PARENTING STYLES AND ADOLESCENTS' DEVIANT BEHAVIOURS IN NIGERIA: IMPLICATIONS FOR EDUCATIONAL STAKEHOLDERS

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Abstract
Deviant behaviour has been a major challenge of Nigerian adolescents in the recent time. In fact, it has gone beyond ordinary youthful exuberance to heinous crime. Hence, these young ones that are believed to be the hope of the nation, the future leaders and strength of the country are turning criminals. However, many of Nigerian youths find it difficult to comply with rules and regulations which are catalyst to the smooth running and successful accomplishment of their educational goals. It is therefore essential to say that the whole country is resting on a keg of gunpowder that may explode any time. It was discovered from the findings that bad parenting breeds deviant behaviours among Nigerian youths. The issue must be vigorously addressed in order to secure the future for this country. Therefore, this study investigated parenting styles and adolescents' deviant behaviours in Nigeria and its implications for counselling. The writers relied on context analysis and used secondary data which include published and unpublished materials like text books, journals, newspapers and internet materials. Based on the highlight, the paper suggested that counsellors should use different counselling techniques in solving the problems of adolescents either in group or individual.
Keywords: Parenting styles, Adolescents, Deviant behaviours

Introduction
Generally, parents are of paramount importance to children's upbringing. What the children learn at home and how the family motivates them towards education and other endeavours may contribute to their success or failure in life. Deviant behaviour in Nigeria has become a persistent source of apprehension to parents, school authorities, government and the society at large (Okorodudu, 2003). Participation in delinquent acts by adolescents is assuming an alarming proportion and dangerous dimension which are becoming out of control to parents, police and other organs saddled with the responsibility of handling such issues. Family and school are the two extremely important institutions in the life of a child, especially an adolescent who is neither an adult nor a child. The impact the family has on the child goes a long way in determining what the child would be as an adult or even the kind of parent he/she would be in future (Eke, 2004).

Green (2007) explained that parents are the first educators of their children and they are responsible for providing them with physical, emotional and mental framework for learning. The family constitutes the child's immediate and primary social environment. It is the most important primary group and the smallest social unit in any given society. According to Barbara; Kathlen, and Noami (2003), the family is the most personal unit, providing interaction and relationship between members of the unit. Therefore, children receive their first physical, mental, religious and emotional training from the parents. These make parents the operators of their children's development. When a child is born into a family, such a child is helpless and cannot do anything of his/her own. The child cannot suck her mother's breast, walk, grow, survive or achieve anything without the help of the immediate environment. This immediate environment can be members of the family or caregivers. Regrettably, some parents, particularly working class parents, who was supposed to be the first teachers of their children, do not spend enough time with them(Okpako, 2004). Thus, parental care, attention and supervision of children are sometimes delegated to nannies, day care centers or other care-givers. These categories of people however, may not be able to

render the parental love, care and supervision as their parents would have done. In short, modernization and the quest for wealth had become detrimental to the noble role of proper parenting.

Deviant behaviour among adolescents is a very serious problem which affects everybody. Eke (2004) noted that there are two main categories of delinquent behaviours Nigerian adolescents are engaged in. These are criminal and status offences. The criminal offences include: stealing, arson, rape, drug offences, murder, burglary, pick pocket and armed robbery. However, she listed status offences to include: running away from home, malingering and truancy. Adolescents are important agents of any societal development (Berger, 2001). The future of any society depends mostly on them because they are the backbone for the development of any country, especially in the developing and third world countries. Therefore, their lives need not be toyed with. Hence, the realization of an adage that says youth are the leaders of tomorrow would not be achievable.

Edwards and Shane (2006) emphasized the importance of extended family ties in Latino culture as well as the strong identification and attachment of individuals with their families. In Africa, parents expand beyond immediate mother and father to include members of the extended family, neighbours and every other person who in one way or the other involved in the upbringing of the child (Okpako, 2004). Psychological tensions and emotional disturbances at home however, may drive the adolescents away from home and/or school and have the potential of exposing them to negative associations. The basis for good behaviour orientation and good adolescents' attitudinal development is founded on positive parenting. Okpako (2004) stated that the parents should be blamed and be made to take responsibility for the misfortune that befalls the adolescents. In the light of the above therefore, the parenting styles adopted by individual parent, can contribute positively or negatively to the upbringing of a child, thus determine the responsiveness of adolescent in the society and at the long run dictate the general well-being of the inhabitants of such a society.

Adolescence and Adolescent

The term adolescence was derived from a Latin word 'adolescere' which means to grow to maturity (Chauhan, 2008). Growing in this sense therefore, refers to physiological changes that occur in individuals that lead to sexual maturity and facilitates procreation. Adolescence is referred to as teenage processing in an individual. It is a period that begins with puberty and encompasses the teenage years. In a clear term, adolescence is a period of transition between childhood and manhood. The adolescent is neither a child nor full matured adult (Okorodudu & Okorodudu, 2003). This is why his/her behaviour is between the two developmental stages (childhood and adulthood). It is a period of conflict and vacillation between dependence and independence (Atkinson & Hilgard, 2003). This explains why he/she always have conflict in his/her interaction with parents, teachers and other adults.

Adolescence is a period that is characterized by major transformations in the life of young person (Salawu & Isah, 2005). This occurs in his/her body, mind, abilities and interpersonal relationships. Some adolescents go through this period of transition without much stress. However, some do experience stress and may involve themselves in various deviant behaviours as a way of sublimation. These behaviours of adolescents become very serious issues of concern in the society. Therefore, there is a need to protect their lives from danger, risk or frustration. Psychologists have identified certain stages of human growth and development such as infancy; childhood, adolescence and adulthood. Each of these stages has its peculiar problems, needs, interest and tasks. Out of the above singes, adolescence appears to be the most difficult stage that draws peoples' attention. Usman (2006) reported that the greater percentage of the population in Nigeria ranges between the ages of 13 to 21 years. The country's success in various fields of life therefore depends on the proper guidance of adolescents. Some of the parents, teachers and the larger community do have a lot of conflicts with the adolescents. They find it difficult to manage them because they fail to realize the fact that adolescents and youths perceive themselves as adults and therefore, want some degree of independence or freedom (Usman, 2006).

Ezeh (2005) opined that adolescence is the transition from childhood to adulthood. It is also used to denote the physical, physiological and social development and maturation. This period has age span of between 12 and 18 years. Adolescence could be understood as the period in which the individual's life begins at the end of childhood and closes at the beginning of adulthood. It is a period when the young person develops to sexual maturity, establishes and faces the task of deciding to earn a living. Adolescence is regarded as the most turbulent stages of human development because it is characterized by physiological and psychological changes (Okorodudu & Omoni, 2005). Adolescence could also be seen as the period when an individual is capable of getting offspring because of his or her sexual maturity. This period is not static and may vary from culture to culture because of feeding or hereditary factors.

Concept of Deviant Behaviour

Behaviour refers to the actions and mannerism made by an organism. It may be a good or normal one or a bad or deviant one depending on the society (Loromeke, 2007). The best way of determining the normalcy of behaviour is whether or not the behaviour fosters the well-being of the individual and the society (Ekoja & Adole, 2008). According to Ekoja and Adole (2008), deviant behaviour is behaviour that violates the normative rules, understanding or expectations of social systems. Onyehalu (2003) defined deviant behaviour as that behaviour that violates the principles and values that are assumed to be universal in a given society. What may constitute a deviant behaviour in one social context may not be regarded as such in another. The same behaviour may be deviant and non-deviant, relative to different systems in which the actor is implicated. What counts for deviant behaviour also varies over time in different societies (Salami, 2008). The society of course is the final arbiter of what is acceptable behaviour and those to be labelled deviant. Loromeke (2007) defined deviant behaviour as the behaviour that varies sufficiently from the norms of a group, which if known will be viewed with negative approach and the victim will be sanctioned. It is the behaviour that violates institutionalized expectations, norms, values and regulations.

Deviant behaviour has assumed various forms and dimensions and changes with time and environment. The most common deviant behaviours in secondary schools are stealing, dishonesty, sexual offence, truancy, examination malpractices, drug offences, stubbornness, negligence and writing on the wall (Loromeke, 2007). Loromeke (2007) observed and classified deviant behaviours as minor offences, if the deviant behaviours are mild such as truancy, loitering, noise making, writing on the school walls, telling lies and dodging school assemblies. Deviant behaviour is classified as major offences, if it constitutes a severe problem to the smooth running of the school or becomes an impediment to achieving the objectives of the school such as examination malpractice, stealing, bullying, rudeness to teachers or school functionaries, immorality and religious extremism (Loromeke, 2007).

Deviant behaviours of adolescent are obviously manifested through various means in secondary schools and in our society at large. Such behaviours include delinquency, crime, drug abuse, violence or unrest and cultism in schools, stealing, rape, truancy, excessive aggression, smoking and reckless driving (Loromeke, 2007). These types of deviant behaviours lead to serious stress, storm and confusion. The implication of all these do not affect the adolescent alone but affects the progress and peace in the schools and the society at large.

Parenting and Parenting Styles

Parenting has been playing very crucial roles in adolescents' transition to adulthood. Parenting has been recognized as a major vehicle in socializing a child (Utti, 2006). Parenting, according to Okpako (2004) and Utti (2006), is the act of parenthood, child upbringing, training, rearing or child education. Parents world over, are in search of greener pasture and for some decades, there has been drift of families from their places of origins to urban cities. Inman, Howard, Beaumont and Walker (2007) opined that parents are often faced with the complex task of parenting their children within a culture that is notably dissimilar

from their cultures or origins. For instance, Asian-Indian parenting practices typically include authoritarian parenting styles (Inman, Howard, Beaumont &Waker, 2007). Dysfunction homes typified by divorce or death of parents may prong adolescents into participation in deviant behaviours (Boroffice, 2004).These might otherwise be perceived as if such adolescent has never received parenting. The incidence of parental separation may result in adolescents' embarrassment and depression (Boroffice, 2004; Hyssong, 2000) and even make them miss school, perform poor academically and participate in delinquent behaviours (Atkinson, 2004; Boroffice, 2004; Okorodudu, 2006). Harsh and inconsistent parenting is the main cause of conduct disorders. The persistence aspects of parental rearing style of children which are strong discipline, parental disharmony, rejection of the child and inadequate involvement in the child's activities cause delinquency among adolescents (Okorodudu & Okorodudu, 2003).

Okpako (2004) and Utti (2006) defined parenting as the act of parenthood and child upbringing. Wilson (2012) also defined parenting as the process of promoting and supporting the physical, emotional and intellectual development of a child from infancy to adulthood. Parenting is the skill of moulding, shaping, guiding and supporting the development of an individual from infancy to adulthood. Parenting provides children with opportunities of acquisition of skills and experiences necessary for the achievement of goals in adulthood. It plays a key role in the overall development of the child. Such roles are social, educational and other adaptive behaviours that prepare a child for future fruitful living (Aliyu, 2007). Individuals therefore, carry out this function of parenting differently, because of differences in personalities and exposure, giving rise to different parenting styles. Parenting style refers to the broad overall pattern of parental actions rather than to a single act which has been recognized as a major vehicle in socializing the child (Utti, 2006).

Parenting style is a universal climate in which families function and in which child rearing behaviour of parents or other primary caregivers revolve (Aliyu, 2007). He observed that where an ideal parenting style is employed in the home, the children are disciplined but where this is not, the reverse is the case. Parenting style refers to how a person or a parent interacts with his or her children or wards. It also refers to the different patterns that parents use to bring up their children (Darling, 2007).

Types of Parenting Styles
Parenting styles are categorized under three major forms: the authoritarian, authoritative or democratic and the permissive or laissez-faire or self-indulgence or un-involving (Baumrind, 2001). Authoritative Parenting Style: Authoritative parents according to Ang and Groh (2006) are flexible and responsive to the child's needs but still enforce reasonable standards of conduct. Authoritative parents create a loving home environment and provide a high degree of emotional support. Parents using this are firm, consistent and fair. The parents establish and enforce behaviour standards and stay in control by encouraging their children to follow the norms of the society. Family rule is democratic rather than dictatorial (Ortese, 2008). Parents use reason, negotiation and persuasion, not force, to gain their children's cooperation. Their listening-demanding ratio is roughly equal (Ortese, 2008). In authoritative parenting, children's opinions are valued and respected. They are encouraged to decide and accept responsibility for their actions and decisions (Ordedi, 2001). In addition, such parents are more likely to encourage academic success, which has a positive correlation with good grades.

Authoritative parents invest time and energy in preventing behaviour problems before they started. They also use positive discipline strategies to reinforce good behaviour, like praise and reward systems (Onyewadume, 2004).Children raised with authoritative discipline tend to be happy and successful. They are also more likely to be good at making decisions and evaluating safety risks on their own. Researchers have found that kids who have authoritative parents are most likely to become responsible adults who feel comfortable in expressing their opinions (Onyewadume, 2004).Otuadah (2008), Eke (2004) and Chen and

Chi (2005), in their findings discovered that adolescents who are exposed to higher levels of warmth, induction and monitoring parenting background would less likely be indulged in deviant behaviours.

Authoritarian Parenting Style: The authoritarian parenting style on the other hand consists of parents who are often strict and harsh (Ang & Groh, 2006). Reports had shown that authoritarian parenting styles has negative connotation in literature because of the negative behaviour outcomes of adolescents and children. Authoritarian parents are famous for saying, "because I said so" when a child questions the reasons behind a rule. They are not interested in negotiating and their focus is on obedience. They also do not allow kids to get involved in problem-solving challenges or obstacles. Instead, they make the rules and enforce the consequences with little regard for the child's opinion (Eke, 2004). Authoritarian parents may use punishments instead of discipline. So, rather than teach a child how to make better choices, they are invested in making kids feel sorry for their mistakes. Children who grew up with strict authoritarian parents tend to follow rules most of the time. Thus, their obedience comes at a price (Maccoby, 2002).

Children of authoritarian parents are at a higher risk of developing self-esteem problems because they believed that their opinions are not valued (Eke, 2004). Authoritarian parents are unresponsive to their children's needs and are generally not nurturing. Children of authoritarian parents tend to have an unhappy disposition, less independent, appear insecure, possess lower self-esteem, exhibit more behavioural problems, perform worse academically, have poorer social skills and are more likely prone to mental issues. They may also become hostile or aggressive (Eke, 2004). Rather than think about how to do things better in the future, they often focus on the anger they feel toward their parents. Since authoritarian parents are often strict, their children may grow to become good liars in an effort to avoid punishment (Smetana, 2017).

While the structures and rules of authoritarian parents are necessary for healthy child development, all good things can be overdone. It is important to balance out the provided structure with open communication, so that the child knows exactly why it is important for them to follow the rules placed in front of them. Children of authoritarian parents are prone to having low self-esteem, being fearful or shy, associating obedience with love, having difficulty in social situations, and possibly misbehaving when outside of parental care (Smetana, 2017). Permissive or Laissez-faire Parenting Style: Permissive or laissez-faire parents are those who impose few restrictions, rules or limits on their children. Ang and Groh (2006) and Utti (2006) reported that permissive or laissez faire parenting is without well-defined or clear-cut goals and such parents play a passive role in the rearing of children. Utti (2006) in a research conducted on the relationship between parenting styles and students' academic achievement, found that, laissez-faire parenting had more negative effects on the students' academic achievement. Several researches had shown that adolescents from laissez-faire parenting are more prone to delinquent behaviours and health problems than those from the other forms of parenting homes.

Permissive parenting, also known as indulgent parenting is another potentially harmful style of parenting. These parents are responsive but not demanding. These parents tend to be lenient while trying to avoid confrontation (Utti, 2006). The benefit of this parenting style is that they are usually very nurturing and loving. The negatives, however, outweigh this benefit. Few rules are set for the children of permissive parents and the rules are inconsistent where they do exist. This lack of structure causes these children to grow up with little self-discipline and self-control. Some parents adopt this method as an extreme opposite approach to their authoritarian upbringing, while others are simply afraid to do anything that may upset their children (Utti, 2006). Permissive parents usually take on more of a friendly role than a parent role. They often encourage their children to talk with them about their problems, but they usually do not put much effort into discouraging poor choices or bad behaviours. Kids who grow up with permissive parents are more likely to struggle academically. They may exhibit more behavioural problems as they do not appreciate authority and rules. They often have low self-esteem and may report a lot of sadness. They are also at a higher risk for health problems, like obesity, because permissive parents

struggle to limit junk food intake. They are even more likely to have dental cavities because permissive parents often do not enforce good habits, like ensuring a child brushes his/her teeth regularly (Ang& Groh, 2006).

The development and cultivation of deviant acts have been blamed on parenting styles. Baba (2007) observed that the child receives his/her first lessons on obedience, politeness, tolerance, co-operation and consideration for others from his/her parents, brothers, sisters, playmates and general conditions at home. It can be said that it is what parents' impact on their children that are reflected in their lives as they mature into adult members of the society. It is therefore possible that parenting styles may have positive or negative influence on students' behaviour.

Implications for Counselling

The menace of anti-social behaviours in the streets of Nigerian cities constitutes social problems to the government and the general public. The Nigerian Government had devised and employed several measures aimed at curbing adolescents' delinquency in our society but to no avail. For instance, establishment and administration of juvenile justice, promulgation of juvenile laws and courts, establishment of remand homes, establishment of security and law enforcement agencies (Odebumi, 2007). Many researchers agreed that the foundation of adolescents' delinquency is rooted in the kind of home the adolescent is brought up (Odebumi, 2007; Otuadah, 2008; Okpako, 2004; Utti, 2006). Bearing in mind that adolescents pass through various channels of conflicts and frustrations in our schools and larger society, parents, teachers, religious leaders and other adults have various roles to play in correcting delinquencies in adolescents. In this regard, there is a need to understand the nature of adolescent development, developmental tasks and problems affecting him/her (Otuadah, 2008). This will invariably affect people's attitudes towards the adolescents and their mode of working with them. The counsellors therefore need to educate and enlighten individuals on some developmental challenges facing the adolescents and the need to treat them accordingly.

Counsellors are in the best position to educate the populace from time to time because of their psychological experiences and create awareness in them, promote their critical thinking and problem-solving skills that could be hitherto used in assisting adolescents in solving their behavioural problems (Baba, 2007). They should also be made to understand that students' cognitive development at this stage affect their emotions in so many ways. For instance, they become very self-conscious and worry unnecessarily. Sexual maturity also creates a new set of problems for the adolescent. He/she begins to face conflicts between his or her attraction towards the opposite sex which may be against religious norms. He/she may be caught in the net of pre-arranged marriage or simply be having problems with maintaining friendship (Baba, 2007). The implication of this physical development is very important and often the adolescent needs a great deal of personal social counselling at this stage. For example, adolescents would need counselling on such important emerging issues as the consequences of premature sexual intercourse (i.e. premarital sex and how the society views it), the choice of a life partner (its determinants), the ills of engaging in drug taking and excessive drinking of alcohol and its long term effects on an individual.

Counselling Techniques in Combating Deviant Behaviours in Adolescents

According to Odebumi (2007), the following techniques could be employed in solving deviant behaviours of adolescents:

i. **Trait and Factor Approach:** This counselling process shows that individuals are born with the potential to become good or bad. It is for the individual to seek for good and reject evil. This approach also explains the inter-personal relationship between the personality factor and the behaviour of an individual. This counselling approach will assist adolescents in having a thorough knowledge about himself so that he manages the ill attitudes discovered, modifies or eliminates the defects and disabilities with the aim of ensuring normal life (Atkinson, 2004).

ii. **Rational Emotive Therapy**: The philosophy behind this therapy is that man is both rational and irrational. When he thinks rationally, he is happy, effective, competent and lives a successful life. It is when he thinks irrationally that he becomes ineffective, unhappy and creates problems for himself. The counsellor's role is to examine and persuade the client or adolescent to realize how his/her illogical statements cause his/her emotional disturbances, thereby resulting to delinquent behaviours. It can also be used by teachers and parents in training their adolescents by developing their sound altitudes and perceptions about people.

iii. **Group and Family Counselling**: This approach gives free access to observe how adolescents interact in his/her social environment among adults, parents and teachers. With this, adolescent will understand the knowledge of individual differences and employ this knowledge in interacting effectively among the families and their peers.

iv. **Behaviourists Approach**: This approach includes operant conditioning, social modeling, role-playing, simulation, confrontation, desensitization and counterconditioning procedures with the help of reward to hasten and promote desired behaviours.

v. **Client-Centered Approach**: This technique shows that individual adolescent is capable of acting responsibly to resolve his/her own problems when there is conducive atmosphere with no threats. It shows basically that human nature is good, constructive and not destructive (Odebumi, 2007).

It is pertinent at this juncture to state that the counsellor is in a better position to treat maladaptive behaviours of adolescents. He is to help students identify and understand the appropriate measures for any form of delinquent behaviour. The presence and importance of counsellors in secondary schools cannot be overemphasized because they are in the best position to run effective guidance services in their schools. More so, the parents, other adults, religious leaders, counsellors and social workers should work hand in hand as a team or guidance and counselling team for proper shaping and better upbringing of adolescents.

Conclusion

Involvement of adolescents in delinquent activities is on the increase in Nigeria. Some students fight, bully and engage in all sorts of aggressive behaviours. Some are boisterous in the class while others are shy, timid and cannot participate well in class. Some engage in examination malpractices and truancy. All these behaviours are brought to the classroom from their homes as a result of weak ego which develops out of faulty child rearing practices and parenting styles. Adolescents witness major changes and challenges in their life which need utmost care and concerted efforts by the parents, teachers, other adults, religious leaders, social workers and counsellors in resolving the stress, storms and confusions. Some adolescents pass through their transitional period smoothly while others experience stress, crises and confusions. In this case, counselling should be extended to outside school setting. For example, it should extend to clinical and rehabilitation centers where adolescents' problems are well pronounced. Counsellors need to ensure that conducive environments are created toward achieving desired development task of the adolescents that are emerging into the world as good assets to our society. This could be done by creating awareness for parents, educationists as well as government on the challenges of many developmental tasks faced by the adolescents and thereby providing positive continuity that every society needs in order to develop and progress adequately. It is by so doing that progress and development of citizens' peace and stability in the society would be ensured. It is anticipated that an individual that is well counselled on the consequences of indulging in drugs, alcohol and pre-marital sex will grow up to be a responsible member of the society (Mallum, 2009).

Suggestions

1.   Counsellors and educationists should use a lot of techniques in solving the problems of adolescents either in group or individual. The strategies such as social-modeling, role-playing, simulation, confrontation, systematic desensitization and counterconditioning procedures with the help of reward

to hasten and promote desired behaviours in adolescents could be applied in solving series of maladaptive behaviours in adolescents.

2. Counsellors could also assist the adolescents by helping them to be aware of similarities of their problem and concerns, hence, use reinforcement technique to conquer the identified problems.

3. Confrontation can also be used to challenge adolescents' illusion, and therefore, persuading them to replace illogical ideas with logical ones.

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