

**PARENTAL REARING STYLE AND FAMILY EMOTIONAL CLIMATE AS
DETERMINANT OF STUDENT JUVENILE DELINQUENCY IN ORON EDUCATION
ZONE OF AKWA IBOM STATE, NIGERIA**

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ABSTRACT

The study investigated the parental rearing style and family emotional climate as determinant of student juvenile delinquency in Oron Education Zone of Akwa Ibom State, Nigeria. The population of this study consisted of all the 4527 senior secondary two (SS2) students in all the 22 public secondary schools in Oron education zone during the 2014/2015 school year. The study adopted a non-experimental survey to assess family variables on juvenile delinquency among students. The Data collected from the respondents were coded and transferred into a spreadsheet and summarized. They were coded into the computer and analyzed using statistical package for social sciences (SPSS) 11.0 while all the hypotheses were tested at .05 alpha. The instrument for data collection was the questionnaire. The questionnaire was titled "Family Variable and Juvenile Delinquency Questionnaire (FVJDQ)" and had three sections. A total of 360 (three hundred and sixty) senior secondary two (SS2) students were selected for the study through simple random sampling technique. From the results of the data analysis, it was observed that family variable have significant influence on students' juvenile delinquency. The researcher concluded that juvenile delinquencies were minimized in democratic rearing homes compared to autocratic and laissez faire homes. Also, positive family emotional climate helps to reduce delinquency acts among secondary school students. One of the recommendations was that sociologist of education and social scientists should educate the parents to choose positive family emotional climate on their children's up-bringing through awareness creation.

Key words: Parents rearing style, family emotional climate, juvenile delinquency, Oron Education Zone, Akwa Ibom State

Introduction

Juvenile delinquency in schools covers such anti-social behaviours as: truancy, cheating, stealing, cultism, bullying, and drug abuse. In recent years, gory tales of murder, arson, rape, maiming, burglary, robbery and several other various crimes have continued to pour out of our institutions of learning. These barbaric acts are sometimes credited to members of secret cults who have almost taken over not only higher institutions of learning, but recently even secondary schools. For example, in March 2011, there was an incident of cult clashes between "blue tock" and "junior axe" cult group in Mainland Technical College, Oron which led to destruction of school property and injuries to many innocent students. A Similar case occurred in Comprehensive Secondary School, Enwang in Mbo Local Government Area, Akwa Ibom State, Nigeria in 2014.

Education worldwide was created as an instrument to provide mankind with unquestionable sound knowledge, develop appropriate occupational skills and acceptable attitudes that will enable him harness the resources in the environment for his good and that of the society. Paradoxically, adolescents in our post primary schools today have gone beyond the meritorious bounds of the educational system by polluting it profoundly with unwholesome acts. This pollution of the educational system is manifested in various forms, the worst of which is examination malpractice. Examination malpractice is an ugly virus that has devastated our educational system. Our school adolescents today also engage in other social vices such as bullying, extortion, stealing, aggressiveness, truancy, drug abuse and thuggery. These often result in high rates of school drop outs. There is severe abuse of human decency such as honesty, respect to elders and constituted authority, faithfulness, loyalty, love, diligent and hard work.

People are now confronted with hardened corruption and dishonesty. Disloyalty and aggressiveness have deserted our secondary school adolescents, leading to growing incidence of social vices. Students no longer attend classes regularly as drug addicts parade the school paths terrorizing law abiding students. There is mad rape on the societal cultures with disrespect for constituted authority.

Causes of juvenile delinquency have been attributed to the family variables such as parental rearing style and family emotional climate (Onyejiaku 1991). The family is a strong socializing force of life. Children who are rejected by their parents, who grow up in homes with considerable conflicts, or who are inadequately supervised are at the risk of becoming delinquent. In most cases, juvenile delinquents have been regarded as individuals who come from less-intact families known as broken homes. Demuth and Brown (2004) maintain that lack of supervision and the absence of close relationship between the teenagers and parents are some of the factors that may influence delinquency. Experience has however shown that most parents and elders in our present day society no longer provide good model of behaviour for adolescents to emulate. This may have resulted in high rate of juvenile delinquency among secondary school adolescents presently.

Statement of the Problem

Scholars such as Asagwara (2009) and Esin (2014) have attributed the spate of social vices among school adolescents to the home factor of the students. These scholars argue that most of the emotional and behavior problems of adolescents are nurtured and cultivated at home during the pre-school formative years. Children's personality which include behaviour, interest and values are formed at home as they interact with parents and significant others. Juvenile delinquency though an aged long social problem in the society has assumed an alarming proportion lately. This is because most parents nowadays are more interested in the pursuit of material wealth than holistic upbringing of their children as before. Absence of proper supervision and provision of good model of behavior by most parents make adolescents to be closer to their peers some of whom are delinquents. Worst still, many adolescents emulate what they see on television screens which they erroneously believe to be life realities.

The issue of juvenile delinquency is one of the perennial problems in our society. A lot of measures have been put in by various agencies in our society to cope with this problem. Such agencies include churches, government, non-governmental organization (NGO), community leaders, family and even schools. However, casual observations supported by mass media reports and many researchers shows that juvenile delinquency still exist in our society and even appears to be on the increase in our society. Hence, this research focuses on the influence of family variables on juvenile delinquency in Oron education zone of Akwa Ibom State, Nigeria

Purpose of the Study

The purpose of the study was to determine the influence of parental rearing style and family emotional climate as determinant of student juvenile delinquency in Oron Education Zone of Akwa Ibom State, Nigeria. Specifically, the study investigated the extent to which:

- i. Parental rearing style differ in terms of students' juvenile delinquency
- ii. Family emotional climate differ in terms of students' juvenile delinquency.

Research Questions

The following research questions guided the study:

1. In what way does parental rearing style differ in terms of students' juvenile delinquency?

2. How does family emotional climate differ in terms of students' juvenile delinquency?

Statement of Hypotheses

The following hypotheses were formulated to guide the study:

- 1) There is no significant difference between parental rearing style and students' juvenile delinquency.
- 2) Students from positive family emotional climate do not differ from those from negative home in terms of their juvenile delinquency.

Literature Review

Influence of Parental Rearing Style on Juvenile Delinquency

According to Hammer (2004), this can be regarded as the discipline techniques applied by parents on the children that centre on habit formation. It is used in the process of child-rearing to teach certain behaviour expected of children in order to produce self-control and self-direction for development of effective conscience that guides a child's actions all the days of the child's life. Baumrind (1966), and Hurlock (1972), posit that, disciplinary techniques employed by parents may be broadly categorized into three viz: authoritarian, democratic and laissez faire. Parents may decide to use any of this leadership style that pleases them to moderate children's behaviour because it affects their social adjustment. The leadership styles are hereby discussed to highlight their characteristics as follows:

Authoritarian rearing style on juvenile delinquency: This refers to discipline style adopted by parents on their children that involves restricting the children autonomy, values, preservation of order and traditional structure, thereby inhibiting verbal give and take and encouraging parents word as is right (Hurlock, 1972 Baumrind, 1996 and Symoids, 1903). In such homes parents do not give any explanation for the behavior expected of the children, Since parents expect rigid restraints in line with prescribed standards. Hurlock (1972) noted that they employ such techniques as severe corporal punishment for failure to comply to expected standards of living. The punishments often have devastating influence on the child's development of self-concept and behaviour.

This rearing style according to Hoffman (1970), often leads to inhibited resentment which sooner or later breaks out causing the children to do many things they otherwise would not have done. Walker and Messinger (2010) sees such homes as being characterized by disobedience and acting as a major factor in conflict. He added that refusals to honour simple requests, to complete required chores, to accept parental guidance in the choice of friends are common everyday situations in authoritarian homes. Children tend to find confidence in their peers because of low self-confidence (Ekpe, 2008), the children live in fear and see the world as hostile therefore they react (Davidoff, 1976). They end up becoming dependent on parents.

Democratic rearing style on juvenile delinquency: This is the discipline technique which employs explanation, encourage discussion and reasoning to help the children understand why they are expected to behave in certain ways. Punishment is never hard except if deemed absolutely necessary. Instead educational aspect of discipline is emphasized, Papernow (2004). Children are educated and directed to develop internal control on their behaviour which enable them behave in socially approved manner (Baumrind, 1966). As they are allowed ample opportunity to make their own decisions but parents retain final authority, policies are carefully planned which make the children feel positive about their parents and the world. They therefore strive to what pleases their parents whether they are around or not (Elder, 1962). Children

therefore grow up independently in thinking, initiating actions, having healthy and positive self-concept which is reflected in active, outgoing and spontaneous behaviour (Hurlock, 1972). Thus it becomes difficult for them to be delinquent.

Laissez-faire rearing style on juvenile delinquency: This discipline style employs permissive techniques of affirmative, acceptable and begin manner towards the children's impulses and action. The children make final decisions and need not listen to parents (Gidden, 2006). In this structure there is total absence of restraint and total exposure to difficult situations for children to cope alone (Fry, 2001). As such, the children are likely to feel resentful because their parents care too little about them. They become confused and insecure (Medinnus & Johnson 2006). With no effective model to imitate, the children learn to believe in independent fashion, lack initiative and develop slackness; thereby promoting delinquency in children as parents offers too much and demands too little from their children by way of expected behaviour.

Influence of Emotional Climate of the Family on Juvenile Delinquency

Emotional climate of the family refers to the conduciveness and unconduciveness of a home which can make adolescents relate cordially with their parents or run away from them. This implies a psycho-social situation in the home that makes the home attractive or repellent to the children. An emotionally conducive home is one in which members of the family are companionable, cooperative, absence of rancor and strife. Under this kind of climate, marital stability is sustained and attempts are made at meeting the children's needs. Thus, the children grow up to be emotionally stable and well adjusted than children from emotionally unconducive homes where friction, discord, hostility and rejection reign. Therefore, to a large extent, parents determine the emotional climate of a family. (Travers 1977), a child models himself after the pattern of adult world which surrounds him. Where emotional trees are missing, the child fails to build up identification with the parents. This becomes the core of a strong and efficient super ego that acts as a barrier against positive adjustment, and therefore builds a fabric of anti-social behaviors which are not in accordance with social standards. Medinnus and Johnson (2006) maintained that homes may be characterized as;

Parental Acceptance: This is characterized by a keen interest and love for the children and their activities (Erikson, 1987), parents have endeavor to provide warmth in the home which is more crucial and pervasive factor affecting children (Medinnus Johnson, 2006). Cameron (2008), stressed that parental acceptance may be expressed in different ways depending on the emotional adjustment of the parents. Emotionally matured parents aim at the development of independence and achievement of goals by children, while the emotionally immature parents attach neurotically to their children and try to mould them to suit their standards. In other words, emotionally matured parents are more permissive than the immature emotionally parents. When a child feels accepted, he socializes better, cooperates, he is more friendly and cheerful, thereby becoming emotionally stable. But when the child feels denied of his independence, love and warmth from peers, he attempts anti-social behavior by running away into abuse and alcoholism (Coleman, 2002).

Parental Over-Protectiveness: This refers to parental attitude of having excessive physical contact with children, prolonged in fact care, prevention of development of self-reliance and excess control over the child (Travers, 1977). Such parents do not allow competing interest to interfere with their parental duties as they reduce their interest to devote time for their children. Over protectiveness according to Amato (1986) fosters over-dependency in children having low

level of ego strength and not being able to stand frustration or hardship when situation are trying. Hurlock (1972) added that these groups of children show many withdrawing reactions.

Parental Rejection: Parents here have nonchalant or general atmosphere of non concern for the welfare of their children (Jenkins, 1971). They may be excessively demanding and conspicuously hostile to their children (Coleman, 1972) this attitude of parents jeopardize normal security feelings of the child thereby inducing feelings of helplessness and frustration which affects adversely and frustration which affect adversely a child adjustment in life and lead to run away behavior into delinquency.

Parental Favoritism: This refers to having extra love for one child more than the others; this is portrayed by over-protectiveness of a child. A child whose perceives that he is favored more than may look for ways of getting others into troubled. On the other hand too, an unfavoured child may react by being hostile, resentful and rebellious (Coleman, 1972). Therefore, though it may not be easy to love all of one's children in the same degree, parents should endeavor to care for all their children relatively fair in order to enhance adjusted behaviour in them.

Parental Autonomy/Control: This refers to the extent parents restrict their children's behavior or give them freedom. Parents, who are submissive according to Symonds (1963), find it difficult to control their children as they often allow their children to have their own way. Dominant parents demands complete obedient supervise closely the activities of their children and criticize them, (Medinnus and Johnson, 2006).

Methods

Research design

The research design adopted for this study was the survey design. The survey design is described as a non-experimental design in which the researcher studies a community or a group of people to bring out findings from samples collected from the population through questionnaire, interviews and observation (Udoh and Joseph, 2006).

Area of the study

The area covered in this study was Oron Education Zone of Akwa Ibom State, comprising Mbo, Okobo, Oron, UdungUko and Urue Offong/Oruko local government areas.

Population of the study

The target population for this study was all the 4527 senior secondary two (SS2) students in all the 22 public secondary schools in Oron education zone during the 2014/2015 school year. (State Secondary Education Board, Statistic Division, 2015).

Sampling Technique

Three sampling techniques such as simple random, proportionate to size and purposive were used to select the sample for this study. Simple random sampling technique was used to select 3 (three) local government areas.

Sample

The sample for the study was made up of 360 (three hundred and sixty) senior secondary two (SS2) students comprises both males and females sampled from 8 (eight) public secondary schools in Oron Education Zone of Akwa Ibom State.

Instrumentation

The instrument used for the study was a structured questionnaire titled "Family Variable and Juvenile Delinquency Questionnaire (FVJDQ)". However, the questionnaire was developed

by the researcher with the help of the thesis supervisor and test expert from Department of Educational Foundations, University of Calabar. The questionnaire was made up of fifty five (55) items. These items were sub-divide into three main sections “A, B and C”.

Validity of the instrument

The face validity of the instrument was carried out by giving the draft of the instrument to test and measurement expert, lecturer in the department and finally to my supervisor to vet and offer correction. Their comments were adhered to in preparing the final scale which was used for the study.

Reliability of the instrument

The reliability of these instruments was established using the Cronbach Alpha method of reliability estimate. The results of the Cronbach alpha reliability estimate as presented in Table 3 shows reliability indices ranging from 0.76 to 0.91.

Presentation of results

Hypothesis One

Hypothesis one state that there is no significant difference in parental rearing style on Juvenile Delinquency among secondary school students. Two variables make up this hypothesis; parental rearing style as the independent variable which was categorized into three levels; autocratic, democratic and laissez faire while juvenile delinquency was the dependent variable. One way analysis of variance (ANOVA) was used for the analysis of the data. The results of one way analysis of variance for hypothesis one is presented in Table 1. As shown in the table 1, the calculated F-value of 15.532 is greater than the critical F-value of 3.02 at 2 and 337 degrees of freedom, at 0.05 level of significance. With these results, the null hypothesis that stated that there is no significant difference in parental rearing style on juvenile delinquency among secondary school students was rejected and the alternate hypothesis accepted. This implies that parental rearing style has a statistical significant influence on juvenile delinquency ($F = 15.532$, $df=2$ and 337 , $P<0.05$).

Since there was a statistically significant difference in family leadership style on juvenile delinquency, a post hoc test was performed using sidak post hoc procedure, and the results were as presented in Table 2. The results as presented in Table 2 shows that subjects raised in families with dominant democratic rearing style were less involve in juvenile delinquency than their counterparts who were raised in families with dominant autocratic rearing style ($MD = 3.03$, $p<.05$) or subjects raised in families with dominant laissez fare rearing style ($MD = 4.16$, $p<.05$).

TABLE 1:

One way analysis of variance for family leadership style and juvenile delinquency

Variable	N	Mean	SD		
Autocratic leadership style	147	65.58	12.38		
Democratic leadership style	135	68.61	15.21		
Laissez fare leadership style	58	69.74	10.18		
Source of variance	SS	Df	MS	F-value	P-value.
Between groups	299.179	2	149.590	15.532	.000*
Within groups	3149.293	337	9.631		
Total	3448.473	339			

***significant at 0.05 level of significance**

TABLE 2
Sidak post hoc test for significance of mean

Groups		Mean diff	Std error	P-value.
Autocratic leadership style	Democratic rearing style	3.030	.891	.002*
	Laissez fare rearing style	4.160	2.37	.000
Democratic leadership style	Autocratic rearing style	3.030	.891	.002*
	Laissez fare rearing style	1.137	2.33	.949
Laissez fare leadership style	Autocratic rearing style	4.160	2.37	.000*
	Democratic rearing style	1.130	2.33	.949

Hypothesis Two

Hypothesis two states that there is no significant difference in family emotional climate on students Juvenile Delinquency. The independent variable is family emotional climate and was categorized into two: positive and negative while the dependent variable was juvenile delinquency. The independent t-test was adopted to analyze the data. The result of data analysis for hypothesis two is reported in Table 3. The independent t-test was used to test the influence of family emotional climate on juvenile delinquency. The result in Table 3 reveals that the calculated t – value of 6.31 is greater than the critical t-value of 1.96 at .05 level of significance with 338 degree of freedom .With this result, the null hypothesis which stated that, there is no significant difference in family emotional climate on juvenile delinquency was rejected while the alternate hypothesis was retained.

TABLE 3
Summary of Independent t–test analysis of difference in family emotional climate on students’ juvenile delinquency.

Group	N	x	SD	t-value	p-level
Positive climate	186	66.49	12.34	6.31	.000
Negative climate	154	62.23	10.54		

**significant at 0.05 level, df = 338, critical t 1.96

Discussion of the Findings

The first hypothesis stated that there is no significant difference in family rearing style on juvenile delinquency among secondary school students. The study result shows family rearing style has a statistical significant influence on juvenile delinquency. ($F= 15.532$, $df=2$ and 337 , $P<0.05$). The study further revealed that children thrive best in democratic atmosphere and genuine love but with consistent discipline than in laissez-faire environment. On the other hand, in an autocratic and laissez-faire rearing homes, the children might not receive any close attention, from parents or guardians, thus becoming delinquent. The result is consistent with Onyejiaku (1988) who found that authorization attitude of parents including stringent overzealous checks on pupils behaviour lead to gross misbehavior at the slightest possible opportunity and may cause them to run away from home.

The hypothesis two states that there is no significant difference in family emotional climate on students juvenile delinquency. The result of the study indicated that family emotional climate have a significant influence with student's juvenile delinquency. ($t=6.31$, critical t -value 1.96 $df = 388$, $p<0.05$). With this result, the null hypothesis which stated that, there is no significant influence of family emotional climate and juvenile delinquency was rejected while the alternate hypothesis was upheld. The study further revealed that the more conducive the family emotional climate, the less the juvenile delinquency. This finding is consistent with previous studies in the related literature by Blood (2002) and Eze (2005) who noted that when parents find time to relax with their children at home, they would promote good behaviour in children thereby reducing the level of delinquent act among them. In this type of family emotional climate, parents show keen interest and love for the children welfare.

Conclusion

Based on the findings of this study, the researcher concluded that family variable have significant influence on students' juvenile delinquency. The researcher concluded that juvenile delinquencies were minimized in democratic rearing home compared to autocratic and laissez faire homes where strictness and lukewarm styles were adopted by parents. Also, from the findings positive family emotional climate help to reduce delinquency acts among secondary school students.

Recommendations

Consequence upon the results of the findings and conclusions reached in this study, the following recommendations are made:

1. The choice of a better family rearing style, which is not too strict or too loose, rather using the democratic rearing style is preferable for parents to adopt. This is because, democratic rearing style is found to reduce the level of juvenile delinquency and also found to be ideal for a positive social behaviour.
2. Sociologist of education and social scientists should educate the parents to choose positive family emotional climate on their children's up-bringing through awareness creation. Hence, parents should have a positive interaction and friendly atmosphere in the family with their children in term of communication, love, care, and kindness.

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