PARENTING STYLES AND SOCIAL INTERACTION OF SENIOR SECONDARY SCHOOL STUDENTS IN IMO STATE, NIGERIA

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INTRODUCTION

Social interaction is the relationship between two or more people. It is the ability of an individual to relate with others; it is the capacity to participate in social activities while conforming to social norms. It is being able to fit comfortably into good relationship with people. This type of relationship accommodates an individual’s circumstances in his environment and seeks to satisfy his needs. The way one interacts with others determines to a certain extent his level of association with others. No one is an island. Everyone needs other people’s assistance and cooperation to achieve set goals.

The choice of the senior secondary school students is because they are at a critical stage in life when young people try to liberate themselves from the shackles of parental control and seek self-identity. At this stage, the students turn from older adults to their peers to discuss problems, feelings, fears, doubts and other concerns, thereby increasing time spent with friends. It is a time students begin to try out different roles and situations to figure out who they are and where they fit into the world.

Social interaction involves adjustment and coping skill which is seen as the extent to which a person lives harmoniously in the society with others (Mousavi, Raeesi and Asghamedjad 2012). It encourages self-initiation and intellectual, emotional, social, physical, and career development. It is the ability to cope with every day activity and challenges. According to Paramanik, Birbal, and Bhim (2014), it enables students to maintain basic impulses at tolerable levels, to trust in one’s own abilities and to achieve a set goal. It determines how students relate to other students and how they deal with their responsibilities and inner feelings. Singh (2006), sees interaction as ability to cope with the demands and pressures of the outside world as well as the needs, desires, conflicts and experiences from within. Social interaction enhances students’ success in adapting with interpersonal demands, social skills and ability to meet people and make friends (Estrada, Dupoux, Wolman 2006, Jimoh, 2015 and Enoch & Roland (2006). According to Chen and Chen (2009), secondary school students’ social, personal-emotional, academic, cultural and institutional adjustments are vital influences in the success of learning and are challenges to average students. Students should interact with different teachers and students in their relationships. Mudhovozi (2012), explained social interaction as implying ‘de-socialization and socialization’. By de-socialization, the author means casting aside the old selected values, beliefs, and traits one comes into the school with in response to the secondary school’s values. To Mudhovozi, socialization refers to the process of disclosing and receiving the new values, attitudes, beliefs and perspectives that the new environment is known for. A social interactionist is an individual who is able to master challenges, interact with parents, siblings, and with his environment, and develop good moral standards and conscience, as well as deal with anxiety and conflict.

Students come from different backgrounds with different personality traits and are confronted with new personal and interpersonal challenges. These result in major transition events in their lives. Interaction is both internal and external. They socialize differently with the teachers, fellow students and the school environment as a whole. Some students are more comfortable with people from their ethnic group, who speak the same language and share the same cultural heritage. Some students find it difficult to interact and this leads to emotional stress. Some find it difficult to interact with others because they know that they have limited period of time. Effective interpersonal relationships enhance school adjustment and academic achievement. Unfortunately, many
students lack the skills which are essential for the preparation and establishment of social interaction. Lack of social skills leads students going through school experiences with unusual difficulties. Such difficulties include: feeling of being hurt, sadness, anger, loss of control, no sense of belonging and ineffective performance. Consequently, some fail to achieve success, while others do, in tears (Lawson candy 2003).

Aremu (2011) out lined different intervening variables that distract students and some of them are: gender, religion, school type, ethnicity, social class, and affluence. There are several factors which may influence students’ social behaviours and these may be family variables, self-concept, peers and media. The type of relationship in the family influences the child’s academic and social interaction. One of the reasons students get involved in examination malpractice is poor moral upbringing. Some students lack basic moral training in their homes. They are disobedient to their teachers and school authority. They are morally deficient and so get involved in some social vices that distract them from their studies. Rathus (2008) opines that family continues to play a vital role in the students’ personality development.

Family is a group of two or more people related by blood, marriage as parents, children, and extended family. Each family member influences the other’s behaviour through the type of socialization adopted. The family is the first environment a child is exposed to. The child identifies, communicates, relates, associates or interacts with both father, mother, brother, sister, uncle, stepfather, stepmother, grandfather and other relations. Whatsoever the child learns from home, positive or negative actions, are exhibited in a typical home background.

One of the roles and responsibilities of parents is to ensure proper socialization and the provision of basic needs of the child. When both parents work together as a team in this direction, the child’s moral, emotional and social development is greatly enhanced. This demands a certain level of parental control over the child and adequate understanding of physical, emotional and social needs necessary for behavioural and social interaction of the students. According to Shaffer (2005), parenting involves the ability to have fun with each other, and to enjoy being part of a happy family, hence, the family style should not be punitive (authoritarian) or indifference (permissive). To Shaffer (2005), parents should develop and ensure a climate that allows one to express his/her feelings before decision is made and more so, they should show affection to their children.

The tense atmosphere, discord and instability in some homes affect students’ behaviour and socialization. The influence of family relationships play on students’ school life and interactions cannot be overemphasized. The type of parenting style adopted affects students’ reaction to life and their level of academic performance. Therefore, parents’ and students’ experiences at home exert tremendous influence in building the personality of students and making them what they become.

Awujo (2006) opined that Nigeria is facing serious problem regarding interaction among secondary school students. Despite the legislations on social behaviour, (Obasanjo 1977 and Buhari and Idiagbon 1984 W.A.I) vices are still on the increase. It is against this background that this study seeks to investigate on parenting style and social interaction of senior secondary school students (SS2) in Imo State, Nigeria.

Theoretical Framework

This study was guided by the theory of Diana Baumrind.


Baumrind (1971) postulated that there should be rules, love and discipline in the students’ emotional development. According to the theorists authoritative parenting is the type of parenting that shows high level of control and maturity demands in the areas of nurturance and open communication. Discipline always involves the use of reason and power, but not to the degree that the child’s autonomy is grossly restricted. It is a balanced parenting style which is child-centered and holds high expectation of maturity. This type of parenting understands the feelings of the children and guides them on how to regulate them. According to Santrock (2007), there is good parent-child relationship. Parents are in control but allow children free exploration and reasoning.

Children brought up under authoritative parenting are characterized by self-assertion, self-reliance, independence, friendly and cooperative because there is unity, understanding and proper child rearing. These enable such children to have positive self-concept that leads to high performance and social competence. In authoritative parenting, children are lively, happy, self-confident, have ability to master tasks, control emotion, develop social skills and are less rigid.

Authoritarian parenting is typified by high level of control and demands of the child low levels of communication and, rarely explains why compliance is necessary. It involves strong punishment whenever children deviate or violate standards. It is characterized by high expectations of conformity to parental rules and order. Parents under this parenting style are hostile and less responsive to their children's need. Children under this parenting are found to be unfriendly, aggressive and lack both initiatives and enthusiasm in carrying out activities. Girls are found to be shy while boys like bullying. It results to low achievement. In
Some students are withdrawn, isolated, excluded and therefore rejected by their peers this of course leads to maladaptive social, emotional and social-cognitive functioning. These students are associated with shyness, behavioural inhibition, isolation and rejection, social reticence, passivity and peer neglect. Some students because of anxiety, negative self-esteem and self-perceived difficulties in social skills and social relationships are not interactive. The effects of lack of social interaction are numerous including: depressed mood, feelings of hopelessness, low self-esteem, poor concentration and appetite and sleep disturbance. Many students find it difficult to jettison wrong family associations rather carry it over into school environment and also attempt to impose upon other students such misbehavior. The ban on teachers flogging students has equally given rise to lack of social reciprocity. Delay in payment of teachers’ salary has reduced the number of male teachers, this on its own contribute to students resisting the female teachers instructions. Schools have attempted to curb these disruptive behaviours through the inter house sports, physical and health exercise, school clubs (young scientists, choral and debating) with very little result. The school has also resolved to suspend and expel any student found unruly, yet social vices are still on the increase. These students when expelled from school roam the streets to become threat to the larger society by engaging in more dangerous criminal activities.

Our modern society could be blamed for increased permissiveness, especially in morality, display of violence in literature and videos (social media). Both family and school almost exclusively focus on academic learning and pay less attention to the promotion of students’ social interaction. It is against this background that this study seeks to determine the influence of parenting styles on the social interaction of secondary school students in Imo State-Nigeria.

**Purpose of the study**

This study sought to determine the influence of parenting style on senior secondary school students’ social interaction in Imo State, Nigeria. Specifically, the study sought to:

- Investigate the influence of authoritarian parenting style on students’ social interaction.
- Ascertain the influence of authoritative parenting style on students’ social interaction.
- Discover the influence of permissive parenting style on students’ social interaction.
**Research Questions**

The following research questions were generated for the study:

To what extent is the influence of authoritarian parenting style on students’ social interaction?

To what extent does authoritative parenting style influence students’ social interaction?

How does permissive parenting style influence students’ social interaction?

**Statement of hypotheses**

The following null hypotheses were tested in the study:

Authoritarian parenting style does not significantly influence students’ social interaction.

Authoritative parenting style does not significantly influence students’ social interaction.

Permissive parenting style does not significantly influence students’ social interaction.

**Significance of the study**

The findings of this study will benefit significantly the students, parents, teachers, government and Guidance Counsellors.

This study added more information concerning the issues facing students in secondary schools as they adapt socially and academically to secondary school environment especially those of SS2 classes to be aware of themselves, know the consequences of involving in social vices and the need to set personal goals. It will enlighten them on the ways to manage social problems and its influence on classroom activities.

Parents will have general insight about the role family socialization plays in a child’s life. Hence, parents will desire to take-up their parental responsibilities effectively and efficiently.

Teachers through this study will be able to identify students who lack self-confidence to interact appropriately in classroom. They will equally be armed with the knowledge of managing students prone to social problems and work effectively with parents. Finally to researchers, it will generate interest for further research.

**Parenting styles and social interaction**

Parental control is vital in raising healthy children and promoting good relationship with others. According to Ozcinar (2006); Mensah, and Kuranchie (2013), children obtain traits and behaviours which they present to view throughout their life time during socialization with parents and other significant others. Ozcinar (2006), found that the primary role of the family is socialization which is considered as an important factor influencing child’s development. Also the patterns of interactions and behaviour of the family members influence the individual’s patterns of behaviour and interactions. Mudhovozi (2012) showed that Students that had cordial and intimate relationship with parents interact easily. He observed that both male and female students that received social support from parents adapt well to institution. He further stated that the cause of the social problem were, culture, separation from parents, dress, food and disengagement from friends.

Enoches and Renk (2006) study observed that males interact faster than females because female students depend more on social support. Mandara (2006), observed that the kind of parenting style adopted by parents has impressive impact on children’s attitude, academic achievement and career choice, also discovered is that authoritarian parenting influence the development of children’s perfectionistic behaviour. Mensah and Kuranchie (2013), finding was that majority of parents adopted authoritative parenting style which yielded significant influence on students’ social development; that authoritative parenting is the best being based on reasoning, understanding, consensus, and trust ; that authoritative parenting results in pro-social behavior while authoritarian parenting is based on strict rules, force, threat, verbal and physical punishments and result in anti-social behaviour including those demonstrated at school. Dunn, (2005) study indicated that the quality and behavior of parents towards their children to a great extent influences the students’ socialization. Mooney, Lewis, Jordens and Kerridge (2014) argue that best way of parenting is through authoritative style which involves monitoring, encouragement, love and warmth. Gross (2010) found that students from a highly critical or rejecting parents have the tendency of having negative identity. However, students who get on well with their parents accept their views and tendency of having negative identity. However, students who get on well with their parents accept their views and values and view family members as the most ‘significant others’. Maternal mental health, socio-economic factors and children behavior influence the parent-child relationship..

A family should be a place where there is warmth and acceptance. In parenting, the relationship could be either accepting or rejecting. Accepted children are loved as shown by physical attention (hugging and kissing) or verbally (saying words of encouragements, appreciation and complementing them). Such behavioural patterns instill in a child a sense of belonging and acceptance. On the contrary are the rejected children who are disapproved without valid
reason by either of the parents. This is shown either by parental hostility/aggression or by indifference. According to Kumar (2014) observation, aggression by parents is demonstrated by hitting, kicking, pushing, and beating a child. To him, indifference is the lack of concern or interest in the child which is likely to make a child feel unloved and rejected. His study further showed that parenting style greatly influence children’s personality development including social interaction.

However, Ramaprabou (2014), result revealed that family environment has significant effects on adjustment patterns of the students, that parents who love their children teach them how to relate well with people. The study also proved that students whose parents permit to act openly and air their views and thoughts directly interact better than those who are rarely allowed expression of feelings. Also, Mohanraj and Latha (2005) findings show that family environment influences home interaction as well as academic performance and academic performance was significantly associated with independence and conflict domains of family environment. They concluded by saying that Parents’ socialization strongly influences students’ social behavior.

Herman, Ostrander and Tucker (2007), stressed that family interaction pattern determines the emotional well-being of the children. Wissink, Dekovic and Meijer (2006) study showed that families that have no good relationships breed students that suffer from insecurity, distress, conduct disorder and aggressive behaviours. Ramaprabou (2014) further found out that students who are allowed autonomy interact better; students from families that allow delegations of activities and responsibilities grow better in interaction and families that have high level of control over their children produce students with better interaction.

Johnson, Gans, kerr and slavaile (2010) observed that students from less expressive families tend to avoid their emotions and had difficulty adapting to school while those from expressive families had no difficulty in their interactions. Gunnoe, Hetherington and Reiss (2006) finding indicated that authoritarian parenting forecasts externalizing and internalizing problems for adolescents in control families. They discovered that parent-child relationship quality had strong relationship with religious discrepancy. Findings by Cheng, Po F. and Cheng, C.H.K. (2015) shows that male students exhibit high delinquent behavior and general self-variables than the female students. Authoritarian and high parental control are disadvantageous to students’ development, but over-protection of parents especially fathers is more serious. Deng (2011) asserted that where parenting is strict, hostile, faulty and decadent, students exhibit such bad influence to school and behave as veterans in disobedience. Henslin (2010) study showed that middle class parents have better rearing that encourages the development of curiosity and self-expression and prefer withdrawal of affection than the use of physical punishment. Parents’ social class has a bigger influence on a child’s progress than a range of parenting technique. Lareau and Weininger (2008) added that lower class parents gear towards making their children law abiding as middle class focus more on their children being creative and leadership oriented.

SUMMARY OF LITERATURE REVIEW

As evidenced in the literature on the listed areas showed that social interaction is a challenge in the life of secondary school students particularly those in the senior classes. At this point, students are preparing for the West African Senior Secondary School Certificate Examination (WASSCE) and the National Examination Council (NECO) and are equally expected to have been fully adapted socially and academically to face either the world of work or enter into higher institutions. Most students because of their inability to cope with the social life or norms in the school, leave school to become touts and thugs. Some become kidnappers and hired killers. Some also roam inside the streets causing one trouble or the other while the well adjusted get focused and become responsible citizens. They get employed and maintain good behaviour in their work places. This is so because social interaction is a continuous process that affects every stage of life. This underscores the need for a study such as this, as available literature indicate that most students have challenges coping with school environment. Some have researched on social interaction either with family background or with only self-concept in some parts of the state. This study aims at presenting information that affects the entire state on parenting styles and social interaction of senior secondary students.

All reviews on parenting styles agree that family union and helping relationship among family members enhance students’ social interaction while families that have no good relationships breed students with social misfits. From some of these reviews, it is understandable that social interaction start from parenting style adopted. Many researchers focused on academic performance but this study intends to throw light on the need for students to socially interact well even for future purposes.

METHODOLOGY

The Ex-post facto research design was used in this study. The design is considered suitable for this study because parenting styles are already in existence and do not require any manipulation.
Area of the study

The study area is Imo state (Eastern heart Land) Nigeria.

Population of the study

The population for this study comprised 31,067 senior secondary school (SS 2) students in the 274 public secondary schools in Imo State (Ministry of Education, Statistics and records 2014/2015 academic session).

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>DISTRIBUTION OF POPULATION ACCORDING TO ZONES AND SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZONES</td>
<td>NUMBER OF SCHOOLS</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Okigwe 1</td>
<td>29</td>
</tr>
<tr>
<td>Okigwe 2</td>
<td>34</td>
</tr>
<tr>
<td>Orlu 1</td>
<td>61</td>
</tr>
<tr>
<td>Orlu 2</td>
<td>37</td>
</tr>
<tr>
<td>Owerri 1</td>
<td>93</td>
</tr>
<tr>
<td>Owerri 2</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>274</td>
</tr>
</tbody>
</table>

The study made use of stratified random sampling technique. This ensured that the study population is adequately represented in the study (Maduabum 2007). The study population used was first stratified on the basis of the six education zones in the state. To obtain the secondary schools sample, 10% of the total schools in each zone were randomly selected. To select the subjects from the 27 sampled secondary schools lottery method of the simple random sampling was used.

Sample

A total of 1,553 students out of the 31,067 in the 274 public secondary Schools (2014/2015) in Imo state, Nigeria were used. Table 2 shows sample distribution according to schools in the zones.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Distribution of Samples according to Zones and Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>s/no</td>
<td>Zones</td>
</tr>
<tr>
<td>1</td>
<td>Orlu 1</td>
</tr>
<tr>
<td>2</td>
<td>Orlu 2</td>
</tr>
<tr>
<td>3</td>
<td>Okigwe 1</td>
</tr>
<tr>
<td>4</td>
<td>Okigwe 2</td>
</tr>
<tr>
<td>5</td>
<td>Owerri 1</td>
</tr>
<tr>
<td>6</td>
<td>Owerri 2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

Instrumentation

The instrument for data collection was the Students’ Parenting styles, and Social interaction Questionnaire (SPSSIQ) which was constructed by the researcher. The instrument was validated by three test experts in Guidance and Counselling and Test and Measurement departments in the faculty of Education. The reliability of students’ parenting styles and social interaction questionnaire (SPSSIQ) was administered using 5 SS II students from one of the non-participating schools in each zone of the research area. The data was collected, from the split half test administration, item of “odd and even” numbers were coded with their correlation coefficient statistics used to determine the split half reliability estimate of the scales in the instrument. The result of the split-half analysis ranged from 0.74-0.87, which was regarded as significantly reliable.

Procedure for data preparation/scoring

For ease of scoring, a coding schedule was developed, reflecting all items and options for the questionnaires. The parenting style has three sections with 6 items each (18).

Procedure for data Analysis

One way Analysis of Variance (ANOVA) was used to test the hypotheses together at 0.05 level of significance.

Hypothesis 1

Authoritarian Parenting styles do not significantly influence students’ social interaction.

Hypothesis 2

Authoritative parenting style does not significantly influence students’ social interaction.

Hypothesis 3

Permissive parenting style does not significantly influence students’ social interaction.
RESULTS AND DISCUSSION

The analysis and presentation of results are organized around the research questions. The study is on the influence of parenting styles and social interaction of senior secondary school students in Imo State, Nigeria. There is one independent variable: parenting styles. Parenting styles has three sub variables which are authoritarian parenting style, authoritative parenting style and permissive parenting style. The dependent variable, social interaction has three categories: in the family, in school and with school discipline.

Presentation and interpretation of results

This segment dealt with presentation and interpretation of the data analysis. The one way analysis of variance (ANOVA) was used in testing the stated null hypotheses. Hypothesis 1: Authoritarian parenting style does not significantly influence students’ social interaction.

Hypothesis 2: Authoritative parenting has no significant influence on students’ social interaction.

Hypothesis 3: Permissive parenting style does not significantly influence students’ social interaction.

The parenting styles are democratic (authoritative), autocratic (authoritarian) and laissez-faire styles (permissiveness) while the dependent variable is social interaction. The one-way Anova was used in analyzing the data collected from the respondents. The result of the analysis showed that at .05 level of significance and degrees of freedom 2 and 1514, the critical F-ratio is 3.00. The calculated F ratios obtained in computing the influence of parenting style on three aspects of social interaction of secondary school students are as follows: parenting style and social interaction in the family, F = 50.61 (p<.05); parenting style and social interaction in the school, F = 30.67 (p<.05); parenting style and social interaction with school discipline, F = 4.92 (p<.05). The calculated F-ratios regarding the three aspects of the social interaction were seen to be greater than the critical F-ratio. With these results, the null hypotheses were rejected. It was therefore accepted that parenting style significantly influence social interaction of senior secondary school students in terms of their social interaction in school, in the family and social interaction with the school discipline.

Given significant F-ratios, a post hoc test was carried out to using Fishers Least Significant Difference (LSD) multiple comparison tests. This was to ascertain points of significance with pair-wise comparison of the three response categories. The results are presented in Table 3. Table 4 indicated LSD multiple comparison of parenting style and three aspects of social interaction of senior secondary students. Regarding social interaction in the family, the group that responded to authoritative parenting style obtained a higher mean score than those that responded to authoritarian and permissive parenting style with the following significant t-values: authoritative and authoritarian, t = 8.34 (p<.05). The group that responded to authoritative parenting style obtained a slight less mean value than those that responded to permissive parenting style, with insignificant t-value of -0.59 (p>.05). These indicated that senior secondary students whose parenting style is authoritative are to have better social interaction in the family than those whose parenting styles are authoritarian and permissive. Those whose parenting style is authoritarian are to have same level of social interaction in the family with those whose parenting styles are permissive.

Regarding social interaction in the school, the group that responded to authoritative parenting style obtained higher mean score than the group that responded to authoritarian parenting style with significant t-value of 8.98 (p<.05). The group of authoritative parenting style also obtained a slight less mean than those that responded to permissive parenting style with insignificant t-value of -0.71 (p>.05). The group that responded to authoritarian parenting style obtained a less mean score than those of permissive parenting style with significant t-value of -7.59 (p<.05). These indicated that senior secondary students whose parenting styles are authoritative are bound to have more social interaction in the school than those with authoritarian parenting style but does not differ in their social interaction in school with those whose parenting style are permissive. Those whose parenting styles are authoritarian are to have less social interaction in school than whose parenting styles are permissive.

Regarding social interaction with school discipline, those that responded to authoritative parenting style obtained a less mean score than those who responded to authoritarian parenting style with significant t-value of -2.68 (p<.05) but obtained slight higher mean score than those of permissive parenting style with insignificant t-value of 1.61 (p>.05). Those who responded to their parenting style as being authoritarian obtained a higher mean score than those of permissive parenting style with significant t-value of 3.65 (p<.05). These indicated that those whose parenting styles are authoritative are to interact better with school discipline than those whose parenting styles are authoritarian and permissive. More so, those with authoritative and permissive parenting did not significantly differ in their social interaction with school discipline.

Table 3

Descriptive statistics and One-Way Analysis of Variance (ANOVA) of influence of parenting styles on social interaction of secondary school students

<table>
<thead>
<tr>
<th>Social interaction</th>
<th>Parenting style</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Democratic</td>
<td>7.09</td>
</tr>
<tr>
<td></td>
<td>Authoritative</td>
<td>5.12</td>
</tr>
<tr>
<td></td>
<td>Laissez-faire</td>
<td>2.96</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15.17</td>
</tr>
<tr>
<td>Social interaction</td>
<td>Democratic</td>
<td>7.09</td>
</tr>
<tr>
<td>in the school</td>
<td>Authoritative</td>
<td>5.12</td>
</tr>
<tr>
<td></td>
<td>Laissez-faire</td>
<td>2.96</td>
</tr>
</tbody>
</table>
dy investigated the influence of parenting styles on social interaction. Mudhovozi (2012) observed that parental style has significant influence on social interaction of senior secondary school students in Imo State since free education was announced and high enrolment in public schools in Imo State has encouraged parents to send their children to schools that have good reputation and academic excellence. This could account for low enrolment in private schools.

The following recommendations are made based on findings of this study:

Parents should adopt authoritative parenting style. Family focused prevention programmes on behavioural parent training which teaches parents to be consistent in reinforcing helpful behaviour and punishing hostile and unco-operative behaviour. Family therapy which involves teaching parents effective way of parenting and family management techniques.

Teachers should ensure proper classroom management that enhances interactive instructional methods and reorganization of classes to group together low academic performers with high academic performers. Schools should organize intervention programmes targeted at individuals already in the family.

**TABLE 4**

Fishers Least Significant Difference (LSD) multiple comparison of influence of parenting style on social interaction of secondary school students

<table>
<thead>
<tr>
<th>Social interaction with school discipline</th>
<th>Parenting style</th>
<th>Democratic (n = 709)</th>
<th>Autocratic (n = 512)</th>
<th>Laissez-faire (n = 296)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social interaction in the family</td>
<td>Democratic</td>
<td>19.11*</td>
<td>1.69*</td>
<td>1.58*</td>
</tr>
<tr>
<td></td>
<td>Autocratic</td>
<td>11.59**</td>
<td>17.42*</td>
<td>-0.11*</td>
</tr>
<tr>
<td></td>
<td>Laissez-faire</td>
<td>8.34**</td>
<td>-0.59*</td>
<td>17.53*</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16404.17</td>
<td>1514</td>
<td>1516</td>
</tr>
<tr>
<td>Source of variation</td>
<td>Within Groups</td>
<td>1028.03</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Between Groups</td>
<td>597.25</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Social interaction in the school</td>
<td>Within Groups</td>
<td>14739.03</td>
<td>1514</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15336.28</td>
<td>1516</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>10898.77</td>
<td>1514</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10969.54</td>
<td>1516</td>
<td></td>
</tr>
</tbody>
</table>

*p<.05; df*; CriticalF=3.00

**CONCLUSION**

This study investigated the influence of parenting styles on social interaction of senior secondary school students in Imo State, Nigeria. The conclusion arrived from the finding of this study was that, parenting styles significantly influenced students' social interaction. Social interaction though dependent variable equally has influence on an individual. Anyone who cannot adjust or interact well with people would always have problem. Interaction is dynamic and cuts across one's life span. Students need to adjust properly in order to interact, focus and have appropriate locus control.

Senior secondary school students are in a critical stage that requires the joint efforts of all and sundry to help them adjust and learn to interact properly. The family being the first socializing agent should see it as a responsibility to use the best approach in controlling children. There should always be a forum of interaction that involves them (children) and their inputs respected. Since the type of interaction in the family affects these children, parents should endeavor to maintain a conducive environment.

**RECOMMENDATIONS**

The following recommendations are made based on findings of this study:

Parents should adopt authoritative parenting style. Family focused prevention programmes on behavioural parent training which teaches parents to be consistent in reinforcing helpful behaviour and punishing hostile and unco-operating behaviour. Family therapy which involves teaching parents effective way of parenting and family management techniques.

Teachers should ensure proper classroom management that enhances interactive instructional methods and reorganization of classes to group together low academic performers with high academic performers. Schools should organize intervention programmes targeted at individuals already...
manifesting problematic behaviour and child skill training aimed at teaching students' social, emotional and cognitive competence.

The Imo State Government should endeavour to post more Guidance Counsellors to secondary schools on full time to ensure that students are given guidance that will enhance their interaction in the school and in wider society. The State Ministry of Education in conjunction with experts in the Department of Educational Foundations (Guidance and Counselling), Imo State University and Alvan Ikoku Federal College of Education should periodically organize in-service training for Guidance Counsellors in the state schools.

**SUGGESTIONS FOR FURTHER RESEARCH**

The following suggestions are made for further research in this study:

1. This study could be carried out using the junior secondary school students in the state.

2. This study could be conducted using private secondary schools in the state.

**REFERENCES**


