



GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE  
LINGUISTICS & EDUCATION

Volume 13 Issue 14 Version 1.0 Year 2013

Type: Double Blind Peer Reviewed International Research Journal

Publisher: Global Journals Inc. (USA)

Online ISSN: 2249-460X & Print ISSN: 0975-587X

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**Keywords :** *management, disciplinary problem and secondary school.*

**GJHSS-G Classification :** *FOR Code : 930401p*



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# Management of Disciplinary Problems in Secondary Schools: Jalingo Metropolis in Focus

Olaitan Temitayo <sup>α</sup>, Mohammed A. Nayaya <sup>σ</sup> & Ajibola A. Lukman <sup>ρ</sup>

**Abstract-** The research study titled “Management of Disciplinary Problems in Secondary Schools with Reference to Jalingo Metropolis” aimed at investigating the types of disciplinary problems, their possible causes and means of managing them. The study used a questionnaire titled Managing Disciplinary Problem Questionnaire (MDPQ). Four point likert rating scale was used to collect data. One thousand (1000) respondents were sampled in four (4) government owned secondary schools in Jalingo metropolis. The results showed truancy, absenteeism, fighting, stealing and drug addiction among others as typical examples of disciplinary problems experienced in the study area. The study also revealed parental/home, political, social and economic, school environment, school curriculum and peer group influence among others as the causes of disciplinary problems. Finally, the study posits that disciplinary problems can be dealt with if school staffers develop a spirit of teamwork and there must be a well spelt out code of conduct for all staff and students to follow.

**Keywords:** *management, disciplinary problem and secondary school.*

## I. INTRODUCTION

School institutions remain a preparatory ground to empower and certify the requirement for human development. The teacher is faced with the challenges of educating, socializing, empowering and certifying students, but with the help of good teaching atmosphere (Fafunwa, 2004; Farrant, 2004; Wasagu, 2009). By implication, the task of a teacher, which includes sustaining education system, do not rest on his or her professional competency alone, but on the entire features of the school climate (Loukas, 2007).

The school is a type of service organization vested with primary function of educating the child and the control is a problem faced by all organizations especially learning institution, which work with people. For the efficient functioning of the school, school managements reserve power to control the conduct of students through reasonable rules and regulations. Once these rules and regulations are made, they must be enforced on the problems, which beset secondary schools, indiscipline comes first. Disciplinary problems dominate the issues of the day in both large and small schools both in towns and villages. Students disobey school rules and regulations with impunity. They have little or no respect for their teachers and even the school administration.

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Students' misbehavior is a prevailing problem affecting schools not only in Nigeria but also across the many nations around the world. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes. Students' behavioral problems are also thought to be a leading contributor to teachers' stress and attrition.

The indiscipline problem in schools is ranked as a major problem among students of secondary schools in Nigeria. Disruptive behavior is a concern to schools and parents and to fellow students, whose education may be adversely affected. Therefore, disruptive behaviour cannot be ignored, and schools must tailor a well-understood sound behavior and discipline policy.

In secondary school, the situation is worse because the learners as adolescents, now become aware of their rights namely; to privacy, to freedom of religion, belief, opinion, and expression, among others. According to Pager (1994), educators at one school in the Southwest Nigeria reported high levels of absenteeism, truancy, laziness, substance abuse, and subversion of assessments of achievements by learners. Another author (Ferguson & Johnson, 2010) also found that the lack of a supportive and friendly school environment influences educators' disciplinary attempt and may cause them to remain cold.

Petersen & Rosser (2008) contend that serious breaches of school discipline policy include assault by students on teachers and other students, verbal abuse, offensive language against teachers and other students, sexual and other forms of harassment, threat and intimidation of teachers and other students, possessing offensive weapons, supplying or using illegal drugs, and intrusions into the school or classrooms by adults with the intention of confronting teachers. The problem now is rather alarming and jeopardizing the administration of the secondary school.

It is against this background that the management of disciplinary problems in schools needs urgent attention. There is much work to be done since in some schools the situation has reached alarming proportions. This study therefore concentrates on unraveling the various dominant factors attributing to the discipline problems among secondary school students in Jalingo metropolis with a view to providing the means of managing disciplinary problems.

## II. STATEMENT OF THE PROBLEM

The study of Management of Disciplinary Problems in Secondary Schools in Jalingo metropolis aimed at unraveling types of disciplinary problems, their causes and far reaching means of managing disciplinary problems among the secondary school students in Nigeria and Taraba state in particular. Indiscipline in school is certainly a matter of immediate concern to the teaching profession.

In lieu of the above, the study will find out whether the problems stated below are the main contributing factors that hinder effective management of disciplinary problems in the study area.

- (i) Truancy is the disciplinary problem in secondary school.
- (ii) Absenteeism is the disciplinary problem in the study area.
- (iii) Fighting and stealing cause disciplinary problem in the study area.
- (iv) Political, social and economic factors cause disciplinary problem in the said area.
- (v) School curriculum and peer groups are the causes of disciplinary problem in the study area.
- (vi) Family/Home is the cause of disciplinary problem in the study area.
- (vii) School environment/teacher causes disciplinary problem in secondary school.

## III. OBJECTIVES OF THE STUDY

This study titled "Management of Disciplinary Problems in Secondary Schools; Jalingo Metropolis in Focus" aimed to conduct an empirical study into disciplinary problems with regard to;

- i. The types of disciplinary problems that are being experienced in Jalingo secondary schools.
- ii. The causes of disciplinary problems that are being experienced in these schools.
- iii. The means of managing disciplinary problems in the said study area.
- iv. Finally, to recommend to stakeholders in education to address the indiscipline plight in Jalingo secondary schools.

## IV. CONCEPTUAL APPROACH OF SCHOOL DISCIPLINE

Discipline defines the limitations of an individual or a group of people. It is the practice of restraint, which may be self-imposed. The study of psychology reveals that a person possesses boundless urges and impulses, which are constantly seeking expression. These include need for security, sexual activities, exploration and success. On the other hand, the society stipulates laws and traditions, which does not permit free expression of these inner forces without following the appropriate procedure acceptable by balance

between his inner tendencies and the external restrictions. Self-discipline is a willingness to accept rules and regulations laid down for guidance and the ability to act in accordance with what is expected of the individual by the society (Joseph, 2010).

School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development (Imaguezor, 1997). The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society. The doctrine of school discipline according to Nolte (1980) and Barrell (1978) is based on the concept of "loco parentis" which allows school authorities full responsibility for children's upbringing, the right of discipline and control.

Consequently, in the field of child development, discipline refers to methods of modeling character and of teaching self-control and acceptable behaviour. To be disciplined is then, subject to content, either a virtue, which may be referred to as discipline procedure or a euphemism for punishment, which may also be referred to as disciplinary procedure (Reyes, 2006).

School discipline refers to regulation of children and the maintenance of order ("rules") in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behaviour. In other words, the usage of school discipline sometimes means the management of disciplinary setback in conformity with the school rules.

## V. TYPES OF DISCIPLINARY PROBLEMS IN SECONDARY SCHOOL

### a) Common Disciplinary Problems

Rosen (1997) distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely; Defiance of school authority; Class disruption; Truancy; Fighting; The use of profanity; Damaging school property; Dress code violations; Theft; and Leaving campus without permission.

The other common types of disciplinary problems experienced in secondary schools as mentioned by Donnelly (2000) include fights, insubordination, little support for educators, a general climate of disrespect, and distrust of the administration. Those types of disciplinary problems mentioned above are similar to the ones being experienced in Jalingo secondary schools.

McManus (1995) lists several types of misbehaviours which make the work of educators

difficult. These include; Repeatedly asking to go to the toilet; Missing lessons, absconding; Smoking in the toilets; Pushing past the educator; Playing with matches in class; Making rude remarks to the educator; Talking when the learner is supposed to be writing; Being abusive to the educator; Fighting in class; Chasing one another around the classroom; Packing up early, as if to leave; Taking the educator's property; Wearing bizarre clothing and make-up; Threatening the educator; Leaving class early; and Commenting on the work.

#### b) *Severe Disciplinary Problems*

Alidzulwi (2000) attested to the fact that severe disciplinary problems have been experienced in secondary schools, stressing that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been reported of learners stabbing their educators and principals with pangas, and they also fight each other.

A survey on educators' opinions on violence in education conducted by Frazer and others (in: Smith 1999) reveals serious cases of learner violence. These include the burning down of classrooms, learners attacking educators and principals, learners setting fire to educators' cars, and attacking taxi drivers, in order to steal their cars.

Moodj (in: Smith 1999) distinguishes the kinds of perpetrators of school violence as those making themselves guilty of

- Verbal violence (name-calling, creating disorder, bullying);
- More serious behaviour, including vandalism, theft, blackmail;
- Extortions, or using a weapon on the school premises;
- Planned violence, which includes physical violence with weapons in or outside the school; and
- The sexual harassment of girls.

#### c) *Analyzing Disciplinary Problems*

The ills and vices that go on in the society have their effects in schools. Students, teachers and even school managers are involved in one form of indiscipline or the other. Some of indiscipline among secondary school students can be analyzed as follows:

- i. *Truancy*: This is irregular attendance in school or classes with many factors within or outside the school building, peer group influence, teacher methods of teaching or discipline are some school factors that can lead to truancy. Factors outside the school may include poverty where the child might need to fend for him/herself, engage in labour to raise money, parenting/guarding methods of discipline, security among others.
- ii. *Absenteeism*: This may result from the type of leadership obtaining in a school. The school exercise greater control over students and may lead

students to frustration, if there is insufficient supply of school materials and facilities such as food, water, toilet facilities which may lead to absenteeism or rebellion against authority. If a student has formed destructive habit, he is also likely to consistently be absent or revolt against authority unaware of the consequences of his actions. Teachers may have poor attitude to class teaching by using inappropriate materials and contents in such a manner that may constitute them into a certain source of absent on the part of students as resulting from dissatisfaction and frustration from schoolwork.

- iii. *Fighting*: Children fighting at the secondary school level are very low in self-esteem. The chief impetus for fighting during the normal course of classroom and playground life tends to lie in the child's basic sense of inadequacy and feelings of not being valued or worthy. In other words, the four psychological needs of the child have not been met: the need for love, security, new experience and need for responsibility. Home background may contribute to frequent fighting nature of a child.
- iv. *Stealing*: This is the removal of another person's property without his permission. The socio-economic environment including status of parents, home background and a natural tendency to steal is responsible for this among students. This conduct is mostly influenced by peer-group pressure. The value structure of the society, such as the get rich quick syndrome in Nigeria has led many young people to the false convention that there is no need to pursue life course with appropriate hard work and consequent success. Some parents spoil their children by exhibiting highly permissive behaviour. They allow children to have everything on demand and task themselves to overdo what they believe is their responsibility. This attitude encourages children to interpret any form of lack as hardship and frustration to the extent of justifying their removal of other peoples' property.
- v. *Drug Addiction/Abuse*: This is one of the most dangerous and most common school disciplinary problems. It means taking drug without prescription by the appropriate person. Abused drugs include cigarettes, alcohol, tobacco, heroine and smoking of herbs. There is a general moral decadence in this regard because many parents are also guilty of the same misbehavior and are unable to instruct correct, advice or guide children along the proper paths concerning the use of drugs.

## VI. CAUSES OF DISCIPLINARY PROBLEMS

### a) *Parental/Home Factor*

Most authors regard parents as of the greatest importance in creating a conducive teaching and

learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools. Alidzulwi (2000), points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Bowman (2004) is of the opinion that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. Louw and Barnes (2003) affirmed that they have never seen a problem child, only problem parents. In his study, Varma (1993) also points out that those learners who behave badly at school do not receive proper discipline at home.

When analyzing the inability of parents to take care of their children on all socio-economic levels and in all racial groups, Rossouw (2003) regards the decline in discipline in most schools as originating from the communities rather than from schools. Stressing that parents show a lack of tolerance and respect towards government authorities as well as towards educators, and some have a laissez-faire approach towards their children.

Some other factors related to the lack of parental involvement in schools that influence discipline are,

- single parent homes;
- a lack of parental control at home;
- the negative influence of television;
- neighbourhood and community problems that influence the home;
- values differences between the home and the school.

#### b) *Political, Social and Economic Factors*

Rossouw (2003) claims that educators have reported that they are uncertain, confused and afraid of infringing upon learners' rights, and of being accused of misconduct. Saying that the over-emphasis placed on learners' rights may cause a "don't-care attitude" and a lack of regard for the educators' role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline.

Children who experience social alienation from others are often misbehaved. According to Lewis (1991), this situation arises within most families where children feel rejected. This finding (the significant relationship between isolation and poor behavior) is supported by Butchart in 1998 when he indicates that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child. According to Butchart (1998), "These feelings experienced by the child may ultimately develop into what is referred to as 'psychological pains', which may cause problems such as physical assault, gang violence, substance abuse, and many others".

The political situation in Nigeria is also blamed for children's misbehavior. Moloi (in: Rossouw 2003) states that the involvement of the youth in the political stability and national elections in 1999 caused them to develop arrogance towards adults, that is, both educators and parents". Accordingly, Maree (in: Rossouw 2003) also blames the political situation of the nineties in Nigeria where the causes of violence in schools were politically motivated.

#### c) *School Environment*

Every school manager is committed to ensuring that school provides a safe and orderly environment in which teaching and learning take place each day. Bazemore (1997) posits that safe and supportive school environments depend on students, staff and parents demonstrating mutual respect. In other words, all members of the school community students, staff and parents must know and understand the standards of behaviour which all students are expected to live up to and the consequences if these standards are not met. Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity (Terry, 2001). In addition, every community has rules. The school community is no exception. A school makes reasonable rules for the good order of the school and the discipline of students. Schools have the power to enforce these rules by using discipline or punishment. According to Rowne (2005)

"The school priorities are designed to ensure that all students are provided with a harmonious environment where they can learn and thrive. Therefore, good discipline in a school is required to ensure that school is able to provide quality education for all students and to guarantee the care and safety of the school community. A harmonious work environment at school increases the chance of students realizing their full educational potential".

However, a lawless community raises unproductive members for the society. In the same vein, a lawless school environment promotes disciplinary challenges to the school manager and teachers. Students in such school disrespect their fellow students, teachers and community members and engage in protest which promulgates violence, discrimination, harassment, bullying and intimidation, using of weapons, drugs, alcohol and tobacco (Mitchell, 1996).

#### d) *The Curriculum*

The relevance of the curriculum to learners' needs also influences discipline at school. In research done by Raven (in: Besag 1991), it was ascertained that learners engage in several forms of deviant behaviour if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aims that are promoted by society.

Besag (1991) further maintains that learners resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Accordingly Doveton (1991) indicates that deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities.

#### e) *Peer Group Influence*

The peer group influences what the child values, knows, wears, eats and learns. The extent of this influence however depends on other situational constraints, such as the age and personality of children and the nature of the group (Harris, 1998; Hartup, 1983). There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem behaviour in youth. The peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks (Perry, 1987). Douge (1993) indicated that poor peer relationships were closely associated with social cognitive skill deficits.

According to Seita, Mitchell and Tobin (1996) "When the family has been unable to fully meet a child's needs, other adults who play a significant role in the child's life have extraordinary potential for influencing the child in taking charge of his or her life". It is worth noting that peer influence can lead to discipline problems and delinquent behaviours both inside and outside school. It is also clear that one of the major ways that deviant youths become even more deviant is through unrestricted interaction with deviant peers. Hartung (1965) posited that criminality is socio-culturally learned in the process of interacting with family members and peers in small intimate groups. This process includes learning the techniques to commit delinquent acts and developing the rationalizations to protect one's self-concept.

## VII. THEORETICAL FRAMEWORK: MANAGEMENT OF DISCIPLINARY PROBLEMS

In this study, the focus is on the means of managing disciplinary problems among secondary school students in Jalingo metropolis. Geiger (2000) regarded a lack of discipline as a chronic problem in the classroom, and the manner in which it is being handled as determining the amount of learning that is taking place in schools. While Fuentes (2003) indicated that every year more than three million students are suspended and nearly 100 000 more are expelled from primary up to university in the United States of America. Many learners face police action for disciplinary problems that cannot be handled by the schools.

However, students' indiscipline seems to be ubiquitous in the 21st century in secondary schools in Nigeria. With recent problem of increase in school

enrollment, discipline problems are bound to accentuate and cause more burdens on teachers and school administration. According to Rigby (2000) 'students indiscipline has plagued schools leading to series of unrest particularly in secondary school'. Consequently students resort to unconstitutional measures in channeling their grievances.

Furthermore, there is a feeling that school discipline practices are generally informed by theory from psychologists and educators. Bell (1995) identified the following theories to form a comprehensive discipline strategy for an entire school or particular class:-

- i. *Positive Approach*: This approach is grounded in teachers' respect for pupils. It instills in pupils a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for noncompliant pupils.
- ii. *Teacher Effectiveness Training*: This method differentiates between teacher-owned and pupil-owned problems, and proposes different strategies for dealing with each. Emmer (2005) opined that effective teacher training reflects in pupils' knowledge through problem-solving and negotiation techniques.
- iii. *Appropriate School Leaving Theory and Educational Philosophy*: It is a strategy for preventing violence and promoting order and discipline in schools, put forward by educational philosopher Greenberg (1987) and practiced by some schools. Positive school culture and climate will to a large extent aid reduction of indiscipline in school.
- iv. *Detention*: This requires the pupils to remain school at a given time of the school day (such as lunch, recess or after school) or even to attend school on a non-school day, e.g. "Saturday detention" held at some US and UK schools. In the UK, the Education Act 1997 obliges a school to give parents at least 24 hours notice of a detention outside school hours. This is not common in Nigerian schools but in specialized schools like "Command Secondary Schools or Navy Secondary Schools" such practice is common perhaps because of the military nature of the schools.
- v. *Suspension or Temporary Exclusion*: This is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the pupils cannot attend regular lessons. The student's parents/guardians are notified of the reason for and duration of the out-of-school suspension. Pettit (1997) contends that sometimes pupils have to complete work during their suspensions for which they receive no credit. Stressing that students only

report in school but serve punishment like cutting grass or digging holes or uprooting a plant or work in school farm.

- vi. *Exclusion or Expulsion*: Withdrawing or permanent exclusion is the removal of a pupil permanently from the school. This is the ultimate last resort, when all other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense. For in Nigerian schools, school head can only suspend a pupil while exclusion or expulsion of pupil from school is the right of the Ministry of Education based on the school head report. However, expulsion from a private school is a more straightforward matter, since the school can merely terminate its contract with the parents.
- vii. *Deprivation of Privilege*: It is useful and efficient form of punishment. Dodge (1993) affirmed that loss of position, prohibition from playing any game in the school compound for a certain period could go a long way in improving the wrong doer.
- viii. *Moral Punishment*: Moral punishment such as apologies, public or private degrading from positions etc is sometimes resorted to. Widman (1987) contended that great care and discernment are needed before such form of punishment is resorted to because it could never halt self-respect of the wrong doer.
- ix. *Self-government*: It means the organization of community life of the school in such a manner that responsibility for managing the school and running it in certain activities is shared with the pupils. It therefore, enables the pupils to learn in a practical way the principles of citizenship, co-operate living and democratic organization.
- x. *Praise and Blame*: The teacher must be very careful in his allocation of praise and blame. Tongue is said to be most powerful weapon in the teacher's armory and its use may vary from a mild reproof to the bitterest sarcasm and vulgar abuse. Wasmund (1965) described sarcasm as a weapon which is sometimes resorted to by the teacher, which creates a conflict between the teacher and the student easily. Stressing that sarcasm lower the self-respect of the pupil, tampers with his or her ego and permanently estrange him from the teacher and the school order.
- xi. *Rewards*: There is a belief that reward is not only right and desirable but also indispensable. Rewards can be given for attendance, conduct, progress, games, badges and certificates may be given as rewards. Group rewards might be given, for pupils will become socio-centric not egocentric. Teamwork can be fostered and wholesome all school spirit can be secured.
- xii. *Punishment*: It has a necessary place in the school economy but it must be based on certain principles if it is not to be a "hit or miss" affair. Seita (1996)

identified the following guidelines for the use of punishment:-

- Punishment should fit the "crime" as well as the "criminal". This is because individuals differ from one another in the basic temperamental patterns which they inherit, and in those which they subsequently develop. For example, some children are extremely self-assertive, others unduly submissive. Some are very easily provoked to anger, others relatively placid and others patient while some are by nature very sociable and others solitary in their outlook. Therefore, one needs to exercise care in making any general statement regarding the effectiveness or otherwise upon children of any form of correctives.
- There should be no uncertainty about the punishment. The element of uncertainty in punishment renders it almost inoperative and postponement is almost fatal.
- Punishment should help the offender to improve and this condition is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again. When the offender realized that he deserves punishment, punishment becomes necessary.
- Punishment should be inflicted to the barest possible minimum. Familiarity breeds not so much contempt, as indifferences in such matters.

In a nutshell, all the above-mentioned measures except blame and sarcasm are positive measures to secure discipline but the instinctive and impulsive reactions of children themselves may lead to evil, if not properly directed. Scult (2009) opined that children are dynamic, effervescent and therefore, heedless. They need checks to prevent excesses, restrictions to keep them within the speed limit of property. In lieu of this, Rogers (1995) came up with a school discipline policy which provides a framework that corresponds with what a school will seek to practice. The framework aims at achieving the following namely to;

- establish a stable social learning environment;
- encourage students to be responsible for their own behaviour, to develop self-discipline, and enhance their self-worth, and to respect the rights and feelings of others, such as their fellow students and teachers;
- set out the school's expectations and rights, and to enhance positive behaviour;
- establish a set of preferred practices and due processes, whereby the staff may address unacceptable student behaviour.

## VIII. METHOD

Quantity survey was used for this study. The study area had school management population of one hundred and fifty (150), four hundred and fifty (450)

teaching staff and a population of five hundred and seventy-four (574) non-teaching staff as provided for by the registry departments of each school. On the whole, the target population for this study was one thousand one hundred and seventy-four (1174). Four government owned secondary schools were randomly sampled with the following population:

Table 1

| S/N  | Schools                                    | Population |
|------|--|------------|
| i.   | Government Day Secondary School Sabon-gari | 250        |
| ii.  | Government Day Secondary School Magami     | 250        |
| iii. | Saliu Dogo Secondary School Jalingo        | 250        |
| iv.  | Government Day Secondary School Nukkai     | 250        |

On the whole, a total sample size of one thousand (1000) comprising management staff, teaching and non-teaching staff for the selected schools.

A self-developed questionnaire titled Managing Disciplinary Problem Questionnaire (MDPQ). This questionnaire was administered to seek the opinion of school management, teaching and non-teaching staff on effective management of disciplinary problems in secondary schools in Jalingo metropolis. The questionnaire is divided into three sections A, B and C. Section A comprises: T<sub>1</sub>, T<sub>2</sub>, T<sub>3</sub>, T<sub>4</sub>

The first part T<sub>1</sub> contains questions on truancy as a disciplinary problem in secondary schools in

a) *Types of Disciplinary Problems*

Table 2.1: Truancy as a Disciplinary Problem

| Statement  | SD % | A %  | D %  | SD % |
|--|------|------|------|------|
| 1. Truancy is the most disciplinary problem that happened frequently in the schools. | 68   | 20   | 4.5  | 7.5  |
| 2. Learners regularly bunk classes.  |      |      |      |      |
| 3. Some learners repeatedly ask to go to the toilet.                                 | 55   | 28   | 12   | 5    |
| 4. Truancy happened most to male students.   | 51   | 36   | 12.2 | 0.8  |
|  | 58   | 30   | 3.9  | 8.1  |
| 5. Strict school rules encourage the students in truancy act.                        | 57.5 | 35.7 | 3.8  | 3    |

From the above table, the following truancy disciplinary problems could be deduced as 50% and above of the respondents indicated:-

- 68% of the respondents affirmed that truancy is the most disciplinary problem happened frequently in the schools.
- 55% of the respondents claimed that learners bunk classes.
- 51% agreed that some learners repeatedly ask to go to the toilet.
- 58% argued that truancy happened mostly to male students.
- 57.5% agreed that strict school rules encourage student truancy.

Jalingo metropolis. T<sub>2</sub> has questions on absenteeism as a disciplinary problem faced by school management, teaching staff and non-teaching staff. T<sub>3</sub> focuses on fighting as a disciplinary problem while T<sub>4</sub> seeks information from the school management, teaching and non-teaching staff on stealing as a disciplinary problem in secondary schools.

Section B comprises C<sub>1</sub>, C<sub>2</sub>, C<sub>3</sub>, C<sub>4</sub>, and C<sub>5</sub>.

In the same vein, C<sub>1</sub> contains questions on political, social and economic factors as the cause of disciplinary problems in secondary school. C<sub>2</sub> has questions on school curriculum as the cause of disciplinary problem; C<sub>3</sub> asks questions on family/home background as the cause of disciplinary problem; C<sub>4</sub> focuses on school environment/teacher as the cause of disciplinary problem while C<sub>5</sub> seeks information on peer group as the cause of disciplinary problem in secondary schools in Jalingo metropolis. Section C explores means of managing disciplinary problems in secondary school.

The four (4) point likert responses rating scale was used to collect data. The likert scale pattern was provided to aid the respondents in providing their responses by ticking the appropriate box [√] that most describes their opinions. The response categories are: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The scores were analyzed using the Cronbach alpha. Out of the one thousand (1000) questionnaires administered, eight hundred (800) were dully completed and returned while the remaining was wrongly filled. Thus, retrieved data were analyzed using descriptive statistics.



Table 2.2 : Absenteeism as a Disciplinary Problem

| Item  | SA % | A %  | D %  | SD % |
|---|------|------|------|------|
| 6. Learners in my class are often absent from school.                   | 55   | 20   | 17   | 8    |
| 7. Learners in my school are often late for school.                     | 61   | 25   | 2.9  | 11.1 |
| 8. Learners often leave the school premises without permission.         | 53.5 | 20.5 | 16   | 10   |
| 9. Learners in my school often leave school before school closing time. |      |      |      |      |
| 10. Learners attendance records were bad.                               | 55.7 | 21.6 | 12.7 | 10   |
|   | 72.9 | 24   | 10.5 | 0.9  |

From table 2.2 above, the following absenteeism disciplinary problems could be deduced as 50% and above of the respondents indicated:-

- 55% of the respondents said that learners in their class are often absent from school.
- 61% affirmed that learners in their school are often late for school.

- 53.5% argued that learners often leave the school premises without permission.
- 72.9% said that students' attendance in class was not good.
- 55.7% agreed that learners in their school often leave school before school closing time.

Table 2.3 : Fighting as a Disciplinary Problem

| Item  | SA % | A %  | D % | SD % |
|---|------|------|-----|------|
| 11. Some learners bring dangerous weapons to school.                    | 56   | 35   | 3.9 | 5.1  |
| 12. Students fight a lot in school.                                     | 57.2 | 18.5 | 19  | 5.3  |
| 13. The students disobeyed the prefects.                                | 52   | 38   | 3.7 | 6.3  |
| 14. Boys are more troublesome than girls do.                            | 51.9 | 32.1 | 12  | 4    |
| 15. Many of the cases were recorded in the schools' book of discipline. | 69.4 | 25   | 3.5 | 2.1  |

From the table above, the following fighting disciplinary problems could be deduced as 50% and above of the respondents indicated:-

- 56% of the respondents agreed that some learners bring dangerous weapons to school.
- 57.2% affirmed that students fight a lot in school.

- 51.9% said boys are more troublesome than girls do.
- 69.4% agreed that many of the cases were recorded in the school's book of discipline.
- 52% said that students disobeyed school prefects.

Table 2.4 : Stealing as a Disciplinary Problem

| Item   | SA % | A %  | D %  | SD % |
|--|------|------|------|------|
| 16. Students steal one another's property.                             | 56   | 23   | 9.3  | 11.7 |
| 17. Students liked to steal school's properties.                       | 40.7 | 25   | 18.6 | 15.7 |
| 18. Students liked to steal teachers' valuables and money.             | 52   | 18   | 12   | 18   |
| 19. Students steal money from home and bring to school to squander.    | 61.8 | 30   | 5.9  | 2.3  |
| 20. Many of the cases were recorded in the schools' book of discipline |      |      |      |      |
|  | 50.6 | 11.1 | 18.9 | 19.4 |
|  | 8    | 10   | 30   | 52   |

From the above table, the following stealing disciplinary problems could be deduced as 50% and above of the respondents indicated:-

- 56% of the respondents said that students steal one another's property.
- 52% affirmed that students liked to steal teacher's valuables and money.
- 61.8% claimed that students steal money from home and bring to the school to squander.
- 50.6% agreed that many of the cases were recorded in the school's book of discipline.

- 52% of the respondents strongly disagreed that most of the cases were ignored by the school.

b) Causes of Disciplinary Problems

Table 2.3.1 : Political, social and economic factors cause disciplinary problem

| Item   | SA % | A %  | D %  | SD % |
|--|------|------|------|------|
| 21. Children learn thuggery act which make them to misbehave in school during political campaign.                | 52.1 | 22   | 15.9 | 10   |
| 22. The desire for power which was learnt and acquired during political campaign leads to deviant behaviour.     | 59   | 21   | 9.1  | 10.9 |
| 23. Societal celebration of negative values over positive values makes children to indulge in deviant behaviour. | 55   | 27   | 10   | 8    |
| 24. Poverty as a result of lower socio-economic family status enhances poor discipline.                          | 61   | 35   | 2.9  | 1.1  |
| 25. Acquisition of negative information from audio-visual materials promotes disciplinary problems in school.    | 53   | 36.1 | 2.7  | 8.2  |

From the table above, the following political, social and economic factors could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- 52.1% of the respondents claimed that children learn thuggery act which make them to misbehave in school during political campaign.
- 59% agreed that the desire for power which was learnt and acquired during political campaign leads to deviant behavior.
- 61% said poverty as a result of lower socio-economic family status enhances poor discipline.
- 55% of the respondents agreed that societal celebration of negative values over positive values makes children to indulge in deviant behavior.
- 53% affirmed that acquisition of negative information from audio-visual materials promotes disciplinary problems in school.

Table 2.3.2 : School Curriculum causes Disciplinary Problem

| Item   | SA % | A %  | D %  | SD % |
|--|------|------|------|------|
| 26. The curriculum does not take care of the entire societal aspiration. | 56.1 | 25.4 | 7.9  | 10.6 |
| 27. School curriculum is deficient in moral training.                    |      |      |      |      |
| 28. The curriculum is unrelated to learners' needs.                      | 62.5 | 26.1 | 8.7  | 2.7  |
| 29. The ever-changing curriculum confuses learners.                      | 54.3 | 10.5 | 18.1 | 17.1 |
| 30. Learners find the curriculum boring.                                 | 55.5 | 13.8 | 15.7 | 15   |
|  | 18.1 | 55   | 10.9 | 16   |

From the table above, the following school curriculum could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- 56.1% of the respondents claimed that the curriculum does not take care of the entire societal aspiration.
- 62.5% affirmed that school curriculum is deficient in moral training.
- 55% said learners find the curriculum boring.
- 54.3% agreed that the curriculum is unrelated to learners' needs.
- 55.5% claimed that ever changing curriculum confuses learners.

Table 2.3.3 : Family/Home causes Disciplinary Problem

| Item   | SA % | A %  | D %  | SD % |
|--|------|------|------|------|
| 31. Most times bad behaviour emanate from parenting at home.                   | 52.1 | 30   | 14   | 3.9  |
| 32. Troublesome parents have problem children.                                 |      |      |      |      |
| 33. Neglected children are troublesome at school.                              | 60.7 | 35   | 2.5  | 1.8  |
| 34. Parents hardly paid attention if their children are absent from school.    | 32   | 50.1 | 12.9 | 5    |
| 35. Financial problem makes most parents to ignore their children's education. | 52.1 | 30   | 10   | 7.9  |
|  | 50.3 | 25.4 | 15.1 | 9.2  |

From the table above, the following family/home factors could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- 52.1% of the respondents claimed that most times bad behavior emanate from parenting at home.
- 60.7% agreed that troublesome parents have problem children.

- 50.1% said neglected children are troublesome at school.
- 52.1% affirmed that parents hardly paid attention if their children are absent from school.
- 50.3% agreed that financial problem makes most parents ignored their children's education.

Table 2.3.4 : School Environment/Teacher causes Disciplinary Problem

| Item   | SA % | A %  | D % | SD % |
|--|------|------|-----|------|
| 36. Fierce teachers caused the students to dislike his or her class.   | 58   | 30   | 8.4 | 3.6  |
| 37. School environment was one of the factors that influence disciplinary problems among students.                       | 57.2 | 33.1 | 5.9 | 3.8  |
| 38. Overcrowded population of students in the classroom caused the teacher difficulty in handling the class effectively. | 58.3 | 36   | 3.7 | 2    |
| 39. Committed teachers have less disciplinary problems than others do.   | 28.5 | 61   | 7.1 | 3.4  |
| 40. Classes with more boys than girls are uncontrollable.  | 55.1 | 39   | 3.8 | 2.1  |

From the table above, the following school environment /teacher factors could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- 58% of the respondents affirmed that fierce teachers caused the students to dislike his or her class.
- 55.1% said classes with more boys than girls are uncontrollable.
- 58.3% claimed that overcrowded population of students in the classroom caused the teacher difficulty in handling the class effectively.
- 57.2% agreed that school environment was one of the factors that influence disciplinary problems among students.
- 61% said committed teachers have less disciplinary problems than others do.

Table 2.3.5 : Peer Group causes Disciplinary Problem

| Item   | SA % | A % | D % | SD % |
|--|------|-----|-----|------|
| 41. Some students imitate the unruly behaviour of their colleagues.    | 52   | 36  | 8   | 4    |
| 42. The students have many friends that do not go to school regularly. | 25.2 | 55  | 9.8 | 10   |
| 43. The students' friends push them to misbehave in the school.        | 18.5 | 52  | 8.5 | 21   |
| 44. The students' friends do push them to fight.                       | 64.9 | 21  | 11  | 3.1  |
| 45. The students always spend their time in the company of friends.    | 50   | 35  | 6.9 | 8.1  |

From the table above, the following peer group factors could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- 52% of the respondents claimed that students' friends push them to misbehave in the school.
- 55% said students have many friends that do not go to school regularly.
- 52% agreed that some students imitate the unruly behavior of other learners.
- 64.9% claimed that students' friends do push them to fight.
- 50% agreed that students always spend their time in the company of friends.

c) Management of Disciplinary Problem

Table 2.4 : Disciplinary problems could be dealt with through

| Item  | SA % | A %  | D % | SD % |
|---|------|------|-----|------|
| 46. Team-work among educators will improve discipline at school.                              | 65   | 25   | 3.6 | 6.4  |
| 47. More commitment on the part of educators will improve discipline in the school system.    | 33.5 | 58.1 | 3.9 | 4.5  |
| 48. Suspension/temporary exclusion will improve the tone of discipline management.            | 59.8 | 28.1 | 2.1 | 10   |
| 49. Moral punishment, rewards, praise and blame will improve discipline in the school system. | 66.6 | 25.1 | 4.8 | 3.5  |
| 50. Deprivation of privilege in the school.   | 55.9 | 40   | 3.9 | 0.2  |

From the table above, the following means of managing disciplinary problems could be deduced as 50% and above of the respondents indicated:-

- 65% of the respondents affirmed that team-work among educators will improve discipline at school.
- 58.1% agreed that more commitment on the part of educators will improve discipline in the school system.
- 59.8% claimed that suspension/temporary exclusion will improve the tone of discipline management.
- 66.6% of the respondents agreed that moral punishment, rewards, praise and blame will improve discipline in the school system.
- 55.9% claimed that deprivation of privilege in the school will improve school discipline.

IX. DISCUSSION OF THE FINDINGS

Based on this study, the respondents agreed with kinds of disciplinary problems cited in the work. For instance, Rosen (1997) lists the following types of disciplinary problems; Defiance of school authority; Class disruption; Truancy; Fighting; The use of profanity; Damaging school property; Dress code violations; Theft; and Leaving campus without permission. While Donnelly (2000) mentioned other common types of disciplinary problems experienced in secondary schools as follows; fights, insubordination, little support for educators, a general climate of disrespect, and distrust of the administration.

In the same vein, over 65% of the respondents argued in favour of causes of disciplinary problems cited in the work. For example, Alidzulwi has once stressed parental/home factor as the cause of indiscipline among students. According to Alidzulwi (2000), many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Political, school environment, curriculum and peer group were considered as causes of disciplinary problems. Hartung (1965) posited that criminality is socio-culturally learned in the process of interacting with family members and peers in small intimate groups. This process includes

learning the techniques to commit delinquent acts and developing the rationalizations to protect one's self-concept.

Finally, over 70% of the respondents agreed with means of managing disciplinary problems as contained in the study. Bell (1995) identified the following theories to form a comprehensive discipline strategy for an entire school or particular class: positive approach, teacher effectiveness training, appropriate school leaving theory and educational philosophy, detention, suspension or temporary exclusion, exclusion or expulsion, deprivation of privilege, moral punishment, self government, praise and blame, rewards and punishment.

X. RECOMMENDATIONS

Based on the findings, the following recommendations are made for effective management of disciplinary problems:-

- All members of the staff, including the principals and vice principals should exhibit the spirit of team-work in order to energize morale and enhance staff motivation.
- The causes of disciplinary problems are addressed if teaching staff are actively involved in the teaching programmes of their school. This will lead to active participation of the students which subsequently confine their frivolities.
- Parents should make education a priority for their children, this will make the children achieve better and behave in an acceptable manner.
- Moderate right syndrome and formulation of behavioural expectations for teachers and learners will improve school discipline. In view of the above, a Code of Conduct for learners and staff is very important in all schools. It serves as an important stepping-stone towards fostering a culture of learning, mutual respect, accountability, tolerance, co-operation, personal development within the school and its surroundings.
- Teacher effectiveness training leads to increase in classroom activity engagements of the students

- thereby monitoring efficiency through data base evaluation.
- vi. Moral punishment, rewards, praise and blame create room for reinforcement of positive performance which is the guideline for the impulsiveness of the students.
  - vii. Self-government and appropriate school leaving theory defines the role of learners beyond classroom and improves sense of the commitment for the learners.
  - viii. All staff should cultivate model self-discipline behaviour. This serves as role-models for their learners thereby inculcating self-discipline in learners.
  - ix. School management should approach the problem of discipline with empathy for the possible problems the learners may be experiencing at home or at school that cause their poor behavior. This necessitates the services of a guidance and counselor in all schools.
  - x. Since parents have been cited as influential in the development of disciplinary problems in learners, it is also of vital importance to look into how parent involvement in the education of their children may be improved. Parents have a major role to play in ensuring that proper teaching and learning are attainable in our schools. Therefore, the parents, school management, and other staffers of the school should join hands in ensuring that a climate conducive to teaching and learning is prevalent in Jalingo secondary schools.

## XI. CONCLUSION

National Policy on Education (2004) described secondary education as the education children receive after primary education and before the tertiary stage. The broad goals of secondary education include to prepare individual for useful living within the society; and higher education. To achieve the objectives, there is need for effective management of disciplinary problems among secondary school students. It was discovered that students' misbehavior is a prevailing problem affecting schools not only in Jalingo metropolis but also across many towns in Taraba state. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes.

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