

## ***Relationship between Parenting Styles and Students' Disruptive Behaviour among Secondary School Students in Uyo Metropolis of Akwa-Ibom State, Nigeria***

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### **Abstract**

*This study examined the relationship between parenting styles and students' disruptive behaviour among secondary school students in Uyo metropolis. The sample for the study consisted of 346 students. The study employed correlational design. The instruments used for data collection were parenting styles scale (PSS) and students' disruptive behaviour scale (SDBC) both designed by Erinisha. Descriptive (mean and standard deviation) were used for analysis of bio data while Pearson Product Moment Correlation statistical tool was used for testing the hypotheses at 0.05 alpha level of significance. Findings revealed that there was significant inverse relationship between authoritative parenting style and students' disruptive behaviour ( $r = -0.759, p = 0.002$ ). And there was significant positive relationship between autocratic parenting style and students' disruptive behaviour ( $r = 0.799, p = 0.001$ ). Based on the findings, it was recommended that Authoritative parenting such as teaching children good behaviour in loving manner, setting clear rules with positive outcome should be adopted by parents. And there should be less of autocratic parenting style by parents on their children, by not punishing them unnecessarily as this hardens the mind and cause them to exhibits disruptive behaviour in school.*

**Keywords:** parenting, styles, authoritative, autocratic, disruptive, behaviour

### **Introduction**

The school is one of the institutions in the larger society, consisting of student with distinctive behaviour. Due to lack of moral values in contemporary society, the schools, since they do not exist in isolation from the outside world, are faced with the ever-rising problems of immorality, bullying, truancy, deviant behaviour, such as breaking

of rules and regulations and other undesirable behaviours. These are a reflection of developments in the outside world. However these students posing as deviants in schools come from different parents. Parenting style is also different; many parents create their own style from a combination of factors, and these may evolve over time as the children develop their own personalities and move through life's stages. Parenting style is affected by both the parents and children's temperaments, and it is largely based on the influence of culture.

Parenting style can be seen as the representation of how parents respond to the demand of their children. It is a psychological construct representing standard strategies that parents use in rearing of their children. The range and depth of emotions which parents display to their children, build up the psychological interior of their children (Barnhart, Raval, Jansari & Raval, 2013). Disruptive behaviours are inappropriate behaviour that interferes with the functioning and flow of the students. Common examples of disruptive behaviours include, but are not limited to, eating in class, monopolizing classroom discussion, failing to respect the rights of other students to express their viewpoints, talking when the teacher is speaking, frequently entering class late or leaving early, use of cell phones or other electronic devices in the classroom, inordinate or inappropriate demands for time and attention.

Disruptive behaviour by students can cause roadblocks to students' achievements in academics. Disruptive behaviour is not merely a naughty behaviour of student but it goes beyond the normal routine of disturbance in the classroom. Sometimes a single child disturbs the whole classroom so much that neither the child who creates disruption nor the other children sitting beside him or her can learn (Ayeni, 2009).

Every parent has their own parental values, beliefs and practices which can affect student's behaviour towards school activities. According to Ibia (2010), education is aimed at changing behaviour of learners. It is believed that when learners respond positively to teaching-learning process, learning has taken place. According to Otu (2012), each secondary school setting is a bundle of behaviour emanating from different parenting styles; some parents lay trust and beliefs on schools as the only avenue that could influence students' behaviour. Also, according to Mbiti (2011), parents in the traditional societies often believe that religion and customary norms could shape or influence life patterns or behaviour of students. During the advent of formal education, parents believe in sending their children to school, not only to receive academic lessons but to be behaviourally transformed. However this is not always the case because more often than not, students disruptive behaviour emanate from home as the popular saying goes 'charity begins at home'. Therefore, it has become a matter of great concern for educators as they put their head down and think of an effective way to curb disruptive behaviour among students. Some of the suggested parenting styles,

according to psychologists, that could propel disruptive behaviour by students are as follows: authoritative parenting style and autocratic parenting style.

Authoritative parenting style is demanding and responsive. According to Taylor (2009), authoritative parenting is characterized by a child-centered approach that is focusing on the child wellbeing and placing high expectations on the maturity of the child behaviour. Authoritative parents encourage their children to be independent but still place controls and limits on their actions. The parents will explain their motive for their punishment because they see it as being reasonable and fair. Authoritative parents are attentive to their children's needs and concerns, and will typically punish and forgive if a child falls short. According to Maccoby and Martin (2009), authoritative parents are both highly responsive and very demanding. Autocratic parenting style is centered on one source of authority only. These parents tolerate no arguments from their children. According to Chua (2010), this type of parents require children to obey the rules and provide reward and punishment for their behaviour.

Shehzadi, Bajwa, Batool and Shah (2018), examined the effect of perceived parenting styles on disruptive behaviour among adolescents in Islamic International University Islamabad. The sample consisted of 120 adolescents who were taken from Multan City by using Purposive sampling technique. Parenting styles scale developed by Jody Powell (1990) and Beck Disruptive Behavior Inventory developed by Beck (2005) were used to assess perceived parenting styles and disruptive behaviour respectively. The results indicated that there was a negative correlation between democratic and authoritative parenting styles and disruptive behaviour. Destiny (2010) examined the influence of authoritative parenting and its effects on students' disruptive behaviour among secondary school students in Uyo Local Government Area of Akwa Ibom State. A total of 3,066 students were found in the 13 public secondary schools during the time of the study. This study selected 320 students from 8 public secondary schools through a simple random sampling technique. The result reveals that the four null hypotheses were rejected. It showed that there is negative significant influence of authoritative parenting on student's disruptive behaviour.

A survey on parenting styles and social interaction was carried out by Chidiebere (2016) in Imo state. It studied autocratic parenting, authoritative parenting, and laissez-faire parenting styles. A researcher developed questionnaire entitled "Parenting Styles, and Social Interaction Questionnaire (SPSSIQ) was used. After validation, the instrument was administered and data analysed using one way Analysis of Variance (ANOVA). The results indicated that most parents seemed to adopt authoritative parenting style in their child rearing. Alizadeh, Talib, Abdullah and Mansor (2011) examined the relationship between parenting style and children's behavior problems in India. The authors posited that in the family, parenting style directly impacts children's behaviour

and symptoms of behaviour. Sarwar (2016) investigated parenting style on children's behaviour in Habib public secondary in Kenyan school. It studied different parenting styles to understand which style leads the children to be juvenile delinquent; and reported that autocratic parenting style leads the children to become rebellious and adopt problematic behaviour due to more than necessary power exercised on children by parents, while authoritative parenting style is effective for children, as it encourages moderate parenting style.

Howenstein, Kumar, Casamassimo, McTigue, Coury and Yin (2015) studied Parenting Styles and Child Behaviour and Caries. The study adopted demographic survey. Parents and legal guardians of new patients aged three to six years presenting the children at hospital dental clinic for an initial examination and hygiene appointment completed the Parenting Styles and Dimensions Questionnaire (PSDQ) to assess parenting style; this contained 15 item questions. Blinded and calibrated Expanded Function Dental Auxiliaries or Dental Hygienists (EFDA/DH) performed a prophylaxis and assessed child behaviour using the Franklin scale (inter-rater reliability was 92 percent). A blinded and calibrated dentist performed an oral examination. The results of the study indicated that children with authoritative parents exhibited more positive behaviour ( $P < .001$ ) and less caries ( $P < .001$ ).

Konnie and Alfred (2013) investigated influence of parenting styles on the social development of children in Rome - Italy. The study utilized a sample of 480 basic school pupils who were in their adolescent stage and 16 teachers. The study instruments were pre-tested to establish their validity and reliability. It was revealed that parenting style has influence on students' social development. The study inferred that authoritative parenting based on the reasoning, understanding, consensus and trust resulted in pre-social behaviour.

Bernard (2014) investigated the effect of autocratic parenting on student's disruptive behaviour among primary school pupils in Uyo Local Government Area of Akwa Ibom State, and reported that autocratic parenting affects disruptive behaviour of students. Hosokawa and Katsura (2019) examined the role of parenting style in children's behavioural problems through the transition from preschool to elementary school according to gender in Japan. The authors stated that while effective discipline can be attributed to authoritarian and permissive parenting styles, little research has examined the role of gender in the association between parenting style and early childhood behavioral problems. Result of their study revealed that autocratic discipline influenced externalizing problems in boys ( $\beta = 0.048$ ,  $p = 0.047$ ) and girls ( $\beta = 0.067$ ,  $p = 0.023$ )

The current research intends to investigate parenting styles that could propel disruptive behaviour among students in Uyo Metropolis.

### **Research Questions**

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

1. What is the relationship between authoritative as a component of parenting style and students' disruptive behaviour?
2. What is the relationship between autocratic as a component of parenting style and students' disruptive behaviour?

### **Research Hypotheses**

For this study, the following hypotheses were tested:

**Ho1:** There is no significant relationship between authoritative as a component of parenting style and students' disruptive behaviour.

**Ho2:** There is no significant relationship between autocratic as a component of parenting style and students' disruptive behaviour

### **Methodology**

This study employed correlational design. Nworgu (2006) defined correlational design as a type of study that seeks to establish what relationship exists between two or more variables. Usually such studies indicate the direction and magnitude of the relationship between the variables. The reason for adopting this design was that all the hypotheses are based on relationships. This is justified based on the views of Baji and Mammon (2015), and Mitchell and Jolley (2007) that when researchers want to find out about the relationship between two variables, then correlational design should be used. Therefore, this study established the relationship among variables of authoritative parenting style and autocratic parenting style and students' disruptive behaviour among secondary school students in Uyo Metropolis of Akwa-Ibom State.

The population of the study comprised of Senior Secondary School I (SSSI) students with disruptive behaviour in the public secondary schools within Uyo metropolis of Akwa-ibom state. There are sixteen (16) public secondary schools in Uyo metropolis; however, the researchers selected ten out of sixteen public schools within Uyo metropolis for the study; three (3) of which are boarding schools and seven (7) are day schools. The total number stands at three thousand and nine (3,009). This is the population of SS1 students with disruptive behaviour. The process was carried out through the use of teacher log book to identify the students with disruptive behaviour.

Simple random sampling technique was used to select ten (10) schools out of the sixteen (16) public secondary schools within Uyo Metropolis for the study using balloting method. The sample for this study was 346 male and female students of

public schools within Uyo Metropolis of Akwa Ibom State. This sample was drawn from the population of SS1 students which is 3,009. The selection conforms to the Research Advisors (2006) table for determining sample size from a given population at 5.0%. Then purposive sampling method was used to select the sample for the study. The reason for purposive sampling technique is that it is characterized by the use of judgment and deliberate effort to obtain representative samples (Kerlinger in James, 1997).

The researchers made use of two instruments to collect data for this research. The instruments are parenting styles questionnaire, and students' disruptive behaviour questionnaire. The questionnaire was structured in three sections; section A was on demographic data of the student, section B was on parenting styles, while section C was on students' disruptive behaviour. The questionnaire contains twenty (20) items on parenting styles (ten for each of the parenting styles) and ten (10) for students' disruptive behaviour. The instruments were adapted from Erinisha (2012). Considering the research questions and hypotheses raised for the study, each column is provided with items to give the best feeling of the respondent on the 5 point Likert scale that is strongly agree, agree, not decided, disagree and strongly disagree. The scale was scores as follows: Strongly Agree = 5, Agree = 4, Not Decided = 3, Disagree = 2, and Strongly Disagree = 1. To establish the validity of Parenting Style Questionnaire (PSQ) and Student Disruptive Behaviour Questionnaire (SDBQ), the researchers made copies of the questionnaires to experts from Educational Psychology and Counselling Department, Ahmadu Bello University, Zaria to read, correct and make their input; the observations were taken and incorporated. The reliability was done for each section of parenting styles. The reliability for authoritative parenting styles was .797, and for autocratic parenting styles .711, While the reliability for items under students' disruptive behaviour was .949 respectively.

The data collected from this study were analyzed using descriptive and inferential statistics. The study made use of tables for presentation of result. Pearson Product Moment Correlation (r) was used to test all the two hypotheses. The hypotheses were tested at 0.05, alpha level of significance. SPSS version 20.0 statistical software was used for data analysis.

### **Presentation of results**

**Ho1:** There is no significant relationship between authoritative as a component of parenting style and students' disruptive behaviour.

**Table 1:** Pearson Product Moment Correlation Coefficient PPMC statistics on relationship between Authoritative parenting style and students’ disruptive behaviour in Uyo Metropolis

Variables	N	Mean	SD	df	r	p
Authoritative parenting	341	34.01	11.09	339	-0.759**	0.002
Students disruptive behaviour	341	31.37	10.77			

\*\*Correlation is significant at the 0.05 level (2-tailed).

Outcome of the Pearson Product Moment Correlation (r) statistics showed that a significant inverse relationship existed between authoritative parenting style and students’ disruptive behaviour (r = -0.759, p = 0.002). The negative relationship (r = -0.759) showed that the more authoritative parents are, the less their children exhibit disruptive behaviour and vice versa. Therefore the null hypothesis which states that there is no significant relationship between authoritative parenting style and students’ disruptive behaviour, was rejected.

**Ho2:** There is no significant relationship between autocratic as a component of parenting style and students’ disruptive behaviour

**Table 2:** Pearson Product Moment Correlation Coefficient PPMC statistics on the relationship between autocratic parenting style and students disruptive behaviour in Uyo Metropolis

Variables	N	Mean	SD	df	r	p
autocratic parenting	341	33.36	10.81	339	0.799**	0.001
Students disruptive behaviour	341	31.37	10.77			

\*\*Correlation is significant at the 0.05 level (2-tailed)

Outcome of the Pearson Product Moment Correlation (r) statistics showed that a significant positive relationship existed between autocratic parenting style and students’ disruptive behaviour (r = 0.799, p = 0.001). The positive relationship (r = 0.799) showed that the more autocratic parents are, the more their children exhibit disruptive behaviour. Therefore the null hypothesis which states that there is no

significant relationship between autocratic parenting style and students' disruptive behaviour, was rejected.

### **Discussion of the findings**

This study focused on the relationship between parenting styles and students' Disruptive Behaviour among Secondary School Students in Uyo Metropolis of Akwa-Ibom State, Nigeria. One of the findings of the study indicate that inverse significant relationship existed between authoritative parenting style and students' disruptive behaviour among secondary school students in Uyo metropolis. This finding is in line with Shehzadi, Bajwa, Batool and Shah (2018) that examined the effect of perceived parenting styles on disruptive behaviour among adolescents. It is also in line with Destiny (2010) in his study on the influence of authoritative parenting and its effects on student disruptive behaviour among secondary school students in Uyo Local Government Area of Akwa Ibom state. In supporting this finding, Chidiebre (2016) carried out a survey on parenting styles and social interaction. The results indicated that most parents seemed to adopt authoritative parenting style in their child rearing. Equally relevant to the result of this study was a research carried out by Alizadeh, Talib, Abdullah and Mansor (2011) on the relationship between parenting style and children's behaviour problem. The results of the study indicate that there is a significant correlation between Authoritative and internalizing ( $r = -.32, p < .001$ ), externalizing ( $r = -.28, p < .001$ ).

Still in support of the result is the study by Sarwar (2016) that studied different parenting styles to understand which leads the children to be juvenile delinquent. The findings revealed that authoritative parenting style is effective for children, as it encourages moderate parenting style. Similarly the finding agreed with Howenstein, Kumar, Casamassimo, McTigue, Coury and Yin (2015) who carried out a study on Correlating Parenting Styles with Child Behaviour and Caries. The results of the study were that 132 parent and child dyads participated. Children with authoritative parents exhibited more positive behaviour ( $P < .001$ ) and less caries ( $P < .001$ ). The result agreed with that of Konnie and Alfred (2013) who examined the influence of parenting styles on the social development of children in Rome-Italy. The results of the study revealed that the majority of the parents were perceived to adopt authoritative parenting styles in the upbringing of their children. The reason for this result is that authoritative parents are highly responsive and highly demanding; these parents expect high maturity from their children, and they also encourage their children to be independent but still place controls and limits on their actions; they explain their motive for their punishment because they see it as being reasonable and fair. Also, authoritative parents are attentive to their children's needs and concerns, and will typically punish and forgive if a child falls short. Authoritative parents encourage bidirectional communication and verbal give and take of instructions.

Another finding of this study revealed that a positive relationship exists between autocratic parenting style and students' disruptive behaviour among secondary school students in Uyo metropolis. This is in line with the position of Bernard (2014) who investigated the effect of autocratic parenting on student's disruptive behaviour and reported that autocratic parenting affects disruptive behaviour of students in Uyo Local Government Area of Akwa Ibom State. Hosokawa and Katsura (2019) also supported the finding of this study in their study on parenting style in children's behavioural problems through the transition from preschool to elementary school according to gender in Japan. Result revealed that autocratic discipline influenced externalizing problems in boys ( $\beta = 0.048$ ,  $p = 0.047$ ) and girls ( $\beta = 0.067$ ,  $p = 0.023$ ). More so, Alizadeh, Talib, Abdullah and Mansor (2011) supported the finding of this study in their study on the relationship between parenting style and children's behaviour problem, which result indicated autocratic ( $r = .25$ ,  $p < .001$ ), externalizing ( $r = .26$ ,  $p < .001$ ). Supported with the result is the study by Sarwar (2016) that studied different parenting styles to understand which leads the children to be juvenile delinquent. The findings revealed that autocratic parenting style leads the children to become rebellious and adopt problematic behaviour due to more than necessary power exercised on children by parents.

Similarly the finding agrees with Howenstein, Kumar, Casamassimo, McTigue, Cury and Yin (2015) that carry out research on Correlating Parenting Styles with Child Behaviour and Caries. The result revealed that children with autocratic parents exhibit more behavioural problems. The reason for this result is that autocratic parents centered on one source of authority, the parents tolerate no arguments from their children. This type of parents requires their children to obey the rules and regulation set for them in order for the child to get reward, and if the child fails to abide by the rules and regulation, the child gets punishment for their behaviour. Autocratic parents do not explain why they want their children to do things and if a child questions a rule or command, the parent might answer 'because I said so.' Autocratic parents also tend to focus on bad behaviour rather than positive one, and children are scolded often harshly and angrily for not following the rules. The parents do not consider children's desire or opinions and they enforce rules rigidly; this parenting style ultimately does not foster their children's autonomy, but instead restrict independent behaviour. Also, children of autocratic parents tend to develop characteristics such as being conflicted, irritable, moody, unhappy, fearful and apprehensive, easily annoyed and passively hostile. They also alternate between disruptive behaviour and sulky withdrawal, and become vulnerable to stress, and this parenting style is associated with student's disruptive behaviour.

### **Conclusion**

In light of the findings obtained in this study, the following conclusions are made: That authoritative parenting style is very high and invariably does not leads to students' disruptive behaviour in Uyo metropolis. That autocratic parenting style is high and that there is positive relationship that leads to students' disruptive behaviour in Uyo metropolis.

### **Recommendations**

From the results it was recommended that:

1. There should be less of autocratic parenting style by parents on their children, by not punishing them unnecessarily as this hardens the mind of the children; instead there should be close relationship between parents and their children for discussion on offences committed. This should be done, by school counsellor organizing counselling sessions for the parents during Parents Teacher Association (PTA) meetings in order to inform them about the danger of using autocratic parenting style on their children behaviour

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