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RELATIONSHIP BETWEEN PARENTING STYLES AND SELF-ASSERTIVENESS OF STUDENTS ON TRANSITION FROM BASIC TO SENIOR SECONDARY SCHOOL AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN GOMBE METROPOLIS

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Abstract
*This study investigated relationship between parenting styles and self-assertiveness of students on transition from the basic levels to senior secondary schools in Gombe Metropolis. Objectives of the study includes finding out the relationships between authoritative parenting style and self-assertiveness of students on transition from basic to senior secondary one, and the relationship between permissive parenting style and self-assertiveness of students on transition from basic to senior secondary one among junior secondary school students in Gombe Metropolis. The study adopted correlational research design which intends to find out if a relationship exists between the research variables. The population of the study includes 8,644 junior secondary school students in Gombe Metropolis. The sample of the study was two hundred and fifty (250) male and female students which were selected using simple random sampling technique. Two instruments were used to collect the data for the study. They include Parenting Style Questionnaire (PSQ) and Self-assertiveness Scale (SS). The instruments were self-constructed and were subjected to validation by experts, it was pilot tested and was subjected to reliability test using Cronbach Alpha Statistics. The reliability coefficient of the instruments was found to be .077 and .071 for the Parenting Style Questionnaire and the Self-assertiveness Scale respectfully. The result shows that significant relationship exist between authoritative parenting style and self-assertiveness of the students (r = .801** and p = .000), and also significant relationship exist between permissive parenting style and self-assertiveness of the students (r = .321** and p = .041). Recommendations include that, parents should freely relate with their children since their parenting style has a significant relationship with their children self-assertiveness, Parents should also listen and respond to their children whenever they need their attention.*
Keywords: Parenting Style, Authoritative, Permissive, Self-assertiveness, Transition.

Introduction

The capacity to openly and respectfully communicate your thoughts, feelings, needs, and opinions while staying true to yourself is known as assertiveness. It entails defending yourself in a way that promotes dialogue rather than defensiveness. Self-assertiveness entails the capacity to act on one's own self-worth while taking other people's opinions into account. It includes speaking honestly and directly about one's feelings, ideas, and opinions while still honoring the rights of others.

According to Mark (2021), assertiveness is the ability to express your needs, wants, feelings, and opinions in a way that is authentic and respectful of others. It means stimulating conversation while defending yourself without coming out as defensive. Students that are outspoken will be better communicators and it helps them to benefit academically. There are several different aspects of human expression that are encompassed in assertiveness, including affect, behaviour, and thought. Positive and negative emotions can be handled in a healthy way by cognitively and affectively assertive people, while behaviourally assertive people can express their emotions, stand up for their goals, and cultivate good connections with others (Obiunu, 2018).

The ability of being self-assured and able to articulate thoughts effectively without resorting to violence is a sign of self-assertiveness. It included gathering traits that help people protect their rights in social and professional settings. Self-assertive students behave with confidence, voicing their thoughts with conviction and requesting the rights they feel they are entitled to (Sanvictores & Mendez, 2002). You need to be confident enough to assert yourself when necessary if you desire healthy relationships. Being self-initiating and self-regulating are characteristics of assertiveness, according to Bandura in Stone (2003), being assertive is demonstrated by having faith in one's own efficacy, which is founded on self-worth and self-esteem. According to Albert Bandura's theory, learning occurs through modelling, imitation, and observation. Numerous elements, such as motivation, assertiveness, and attentiveness, are influenced by this type of focus. An individual is likely to learn how to be more assertive if they witness others exhibiting assertive behaviour and those behaviours get positive reactions.

Social behaviour results from a process of exchange in which people balance the advantages and disadvantages of the social ties they uphold. The attitudes that are conveyed also differ according to the dynamics of the interaction between two individuals and their advantages. As a result, assertiveness may result from this consideration of the benefits and drawbacks of relationships. Since a clear understanding of expectations can increase perceived worth, the idea also suggests

that good communication and being assertive is essential to building and sustaining relationships between the students and their parents.

Parenting

Parenting is the process of raising and caring for children, including all of the duties and pursuits associated with this process. A child's physical, emotional, social, and cognitive development is aided by the provision of care, direction, and support. Children will learn important life lessons and values that will help them succeed as both individuals and contributing members of society. It also includes helping children to learn and develop, setting boundaries, expectations, and teaching them about right and wrong.

Parents at home train their kids differently, and this training involves modeling and correcting children's behavior (Huddleston, 2023). The pattern in which parents interact and behave with and around their children is known as parenting styles (Xien & Zakaria, 2022). Parenting influences how a person develops and perceives the world. These perceptions continue to affect the children emotionally, socially, and academically.

Types of Parenting Styles

According to Obiunu (2018), there are three types of parenting styles: authoritative, authoritarian, and permissive. A severe parenting approach that sets high standards for children is known as authoritarian parenting. According to him, Children raised by authoritarian parents are expected to follow strict rules without inquiry or risk harsh consequences. Because of the high-handedness they instill in them, children of authoritarian parents typically lack social skills and have low self-esteem. Occasionally, they raise "robots" rather than kids.

Children raised by authoritarian parents often exhibit well-behaved behavior due to the consequences of misbehavior. Additionally, they tend to follow precise instructions more effectively to achieve their goals. However, this parenting style can also lead to higher levels of aggression, while children may also exhibit shyness, social ineptitude, and difficulty making their own decisions (Masud, Ahmad, Cho, & Fakhr, 2019). This uncontrolled aggression may stem from challenges in managing anger, as these children often lack proper guidance. Additionally, they may struggle with low self-esteem, which further hinders their decision-making abilities (Batool, 2019). Strict parental rules and punishments can also drive children to rebel against authority figures as they grow older.

Authoritative Parenting Style

Authoritative parenting style is characterized by close nurturing relationship between parents and children. Parents set clear expectations and guidelines and

explain the reasoning behind their disciplinary actions. They use disciplinary methods as a supportive tool rather than as punishment. Children are encouraged to have input in setting goals and expectations, thereby fostering open, frequent, and appropriate communication between parent and child. This parenting style generally results in the healthiest outcomes for children but requires considerable patience and effort from both parties.

Children raised by authoritative parents develop self-control, confidence, and responsibility (Masud, Ahmad, Cho, & Fakhr, 2019; Rajabi Jourshari et al., (2022). These children are better at handling unpleasant emotions, which enhances their emotional health and social results. Authoritative parents make their children see that they can accomplish things on their own by promoting independence, which boosts their self-esteem and social skills. Furthermore, such children typically perform well in school and have outstanding grades (Bartholomeu, Montiel, Fiamenghi, & Machado, 2016).

Permissive Parenting Styles

Permissive parents are usually compassionate and kind and frequently have low standards for their kids. They impose few rules and maintain open communication, allowing their children to navigate situations independently (Sanvictores & Mendez, 2022) Permissive parents tend to act more like friends than traditional authority figures, this lack of expectations typically results in infrequent disciplinary actions. Permissive parents give their kids a lot of independence, letting them choose when to go to bed, do their homework, and spend time on computers and TVs (Mehrinejad, Rajabimoghadam, & Tarsafi, 2015). Such extensive freedom can foster negative habits, as parents often provide little guidance on moderation. Overall, while children of permissive parents typically possess good self-esteem and decent social skills, they may also be impulsive, demanding, selfish, and struggle with self-regulation (World Health Organization, 2024).

Transition from Junior to Senior Secondary Schools

Students undergo major challenges as they transit from junior to senior secondary schools, such as increasing academic demands, social adaptations, and the development of greater independence. The students need to develop assertiveness which will help parents to support them with regards to social skills, attending to their particular needs, and assisting them in developing effective study techniques, parents and schools can play a critical role in preparing them for this transition. The curriculum at senior secondary schools is usually more complex, and students on transition must develop better study habits and self-discipline. They may get used to new classmates, instructors, and a bigger school setting building new relationships

and negotiating social dynamics. It is anticipated that students will assume greater accountability for their education and grow more independent in their pursuit of knowledge. The curriculum in senior secondary schools is usually more complex, and students must develop better study habits and self-discipline. Students must adjust to a wider school setting which entail negotiating social situations and establishing fresh connections. It is anticipated that students would become more self-directed in their academic pursuits and assume greater accountability for their education whereby being assertive may definitely help.

According to Freud (2021), effective and consistent communication amongst students and their parents about schooling and school activities can help them resolve issues related to school and the school activities and can guarantee that they are getting the support and assistance they require from their parents. Transition between junior to senior secondary schools comes with some worries such as related anxiety, issues of school adjustment, meeting new friends, mental health related issues etc., but proper parenting help the students to overcome all such of worries and fear if the students are trained to be assertive and can communicate with their parents freely.

Theoretical Framework

In a theory developed by John Bowlby (1907) as cited in Mark (2021), asserts that for infants to survive and develop appropriate social and emotional functioning, they must establish a close relationship with at least one parent/caregiver. Based on this theory, it implies that parents have a significant role to play in improving the positive self-assertiveness of their children for proper growth and development (Maxwel, 2024).

One of the most significant early attempts to characterize systematic patterns of child parenting was made by Baldwin and his associates in (2000). This study was carried out to examine a group of kids and their families over an extended period. They evaluated the developmental growth of children at various ages and watched parents and kids interact in their homes. They found that variations in children's outcomes were associated with sets of parental childbearing characteristics (Eberachi, 2015).

Statement of the Problem

Self-assertiveness is very essential in the lives of our students but a very good and positive development of this behaviour is very challenging and becoming a problem in the society. Many students lack strong self-assertiveness, and the problem is even worse at the junior schools being in the ages of early adolescence which usually

come with a lot of issues needed to be handle with proper supervision, support and care. Self-assertiveness has become very difficult yet very important in the life of these students. The researchers observed these factors and find them quite alarming concerning proper growth and development of these students and then worked on the relationship between parenting styles and self-assertiveness of students on transition between junior to senior secondary one among the junior secondary school students in Gombe Metropolis.

Objectives of the Study:

The objectives of the study include:

1. To determine the relationship between authoritative parenting style and self-assertiveness of students on transition from basic to senior secondary one among junior secondary school students in Gombe Metropolis.
2. To determine the relationship between permissive parenting style and self-assertiveness of students on transition from basic to senior secondary one among junior secondary school students in Gombe Metropolis.

Research Hypotheses

The following Hypotheses were tested:

1. There is no significant relationship between authoritative parenting style and self-assertiveness of students on transition from basic to senior secondary one among junior secondary school students in Gombe Metropolis.
2. There is no significant relationship between permissive parenting style and self-assertiveness of students on transition from basic to senior secondary one among junior secondary school students in Gombe Metropolis.

Methodology

This study adopted correlational research design, according to Isah (2024) Correlation research is a type of research that involves observing two or more variables to assess the statistical relationship (i.e., the correlation) between the variables with little or no effort to control extraneous variables. Population the study includes all junior secondary school students in Gombe Metropolis with a target population of junior secondary three students. There is 8,644 numbers of students in junior secondary schools in Gombe Metropolis (IMS, 2024). The sample of the study is two hundred and fifty (250) male and female students which were selected from the junior secondary three students using simple random sampling technique. Two instruments were used to collect the data for the study; they include Parenting Style Questionnaire (PSQ) and Self-assertiveness Scale (SS). The instruments were constructed by the researchers and were subjected to validation by experts in Ahmadu Bello University and Gombe State University, they were pilot tested and

was subjected to reliability test using Cronbach Alpha Statistics. The reliability coefficient of the instruments was found to be .077 and .071 for the Parenting Style Questionnaire and the Self-assertiveness Scale respectfully. The data of the study was collected from the selected sample of junior secondary three students who are on transition between junior secondary school to senior secondary school using questionnaires. The data was analyzed using Pearson Product Moment Correlation (r).

Results

The results of the tested hypotheses were presented below:

Table 1: An analysis of Pearson Product Moment Correlation Statistics on relationship between authoritative parenting style and self-assertiveness the students.

Variables	**N**	**Mean**	**Df**	**Sd**	**R**	**P**
Authoritative	148	47.58	146	5.67	.801**	.000
Self-Assertiveness		52.43		7.02		

Tested at 0.05 level of significance

The result in in table 1 shows that there is significant relationship between authoritative parenting and self-assertiveness of the students with a correlation index of .801** and a p=value of .000 which shows a positive and very significant relationship, therefore, the null hypothesis which says that there is no significant relationship between these variables is rejected.

Table 2: An analysis of Pearson Product Moment Correlation Statistics on relationship between permissive parenting style and self-assertiveness the students.

Variables	**N**	**Mean**	**Df**	**Std**	**R**	**P**
Permissive	102	32.61	100	4.58	.321**	.041
Self-Assertiveness		44.50		5.21		

Tested at 0.05 level of significance

The result in Table 2 indicated a positive and significant relationship between permissive parenting and self-assertiveness of students. The r value of .321** and p = .041 shows a significant relationship. Therefore, the null hypothesis which states that there is no significant relationship between permissive parenting style and self-assertiveness of students on transition from basic to senior secondary one among junior secondary school students in Gombe Metropolis is rejected.

Discussion

Eberechi (2015) investigated psychological factors and parenting styles as correlates of self-assertiveness of secondary school students in Obio-Akpor Local Government Area of Rivers state. A sample of 400 students from a population of 3,242 senior secondary school students was used for the study. Simple random technique was used to compose the sample. Four research questions were answered while four corresponding null hypotheses were tested at 0.05 level of significance. Three instruments developed for the study are The Parenting Style Survey (PSS), Students Psychological Factors Questionnaire (SPFQ), and Self-assertiveness Questionnaire (SAQ). The instruments were validated by the researcher's supervisor and experts in Measurement and Evaluation. The reliability of the instruments was tested using Cronbach's alpha reliability method of internal consistency. A reliability coefficient for the self-esteem scale was realized at 0.75 depression at 0.62, authoritative parenting at 0.69 and authoritarian parenting at 0.82 respectively using Cronbach alpha. Pearson product moment correlation coefficient was used to answer the research questions while the hypotheses were tested using p-value associated with Pearson product moment correlation. Findings revealed that there is a significant positive relationship between self-esteem and self-assertiveness among secondary school students. It was also revealed that there is a significant negative relationship between depression and self-assertiveness among secondary school students. The study is in line with the findings of this research which also found a significant and positive relationship between self-assertiveness and parenting styles.

In another study conducted by Mark (2021) who worked on parenting styles and classroom social interaction among senior high school students. The purpose of the study was to determine the relationship between demographic profile, the parenting styles, and classroom social interaction of the respondents. This study included 209 senior high school students of Quinapondan National High School. The respondents accomplished the questionnaire pertaining to assess parenting style and classroom social interaction of the respondents. Quantitative data analysis methods were used including mean, frequency count and percentage as well as correlational analysis.

Results of this study among others revealed that Age has no significant relationship with parenting styles. It reflects an index of correlation at .137 and p-value .270. Sex also shows no correlation with the parenting styles. It has an index of correlation .068 and p-value .033. Grade level shows no significant relationship with the parenting styles but parenting styles has a significant relationship with the classroom social interaction (assertiveness) of the students. There is an index of correlation of .377 and p-value of .000 which is in agreement with the findings of this study.

The study of Esuabana, Duruamaku-Dim, Arop, and Okon, (2022), examined the influence of parenting styles on psycho-educational progress of students; they adopted the ex-post facto research design using 883 respondents. Questionnaire was used for data collection and data was analysed using One Way Analysis of Variance. Result showed that there is a significant influence of parenting styles on psycho-educational progress of students which include assertiveness is in line with the findings of this study.

Conclusion

Based on the findings of this study, it has been concluded that there is a significant relationship between authoritative parenting style and self-assertiveness of the students and also significant relationship exist between permissive parenting style and self-assertiveness of the junior secondary school students in Gombe Metropolis.

Recommendations

Recommendations include that:

1. Parents should freely relate with their children since their parenting style has a significant relationship with their children self-assertiveness.
2. Parents should also listen and respond to their children whenever they need their attention
3. Educational psychologists and counselors should develop a structured counseling strategy that can help the students to improve their positive assertive behaviour.
4. Students should motivate themselves to engage fully in class. In each task assigned to them by their teachers, they must be encouraged by their parents and teachers to demonstrate their maximum capacity for productivity through proper self-expression.

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