



## Parenting Styles and Adolescent Delinquency amongst Secondary School Students in Gwale Local Government Area, Kano State, Nigeria

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### Abstract

Delinquency is one of the major challenges facing youths most especially teenagers. It is the role of parents to ensure their wards are properly socialised to function well in the society. However, many teenagers are engaged in delinquencies in environments that fall outside the purview of their parents, such as schools. The study adopted a descriptive survey design with a multistage stratified sampling technique used to select participants. Relevant data were collected from a sample of 396 adolescents determined using Taro Yamane formula from a total population of 44,235. Questionnaires and Key Informant Interview (KII) were used as the research instruments. The data obtained from the field were analysed using Statistical Package for Social Sciences (SPSS version 23) through descriptive and inferential statistics such as frequencies, percentages and correlation. Content analysis was used to present (KII) in order to corroborate the quantitative data. Findings from the field revealed major types of parenting styles such as Religious, Authoritarian and Neglectful. Similarly, it was found that major types of adolescence delinquency include the following: bullying, substance abuse, vandalism truancy, sexual offences, stealing, disruption of class activities, possession of light weapons like knives, cables and examination malpractices. Lastly, a positive and significant relationship (0.8) between the types of parenting styles and adolescence delinquency in the study area. Recommendations given includes parental engagement, revise school discipline policies to conform to existing realities and the implementation of a comprehensive life skills programs to support students in secondary schools.

**Keywords:** Adolescent Delinquency, Parenting Styles, Secondary School Students, and Gwale

### 1.0 Introduction

Adolescence is a necessary stage in the life of all humans. It is a crucial developmental phase characterised by rapid physical, emotional and social changes, often accompanied by the search for identity and independence (Ugboko, Enakpoya & Onayase, 2025). It is a critical developmental stage marked by identity creation, emotional turbulence, and social experimentation. During this period, parental influence continues to play a vital role, particularly through parenting styles. Delinquent behaviours are offences committed by young people which include legal infractions ranging from littering to murder (Silas et al, 2023). The influence of parents on the training and development of their teenage wards is paramount. In secondary schools (both public and private), there are several cases of students going to school not in complete school uniforms, carrying illegal items such as handset phone, weapons, bullying fellow students, stealing, drug abuse, involve in examination malpractice, giving bad names to teachers among other deviant act exhibited by secondary school students in Gwale Local government.

The rate at which these students engage in antisocial behaviour in Gwale Local Government area is alarming which poses a great threat to the peace and security of the state in general. Ajah and Ugwuoke (2018) noted that in the past, children were known to be involved in minor

offences such as robbing their playmates of toys, stealing meat from the pot among others. Unfortunately, children and adolescents these days have gone beyond these minor offences to more serious ones like using weapons to rob phones, kidnapping, armed-robbery, abuse drug, rape, and other unethical behaviours.

Over the years, delinquent behaviour among secondary school students in Gwale Local Government has become a growing concern for educators, policymakers, and society at large. Several schools in Kano have reported frequent incidents of vandalism, gang fights, and substance abuse, especially among male students. Teachers often face challenges in managing classroom behaviour, and many students are less interested in learning due to involvement in delinquent activities (Ahmed & Yusuf, 2021). Furthermore, many of these students come from homes where parental supervision is weak or non-existent, while some are influenced by peers or exposed to negative role models in their communities. If not properly addressed, the issue could negatively impact students' academic achievement and hinder effective school administration, potential leading to fear and uncertainty regarding school discipline ethical standards.

To corroborate the above assertion, Adeniyi and Akinola (2020) also opined that failure to check the situation of secondary school students' misbehaviour may create threat to the students' academic performance and impede the effectiveness of school management because it may give rise to fear and frustration about school ethics and conduct if the situation is not adequately checked. Kano State, one of the most populous states in Nigeria and a cultural hub of northern Nigeria, has witnessed an increase in antisocial behaviour among adolescents, particularly those enrolled in secondary schools-ranging from truancy and theft to drug abuse and violence-pose to educational sector and community safety (Auwalu & Ibrahim, 2023).

Gwale Local Government Area (LGA), being one of the most densely populated local governments in the state, experiences unique socio-cultural dynamics that contribute to youth behaviour such as rapid urbanization, economic disparity, weak family structures, and overcrowded schools have compounded the problem (Ahmed & Yusuf, 2021). Parenting styles is a psychological construct representing standard strategies that parents use in their child-rearing. Parenting styles can be viewed as specific behaviours that parents deploy during their interaction with their children and the emotional environment created by parents as they raise their children (Okorodudu, 2010).

Adolescent delinquency among secondary school students has become a significant concern in Gwale Local Government, posing a threat to the educational system, community safety, and national development. In recent years, educators, parents, and policymakers in Kano have observed a disturbing rise in antisocial behaviours such as truancy, cultism, theft, drug abuse, examination malpractice, gang fight, and violent conduct among adolescents (Abdullahi & Haruna, 2019). These behaviours not only disrupt academic performance and social discipline but also lay the groundwork for future adult criminality.

Despite government efforts to retype the educational sector and promote youth development, the problem persists and appears to be escalating. Research suggests that parenting styles, socioeconomic hardship, peer influence, school environment, and community disorganization contribute significantly to the problem (Yahaya & Lawal, 2018; Nuhu et al., 2017). In Gwale Local Government, there remains a gap in localised research that explores the specific drivers of delinquency among in-school adolescents, particularly in relation to family background, school factors, and peer pressure.

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This paper therefore, intends assess the effects of the various types of parenting styles and adolescent delinquency among secondary school students in Gwale Local Government area, taking into account the relationship between parenting styles and adolescent delinquency.

The study therefore aims to achieve the following objectives:

- (i) To identify the major types of parenting styles in Gwale Local Government Area of Kano state, Nigeria.
- (ii) To explore the major types of adolescence delinquency in Gwale Local Government Area of Kano state, Nigeria.
- (iii) To establish the relationship between parenting styles and adolescent delinquency among secondary school students in Gwale Local Government Area of Kano state, Nigeria.

## **2.0 Literature Review**

### **2.1 Parenting Styles**

Parenting styles refer to the psychological and emotional climate in which parents raise their children, typically categorised into four types: authoritative, authoritarian, permissive, and neglectful (Baumrind, 1991; Darling & Steinberg, 1993). This typology has been widely applied to Nigerian contexts, including in Kano state.

The authoritarian style is characterized by high demands and low responsiveness. Parents set strict rules and expect obedience without question. They often use punishment to enforce discipline and may not provide much warmth or nurturing (Ojo & Ajayi, 2020). Authoritarian parenting is prevalent, influenced by cultural norms that emphasize respect for elders and authority. It is common for parents to have strict control over their children's activities and decisions. The authoritative style on the other hand, involves high demands coupled with high responsiveness. Parents set clear rules and expectations but also provide support, warmth, and open communication (Ahmed & Salisu, 2021). They encourage independence while maintaining structure. Authoritative parenting is on the rise, particularly among educated and urban families. These parents balance discipline with understanding and dialogue.

Permissive parents are highly responsive but have low demands. They provide a lot of warmth and support but set few rules and rarely enforce discipline (Abdullahi et al., 2022). Children often have a high level of freedom and autonomy. This style is less common due to cultural values that emphasize discipline and respect. However, it can be observed in some families, particularly those influenced by Western parenting practices. The neglectful parenting style is characterized by low responsiveness and low demands. Parents are often detached and provide little guidance, warmth, or attention to their children's needs (Lawal & Ibrahim, 2023). Neglectful parenting is not widespread but can be found in cases where parents are overwhelmed by economic pressures or other personal issues. It is more likely in situations where children are left to fend for themselves.

The Religious/Traditional Parenting style is deeply rooted in Nigerian cultural and traditional values. It often combines elements of authoritarian and authoritative parenting, emphasizing respect for elders, communal values, and discipline (Usman & Musa, 2022). Religious/Traditional parenting is very common, especially in rural areas and among families that adhere strongly to cultural norms (Eze & Chinedu, 2022). It involves a mix of strict discipline and community involvement in raising children. Each of these parenting styles can have different impacts on adolescents in Nigeria, influencing their behaviour, academic performance and emotional development. The choice of parenting style often reflects a combination of cultural values, socioeconomic factors, and personal beliefs.

Recent research in northern Nigeria confirms the presence of diverse parenting approaches influence by religious, cultural and socio-economic dynamics (Ahmed & Salisu, 2021).

Understanding these types of parental styles among adolescents in Nigeria is crucial for promoting healthy development and well-being of adolescence in Nigeria. Each parenting style has unique characteristics and outcomes, influenced by cultural, social, and economic ramifications.

## 2.2 Adolescent Delinquency

Adolescent delinquency on the other hand is a multifaceted issue that has garnered significant attention in Nigeria, particularly within the context of the educational system. As adolescents navigate the complexities of their developmental stage, various factors can lead to deviant behaviour, impacting both their academic and the overall school environment. This review explores the types of adolescent delinquency prevalent in Nigerian schools. Vandalism refers to the wilful destruction of property, which is seen as one of the common types of delinquency in Nigerian schools. This behaviour can manifest as graffiti on school walls, destruction of school furniture, or damage to educational resources. According to Oduyoye and Olusola (2022), vandalism in schools can stem from a lack of respect for property, peer influence, and inadequate supervision.

Substance abuse among adolescents is a growing concern in Nigeria. Many students experiment with drugs and alcohol, leading to poor academic performance and increased delinquent behaviour. A study by Adebayo and Ogunleye (2021) indicates that the availability of substances and peer pressure significantly contribute to this issue. Schools often struggle to implement effective prevention programs, allowing substance abuse to proliferate. Bullying is another prevalent type of delinquency in Nigerian schools. It can take various types, including physical violence, verbal harassment, and cyberbullying. According to Omoigberale (2020), bullying not only affects the victim's emotional and psychological well-being but also disrupts the learning environment. The lack of effective anti-bullying policies in many schools exacerbates this issue.

Truancy, or the act of skipping school without permission, is a significant problem in Nigeria. Factors contributing to truancy include socio-economic challenges, familial issues, and lack of interest in academic activities. A study by Eze (2021) found that students who are disengaged from school are more likely to engage in delinquent behaviours. Truancy can lead to a cycle of academic failure and increased exposure to delinquency. Adolescent sexual offenses, including sexual harassment and exploitation, are alarming trends in Nigerian schools. Factors such as peer pressure, lack of sexual education, and societal norms contribute to this issue. According to Nwankwo and Okafor (2023), schools often lack comprehensive sexual education programs, leaving students ill-equipped to navigate these challenges.

A body of empirical literature establishes a strong association between parenting styles and adolescent delinquency. However, authoritative parenting has consistently been linked to positive adolescent outcomes, including academic success, psychological well-being, and lower levels of delinquency (Okonkwo & Ibe, 2021). Conversely, authoritarian and neglectful parenting styles are associated with externalizing behaviours such as aggression, truancy, and theft (Abdullahi et al., 2022).

In Nigeria, Ojo and Ajayi (2020) found that adolescents exposed to harsh or inconsistent parenting were significantly more likely to engage in delinquent acts. Similarly, a study conducted in Kaduna and Kano revealed that permissive and neglectful parenting styles correlated with higher incidences of juvenile crime among secondary school students (Abubakar & Umar, 2023). In Gwale LGA, where family structures range from extended polygyny to single-parent urban, the variation in parenting styles plays a critical role in shaping adolescents' behaviour. Researchers have observed that students from homes lacking emotional support and clear boundaries are at increased risk of engaging in deviant behaviours such as

gang affiliation, and substance use (Abdullahi et al., 2022; Eze & Chinedu, 2022; Lawal & Ibrahim, 2023).

## 2.3 Theoretical Framework

### 2.3.1 Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory (EST) is the theoretical guide used in this study and was first introduced in 1979 which posits that an individual's development is influenced by several interrelated environmental systems that operate at varying levels of proximity and complexity. These systems include the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Each layer interacts with and shapes the individual's development over time. These are discussed hereunder.

**(i) The Microsystem:** This intel the immediate environment in which the adolescents interact daily-such as home, school, and peer mates in this scenario. Parenting styles are a fundamental part of the micro system because they directly involve the adolescents' primary caregivers. In the study area, the nature of the parent-child relationship, whether authoritative, authoritarian, permissive, or neglectful types the basis for the adolescent's behaviour and decision-making processes that are influenced by this level.

**(ii) The Mesosystem:** This consists of interconnections between the family and the school, or between peer groups and religious institutions. Hence, mesosystem explore the relationship between home and school that navigates delinquent behaviour. For example, poor communication and cooperation between parents and school staff may limit the schools' ability to detect and prevent early signs of misconduct in school environment which can escalates to societal delinquency. Conversely, a supportive home-school connection will promote positive behaviour and sound academic engagement, reducing the risk of delinquency.

**(iii) The Exosystem:** This includes broader social systems that do not directly involve the adolescent but still influence their behaviour, such as parents' workplace, community structures, media exposure, neighbourhood safety and the availability of youth services. For instance, parental unemployment or long working hours may result in reduced supervision, increasing the likelihood to curtail odd behaviours which can promote adolescent delinquency.

**(iv) The Macrosystem:** This encompasses cultural norms, societal values, religious beliefs, legal structures, and economic policies. In Gwale LGA, these may include Islamic cultural expectations, regional poverty levels, and government education policies that shape adolescent behaviour. For example, religious/cultural views on gender roles between males and females and their discipline may affect how adolescents are raised and how misconduct is perceived and controlled which may propel or deter delinquency.

**(v) The Chronosystem:** This includes changes over time in family structure such as divorce, separation, family crisis, changes in neighbourhood dynamics, or life transitions. These long-term patterns and transitions can impact adolescents' vulnerability to delinquent behaviour.

Bronfenbrenner's ecological systems theory was criticized of not focusing on biological traits that helps in learning. However, delinquency here is viewed as a social construct that viewed all teenagers having the required biological abilities that enables this study to explore the complex, layered influences on adolescent delinquency, providing a robust framework to analyse the relationships between parenting styles and adolescence delinquency in shaping youth behaviour in Gwale LGA.

## 2.4 Empirical Review

Adolescents from authoritative families show lower rates of delinquent behaviour and better academic and psychosocial adjustment across multiple studies (Climent-Galarza et al, 2022). Authoritarian parenting shows mixed relations: strict control without warmth sometimes links to conformity but also to internalizing and externalizing problems, depending on cultural context and measurement (Vasiou et al., 2023). Permissive/indulgent and

uninvolved/neglectful parenting are more consistently associated with higher delinquency and behavioural problems (Climent-Galarza et al., 2022; Hoeve et al., 2009). Parental monitoring (such as parents' knowledge of adolescents' activities, friends, and whereabouts) consistently shows one of the strongest inverse associations with delinquency (Hoeve et al., 2009; Flanagan et al., 2019). Longitudinal evidence suggests that declines in parental supervision during early adolescence predict increased delinquent behaviours, and interventions that improve parental supervision can reduce risk. Parental psychological control (e.g., guilt induction, love withdrawal, intrusiveness) is positively associated with delinquency and externalizing problems and negative emotional climates (rejection, hostility) are similarly linked to higher delinquency risk (Xu et al., 2023).

Attachment and emotional bonding with parents are protective. A meta-analysis focused on attachment and delinquency (Hoeve et al., 2012) found small-to-moderate associations: weaker parent attachment correlated with higher delinquency ( $r \approx .18$ ), with somewhat stronger effects for mothers' attachment. A consistent theme is that parenting influences delinquency both directly and indirectly (mediated) through peer processes. For example, low parental monitoring and permissive parenting increase adolescents' likelihood of affiliating with deviant peers, which in turn raises delinquency risk. Meta-analytic and primary research indicate moderation by child sex, adolescent age, and parent gender. Some parenting predictors (e.g., monitoring) may be more consequential for boys' overt delinquency, while attachment and psychological control show different patterns across genders and developmental stages (Hoeve et al., 2009; Hoeve et al., 2012; Xu et al., 2023). Parenting styles and specific parenting behaviours (monitoring, warmth/attachment, and low psychological control/rejection) show consistent associations with adolescent delinquency among secondary-school students based on the above review.

Most foundational work comes from regional studies (including several conducted in Nigeria) document similar patterns: permissive or uninvolved parenting and weak supervision are associated with higher delinquent behaviours among secondary-school students in Nigerian states (e.g., Okorodudu, 2010; local studies in Delta State, Dutsin-Ma and other Nigerian settings; Ifedigbo et al., 2023; Michelle, 2024; Almeida et al., 2024; Wallace et al., 2022). However, effect sizes and the protective value of certain practices (like authoritarian control) sometimes vary with cultural norms. Thus, culture moderates how parenting behaviours are interpreted by adolescents and their social environments.

However, empirical reviews presented above emphasize that relatively few studies directly operationalize full parenting styles consistently; many focuses on dimensions (e.g., monitoring, warmth), which complicates style-level meta-synthesis while this paper focuses on the nature/types, causes and relational description of parenting styles and juvenile delinquency in the study area.

### **3.0 Methodology**

The study is a descriptive survey design and mixed (quantitative with questionnaire as the tool and qualitative with Key Informant Interview as the tool) method of data collection was used in this study. The questionnaire and Key Informant Interview were administered within three (3) months (1<sup>st</sup> June – 30<sup>th</sup> August, 2025) of the research. The entire study covered five (5) months that started from 9<sup>th</sup> May to 10<sup>th</sup> September, 2025. There are thirty-two (32) public secondary schools in Gwale Local Government Area (LGA) of Kano State, with the total population of 44,235 of students (Gwale Education Survey, 2024). A sample size of approximately 396 was adopted using Taro Yamane's (1967) sample size formula.

The sampling procedure adopted involved a multistage stratified sampling technique in selecting respondents for the study. This method involves dividing the schools into Junior Secondary School (JSS) and Senior Secondary Schools (SSS) strata respectively that are systematically sampled due to the large population of secondary schools and students in the study. In the first stage, Gwale LGA which has ten (10) political wards was clustered into two: those schools in interior (centre of Gwale LGA) and those in the exterior (outside the centre of Gwale LGA) which gave (4) wards in the centre and (6) wards in the exterior of the LGA. In the second stage, 1/3 of the wards was selected giving (1) ward from the interior and (2) wards from the exterior part of Gwale LGA making a total of (3) wards. The third stage, a simple random sampling technique was used to select one (2) secondary school from each of the (3) political wards giving the total of (6) schools selected for the study. In the fourth stage, each of the sampled secondary school was stratified into JSS and SSS strata giving a total of (6) JSS and (6) SSS. Finally, (396) questionnaires were shared equally across all sampled JSS and SSS schools where each JSS has (33) and each SSS has (33). Statistical Package for Social Sciences (SPSS) version 23 was used in analysing the quantitative data while KII were transcribed thematically to corroborate the quantitative information.

#### 4.0 Results and Discussion

This section presents the data collected from the field to address the research objectives of this work.

##### 4.1 Socio-demographic Variables of Respondents

**Table 1: Socio-Demographic Characteristics of the Respondents**

Demographic Characteristics of respondents		Frequency(N=400)	Percentage (%)
<b>Gender</b>	Male	228	57.0
	Female	172	43.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>
<b>Age</b>	10-12 years	103	25.8
	13-15 years	186	46.4
	16-18 years	111	27.8
	<b>Total</b>	<b>400</b>	<b>100.0</b>
<b>Religious Affiliation</b>	Christianity	127	31.7
	Islam	273	68.3
	<b>Total</b>	<b>400</b>	<b>100.0</b>
<b>Class of Study</b>	JSS 1-3	116	29.0
	SSS 1-3	284	71.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>

Source: Field Survey, 2025

The socio-demographic characteristics of respondents are expected to have a significant consideration on parental styles and adolescent delinquencies in secondary schools. Incidentally, the socio-demographic information in Table 1 shows that the respondents are composed of 57% males and 43% females. The meaning of the data above signified that there are mostly male children in schools to female gender. This data was further supported by the KII conducted with participant 1 (school admission officer 1) and corroborated as thus below:

Most of the pupils we admitted into secondary classes are more boys to girls. The school registration in the past (3) years statistics shows that: in 2023, we have 61% boys to 39% girls admitted. In 2024, we have admitted 59% boys to 41% girls while this year we are having 55% boys to 45% girls' admission. Generally, we are having a total average of 58% boys to 42% girls' enrolment in the school. However, there is improvement of female enrolment possibly of government intervention in free schooling and feeding programmes that allows parents to send their children to school, most especially the girl child and limits hawking, to after school to support the family income among others. Also, even after admission, most girls were taken into marriage at their early ages of 16-18 years with a lot leaving school from Senior Secondary School classes (KII, school admission officer 1, 2025).

This finding above, to a great extent supports the widespread stereotypic perception in the study area that female child gets married at early age. As a result, there was more tendency of finding more male secondary school students than female in the study. The Table 1 also shows that the most significant percent of the respondents under the age category between 13-15 years with 46.4%, while the least significant percent of respondents were from 10-12 years amounting to 25.8%. This reflects that majority of the respondents were from the normal ages of schooling if a child is taken to school at the age of 4 years. This data was attested by the KII conducted with participant 2 and corroborated as thus: The majority of pupils admitted were between the ages of 12-16 years. Generally, the school population is averaging 14.7 years old as most students were between the age brackets of 13 to 15 years (KII, registration officer 2, 2025).

From the above data, pupils are taken to school at a good age (within 10-12 years) of schooling that allows them to develop academically without any delay and mostly graduated within the ages of 18 years. Furthermore, Table 1 shows that the most significant percent of the respondents are Muslims as depicted by 68.3% while the least significant percent of respondents who are Christians with 31.7%. As expected, no respondent is affiliated to other religion. These data show a significant relationship with case study which is a Muslim dominated environment. The above data is supported by the KII generated from the field participant 3 and presented as: Gwale is one of the core local government in Kano metropolis. It is dominated by Muslims. I can say about 80% of residence in Gwale LGA are belonging to Islamic religion (KII, principal 1, 2025). The above data shows that the predominant study population are Muslims.

Lastly, the respondents were asked to identify their class of study. This is based on the fact that class level to a great extent determines an individual knowledge and understanding as regards to parenting and adolescent delinquency. This shows that the most significant percent of the respondents are students of Senior Secondary School (SSS 1-3) with 71%, while 29% are from Junior Classes (JSS1-3). This correlate with the findings in age distribution of respondents which depicts that majority of the respondents (71%) is between 14-18 years. The above data was reaffirmed by the KII conducted with participant 4 and corroborated as thus below: If you asked me to grade the most age population in secondary schools, I will say they are within the ages of 14-18 years which has classes of JSS 3-SS3 with a few are within the ages of 10-13 years old (KII, principal 2, 2025).

The above data buttressed that the majority of the students in the study area are from the SSS class levels. With the above from Table 1, the researchers generalised that, the demographic characteristics of the study population are majorly male, aging between 13-15 years, practicing Islam and within the SSS class levels in the study area.

4.2 Research objective 1: To identify the major types of parenting styles in Gwale LGA, Kano State.

**Table 2: Major Types of Parenting Styles in the Study Area**

Type of Parenting Styles	Frequency(N=400)	Percentage (%)
Authoritative	44	11.0
Permissive	24	6.0
Neglectful	69	17.3
Authoritarian	113	28.3
Religious	150	37.5
<b>Total</b>	<b>400</b>	<b>100.0</b>

Source: Researchers' Field Survey, 2025

In order to identify the major types of parenting styles in Gwale LGA, Kano State, the researchers administered questionnaires on the reviewed major parenting styles and came up with data in Table 2. This Table 2 shows that the most significant response generated from the study respondents opined that the most common type of parenting style adopted by parents in their locality is religious with 37.5% responses. That is, the parents train their children based on the tenets of Islamic and Christian religion. Although, it is pertinent to understand that the Islamic teachings and parenting is of a higher degree due to the dominant population of the Muslims in the study area. Parents expect much of their children to abide by the doctrines of their religion without opposition and do not explain the reason, they are less responsive to their children's needs, and are more likely to spank a child rather than discuss the problem with children. The above result was not covered in the works of Vasiou, et al., (2023); Climent-Galarza, et al., (2022); Hove et al., (2009) that didn't find religious as a common parenting style in their study. This could be with the nature of religious attachment that is culturally attached to Nigerians.

The least significant response is derived from the permissive parenting with just 6% showing that a very negligible number of parents do allow their children to express themselves and listen to them. However, other parenting styles includes Authoritative parenting with 11%, Neglectful parenting with 17.3% and authoritarian style of parenting constituting 28.3%. The above data is supported by the KII generated from the field participant 5 and corroborated below: We train our children according to Islamic teachings. They have to pray, go to school (both Islamiyah and western school), obey us as their parents and follow the Islamic teachings. Islamic religion is a religion that everything has been prescribed and one's idea or innovation is not entertained as long as it contradicts the teachings of Islam. So, we have to obey that as Muslims (KII, Parent 1, 2025).

The above result revealed that children are more likely to come from a restricted family, where he/she is expected to comply with parental rules and direction drawn majorly from religious and traditional dictates. Furthermore, the data also indicates that the major types of parenting styles in the study are area religious, authoritarian and neglectful styles with other insignificant parenting styles such as Authoritative and Permissive in nature.

The above result was supported by the works of Eze and Chinedu (2022), Usman and Musa (2022), Ojo and Ajayi (2020), Ahmed and Salisu (2021), Lawal and Ibrahim (2023), Ahmed and Salisu (2021) who advocated for religious, authoritarian and neglectful parenting styles in

nurturing siblings into the socio-cultural norms and values of the society. This is also attested in the ecological system theory which shows the interplay between microsystem (immediate environment like the parents) and macrosystem (the cultural belief and values in Gwale LGA).

4.3 Research objective 2: To explore the major types of adolescence delinquency in Gwale LGA, Kano State.

**Table 3: Major Type of Adolescence Delinquency in the Study Area**

Types of Adolescence Delinquencies	Frequency(N=400)	Percentage (%)
Vandalism	88	22.0
Substance Abuse	120	30.0
Bullying	121	30.2
Truancy	32	8.0
Sexual Offences	20	5.0
Others	19	4.8
<b>Total</b>	<b>400</b>	<b>100.0</b>

Source: Researchers' Field Survey, 2025

From the above Table 3 shows that, there are (5) major types of adolescence delinquencies found in secondary schools in the study area among others. The most significant adolescence delinquency in the study is bullying with 30.3% followed by substance abuse with 30%, vandalism with 22%, truancy with 8% and sexual offences with 5%. However, there are other types of adolescence delinquency such as stealing, disruption of class activities, possession of light weapons like knives and cables and examination malpractices with a total percentage of 4.8% responses. The above data illustrated that the major types of adolescence delinquencies in the study are: bullying, substance abuse, vandalism truancy and sexual offences. The above data is supported by the KII by participant 6 and corroborated as follows: Most of the cases of delinquency that we encounter in this school are mainly stealing as a result of breaking of student lockers/boxes, bullying by senior prefects and students and drug abuse. However, there are other cases that are very minimal and do not occur more frequently like fighting, sexual harassment, exam malpractices and absenteeism in school despite this is a boarding school (KII, Senior Mistress 1, 2025).

From the above, it was inferred that, the major types of adolescence delinquency in the study area are: bullying, substance abuse, vandalism truancy, sexual offences, sexual offences, stealing, disruption of class activities, possession of light weapons like knives and cables and examination malpractices. These were acknowledged in the works of Eze (2021); Omoigberale (2020); Adebayo and Ogunleye (2021); Oduyoye and Olusola (2022) who attested to the various delinquencies amongst adolescents in the study area. Also, these can be explained by the ecological system theory level of mesosystem which explores the relationship between home and school that navigates delinquent behaviour. Due to the presence of a disjuncture between the parental style (religious parenting which is normally rigid) and the school via poor communication and cooperation between parents and school staff limit the schools' ability to detect and prevent early signs of misconduct in the school environment which escalates to major delinquencies recorded by the study.

4.4 Research Objective 3: To investigate the relationship between parenting styles and adolescent delinquency among secondary school students in Gwale Local Government Area, Kano State

Table 4: Correlation Between Parenting Styles and Adolescent Delinquency in the Study Area  
**Note: Level of Significance: 0.05**

Correlation		Types of Adolescent Delinquency	Types of Parenting Style
Pearson Correlation	Types of Adolescent Delinquency	1.000	.782
	Type of Parenting Style	.782	1.000
Sig. (1-Tailed)	Types of Adolescent Delinquency	.	.000
	Type of Parenting Style	.000	.
N	Types of Adolescent Delinquency	400	400
	Type of Parenting Style	400	400

Source: Field Survey, 2025

From Table 4, the Pearson correlation value between types of adolescent delinquency and types of adolescent delinquency is perfect (1.000) and also, between types of parenting style and types of parenting style is perfect (1.000). However, it has been observed that; the correlation between types of parenting style and types of adolescent delinquency is significant (0.000). This is so, when the significant tabulated value (sig, 1 tailed) is less than the alpha value of 0.05. This implied that there is a strong positive relationship between the types of parenting styles used in the study area and the type of adolescence delinquency the youths in the study area engages in. This relationship can be attributed to the strict adherence of the religious style of parenting where in the face of parents, adolescent is coarse to follow tailored guideline without any room of suggestion or rejection. In the absence of the parental strict guidance, the adolescence is faced with making a choice which he/she has never been built to do hence engaging in delinquencies.

The above finding was in line with the theoretical foresight of macrosystem where the adolescence has been programmed to follow physical religious parenting styles without intuition or personal opinion, the juvenile will engages in delinquencies where there is a disconnect between the immediate environment (which in this case their parents religious parenting style that provides answers to all situation) and the reality on ground to make in the absence of the immediate environment as supported by Abubakar and Umar (2023), Okonkwo and Ibe (2021), Abdullahi et al. (2022) and Bronfenbrenner (1979). This instigates a behaviour that will be influenced by friends that would lead to delinquencies as the adolescents have no ability to make informed decisions independent of their immediate environment. Bronfenbrenner's ecological systems theory enables this study to explore the complex, layered exigencies, providing a robust framework to analyse the relationships between parenting styles and adolescence delinquency in shaping youth behaviour in Gwale LGA.

## 5.0 Conclusion and Recommendations

### 5.1 Conclusion

The following were conclusions drawn from the study. The major types of parenting styles in the study are area Religious, Authoritarian and Neglectful styles in the study area. The major types of adolescence delinquency in the study area are: bullying, substance abuse, vandalism truancy, sexual offences, sexual offences, stealing, disruption of class activities, possession of light weapons like knives and cables and examination malpractices in Gwale LGA. There is a positive and significant relationship between the types of parenting styles and the types of adolescence delinquency in the study area.

### 5.2 Recommendations

Based on the findings of the study, the following recommendations were proffered.

(i) Enhance parental engagement in their ward's education in schools: Since most parental styles are religious and authoritative in nature, the need to organize regular parent-teacher meetings and workshops to keep parents informed and engaged in their children's education as top priority. Also, the school management can establish a parent support group (social media platforms) that shares resources and strategies for managing adolescent behaviour at home.

(ii) Revise school discipline policies: Review disciplinary actions to ensure they are restorative and educational rather than solely punitive by school administrators. Also, create a tiered response strategy that escalates interventions based on the severity and frequency of the behaviours so as to curtail the delinquencies in schools.

(iii) Implement comprehensive life skills programs to support students in secondary schools: Schools in Gwale LGA should offer courses on decision-making, problem-solving, and critical thinking to equip students with the tools to navigate challenges in addressing issues like substance abuse prevention, healthy relationships, and financial literacy in other to minimize adolescence delinquency since there is a strong relationship between parenting styles and delinquencies in the study area.

By taking a proactive, multifaceted approach that emphasizes prevention, support, and parent involvement, schools can create a safer and more supportive environments for adolescents. Implementing these recommendations can help mitigate delinquent behaviours and promote positive development among adolescence in Gwale (LGA) secondary schools.

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