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Indiscipline, Parenting Style and Attitude to Learning of Students in Secondary Schools in Uyo Local Government Area of Akwa Ibom State, Nigeria

Dr. (Mrs) Udeme A. Umo
Department Of Educational Foundations, Guidance And Counselling, University Of Calabar
P.M.B 1115 (UPO), Calabar.
Email: udemeakanumo@yahoo.com

Abstract
The study was designed to examine the factors responsible for indiscipline among secondary school students and the need for stakeholders in education to find the solution to the problems of indiscipline in schools. Indiscipline behaviour appears to be endemic in schools in recent times, being manifested by students at all levels particularly among secondary school students. The social problem of juvenile delinquency which is the main cause of indiscipline has eaten deep into the fabrics of our society like a cankerworm and there is need for something to be done to rid the society of this cankerworm. Ex-post facto research design was employed in the study. The study population was all Government Secondary Schools in Uyo Local Government Area of Akwa Ibom State which is about 5000, and 1000 students were sampled from this population using random sampling for the study. Questionnaires were the instrument used for data collection. Data collected were analyzed using population t-test and Pearson Moment Correlation analysis. Results of the analysis showed among others that indiscipline among secondary school students is greatly influenced by their attitude to learning, parental style, peer groups and other factors and to ensure effective education in our secondary schools, all the necessary hindrances must be addressed from the grass roots by ensuring that the students are well disciplined.
Keywords: indiscipline, students, solutions, parenting style

1. Introduction

Before the Nigerian civil war, the quality of school system as regards to discipline was very high up till the end of Nigerian civil war in January, 1970. Most schools in the past were missionary schools where there was high degree of harmony and discipline among the stakeholders which cuts across kindergarten to the University. Moreso, parents and teacher were then more dedicated to their responsibility of raising children than now. Regrettably, now indiscipline has become the order of the day among secondary school students. A close observation of the behaviour of the students will reveal that students neither have respect for constituted authorities in school nor for school rules or regulation. They prefer to do things their own way without minding the implications (Abi, 1999).

Zubaida (2009) identifies various forms of indiscipline among the secondary school students such as truancy, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting and many other anti-social vices. Truancy has becomes a problem that parents in almost every family and all school are facing. Students often wander rather than go to school and they engage themselves in most unbecoming behaviours. Delinquency is a form of indiscipline behaviour and Ntukidem (1987) says that indiscipline in itself is the state of disregard to lay down rules and regulations thereby producing disorderly behaviour in the individual. According to him, much as discipline requires self control, indiscipline is lack of self control, restraint and unwillingness to comply with intelligent rules and regulations. He also adds that indiscipline eliminates training of the mind and character for the productive or orderly behaviour in an individual.

According to Isangedihi (2007), indiscipline behaviour is a measure of one's loss of ability for self control. He explains further that, it is susceptibility of one to act ultra-vires and in ways that contradict the norms and standard of behaviour expected of a reasonable person in the society. To Durajaiya (1980) indiscipline is the absence of the atmosphere that favours the achievement of set goals of an institution while Ntukidem (1981) describes indiscipline as the poor training of the mind. Student's indiscipline involves activities that neglect the principles of the order and decency. It incorporates such acts as examination malpractices, lateness to school, loitering in school during school hours, improper dressing, lack of respect to constituted authorities, dishonesty, eating in class, sleeping in class, littering the school compound, hooliganism, noise making in class, bulling and others (Erojikwe 2002).

Indiscipline behaviour has a negative effect on students as observed by Jones (2005) that indisciplined students always perform very poorly. This according to him, they do not use their time judiciously. This position is supported by Ogbiji (2004) when he says that any organization with indisciplined members is bound to crumble. Natty (1999), calls on the education stakeholders to ensure discipline into our school system. In order

to curb indiscipline in the school system, children have to be disciplined from the cradle (Kindergarten through primary to secondary schools). If they are not disciplined at this stage, it will be difficult to instill discipline into them in a later age when they proceed to tertiary institutions.

To solve this problem, many measures have been taken by school authorities like corporal punishment, manual labour, suspension, expulsion, counseling withdrawal of privileges and others. Researches have also been carried out on influence of such variables as socio-economic status of parents, school location, class size, age of students on discipline. In spite of these measures, indiscipline behaviour among students is still rampant in our school. It is hoped that this study will go a long way in curbing some of the indiscipline behaviours in our secondary schools.

Denga and Denga (2007) describe parenting as the activity which involves bringing up and looking after a child or children; according to them, the process may be carried out by biological parents or a parent in the case of single parent. It may also involve surrogate parent who are not real parents but acting in loco parenting. Parenting style is techniques parents employ in the control of their children behaviour at home (Kendy, 2000). Kellan (2000) classifies parenting styles into three categories of Laisser-fair, authoritarians and democratic; which parents consciously or unconsciously employ. Obi (1995) is of the opinion that parenting styles influence student's behaviour when he observes that a child's indiscipline or disciplined behaviour is dependent on the parenting style employed by parents. Kellan (2000) who is in support of the view believes that where an ideal parenting style is employed in the home, the children go undisciplined; but where this is not, the reverse is the case.

Nowadays, some parents expose their children to certain antisocial behavior. Some purchase fake certificates for their children to gain admission into higher institutions of learning and some even pay huge sum of money to their children's teachers to alter their failed grades (Uwe, Asuquo & Ekuri, 2008). When parents fail to teach their children the necessary social skills for success interaction, such parents automatically leave their children vulnerable to learn inappropriate behaviors from those who would take advantage of them.

2. Purpose Of The Study

The purpose of this study was to investigate the influence of parenting style and students attitude to learning on indiscipline among secondary school students.

3. Research Hypotheses

Two null hypotheses were formulated and tested at 0.05 level of significance.

- *Hypothesis One*: There is no significant influence of parenting styles on student's indisciplined behaviour.
- *Hypothesis Two*: There is no significant influence of student's attitude to learning on student's indiscipline behaviour.

4. Methodology

The ex- post facto research design was used for this study.

4.1 Area and population of study

The area of the study was Uyo LGA of Akwa Ibom State, Nigeria, with about 25 Government Secondary Schools. The population consists of senior secondary one to three students. The population size was about 5000.

4.2 Sample and Sampling Technique

The stratified random sampling technique was employed to select the schools and 1000 subjects for study.

4.3 Instrumentation

The student's opinion questionnaire (SOQ) was used for the study. The instrument comprised of 20 items all of the Likert-type 4, point scale (strongly agree 4 points, agree 3 points, disagree 2 points and strongly disagree 1 point). The respondents were required to indicate their levels of agreement for each statement.

In terms of validity, the instrument was subjected to face and content validity by researchers and experts in Measurement, Evaluation and Psychology who confirmed that the instrument was suitable for measuring what it was purported to measure. The reliability of the instrument was established through the split reliability methods of Spearman Brown Prophecy, the exercise was carried and among 50 students who were not used in the main study. A reliability index of 0.79 and 0.81 was obtained, indicating a high reliability.

4.4 Analysis of the Data and Results

The data was collected and analyzed using the population t-test and Pearson Moment Correlation analysis.

Table I**:** Shows the distribution of study sample by schools.

Distribution of study sample by schools

LOCAL EDUCATION COMMITTEE	CODES OF SCHOOL	SCHOOL TYPES	NUMBER OF RESPONDENTS	NUMBER OF MALES	NUMBER OF FEMALES
UYO	A	AG	100	-	100
	B	M	100	40	60
	C	M	100	45	55
	D	AG	100	-	100
	E	AB	100	100	-
	F	AG	100	-	100
	G	M	100	50	50
	H	AB	100	100	-
	I	M	100	42	58
	J	AB	100	100	-
	TOTAL		**1000**	**477**	**523**

Key

AG   -   All Girls

M   -   Mixed

AB   -   All Boys

Hypothesis I

In the null from the hypothesis stated that:

There is no significant influence of parenting styles on student's indiscipline behaviour.

The data collected was analyzed using the population t-test analysis test statistics.

The independent variables in this hypothesis are parenting styles; while the dependent variables are students' indiscipline behaviour. To test the hypotheses, respondents score on parenting style were grouped into two parenting style of their parents namely:

1. Autocratic
2. Democratic

The result of hypothesis is represented in

Table 2:

Variables y(Perception of Parenting styles in terms of)	N	$\overline{\text{X}}$	SD	t
Autocratic	1000	53.64	19.49	5.90*
Democratic	1000	54.94	19.75	7.91*
Reference Score	-	50	-	-

$P < 0.05$, critical t = 1.96, df = 999

The results of the analysis in table I indicates that the calculated t-value for the perception of parenting style in terms of the autocratic parenting style which was 5.90 was greater than the critical value of 1.96 at 0.05 level of significance with 999 degree of freedom. This implies that at this level of consideration, the null hypothesis is rejected and this implies that the autocratic parenting style influences the students' indiscipline in schools. For the democratic parenting style, the result also indicates that the calculated t-value of 7.91 was greater than the critical t value of 1.96 at 0.05 level of significance with 999 degree of freedom which implies that students' indiscipline in school in being influence by their democratic parenting styles. This then means that parenting style actually have a significant influence on the disciplined behaviour of students' under study.

The result in the table above shows that the t-value of 5.90 and 7.91 for the autocratic and democratic parenting style, signifies that the highest mean indiscipline behaviour comes from students of autocratic parenting style and the lowest mean of indiscipline comes from the students' of democratic parenting style. This means that autocratic parenting style produces indiscipline behaviour in students' that is higher than democratic parenting style. All these combine to affirm that parenting styles significantly influence students' indiscipline behaviour.

Hypothesis II

In the above null form, the hypothesis stated that:

There is no significant relationship between students' attitude to learning and students' indiscipline

behaviour.

The data collected was analyzed using the Pearson Moment Correlation analysis test statistics.

The independent variables are the students' attitude to learning and the dependent variables in the students' discipline behaviour. To test the hypothesis, respondent scores on the students' attitude to learning namely:

1. Laisser faire
2. Positive attitude were correlated.

The result of the hypothesis is represented in *Table 3*

Variable (Students'attitude to learning)	N	$\overline{X}$	SD	r
Laisser faire	1000	13.83	2.04	0.175*
Positive attitude	1000	28.30	4.11	

$P < 0.05$, critical r = 0.113, df = 998

Results of analysis are presented in table 3 above. The result shows that the calculated value 0.175 is greater than the critical t-value of 0.113 at 0.05 level of significance with 998 degree of freedom. This result implies that there was a significant relationship between students' attitude to learning and students' indiscipline behaviour. That is the more disciplined the students' are, the more positive their response to learning and the less disciplined they are, the less positive their response to learning.

4.5 Discussion

The findings as shown from the analysis of results revealed that a significant influence and relationship exists between parenting styles and attitude to learning and indiscipline among secondary students' in school. This is in agreement with Obi (1995) who observed that a child is disciplined depending on the parenting style employed. Also, in line with the findings, Kellan (2000) believes that where an ideal parenting style (democratic) is employed in the home, the children go disciplines but where the reverse is the case, indiscipline will manifest. This work is also in line with Uwe, Asuquo & Ekuri (2008) who state that parental attitude contribute immensely to the development of delinquency and inappropriate behavior in children.

The findings also affirms the position of Kore (1995) that children from Laisser-faire parenting style have the tendency of doing whatever they want to since there is no guide or direction for them to follow and such children are prune to indiscipline behaviour. Findings is also in consonance with Obi's position in respect to autocratic parenting styles as he holds that children from autocratic parenting style always have low self-concept because it is the parents that takes the lead in everything that concerns the child and with this inculcation, the child will always be in agreement with the peer even where the child would have said 'No', thereby compelling the child into indiscipline behaviour. Findings also affirmed Nkoro (1998) view that democratic parenting styles could to some extent help parents to inculcate discipline among children. Attitude to learning of students can also be influenced by behaviour because the more disciplined a student is, the more positive is his attitude and vise versa. Essen (1990), also stated the issue of ill equipped laboratories, large and crowded classes as a contributing factor to indiscipline in schools. And Onyije and Ojedapo (2010) also point out government nonchalant attitude to provision of materials as a cause of indiscipline among secondary school students. Thus for a better effective learning to produce a good results, our students' should be well disciplined.

5. Conclusion

Based on the findings of these two studies the following conclusion stated below were reached:

- Parenting style has a significant influence on students' indiscipline behaviour in school. It was noticed that students' of autocratic parenting style were more indisciplined and that students' from democratic parenting styles were disciplined.
- Attitude to learning of students is also influenced by their parenting styles as students' of democratic parenting styles have a better attitude to learning than parents from autocratic parenting styles.
- Parent should show love, care and affection to their children. Child/parent attachment should be enhanced. Parental supervision should be encouraged.
- Parents should be interested in finding out the child's progress in school.
- The home should be made free from emotional tension, aggression and frustrating episodes.
- Students should be provided with their needs both at home and in school.

6. Recommendation

There is a saying that 'Charity begins at home', so parents should start from home to discipline their children and by the time they are of age to start school, the teachers will have no problem in disciplining the

children.   In the school, the teachers should take it as a point of duty to discipline the students and moral instructions should also be taught to the children at school. Children should also be discouraged from watching immoral and war films and also internet in an early stage as these exposes them to immoral behaviour and hooliganism before they are of age. Periodic seminars should be organized by NGO's for the youth to help keep away from indiscipline behaviour.

Both the home and the school environment should be made exciting and conducive for learning to the children (student) and other educational requirement such as library, laboratory, and workshops should be provided and equipped by parents, teachers, government and all stakeholders of education. Cordial relationship should exist between parents and school authorities through active membership of Parents' Teacher Association (PTA). The mass and electronic media should be used to enlighten all stakeholders in the areas investigated on the effect of indiscipline in the society. All schools should have competent professional Guidance Counselor to counsel the students. Students should be taught on how to have good behaviour and respect by parents, teachers and all stakeholders that will be acceptable in the society.

Finally, if the discipline which the society needs in order to produce an enabling school environment is lacking, they would be choas and destruction. Little wonder, Oroka (1994) aptly observed that "whatever values that are taught in schools could be negated by the larger society, if the larger societies have conflicting values". A disciplined mind is an asset to the society, and the school is part of the process for training the youth. In other to produce a balance and disciplined citizen, so the adage that "the school is a silent teacher of morals" should be taken seriously.

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