

Impact of Parenting Styles and Antisocial Behaviour on Academic Achievement of Secondary School Students in Nasarawa North Senatorial District, Nasarawa State

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Abstract

Secondary school students' academic achievement, parenting practices, and antisocial behaviour are significantly associated. The study aims to investigate the impact of parenting styles and antisocial behaviour on the academic achievement of secondary school students in Nasarawa North, Nasarawa State, Nigeria. Using a descriptive survey research design, data were collected from 327 secondary school students selected through a simple random sampling technique. Three standardized instruments, the Parental Authority Questionnaire (PAQ), Subtypes of Antisocial Behaviour Questionnaire (STAB), and Academic Achievement Questionnaire (AAQ), were used to measure parenting styles, antisocial behaviour, and academic achievement among secondary school students in Nasarawa North, Nasarawa State, Nigeria. Data were analyzed using multiple regression analysis at a 0.05 level of significance. Findings revealed that the authoritative ($\beta = .380$, $p < .001$) and permissive parenting styles ($\beta = .140$, $p = .000$) established a positively significant influence on academic achievement. However, the authoritarian parenting style established no significant influence on academic achievement ($\beta = -.366$, $p < .001$). Also, antisocial behaviour of bullying by students ($\beta = -.447$, $p < .001$) and stealing ($\beta = -.034$, $p = .000$) made a significant negative contribution to the influence on students' academic achievement in Nasarawa North, Nigeria. This shows that the act of bullying and stealing by secondary school students has a negative but insignificant influence on their academic achievement, meaning that an increase in bullying and stealing reduces the academic achievement of secondary school students. This study further highlights the importance of consistent parental supervision and open communication in influencing anti-social behaviour and academic achievement among secondary school students.

Keywords:

Parenting Styles, Antisocial Behaviour, Academic Achievement, Secondary Schools, Nasarawa North.

Introduction

Academic achievement was once thought to be the most important outcome of formal educational experiences, and while there is little doubt as to the vital role such achievements play in student life and later (Kell et al., 2013). The success and failure of any educational institution is measured in terms of the academic achievement of students. Not only schools, but parents also have very high expectations from students with respect to their academic achievement, as they believe that better academic results may lead to better career options and future security.

In an educational context, academic achievement is the educational goal to be achieved by a student, teacher, or institution over a certain period and is measured either by examinations or continuous assessments, and the goal may differ from one individual or institution to another. Academic achievement is the outcome of education, the extent to which a student, teacher, or institution has achieved their educational goals. Parenting styles and anti-social behavior are inversely and significantly related to academic achievement (Kompitović et al., 2020).

Parenting is seen as a complex task, and the strategies parents use in bringing up their children determine adolescents' involvement in anti-social behaviour and its influence on academic achievement in secondary schools (Kiran et al., 2019). Parents are usually unaware of the impact their parenting style has on their children's behavior. According to Sahithya (2019), parenting style is one of the causes that lead to antisocial behavior in children. Baumrind (1967a) classified parenting styles into three types: authoritative, permissive, and authoritarian.

Furthermore, the work of Baumrind (1967b) revealed that the preschool children raised by authoritative parents were the best adjusted. They were self-reliant, cheerful, socially responsible, cooperative with adults and peers, and achievement-oriented. Authoritative parenting requires a parent to have some sense of control and to be receptive to the needs of their children. Parents are fair in supervising and punishing their children, while at the same time being attentive and supportive of their needs. Authoritarian parents are less attentive to their children's needs but good at demanding and giving orders. In most cases, overstrictness can cause more harm than good to children, especially when they come of age. Children of authoritarian parents are seemingly unhappy and moody, relatively aimless, easily annoyed, and very difficult to be around (Yadav & Chandola, 2019). Lastly, permissive parenting allows children to have an upper hand over their parents in terms of their needs. In other words, parents have little control over their children by allowing them to do whatever they want; enforcing obedience to rules and regulations is challenging.

Anti-social behaviour refers to a broad range of actions that violate social norms, disregard the rights of others, and often bring individuals into conflict with authority or the law. According to Audu et al. (2020), anti-social behaviour in its most severe form is captured under Conduct Disorder in childhood and adolescence, and antisocial personality disorder in adulthood. In particular, the major problem negatively affecting child upbringing is harsh and inconsistent parenting, with studies concluding that such a parenting style is associated with behavioural problems such as antisocial behaviour (Hosokawa & Katsura, 2018).

Furthermore, a child raised by authoritarian parents would grow up to be aggressive, intolerant, rule-oriented, violent, and confrontational, making them vulnerable to anti-social conduct and obstructing their academic achievement (Piano, 2022). Children from permissive households, on the other hand, are prone to behavioural risks such as pomposity, vulgarity, impulsive conduct, insensitivity, and a lack of moral scruples (Encyclopaedia of Adolescence, 2011). As a result of these contending tensions and issues between parents and kids, adolescents from democratic families are receptive, sociable, tolerant, open-minded, and polite (Miklikowska & Hurme, 2011).

The prevalence of antisocial behavior, particularly bullying and stealing, among secondary school students has been felt across Nigeria, especially in Nasarawa North Senatorial District of Nasarawa State. The work demands of this 21st century have significantly affected the family system and structure, making both parents struggle for the family's socio-economic stability, leaving their children's character and academic achievement at the mercy of media, house help, peer influence, and social environment. These changes have a huge negative impact on parenting, anti-social behavior, and students' academic achievement. Most Nigerian parents, including those from Nasarawa North Senatorial District, work away from home and, as a result, many families find it difficult to keep in touch with their children's learning progress, character, and personality (Okpokiri, 2021). Furthermore, there is a growing concern indicating that students' deviance and learners' antisocial

behaviors originate from the social environment, where family and home environment are identified (Asiyai, 2019; Khaliq & Rasool, 2020).

Furthermore, the negative impacts of different parenting styles such as authoritative, authoritarian and permissive, as well as antisocial behaviours such as bullying and stealing, on secondary school students' academic achievement is considered the study problems. In light of these contending issues, this study will examine the influence of parenting styles and antisocial behaviour on the academic achievement of secondary school students in Nasarawa North Senatorial District of Nasarawa State.

Literature Review

Research conducted by Kiran et al. (2019) investigated the relationship between parenting styles and public secondary school students' antisocial behaviour in Sahiwal division. A random sampling technique was used to select a sample of 190 males (95 urban and 95 rural) and 200 females (100 urban and 100 rural) using two standardized questionnaires, viz. Parental Authority Questionnaire (PAQ) and Sub-Types of Antisocial Behaviour (STAB). The findings revealed no significant correlation between authoritative parenting style and students' antisocial behaviour, and the majority of public secondary school students perceive fathers' parenting style to be authoritarian and mothers' to be authoritative. The study concludes that fathers' authoritative parenting style is not related to students' antisocial behavior, which does not lead to poor academic achievement. However, both authoritarian and permissive parenting styles significantly contribute to students' antisocial behaviour and low-performance grades in public secondary schools.

In the same vein, Hayek et al. (2022) examine how parenting style relates to academic achievement of Lebanese adolescents. The study adopted 345 students aged between 15 and 18 from private and public schools in Mount Lebanon and the Beirut area. The results revealed that authoritative parenting was prospectively associated with better academic achievement and higher self-efficacy. Adolescents who perceive their parents as authoritative are more likely to develop high efficacy beliefs and higher intention and subsequently are more likely to achieve better in school compared to peers of neglectful parents. The study concluded that authoritative parenting influenced both directly and indirectly the academic achievement of their children. Interventions aiming at improving the academic performance of adolescents should also encompass positive parenting style strategies.

Obey (2024) examined parenting style and scholastic adjustment of secondary school students in Port Harcourt Metropolis of Rivers State. A correlational research design was adopted, and Pearson Product Moment Correlation was used to analyze the randomly selected sample of 388 SS1 students. The findings revealed a positive relationship between authoritative parenting style and scholastic adjustment of secondary school students. Based on this finding, it was recommended that parents should be aware that their parenting styles have a positive or negative effect on the scholastic adjustment of students. Similarly, David and Orluwene (2020) examined the influence of parenting style on academic achievement by determining how authoritative and authoritarian parenting styles, broken homes, and family size influence the academic achievement of students in the University of Port Harcourt. The findings of the study revealed that the students who performed best experienced an authoritative parenting style; therefore, it was the best method of parenting style in relation to academic achievement.

In a comprehensive meta-analysis, Pinquart (2016) integrated the results of 308 empirical studies on associations of general parenting dimensions and styles with academic achievement of children and adolescents. Pinquart concluded that associations of academic achievement with general parenting dimensions/styles tend to be smaller than associations of school-specific parental involvement. Du Plessis (2024) also established an association between authoritative parenting and academic achievement. However, a previous study by Rammolai-Segokgo et al. (2022) analyzed the influence of different parenting styles on the academic performance of students in Junior Secondary Schools in Botswana. The analysis using one-way Analysis of Variance (ANOVA) revealed a contrary result, suggesting that authoritative parenting had no significant influence on students' academic performance.

Grant et al. (2011) examined the prevalence and clinical correlates of antisocial behaviour such as stealing among high school students. The result revealed an overall prevalence of stealing of 15.2% (95%CI: 14.8–17.0). Based on the results, poor grades, alcohol and drug use, regular smoking, sadness and hopelessness, and other antisocial behaviors were all significantly ($p < .05$) associated with

any stealing behavior. Stealing appears fairly common among high school students and is associated with a range of potentially addictive and antisocial behaviors. Gimenez and Barrado (2020) analyzed the effect of violent crime on students' results in Costa Rica using PISA data. The result revealed that exposure to crime, measured by the homicide rate, has a negative and significant impact on academic achievement. Similarly, Mbah (2020) research explored school bullying amongst high school students, and the results demonstrated that school bullying still exists in most schools and influences students' academic performance and school attendance.

Furthermore, Oluwamumibori et al. (2022) examined bullying and academic performance in a study of selected secondary school students in Alimosho Local Government Area, Lagos, Nigeria. The study's findings show a negative relationship between bullying and students' academic performance. Results also show that addiction to alcohol and loss of concentration are the major effects of bullying on students' academic performance. Al-Raqqad et al. (2017) investigated the impact of school bullying on students' academic achievement from teachers' perspective in Jordanian schools. The research results indicated that school bullying exists in all schools regardless of whether they are governmental or private ones. The study also concluded that school bullying affects students' academic achievement, whether victims or the bullies. Similarly, Ismaili et al. (2024) investigated the nature of classroom bullying in secondary schools in Azerbaijan and identified the types of bullying in their English classes and its consequences for learners. The results of this study provided in-depth information on what kind of bullying is often done in schools and educational institutions today, and the students who are bullied and those who witnessed it.

Theoretical Framework

The study adopted Bronfenbrenner's ecological systems theory as its theoretical framework. Bronfenbrenner's ecological systems theory was introduced by a Russian-American psychologist, Urie Bronfenbrenner, during the 1970s, and he presented his ideas in his 1979 book "The Ecology of Human Development: Experiments by Nature and Design." Bronfenbrenner's ecological systems theory of child development is the belief that human development is shaped by the interaction of an individual and their environment. At the core of Bronfenbrenner's ecological systems theory is the individual (Tong & An, 2024), surrounded by four nested systems known as Bronfenbrenner's model, including the microsystem, the mesosystem, the exosystem, and the macrosystem (El Zaatari & Maalouf, 2022). These interconnected systems make up a person's environment that all interact to influence and shape how people grow and respond.

In understanding Bronfenbrenner's theory, he emphasized that human development requires the examination of multi-person systems of interaction where more than one setting, such as the family (parents) and school environment (teachers or guardians), can influence the developing or growing human organism (children or students) (Crawford, 2020). In the 1980s, Bronfenbrenner identified a range of models for understanding the influence of environment on human development. The identified models include the social address model; the sociological niche model; the personal attributes model; the microsystem process model; the person-context model; lastly, the process-person-context model, and process-context model (Christensen, 2016).

The current study considered Bronfenbrenner's *personal attributes model* and *sociological niche model* the most appropriate in understanding the impact of parenting styles and antisocial behaviour on academic achievement (Kilanowski, 2017). The *personal attributes model* encompasses the biological and psychological characteristics of the individual changes over time (Murphy, 2020). The model was based on the assumption that the experiences of parenting in early life by children can be consequences of specific personal characteristics that can be evident in later life as antisocial behaviour. On the other hand, the *sociological niche model* enables the statistical analysis of the psychological characteristics of an individual (children) operating within two different contexts (family-parenting) and (school-teaching and learning) (Kaiser et al., 2024). The model was based on the assumption that these two identified social locations (family environment and school settings) can be suitable or unsuitable (positive or negative) for psychological development; for example, a household of divorced parents living separately can lead to neglect and aggression, which contribute to children's antisocial behaviour, affecting academic achievement.

Furthermore, Bronfenbrenner's ecological systems theory made significant contributions to the study of human development, especially the comparative study on families and parenting styles with

emphasis on families and parenting vulnerability to children and negligence of families and community support to children (Perera, 2023; Sadownik, 2023). The model recommended how certain social policies can strengthen the quality of life of developing children. In addition, Bronfenbrenner's ecological theory asserts that the most significant factor contributing to children's positive behavioural development is the trusting bond between parents or primary caregivers and their children (Lippard et al., 2018).

This research based its findings on the following objectives:

To examine the impact of parenting styles (authoritative, authoritarian, and permissive parenting styles) and antisocial behaviour on the academic achievement of secondary school students in Nasarawa North, Nasarawa State.

Methodology

Design

The research adopted a descriptive survey research design to evaluate the impact of parenting styles and antisocial behaviour on the academic achievement of secondary school students in Nasarawa North, Nasarawa State. The study design describes the distribution of one or more variables, without regard to any causal relationship, gathering information about prevailing conditions or situations for the purpose of description and interpretation, focusing on characteristics of individuals or samples.

Population

The study's population comprises a total of 2,219 SS3 senior secondary students obtained from 12 randomly selected schools, 4 each from the 3 local governments (Akwanga, Nassarawa Egoon, Wamba).

Table 1: Sample Distribution of SS3 Students according to selected Schools in Nasarawa North Senatorial District of Nasarawa State

Senatorial District	LGA	Name of Schools	Total Number of SS3 Students	Sample Size of SS3 Students
Nasarawa North	Akwanga	GSSS Anhada	245	36
Nasarawa North	Akwanga	GSS Angwan Zaria	178	26
Nasarawa North	Akwanga	GSS Akwanga	156	23
Nasarawa North	Akwanga	GSS Gudi	107	15
Nasarawa North	N/ Eggon	GSS N/Eggon	195	30
Nasarawa North	N/ Eggon	GSS Kagbu	263	39
Nasarawa North	N/ Eggon	GSS Wulko	206	31
Nasarawa North	N/ Eggon	GSS Ubbe	179	26
Nasarawa North	Wamba	GSS Gbata	142	20
Nasarawa North	Wamba	GSS Kango	221	34
Nasarawa North	Wamba	GSS Wamba	137	19
Nasarawa North	Wamba	GSS Mama	190	28
Total			2,219	327

Source: Ministry of Education, Nasarawa State (2026)

Sample and Sampling Technique

The study utilized the Krejcie and Morgan (1970) sample size estimation table and formula to determine and verify the sample size from a known or finite population (Memon et al., 2020). The table indicates that for populations within the range of 2200 – 2399, the sample size is 327. Therefore, the sample size for this study comprises 327 students of public senior secondary schools in Nasarawa North, Nasarawa State, Nigeria. To further verify the sample size figure from Krejcie and Morgan's (1970) sample size table, their formula is provided using the population of 2219 students of public senior secondary schools in Nasarawa North, Nasarawa State. The formula is stated thus:

$$S = \frac{X^2 NP(1 - P)}{d^2(N - 1) + X^2 P(1 - P)}$$

Where:

S = Required sample size

X = Z value (i.e. 1.96 for 95% confidence level)

N = Population size

P = Population proportion (expressed as a decimal; assumed to be 0.5 i.e. 5%)

d = Degree of accuracy (5%) expressed as a proportion (.05); i.e. the margin of error.

Therefore, a total of 327 copies of the questionnaire will be proportionately issued to the participants from 12 public secondary schools in Nasarawa North, Nasarawa State, Nigeria. Also, this research employed a simple random sampling technique because the method allows every participant an equal opportunity of being selected. In using this method, the researcher designed and carefully folded pieces of paper labeled 'yes' and 'no'. The labels contained 12 Yes to represent the 12 public secondary schools and another group of 327 Yes to represent the targeted sample for data collection. Thus, 327 sample questionnaires were distributed across 12 selected public secondary schools. First, students were briefed about the purpose of the study and asked to pick from the pieces of paper. All students who picked 'Yes' and also agreed to be part of the study were automatically administered a questionnaire to respond to the items and return immediately.

Data Collection

For data collection, this research utilized three standardized instruments comprising the Parental Authority Questionnaire (PAQ) developed by John and Buri (1991) to assess parenting styles from the child's perspective using 30 items 5-point Likert-type questionnaire with relatively high internal consistency of 0.74 and test-retest reliabilities of 0.78 (Buri, 1991; Smetana, 1995; Yaffe, 2018). The reported Cronbach alpha reliability is .81 for permissive parenting in mothers and .71 for fathers, .78 for authoritative parenting in mothers and .92 for fathers, and .86 for authoritarian parenting in mothers and .81 for fathers. Also, Burt and Donnellan's (2009) Subtypes of Antisocial Behavior Questionnaire (STAB), assesses physically aggressive, rule-breaking, and socially aggressive forms of antisocial behavior. They reported Cronbach's alpha reliability coefficients of $\alpha = .84$ for physically aggressive, $\alpha = .78$ for rule-breaking, and $\alpha = .85$ for socially aggressive, and confirmatory factor analysis coefficients ranging from .84 to .91 for physical aggression, .83 to .90 for social aggression, and .71 to .87 for rule-breaking. In addition, the Academic Achievement Questionnaire (AAQ) developed by Floyd and Widaman (1995), is a concise 9-item instrument with psychometric properties and reliability coefficients that prove that the instrument is satisfactory and acceptable, with Cronbach's alpha reliability: for study performance = .801, handling of study demands = .810, and social adaptation = .638.

Results

This section presents the analysis of the tested hypotheses as follows:

Hypothesis 1: Parenting styles will have a significant influence on academic achievement of secondary school students in Nasarawa North, Nasarawa State, Nigeria. This hypothesis was tested using multiple regression analysis, and result presented in Table 1.

Table 2. Summary results of multiple regression analysis showing the influence of parenting styles on academic achievement of secondary school students

Predictor Variable	R	R ²	df	F	β	T	Sig
(Constant)	.366	.134	1300	52.895		37.470	
Authoritative					.380	7.608	.000
Authoritarian					-.366	-7.273	.012
Permissive					.140	2.627	.000

Source: Authors' field survey (2026)

As shown in Table 2, the result revealed a significant positive influence of authoritative parenting on academic achievement with $F(1, 343) = 57.88$, $p < .001$. The coefficient showed that for each one unit increase in authoritative parenting, student's academic achievement increased by .380 units ($\beta = .380$,

$p < .001$). This confirms that authoritative parenting significantly influences a significant increase in the academic achievement of secondary school students in Nasarawa State, Nigeria. Also, the results of multiple regression analysis demonstrated a significant negative influence of authoritarian parenting on academic achievement of secondary school students in Nasarawa State [$F(1, 343) = 52.90, p < .001$]. The regression coefficient indicated that for every one unit increase in authoritarian parenting, academic achievement of secondary school students reduced by .366 units ($\beta = -.366, p < .001$). This suggested that authoritarian parenting plays a significant negative influence in reducing the level of academic achievement of secondary school students in Nasarawa State. Also, the finding revealed that permissive parenting had a significant influence on academic achievement of secondary school students with $F(1, 343) = 6.90, p = .000$. The regression coefficient indicated that for every one unit increase in permissive parenting, academic achievement of secondary school students increased by .140 units ($\beta = .140, p = .000$). This means that an increase in permissive parenting leads to an increase in academic achievement of secondary school students. $\beta = .380, \beta = .140, -.366$

Hypothesis 2: Antisocial Behaviour (bullying and stealing) will significantly influence academic achievement. This hypothesis was tested using simple linear regression analysis and result presented in Table 3.

Table 3 Summary Results of Simple Linear Regression Analysis showing the influence of Anti-social Behaviour on Academic Achievement of Secondary School Students

Predictor Variable	R	R ²	df	F	B	T	Sig
(Constant)	.447	.200	1300	85.673		9.490	
Bullying					-.447	-.9.256	.001
Stealing					-.034	-.631	.000

Source: Authors' field survey (2026)

As shown in Table 2, the multiple regression analysis revealed a significant influence of bullying on the academic achievement of secondary school students, $F(1, 343) = 85.67, p < .001$. The coefficient of determination ($R^2 = .200$) indicated that bullying accounted for 20.0% of the variance in academic achievement of secondary school students. The standardized regression coefficient ($\beta = -.447, p < .001$) showed a negative relationship, meaning that an increase in bullying leads to a decrease in academic achievement of secondary school students in Nasarawa North, Nasarawa State. Also, the results showed no significant influence of stealing on the academic achievement of secondary school students [$F(1, 343) = .40, p = .000$]. The regression coefficient was not significant ($\beta = -.034, p = .000$). This shows that the act of stealing by secondary school students has a negative but insignificant influence on their academic achievement, meaning that an increase in stealing leads to reduced academic achievement of secondary school students.

Discussion

The initial hypothesis posits that parenting styles (authoritative, authoritarian, and permissive) have a significant influence on academic achievement. The findings indicate that authoritative ($\beta = .380$) and permissive parenting styles ($\beta = .140$) have a positive and substantial influence on academic achievement of secondary school students. Nevertheless, the authoritarian parenting style is the sole parenting approach that has no significant positive influence on students' academic achievement ($\beta = -.366$). This result is supported by Hayek et al. (2022). Their findings show that authoritative parenting was prospectively associated with better academic achievement and higher self-efficacy. The study concluded that authoritative parenting influenced both directly and indirectly the academic achievement of their children. Likewise, Ali et al. (2023) investigated the effects of parenting styles on academic performance. Results of hierarchical multiple regression analysis in this study ranked the most significant predictors of the academic performance of children, and authoritative parenting alone was third in importance ($\beta = 13.38$) in influencing the academic performance of children in the study area.

The current study's findings is in agreement with the work conducted by Slameto (2024). The results of this study show that authoritative parenting is the most effective parenting method in improving children's academic achievement, for both girls and boys. Similarly, Retnowati and Sukmawaty (2024) demonstrated that authoritative parenting is associated with cognitive development, behavior

problems, adolescents' career decision self-efficacy, empathy development, life satisfaction, social skills, emotional problems, self-esteem, and approach coping strategies, which significantly influence secondary school students' academic achievement. Conversely, Mumina et al. (2022) investigated the relationship between parenting styles and academic performance of secondary school students in public and private schools in Lamu County, Kenya. Their findings revealed that there is a negative significant relationship between permissive parenting styles and academic performance. Hayek et al. (2022) examined how parenting style relates to academic achievement of Lebanese adolescents. However, their findings also revealed that, unlike authoritative parenting, permissive parenting was prospectively not associated with better academic achievement and higher self-efficacy.

Furthermore, the current study showed a significant negative influence of authoritarian parenting style on academic achievement of secondary school students [$F(1, 343) = 52.90, p < .001$]. This means that as authoritarian parenting increases, secondary school students' academic achievement decreases. The current study's findings is in agreement with the study conducted by Obey (2024). The findings revealed a negative relationship between authoritarian parenting and the academic adjustment of secondary school students. Based on these findings, it was recommended that parents should be aware that their parenting styles have a positive or negative effect on the scholastic adjustment of students. Similarly, other studies also established a significant influence of the authoritarian parenting style on students' academic achievement and success (Alrajhi & Aldhafri, 2024; Vega et al., 2022).

The second hypothesis posits that antisocial behaviour significantly influences the academic achievement of students in secondary school. This revealed that a significant influence of bullying among secondary school students has a negative influence on their academic achievement ($\beta = -.447, p < .001$). This means that an increase in bullying leads to a decrease in the academic achievement of secondary school students. The current study's findings is in agreement with Mbah (2020) explored school bullying amongst high school students, their perspectives, and effects on academic performance. The findings showed that school bullying still exists in most schools and has a negative influence on students' academic performance and school attendance.

Oluwamumibori et al. (2022) examined bullying and academic performance in a study of selected secondary school students in Alimosho local government area, Lagos, Nigeria. The study's findings showed a negative relationship between bullying and students' academic performance. Also, the findings revealed that addiction to alcohol and loss of concentration is the major effects of bullying on students' academic performance. In the same vein, Okeke et al. (2024) investigated the perceived impact of bullying on the academic performance of high school learners in South Africa. The study also found that bullying among high school students can affect their academic performance negatively. It was therefore concluded that bullying has negative implications on students' academic performance.

A previous study by Moncher and Miller (1999) demonstrated that stealing was related to youths' attitudes toward parents and school. Dennis (2024) focuses on the link between school factors (liking school, liking teachers, and the importance of getting good grades) in relation to theft among adolescents of 15 years old. The results showed that liking teachers is the most dominant factor, with the strongest impact on theft. Gimenez and Barrado (2020) analysed the effect of violent crime on students' results in Costa Rica. The findings demonstrated that exposure to crime, measured by the homicide rate, has a negative and significant impact on academic achievement.

Conclusion

The study aimed to investigate the influence of parenting styles and anti-social behaviour on the academic achievement of secondary school students in Nasarawa North, Nasarawa State, Nigeria. Through a comprehensive analysis of the data, several key findings have emerged. This study concludes that authoritative parenting style significantly influences an increase in academic achievement. This means that indicating that an increase in authoritative parenting leads to improvement in students' academic achievement. Also, authoritarian parenting has a significant negative influence on academic achievement; permissive parenting has a significant influence on the academic achievement of secondary school students; antisocial behaviours such as bullying among secondary school students lead to a decrease in academic achievement; and stealing by secondary school students has a negative but insignificant influence on their academic achievement. This study

further highlights the importance of consistent parental supervision and open communication in influencing anti-social behaviour and academic achievement among secondary school students.

Recommendations

1. Education Authority and Area Inspectorate Offices should prioritize organizing community-based workshops and seminars to educate parents, teachers, and community leaders about the influence of parenting styles on youth behaviours. Emphasize the importance of open communication, social and emotional support, and setting appropriate boundaries in the parent-child relationship.
2. Given the strong influence of parenting styles on academic achievement, schools in Nasarawa State should organize parent-student programmes with a focus on enhancing parenting education skills that promote authoritative parenting strategies. These programs should provide parents with the knowledge and tools to create a supportive and nurturing family environment for children while avoiding excessive leniency or authoritarian methods.
3. Schools in Nasarawa State should leverage recruiting professionals such as trained Educational Psychologists and Guidance and Counsellors to provide counseling services to parents and guardians during Parents' Teachers Meetings (PTA) with a focus on the impact of parenting styles on students' anti-social behaviours and academic performance. This counseling programme should focus on providing the implications of different parenting styles and consequences of anti-social behaviours such as bullying and stealing among secondary school students by supporting both parents and children (students) with possible intervention strategies.
4. The school management, in collaboration with the community leadership, should advocate for school-community conferences and seminars targeting both parents and students as participants. This programme can be held within the school's premises or community youth centers to discuss issues of parenting styles, anti-social behaviours, and their impact on child development, especially academic achievement.

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