

INFLUENCE OF PARENTAL INVOLVEMENT ON DISCIPLINARY MEASURES IN PUBLIC SECONDARY SCHOOLS IN GOMBE METROPOLIS, GOMBE STATE

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Abstract

The study examined the Influence of parent's involvement on disciplinary measure in public secondary schools in Gombe Metropolis. The research design adopted was descriptive survey. The population of the study comprised of 795 total number of teaching staff and head teachers in which 260 respondents were selected using stratified random sampling. A four-point rating scale questionnaire consisting of 21 items were used in collection of data. The result showed that parents have negative influence in developing self discipline among students in public secondary school in Gombe metropolis. The result also indicated poor influence of parents in preventing misbehaviors among students in public secondary school in Gombe metropolis. The results went further to indicate a low influence of parents in correcting misbehaviors among students in public secondary school in Gombe metropolis. The study concluded that Parental involvement in education positively impacts students' learning process. However, many parents neglect this role, causing concern for teachers and administrators. It was recommended that, Parents should fully participate in School based management committees especially while considering decisions that concerns discipline. Parent should also participate in providing measures that correct misbehaviours among students in public school in Gombe metropolis

Keywords: Influence, parents, disciplinary measures

Introduction

A child's home is the first educational setting in which they are exposed. Parents are extremely important in shaping the behavior of their wards. In order to effectively manage students' discipline, parents' involvement might be considered one of the fundamental pillars. Six categories of parental participation as identified by (Epstein, 2011) these are decision-making, partnership with the community, communication, learning at home, parental direction, and volunteering. According to Right of Children to Free and Compulsory Education (RTE) Act, 2012; states that it shall be duty of every parent or guardian to be sure that the child or children or wards are admitted or cause to be admitted into primary school education. However, parental participation does not limit to sending the children to schools. The scope is much wider. Parents' participation in only providing monetary and material resources for the child is not enough for the

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successful journey in the school; most parents had a misconception that it was the school that should solely be responsible for the education of their children. Karsidi, Humona, Budiati & Wardojo, (2013), Posit that in creating social capital for children, parents need to be active in the learning process, cooperate with the school officials, and get involved in the planning of social and disciplinary activities. Also Donald, Lazarus & Lolwana, (2012), stated that Parents must recognize the value and need to foster the education of their children by participating in school functions, and devote their time to their children, making sure they do what is right, and instilling in them the required discipline that will make them succeed in their educational journey.

Barnard (2004) asserted that, since parents are the first teachers of their children, they need to take a leading role in their children's education. Parent involvement in child's education is a key issue ensuring the student's growth, development and success. Students will take education seriously, do well academically, display better behaviour in school and assume greater responsibility for his or her when parents are actively involved. Without a healthy cooperation between parents and educators, the child cannot be effectively educated. The parent and educator have a special and important role to play in the education of the child. In modern day society, the school has gradually taken over tasks that traditionally belonged to parents, with the result that parents have become less and less involved in the education of their children (Kruger, 2006). These tasks can be divided into three categories: physical care (including clothing); education and teaching; and the emotional and spiritual development which influences their moral education. Common law demands that parents take responsibility for the physical education of the child, developing the child's character, dealing with spiritual matters and ensuring the child's intellectual and cultural development (Kruger, 2006).

A disciplined student is that student whose behaviors, actions and inactions conform to the predetermined rules and regulations of the school, (Ali, Dada, Isiaka, & Salmon, 2014). However, discipline ideally means more than adhering to rules and regulations and entails the learner's ability to discern what is right or wrong (Gitome, Katola, & Nyabwari, 2013). Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Masitsa, 2008). It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers (Eshetu, 2014). According to Gitome et al (2013), where there is good discipline, there is improved learning process. In other words, discipline is vital for students' learning process (Njoroge & Nyabuto, 2014). Furthermore, discipline is necessary for effective school management and accomplishment of schools goals (Nakpodi, 2010). Lack of discipline is called indiscipline. Therefore, indiscipline can be seen as any action considered to be wrong and not generally accepted as proper in a set up or society (Omote, Thinguri, & Moenga, 2015). Ali et al, (2014), posit that it is any form of misbehaviour which a student can display in several ways (e.g.,

disobedience, destruction of school property, poor attitude to learning, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness, being quarrelsome, use of abusive or foul languages, rudeness, gangstarism or cultism).

Statement of the Problem

Provision of quality education and training goes with character moulding. It was observed practically by the researcher that, disruptive behavior which interfered with the teacher's ability to effectively deliver a lesson as it required, constitutes one of the greatest challenges facing teachers in our secondary schools of today as a result of influence in political thuggery and peer groups actions which encourage them to behave similarly, thereby compromising the teacher's authority which effects the child's discipline and learning process in the school. This may be related to the lackadaisical attitude of parent's toward involvement on disciplinary measures that concerns their children particularly in dealing with their peers both at home and schools. It is against this background that the researcher conducted this research to ascertain the influence of parent's involvement on disciplinary measure on public secondary schools in Gombe metropolis.

Objective of the Study

The aim of this study is to assess the Influence of parent's involvement on disciplinary measure on public secondary schools in Gombe Metropolis.

1. To assess the influence of parental involvement in developing self discipline among students in public secondary school in Gombe metropolis.
2. To determine Parents' involvement in preventing misbehaviour among students in public senior secondary school in Gombe metropolis.
3. To determine Parents' involvements in correcting misbehaviours among students in public school in Gombe metropolis?

Research Questions

1. What is the influence of parental involvement in developing self discipline among students in public secondary school in Gombe metropolis?
2. To what extend does the parent's involvement prevent misbehaviours among students in public secondary school in Gombe metropolis?
3. What is the influence of parent's involvement correcting misbehaviours among students in public secondary school in Gombe metropolis?

Methodology

The study employed a descriptive survey research design. The population of the study comprised of 795 which included teaching staff and head teachers, 260 respondents were selected as sample based on Krejcie and Morgan 1970 table of sample size using stratified random sampling, the data were collected using questionnaire which was validated by two experts in the field and one expert from measurement and evaluation.

Test-retest method was used to obtain a reliability index of the instrument which was 0.80. The data was analyzed using mean (\bar{x}) and standard deviation (Std.). The agreed rate was from 2.5 and above while the mean rating that is below 2.5 was considered as disagreed

Research Questions

Research Question one: What is the influence of parental involvement in developing self discipline among students in public secondary school in Gombe metropolis?

Table 1 Influence of parental involvement in developing self discipline among student.

S/N	Items	Respondents N=260		
		\bar{x}	SD	Decision
9.	Parents cooperate with the school in molding student’s discipline.	1.83	0.89	Disagreed
10	Parents collaborate with School in setting disciplinary standards for students.	1.82	0.95	Disagreed
11	Parents collaborate with the school to enforce student’s discipline	1.68	0.69	Disagreed
12	Parents work with teachers to guide and counsel indiscipline students.	1.74	0.70	Disagreed
13	Parents are involved in helping students to achieve their goals.	1.76	0.84	Disagreed
14	Parents are involved in helping students to have a feeling of being in control of themselves.	2.99	1.14	Agreed

15 Parents are involved in helping students to stick to their decision and not losing sight of their goals	1.77	0.88	Disagreed
Grand Mean	1.99	0.82	Disagreed

\bar{x} = Mean, SD = Standard Deviation, N=260

Table 1 above indicated a grand mean of 1.99 and Standard Deviation 0.82 which suggested general disagreement of all the items in the questionnaire. These showed that parents have negative influence in developing self discipline among students in public secondary school in Gombe metropolis.

Research Question two. To what extend does the parent’s involvement prevent misbehaviours among students in public secondary school in Gombe metropolis?

Table 2. Extend of parent’s involvement in preventing misbehaviours among students.

S/N	Items	Respondents N=260		
		\bar{x}	SD	Decision
8	Parents collaborate with teachers to create an environment that encourages learning.	1.86	0.86	Disagreed
9	Parents collaborate with the school to create reasonable expectations for communication.	1.87	0.93	Disagreed
10	Parents meet with teachers to discuss student’s disciplinary modalities.	1.63.	0.69	Disagreed

11	Parents and teachers commend good behaviour in school meeting forums.	3.07	1.14	Agreed
12	Parents and teachers should closely examine environmental factors that might have contributed to student’s misbehavior.	1.69	0.99	Disagreed
13	Parents and teachers should collaborate to develop social and moral problem-solving within the schools.	1.75	0.78	Disagreed
14	Parents and school should include the student in developing disciplinary	1.73	0.79	Disagreed
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Grand Mean		1.94	0.88	Disagreed

\bar{x} = Mean, SD = Standard Deviation, N=260

Table 2 above indicated a grand mean of 1.94 and Standard Deviation of 0.88 which suggested general disagreement of all the items in the questionnaire. This indicated poor influence of parents in prevent misbehaviors among students in public secondary school in Gombe metropolis

Research Question Three. What is the influence of parent’s involvement in correcting misbehaviors among students in public secondary school in Gombe metropolis?

Table.3 Influence of parent’s involvements in correcting misbehaviors among students.

S/N	Items	<u>Respondents N=260</u>		
		<u>x</u>		
<u>SD</u>	<u>Decision</u>			
15	Parents collaborate with school to build positive relationship among students	1.72	0.66	Disagreed
16	Parents praise and encourage students who perform better in school activity	2.93	1.16	Agreed
	Parents recognize that minor misbehavior is developmentally normal for children and adolescents.	1.70	0.77	Disagreed
18	Both Parents and Teachers include the student in developing intervention plans.	1.69	0.99	Disagreed
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19	Parents collectively recognize the multiple limitations to the use of punishment	0.70	1.74	Disagreed
20	Before correcting misbehavior, parents collectively try to make sure that the student is actually responsible for the misbehavior.	1.65	0.86	Disagreed

- 21 Parents collaborate with school in providing extracurricular activities that reduce misbehaviors. 1.61 0.85 Disagreed

Grand Mean 1.86 0.86 Disagreed \bar{x} = Mean, SD= Standard Deviation, N=260

Table 3 above indicated a grand total mean of 1.86 and standard deviation 0.14 which suggested general disagreement of all the items in the questionnaire. The outcome of the finding indicated a low influence of parents in correcting misbehaviors among students in public secondary school in Gombe metropolis.

Summary of findings

The result from the finding was summarized as follows:

1. Parents have negative influence in developing self discipline among students in public secondary school in Gombe metropolis.
2. Parents have poor influence in prevent misbehaviors among students in public secondary school in Gombe metropolis
3. Parents have a low influence of parents in correcting misbehaviors among students in public secondary school in Gombe metropolis.

Discussion of the findings

Influence of parental involvement in developing self discipline among students

The finding from table 1 revealed that parents have negative influence in developing self discipline among students in public secondary school in Gombe metropolis. Positive parenting practices, such as modeling disciplined behavior, promoting delayed gratification, positive reinforcement, and effective communication, help children develop self-control and selfregulation for well-behaved conduct. If these practices are negated child discipline will also be affected. The finding indicated negative influence of parents in these practices which has consequences in dealing with the children in schools. Mbaluka, Brand, & Henry (2021) confirmed significant correlation between student's self-discipline and parental involvement which require effort from parents to influence their children in a positive way.

Extend of parent's involvement in preventing misbehaviors among students.

The finding from table 2 revealed that Parents have poor influence in prevent misbehaviors among students in public secondary school in Gombe metropolis. Parental supervision skills are frequently emphasized in educational programs aimed at reducing problem behavior in children. These guidelines frequently center on getting parents more involved in their children's education and tracking. Therefore parent has a greater role to play in actualizing this mandate; Parental supervision may mitigate the effects of detrimental risk factors including hereditary susceptibility, aggressive actions that are proactive and being subjected to sexual abuse peer influence Community violence or neighborhood risk as reaffirmed by Esther (2020) in her study

which found that the use of parental involvement has effect significantly in preventing misbehaviour among students.

From the result obtained in this study parents neglected this important role and this is in agreement with Crouter & Head (2002) the revealed that numerous teenage behavioral issues, such as violence, drug, alcohol, and cigarette usage, and criminality, have been linked to inadequate parental supervision. This is also supported by Lenny (2015), who found that some of the parents are willing to participate in their children's schoolwork, but do not know how to achieve this. This may be due to inability of schools and administrators of not creating enough opportunities for parental involvement.

Influence of parent's involvements in correcting misbehaviours among students.

The finding in table 3 indicated a low influence of parents in correcting misbehaviors among students in public secondary school in Gombe metropolis. As the family is the child's first school, parents have a responsibility to correct the misbehavior of their children from home and effective participation in school activities most especially disciplinary strategies should be vigorously discussed in PTA meetings in order to hear parents' opinions. The result from this study indicated a downbeat of parents towards correcting misbehavior among students. This is in agreement with Lena and Fedha (2018) they established that parents played some few roles in correcting misconduct among school children; other crucial roles were not adequately played like supervising school work at home, reprimanding students over discipline cases and monitoring their movements while out of school. In a related study carried out by Ngare (2014), shows that most parents were unable to monitor students' progress at home and in school hence parental involvement had no influence on student's discipline.

Conclusion

The learning process of students is positively impacted by parental involvement in education, which also fosters successful academic journeys and pleasant academic partnerships. As a result, pupils' transgressions, misbehavior, and misconduct will be treated fairly. Regretfully, this study indicates that majority of parents overlook this important responsibility. Therefore, involving parents in the disciplinary process will be a creative way to deal with behavioral issues in the classroom.

Recommendations

The following recommendation were made base on the finding of this study:

1. The school administrators should include parents in programs that discusses and promote self-discipline in schools to boost their awareness on the need to develop self discipline at home.

2. School Administrators should Foster a friendly environment that prevent misbehaviors through enhanced communication between the parents and the school
3. Parents should be encouraged to correct their children's wrongdoings at home as the home is the first school, modalities for effective disciplinary measures should be discussed strongly in PTA meetings to get the views of parents

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