

PARENTING STYLES AS CORRELATES OF TRUANT BEHAVIOURS AMONG SECONDARY SCHOOL STUDENTS IN KATSINA STATE, NIGERIA

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Abstract

This study was conducted to investigate the parenting styles as correlate of truant behaviours among senior secondary schools in Katsina state. The study contained research objectives and hypotheses. The target population consists of four thousand, one hundred and twenty-nine (4,129) while the total sample size is three hundred and fifty-one (351) Senior Secondary School (SSS II) students selected from Dustin-Ma Zonal Education Quality Assurance, Katsina state. Multistage sampling technique was used to select ten (10) Senior Secondary Schools from the zone. The instruments used to collect data are Democratic Parenting Questionnaire (DPQ), Autocratic Parenting Questionnaire (APQ), and Laissez - faire Parenting Questionnaire (LPQ) and Students' Truant Behaviours Questionnaires (STBQ) adapted for this study. The Cronbach's alpha was used to determine the reliability. The reliability co-efficient of instruments are DPQ 0.820, APQ 0.761, LPQ 0.761 and STBQ 0.80 respectively. Analysis of data was carried out using descriptive and inferential statistics. Hypotheses were tested at 0.05 alpha level of significance. The findings of the study revealed that there is significant relationship between parenting styles and truant behaviours among secondary school students in Katsina State. Also, there is significant difference in truant behaviours of secondary school students based on gender in Katsina State. The study concluded that, the study revealed that there was a high level of democratic parenting styles among secondary school students; there is correlation between parenting styles and truant behaviours among senior secondary school students. It was recommended among others, that students should be encouraged to abstain from any kind of truant behaviour by making them understand the effect on their academic success.

Keywords: Self-esteem, Truant Behaviours, Senior Secondary School Students.

Introduction

The role of parents is primary in the existence of any progeny. Parenting practice is characterized as the strategies which are commonly practiced by parents to raise their children in the society. The import of this explanation of parenting practices points to the fact that there is a lay down culturally accepted routine in training children in almost every society. Parenting styles are behavioural patterns that are practiced by caregivers when interacting with their children which in the long run determine how children interact with their environment (Inoru, 2025). These practices are, therefore, common to all parents in the society. Parents employ different principles in raising their children based on their own attitudes and behaviours.

Parenting style is a psychological construct representing standard strategies that parents use in their child rearing. Muhammad, et al (2018) has seen parenting style as the act of parenthood, the child

upbringing, training and rearing or child education. The child-parent relationship has a major influence on most aspects of child development (physical, social and emotional, cognitive & language). To ensure the best possible outcome those parents require facing from the challenges of balancing the maturity and disciplinary demands; they need to integrate their children into the family and social system by maintaining an atmosphere of warmth, responsiveness and support (Muhammad & Norhida, 2020). The way in which children are brought up is often regarded as very important to the development of the growing child. Parenting is a process of raising children with fostering, and supporting the physical emotional, social, intellectual development of a child from infancy and adolescence (Man-Tak & Wing-Shan, 2021).

Parenting style is a process of care, nurturing, guiding and educating from parents to their children (Muhammad & Norhida, 2020). Parenting styles are the representation of how parents respond to and make demands on their children. Parenting style is an important aspect that influences the well-being of children, creating a functional family and illuminates the image of the parent outside the word. According to Baumrind (2012) cited in Nwune, et al. (2021) parental styles and behaviours that are implemented to educate children, have a direct effect towards emotion, social and intellect of the child. These are democratic parenting style, autocratic parenting style and Laissez faire. Each domain fits to the parenting styles and includes the proportion of each parenting style used by mothers and fathers in the current study.

Democratic parenting has to do with caring about being the best parent one can have and caring deeply about what is right and good for children, the willingness and commitment to being a shepherd, a guide for the lifelong path that their child's development will follow (Kivandi, 2020). According to Muhammad, et al (2018) the core of democratic parenting is an orientation toward certain forms of communication, especially in problem-solving and decision-making situations. Democratic parents both value their children's autonomy and respect their rights and perspectives and understand that in doing so they are optimally fostering their children's moral and civic development. Nyaga (2019) revealed that these styles are the standard practices and strategies adopted by parents in raising their children.

Laissez-faire parents according to Baumrind (2012) found that children tend to be impulsive, disobedient, rebellious, demanding and dependent on adults. As teens, many of these children had poor self-control, poor school performance, and a high rate of drug use. Lee and Anthony (2019) stated that laissez-faire parents are high on responsiveness, but low on demanding. These parents interact with their children in a passive manner by avoiding the use of power when dealing with issues of discipline. Laissez-faire parents are likely to view discipline as an infringement upon the freedom of their offspring, which they believe impinges upon their healthy development (Andrew, 2022).

Truant behaviour is another factor that affects students' behaviour in secondary schools. Truancy refers to students who attend school but do not go to classes. Regular school attendance is an important variable in academic performance. It is the desire of every parent that their children succeed in school. The child's attitude toward school can take a number of forms; negative or positive. The child's ability to be regular or irregular in school attendance will depend heavily upon how motivated the child is. Based on the aforementioned factors, the researcher intends to investigate parenting styles as correlates of truant behaviours among secondary schools in Katsina State.

Statement of the Problem

There are some of the causes of violence in schools, and delinquent behaviours were attributed to:

uncooperative parents who always side with their children regardless of the mistakes done, absentee parents who abdicate their parental responsibilities to housemaids and parents giving excess pocket money to their children. Most of the problems leading to students' truant behaviour in school emanate from their home environments, the need to look into the ugly behaviour of students has to be investigated from the parent's aspects, since home is one of the strongest agents of education, and of course, the foundation of any child (Hassan et al., 2022).

This is because home is the first agent of education as training starts from home before moving to school. Others are: poor role modelling by parents, parents not imparting the relevant cultural values to their children, moral decay in society, drug and substance abuse, out-of-school peer group influence, and hopelessness amongst students due to the perception of a bleak future. On the whole, this unhealthy family climate is likely to lead adolescents into indulgence in delinquent conducts such as truant behaviour. Children who grow up in homes ridden with conflict are likely to have greater risk of becoming delinquents. In a study that investigated the impact of parenting styles on adolescents' internalization of values, Martínez (2015) found that adolescents of laissez-faire parents show highest scores whereas adolescents from autocratic parents obtain the worst results.

Objectives of the Study

Generally, the objective of the study was to investigate parenting styles as correlates of truant behaviours among secondary schools in Katsina State. Specifically, the objectives of the study are to:

- (i) investigate the level of parenting styles among secondary school students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.
- (ii) examine the level of truant behaviours among secondary school students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.

Research Questions

The following research questions were formulated and guide the study.

- (i) What is the level of parenting styles among secondary school students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State?
- (ii) What is the level of truant behaviours among secondary school students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State?

Hypotheses

These formulated hypotheses guided the study.

H01: There is no significant relationship between democratic parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.

H02: There is no significant relationship between autocratic parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.

H03: There is no significant relationship between laissez-faire parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State

Methodology

The study adopted a correlational design. It is used to analyze the degree of which two or more attributes or measurements on the same group of elements shows a tendency to vary together. The population of this study consists of 4,129 Senior Secondary School students from Dutsin-Ma and Kurfi Local Governments of Katsina State. The sample size 351 students were used for the study, which comprises 180 male and 166 female students (respondents). The sample size estimation is in line with recommendations offered at a confidence level of 95% and a Margin Error of 5.0% (Research Advisor, 2006). The study was carried out in Dutsin-Ma Zonal Education Quality

Assurance, Katsina State. It comprises of two (2) Local Government Areas, namely Dutsin-ma and Kurfi LGAs in all public senior secondary schools. It is delimited to senior secondary school (SSS II) students.

A multistage sampling technique was adopted to select the participants for the study. The participants were selected in four stages. At the first stage, a stratified sampling technique was used to select the schools based on Local Government Area from Dutsin-Ma ZEQA. At the second stage, purposive sampling technique was used to select ten (10) Senior Secondary Schools on the bases of gender, which comprises of five (5) from each LGA. At the third stage, proportionate sampling technique was used to find the number of percentages to the given population of students from each school. At the final stage, simple random sampling technique was used to select respondents for each selected school. This technique was used because it was not possible to cover all schools owing to the large number, location and other problems inherent in data collection.

Data were collected using two research instruments and they are questionnaire. The study used questionnaire that was adapted for this study. These are Parenting Style Questionnaire (PSQ) subdivided into three sections such as Democratic Parenting Questionnaire (DPQ), Autocratic Parenting Questionnaire (APQ) and Laissez - faire Parenting Questionnaire (LPQ) adapted from Robinson, et al (1995). The Students' Truant Behaviours Questionnaires (STBQ) was self-developed, which was tapped from the current review of literatures. It was used in this study to measure the students' truant behaviours in senior secondary school. The researcher adapted the Likert four-point rating format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively.

The face and content validity of the instruments was used, the instruments were validated by three research experts from Department of Educational Psychology and Counselling, Faculty of Education, Federal University Dutsin-Ma, Katsina State. Test-re-test reliability of the instrument was done, using Cronbach Alpha. The reliability coefficient of the questionnaire was obtained: Democratic Parenting Questionnaire (DPQ) 0.820, Autocratic Parenting Questionnaire (APQ) 0.761, and Laissez - faire Parenting Questionnaire (LPQ) has 0.761 and the overall coefficient of Parenting Style Questionnaire (PSQ) has 0.793, Students' Truant Behaviours Questionnaires (STBQ) has 0.801 respectively. The research questions were tested using descriptive statistics and inferential statistics. The descriptive statistics; simple tabular form, frequency counts and percentage for answering research questions while inferential statistics was used to analysis hypotheses.

Results

Answers to Research Questions

Research Question One

What is the level of democratic parenting styles among secondary school students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State?

Table 1: Level of Parenting Styles among Secondary School Students

Variable	Level	Frequency	Percentage	Decision
Democratic Parenting Styles	High	252	69	High
	Low	99	31	
	Total	351	100	
Autocratic Parenting Styles	High	57	16	Low
	Low	294	84	
	Total	351	100	
Laissez Faire Parenting Styles	High	95	27	Low
	Low	256	73	
	Total	351	100	

The analysis in Table 1 revealed that out of 351 respondents, 252(69%) had high level of democratic parenting styles while 99(31%) had low level of democratic parenting styles. This implies that there was a high level of democratic parenting styles. Also, the analysis revealed that out of 351 respondents, 57(16%) are experiencing high level of autocratic parenting styles while 294(84%) are experiencing low level of autocratic parenting styles. This implies that there was a low level of autocratic parenting styles among secondary school students. In addition, the analysis revealed that out of 351 respondents, 95(27%) had high level of laissez faire parenting styles while 256(73%) had low level of laissez faire parenting styles. This implies that there was a low level of laissez faire parenting styles among secondary school students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.

Research Question Two

What is the level of truant behaviours among secondary school students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State?

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a Variable	Level	Frequency	Percentage	Decision
b Truant Behaviours	High	132	31	Low
	Low	219	69	
	Total	351	100	

2: Level of Truant Behaviours among Secondary School Students

The analysis in Table 2 revealed that out of 351 respondents, 132(69%) are experiencing high level of truant behaviours while 219 (31%) are experiencing low level of truant behaviours. This implies that there was a low level of truant behaviours among secondary school students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.

Hypotheses Testing

Hypothesis One:

There is no significant relationship between democratic parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.

Table 3: r-value of democratic parenting styles and truant behaviours

Variable	N	Mean	SD	Df	r-value	p-value	Decision
Democratic Parenting	351	24.93	8.59	349	.316*	.074	Accepted
Truant Behaviours	351	18.55	6.85				

*Significant at 0.05 level (2-tailed)

Table 3 indicated the relationship between democratic parenting styles and truant behaviours among secondary students. The data reviewed that, the r - value is 0.316, since the p - value .074 which is greater than .05 alpha level. The null hypothesis is thereby ed. It implies that, there is no significant relationship between democratic parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.

Hypothesis Two:

There is no significant relationship between autocratic parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.

Table 4: r -value of autocratic parenting styles and truant behaviours

Variable	N	Mean	SD	Df	r-value	p-value	Decision
Autocratic Parenting	351	24.86	8.59	349	.704*	.042	Rejected
Truant Behaviours	351	18.55	6.85				

*Significant at 0.05 level (2-tailed)

Table 4 showed the relationship analysis between autocratic parenting styles and truant behaviours among secondary students. The data reviewed that the r - value is .704, and since the p - value .042 is less than .05 alpha level. The stated null hypothesis is thereby rejected. It implies that there was significant relationship between autocratic parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.

Hypothesis Three:

There is no significant relationship between laissez-faire parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.

Table 4: r -value of laissez-faire parenting styles and truant behaviours

Variable	N	Mean	SD	Df	r-value	p-value	Decision
Autocratic Parenting	351	24.04	9.09	349	.642*	.012	Rejected
Truant Behaviours	351	18.55	6.85				

*Significant at 0.05 level (2-tailed)

Table 5 indicated the relationship between laissez-faire parenting styles and truant behaviours among secondary students. The finding revealed that the r - value is .642 and the p - value .012 which is less than .05 alpha level. The above stated null hypothesis is rejected. It implies that, there is significant relationship between laissez-faire parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State.

Discussion of the Findings

Based on the research questions and hypotheses, the findings from the analysis of the data were discussed below:

The analysis of research question one shows that from the findings, the level of democratic parenting styles among secondary school students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State is high. The finding supports the finding of David, et al (2019) who revealed that parenting styles correlate high with academic performance. Dorgbetor (2014) autocratic parenting style has a positive prediction for self - esteem and school attendance. The findings on research two show that the level of truant behaviours among secondary school students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State is low. The finding supports the finding of Dorgbetor (2014) who revealed a low level of school attendance among Junior High School Students. Fareo (2013). The finding revealed that, there was high level of truancy behaviours among students. In contrary, the finding of Onukwufor, et al (2015) disagrees with this finding, who revealed that there was a positive low students' truancy behaviours. In addition, Inoru (2025) finding is against this finding, who revealed that, there is high truancy rates and has impact on overall school accomplishment by decreasing the rate of instruction.

The analysis of hypothesis one revealed that there is no significant relationship between democratic parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State. The finding is similar with the finding of Dorgbetor (2014) who revealed that democratic parenting style was the predominant parenting style and predicted who findings revealed that negatively with level of self-esteem and school attendance. The finding of is agree with Fakeye (2014) who findings revealed that using different adolescent outcomes of delinquency behaviour to support the idea that compared to the democratic parenting style. These results did not supported the findings of Kivandi (2020) which suggested that children of democratic parents usually have drawn backs, and grow up to be juvenile delinquents.

The analysis of hypothesis two revealed that there was significant relationship between autocratic parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State. The finding supports the finding of Kshama and Mohammed (2023) whose findings revealed that in Arab societies autocratic parenting did not harm adolescents' delinquency as it did in western societies. The finding of Funsho (2015) supports this finding whose finding revealed that autocratic parenting styles of adolescent's exhibit truant behaviour. In contrary, the findings of Dorgbetor (2014) disagree with this finding which revealed that autocratic parenting style has a negative prediction for autocratic parenting styles and school attendance.

The analysis of hypothesis three revealed that there was significant relationship between laissez-faire parenting styles and truant behaviours among secondary students in Dutsin-Ma Zonal Education Quality Assurance in Katsina State. The finding supports the finding of Andrew (2022) who reported that laissez-faire parenting without well-defined or clear-cut goals and as such parents play a passive role in the rearing of children. The finding of Dorgbetor (2014) agree with the result, who showed that laissez-faire parenting style was the predominant parenting style and predicted negatively with

level of school attendance. The finding of Muzaki (2014) was disagreeing with this finding, who revealed that, there was no significant positive relationship between laissez-faire parenting style and truant behaviour.

Conclusion

In conclusion, this study has obviously shown that there is correlation between parenting styles and truant behaviours among senior secondary school students. The study revealed that there was a high level of democratic parenting styles among secondary school students, and there was a low level of laissez-faire parenting styles among secondary school students. Also, there was a low level of truant behaviours among secondary school students in Katsina State. The researcher concluded that, there was no significant relationship between democratic parenting styles and truant behaviours among secondary school students; also, there is significant relationship between autocratic parenting styles and truant behaviours among secondary school students in Dutsin-Ma Zonal Education Quality Assurance, Katsina State

Recommendations

The following recommendations were made for the study:

1. Students should be encouraged to abstain from any kind of truant behaviour by making them understand the effect on their abilities to academically succeed.
2. Parent should be democratic in their style, because it is flexible in dealing with their children so that they can be involved in the family decision making, as that will go a long way in helping them and transforming them into meaningful members of the society.
3. Teachers should identify the easiest but meaningful way of dealing with truants' students by using different approaches and techniques to minimize this ugly behaviour.

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