

**PARENTING STYLES ON STUDENT'S DISRUPTIVE BEHAVIOUR AMONG
SECONDARY SCHOOLS STUDENTS IN ANCHAU EDUCATIONAL DIVISION OF
KADUNA STATE, NIGERIA.**

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Abstract

This study investigated the Parenting Styles on Student's Disruptive Behaviour among Secondary Schools Students in Anchau Educational Division of Kaduna State, Nigeria. The study adopted a correlation design. The target population of the study were nine hundred and two (902) male and female SS II Secondary school student in Anchau educational division Kaduna State, Nigeria. The sample of the study were 272 respondents drawn from SS II students according to the recommendation of Krecjie and Morgan. Data was collected using Parenting Style Inventory (PSI), Disruptive Behaviour Inventory (DBI). The collected data was processed and analyzed using descriptive (frequencies, mean and standard deviation) and inferential statistics correlational design. All hypotheses were tested at 0.05 level of significance. The finding shows that relationship exist between authoritative style and disruptive behaviour, autocratic parenting style and disruptive behaviour, laissez-faire parenting style and disruptive behaviour among SS II secondary students with the following values; authoritative style and disruptive behaviour of SS II secondary school students $r=0.739$, $p=.0002$. Autocratic parenting style and disruptive behaviour of SS II secondary school students $r=0.633$, $p=0.004$. Laissez-

faire parenting style and disruptive behaviour of SS II secondary school students $r=0.855$, $p=0.001$. From the results of the findings, it is recommended that there should be proper training of children before sending them to secondary schools, this will help in minimizing the level of disruptive behaviour; teachers should observe such students with disruptive behaviour and refers to school counselors for proper behaviour modification.

Key Words: Parenting Style, Disruptive Behaviour and Secondary Schools Students.

Introduction

The school is one of the institutions in the larger society, consisting of student with distinctive behaviour. Due to lack of moral value in contemporary society, the school does not exist in isolation from the outside world hence is faced with the ever-rising problems of immorality, bullying, truancy, deviant behaviours, such as breaking of rules and regulations and other undesirable behaviours. These are a reflection of developments in the outside world. However these students posing as deviants in schools came from different parents. Parenting style is also different; many parents create their own style from a combination of factors, and these may evolve over time as the children develop their own personalities and move through life's stages. Parenting style is affected by both the parents and children's temperaments, and is largely based on the influence of culture.

Parenting style could be seen as the representation of how parents respond to the demand of their children. It is a psychological construct representing standard strategies that parents use in rearing of their children. The range and depth of emotions which parents display to their children, build up the psychological interior of their children (Spera, 2005). Disruptive behaviours are inappropriate behaviours that interfere with the functioning and flow of the students. Common examples of disruptive behaviours include, but not limited to eating in class, monopolizing classroom discussion, failing to respect the rights of other students to express their viewpoints, talking when the teacher is speaking, frequently entering class late or leaving early, use of cell phones or other electronic devices in the classroom, inordinate or inappropriate demands for time and attention. Disruptive behaviour by students can cause roadblocks to student's achievements in academic performance. Disruptive is not merely a naughty behaviour of student but it goes beyond the normal routine of disturbance in the classroom. Sometimes a single child disturbs the whole classroom so much that neither the child who creates disruption nor the other children sitting beside him or her can learn (Ayeni, 2009).

Every parent has their own parental values, beliefs and practices which can affect student's behaviour towards school activities. According to Ibia (2006) education is aimed at changing behaviours of learners. It is believed that when learners respond positively to teaching-learning process, learning has taken place. According to Otu (2006) each secondary school setting is a bundle of behaviour emanating from different parenting style, some parents lay trust and beliefs on schools as the only avenue that could influence students' behaviours. Also, according to Mbiti (2002) parents in the traditional societies often believe that religion and customary norms could shape or influence life patterns or behaviour of students. During the advent of formal education, parents believe in sending their children to school, not only to receive academic lessons but to be behaviorally transformed. However this is not always the case

because more often than not, students disruptive behaviour emanate from home as the popular saying goes 'charity begins at home'. Therefore, it has become a matter of great concern for the educators as they put their head down and think of an effective way to curb disruptive behaviour among students. Some of the causes of parenting style according to psychologists that could propel disruptive behaviour by students are as follows; authoritative parenting style, autocratic parenting style, laissez-faire parenting style, democratic style of parenting and uninvolved parenting style.

Authoritative parenting style is demanding and responsive. According to Taylor (2006) authoritative parenting is characterized by a child-centered approach that is high expectations of maturity. Authoritative parents encourage their children to be independent but still place controls and limits on their actions. The parents will explain their motive for their punishment because they seen it as being reasonable and fair. Authoritative parents are attentive to their children's needs and concerns, and will typically punished and forgive if a child falls short. According to Maccoby and Martin (2003) authoritative parents are both highly responsive and very demanding. Autocratic parenting style is centered on one source of authority only. These parents tolerate no arguments from their children. According to Chua (2005) this type of parents requires children to obey the rules and provide reward and punishment for their behaviours. Laissez-faire parenting style allows the child to do his or her own thing. In this style of parenting there is little respect for order and routine. Few limits are placed on anyone's freedom. According to Adegoke (2004) laissez- faire parenting style contributes immensely to student's disruptive behaviours because they do not care to know whether or not the children are moral.

Democratic style of parenting on the other hand, exhibit participatory leadership style that encourages presentation of positive self-concept, honesty, responsibility and acceptance of self and others. Authoritative parents establish rules and guidelines that their children are expected to follow. Nevertheless, this parenting style is much more democratic (Cherry, 2012 & Santrock, 2006). Parents with this style are responsive and ready to listen and cooperate. It is in view of the foregoing discourse that the research intends to investigate parenting styles that could propel disruptive behaviour among students in Anchau Educational division.

Statement of the Problem

Parenting style is a complex activity that includes many specific behaviours that work individually and collectively to influence child outcomes. Parents may differ in how they try to control their children and the extent to which they do so is assumed to be the primary role of all parents. Parenting style is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood.

Despite attempts by teachers to address the problem of disruptive behaviour of students in classrooms, there is still the increasing problem of disruption by students such as non-attentiveness, fighting, stealing and idleness in class to mention but a few. Teachers usually complain that these disruptive behaviours in the classroom are intolerable and stress-provoking which takes a great deal of time and energy to manage in the classroom thereby frustrating the teachers ability to give their best in lesson delivery thus, leading to poor academic performance among students and mass failures in school exams and other external exams such as West Africa

Senior Secondary Certificate Examination (WASSCE). Similarly, research findings also show that disruptive behaviour affect students themselves, hence they do not concentrate on their studies which is the primary objective in secondary school and as the result lead to lowers academic achievement, increases delinquent behaviour by posing a threat to the smooth administrative function of schools and tends to influence other students' to do the same because peers tend to have significant influence over each other and if one student is disruptive, it may encourage similar behaviour in other classmates who might not have had trouble otherwise. Thus, these might compromise the teachers' authority and ability to control the class as some teachers are often not equipped to deal with some types of extreme disruptive behaviour by students' and as a result the student is either sent out of class or the school, go further to seek alternative remedy in handling these behaviour and enlist the aid of outside professionals to try to intervene. This takes resources and funding, which could be better used to improve the educational environment for all students instead of one.

Furthermore, many students have complained about the provocative attitudes of their peers in the school and a lot of lamentations have been also expressed by teachers about students' disruptive behaviours in the classroom in Anchau Educational division. Some of these students disruptive behaviour could be traceable to the influence of parenting style on the moral upbringing of the child. The study intends to capture these and it is in view of the foregoing, that the study seeks to examine which parenting style contribute more to disruptive behaviours exhibited among secondary school students' in Anchau Educational division.

Purpose of the Study:

The aim of this research is to investigate parenting styles that could propel disruptive behaviour among students in Anchau Educational division.

The specific objectives of this study are as follows:

1. To determine the relationship between authoritative parenting style and students' disruptive behaviour among secondary school students in Anchau Educational division.
2. To determine the relationship between autocratic parenting style and students' disruptive behaviour among secondary school students in Anchau Educational division.
3. To determine the relationship between laissez-faire parenting style and students' disruptive behaviour among secondary school students in Anchau Educational division.

Research Questions

The following research questions are raised regarding the problem under investigation:

1. What is the relationship between authoritative parenting style and students' disruptive behaviour?
2. What is the relationship between autocratic parenting style and students' disruptive behaviour?
3. What is the relationship between laissez-faire parenting style and students' disruptive behaviour?

Research Hypotheses

The following hypotheses will be tested:

1. There is no significant relationship between authoritative parenting style and students' disruptive behaviour

2. There is no significant relationship between autocratic parenting style and students' disruptive behaviour
3. There is no significant relationship between laissez-faire parenting style and students' disruptive behaviour.

Methodology

This study employed a correlation design. The design will be adopted because all hypotheses are based on relationships. This is justified based on the views of Baji, Sani, Mammon, Ugochukwu (2015), Mitchell and Jolley (2007) that when researchers want to find out about the relationship between two variables then correlation design should be used. The population of the study comprised of all the senior secondary II (SS2) students both males and females in the public senior secondary schools of Anchau Educational division in Kaduna state, of which five (5) are boarding schools and twenty-one (21) day school. The number stands at nine hundred and two (902) students. This is the population of the entire SS2 students with disruptive behaviour. The purposive sampling technique was used to select ten (10) schools out of the entire Senior Secondary School in Anchau division. The ten (10) selected schools include: boarding and day students, boys' school only and girls' school only. It is characterized by the use of judgment and deliberate effort to obtain representative samples. (Kerlinger in James, 1997) Using Krejcie and Morgan (1970) table for determining sample size from a given population, two hundred and seventy two (272) samples will be used for this study.

The researcher used two instruments to collect data for this research. The instruments are parenting styles questionnaire and students' disruptive behaviour questionnaire. The questionnaire will be structure in three sections, section A demographic data of the student, section B parenting styles, section C students' disruptive behaviour. The parenting styles and Dimension questionnaire was adapted from Robinson (2001) and the students' disruptive behaviour instrument was adapted from Veiga (2008). The instruments are found valid and reliable for this type of research. This instrument measures authoritative parenting, autocratic parenting and laissez-faire parenting, to find out which parenting style contribute more to student's disruptive behaviour. It consists of 50 items. Considering the research questions and hypotheses raised for the study, each column is provided with question items to give the best feeling of the respondents on the 5 point likert scale that is strongly agree, agree, undecided, strongly disagree and strongly disagree. The scale will be scores as follows: Strongly Agree = 5, Agree = 4, Undecided 3, Disagree =2, Strongly Disagree = 1. Higher scores indicate higher involvement of parenting styles on student's behaviour respectively. For example, student that scores 40-50 on authoritative parenting style scale shows that such students experience authoritative parent and vice-versa. The students' disruptive behaviour questionnaire measures disruptive behaviour of students. It contains 10 items. It has five points scale ranging from Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and strongly Disagree (SD). And the scale will be scores as follows: Strongly agree = 5, Agree = 4, Undecided =3, Disagree = 2, Strongly Disagree = 1.

Higher scores will indicate higher involvement of student in disruptive behaviour in school. For example: 29 indicate low involvement, 30-50 indicate average involvement, 60-100 indicate high involvement.

Result

Null Hypothesis 1: There is no significant relationship between authoritative parenting style and students’ disruptive behaviour”

Table 1: Pearson product moment correlation (PPMC) statistics on the relationship between parenting style and students’ disruptive behavior

Variables	N	Mean	SD	df	Correlation	P matrix
Authoritative style	272	66.34	14.37	270	-0.739**	0.002
Disruptive behaviour	272	64.37	12.35			

***. Correlation is significant at the 0.05 level (1-tailed)*

Results of the Pearson product moment correlation (PPMC) statistics showed that significant relationship exist between authoritative style and students disruptive behaviour. This is because the computed p value of 0.002 is lower than the 0.05 alpha level of significance at a correlation index r level of - 0.739. The relationship between the two variables is inversely proportional, implying that authoritative style has relationship on student’s disruptive behaviour. Therefore the null hypothesis which state that there is no significant relationship between parenting style and students’ disruptive behaviour is hereby rejected.

Null Hypothesis 2: “There is no significant relationship between autocratic parenting style and students’ disruptive behaviour”

Table 2: Pearson product moment correlation (PPMC) statistics on the relationship between autocratic parenting style and students’ disruptive behavior

Variables	N	Mean	SD	df	Correlation	P matrix
Autocratic parenting style	272	64.37	12.35	270	-0.633**	0.004
Disruptive behaviour	272	33.70	8.97			

***. Correlation is significant at the 0.05 level (1-tailed)*

Results of the Pearson product moment correlation (PPMC) statistics showed that significant relationship exist between autocratic parenting style and students disruptive behaviour. This is because the computed p value of 0.004 is lower than the 0.05 alpha level of significance at a correlation index r level of - 0.633. The relationship between the two variables is inversely proportional, implying that autocratic parenting style has relationship on student’s disruptive behaviour. Therefore the null hypothesis which state that there is no significant relationship between autocratic parenting style and students’ disruptive behaviour is hereby rejected.

Null Hypothesis 3: “There is no significant relationship between laissez-faire parenting style and students’ disruptive behaviour”

Table 3: Pearson product moment correlation (PPMC) statistics on the relationship between laissez-faire parenting style and students’ disruptive behaviour

Variables	N	Mean	SD	df	Correlation	P matrix
Laissez-faire parenting style	272	64.37	12.35	270	-0.855**	0.001
Disruptive behaviour	272	32.64	6.96			

***. Correlation is significant at the 0.05 level (1-tailed)*

Results of the Pearson product moment correlation (PPMC) statistics showed that significant relationship exist between laissez-faire parenting style and student disruptive behaviour. This is because the computed p value of 0.004 is lower than the 0.05 alpha level of significance at a correlation index r level of - 0.855. The relationship between the two variables is inversely proportional, implying that laissez-faire parenting style has relationship on student’s disruptive behavior. Therefore the null hypothesis which state that “There is no significant relationship between laissez-faire parenting style and students’ disruptive behaviour” is hereby rejected.

Discussion of Findings

The present research aimed at investigating parenting styles on student’s disruptive behaviour among secondary schools students in Anchau Educational division of Kaduna State, Nigeria.

The findings of this research indicated that significant relationship exist between authoritative style and student’s disruptive behavior of SS II secondary school students. The findings agree with that of Chidiebere (2016) who carried out a survey on parenting styles and social interaction in Imo state. It studied autocratic parenting, authoritative parenting, and laissez-faire parenting styles. Three research questions and three null hypotheses were formulated in the study to examine the relationship in students’ social interaction. It was inferred that authoritative parenting enables students to have positive self-concept, assertion, self-reliance, understanding, and creativity that lead to high performance and social competence. While, other parenting styles lead to anti-social behaviour. Authoritative parenting style was therefore recommended to enhance students’ social interaction.

Null hypothesis 2, investigates that significant relationship exist between autocratic parenting style and students disruptive behaviour. The finding go in line with that of Chambers, Power, Loucks and Swanson (2001) opined that students from autocratic parents stress but not warm-showed a reasonably and adequate position of obedience and conformity with norms. They did well in school and were less likely than their peers to be involved in deviant activities. Conversely, they also manifest lower self-reliance and self-competence and higher psychological distress. Students from laissez-faire parents warm but not strict-shoved high self-reliance and self-competence, but also showed higher levels of substance abuse and school problems. Autocratic parenting, characterized by moderate to high levels of control along with high levels of support, is related to greater psychological well-being and lower levels of depressive symptoms and substance use (Maccoby and Martin 1993) given current efforts to enhance adult well-being in a later life and lifespan development theories that stress the influence

of early parenting behaviour and adjustment in middle and late adulthood is worth of examination. Yet, little is known about the connection between parenting styles experienced in childhood and psychological and behavioural outcomes in adulthood. Parental support is important because it predicts strong sense of self-worth and security, greater psychological well-being, and other positive outcomes (Coplan, Hasting, Lagace-Segun and Moulton, 2002; Steinberg, 2001). Investigation of parenting discipline and considered in association with single negative outcome, such as personality disorder, depressive symptoms or substance abuse (Carter, Joyce, Mulder and Luty, 2001; Sakado, Kuwabara, Sato, Uchara and Someya, 2000). Autocratic parents that used negative discipline reported greater anxiety in adulthood (Gerisma, Emmelkamp and Arrindell, 1990). Parents' use of either excessive or inadequate control also predicted increased depressive symptoms in adulthood. Limited work has examined and recalled parenting styles that encompass both parental support and control.

Null hypothesis 3 showed that significant relationship exist between laissez-faire parenting style and student disruptive behavior. The finding go in line with that of Udom (2007), who conducted a study on survey on laissez-faire parenting and disruptive behaviour by student in Uruan Local Government Area of Akwa Ibom State. It studied how the laissez-faire parenting affects students' disruptive behaviour in schools. It was concluded that there is significant difference in student's disruptive behaviour based on laissez-faire parenting in Uruan Local Government Area of Akwa Ibom State.

Recommendations

From the findings of this study, it is recommended that:

1. There should be proper training of children before sending them to secondary schools, this will help in minimizing the level of disruptive behavior.
2. Teachers should observe such students with disruptive behavior and refers them to school counselors for proper behavior modification.
3. School authority should organize workshop for the parents and point out the level of disruptive behavior in the school settings and prefer solution to that effect.

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