocratic parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State

Variables	N	Mean	SD	df	Cal Value	.r-	Sig. (2-tailed)	Decision
Autocratic Parenting Style	200	61.96	7.10	198	0.69		0.01	Rejected
Bullying Behaviour	200	51.50	3.54					

P<0.05

Table 3 shows the summary of the comparison of autocratic parenting style and bullying behaviour. The sig (2-tailed) of 0.01 is lower than 0.05 significant level at which the hypothesis was tested. This implies, therefore, that the null hypothesis is rejected, which means that, there is a significant relationship between autocratic parenting style and bullying behaviour among in-school adolescents in senior secondary schools in Ilorin west, Kwara State. This implies that autocratic parenting style discourages bullying behaviour of in-school adolescents.

H0₂: There is no significant relationship between democratic parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State.

Table 4: Correlation between democratic parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State

Variables	N	Mean	SD	df	Cal Value	.r-	Sig. (2-tailed)	Decision
Democratic Parenting Style	200	61.75	6.10	198	0.66		0.00	Rejected
Bullying Behaviour	200	51.50	3.51					

P<0.05

Table 4 shows the summary of the comparison of democratic parenting style and bullying behaviour. The sig (2-tailed) of 0.00 is lower than 0.05 significant level at which the hypothesis was tested. This implies, therefore, that the null hypothesis is rejected, which means that, there is a significant relationship between democratic parenting style and bullying behaviour among in-school adolescents in senior secondary schools in Ilorin west, Kwara State. This implies that democratic parenting style discourages bullying behaviour of in-school adolescents.

H0₃: There is no significant relationship between laissez-faire parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State.

Table 5: Correlation between laissez-faire parenting style and in-school adolescents bullying behaviour in senior secondary schools in Ilorin West Local Government, Kwara State

Variables	N	Mean	SD	Df	Cal Value	.r-	Sig. (2-tailed)	Decision
Laissez-faire Parenting Style	200	61.65	5.10	198	0.57		0.07	not rejected
Bullying Behaviour	200	51.50	3.41					

P>0.05

Table 5 shows the summary of the comparison of laissez-faire parenting style and bullying behaviour. The sig (2-tailed) of 0.07 is greater than 0.05 significant level at which the hypothesis was tested. This implies, therefore, that the null hypothesis is not rejected, which means that, there is no significant relationship between laissez-faire parenting style and bullying behaviour among in-school adolescents in senior secondary schools in Ilorin west,

Kwara State. This implies that laissez-faire parenting style does not discourage bullying behaviour of in-school adolescents.

Discussion

The result of hypothesis one showed that there is a significant relationship between autocratic parenting style and bullying behaviour among in-school adolescents in senior secondary schools in Ilorin west, Kwara State. This implies that autocratic parenting style discourages bullying behaviour of in-school adolescents. The finding is supported by Pellerin (2005) found that there is significant relationship between autocratic parenting style and bullying behaviour autocratic. The study showed that parents apply firm control and require their children to obey with a reasonable set of rules and guidelines. Also, Bornstein and Zlotnik (2008) found that compliance, conformity, strict parental control, and respect for authority are the major concern of autocratic parenting style. Children from autocratic homes will be punished when they disobey the strict rules and regulations which are set by the parents.

The result of hypothesis two showed there is a significant relationship between democratic parenting style and bullying behaviour among in-school adolescents in senior secondary schools in Ilorin west, Kwara State. This implies that autocratic parenting style discourages bullying behaviour of in-school adolescents. The finding agrees with that of Moore (2013), who found out from research, that adolescents who characterized their parents as democratic reported significantly higher academic competence, lower level of bullying behaviour and higher level of psychosocial development. The study affirmed that Children raised by democratic parents have higher self-esteem, better social skills, and lower levels of depression, which aids in positive social development. Hetherington and Parke (1991) also found that the relationship with democratic parents and children behaviour. They submitted that democratic parenting style is better than any other parenting style, it ensures healthy development, because children are expressive, taught to follow rules, ask questions, and have their own opinions.

The result of hypothesis three showed that there is no significant relationship between laissez-faire parenting style and bullying behaviour among in-school adolescents in senior secondary schools in Ilorin west, Kwara State. This implies that laissez-faire parenting style does not discourage bullying behaviour of in-school adolescents. This finding agrees with Spera (2005) who found that laissez-faire parents set no rules and the adolescents is permitted to do what he / she thinks is right. The underlying believe is that children will learn by experience, as it says experience is the best teacher. Spera (2005) submitted further that adolescents 'who have grown up in laissez-faire homes tend to become spoiled. They tend to be uncooperative and in considerate with peers. Also, they lack control, are rebellious, hostile, and aggressive.

Conclusion

The study revealed that most parents adopt autocratic and democratic parenting styles, but few parents adopt laissez-faire parenting style. The study also revealed that most of the adolescents exhibit moderate level of bullying behaviour. Finally, the finding of the study showed that there is a significant relationship between autocratic and democratic parenting styles bullying behaviour among. There is no significant relationship between laissez-faire parenting style and bullying behaviour among adolescents. This implies that laissez-faire parenting style does not discourage bullying behaviour of in-school adolescents. The way adolescents are raised at home has significant relationship with their social life outside their home.

Recommendations

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

1. The parents should be encouraged to employ the best parenting styles in the upbringing of their children. It has been proven that authoritative and democratic parenting styles are the methods that yields the best result in child upbringing.
2. Professional guidance counsellors should organize regular seminars and conferences for parents to enlighten them on the importance of adopting good parenting styles in their homes.
3. A good way of reducing bullying behaviours among students would be to ensure that the students have a healthy family environment that encourages the development of good behaviour. In other words, paying attention to children as well as parental supervision to reduce unwanted behaviours.

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