Home Background and Disciplinary Problems among Senior Secondary School Students in Ahoada East Local Government Area of Rivers State

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Abstract

The purpose of the study was to investigate home background and disciplinary problems among senior secondary school students in Ahoada East Local Government Area of Rivers State. Using parental factor, economic factor and parents level of education. 150 Teachers and 750 students of 15 selected secondary school in Ahoada East Local Government Area of Rivers State were obliged respond to structured questionnaire, based on the research questions that was advanced and descriptive statistics and hypotheses that were tested at 0.05 level of significance. Using 5-point scale, inferences drawn on the respondents' scores were based on the following decision rule; 1.0 -1.49 = very low extent; 1.5 – 2.49 = low extent, 2.5 - 3.49 = moderate extent, 3.5 - 4.49 = high extent; 4.5 - 5.0 = very high extent. The analysis of the gathered data with group mean, standard deviation, percentages and t-test statistics, led to the findings. That parental factor influences students' disciplinary problem at high extent, and the respondents' (students and teachers) perceptions significantly were the same. The students and the teachers' perspectives on the influence of economic factor on students' disciplinary problem are significantly the same. The extent to which parents level of education influences students' disciplinary problem was perceived by both respondents' as High. Though there was significant difference in the respondents' perceptions. Consequent upon the findings, recommendations were made as follows: The government and the community should enact and enforce appropriate laws that will make parents to take the training of their children seriously and so reduce disciplinary problems at school. The government and non-governmental agencies should seek for more ways of economically empowering families to reduce disciplinary problems at school. Parents should improve themselves academically and transmit same to their children by complying with the Universal Basic Education law of sending their well-trained children to school and reduce disciplinary problems.

Keywords: Home Background, Disciplinary Problems, Senior Secondary School, Students, Rivers State.

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INTRODUCTION

The issue of disciplinary problems in schools has always given school administrators some food for thought. Students' radicalism has become a regular feature of community life. It is fast assuming a socially dangerous dimension, which even the forces of state authority have not found easy to quell.

Now, tracing the root causes of these disciplinary problems in schools, there has been an endless debate as to whether the task of discipline rests with the school or with the home. Teachers have argued that since the child's first educational experience begins from the home in addition to the fact that students spend most of their time at home, the role of parents becomes particularly significant. They argue that it is that task of parents to inculcate in their children acceptable social habits.

On the other hand, parents insist that teachers are in Loco Parentis inside the school system. They maintain that schools cannot be completely exonerated from being held responsible for the disciplinary problems of the pupils. They also accuse the teachers of paying less attention to their pupils than their predecessors (up to about 1980) who were quite dedicated to their work and committed to the welfare of their pupils.

The principals Conference of July 1977 held in Lagos identified some other factors that are likely to cause disciplinary problems in schools. They noted that the parental and societal factors appear to often attract public attention. They saw family background as having the greatest influence on the behaviour of a child. Thus, the family has been noted to be a significant influence in the all-round development of a child. Harold and Taylor as cited in Brenbeck (1966) opined that though the immediate experience of a child educate deeply, the family most and soonest. To this extent, one could say that the family is the first agent of socialization for the child and also the most influential. As the family socializes the child, he/she learns the rudiments of social interaction and role behaviour. These early impressions no doubt have a great impact in moulding his character and personality. In addition, values, norms, sanctions and rewards peculiar to a particular family help to form the child's own values before he/she goes to school. Thus, permissiveness, restrictions, consistency and inconsistency, adopted by parents in addition to family environment are primary factors that contribute to a relatively accurate prediction of a child's potential behaviour pattern or attitude in school. This statement however, assumes that what a child is used to at home determines the child's behaviour at school and in public.

Akinboye (1980) in his study postulated that frustration results in aggressive behaviour which is part of disciplinary problems in schools. He noted that devitalized homes, ill-health and lack of adequate personal and social stimulation may lead to frustration and conflict which may escalate in the manifestation of discipline in a child.

Ajayi (1995) carried out a study on the relationship between student's socio-economic background and unrest in Nigerian Universities between October 1978 and June 1979. He used 840 students, 60 lecturers, 24 University Administrators consisting of Hall wardens, students' affairs officers and chief porters. He categorized the students from various universities into: upper middle and lower classes using such indices as (1) Education, (2) Occupation marital condition income and materials possession of parents. From the University of Ibadan, he used 200 students, Ife (now Obafemi Awolowo), 320 and Lagos 240. Although Ajayi seemed to have sampled 840 students but his breakdown into various universities only add up to 760 which is short of the 840 figured by 80. Then, out of a total of 840 students who were sampled, 384 about 45.83% came from upper class, 311 about 11% came from middle class and 114 or 17.4% fell within the lower class. Again, when one adds up these figure as quoted by Ajayi in his study, the total

number of the three classes will sum of to 840 and the percentage will be 100. This, notwithstanding, he found out that lecturers, administrators and students shared the view that students from upper class participate more in demonstration and unrest than students from other classes. Those students of lower classes do not usually play a prominent role in such demonstrations. He however failed to explain why it was so.

In his conclusion, he discovered a significant relationship between socio-economic background and unrest in Nigeria Universities. Based on these postulations, the question is, how much does a student's home background influence his behaviour pattern in the school?

Statement of the Problem

This research was prompted by the view that disciplinary problems in secondary schools are becoming such social vampire that if left unchecked will destroy the entire life of the society. At different times, various Nigerian Governments have made conscious attempts to resolve the problems of indiscipline in schools. But these measures have not been particularly effective. For instances, by the early part of 1977 the issue of discipline had reached a critical point in Nigeria to the extent that the military government posted some military personnel to schools in order to maintain discipline. This was followed immediately by the "Think Thank" which organized workshops and conferences to look into the national disciplinary problems as part of its exercise. Administrators were drawn from secondary schools, teachers training colleges and Federal Schools of Arts and sciences. They noted the decline in the state of discipline in schools. It was in recognition of the declining state of discipline in every sector of the nation's life that prompted the Buhari/Idiagbon military regime to launch a "war against indiscipline" on March 20, 1984. But despite I these, incidence of indiscipline continued to permeate deeply into the entire social economic and political lives of the people. It is manifested in every facet of our daily lives. We are confronted with frequent media reports of examination malpractice, students' unrest drug abuse, students' beating up their teachers, sexual immorality, truancy, wrong dressing, cultism and senior students brutalizing the junior ones. At home, the story is the same. They beat up their parents, tell lies, sell their parents properties etc. In fact, they no longer keep to the accepted norms of the society. The situation seems to be going beyond control, to the extent that it has now become a national issue.

This behaviour of course, constitutes a definite distraction and an important impediment to the learning of the students, Douglas (1951). If the primary objective of education is to train a whole man mentally, spiritually, emotionally and physically, to guide children and youths in acquiring the social acceptable behaviour and the right skills to prepare them to be responsible and happy citizen, then these objectives can never be achieved in such as socially bankrupt society where there is DO good environment for the body and mind to work together. This is why study has been embarked upon to examine the influence of a child's home background on his/her behaviour pattern in the school.

Purpose of the Study

The purpose of the study is to determine the influence of Home Background on Disciplinary problems among senior secondary students in Ahoada East Local Government Area of Rivers State. Specifically, the study focuses on the following factors:

- Determine parental factor and disciplinary problems among senior secondary school students in Ahoada East Local Government Area.
- Determine economic factor and disciplinary problems among senior secondary students in Ahoada East Local Government Area.
- Determine the level of education and disciplinary problems among senior secondary students in Ahoada East Local Government Area.

Research Questions

The following research questions guided the study:

- To what extent does parental factor influence disciplinary problems among senior secondary school students among in Ahoada East Local Government Area?
- To what extent does economic factor influence disciplinary problems among senior secondary school students among in Ahoada East Local Government Area?
- What is the extent of influence of level of Education of parent on disciplinary problems of students in Ahoada East Local Government Area?

Hypotheses

The following null hypotheses where postulated and were tested at the 0.05 level of significance:

Ho$_1$: There is no significance difference between the mean responses of teachers and students on the extent to which parental factor influence disciplinary problems among senior secondary school students.

Ho$_2$: There is no significant difference between the responses of teachers and students on the extent to which economic factor influence disciplinary problems among senior secondary school students

Ho$_3$: There is no significant difference between the mean ratings of teachers and students on the extent to which parents' level of education influence disciplinary problems in senior Secondary school student.

Significance of the Study

Parents will benefit from this study by knowing the importance of appropriate parenting to reduce disciplinary problems in schools. Also, the government should see the need to empower parent economically to reduce disciplinary problems in schools. Student will equally benefit by seeing the need to follow the good example of their educated parents.

REVIEW OF RELATED LITERATURE

Theoretical Framework

Social learning theory can also be called modeling or observational learning or vicarious conditioning. Social learning, therefore, simply means learning by observing others. Albert Bandura, a Stanford University psychologist and one of the advocates of social learning stresses that human beings can learn new behaviour without evidence of reward or reinforcement and even without the chance to practice. All that is needed to be done in order to acquire the new behaviour is to observe or imitate others in real

life or film situation. The major tenet of Bandura's theory is on vicarious process. That is, procedures embracing the observation and imitation of the others. Bandura believes that personality develops from not only what one learns directly, but also from imitating and observing others' behaviour and its effects and comprehending how those effects could relate to us. According to Bandura (1977), vicarious process (learning not experienced personally, but imagine through the experience of others) can lead to various behavioural effects:

- Acquisition of new responses;
- Inhibition or disinhibition of already learned behaviours;
- Facilitation or prompting of behaviour.

Bandura also stresses the importance of reinforcement in to retain the newly acquired behaviour. He posits that the formation of new behaviour is dependent on three variables, all of which interact regularly. The three factors are:

- Cognitive variables: What people think, perceive, know, and expect;
- Behavioural variables: What people really do and
- Environmental variable: What befalls people?

Peretomode and Dittimiya (1993) list four phases of observational learning viz:

- Attentional Phase: This means mental concentration or metal readiness.
- Retention Phase: The ability to retain what is being observed.
- Reproduction Phase: This phase involves the overt display of the newly acquired behaviour.
- Motivational Phase: The reinforcement of newly acquired behaviour leads to its sustenance, while punishment or non-reinforcement leads to its extinction.

Therefore, reinforcement is vital in social learning in order to retain the newly formed behaviour.

Parental Factor and Disciplinary Problems

Under the home influence, family size has a significant role to play in me behaviour pattern of a child. Elder Bowerman's (1963-900) study on adolescent explored the hypothesis that family size is positively related to parental use of external behaviour control methods. Their study of 1, 261 seventh-grade while protestant students from urban areas of central North Carolina and Ohio showed that, the father generally tends to take a more active role in child rearing as the demands of a large family size requires it. They also observed that as family size increases, middle class parents of boys and lower class parents of girls are more likely than other parents to be authoritarian, to maintain a similar degree of control over the adolescence over a period of time. They hardly explain their rules frequently, seldom express praise, encouragement and approval in response to good behaviour. They often use physical discipline and negative verbal methods. In short parental behaviour control orientation is most strongly related to family size among middle class families for boys and among lower families for girl, Mead (1974) in a recent commentary suggests that parents of on child families tend less typically than

those of large families' pressure their children to conform to certain types of their elders expectations. Such pressures when consistently applied may become a harsh form of sanction that lead the sibling adolescents acquire a sense of resentment towards others, particularly the parents. An only child does not experience this. Blood (1972).

Stresses the point that in large families parents have less time control their adolescents than they do in smaller families. Blood's observation concerning the relationship between the parents and each individual child becomes less personal. It follows that because of pressure exerted by time, parents of large families must develop and use more standardized disciplinary techniques than those the smaller families. Blood's theory essentially elaborated on the fact that parental control in smaller size families is much more personalized and democratic, less severe than that administered in large families.

Davie et al. (1972) see children from overcrowded homes as usually deprived of quietness and privacy which often do not allow for healthy living. This condition, of course, exposes children of working class parents to different types of diseases and illness. They defined the index of "overcrowding" as the ratio of the total number of persons in the household irrespective of age and sex, divided by the number of living rooms and bedrooms in the house. In their conclusion, they say a house hold with more than 1.5 persons per room is overcrowded. From this, therefore, overcrowding can be said to be a common phenomenon in Nigeria especially in them urban areas. Johnson and Mediums (1974) also support the view that a small family participation by all the children, something that is not possible in large families. Bossard and Sanger (1952) as cited in Johnson and Medimus families (1974) compared the large and small families with respect to the impact it has on the child and discovered that considerable emphasis placed on individual development in small families in large families emphasis is on the group. They also saw that because large number of persons reside within a limited space, a great degree of administration, organization and control are needed. Again, there is less intimate contact in a large family between t parents and any individual child. Over-protection, over-indulgence and instructiveness seldom occur. By the very nature of the fami size problem of internal stress and strain are manifold.

Now looking at the birth position of a child in relation, parental interaction with their children, preference for one child over the other can create problems. It, is often too common for parents to uphold the behaviour of one child in the family as model.

Each child would want to create his/her own identity and *I* valued as an individual. This attitude is usually common especial in a family where a particular sex is on the minority and where child is the last born of the parents. Johnson and Medimus (1974) have categorized roles in the family according to birth position. The first child is the responsible type because according to them, he takes care of rearing the younger ones and besides, he acts as a pace setter. The second one they saw as being popular and sociable and well liked. The third, fourth and fifth they saw as social ambitious, he wants to be successful by all means. The last one they saw as the spoilt sibling who would not want to grow up no matter his age. Bonny (1942) as cited in Johnson and mediums (1974) held that family size neither explained nor described adequately the personality of any particular child.

Swift (1969) as cited in Davie et al (1972) described the impact of the home on as child and says that because a child experiences life in the home what he learns there will be greatly influenced by the ways in which he has been taught to think and to value the culture into which he has being initiated. Children tend to copy the behaviour pattern of their parents right from the home. This behaviour pattern is usually inflict with school rules and regulations. Asumi (1970) believes that adults' values, ideas, goals and behaviour traits have their origin in the early childhood experience and since the child

carries and these ideas and values to school and the school culture is radically difference from his own. There is bound to a problem of adjustment. He observes that middle class homes where the parents have almost the same culture as that of the school would surely provide on environment not quite too alien to the child. Thus according to Oliva (1976) a child's family neighbourhood and community play a profound part in shaping behaviour. He content that during pre-school year and through school to adulthood attitude learned from closet associates effect the child's behaviour. The Behaviourist theory according to Watson (1928) states that child can acquire any desired traits and abilities if that child was reared by specified techniques. This implies that problems encountered in the eighteen years which it takes for a child to grow into adulthood. For instance, a ghetto child in according to him finds living in a well-to-do residential area greatly different from what he is used to. As all the children bring their problems to school, any of them from unfavourable home environment find solace in the- school as he sec the school as a warmer and more comfortable setting which is different from home.

Oliva (1976) sees parental love for their children as one of the most powerful determinants of behaviour. Based on this children who are rejected be their parents are more likely to develop behaviour problems than those who are treated in a warm, loving environment. From this, we can deduce that children who receive reassuring support from their parents are more likely to succeed in schools and be less of a behaviour problem than children whose parents do not care whether they succeed or not. He noted however that middle class institutions are staffed largely by middle class teachers but children in these schools are not all from middle class environment. Children from lower economics background have been taught behaviour pattern which are quite different from those taught children from middle class background and they must manifest these behaviour pattern to survive in their environment.

It has also been observed that parents who err when they provide no reassurance to children and when they exert too much pressure on their children to succeed in schools, either extremes can contribute to behavioural problem in children. Neapolitan (1981) in his view on parental influence and aggressive behaviour noted that good relationships and strong bonds between parents and children are important in the control of delinquency and aggression as well as control it. Using social learning theory to support this view, parents influence a child's behaviour by conditioning through rewards and punishment they provide and by the behaviour they model.

He went further to state that the more a child identifies with a father who models aggressive behaviour the more often the child took part in aggressive behaviour and the more the child has quality interaction with a father who encourages aggressions.

Anolik (1983) in his owns study of family influence upon delinquency in children, sees the psychosocial and biosocial theories as very important in understanding delinquency conducts. Under biosocial views points, he sees genetic and physiological factors playing a role in certain unwanted behaviour, for instance, how genetic much characteristic as personality can be genetically influence. The psycho-social view point according to him, focuses upon two important variables in the development of antisocial behaviour. First, is the inadequate socialization in the family and then the environmental conditions outside the home. The inadequate socialization in the family has to do with maladaptive style of family relations. For instance the stressful family relations produce children who are susceptible to the influence of negative forces in the society which in turn breeds delinquent behaviour.

Schwarz (1977) as cited in Anolike stressed that heritable personality traits can be altered to a finite degree through environmental pressure such as parental disciplinary practices by ultimately, there is need for a compromise between a child's biological

predisposition and the rearing style of the child's parents. Mednick (1977) as cited in Anolike saw the possible relationship between physiological process, socialization practices and antisocial behaviour. For he agrees that slow physiological recovery to punishment will exert an influence upon personality development and when parents do not adjust their disciplinary practices in a healthy direction inhibiting unwanted behaviour, the risk of developing pathological behaviour in the child is probably significantly increased. To support this view Johnson and Mediums (1984) have stressed the basis of pathology in the family setting. Contemporary theories have attributed pathology in the child to the behaviour of parents especially that of the mother.

Bonglia (1964) points out that when parents show nonchalant attitude towards the supervision of their children it usually results to delinquency. Again, if a parent lacks self-discipline, it is extremely difficult for him to influence discipline on his or her offspring. Ikechukwu (1985) observes that many parents in Nigerian homes lack self-discipline. His encounter and experiences with them strongly suggest this irrespective of the society. To him, it appears that the most highly placed Nigerian manifests evidence of lack of self-control more than those at the lower level. This is because according to him, they believe 'that because they have attained a certain height in the society, they can flout the law. Their children in most cases feel the same in schools.

Knapan (1962) as cited in Anolik (1983) draws, a comparism between an average European family and an average African family. He notes the great difference and finds out that in European family, children are constantly under pressure to grow up and prove themselves than the African (Congolese) in which everyone is content to wait until the child attains for himself the level of performance expected of his age. On this basis therefore, one might predict that in the European elite family, there would be more evidence of praises and encouragement than in the traditional ones. The activities of the European children are usually more constructive than purposeless. It has also been observed by Knapan that in the elite family, greater efforts were made to encourage ego development in the child. He also motes that for the greater part of each days, the elite, family is at work. This does not mean that the children are less influenced by them because during the short period they are together, there is possibly more contact between the parents and their children in the elite family than it is during the whole day in the traditional ones.

Looking at the standard of loving variable Murray (1938) classifies an environment by the kind of[1] benefit or harm that it provides. He notes that if the environment is potentially harmful, the individuals in it will attempt to reject it or defend themselves against it. But if the environment is potentially beneficial, individuals will usually accept it and try to interest with it. Asumi (1961) identifies the upper class homes with such indices as location.

For instance, the government reservation area type of house that is usually isolated with modern structure well built, highly ventilated with all amenities. Pleasantly furnished and the environment surrounded by trees.

During the greater part of the day, complete quiet and clan pervades there and there. There is hardly any soul to be seen or heard outside apart from the occasional nurse Maid wheeling her charge or houseboy returning from an errand. He sees the low class home as locate in a congested area with indigenous mud build structures with hawkers all over place at any time of the day. Looking at these two categories of homes the upper class home definitely will provide all the necessary needs of a child while the lower class home because of its inadequacy cannot provide all these needs.

According to Tanner (1978), the provision of these basic needs bears close relationship to classroom discipline. Tanner sees it a principle that unless these needs are provided, basic discipline in the school can never be achieved. This goes to say that a child that is

not properly fed in the house is bound to constitute disciplinary problem in the school. On the other hand, a child whose needs are all provided is expected to meet this disciplinary requirement.

According to saddler (1990), a child who comes from a low class family where the parents are poor and resides in an environment which is not conducive enough for the child's intelligent development like in the rural areas will be affected in later life cither by poor performance in school or a low level of knowledge acquisition due to l i t t l e exposure to learning experiences like trips to the park, the beach and other places necessary for the child's exposure. Also a child who conies from, this type of class can be greatly affected due to the inability of the parents to provide the necessary incentive needs to facilitates the development of the child's brain and sharpen his knowledge acquisition skill; like toys, nursery books and other necessary incentive needed by a growing child.

Hence, it is expected that such child would later in life find it difficult to cope in school. Moreover, a student who comes from the same family and who resides in an environment where most of the people who resides in the areas are from low social class (as found in the rural) has the tendency of getting into mischief since the parents in their struggle for survival leave home very early each day and have little or no time to spend with their child (like helping him with the home works, showing interest in his performance in school) and the child on the other hand would become non-challant toward his academic works and may indulge in mischief like traumas, neglecting his homework and so on. Hence, the child's performance would be poor and might even stop attending school later. Most parents/homes in the rural are poverty stricken that they cannot provide some pre-school or nursery school experience for their children or provide them with modern amenities such as TV sets, air-conditioner, books, radio, modern houses, which will help in the child's mastery of language.

In the rural area, parents are financially handicapped that the children are malnourished or at worst suffer from the disease of malnutrition in the early years of life which subsequently damage the brain, which later affects their understanding in life and negatively affects their academic performance.

More importantly, most of the parents in the rural environments are illiterates who could neither read nor write and as a result of this, they will be unable to help in teaching the children at home or help them in their home works or show any interest in their performance in school. They may not even know the worth of the children's education and thus treat their children's educational issues without interest.

In other words, in the poor environment there may not be any atom of encouragement from the parents at home to their children on educational issues and this to a great extent affects the child's performance academically unlike their counterparts in the wealthy environment whose parents arc of the bourgeoisie class who have library in their home and are also being directed by their parents at home in case of any problem with their academic issues.

This inequality as regards home environment accounts for the differences in academic performances of children. A very thorough investigation on the effect of home environment to success at school was carried out in Abereden in the early 1950's (Fraser, 1959). The result were particularly interesting because the survey was planted so that be measured intelligence of the large sample of twelve and thirteen years old children were held constant and the variation in academic attainment could be related directly to difference in home environment of the four areas studies namely cultural, material, emotional and motivational, only the least is relevant here, Frasier says that

consistent parental encouragement was most important providing the incentive to effort, that resulted in achievement at school. Such encouragement was born in attitudes favourable towards education. Clearly, the attitudes that parents show towards their children's schooling can offset or reinforce this tendency.

The child according to this old notion is educated not for the present but for the future, richer and enjoyable life. Therefore, he must while in school obey orders without questioning and must be ready to endure any form of deprivation in order to prepare himself thoroughly for the so-called life that would be full of milk and honey. This conception of punishment is years behind time. There is the natural repugnance which is felt at the use of punishment. It is almost certainly one of the clumsiest and least reliable instruments of education. In addition to this, Mackenchinie (1967) says that others aspects of education arc neglected in the all-round development of the child especially the development of personal responsibility for standard of conduct. Therefore, it hardly needs to be emphasized that this concept of discipline denies the child the personal but direct freedom necessary for the cultivation of self-discipline which is the proper attribute of a good citizen.

Again, when a citizen obeys the authority mainly because of fear other than his appreciation of the need to be good, he is prone to open confrontation with authority at the slightest opportune moment Fagbongbe (1973). Webster's dictionary (1963) recognizes these concepts but points out that discipline is not only training to develop self-control and orderly conduct but also a process of education designed to improve and perfect behavior.

Although it tends to bring in some other aspects like acceptance of or submission to authority, control and treatment that corrects or punishes. One can say that these other concepts of discipline may be quite different from discipline that should operate in the school system because the school system is neither a military institution nor a prison. No wonder Mackechinie (1967) identifies three aspect of discipline in relation to behaviour in education.

These are knowledge, skills and attitudes. He went on to stress that these three elements must be involved in what actually takes place. The first according to him consists of the formal programme. This involved the school subjects, school activities and the teaching methods organized for the purpose of educating the children.

The second element he saw as the children themselves and that the essential festive of good discipline in any school is the harmonization of these three elements so that the pupils may accept both the programme and the teacher. This adjustment can only be made by attempting to make the situation acceptable to the pupils according to their age, ability and attitude. On the other hand, a teacher may also use the influence derived from his authority to reduce a positive attitude in a child.

This goes further to support Mbitis view that many people still see discipline as punishment, pains and fear. As a negative word that has to do with the correction of the wrong doer. Mbiti further stresses on how discipline can also be seen as a positive force if it is connected with training and not correction, guiding and not punishing, arranging conditions for learning and not just restricting. The word discipline according to Mbiti should be seen as a system of guiding the individual to make reasonable, decision responsibility. From this one can deduce that discipline in school should mean the guiding or directing of students to achieve desirable behaviour but where there is undesirable behaviour then there is indiscipline.

Adesina (1981) on the other hand, holds a contradicting view. He sees discipline in school as a situation where students are taught to respect the school authority, observe the

school's laws and regulations and maintain and established standard of behaviour. The means to be used to achieve this may be pressure like threats and punishment. Whatever the means, are, in this approach or conception of discipline, the means of effecting discipline are not important rather what counts is that the students are intimidated into submission. It is only when this is done that the student can possess the readiness or ability to respect authority and observe conventional or established laws, imbibe self-discipline and others. This concept of discipline in relation to educational values according to Douglas (1957) is both outdated and archaic. He traced this back to the period in American when human nature conceptualization was dominated by the thought to colonial ideas which were associated very closely with the training of the people to obey authority, do distasteful things without protests and develop patience, endurance and self-restraint. According to Anderson (1963), if discipline is the submission to authority then it is the diametrical opposite of self-direction. He went further to state that if those concerned with education do not want the children to grow up to submit slavishly to a leader, then children's actions should be based on principles, ideas and feelings for others. In other words, discipline should be based on the understanding of a given goal and the appropriate behaviour patter required to meet this goal.

Moreover, if discipline is to be applicable to the system, then it must be linked with the purpose of education. And if we accept the fact that the aim of education in a democratic society is to help children and youths to be self-directing, to know how to act in light of their personal and social goals, then discipline should be dynamic. It should help people to channel their energy towards the realization of their potentials and help them become socialized persons. Anderson (1963) went further to say that present day educators are still in general agreement that discipline involves the establishment of rules and regulations, he stress that emphasis should be placed more on securing a high degree of self-discipline in students. Douglas (1957) supports this view too, that the modern objective and principle of discipline should center around the increased emphasis on permanent educational values rather than maintaining order in school and the training of students on the desire to do acceptable and useful things, rather than destructive and harmful things, training the individual to govern his own conduct rather than to be dependent upon others. It is only then that discipline will be viewed largely in terms of ideas and values held by children, parents and teachers.

Mbiti (1976) agrees with this fact that whether good or bad, discipline is largely a matter of socially acceptable standards relating to behaviour. He sees it as a system of arranging conditions for healthy learning and living. He maintains that a child needs to be helped to developed his unique individual personality within a cultural background and group consciousness. To him, life is a conscious service of choices. The children must be trained to make these choice reasonable and independently but above all, there must be an adult guidance which is very necessary. Discipline therefore should not be looked at as punishment for to do so will not only be imprecise but also a backward step in human progress (Turner, 1974).

In general terms disciplinary problems refers to all forms of misbehavior within the school system. It involves people either individually or collectively. However, it is not very easy to classify disciplinary problems into types but Nwana (1971) categorized school offences into nine broad categories. These are stealing dishonesty, sex offences, flouting specific orders of staff, wearing wrong uniforms, caps and shoes and taking disapproved external examination. Then Truancy this includes returning home for days without permission and dodging specific lessons. Assault and insult. These include beating up junior boys fighting with teachers, use of indecent languages disrespect to authority. Drugs offences like smoking Indian hemp, smoking cigarettes, fagging, destruction of

properties of the school and students willfully engaging in roughness during games. Then finally, strikes and demonstration. He subdivided each of these into specific offence and finally came up with a total of forty two in all. Turner (1974) sees truancy as an inevitable act among kids as they are bound to get into mischief by skipping classes once in a while. He classified it among minor and easily forgivable offences. Adesina (178) classified his own school offences into four. The first he referred to as those that disregard school regulations like lateness to school, absenteeism and wearing of wrong or non-uniform dresses. The second one is rudeness to teachers, use of abusive language and refusal to recognize the authorities of the senior students. The third category includes truancy, pregnancy, and untidiness, examination malpractice, fighting in class, stealing, smoking, drug abuse and indecent behaviour out of school. The fourth he referred to as instances of unrest, cases relating to students' group and collective demonstration against people and issues resulting in the deliberate destruction of school property. Ehiametalor (1981) classified disciplinary problems in schools under three categories. The first is Anti-social acts which include destruction of public properties and rioting, hooliganism stealing and bullying. The second he referred to as acts of defiance. These are acts directed against established rules of the second, such as going out without permission wrong dressing, drinking and drug taking, sexual immorality and failure and failure to serve punishment and carryout lawful duties. And finally, acts negligence, this includes lateness to schools and assemblies and careless handling of school properties.

From these categorizations, one see that there is no definite rule or law that guided these authorities in their identification of school offences. They all seem to identify the same disciplinary problems, the only difference is their classification. To say that a student has committed a major or minor, offence is in itself very subjective depending on the circumstances at the time of the offence and the norms and values of the society or community in which the school is located. Franks (1967) has observed that disciplinary problems in schools cannot be traced to a single variable alone, that all forces that combine to produce the behaviour cannot be identified nor can their relative influence be succinctly categorized. Despite this, few people have been able to identify the likely causes of indiscipline in students. For instance, Tuner (1978) opined that a child's basic needs bear a class irrevocable relationship to classroom discipline. He sees it as a principle that basic discipline can only be achieved when basic needs such as food and safety are gratified. Such squelching needs according to Oliva (1956) include love, security, recognition, approval, successes and lack of awareness. Lack of all these, according to him cause frustration which eventually breed countless behaviour problems. This may be linked with Mallow's theory of human motivation which demonstrates that children basic needs for food, safety, love and self-esteem must be met if their need to acquire skills and knowledge are to emerge.

Landers as cited in Bangha (1904) also belong to the group of scholars who believe that if a child's primary needs blocked or subjected to extremes of parental management of over stimulation, over gratification, over deprivation, over protection, or rejection, that child will develop an inadequate balance between his/her needs and his/her social realities. This goes to support Ausubel's stylization theory which prospered that children who are rejected or over protected by their parents and who are given qualified acceptance which is based upon their inability to carry out the wishes of their parents, may be susceptible to reacting in a diligent manner if exposed to negative social influences outside of the home as compared with children who are given unconditional acceptance by their parent. Ausubel goes on to predict that a rejected child whom he refers to as non-satelized is motivated to obtain social status at any cost outside of the home due to his or her low prestige in the family. Thus, Glasser (1969) the exponent of reality identified love and self-worth as the most important

needs of all human beings.

Economic Factor and Disciplinary Problems

Economic status has always been classified under three groups: the upper, the middle and the lower classes. Sociologist uses such indices as education, income and occupation of the people. Swharze (1968) as cited in Joe (1980) talked about the difficulty in classifying occupation in Nigeria. He says that Nigerian society is still very lucid and there are no clear-cut social classes.

Fafunwa and Adelaragbe (1971) see the cause of disciplinary problems in schools as the young adolescents having little confidence in adults because they see in them example of doubt standard. Those things they piously preach about in the school are firmly denied them in the day-to day operations of the school. They cannot reconcile why they should conform and yet they are told of their fundamental human rights and freedom.

Nwagu (1986) sees indiscipline in school as inevitable for according to him, secondary schools harbor and nurture students at a particular stage of their lives and as adolescents, they have physical and emotional problems of human development. The adolescent stage is the child's conception stage, how he sees himself with respect to certain characteristics and attributes which strongly influence his/her behaviour pattern in the secondary school stage. This of course is the manifestation of his "self-concept." These young stars according to Oliver (1965) may have physical handicaps or slower intelligent capacities, social and physical problems. He noted that the child's stage of growth and development is the most obvious cause of disciplinary problems in the school.

On the other hand, the principals conference which held in July 1997 as recorded by Adesina (1978) categorized the cause of discipline in schools under six headings: school management, social administration, staff, students, undue publicity of sensational news by the press and then the society and parents. Under the school management, there is lack of facilities and equipment in the schools, lack of motivated staffs, administration of students with poor academic standard into secondary schools, restricted powers of the principals and lack of sufficient moral and religious instructions. School administration has under it, the principal failure to encourage cordial relationship with the staff, lack of power communication teachers and students. The conference also saw the student's poor attitude to learning, their unrealistic expectations, immoral behaviour and poor home training as contributing to disciplinary problems in schools.

Now looking at the undue publicity of sensational news by the press, some students according to Oliva (1976) cheat in examinations because they hear and read cases of cheating on the part of the adults and they conclude that it is an acceptable way of making one's way in life. Again, the unethical and illegal conduct on the part of prominent person is also featured in the press and the young adolescents may have the tendency as a result to conclude that the crime is not in itself, but in getting caught under the society and the parental factor, we have a partly, materialism, corruption, interference of influential parents in school administration and above all failure of parents to provide the necessary school requirements to their children.

Bawlby as cited in Erembeck (1971) noted the destructive effect of material deprivation on the personality of a child Caspar! (1976:60) writing on children's delinquency, attributed it to "material deprivation" He pointed out that delinquency in children can be seen through mother's neglecting their, children either by separation, sickness or divorce. That because of this negligence, the children seek to be noticed

through unreasonable way or by anti-social behaviour.

Oliva (1976) classified the likely causes of behaviour problem under six broad categories: the child, his peer group, the school, the home, the community and finally the social order. He noted that anti-social behaviour may be manifested in the child at school but its origin may lie somewhere else. He emphasized that, the group the child belongs exercise by potent influence on this behaviour. This view may be supported by Quay's model of delinquency in Anilok's article. Quay identified distinguishable subgroups within the population of delinquents. This first group are those young stars who tend to be loyal to their delinquent gangs. They commit crimes in groups and generally come from lower class communities. The influence of their peer according to him seems to account for most of their misbehavior.

Malnutrition has also been seen as a more common problem then we sometimes imagine in the behaviour of a child. Oliva (1976) categorized Malnutrition into two. The first one is parents who cannot afford to provide their children with nutritious diets and the second one is the upper and middle class families who can afford nutritious diets but for one reason or another do not follow sound principles of nutrition. This malnutrition factor goes a long way to affect the general health of the child, the presence or absence of fatigue, endocrine deficiency and diseases.

Douglas (1957) identified such important causes of disciplinary problems in schools as boredom, lack of confidence in the subject being taught failure of the learning activities to provide for pupils imitative and self-management, antagonistic reaction to what is being taught and injustice on the part of the teacher.

Adesina (1981) maintained that today's schools are enormously large compared with what they used to be and today's teachers have to cope with a large number of student....Teachers are caught up in the race for status and of children they teach. There is also this view that the present wave of students unrest may be attributed to the product of the "atomic age" which resulted from the world war and ushered in an era of vast development in science and technology in the developed countries. Fagbongbe (1973) observed that these developments have since been spreading fast into the developing societies. The youths who now fill the schools are born and bred in the new trend and are prepared to utilize and possibly exploit it to their advantage. Anolik (1983) used psycho-social and biosocial theories to prove the causes of children's delinguent behaviour In schools. Under biosocial viewpoint he saw genetic and physiological factors playing important roles.

Schwarz (1977) as cited in Anolik noted that certain personality characteristics such as temperament are generally influenced. The psychological viewpoint according to Anolik focuses on two important variables in the development of antisocial behaviour. For instance inadequate socialization in the family and environmental conditions outside the home which reinforce delinquent behaviour.

Taking a similar position but with reference to Africa, Woyd as cited in Joe (1980) also observed that social classes are more difficult to measure in African than in Western countries. He attributed this difficulty largely to the fact that such occupational categories as farmers, chiefs, traders and teachers embrace both the rich and the poor in the society. He therefore suggested the use of educational qualification instead. This is because in a country like Nigeria where relatively few people are educated, it gives an indication of the status of the individual in the country and also has the advantage of being less ambiguous. Social classes are more difficult to measure in Africa than in the western countries. In the first instance there is a difference in the use of social classes in the west as compared to Nigeria (Africa). Ogurriade (1973) for instance attributed this difference to the lack of official occupational classification in Nigeria unlike Britain

where a general classification of occupation is carried out by the registrar to identify people's true or accurate social classes.

However, such occupational classification itself would present some problems in the case of Nigeria. In this regard, Ogunlade identified extended family system as some of the obstacle which could render the whole exercise meaningless. This is because the number of dependants with their various demand would reduce the real value of individual's income which in turn would lower his/her standard of living in comparison to a person with a comparable income who does have to grapple with the problem of extended family. Indicating a similar view, Brembeck (1971) maintains that of all the indices generally used by sociologists on the classification of social classes, educational attainment is the most indicative of the class to which student's parents might belong. He however stressed that social classification depends largely on the level of socio-political and economic conditions of the particular society. For instance, when a student gives the father's highest educational qualification as primary six, it becomes clear that the child belongs to a lower social class. On the other hand, Ipaye (1975) used a standardized index where education and income were combined. He found out that in Nigeria, procession of some goods including items of furniture, equipments, private means of transport and so on provides a means of rating by 'symbolic' placement. He regarded all these as symbols of high social economic status.

Hurlock (1978) sees the father's occupation as important to a child. Only in so far as it has direct bearing on the child's welfare, He contend that the older the child, the more meaningful the father's occupation has on his culture as this affects the child's social prestige. He also noted that when children are old enough to recognize the social status of their families/ it has a marked effect on their attitude towards their parents especially towards the father who is the family's bread winner. This of course, will go a long way to show the kind of influence the father will have on the child. Johnson and Medimus (1974) stated that western culture prescribes general requirement for the role of the parents. The father must provide food, clothing and shelter for his children. He is also responsible for the child's behaviour in public. However, Sandston (1976) sees it differently he says that because the father's occupation makes him absent from home during the day, he usually has less contact with the actual problem of child's rearing.

Rather, according to him, it is the mother who provides physical care for the children, feed them, keep them healthy, clean them, comfort, console and nurture them. She also provides them emotional support.

Studies have shown that people with high status and material security may be typical motivated to maintain their positions. Those born into influence can foster impulse to be experimental and risks. They are prone to reacting to their immediate experience and yet feel unrepressed. On the other hand, some homes, are usually characterized by excessive control. This issue has been particularly controversial. There are about three schools of the thought in this respect. For instance studies carried out so far on the effect of parental background on students' participation and involvement that students' activism tends to come more from lower class homes than from middle or higher class homes. In attempting to explain this phenomenon, some argue that power is sometimes pursued to compensate for deprivations by overcoming law estimate of the self. The suggests that student from families of low status might consider themselves to be deprived and for his reason become prominent in students' unrest and demonstrations. Meiser (1968) puts it his way that many students are impoverished members of the mass owner class who by spending a few year at the university and earning a degree automatically enter the rich and powerful elite the upper class. In this circumstance such a student wants to change the fabric of the society. Other with this view include Emmers on (1968) Moore and Hock Clind

(1961).

The second school of thought contends that student's activism comes from the upper class of the society. Day (1961) in his study of University of Ife (now Obafemi Awolowo) student, found out that students from low social-economic background are likely to be less involved in students' unrest. Ajoyi (1978) concludes in his findings that students from lower class do not play prominent part in unrest and demonstration. The third school of thought believes that students' unrest and demonstration have no relevance in to their social-economic background. *Henna (7975) and Lepper* (1957) postulated that students activism   are "typical" in a *statistical 'deviant'*.

Adedibu (1986) in his own study of 'Relationship between family background and Nigerian adolescent attitude to moral norms' found out that when the social-economic study of the family goes up, the reaction to moral norms comes down. This of course implies moral laxity on the part of the students. He also observed that homes with high economic status seem to be relaxed in disciplining their children. To buttress this point, Adedibu in his study found a reputable college with children from with high socio-economic background to be less discipline than children from lower socio-economic background. To support this position, some psychologist like Flanks have argued that upper class homes are usually egalitarian, permissive, democratic and highly individualized. They place high premium on self-expression and intellectual independence thereby encouraging their children to make up their minds and stand firm against group pressure. They consciously organize their family life to support anti-authoritarian and self-assertive impulses on the part of their children. They clearly instruct them in attitude favouring Skeptism toward authority, egalitarianism and personal autonomy, Jeslid et a) (1978) hold a contract view for they see children whose parents are autocratic as most likely to be indiscipline as compared to those whose parents are democratic. Authors in the field of Juvenile Delinquency such as Glueck (1962) Monahan (1962) and Andry (1962) as cited in Olurutemini (1970) have emphasized the influence of home background on children who come from broken homes where there is no cordial relationship between parents, where there is no leisure, where children are brought, up by step parents and where parents fails to satisfy children's material needs.

They see them as prone to delinquency, parish (1979) from his study has shown that self-concept of children or adolescents are adversely affected by divorce and the experience that accompany it. Sandston (1976) pointed out the disastrous effect death or divorce may have on a child's development. According to hi, divorce is often proceeded by a long period of deep depression which inevitably means emotional strain and discord. In other words, an in completed home situation has definite injurious effects on a child's up-bringing. Comparatively however, Nye's (1957) study show that adolescents from broken homes showed less psychosomatic illness, less delinquent behaviour and better adjustment to parents than those from unhappy home. This would suggest that in some cases, separation and disruption of the home is much desirable to a growing child than an unhappy home where parents are always at each other's throat. A child brought up under this condition according to Flanks (1967) is bound to be aggressive and indiscipline. He views disharmony in the home as one of the causes of children's misbehaviour in the school.

Many writer have also attributed a number of children's misbehaviour to domestic discord like marital conflict and divorce and how they affect the adjustment of children. Delinquency, stealing, truancy, lying, hyperactivity and poor social adjustment are all said to be the result of marital strife. Landes (1960) discovered that when adolescents were quizzed, they recalled a vast number of traumatic feelings associates with divorce. He therefore suggests that a child needs to have an experience of a strong emotional bond with someone usually the mother who cares for him in early childhood if the child would form

satisfactory human relations in later life. But in a home where there are several mother substitutes, Johnson maintains that this mother-child tie and the feeling of securing and trust that go with it.

Parents Level of Education

As observed above, a number of factors have influenced home background of students and disciplinary problems in schools. It is a well-known fact that permits during the pre-colonial era preferred early marriages of their daughters to their education. The thinking then it seems was that girls' education would eventually end in the kitchen, since their most important traditional roles of house-keeping and rearing of children would natural demand that they stay around the home. The acquisition of western education therefore would make them abandon their household responsibilities for office work; thus making it impossible for them to give adequate attention to their husbands and children. Parents also thought it was useless to educate their daughters only for other men to reap the benefits of their education in marriage (Nwankwo,2001).

According to Uzoeshi (2003), the indoor activities/roles girls engage in make it difficult for them to interact effectively with their environment and thus stalling their curiosity, economy and appreciation of natural phenomena. This may also hamper their understanding of science concepts, resulting to low mastery of science process skills and low performance in science subjects while in school (Ukeje, 1984, 1986). Boys on the other hand, enjoy the freedom of participating in activities outside the home, thus interacting more effectively and adequately with their environment. Chabaud in Okwubunka (1997) explains the above situation thus" the gods created women for the discharge of duties inside the house and men for all others... it behooves women to remain within the home and it will behoove them to "hang about" outside.

It is also common knowledge that the boy-child was and has continued to be the most preferred child in most Nigeria families. He therefore enjoys and still enjoys greater privileges and opportunities from the parents, including education. They (boys) in the pre-colonial era must have been encouraged by their parents to embrace western education early as this would have been seen as a way of raising and supporting the development of a prospective family head.

It is feared even in the present day Nigeria that educated women may not make good house-wives education it is feared will make them wise, more outgoing, cause them to know and demand their rights from the society and their husbands. This situation will most likely be viewed as a mark of disrespect and insubordination in a society or country like Nigeria where women are expected to be submissive and subordinate to men, where they should only be seen and not heard.

Added to the above factor emanating from the family and society is the Science Teachers Association of Nigeria (Uzoeshi, 2003) observation that girls generally have poor attitude to schooling and to certain school subjects, especially science and technology. This attitude they (girls) manifest in their views that science subjects are boring, masculine, involve a lot of memorization and may not necessarily be used or applied in problem solving and life paining.

Certain school factors have been found to be detrimental to both girls' school enrolment and their academic achievement. Girls as we know are susceptible to all kinds of external harassment and aggression. In schools, these experiences come from male teachers. Most parents especially in the rural areas may have reasoned that sending their daughters to school meant exposing them to danger. Such parents most likely kept their daughters indoors for safety reasons. Other school practices such as teacher' differential expectations for boys and girl and

discrimination in relating with student of the opposite sex have been identified by STAN (0992) as a major limiting factor to girls' achievement in schools. It (STAN) observed that teachers (mostly male teachers) have very low expectation of girl and thus go at the pace of boys in classroom teaching. This contributes to influence both boys and girls in their disciplinary problems. And when they grow as parents they carry over the same   practice to their children thereby creating disciplinary problem.

METHODOLOGY

Research Design

The descriptive survey research design was used for this study. The survey research design was used because the study was intended to find out the influence of home background on disciplinary problems among senior secondary school students in Ahoada East Local Government Area of Rivers State through identified opinion and perception of teachers and students.

The survey research design is best suited for this study because, according to Ogbazi and Okpala (1994), it is the study that requires the use of questionnaire and interviews to determine the opinion, preferences and perception of people.

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Population of the Study

The population for the study consists of all the teachers and final year students in the fifteen (15) public secondary schools supervised by the Rivers State Post Primary Schools Board that are located in Ahoada East of Rivers state. That is 800 teachers and 2000 students from selected secondary in Rivers state. The total population of the study therefore is 2800.

Sample and Sampling Techniques

Simple random sampling was used for the study. 50 students and 10 teachers were randomly sampled from each of the 15 selected secondary schools. 750 students representing 37% of students' population and 150 teachers representing 37% of teachers' population in the 15 selected secondary schools in Rivers State. The total sample is therefore 900.

Instrument for Data Collection

Structured questionnaire titled Influence of Home Background on Disciplinary Problems Among Senior Secondary School Students in Ahoada East Local Government Area Questionnaire (IASSSSAELGAQ) was developed by the researcher used for collecting data for the study. The Questionnaire is divided into four sections (A-D). Section A of the Questionnaire is on the biodata of the respondents while section B deals on prenatal factor with four items. Section C deals on economy factor having four items while section D is on level of education having four items.

Validation of the Instrument

The instrument for data collection was given to three experts from the Faculty of Technical

and Science Education Rivers State University of Science and Technology, Port Harcourt for face validation. This is to ensure that the instrument measures what it was designed to measure and that the items conform to the concepts and language of study.

In addition, the researcher's supervisor in the Faculty of Technical and Science Education, Rivers State University of Science and Technology, Port Harcourt validated the content of the Questionnaire to make sure that all items and variables in the study were adequately taken care of in the instrument.

Reliability of the Instrument

To ensure the reliability of the instrument, the questionnaire was pilot tested on 50 students and 10 teachers from CSS Ndele. On the return of the instrument the Cronbach Alpha (a) Reliability Coefficient was used to determine the reliability of the instrument which yielded a reliability coefficient of .89 which indicated that the instrument was reliable.

Administration of the Instrument

All the copies of the questionnaire, 900 copies were administered personally to the respondents in the 15 selected secondary schools in Ahoada East of Rivers State. The researcher in each school visited, waited and collected the completed copies. This helped to avoid lose and attain 100 percent return.

Data Analysis Procedure

To facilitate the analysis of responses, ordinal values were assigned to response categorized in the following order:
Very High Extent (VHE)   = 5
High Extent (HE)   = 4
Moderate Extent (ME)   = 3
Low Extent (LE)   = 2
Very Low Extent (VLE)   = 1

In answering the research question, mean values for various items in the questionnaire were used. With 3.5 mean rating on a 5-point scale, inferences drawn on the response to structured questionnaire were based on the following decision rule:

Very Low Extent = 1.0 -1.49
Low Extent   = 1.5 - 2.49
Moderate Extent = 2.5 - 3.49
High Extent   = 3.5 -4.49
Very High Extent = 4.5 - 5.0

The z-test statistics was used to test the hypothesis at 0.05 level of significance. The z-test statistical tool was used to test the teachers and students mean scores. These scores were generated from teachers and students responses to the structured rating scale. z-test statistics was used because it is the technique that is specifically designed for comparing the means of two independent samples whose numbers are relatively large to determine the probability that the difference between the means is a real difference rather than a

chance difference.

RESULTS

Research Question 1: To what extent does parental factors influence disciplinary problems among senior secondary students?

Table 1: Teachers and students' response on influence of Parental Factor and Disciplinary problems among students

s/n	ITEM	RESPONSES																	
		VHE		HE		ME		LE		VLE		%		SD		-X		DECISION	
		T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S
1	To what extend permissive parenting choose Disciplinary problems in schools?	75	500	50	150	15	50	10	50	-	-	85	76	0.1	0.6	4.3	3.8	HE	HE
2	To what extend does divided home cause Disciplinary problems in schools?	85	600	45	100	10	30	10	10	5	10	85	85	0.2	0.3	4.2	4.4	HE	HE
3	To what extend does caddishness in looking after the children cause Disciplinary problems in school?	100	1700	25	50	25	-	-	-	-	-	90	99	0.1	0.5	4.5	4.9	HE	HE
4	To what extend poor parental example cause Disciplinary problems?	125	725	15	10	5	5	5	5	-	5	95	99	0.3	0.5	4.7	4.9	HE	HE
												G% = 88.8	G% = 89	G SD = 0.19	G SD = 0.48	-GX = 4.4	GX = 4.4	HE	HE

Tables 1 show the raw score perceptions of the teachers and students on the extent to which parental factors influence disciplinary problems among students. Based on the decision levels, it is clear that the teachers scored 88 per cent; also Very High Extent on items 3 and 4; High Extent on items 1 and *2* giving the grand mean score as 4.4. Since 4.4 mean value falls in the 3.5 -4.49 range of High Extent, it was deduced that the teachers perceived the extent to which parental factors influence disciplinary problems among students as High. It equally reveals how students responded on the same items. By their score of 89 percent, they expressed Very High Extent on items 3 and, 4, High Extent on items 1 and 2. Having 4.4 as their grand mean, it was deduced that the students

perceived the extent to which parental factors influences disciplinary problems among students as High.

Research Question 2: To what extent does economic factor factors influence disciplinary problems among senior secondary students?

Table 2: Teachers' and Students' Responses on Influence of Economic Factor and Disciplinary Problems among Students

s/n	ITEM	RESPONSES																	
		VHE		HE		ME		LE		VLE		%		SD		-X		DECISION	
		T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S
5	To what extend does lack of management in providing for the child cause Disciplinary problems in schools?	125	600	15	100	5	30	5	10	-	10	90	82	0.3	0.2	4.5	4.1	VHE	HE
6	To what extend lack of employment cause Disciplinary problems in schools?	75	650	15	50	15	50	10	-	-	-	85	96	0.1	0.5	4.3	4.8	HE	HE
7	To what extend does poor remuneration cause Disciplinary problems in school	125	500	5	150	5	50	5	50	-	-	95	76	0.3	0.5	4.7	3.8	VHE	HE
8	To what extend does lack of self-reliant cause Disciplinary problems in schools	80	700	10	35	10	5	10	-	5	10	85	97	0.2	0.5	4.2	4.9	VHE	VHE
												G% = 88.8	G% = 87.7	G SD = 0.19	G SD = 0.48	-GX = 4.4	GX = 4.4	HE	HE

For economic factor, table 2 reveals that the teachers mean score was 88.8 per cent and on items 5 and 7 fall within the 4.5 - 5.0 range of Very High Extent; while items 6 and 8 were High Extent; giving the grand mean score as 4.4. Since 4.4 mean value falls in the 3.5 - 4.49 range of High Extent, it was inferred that the teachers perceived the extent to which economic factor influences disciplinary problems among students as High.

Students responded on the same items. By their scores, they expressed Very High Extent on items 6 and 8, High Extent on items 5 and 7. Having 4.4 as their grand mean, it was deduced that the students perceived the extent to which economic factor influences disciplinary problems among students as High.

Research Question 3: To what extent does parents' level of education influence disciplinary problems among senior secondary students?

Table 4.3: Teachers' and Students' Responses on Influence of Parents' Level of Education and Disciplinary Problems among Students

s/n	ITEM	RESPONSES										VHE	HE	ME	LE	VLE	%	SD	-X	DECISION	
		VHE		HE		ME		LE		VLE		%		SD		-X		DECISION			
		T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S		
9	To what extend does level of education cause Disciplinary problems?	25	250	100	250	15	125	5	100	5	25	61	76	0.2	0.4	3.0	3.8	ME	HE		
10	To what extend does parent having B.Sc influence children's Disciplinary problems?	75	300	25	200	25	100	25	100	-	-	85	80	0.8	0.5	4.3	3.5	ME	HE		
11	To what extend does parent having M.Sc influence children's Disciplinary problems?	25	400	25	100	25	100	25	50	50	100	53	77	0.5	0.4	2.7	3.8	ME	HE		
12	To what extend does parent having Ph.D influence children's Disciplinary problems?	30	150	20	100	50	125	50	125	-	250	64	54	0.0	0.7	3.2	2.7	ME	M		
												G%=64	G%=69	GSD=0.6	GSD=0.6	-GX=3.2	GX=3.4	ME	ME		

Table 3 reveals that the teachers' mean score was 64 percent and on item 10 fell within 2.5 - 3.49 decision level as shown in the grand mean of 3.2. This implies that the teachers perceived the extent to which level of education influences disciplinary problems among students as High. Also, the students stand on Moderate Extent was evidenced by concentrating their percentage on 69 and grand mean of 3.4 on the same items within 2.5 - 3.49 decision level as shown on table 4.6.

Hypothesis 1: There is no significant different between the mean responses of teachers and students on the extent to which parental factors influence disciplinary problems among students.

Table 4: Z-Test on Perceptions of Teachers and Students on Parental Factor and Students Disciplinary Problems.

Respondents	N	Mean	Sd.	Z-Cal	Z-Crit	P	Df.	Decision
Teachers	150	4.4	0.19					Ho
Students	750	4.4	0.48	0.0	1.96	0.05	898	Accepted

From table 4, since the calculated value of z-ratio (0.0) is less than the critical value of z-ratio (1.96), the null hypothesis is accepted. This implies that there was no notable difference between the perceptions of the Teachers and Students on how parental factor influence student's disciplinary problems.

Hypothesis 2: There is no significant difference between the mean responses of teachers and students on the extent to which economic factors influence disciplinary problems among students

Table 5: Z-test on Perceptions of Teachers and Students on Economic Factor and Students Disciplinary Problems

Respondents	N	Mean	Sd.	Z-Cal	Z-Crit	P	Df.	Decision
Teachers	150	4.4	0.19					Ho
Students	750	4.4	0.44	0.0	1.96	0.05	898	Accepted

From table 5, since the calculated value of z-ratio (0.0) is less than the critical value of z-ratio (1.96), the null hypothesis was accepted indicating that the Teachers and Students perception on the influence of economic factor on students' disciplinary problems was the same way.

Hypothesis 3: There is no significant difference between the mean responses of teachers and students on the extent to which parents' level of education influence disciplinary problems among students.

Table 6: Z-Test Perceptions of Teachers and Students on Parental level of education and Students Disciplinary Problems.

Respondents	N	Mean	Sd	Z-Cal	Z-Crit	P	Df	Decision
Teachers	150	3.2	0.6					Ho
Students	750	3.4	0.6	5.0	1.96	0.05	898	Accepted

From table 6 above, since the calculated value of z-ratio (5.0) is more than the critical value of z-ratio (1.96) the null hypothesis was rejected.

DISCUSSION OF FINDINGS

Research question 1 dealt with parental factor and the extent of its influence on students' disciplinary problems. The result revealed that the teachers responded at 88.8 percent and grand mean score of 4.4, which falls on 3.5-4.49 range of High Extent. While the students' responses were graded at 89 percent and

their grand mean was 4.4 falling at High extent. The two respondents significantly did not differ. Hence the null hypothesis was accepted. This result has strong congruence with findings of Joe (1980), which agrees that parental factor can influence a students' behaviour. When parent take the training of their children seriously, they help in reducing disciplinary problems at schools.

Research question 2 was on economic factor. The study again revealed that the teachers and the students significantly agreed that economic factor influences students' disciplinary problems at 88.8 and 87.7 percent respectively. Having a grand mean of 4.4 and 4.4 respectively, which fall within 3.5-4.49 range of High Extent. This results agree with Uzoeshi (2003), who maintained that economic factor influences students' behaviour at school. The fact that the two groups responded to the research question 2 at High Extent implies that something must be done urgently by the government to reduce poverty and by so doing reduce disciplinary problem at school. This result, appeared to have prevailed through Research Question 3 of level of education, which was rejected at Moderate Extent with a significant difference between the two respondents; recording 64 and 69 percent respectively.

It equally appears that the literate parents don't seem to think that acquisition of western education would make their daughters abandon household responsibilities for office work, thus making it impossible for them to give adequate attention to their husbands and children which will likely increase disciplinary problems. However, their illiterate counterpart according to Nwankwo (2001), which equally agrees with the finding thought, it was useless to educate their daughters only for another man to reap the benefits of their education in marriage. This reasoning is faulty as married women still help their parents thus improving on discipline.

Results of the test of the hypotheses had strong reflections on the outcomes of the research question in their respective areas. While the stated null hypothesis 3 was tested and rejected, 1 and 2 were tested and accepted.

CONCLUSIONS

This study was undertaken to find out the influence of home background on disciplinary problems among senior secondary schools students in Ahoada East Local Government Area of Rivers State. Three basic factors where identified: parental; economic; and level of education. Three research questions and three hypotheses were formulated to aid the study. Data were collected through observation and questionnaire from the teachers and students of selected Secondary schools in Ahoada East in Rivers State.

Findings were made through the analysis of the data as presented in Chapter 4. The research questions were answered and the null hypotheses tested. The null hypothesis 3 was rejected while hypotheses 1 and 2 were accepted with no significant difference found between the variables. These were further discussed. Based on the analysis of the data that were gathered during investigation, the conclusion was drawn: That parental factor influences students' disciplinary problem at High Extent and the respondents' (students and teachers) perceptions' significantly were the same.

That the students and the teachers' perspectives on the influence of economic factor on students' disciplinary problems are significantly the same. The extent to which parent's level of education influences students' disciplinary problem was perceived by both respondents as high. However, there was significant difference in the respondents' perceptions. The results of this study have revealed the need for government to address urgently the cultural; economic and educational barriers inhibiting parents from training their children. In addition, teachers should find out the home background of a

delinquent child in order to help the child.

Recommendations

In light of the findings of the study, the following actions were suggested to bring about improvement in the system:

- The government and the community should enact and enforce appropriate laws that will make parents to take the training of their children seriously and so reduce disciplinary problems at school.
- The government and non-governmental agencies should seek for more ways of economically empowering families to reduce disciplinary problems at school
- Parent should improve themselves academically and transmit same to their children by complying with the Universal Basic Education law of sending their well-trained children to school and reduce disciplinary problems.

It has already been mentioned, when defining the scope of the study, that the study was restricted to Ahoada Bast only. Other local government can be studied. Besides, replication of the present study, to either authenticate or reject the findings could still be carried out.

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