Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State

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Abstract. Acts of indiscipline among students especially at the secondary level of education is a universal challenge that is facing every school in all parts of the world. Based on this realization, the purpose of this paper is to explore the various acts of indiscipline, its causes and how it is being managed in different school settings. The population covers all administrative staff, teaching staff and the students who were regarded as stakeholders of the school system. The sample size of ninety (90) respondents was randomly selected across the groups of administrators, teachers and students. The data collected by structured questionnaires were analyzed using descriptive statistics, while analysis of variance (ANOVA) and t-test of independent samples were employed as statistical tools to test the four hypotheses. The findings of this study revealed that various acts of indiscipline were prevalent among secondary school students. It was also gathered that several factors like the schools, students and the society at large contributed greatly to the acts of indiscipline among the students. It was also found that reduction strategies employed by various schools are not effective and as a result, the study recommended among other things that a wholesome approach to manage students' discipline should be adopted by the administrators and other stakeholders of the schools.

Keywords: Indiscipline, Management, Secondary School

INTRODUCTION

Children are often described both as the wealth and pride of a nation. The future of any nation therefore depends on the young ones who constitute the potential human resources needed for the continuity of the society. Thus, to achieve sustainable development of a society, the young population must not only be preserved but also disciplined. School indiscipline has been over time an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher – student relationship and vandalism as well, leading to perpetual existence of problem of drop out, deviant behaviours, examination malpractice, lateness and poor academic performance among students.

Indiscipline is a multifaceted phenomenon regarding its displays and causes as well as its meanings and functions in the social, psychosocial and pedagogical fields. Concerning its displays, Amado and Freire (2009) believed that the major situations are framed in what they point out as the first level of indiscipline and which are those incidents of disruptive nature whose disturbance affects the good classroom functioning. The incidents that might be framed in the second and third levels are conflicts among peers and conflicts within teacher – student relationship which might be taken on proportions of violence and even delinquency.

The problem of indiscipline according to Yaroson (2004) permeates all facets of the life of man and has brought man down to the knees. School discipline according to Gaustard (2005) has two main objectives. The first is to ensure the safety of staff and students and the second to create an environment conducive to learning. Acts of indiscipline occasioned by students' misconducts involving violent and criminal behaviour defeat the goals of education.

Acts of indiscipline if allowed to incubate under current favourable conditions by education providers and consumers could hatch a monster that will be difficult to exterminate (Idu & Ojedapo 2011, Tunor 2002).

Minor samples of the envisioned problems are already being encountered in the nation's economic front. Many indeed believe that current economic woes arising from corruption, robbery, assassination, smuggling and pipeline vandalisation are progenies of school indiscipline. Court injunctions and orders are indiscriminately flouted not only by those who make or interpret the law, but also by those who took the oath to defend the law. These acts of indiscipline in our national life likely began as a mustard seed of disobedience in the school.

The foregoing and current issues make school indiscipline a very important matter in our educational life. It is therefore pertinent at this juncture to provide therapeutic measures to students' involvement in armed robbery, rape, cultism, examination fraud and many other unruly behaviours which make headlines in our print and electronic media (Vanguard, 2006; Ogwuda 2006; Komolafe and Ajao 2006). Other misdemeanors may not be so widely reported yet their occurrences are at higher frequencies in our schools.

The problem of indiscipline affects all schools irrespective of gender and school type though the degree and magnitude vary from school to school. Cases of violence though less common, occur more often outside than on school premises.

The measures taken to deal with indiscipline are barely adequate given the fact that there exist no administrative or legal guidelines which could be referred to in such cases. Actions taken are often ad-hoc and uncoordinated both within and across schools of the same type. Teachers most prominently feel disempowered to deal with cases of indiscipline because of lack of support from relevant authorities, political interference and an incapacitated school administration.

Conceptual Issues

Theoretical Framework

Henning,VanRensburg and Smith(2004:25) stated that a theoretical framework provides an orientation to the study at hand in the sense that it reflects the stance the researcher adopts in his or her research. This means that a theoretical framework "frames" the study because when research is conducted, it will remain within the boundaries of the "frame". In this way a theoretical framework becomes a structure that guides the research constructed by using established explanation of certain phenomenon and relationship. "A theoretical framework thereby leads logically to a certain conceptual framework", Henning et al (2004: 25) maintained.

On the basis of these explanations of what theoretical framework is all about, practitioners in education have over the years in response to discipline problems in schools developed several approaches to explain and reduce improper conducts and consequently increase school orderliness. Among which according to Cotton (2005) include: Reality therapy of William; Glasser; Positive Approach to Discipline (PAD) based on Glasser's reality therapy; Teacher Effectiveness Training (TET); Transactional Analysis of Eric Berne; Assertive Discipline (AD); Adlerian approaches; and Students Team Learning (STL).

The aim of these theories is to engender students' discipline, for it is critical to the attainment of positive outcomes. But inspite of these efforts, there is no single specific known cause of indiscipline and rather the causes are multifaceted that only the aforementioned theories cannot be claimed to be enough for its explanation. The present studies therefore will be explained based on three theories, one from the above listed theories and two others based on the exposure of the researcher to a plethora of literature. These theories include: Individual psychology of Alfred Adler; Psychoanalysis Theory of Sigmund Freud; and The Social Learning theory of Ivan Pavlov.

Individual Psychology

Adler (1956) believed that every individual has a goal he/she sets to achieve in life. It is the goal set by any person that explains the sort of behaviours he/she exhibits at any point in time. He also emphasized that the motivation to achieve the set goals causes feelings of inferiority in every person and that the final goal of every individual in life is to be superior. He added that the quest for superiority is what guides people to be either constructive or destructive. And if an individual's goals are formulated in a destructive manner it then leads to domination and exploitation of others around him or her. It could therefore be inferred that students who exhibit domineering attitude over their peers through the use of foul languages and bullying as forms of school indiscipline acts could have set their goals in a destructive manner.

Besides, under Adler's simple typology of personality he categorized some individuals as the RULING TYPE and added that the individuals within this category lack social interest and courage. They do not believe in the important of equality and cooperation between people and when they are faced with problems they are unable to solve, they tend to act in antisocial ways. He added that their own striving for superiority and power is so unrealistic that they exploit and harm others in order to achieve their goals. Typical examples of those students who exhibit this trait are the bullies and the gangs who often time frighten their colleagues in the classroom and in the entire school premises.

Also, if the individuals in the gang are constantly manifesting their hostile behaviours toward other weaker students successfully without check and caution by the school authority and entire staff they may end up form a secret – cult to maximally achieve their goal of superiority.

Psychoanalytic Theory

Sigmund Freud (1856-1939) in his theory of psychoanalysis has ID as one of the major concepts he conceptualized. He described it as Cauldron of seething excitations. The chief characteristics of ID according Freud is the desire to satisfy its immediate needs no matter whose ox is gored and by nature it is irrational, amoral and does not bother with logic or reality. The ID is pleasure seeking, and not minding the consequences of the action carried out. The only concern of the ID is maximum gratification of instincts and once gratification is achieved ID is satisfied.

Even though every individual has this concept of ID in him or her because it makes every persons to be desirous of anything at any point in times but the wrong gratification of desires by some rapists among secondary school students without minding the consequences of such action could be said to be the work of ID and despite their awareness of the fact that the school authority or the society at large frown at such action, they will still go ahead and perpetrate it. The Ego in such individuals therefore could be said to be weak or not functioning appropriately because it is suppose to act as "Mr. Censor" to any action of the ID that is morally harmful in order that the individual may be protected from the outside world. In fact, EGO is responsible for the determination of the desires of the ID whether to be allowed or not but its failure sometimes is usually associated to the fact that it does not have its own power and rather burrows it from ID.

Social Learning Theory of Ivan Pavlov (1849-1936)

The major assumption of social learning theory is that all behaviours whether adaptive or maladaptive, social or antisocial, defiant or non-defiant, praiseworthy or condemnable are learned and can also be unlearned. It could be said therefore that all manners of indiscipline acts that pervade our secondary schools environment today or that are prominent among students at that level of education are as a result of poor learning experiences.

The influx of and acceptance of some western cultures that are not in consonance with the practices and norms in our country and which the adolescent take after without adequate censor by them make them to perpetrate indiscipline acts within or outside the school premises. Makinde (2004) concluded that "adolescents" which is the proper appellation for the secondary school students because of their age bracket are rebellious and to the adults to rebel against convention through exhibition of acts of indiscipline is chaotic.

Meaning of Indiscipline

Asiyai (2012) posited that education is a critical tool for the transformation of the individual and the society. Secondary education in Nigeria therefore is aimed at preparing the individual for useful living within the society and preparation for higher education. And for the individual to be able to live a useful life in his society and contribute maximally towards socio-economic and political development of the nation in which he/she belongs, relevant skills, values, attitudes, knowledge and competencies that will make him to be disciplined must be impacted. Hence, what is INDISCIPLINE?

The term "indiscipline" is a household word in Nigeria today. In fact, it is a word that is found in government offices, private sectors, in politics and in all levels of educational institutions. The trend in secondary schools in the present time is indiscipline of all sorts. The trouble with the term is that every individual may know what they mean when they talk about it, but individual meanings can still differ in a sense, therefore, we will at this juncture present some of the meaning giving to the term by scholar in the literature.

Indiscipline according to (Timothy, 2008: 110) is the direct opposite of discipline i.e. lack of discipline. He further quoted Dittinuiya (1995) who defined it as any act that does not conform to the societal value and norms. He went further to cite Otu

(1995) who also define indiscipline as unruly acts and behaviours, acts of lawlessness and disobedience to school rules and regulation.

It can be summarized that indiscipline is any form of misbehaviours which the student(s) can display in the following ways: general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness, gangstarism or cultism e.t.c. as the forms of indiscipline in schools are inexhaustible.

Timothy (2008) further stated that indiscipline can be said to be the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease.

In addition, indiscipline is also defined according to Akindiji (1996:5) adapted from Nwakoby (2001: 12) as "an act of misconduct which not only physical act but could also be a thing of the mind". The above definition presupposes that indiscipline is an act of wrong doing and which must not necessarily be seen from a student's action but the mood of such student could be interpreted as an act of indiscipline or misconduct. Achebe (1984: 27) on his part defined indiscipline as "a disregard to lay down standards of behaviours, rules and regulations of a social system". From this assertion therefore, it could be said that indiscipline is negligence of norms and cultures of a social system.

Furthermore, indiscipline as a concept could also be seen as lack of self-control and utter disregard for constituted authority. An undisciplined person therefore is one who does not fit in properly into the system in which he finds himself and as such cannot contribute positively to the improvement of the society (Nwakoby 2001). In the context of a school system, a student is said to be discipline if his behaviours,

actions and inactions conform to the predetermined rules and regulations of the school concerned. But, when this is not the case, such a child or student is said to be undisciplined (Igwe, 1990). School indiscipline is further defined by Igwe (1990: 16) as "any mode of behaviour, action and conduct which deviates from the established and approved rules and regulations of a school and the acceptance code of behaviour, action, norms and the ethics of the society at large". Going by the above explanation therefore, any behaviour and action which deviates from acceptable and approved mode of behaviour can be regarded as undisciplined act.

Also, when Zubaida (2009) citing Dare, Hashim, Sweinan and Ofie (2004) who defined discipline in schools as respect for school laws and regulations and the maintenance of an established standard of behaviour and implies self-control, restraint, respect for oneself and others. She therefore maintained that "a behaviour that contradicts the above mentioned becomes indiscipline".

Yaroson (2004) when citing The Chambers Twentieth Century Dictionary maintained that Indiscipline is a derivative of the word "discipline" and which is a mode of life in accordance with rules is. She further quoted the Oxford Advanced Learners' Dictionary where indiscipline is defines as lack of control in the behaviour of a group of people. In other words, it is the inability of a person to live in accordance with rules. Tuluhi and Bello (1980) asserted that indiscipline is the breaking of rules and regulations of institutions. The individuals who are willingly or unwillingly violate laid down rules of an educational institution which hampers the smooth running of the institution are said to be exhibiting indiscipline acts.

To this end, indiscipline can simply be seen as mode of life NOT in conformity with rules and non-subjection to control. By extension, the term connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system (Adeyemo, 1985) submitted.

To cap it all, indiscipline can be defined as any act, habit or behaviour exhibited by the learners or students within the school premises and outside the school, which attract condemnation (instead of praise) by the public and/or the school staff.

Causes of Indiscipline Acts in Schools

Indiscipline acts in schools is not an obscure problem or phenomenon that it causes cannot be ascertained. In fact, scholars have carried out extensive studies on it and have been able to identify several factors that have led to its occurrence in our institutions of learning being it locally, nationally and internationally. For instance, Ozigi and Canlan (1979) as cited by Oyetubo and Olaiya (2009) presented seven likely causes of the phenomenon in school and which include: (a) the idea of democracy with its emphasis on the rights and freedom of the individual; (b) the "generation gap" in ideas, beliefs and values about the nature of man, life and society. There is a wide difference of opinion in these matters between the two generations, the young and the old; (c) the high level of sophistication of young men and women compared with that of the old generation; (d) the influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students power against authority; (e) the failure of the adults, both in society and at school to set standards of good behaviours for young men and women to follow; (f) the failure of many homes to provide basic and essential moral training in the upbringing of the children and the failure of parents to set good examples' and (g) the failure in communication between young men and women insisting on their right and the authorities who tend to see the issues involved simply from the "official" point of view.

Also, on the part of Morongwa (2010), eight factors were identified as the causes of indiscipline among secondary school students which among other things include: Parental / home influence; Teachers / educators; Political, social and economic factors; Learners with emotional problems; Head teachers / principals factor; Influence of gender and race; and Public schools versus private schools.

In addition, Parson (2004) talked differently when she itemized inter alia some causes of indiscipline acts and it includes: The school, the society, wrong ideals, idleness, lack of good leadership, injustice, lack of realistic rules, bad home training and upbringing. While Nwakoby (2001: 27) identify six other factors that are responsible for indiscipline among secondary school students. Timothy (2008: 111) on his part identified five causes for acts of indiscipline. Meanwhile, all the causes identified by Nwakoby (2001) and Timothy (2008) in addition with other previous researchers are seemingly different but the same in a way and are summarily presented as follows: Home influence/Parental factor; The school authority/Heat teachers' factor; The educators/school staff factor; The mass media factor; The society; The student / peer group; and The curriculum.

Types of indiscipline acts in schools

Several forms of indiscipline acts pervade through every corner of the secondary schools among the students. Some occurred within the classroom, some within the school premises, while some others are carried out outside the school premises.

Lewis (1991) as quoted by Morongwa (2010 : 11) observed that three types of misbehavior which are regarded as disciplinary problems for the educator in the classroom include: misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is destructive to the learning of another and misbehaviours which are disrespectful, defiant or abusive to the educator. He added that, these misbehaviours can be committed intentionally or unintentionally. He further stated in a clear term some of these behaviours which he believes can impact negatively on the morale of the student himself and mentioned them as follows:

- A learner consistently comes to class late and disrupts the flow of the class;
- He/she talks while the teacher is addressing the class;
- He/she writes graffiti on school property;

- Another one continuously calls out in class;

- One is not listening and asks questions that have already been answered;

- Another one defies the teacher and refuses to follow instructions; and

- Another one moves around in the class to the point of becoming a distraction.

Also, on the part of Rosen (1997 : 51 – 52) he identifies ten other types of disciplinary problems or indiscipline acts among the students and which may lead to suspension as a way of punishing any learner who perpetrate such acts, among these are:

- Defiance to school authority;

- Class destruction;

- Truancy;

- Fighting;

- The use of profanity;

- Damaging school property;

- Violation of school dress code;

- Theft / stealing ;

- Leaving campus without permission; and

- Not reporting to after school detention or Saturday School.

Donnelly (2000) also mentions other common types of indiscipline acts experienced in American schools, he therefore mentioned among other things: fighting, insubordination, little support for educators, a general climate of disrespect and distrust of the administration. Alidzulwi (2000) further stressed that some schools have developed into battle fields, since learners carry weapons such as guns and knives to schools. Cases have been reported of learners stabbing their educators and principals with pangas (a large heavy knife used as a weapon for cutting vegetation) and they fight each other using these weapons.

It is noteworthy to mention at this juncture that there is no country in the world where indiscipline acts are not perpetrated by the students, the problems are almost the same in the different schools, but the intensity with which it occurs only may be differ from school to school.

Strategies employed for controlling indiscipline acts among students

Paul (2006) asserted that discipline is the practice of care and respect for others and self. It is about safe guarding the rights of people who are exposed to uncooperative, aggressive or blocking responses by others. It strategies therefore vary according to Daukee (2010) along a continuum from the extremely authoritarian in which the adults make all of the rules and punish any deviation, to the very permissive in which the child makes all of the decision (Field & Boesser, 2002). The authoritarian methods according to Paul (2006) can be aligned with the behaviourist philosophy which emphasizes shaping behaviour through the use of rewards and punishment. Kohn (1993) as cited by Paul (2006) further added that these models are based on immediate and unquestionable obedience as the target behaviour. There are no allowances for the explanations or investigations of circumstances. As a result they are often associated with anger and sometimes result in depression and low self-esteem.

At the other end of the continuum, Field & Boesser (2002) associated permissive model with maturationist philosophy of education which is grounded on the notion that time is the best teacher. In this model, there is the absence of any type of discipline. Children are left to learn on their own from their own mistakes. Baumerind (1967) as cited by Deaukee (2010) believes that this model overemphasizes freedom. Fields & Boesser (2002) felt that this results in low self-esteem and difficulty in getting along with others. But all other models fit along the continuum somewhere between these two extremes.

Researchers agree that traditional forms of discipline which involve the demand of obedience are closer to the authoritarian end of the spectrum and are no longer reliable. Charles (2002) stated that many of the discipline techniques we have relied on are ineffective especially those that involve demanding, bossing, scolding, warming, belittling and punishing as these tactics can keep behaviour partially under control only for a while. He added that they can produce detrimental side effects such as uneasiness, evasiveness, fearfulness, avoidance, dishonesty, undesirable attitudes towards learning, overall dislike for school and teachers, inclination to retaliate and for many the desire to leave school as soon as possible. These circumstances lead to inhibited learning.

These views are not adopted by all, however, as some researchers insist that the traditional method still hold a place in any discipline systems. Following is a brief overview of some of these strategies:

Positive Teacher-Learner Relationships: This according to Paul (2006) have the potential of creating a conducive learning environment in the classroom and in return brings about an atmosphere that is devoid of unruly behaviours in the entire school environment and this again will determine whether or not a learner can benefit from teaching – learning situations. Paul further quoted (Hood & Hood, 2001) that "teachers should be aware of the need for a positive loving relationship if learning is to take place. But, if trust in the relationship between educator and learner is lacking, the educator is in a position of power instead of authority (Oosthinzen, Wolhuter and du Toit 2003, 463).

When looking at how the teacher-learner relationship could help in promoting effective classroom discipline and which could also help in keeping acts of indiscipline minimal in the entire school environment, Kruger and Van Schalkwyl (1997) as cited by Paul (2006) observed that behaving consistently and being open and approachable will ensure a healthy relationship. Robertson (1996) also

supported this when he contended that using humour, friendly greetings and non-verbal supportive behaviour may help improve such relations, but the teachers should avoid humour targeted at the learners (Spaulding, 1992) from Paul (2006).

Clear Guidelines/Rules: According to Deaukee (2010:32) one of the most basic and common part of any traditional discipline system is the setting of rules. Everton, Emmer & Worsham (2000) explained that a rule identifies general expectations or standards for behaviour and added that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom and school environment that would be devoid of unruly behaviour from the students. Clements & Sova (2000) as cite by Deaukee (2010) further added that rules are the foundation for school conduct or behaviour. It is essential that children understand exactly what behaviours are acceptable in school and which ones are not and this is communicated through clear guidelines and rules.

Behaviour Contracting: According to Levin & Nolan (1996) as cited by Deaukee (2010) the development of behaviour contract as a strategy to control unruly behaviours of students was grounded on the theories of operant conditioning, which holds that behaviour which are reinforced are likely to be repeated and those which are not reinforced will soon disappear. It is a written agreement between the student and the teacher which commits the students to behave more appropriately and specifies a reward for meeting the commitment. The resulting consequences for not holding to the contract, rewards for meeting expectations and time frame are also specified. Usually a parent is involved in the development of the contract to ensure that the student obtains the necessary support in maintaining the terms stated. Deaukee (2010) further emphasized the effectiveness of this method when he stated that the contract attempts to control behaviours that are not effectively controlled by normal classroom procedures, to encourage self-discipline on the part of the student and to foster the students' sense of commitment to appropriate classroom or school behaviours.

Non-Traditional Methods: Fields & Boesser (2002) proposed a model which provides the ideal balance between these two extremes called the constructivist model. Through this model, students can learn from their own experiences and make informed logical choices. Kamii (1984) as cited by Deaukee (2010) agrees that this model works towards self determined responsible behaviour reflecting concern for the good of oneself and others. The constructivist approach to discipline strives to equip students with the necessary skills to think for themselves and differentiate between desirable and undesirable behaviour. Students also develop caring and respectful relationships with each other and with the adults in their lives. As a result, they are encouraged to think about the effects of their actions on others.

The model involves guidance by adults and the exploration of consequences of negative actions. While children are able to become involved in decision-making, they are also guided and taught to make intelligent and informed decisions. Whenever they choose to display negative behaviour, they understand that they are choosing the negative consequences that result from those behaviours.

Modeling Behaviour: This is another strategy which researchers consider highly effective for controlling indiscipline among the students. For instance, Davis-Johnson (2000) claimed that teachers are not always modelling positive behaviours. She stressed that part of the role of the teacher is to model the behaviours of positive self-concepts and respect for others and to establish importance of academic achievement. Her view is also shared by Field & Fields (2006) who claims that teacher and parental examples are productive methods of guidance and discipline. Mendler, Curwin & Mendler (2008) further stated that students learn both morals and immoral based on what they see than what they hear. Fields & Fields (2006) also added that sometimes the cause of inappropriate behaviour is that children have learned from inappropriate role models.

Curwin & Mendler (1994) as cited by Deaukee (2010) further stated that an effective discipline approach involves a united effort by the entire school. They

therefore outlined twelve (12) processes that form the foundation of any effective discipline programme as follows:

- Let students know what you need.

- Provide instructions that match students' level of ability.

- Listen to what students are thinking and feeling.

- Use humour

- Vary your style of presentation

- Offer choice – "you can do your assignment now or during recess"

- Refuse to accept excuses – accepting excuses teaches the students how to be irresponsible.

- Legitimize behaviour that you cannot stop – e.g. if there are daily paper airplane, buzzing past your ear consider spending 5 minutes a day having paper airplane contests. When certain types of misbehaviours are legitimized the fun of acting out fizzles.

- Use huge and touching – pat on the back, give handshakes. One of the biggest educational fallacies is the prohibition against using touch because of sexual misunderstanding.

- Be responsible for yourself and allow the kids to take responsibility for themselves. You are responsible for being on time, being prepared and making your lessons meaningful. You are not responsible for judging students' excuses or doing their work for them.

- Realize and accept that you will not reach every child-some students must be allowed to choose failure

- Start fresh every day.

Finally, the future of Nigeria as a country is at stake if the problem of indiscipline is left unsolved among secondary school students by nipping it at bud through all necessary means possible, since the youths are believed to be leaders of tomorrow. It is in the light of this that the researchers have decided to embark on this study in

order to proffer solution that might be of help to all stakeholders of education across all levels in the country.

Research Objectives

The specific objectives that warrant the conduct of this research work are:

- To identify the types indiscipline acts prevalent among secondary school students.
- To identify common causes of indiscipline acts among secondary school students.
- To identify possible ways school authorities and teachers have managed their students' indiscipline acts.
- To identify other possible ways indiscipline acts can be reduced or eradicated among secondary school students.

Research Question

This work is aimed at providing answers to the following questions:

- What are the types of indiscipline acts prevalent among secondary school students?
- What are the common causes of indiscipline acts among secondary school students?
- Are there any effects of management styles of school authority on indiscipline acts of students?
- What other possible ways can indiscipline acts of students be reduced or eradicated?

Research Hypotheses

The four hypotheses that were formulated to guide this study are:

- There will be no significant difference between the views of the stakeholders on the types of indiscipline acts prevalent is Shomolu Local Government.

- There will be no significant difference between the stakeholders' opinions on the causes of acts of indiscipline among students in Shomolu Local Government.

- The management styles of the school authorities will not significantly affect the prevalence of acts of indiscipline among student in Shomolu Local Government.

- Reduction strategies of the school will not significantly affect the prevalence of acts of indiscipline among students in Shomolu Local Government.

RESEARCH METHODOLODY

The researchers adopted a survey research design for this study because it requires expert and imaginative planning, careful analysis and interpretation of the data gathered, logical and skillful of the findings. A sample size of 90 respondents representing the three groups (i.e. school administrators, educators and students) chosen for this study were selected using a simple random sampling technique through a hat and draw method. As at the time of this study, only 17 government owned secondary school were at the study are of this study. Information was collected from the respondents through the administration of the self designed questionnaires by the researchers titled: (AOSIQ), (TOQSINAT) and (SIQ) for the group of administrators, teachers and students respectively. Each of the instruments has two sections A and B, with section A containing demographic responses of the participants and section B containing items which were designed to cover all the hypotheses generated for this study. Data analysis was carried out using simple percentage, for the demographic data of the respondents, while an independent sample t-test and a one-way analysis of variance (ANOVA) were employed to test the four hypotheses earlier stated.

RESULT OF FINDINGS

Descriptive Analysis of Participants' Bio-data

Table 1: Percentage Distribution of Respondents Personal Characteristics

S/N	Personal Characteristics	Frequency	Percentage (%)
	Administrator		
1.	**Sex**		
	Male	22	73.30
	Female	8	26.70
2.	**Highest Educational Qualification**		
	B.Sc/B.A/B.Ed/HND	16	53.34
	M.Ed/M.Sc/MBA	13	43.33
	Other	1	3.33
3.	**Age**		
	46 – 50	10	33.33
	51 – 55	16	53.34
	56 – 60	4	13.33
4.	**Number of years in service**		
	21 – 25	11	36.66
	26 – 30	14	46.67
	30 and above	5	16.67
5.	**Tenure**		
	1 – 5	16	53.33
	6 – 10	6	20.00
	11 – 15	7	23.35
	16 – 20	1	3.33
6.	**Marital Status**		
	Single	-	-
	Married	30	100
	Divorced	-	-
	Teachers		
1.	**Sex**		
	Male	15	50
	Female	15	50
2.	**Age**		

	25 – 30	4	13.33
	31 – 35	7	23.33
	36 – 40	1	3.33
	41 – 45	13	43.33
	46 – 50	3	10.00
	51 – 60	2	6.67
3.	**Marital Status**		
	Single	4	13.33
	Married	25	83.34
	Divorced	-	-
	Widow/widower	1	3.33
4.	**Highest Educational Qualification**		
	NCE	6	20.00
	B.Sc/B.A/B.Ed/HND	17	56.67
	M.Ed	6	20.00
	Ph.D	1	3.33
5.	**Number of Years in Service**		
	1 – 10	14	46.67
	11 – 20	10	33.33
	21 – 30	6	20.00

Students

1.	**Sex**		
	Male	15	50.00
	Female	15	50.00
2.	**Age**		
	12 – 14	22	73.34
	15 – 16	7	23.33
	17 – 19	1	3.33
	20 and above	-	-
3	**Class**		
	J.S.S. II	15	50.00
	S.S.S. II	15	50.00

Source: Field data by Authors, 2014

Hypothesis Testing and Interpretation of Results

Hypothesis One

The first hypothesis states that there will be no significant difference between the views of the stakeholders on the types of indiscipline acts prevalent in Shomolu Local Government.

Sources of variation	Sum of square	Df	Mean of square	F-ratio
Between group	1.09	2	0.55	
Within group	1434.83	87	16.49	0.03
Total	1475.82	89		

Not significant at 0.05, df = 2 and 87, critical F = 3.07

Result from the table above shows that a calculated F-value of 0.03 is not significant since it is less than the critical F-value of 3.07 given 2 and 87 degree of freedom at 0.05 levels of significance. Hence, the hull hypothesis that there will be no significant difference between the views of the stakeholders on the types of indiscipline acts prevalent in Shomolu local government is therefore retained.

Hypothesis Two

The second hypothesis states that there will be no significant difference between the stakeholders' opinions on the causes of indiscipline acts among secondary school students in Shomolu local government.

Sources of variation	Sum of square	Df	Mean of square	F-ratio
Between group	802.82	2	401.41	
Within group	1235.99	87	14.21	28.25
Total	2038.81	89		

Significant at 0.05, df = 2 and 87, critical F = 3.07

Result from the table presented above depicts that the calculated F value of 28.25 is significant since it is greater than the critical value of 3.07, given 2 and 87 degree of freedom at 0.05 level of significance. Hence, the Hull hypothesis that there will be no significant difference between the stakeholders' opinions on the causes of indiscipline acts among secondary school students in Shomolu local government is thereby rejected. It then shows that the opinions of the stakeholders varied with respect to the causes of acts of indiscipline among students within the study area of this research work.

Hypothesis Three

Sources of variation	Sum of square	Df	Mean of square	F-ratio
Between group	1631.26	2	815.63	29.63
Within group	2394.10	87	27.52	
Total	4025.36	89		

Significant at 0.05, df = 2 and 87, critical F = 3.07

The third hypothesis states that the management styles of the school authorities will not significantly affect the prevalence of acts of indiscipline among secondary school students in Shomolu local government. This hypothesis was tested using one-way analysis of variance at 0.05 level of significance.

Result from table 4 above shows that a calculated F value of 29.63 is significant since it is greater than the critical F value of 3.07, given 2 and 87 degree of freedom at 0.05 level of significant. Hence, the null hypothesis that the management styles of the school authorities will not significantly affect the prevalence of acts of indiscipline among secondary school student in Shomolu local government is thereby rejected.   It then shows that the management styles of the school

authorities in this study have significant effect on the prevalence of acts of indiscipline among students in the area.

Hypothesis Four

The fourth hypothesis states that the reduction strategies of the schools will not significantly affect the prevalence of acts of indiscipline among secondary school students in Shomolu local government. This hypothesis was tested with t-test of independent sample at 0.05 level of significant. The choice of this analytical tool was based on the fact that the data for this hypothesis were generated from two independent groups of respondents which were randomly selected from the study area of this study.

Table 5: Test of differences between reduction strategies and prevalence of acts of indiscipline

Respondents	N	$\bar{x}$	SD	Df	t-cal	t-critical	Remark
Administrator	30	14.30	1.72				
Teachers	30	13.96	2.68	58	1.02	2.00	NS
Total	60	14.13	2.24				

NS = Not significant t-crit. = 2.00

Result from the table above depicts that the calculated t-value observed was 1.02 as the different between reduction strategies and prevalence of act of indiscipline. This calculated t-value is therefore not significant since it is lesser than the critical t-value of 2.00 given 58 degree of freedom at 0.05 level of significant. This led to the upholding of the null hypothesis that reduction strategies of the schools will not significantly affect the prevalence of acts of indiscipline among students in Shomolu local government.

Discussion of Findings

Hypothesis One

The first null hypothesis which states that there will be no significant difference between the views of the stakeholders on the types of indiscipline acts prevalent among students in Shomolu Local Government was retained. The result obtained from this finding indicates that the administrator, teachers and students shared similar views with respect to the types of indiscipline acts that are common among students in Shomolu Local Government. Such acts of indiscipline include: bullying, truancy/ absenteeism, vandalism of school property, theft/stealing, fighting, etc. This finding therefore is in agreement with the report of Simatiwa (2012) who also find out similar forms of acts of indiscipline among secondary school students in Kenya, ken Reid (2000) also reported the case of vandalism in particular among students in Chicago, New York, Washington and Detroit.

Hypothesis Two

The second null hypothesis which states that there will be no significant difference between the stakeholders' opinions on the causes of indiscipline acts among secondary school students in Shomolu Local Government was rejected. The result obtained from this finding reveals that the respondents with respect to the causes of acts of indiscipline among secondary school students have varied opinions. While some of the respondents blame the school for the unruly behaviours among the student others put the blame on the society. This is therefore in consonance with the findings of Asiya (2005) and Yaroson (2004). On the part of Asiyai (2005) she reported the school based causes of indiscipline among other things are: teachers' lateness and absenteeism in class, overcrowded classrooms, unconducive school environment, un-enforced school rules and regulations and poor teaching. But on the part of Yaroson (2004) she only reported unrealistic school rules as the school based act of indiscipline among students in secondary schools.

Asiyai (2005) further revealed the society based causes of acts of indiscipline as parental over protection of children, poor value system and injustice in the society indicated by the practices of favouritism, nepotism, and corruption, unwholesome mass media and unsatisfactory home conditions. The poor value systems in Nigerian society which no longer honour the hard work and meritorious services are responsible for the breakdown of law and order in schools. Hard work is jettisoned while favouritism and nepotism become the order of the day. Unsatisfactory home conditions bread in children a feeling of insecurity and frustration, thus contributing to the formation of deviant and unruly behaviours which they manifest at schools. Some parents are too busy to keep their eyes on their children. Their children go out at will and return anytime they like. They bother not about the type of friends their children keep. The children as a result become morally loose and such children show no respect for school rules and regulations and even exhibit absolute disrespect for school authority.

Hypothesis Three

The third null hypothesis which states that the management styles of the school authorities will not significantly affect the prevalence of acts of indiscipline among secondary school student in Shomolu Local Government was also rejected. The results of this finding revealed that the management styles of the school authorities in the study area chosen for this study have significant effect on the prevalent of acts of indiscipline in the area, this is because the principals and the vice principals employ a democratic style of leadership whereby other stakeholders were incorporated and co-opted in their management of entire school activities. This finding therefore concurs with the finding of Kiprop (2012) who stated as reflected by his study that for effective management of discipline among secondary school students, the cooperation of the heads of the schools, staff, student, parents and even the entire community is very essential.

Hypothesis Four

The fourth null hypothesis which states that reduction strategies of the schools will not significantly affect the prevalence of acts of indiscipline among student in Shomolu Local Government was upheld. This finding therefore shows that most strategies and methods employed by the schools in the study area of this work are not effective as reduction strategies of act of indiscipline in the area, such strategies among others include: expulsion, corporal punishment by the teachers, verbal reprimand, smacking, etc. This report therefore agrees with the report of Simatiwa (2012) among school in Bungoma County in Kenya. He therefore concluded that the methods of establishing and maintaining discipline in schools could not be applied wholesale, but they were contingent upon the environment. Thus, the effectiveness of each method depended on the traditional and ethos of schools and their immediate environment.

Conclusion

According to the findings of this study, no significant difference was found to exist between the schools' administrators, teachers and students' views and the types of acts of indiscipline that are prevalent among students. This means that all the stakeholders agree to the fact that different acts of indiscipline are exhibited by the students in the area. Also, the stakeholders' opinions with respect to the causes of acts of indiscipline that are prevalent among students varied as a result of significant different that exists between them.

Also, in relation to the above findings, the management styles of the school authorities in the study area of this work have significant effects on the prevalence of acts of indiscipline in the area. This means that most principals and vice-principals in the area employed good managerial styles like democratic style of leadership which the scholars had been adjudged to be the most suitable leadership style to manage the activities of their various schools.

Contrary to the above findings also, a significant difference was found to exist between the reduction strategies of the schools and the prevalence of acts of indiscipline. This means that strategies like corporal punishment, expulsion, stigmatization, etc. are not suitable to nip the acts of indiscipline among the student at the bud and therefore should be discouraged.

Recommendation

Following the findings of this study, the below recommendation were made:

- The process of managing students' acts of indiscipline in schools should start with the identification of the type of student enrolled in schools. Because it is only when the personal psychological makeup of the students is known that one can device the appropriate methods of managing them to the desirable standard.

- Corporal punishment and expulsion should be discouraged among the teachers because of their negative psychological effects on the students as established by the scholars.

- Behaviour modification techniques should be employed to manage unruly behaviours of the students as alternative to expulsion and corporal punishments of different kind.

- Each school should have a functioning disciplinary committee that sees to every cases of acts of indiscipline of the students and which should be headed by a trained guidance counsellor.

- A wholesome approach to manage students discipline should be adopted by all the school administrators and managers.

- Each school should have a set of rules and regulations that will guide all actions and in –actions of the students during school hours and should be constantly read to the hearing of all students.

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