

Adolescent Attitude To Parental Discipline In Secondary Schools In Enugu State, Nigeria

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Abstract: The study is on adolescent attitude to parental discipline in secondary schools in Enugu state, Nigeria. Two research questions and two hypotheses were formulated for the study respectively. Descriptive survey research design was employed for the study. The population for this study comprised 350 teachers and 214 parents selected from the six education zones in the state. The sample size of this study was 56 made up of 35 teachers and 21 parents. The percentage of the sample to the population was 10%. The researcher used proportionate sampling technique in the selection of the respondents. While the instrument used for data collection was a structured questionnaire titled Adolescent Attitude to Parental Discipline (AAPD). The questionnaire developed by the researcher has two sections, A and B. Section A dealt with the bio-data of the respondents while section B dealt with information on adolescent attitude to parental discipline. The instrument was faced validated while the reliability co-efficient of the instrument was calculated using Cronbach Alpha method. Alpha value was found to be 0.73, indicating high reliability of the entire instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance. The findings of the study indicated that parental social involvement influence adolescents discipline in public secondary schools in Enugu State. It also shows that that parental cognitive involvement influence management of adolescents discipline in secondary schools in Enugu State. The results also revealed that there is no significant difference between the mean ratings of parents and teachers on the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State. Based on this, it was recommended that parents should always enquire about their children behavior while in school.

I. INTRODUCTION

Our society is made up of organizations all of which have goals to be met. However, without proper management of discipline, these organizations cannot be able to meet their goals. Schools exist to assist students to acquire knowledge, skills, competences, and the right attitudes for future careers. However, schools, just like all other organizations, cannot be able to realize their goals without proper management of discipline. Parents are key stakeholders in educating adolescents and therefore their influence in managing discipline cannot be overlooked.

According to Nene (2013) school discipline is an important characteristic of an effective school and a vital aspect of school and classroom management. Discipline helps in maintaining harmony in a school and for securing a climate

in which learners can learn free from disruption and chaos. According to Mbaki (2018) effective discipline creates a climate conducive to high academic and non-academic achievements. Nene (2013) posits that provision of quality education requires effective management of adolescents discipline. Effective discipline management require involvement of all the key school stakeholders. These stakeholders include the government through the ministry of education, parents, teachers, faith organizations and community. Management of adolescents discipline is crucial since the effectiveness of a school is reflected in the level of both academic and psychosocial achievement of the learners.

Mbaki (2018) family factors influencing parental involvement in management of discipline of adolescents in public secondary schools in Enugu State places academic and psychosocial development of the learners at the core of school

business. She points out that it is practically impossible for a school to realize its goals and objectives without creating the right environment of disciplined students. Poipoi (2010) alludes that two major factors are responsible for adolescents unrest, these are; disintegration of the family and increased depiction of violence in the media and popular music, which mostly occurs at home. When parents are together and in good relationship, they tend to share the responsibilities of providing and guiding their children well. Proper parenting in a caring environment can help to influence the behavior of adolescents positively. It is the core business of the parents to educate the learners about the right uses of the media both print and electronic. Failure by the parents to monitor and regulate what the learners watch on TV and social media predispose them to violence and sexual perversion. Other factors included; alcohol and drug abuse, and easy access to weapons, such as guns. Poverty and inequitable educational opportunities also predispose school adolescents to violence.

Adolescence period is very essential to the growth of any person. The peculiarities of this period make it unique from other aspects of development. It is a transitional period from childhood to adulthood; it requires an atmosphere full of love and understanding to function well. In Nigeria today, many adolescents are getting into problems simply because of how they were nurtured and what they were exposed to in the course of growing up. Growing up in Nigeria sometimes depends on the types of homes and parents one has. The economic status of the homes whether low or high may likely contribute to the positive or negative development of the adolescents. The homes too, whether loving, caring and supportive may contribute enormously to the proper development of the adolescent child. The well being of every adolescent starts from the home. The home being the first agent of socialization needs proper nurturing for it to fulfill its obligation to the members. Adolescents benefit enormously when one or both parents are highly involved in their upbringing. The act of nurturing the young ones to adolescence stage is a great task for every parent to fulfill. Upbringing of the adolescents starts from attending to their physical needs based on the various physical developments they are experiencing. Apart from upbringing, lack of warmth and nurture from the parents may affect the development of self-control in adolescents. An environment characterized by love, understanding and good health is expected to promote the well being of adolescents.

Poipoi (2010) Posit that indiscipline issues among adolescents in schools can be linked to lack of parental involvement, therefore, a need to evaluate the adolescents attitude to parental discipline. According to Manamela (2015), lack of parental involvement in management of adolescents discipline in secondary schools is one of the challenges facing principals and educators. The author alludes to lack parental involvement as one of the causes of indiscipline in secondary schools. In his view, parental involvement tends to decrease as the adolescents advance from the lower grades of learning. According to Manamela (2015) the benefits of parental involvement include improved school performance, reduced drop-out rates, a decrease in delinquency and a more positive attitude towards school. Parental involvement can therefore be

said to be one of the key pillars in the management of adolescents discipline.

STATEMENT OF THE PROBLEM

Nowadays, the home seems to have failed to a certain extent to provide maximum interaction that would enhance "positive" personality characteristics of the adolescents, therefore leaving these adolescents to imbibe peer culture, which sometimes are detrimental to the adolescents, and the society at large. Home environment is made up of many factors (physical and psychological) that influence the personality characteristics of the students. Parents are believed to be the first primary agents of socialization of their children, so have significant roles to play in the personality development of their wards. These days, some parents who should be role models rather perpetuate societal vices in different forms in their homes from where the adolescents are exposed to. It is against this backdrop that the researcher intend to investigate adolescent attitude to parental discipline in Nigeria.

PURPOSE OF THE STUDY

The main purpose of this study was to examine adolescent attitude to parental discipline in secondary schools in Enugu state. Specifically the study sought to:

- ✓ To ascertain the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State.
- ✓ To ascertain the influence of parental cognitive involvement on adolescents discipline in public secondary schools in Enugu State.

RESEARCH QUESTIONS

The following research questions guided this study:

- ✓ What are the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State?
- ✓ What are the influence of parental cognitive involvement on adolescents discipline in public secondary schools in Enugu State?

HYPOTHESES

The following null hypotheses which were tested at 0.05 level of significance guided the study.

H_{01} : There is no significant difference between the mean ratings of parents and teachers on the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State.

H_{02} : There is no significant difference between the mean ratings of parents and teachers on the influence of parental cognitive involvement on adolescents discipline in public secondary schools in Enugu State

II. RESEARCH METHOD

The design of this study was descriptive survey design. Descriptive survey design, according to Ali (2006), is a study in which a group of people or items are studied by collecting and analyzing data from few people or items considered to be representative of the entire group. Hence, the researcher deems it necessary to use this design because a representative sample of the entire population was used for the study. The study was carried out in Enugu State, Nigeria. It covers all the 17 Local Government Areas (LGAs) in the state. The population for this study comprised 350 teachers and 214 parents selected from the six education zones in the state. The sample size of this study was 56 made up of 35 teachers and 21 parents. The percentage of the sample to the population was 10%. The researcher used proportionate sampling technique in the selection of the respondents. While the instrument used for data collection was a structured questionnaire titled Adolescent Attitude to Parental Discipline (AAPD). The questionnaire developed by the researcher has two sections, A and B. Section A dealt with the bio-data of the respondents while section B dealt with information on adolescent Attitude to parental discipline. The instrument was faced validated while the reliability coefficient of the instrument was calculated using Cronbach Alpha method. Alpha value was found to be 0.73, indicating high reliability of the entire instrument. Mean score and standard deviation were used to answer the research questions.

III. RESULTS

The results are presented in tables according to research questions.

RESEARCH QUESTION 1

What are the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State?

S/N	Aspect of parental social involvement	Parents			Teachers		
		_____X	SD	Decision	_____X	SD	Decision
1.	limit the time learners spend on TV while at home	3.56	0.75	A	3.42	0.77	A
2.	limit the use of mobile phones by learners while at home	3.58	0.75	A	3.56	0.75	A
3.	vet TV and video programmes viewed by learners	3.26	0.86	A	3.12	0.55	A

4.	limit outings by learners	3.42	0.68	A	3.48	0.70	A
5.	Teaching beliefs, customs and social skills	3.28	0.82	A	3.33	0.77	A
6.	The school communicates to parents on all matters of discipline affecting the learners while at school	3.66	0.71	A	3.58	0.61	A
Cluster mean		3.38	0.72	A	3.44	0.69	A

Table 1: mean rating score of parents and teachers on the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State

The data on table 1 show that the respondents rated all the items in this cluster Agree. In other words, respondents strongly agreed that lack parental social involvement is a major cause of indiscipline among learner in their schools. This implies that parental social involvement would positively affect adolescents discipline while at home. The cluster means are 3.38 (for parents) and 3.44 (for teachers) in a four point rating scale with corresponding standard deviation of 0.72 and 0.69 for parents and teachers respectively.

RESEARCH QUESTION 2

What are the influence of parental cognitive involvement on adolescents discipline in public secondary schools in Enugu State?

S/N	Parental cognitive involvement	Principals			Teachers		
		_____X	SD	Decision	_____X	SD	Decision
7.	Monitor homework while learners are at home	3.64	0.76	A	3.14	0.86	A
8.	Help learners in educational choices	3.65	0.67	A	3.38	0.80	A
9.	Discuss school activities with learners	3.56	0.63	A	3.31	0.81	A
10.	Help the learners to practice and study for tests	2.55	0.63	A	2.51	0.77	A
11.	Organize for lessons outside school	2.45	0.65	D	2.47	0.84	D
12.	Initiate communication with the	2.41	0.86	D	3.35	0.82	D

school

Cluster mean	3.44	0.65	A	3.21	0.82	A
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Table 2: Mean rating score of parents and teachers on the influence of parental cognitive involvement on adolescents discipline in public secondary schools in Enugu State

The data on table 2 shows that the two groups of respondents independently agree with all the items except item 11 and 12 which they disagree with. In other words they greatly share the view that parental cognitive involvement influence adolescents discipline in secondary schools in Enugu state. The cluster means are 3.44 (for parents) and 3.21 (for teachers) in a four point rating scale with corresponding standard deviation of 0.65 and 0.82 for parents and teachers respectively.

TESTING OF HYPOTHESES

H_{01} : There is no significant difference between the mean ratings of parents and teachers on the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State.

Group	N	X	SD	Df	t-cal	t-critical	Decision
Parents	21	3.38	0.72	54	0.28	0.51	Not significant
Teachers	35	3.44	0.69				

Table 3: t-test of significant differences between the mean scores of parents and teachers on the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State

Table 3 above present the independent t-test analysis of the mean difference in the response opinions of parents and teachers on the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State. The result in table 3 shows that the calculated t-value (0.28) was less than the critical value (0.51). The null hypothesis was not rejected. Therefore, there is no significant difference between the mean ratings of parents and teachers on the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State.

H_{02} : There is no significant difference between the mean ratings of parents and teachers on the influence of parental cognitive involvement on adolescents discipline in public secondary schools in Enugu State.

Group	N	X	SD	Df	t-cal	t-critical	Decision
Parents	21	3.44	0.65	54	0.72	0.89	Not significant
Teachers	35	3.21	0.82				

Table 4: t-test of significant different between the mean ratings of parents and teachers on the influence of parental cognitive involvement on adolescents discipline in public secondary schools in Enugu State

Table 4 above presents the independent t-test analysis of the mean difference in the response opinions of parents and teachers on the influence of parental cognitive involvement on adolescents discipline in public secondary schools in Enugu State. The results in table 4 show that the calculated t-value (0.72) was less than the critical value (0.89). The null hypothesis was not rejected. Therefore, no significant difference between the mean ratings of parents and teachers on the influence of parental cognitive involvement on adolescents discipline in public secondary schools in Enugu State.

IV. DISCUSSION OF FINDINGS

The findings of this study revealed that parental social involvement influence adolescents discipline in public secondary schools in Enugu State. In the study, the respondents greatly agreed that parents limiting time learners spend on TV while at home as well limiting the use of mobile phones by learners while at home. It was also revealed that parents vet TV and video programmes viewed by learners. These results agree with Wanja (2014) who argued that communication with the teacher on issues of students behaviour and performance in school would help in managing discipline of learners in school. Wanja (2014) further argued that limiting use of mobile phones and programs the children watched on Tv could help resolve the discipline issues of their children. The findings of this study were also in agreement with Shaw (2005) who argues that absent parents created low esteem and a sense of insecurity among students. students with low self esteem were likely to bully others at school to feel good and also revenge to the society. The results also revealed that there is no significant difference between the mean ratings of parents and teachers on the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State.

The findings of this study have also indicated that parental cognitive involvement influence management of adolescents discipline in secondary schools in Enugu state. In other word, respondents greatly share the view that parents monitor homework while students were at home. It was also revealed that Parents helped learners in educational choices and as well discussed school activities with learners. These results agree with McWayne (2004) who argued that multiple dimensions of involvement (school based, home based and home-school) related to young children positive social emotional outcomes in a cross sectional study of urban ethnic minority children. This implies that the study illustrate that involved parents who promote learning at home, have contact with their child's school and experience fewer barriers to involvement such as stress and work responsibility tended to have children with high level of social skills who were more self controlled , cooperative and pro social. The findings of this study were also in agreement with Hill(2004) who opines that, among the higher parental education group, parental involvement was related to fewer behavioural problems. The findings also show that there was no significant difference between the mean ratings of parents and teachers on the influence of parental cognitive involvement on adolescents discipline in public secondary schools in Enugu State..

V. CONCLUSION

This research study examined the adolescent attitude to parental discipline in secondary schools in Enugu State. Base on the findings of the study, the following conclusion were drawn that parental social involvement influence adolescents discipline in public secondary schools in Enugu State. It also shows that that parental cognitive involvement influence management of adolescents discipline in secondary schools in Enugu state. The results also revealed that there is no

significant difference between the mean ratings of parents and teachers on the influence of parental social involvement on adolescents discipline in public secondary schools in Enugu State.

Base on the findings of the study, the researcher recommended that parents should always enquire about their children behavior while in school.

VI. RECOMMENDATIONS

Based on the findings, the following recommendations were proffered.

- ✓ The parents should always enquire about their children behavior while in school.
- ✓ The school principals should sensitize parents to be more involved with their children discipline issued and follow up their homework. This would help the school to reduce indiscipline as the parents would be assisting teachers on discipline management when the students are at home.
- ✓ In terms of policy, the government should review the use of all disciplinary methods in public secondary schools and provide policy guidelines on the best alternative disciplinary methods to be used in the management of students' discipline in all learning institutions.

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