

INFLUENCE OF PARENTING STYLES AND PERSONALITY TRAITS ON DEVIANT BEHAVIOUR AMONG IN SCHOOL ADOLESCENT IN MUSHIN, LAGOS STATE

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Abstract

*Schools, like most other social institutions, are currently dealing with the issue of students who fail to live up to the expectations placed on them. This study, therefore, examined the influence of parenting style and personality traits on deviant behaviour. An ex-post facto design was employed. The target population of the study was made up of all school adolescents in Mushin, Lagos State. Random sampling technique was employed to select three hundred (300) adolescents (114 males and 186 females). Three research questions were formulated for the study. The results of the analysis revealed that **authoritative, authoritarian and permissive parenting styles** predicted 61% significant joint influence on deviant behaviour among adolescents in secondary schools in Mushin ($R = .778$; $R^2 = .605$; $F(3, 296) = 151.501$; $P < .01$). **Authoritative** ($\beta = .394$; $t = 5.722$; $P < .01$), **authoritarian** ($\beta = -.134$; $t = -2.062$; $P < .05$) and **permissive** ($\beta = .605$; $t = 14.947$; $P < .01$) **parenting styles** had significant independent prediction on deviant behaviour among adolescents in secondary schools in Mushin. Extraversion, conscientiousness, agreeableness, neuroticism and openness jointly predicted deviant behaviour among adolescents in secondary schools in Mushin ($R = .644$; $R^2 = .415$; $F(5, 294) = 41.707$; $P < .01$). Independently, extraversion, agreeableness, neuroticism and openness predicted significant independent influence on deviant behavior ($\beta = .217$; $t = 4.024$; $P < .01$); ($\beta = .299$; $t = 5.257$; $P < .01$); ($\beta = .263$; $t = 4.445$; $P < .01$); ($\beta = -.354$; $t = -7.314$; $P < .01$) among adolescents in secondary schools in Mushin. There is no significant difference in the sex of participants on the measures of deviant behaviour among the study sample ($t(298) = -1.92$, $p > .05$). Based on the foregoing, it is recommended that, treatments with families addressing their upbringing approaches that would have a direct impact on both deviant and grossly negligent behaviour in adolescence throughout the pre-school year should be given priority attention.*

Keywords: *Parenting Styles, Personality Traits And Deviant Behavior*

Introduction

The parental influence on a child's development cannot be underestimated. Whether or not a child succeeds or fails in life may be influenced by what the child learns at home and how the family encourages the child to pursue education and other goals. According to Ryan and Adams (2000), parents are the first teachers of their children, and it is their responsibility to provide them with a physical, emotional and mental framework for learning. The child's immediate and major social environment is his or her family. In any culture, this is both the most significant primary group and the tiniest social unit. According to Abraham (2006), the family is the most intimate social group because it fosters closeness and communication among its members. As a result, parents are the primary teachers of their children's physical, mental,

religious, and emotional well-being. As a result, parents become active participants in their children's growth and development. An infant that enters a household is powerless and unable to act on his or her own behalf. All of a baby's developmental milestones are dependent on the support of her immediate surroundings. Members of the family or caretakers can make up these immediate surroundings. The parents are included in this group of carers. It is unfortunate that some parents, particularly those who work, do not spend enough time with their children to teach them. There are occasions when nannies, day care centres, or other care givers are called upon to provide parental care and attention to children, and these people might be unable to provide the same level of care and attention that their parents would have provided. To sum up, good parenting has been hurt by industrialization and the desire for money.

Deviant behaviour is defined by Chime (2004) as a deviation from the group's accepted standards, which if known, will result in a negative reaction and consequences. Institutionalized expectations, norms, values, and regulations are violated by this type of action. There are many different types and degrees of deviant conduct that evolve with the passage of time and the surrounding environment. Stealing, dishonesty, sex offenses, truancy, cheating in examination, drug offenses, stubbornness, negligence, and writing on the wall are the most common in secondary schools. Chime (2004) observed and classified offenses such as truancy, loitering, noise making, writing on the school walls, telling lies, and avoiding school assemblies as minor offenses. Deviant behaviour can be categorized as a major offense if it poses a serious difficulty to school functioning and/or is a hindrance to the school's goals, such as cheating in examinations or bullying, rudeness to instructors or school officials, immorality, and religious fanaticism.

Furthermore, the deviant problem might be categorized as a serious offense when it poses a serious harm to the school's life and property, such as being part of a secret society, participating in drug misuse, or possessing dangerous weapons. Keep in mind that the above classification is centered on the pursuit of knowledge and learning. The term "deviant behaviour" refers to behaviour that deviates from the norm or is otherwise abnormal. Deviant behaviour goes against accepted social norms. As Mullins (2005) points out in his discussion of aberrant behaviour, social norms are formed over many generations. Over time and place the definition of what constitutes good and harmful behaviour changes. In Mille (2009), deviant conduct is defined as behaviour that deviates from the norm that harms others, and does not foster learning or interpersonal relationships. The child's ability to learn and interact with others is also hindered by this type of conduct. It was shown that children with regular conduct performed better than those with deviant behaviour and that when children adopt deviant behaviours, their relationships with teachers and occasionally with friends are impacted. As Clinard & Meier (2007) observed, students who engage in any sort of deviant behaviour are more likely to fail their classes. Children who do things that make it hard for them to learn in the classroom and make it hard for them to get along with others and reach their educational goals will be called 'defiant'.

Parenting, as defined by Okpoko (2004) and Utti (2006), is the act of being a parent and raising a child. Furthermore, the process of fostering a child's physical, emotional, and intellectual growth from infancy to adulthood is defined by Wikipedia (2012) as 'parenting'. The ability to mould, shape, guide, and encourage a person's growth from infancy to adulthood is defined as parenting in this study. Parenting helps children develop the abilities and experience they need to succeed in adulthood by exposing them to a wide range of events. It has a significant impact on a child's overall development. Social, educational, and other adaptive behaviours that prepare the child for a successful life in the present and future are examples of such responsibilities (Kelland, 2000). Because of the wide range of personality traits and life experiences that exist among parents, many parenting approaches have been developed.

A parenting style is a global environment in which families function and in which parents' or other primary caregivers' child-rearing behaviour revolves (Chiew, 2011). According to Kelland (2000), where perfect parenting is practiced, children are disciplined; but where this is not practiced, the opposite is true. A person's or a parent's 'parenting style' is defined in this study as how parents engage with their children or wards. It can also be used to describe the many methods parents employ when raising their children. Despite the fact that there are other parenting styles, researchers focused on the three most common: authoritarian, authoritative, and permissive. Parental authority and emotional support are hallmarks of a loving and nurturing home setting. They're fair, firm, and dependable. In order to maintain control, parents set and enforce expectations for their children's behaviour. Government by the head of the family is democratic rather than autocratic (Berger, 2001). Parents utilize rationality, negotiation, and persuasion, rather than force, to get their children's participation. As far as listening is concerned, they're roughly in the same boat (Sarac, 2001). Respect for children's ideas is a hallmark of authoritative parenting. They are encouraged to make their own decisions and take responsibility for them (Cherry, 2005). In addition, parents who are more concerned about their children's education are more likely to encourage their children's success in the classroom. One of the study's factors, academic achievement, benefits from this parenting style. Because of the open, give-and-take communication between parents and their children that is fostered by family reading, writing, and conversation, this is possible.

Children are expected to abide by an acceptable set of rules and guidelines if they want to be raised by authoritative parents. While severe punishments are banned, they are tough, caring, and gentle and employ reasoning and control to make disciplinary judgments. Authoritative parenting is characterized by a combination of warmth and control, as well as an emphasis on reasoning and communication between parents and their kids (Mandara, 2006). This suggests that children are taken into account when making parenting decisions. So, authoritative parenting is a parenting style that helps a child grows from infancy to adulthood while also being positive, democratic, and supportive.

The authoritarian parenting style is one in which the parents are often stern and resolute in their discipline of their children. They are adaptable to the demands of the child and enforce fair rules of conduct (Ang & Goh, 2006). Parents that are too strict with their children aren't showing them much affection. This parenting method does not take into account the opinions of the

children collectively and discourages verbal back and forth. All of these virtues are highly prized here. Children who disobey their parents are often punished violently, and parents are always right (Berger, 2001). Authoritarian parents, on the other hand, expect their children to be more mature than usual for their age group. A low-demand, high-response parenting approach is known as permissive parenting. When it comes to their children's behaviour, parents who are more permissive are less likely to impose regulations. It's different from authoritarian parents because they give their kids a lot of attention and talk to them clearly. They also don't put a lot of pressure on their kids.

Because they don't want to force their will on their children, these parents are being indulgent. As a way to protect their children from what they view as harm, they may make them shun even the most rational conclusions. Permissive parents may grow frustrated when a child's behaviour is aberrant or inappropriate. Despite their frustration, permissive parents rarely intervene in their children's actions if they will not be harmed in the process. Permissive parents empower their children to take charge of their own lives and make their own decisions. As a result of their low expectations and lack of self-control, these parents rarely discipline their children. Permissive parents tend to be more receptive than demanding. They don't follow the rules and are forgiving. They don't expect adult behaviour, allow for a lot of self-regulation, and avoid conflict. Permissive parents often treat their children as if they were their friends rather than their children's parents. They avoid conflict and punishment by letting their children to be who they are and supporting them a lot in their wants, needs, and actions (Cramer, 2002).

Parents who are open to their children's ideas and opinions are known as permissive parents. As a primary issue, it is hoped that allowing children to express their individuality will help them learn the difference between right and wrong (Berger, 2001). Setting boundaries and providing structure might be difficult for parents who are more lenient with their children. They have a strict set of rules and reward negative behaviour on a regular basis. Even if there are guidelines or standards in place, they are not enforced on children (Sarac, 2001). Parents that are permissive allow their children to make decisions and give directions. These parents are narcissistic, do not take responsibility for their children's actions, and give youngsters too much control. Students' aberrant conduct and academic performance may be influenced by this parenting style in secondary school. In the lives of their children, parents are the primary influencers. Youngsters' conduct is influenced by their parents' understanding of how children think and how they should be raised.

Statement of problem

In order to function as a group, a school must adhere to a set of standards of conduct that all members must follow. Rules and regulations are used to convey these concepts. When it comes to kids not meeting expectations, today's schools are no different than most other social institutions. Deviant behaviour occurs when members of a group or organization don't follow the norms of behaviour. Some parents according to Kaliadem (2005) are overly lenient with their children, while others are too quick to use physical punishment. As a result, deviant behaviour is possible. Parenting practices have been blamed for the rise and development of deviant behaviour.

According to Nwachukwu (2004), parents, siblings, playmates, and the overall conditions of the home are where the child learns to be respectful, obedient, and tolerant. When children grow up and become contributing members of society, their lives are shaped by the values their parents instil in them. Parenting approaches could consequently have a beneficial or bad impact on the behaviour of students.

Parenting practices and personality traits have both been linked to the emergence of anti-social and deviant behaviours in adolescents (Ibrahim, Rukayya, Bernard & Ibrahim, 2021). Ibrahim *et al*, (2021) had emphasized that the current poor social status of most parents and families in the country had subjected children to unpleasant difficulties that have adversely affected on their academic performance, which had resulted in school dropout, unwanted pregnancy, engaging in acts of terrorism, kidnapping, especially in most of northern states of country (Cohen, 1996; Ge & Conger, 1999; Lahey & Waldman, 2007; Nigg, 2006; Rutter, 1987; Tackett, 2006; Walton & Roberts, 2004). Only a few studies have attempted to identify the connections between the two (e.g., López-Romero, Romero, & Gómez-Fraguela, 2012; Manders Scholte Janssens & De Bruyn, 2006; Prinzie *et al.*, 2003; Prinzie, Van der Sluis, & De Haan, 2010). Adolescents' deviant behaviours were affected by both parenting traits and the Big Five personality traits, which were looked at to see if they could work together to influence these behaviours. Some perceivable entities can be used to gauge the construct of one's personality. In the same way, personality traits such as neuroticism, extraversion, openness, agreeableness, and conscientiousness are constructions that can be observed and quantified by seeing how people act.

According to the most recent personality theory, the five-factor model deviant behaviour has not been much examined in terms of personality traits. As a result, it's evident that the best way to figure out someone's personality is to examine his or her behaviour, or more precisely, the individual's behavioural responses. It is generally accepted that personality is a combination of biological, mental, and social variables that generate a person's distinctive response to environmental stimuli and that endures over time. This unique response can influence human health behaviour. Studying how parenting style and personality factors influence deviant behaviour is a way to fill up the gap between the two and this constitutes the problem the present study seeks to solve.

Purpose of the Study

The main purpose of this was to investigate the influence of parenting style and personality traits on deviant behaviour. Specifically, the study tends to

1. investigate the influence of parenting styles on deviant behaviour among adolescents in Mushin, Lagos State
2. find out whether personality traits will influence deviant behaviour among adolescents in Mushin, Lagos State
3. examine the contribution of demographic variables on adolescents' deviant behaviour in Mushin, Lagos State.

Research Questions

1. What is the influence of parenting style on deviant behaviour among adolescents in Mushin, Lagos State?
2. What is the influence of personality traits on deviant behaviour among adolescents in Mushin, Lagos State?
3. Would there be a gender difference in deviant behaviour among adolescents in Mushin, Lagos State?

Method

The survey research design was utilized in this study. This design was used by the researcher because there was no manipulation of the variables during the course of this study rather they were measured through the collection of data based on the participants' responses on the questionnaire. The independent variables are personality traits and parenting style while the dependent variable is deviant behaviour. The study was carried out among secondary school adolescents in Mushin, Lagos State. A random sample of three hundred (300) secondary school students were used for the study, thirty (30) each from the randomly selected (Ten) 10 secondary schools in Mushin Local Government Area, Lagos State. The instrument for this study was in four sections, Section A comprising of five (5) items designed to find out some personal information of the participants. Respondents were asked to give information on age, sex, religion, department and level. Section B: Deviant behaviour questionnaire consisting of A55-item Normative Deviance Scale (NDS). Responses for all items in the NDS were given on a 5-Point Likert type scale and identified lifetime frequency of specific behaviours (1 = never, 2 = one time, 3 = two to three times, 4 = four to six times, and 5 = more than six times). Reliability coefficients on the deviance subscales for the entire sample ranged from $\alpha = .76$ to $\alpha = .89$. Subscales and the total deviance measure were reliable by sex, age groups, and countries. Section C: Big Five Personality Scale; a 44 items Big Five Personality Inventory developed by John *et al.* (2008) was used. It was measure on five Point Likert response format of Strongly Disagree (1), Disagree a little (2), Neither agree nor disagree (3), Agree a little (4), and Strongly Agree (5 with alpha reliabilities of the scales reported to range from .81 to .88. Section D: Parenting Style Inventory Scale (PSI). This is a 15 item scale developed by Darling & Toyokawa (2001). The scale is divided into three sections, representing the three different parenting styles. The scale was scores 5 Point Likert Scale ranging from strongly agree (5) to strongly disagree (1). The author reported a reliability coefficient alpha of 0.51.

The approval of the school principal was sought, even though verbally, and upon granting the request, the questionnaires were distributed randomly to the students. The researcher explained the purpose of the research to the respondents that it was only an academic exercise. The questionnaires were gathered and analyzed. The descriptive statistics was used to find the Mean and Standard Deviation of the data while inferential statistics was used to test the hypotheses set for the study.

Results

Research Question One: *What is the influence of parenting style on deviant behaviour among adolescents in Mushin, Lagos State?*

This was analyzed using multiple regressions and the result is presented in table 1

Table 1: Summary of Multiple Regressions Showing the Independent and Joint Prediction Authoritative, Authoritarian and Permissive Parenting Styles on Deviant Behaviour

Variable	Beta	t-value	Sig	R	R ²	F	P
Authoritative	.394	5.722	<.01	.78	.61	151.50	<.01
Authoritarian	-.134	-2.062					<.05
Permissive	.605	14.947					<.01

Dependent Variable: *Deviant behaviour*

From **Table 1** result showed that authoritative, authoritarian and permissive parenting styles predicted 61% significant joint influence on deviant behaviour among adolescents in secondary schools in Mushin {R = .778; R² =.605; F (3, 296) = 151.501; P<.01} However, the remaining 39% can be attributed to other variables not considered in this study. Similarly, the analysis of the independent prediction showed that authoritative, authoritarian and permissive parenting styles had significant independent prediction on deviant behavior (β = .394; t = 5.722; P<.01); (β = -.134; t = -2.062; P<.05) (β = .605; t = 14.947; P<.01) among adolescents in secondary schools in Mushin. This result implies that, authoritative, authoritarian and permissive parenting styles predicted significant joint and independent influence in deviant behaviour among the study sampled in Mushin. Therefore, the result is supported and it is accepted in this study.

Research Question Two: *What is the influence of personality traits will influence deviant behaviour among adolescents in Mushin, Lagos State?*

This was tested using multiple regressions and the results are presented in **Table 2**

Table 2: Summary of Multiple Regressions Showing the Influence of Extraversion, Conscientiousness Agreeableness, Neuroticism and Openness on Deviant Behaviour

Variable	R	R ²	F	P	β	t	Sig
Extraversion					.217	4.042	<.01
Conscientiousness						-.091	1.444
>.05							
Agreeableness	.644	.415	41.707	<.01	.299	5.257	<.01
Neuroticism					.263	4.455	<.01
Openness					-.354		-7.314
<.01							

Dependent Variable: *Deviant Behavior*

The results in **Table 2** showed that extraversion, conscientiousness agreeableness, neuroticism and openness jointly predicted deviant behaviour among adolescents in secondary schools in Mushin ($R = .644$; $R^2 = .415$; $F(5,294) = 41.707$; $P < .01$). This implies that extraversion, conscientiousness agreeableness, neuroticism and openness jointly accounted for about 42% variance in deviant behaviour while the remaining 58% could be attributed to other variables not considered in this study. However, the analysis of the independent predictions indicated that extraversion, agreeableness, neuroticism and openness predicted significant independent influence on deviant behavior ($\beta = .217$; $t = 4.024$; $P < .01$); ($\beta = .299$; $t = 5.257$; $P < .01$); ($\beta = .263$; $t = 4.445$; $P < .01$); ($\beta = -.354$; $t = -7.314$; $P < .01$) among adolescents in secondary schools in Mushin. Therefore, the stated hypothesis is supported by the result obtained and it is accepted in this study.

Research Question Three: *Would there be a gender difference in deviant behaviour among adolescents in Mushin, Lagos State?*

The research question was tested with t-test for the independent samples and result is presented in **Table 3**

Table 3: Summary of t-Test for the Independent Samples Showing the Influence Sex on Deviant Behaviour

	Sex	N	Mean	S.D	df	t	P
Deviant Behaviour	Male	114	29.15	9.91	298	-1.92	>.05
	Female	186	31.41	9.90			

Table 3 results indicate that male participants did not score significantly higher on deviant behaviour than their females among adolescents in Mushin. However, male participants' recorded a mean of (29.15) and female participants recorded a mean score of (31.41). This result implies that there is no significant different in the sex of participants on the measures of deviant behavior among the study sample. Therefore, the result did not confirm the stated hypothesis and it is rejected in this study.

Summary of Findings

Based on the result from **Research Question One**, authoritative, authoritarian and permissive parenting styles predicts significant joint and independent influence on deviant behaviour among adolescents in secondary schools in Mushin. The result revealed that authoritative, authoritarian and permissive parenting styles predicted significant joint influence on deviant behavior. There was independent prediction which showed that authoritative, authoritarian and permissive have parenting styles on deviant behaviour.

In respect to the **Research Question Two**, extraversion, conscientiousness agreeableness, neuroticism and openness predicts significant joint and independent influence of deviant behaviour among adolescents in secondary school in Mushin. It showed that extraversion, conscientiousness agreeableness, neuroticism and openness jointly predicted on the deviant behaviour of the individual. Independently, extraversion, agreeableness, neuroticism and openness had also significantly predicted on deviant behaviour of the individual.

The **Third Research Question** is on gender difference in deviant behaviour. The result revealed that male participants did not score significantly higher on deviant behavior than their females among adolescents in secondary schools in Mushin. This result implies that there is no significant different in the sex of participants on the measures of deviant behaviour among the study sample.

Discussion of Findings

The result from the first research question showed that **authoritative, authoritarian and permissive parenting styles** predicted 61% significant joint influence on deviant behavior among adolescents in secondary schools in Mushin. Similarly, the analysis of the independent prediction showed that **authoritative, authoritarian and permissive parenting styles** had significant independent prediction on deviant behaviour among adolescents in secondary schools in Mushin. This result implies that, **authoritative, authoritarian and permissive parenting styles** predicted significant joint and independent influence in deviant behaviour among the sampled study in Mushin.

The results from **second research questions** showed that extraversion, conscientiousness agreeableness, neuroticism and openness jointly predicted deviant behaviour among adolescents in secondary schools in Mushin. This implies that extraversion, conscientiousness agreeableness, neuroticism and openness jointly accounted for about 42% variance in deviant behaviour while the remaining 58% could be attributed to other variables not considered in this study. However, the analysis of the independent predictions indicated that extraversion, agreeableness, neuroticism and openness predicted significant independent influence on deviant behaviour among adolescents in secondary schools in Mushin.

The results from the **third research question** indicate that male participants did not score significantly higher on deviant behaviour than their females among adolescents in secondary schools in Mushin. This result implies that there is no significant different in the sex of participants on the measures of deviant behavior among the study sample.

Conclusion

The study investigated the influence of parenting style and personality traits on deviant behaviour among adolescents in Mushin. It was concluded that authoritative, authoritarian and permissive parenting styles predicted significant joint and independent influence in deviant behaviour among the study sampled in Mushin. Also, extraversion, conscientiousness agreeableness, neuroticism and openness jointly predicted deviant behaviour among adolescents in secondary schools in Mushin, while independent predictions indicated that extraversion, agreeableness, neuroticism and openness predicted significant independent influence on deviant behaviour among adolescents in secondary schools in Mushin. Finally, there is no significant different in the sex of participants on the measures of deviant behavior among the study sample.

Recommendations

Based on the foregoing, it is recommended that good parenting style should be encouraged as it serves as an effective tool in reducing deviant behaviour among children. This is so because during the preschool year, psychosocial interventions with parents regarding their parenting practices would have immediate effects both on deviant behaviour and noncompliant behaviours among children. Different models of effective parenting programmes have been found for the parents of children in this age group. Accordingly, such programmes as parent training workshops, group meetings and coaching during interactions with children should be encouraged. The latter part of parent-child programme may be more appropriate in clinical settings or interventions targeting high-risk families than in large-scale prevention services. Again programmes like home-visitation interventions need to be emphasized by the state social welfare units.

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