STAKEHOLDERS' PERCEPTIONS ON THE MANAGEMENT OF STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN OKENE AND LOKOJA EDUCATION ZONES, KOGI STATE

BY

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P13EDFC8091

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ZARIA

AUGUST, 2017

DECLARATION

I hereby declare that this dissertation is as a result of my personal research work. It has never been presented anywhere for the purpose of the award of a higher degree. All sources of information are either indented or acknowledged by means of references.

_____ _____

RAKIYA Aliyu Oyiza Date

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CERTIFICATION

This dissertation entitled "STAKEHOLDERS' PERCEPTIONS ON THE MANAGEMENT OF STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN OKENE AND LOKOJA EDUCATION ZONES, KOGI STATE" by RAKIYA Oyiza Aliyu, meets the regulations governing the award of the Master's Degree in Education (Educational Administration and Planning) of Ahmadu Bello University, Zaria, Nigeria is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this work to my Children, Bashiru Oyefolu, Bashira Oyefolu and my Dad, Alhaji M.O. Aliyu.

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TABLE OF CONTENTS

Title Page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgments	v
Table of Contents	vi
List of Table	x
Abbreviation	xi
Abstract	xiii
Operational Definition of Terms	xiv
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	7
1.3 Objectives of the Study	8
1.4 Research Questions	8
1.5 Hypotheses	9
1.6 Basic Assumptions	9
1.7 Significance of the Study	10
1.8 Scope of the Study	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	12
2.2 Conceptual Frame Work	12
2.2.1 Meaning of Indiscipline	13
2.2.2 Types of Indiscipline acts in Secondary Schools	16

2.2.3 Meaning of Management 18

2.3 Theoretical Framework 20

2.4 Forms of Indiscipline among Students in Secondary Schools in Urban Areas 22

2.5 Management of Indiscipline among Students in Urban Area 26

2.6 Forms of Indiscipline among Students in Secondary school in Rural area 28

2.7 Management of Indiscipline among Students in Secondary schools in Rural Area 31

2.8 Parents' Participation in the Management of Students' Indiscipline in Secondary Schools 34

2.9 Management of Late Coming in Secondary Schools 36

2.10 Ways of Managing Examinations Malpractice in Secondary Schools 38

2.11 Management of truancy 40

2.12 Management of Drug Abuse in Secondary Schools 42

2.13 Role of Principal and Teachers in the Management of Discipline problems 43

2.14 Empirical Studies 43

2.15 Summary 48

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 49

3.2 Research Design 49

3.3 Population 50

3.4 Sample and Sampling Technique 50

3.5 Instrumentation for Data Collection 51

3.5.1 Validity of Instrument 51

3.5.2 Pilot study 52

3.5.3 Reliability of the instrument 52

3.5.4 Administration of Treatment 52

3.6 Procedure for Data Collection 53

3.7 Procedure for Data Analysis 53

CHAPTER FOUR: PRESENTATION OF DATA ANALYSIS

4.1 Introduction 54

4.2 Answering Research Questions 56

4.3 Research Hypotheses Testing 72

4.4 Summary of Major Findings 77

4.5 Discussion of the Major Findings 77

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary 82

5.2 Conclusion 85

5.3 Recommendations 86

5.4 Suggestions for Further Studies 87

References 88

Appendixes

LIST OF TABLES

Table	Pages
1. Sample of the Study	51
2. Bio-data of Respondents	54
3. Opinion of Respondents on the Forms of Indiscipline among Secondary School Students in Urban Area in Okene and Lokoja Educational Zones, Kogi State	58
4. Opinion of Respondents on the techniques used in managing Indiscipline among Secondary School Students in Urban Area in Okene and Lokoja Educational Zones, Kogi State	62
5. Opinion of Respondents on the Forms of Indiscipline among Secondary School Students in Rural Area in Okene and Lokoja Educational Zones, Kogi State	66
6. Opinion of Respondents on the techniques used in managing Indiscipline among Secondary School Students in Rural Area in Okene and Lokoja Educational Zones, Kogi State	70
7. Summary of Analysis of Variance (ANOVA) on the opinions Principals, Teachers and MOE on Forms of Indiscipline among Students in Urban Area in Secondary Schools in Okene and Lokoja Educational Zones, Kogi State, Nigeria	73
8. Summary of Analysis of Variance (ANOVA) on the opinions Principals, Teachers and MOE on Techniques Used in Managing Indiscipline among Students in Urban Area in Secondary Schools in Okene and Lokoja Educational Zones, Kogi State, Nigeria	74
9. Summary of Analysis of Variance (ANOVA) on the opinions Principals, Teachers and MOE on Forms of Indiscipline among Students in Rural Area in Secondary Schools in Okene and Lokoja Educational Zones, Kogi State, Nigeria	75

10. Summary of Analysis of Variance (ANOVA) on the opinions Principals, Teachers and MOE on Techniques Used in Managing Indiscipline among Students in Urban Area in Secondary Schools in Okene and Lokoja Educational Zones, Kogi State, Nigeria 75

11: Summary of the Four Null Hypotheses Tested 76

ABBREVIATIONS

ANOVA - Analysis of Variance

WAEC - West African Examination Council

UBE - Universal Basic Education

FMOE – Federal Ministry of Education

SMOEs – State Ministry of Education

SUBEBs – State Universal Basic Education Board

LGEAs – Local Government Education Authority

ICT – Information and Communication Technology

JSS - Junior Secondary School

SSS - Senior Secondary School

SPSS - Statistical Package for Social Sciences

UNESCO - United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study was carried out to assess the "Stakeholders' Perceptions on the Management of Students' Discipline in Secondary Schools in Okene and Lokoja Education Zones, Kogi State". The researcher was interested in assessing the various forms and techniques of managing students' discipline in both urban and rural areas in Okene and Lokoja Education Zones, Kogi State, Nigeria. The study used survey method that covers all public secondary schools within Okene and Lokoja education zones in Kogi State. The study population was therefore made up of Principals, Teachers and MOE Officials with the total of seven hundred and thirty one (731). A total of (220) respondents were used as sample for the study; i.e. 20 principals, 163 teachers and 37 MOE officials. The instrument used was adopted questionnaire to collect relevant data. Pilot study was conducted that yielded reliability coefficient of 0.82. Four (4) hypotheses were formulated and the testing was done by using Analysis of Variance (ANOVA). The results showed that, various forms of indiscipline existed among students in secondary schools which hindered their academic performance. It was found that lateness to school, drinking of alcohol, rudeness, smoking, and drug addict among others were forms of indiscipline. These forms of indiscipline affected teaching and learning. The study also revealed that these forms of indiscipline caused students' disloyalty for their teachers. The study concluded that, there were no proper disciplinary actions in many schools in the areas. However, it was recommended that head teachers and teachers need to use different strategies such as discussion with parent and signing of undertaken by the students to improve safety, support, academic challenge, and social-emotional learning to monitor the effectiveness of interventions and to ensure that school management policies positively influence students' discipline. Also, school Head teachers, teachers, parents and local communities have to do more in terms of teaching the students about good behavior and respect, to improve discipline among students in Okene and Lokoja Education Zones, Kogi State. The officials of MOE should monitor and supervise the schools on regular basis.

Operational Definition of Terms

Indiscipline: Indiscipline refers to deviant behaviours. It is a situation whereby students set aside the school rules and regulations and do what they like and leave undone what they are expected to do.

Management: management simply mean the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals effectively and efficiently.

Cutism: Cultists lure innocent students into cultism, claiming to be protecting their interest while others joined out of share youthful inquisitiveness.

Examination malpractice: is a deliberate wrong doing contrary to official examination rules designed to place a candidate at unfair merit or demerit.

Sexual harassment: this act of indiscipline has almost become a monster in institutions of learning, from generation to generation. It is used to prevent a person from being able to focus or excel based upon her sex.

Riots: This is a form of confrontation and consequent revolt among students against school authorities for trivial reasons that are often amplified by some deviant students.

Lateness to School: Lateness leads to absenteeism and general failure in life. Students could sometimes feel the extent of their lateness and very often they just decide to be absent.

Drug Abuse: is a process that students attempts to manage the onset of drug use or limit the development of problems associated with using psychoactive substances such as drinking of alcohol, smokeless tobacco, marijuana, inhalants, volatile solvents including among other things glue, gasoline, aerosols, ether.

Truancy: This is irregular attendance in school or classes by the students.

Stealing: This is the removal of another person's property without his permission.

Drug Addiction: It means taking drug without prescription by the appropriate person. Abused drugs include cigarettes, alcohol, tobacco, heroine and smoking of herbs.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Secondary school education occupies a very unique position in the educational system in Nigeria, because it is that level that determines98 the academic and professional career of students. According to Federal Government of Nigeria (2004), in the National policy of education, the broad aims of secondary education within the overall objectives are preparing students for useful living within the society and preparing them for higher education. Precisely, the aim of secondary education is to provide opportunity for qualitative education for primary school leavers, cater for the differences in talents of the pupils, develop Nigeria cultural heritage, produce a generation of people who respect the dignity of labour, foster Nigerian unity and to inspire its students with the desire for achievement and self-improvement both at school and in later life. It must be stated that only the provision of qualitative education can guarantee the accomplishment of the above-stated goals. The extent to which the secondary school system is able to accomplish its objectives determines its effectiveness.

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. Students' misbehaviour 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' behavioural 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 Kaduna state. Disruptive behaviour 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 management must tailor a well-understood sound behaviour and discipline policy.

Discipline is universally viewed as issues of central importance in any society and at all levels of education. The problem of maintaining discipline among secondary school students has agitated the minds of government officials, school authorities, parents and organizations over the years. Kaduna State has experienced growth in the number of secondary schools in the last 30 years and has become more appreciative of the value of Western education.

However, in the last 20 years the State has also experienced a lot of student unrest. Abita (1990), noted that, " in recent years indiscipline has become a serious problem in secondary schools, including those in Kaduna State. There have been increasing cases of truancy, bullying, stealing, breaking bounds, examination malpractices, smoking, taking

of hard drugs, and violence, all of which add up to indiscipline". This has resulted to public outcry against acts of indiscipline in schools. For example, in March 1976 form five students of Rimi College, Kaduna, demonstrated in an unruly manner against the transfer of their History Tutor to Daura. Twenty-two final year students were later expelled for their gross indiscipline, New Nigerian, June 10, (1996: 11). It was also reported in New Nigerian, June 5, (1996: 11), that nine final year students of Government Technical College, Soba; were expelled from the college for their part in the disturbances that led to the indefinite closure of the institution.

It was also reported in the New Nigerian, March 15, (1992: 6), that the students in the secondary schools have turned schools into vulgar exhibition centres. In addition to these are the frequent breaches of school rules and regulations, open confrontations with the principals or teachers by individual students as reported in Barewa College, Zaria, Rimi College Kaduna, Kaduna and Alhuda-huda College Zaria. These cases of indiscipline in Kaduna State schools have therefore motivated this researcher to examine the perceptions of stakeholders on the management of discipline in secondary schools in the state, because, this level of education seems to have problems of indiscipline in spite of its importance in the educational system in the state.

These acts of indiscipline in secondary schools have attracted considerable concern of the public, educationists, press and education authorities. As a result of this, in July 1977 and November, 1990, two conferences on "Discipline and Motivation in Schools" were respectively organised among school principals from all parts of the country and professionals from all walks of life, to discuss the issue of indiscipline in schools and its remedies. Likewise, other governmental policies and programmes which are specifically influenced by the desire of government to stem the rising wave indiscipline practice in schools include the purge of 1975, the attempt to deploy soldiers to schools to restore

and maintain discipline, and the Jaji Declaration of 1977. Other steps taken include the setting up of the public Complaints Commission, the Corrupt Practices Bureau and the Council for Civil Education, the propaganda arrangements as the War Against Indiscipline (WAI) and the National Orientation Movement (NOM).

In spite of all the measures taken by the Federal and State Governments, it does not appear that the problem of indiscipline in secondary schools, with particular reference to Kaduna State, has been solved. The researcher therefore deemed it proper, timely, and relevant to conduct research into the on-going disciplinary problems in secondary schools in Kaduna State in order to ascertain the perceptions of stakeholders on the management of discipline, causes of indiscipline and to give possible recommendations Abita (1990). This has therefore, given rise to a number of issues which agitates the mind of this researcher. Such issues are to identify the perceptions of stakeholders on the management of discipline in secondary schools, causes of indiscipline among secondary school students, attitude of students to discipline in schools, the factors that militate against positive attitude to discipline among students in secondary schools in Kaduna State. The researcher strongly believes that a study of the disciplinary problem is justified in order to be able to identify and promptly control indiscipline in secondary schools which threatens the realisation of the school goals and objectives in Kaduna State and the country in general.

Elkland (2007), stakeholders refer to all persons, agencies and organizations with an investment or "stake in the health of community and the local public health system. This broad definition includes persons and organization that benefit from or participate in the delivery of service that promote the public health and well beings. Howlett and Nagu (1997), meanwhile define stakeholders as all those people and institutions who have an interest in the successful design, implementation and sustainability of a project. In this

study, stakeholders refer to an individual or group with an interest in the success of a school in fulfilling its mission, delivering intended result and maintaining the viability of its products and outcome overtime.

Education stakeholders are group of people who have vested interest in an action of organisation. It could be an individual or group of people with an interest in the success of an organisation in delivering intended results and maintaining the viability of the organisations products and services. Stakeholders influence programmes products and services. Hence stakeholders are identified as head-teachers, teacher, pupils, parents, parents-teachers association, school management committee, board of governors and Ministry of Education.

The roles of education stakeholders are inevitable in the school system. These include an advisory position, developing strategies to train and retrain staff and leaders, turning the academic research into practical points for policy making and international cooperation among countries to promote efficiency of processes and production of reliable leaders, co- training of teachers among sub-African and improve teachers' integrity. Based on these roles the researcher is interested in using the education stakeholders (pupils, head-teachers and parents) to assess teachers' integrity. Teacher Integrity implies the discharge of teaching activities in an open, honest and responsible manner; this is referred to as academic honest.

Raffini (2000), defines discipline as the process of maintaining order by assisting learners to discover value, unity and necessity of obeying reasonable rules and procedures to assume responsibility. Burden (1995), states that disciplining involves the action that teachers takes to restore order. Mwamwenda (1999), defines discipline as controlling with the intention of avoiding undesirable behaviour to happen while George (1990), defines discipline as creating and maintaining a learning atmosphere in which

educators can teach and learners learn in an environment that encourages respect for educators, classmates and administrators.

Gareth and Jennifer (2003), the term "management" is the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals effectively and efficiently. While Smith and Lastett (1993), define management as the skill that is applied by an individual in an organization also in the presentation of lesson, in such a way that all the learners are actively involved in learning.

Lastett (1993), management of discipline can be defined as the process of controlling; organizing and overseeing ways in which learners' behaviour can be guided and corrected in a school situation. In this study, management of students discipline refers to the effort of stakeholders such as teachers, parents, students, in enforcing students" discipline in the school. It was characterized by punishment, suspension of students, enforcement of school rules and regulations, formation of guidance and counselling, effective communication and formation of disciplinary committee. Managing students' discipline is one of the major concerns of teachers all over the world.

Charles (1996), listed discipline as a major problem which managers have to address because it is a significant factor in educators leaving the profession. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative outcomes (Azizi, at al 2009), further expressed that students indiscipline problems are also thought to be the leading contributor to teachers" stress and attrition, profound negative effects on teachers and teachers are subjects to abuse and intimidation and some reported fear for their safety, lack of sense of dignity, feeling of anger, humiliation and shame, isolation and depression and this eventually reduces their level of commitment.

1.2 Statement of the problem

Discipline in secondary schools is of vital importance to the national system of education because it forms the basis of achieving the school goals and objectives and the development of the country in general and Kogi State in particular. This study is therefore intended to find out the stakeholders' perceptions on the management of students discipline in secondary schools in Okene and Lokoja education zones, Kogi State Nigeria, with a view to identifying the different stakeholders, their perceptions on the management of discipline in schools. The study specifically focuses on; factors responsible for student's positive and negative attitudes toward school discipline, roles of stakeholders in the management of indiscipline in schools.

However, Schools where parents were relatively active in issues of financing, indiscipline and follow up of school management related activities seemed to perform relatively better than those where parents were reluctant. With the introduction of Universal Basic Education (UBE), this was particularly likely, since some parents might erroneously construe the responsibility for the education of their children as resting with the government and schools.

This is despite the fact that many school administrators in the area are already complaining that their efforts to improve the quality of education are being frustrated by lack of infrastructure, scholastic materials poor staff remuneration and they feel that the burden of improving students' academic performance is being left to them. Therefore the researcher was motivated to investigate the stakeholders' perceptions on the management of students discipline in secondary schools in Okene and Lokoja education zones, Kogi State Nigeria to guide efforts to improve indiscipline in secondary schools through increased parental participation in school management hence, the justification for the study.

1.3 Objectives of the Study

This study was set to achieve the following objectives:

1. determine the forms of indiscipline among students in secondary schools in Urban Areas in Okene and Lokoja education zones in Kogi State;
2. examine the management of indiscipline among students in secondary schools in Urban Areas in Okene and Lokoja education zones in Kogi State;
3. ascertain the forms of indiscipline among students in secondary schools in Rural Areas in Okene and Lokoja education zones in Kogi State; and
4. find out the management of indiscipline among students in secondary schools in rural Areas in Okene and Lokoja education zones in Kogi State.

1.4 Research Questions

The following research questions are raised to guide this study:

1. What are the forms of indiscipline among students in secondary schools in Urban Areas in Okene and Lokoja education zones in Kogi State?
2. What are the management of indiscipline among students in secondary schools in Urban Areas in Okene and Lokoja education zones in Kogi State?
3. What are the forms of indiscipline among students in secondary schools in Rural Areas in Okene and Lokoja education zones in Kogi State?
4. What are the management of indiscipline among students in secondary schools in Rural Areas in Okene and Lokoja education zones in Kogi State?

1.5 Research Hypotheses

The following hypotheses are stated to guide the study:

1. There is no significant difference in the opinions of principals, teachers and MOE on the forms of indiscipline among students in secondary schools in Urban Areas in Okene and Lokoja education zones in Kogi State;
2. There is no significant difference in the opinions of principals, teachers and MOE on the management of indiscipline among students in secondary schools in Urban Areas in Okene and Lokoja education zones in Kogi State;
3. There is no significant difference in the opinions of principals, teachers and MOE on the forms of indiscipline among students in secondary schools in Rural Areas in Okene and Lokoja education zones in Kogi State; and
4. There is no significant difference in the opinions of principals, teachers and MOE on the management of indiscipline among students in secondary schools in Rural Areas in Okene and Lokoja education zones in Kogi State.

1.3 Basic Assumptions

The following assumptions underlie the study:

1. It is assumed that there are forms of indiscipline among students in secondary schools in Urban Areas in Okene and Lokoja education zones in Kogi State.

2. It is assumed that there are management of indiscipline among students in secondary schools in Urban Areas in Okene and Lokoja education zones in Kogi State.

3. It is also assumed that there are forms of indiscipline among students in secondary schools in Rural Areas in Okene and Lokoja education zones in Kogi State.

4. It is assumed that there are management of indiscipline among students in secondary schools in Rural Areas in Okene and Lokoja education zones in Kogi State.

1.4 Significance of the Study

Indeed a thorough examination of the aims of this study on the perceptions of stakeholders on the management of students discipline would be significant in many ways. It would for instance:

That level of education is the major step to higher education and to adulthood. In spite of its importance, it is still faced with the problems of indiscipline, as such; a study on disciplinary management problems at this vital level would be beneficial to the educational authorities as well as to parents.

The findings are expected to go a long way in revealing major causes of indiscipline in secondary schools. Thus, it would help principals, teachers, parents and educational authorities to understand the possible causes of indiscipline among secondary school students. This will enable them to develop better strategies for overcoming indiscipline.

The study would provide the State Ministry of Education with factual information about the attitudes of principals, teachers and students towards disciplinary policies in the secondary school system. In that way, it would help correct wrong conceptions about students' behaviour and make for more understanding of their problems. This information is relevant to educational planners, psychologists, and guidance counsellors in planning the secondary school system. One modest contribution that this study tries to make is that it attempts to shed light on help that organised guidance services could offer in secondary schools.

1.8 Scope of the Study

This study focused on stakeholders' perception on the management of students discipline in secondary schools in Okene and Lokoja education zones, Kogi State Nigeria. Furthermore, the study was limited to some selected secondary schools in the area. However it is hoped that the result of this work will be applicable to most secondary schools in others state in Nigeria and the respondents of the study were the entire principals, teachers and Ministry of Education Officials (MOE) in the schools, these categories were selected due to the fact that they are responsible for managing and monitoring students discipline in secondary schools in Okene and Lokoja education zones, Kogi State Nigeria.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter provides the theoretical framework, which have guided the study. It also contains a review of literature related to the study. Specifically, this chapter deals with the followings:

- Conceptual Framework;
- Meaning of Indiscipline;
- Types of Indiscipline;
- Meaning of Management;
- Theoretical Framework;
- Forms of Indiscipline among Students in Secondary schools in Urban Areas;
- Management of Indiscipline among Students in Secondary schools in Urban Areas;
- Forms of Indiscipline among Students in Secondary schools in Rural Areas;
- Management of Indiscipline among Students in Secondary schools in Rural Areas;
- Role of Principal and Teachers in the Management of Discipline problems;
- Parents' Participation in the Management of Students' Indiscipline in Secondary Schools;
- Management of Late Coming in Secondary Schools;

- Ways of Managing Examinations Malpractice in Secondary Schools;
- Management of Truancy;
- Empirical Studies; and
- Summary

2.2 Conceptual Framework

This research is expatiated under the following conceptual framework that includes; meaning of indiscipline, types of indiscipline and meaning of management.

2.2.1 Meaning of Indiscipline

Indiscipline breeds corruption and other related social vices. For organizational objectives to be achieved, discipline is so much needed. Members of such established organization or group must have a common purpose; it is this purpose that binds them together to work as a group, towards the achievement of the objectives. 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 (Akindiyi, 1996).

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 regulations.

It can be summarized that indiscipline is any form of misbehaviours which the student(s) 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 and so on, as the forms of indiscipline in schools are inexhaustible (Miquel, 2002).

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 (Timothy, 2008).

In addition, indiscipline is also defined according to Akindiyi (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 (2004: 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, 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 Ofie (2004) who defined indiscipline in schools as disrespect for school laws and regulations and the violation of an established standard of behaviour and implies self-control, restraint, respect for oneself and others. She therefore maintained that "a behaviour that contradicts becomes indiscipline".

Indiscipline is a derivative of the word "discipline" and which is a mode of life in accordance with rules is. He further quoted the Oxford Advanced Learners' Dictionary where indiscipline is defined 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 (2010) 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, 2013) submitted. 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.

Indiscipline is the breaking of rules and regulations of institutions. Individuals willingly or unwillingly violating laid down rules of an institution, which hampers the smooth running of the institution, are not disciplined. Indiscipline can simply be seen as mode of life not in conformity with rules and non-subjection to control. By extension, the term indiscipline connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system. Indiscipline breeds corruption and other related social vices (Folayan, 2014).

For organizational objectives to be achieved, discipline is so much needed. Members of such established organization or group must have a common purpose; it is this purpose that binds them together to work as a group, towards the achievement of the objectives. These purposes cannot be achieved without conformity among the members of this group. In the process of conforming, members find themselves submitting or repressing some of their natural behaviours or thinking, not because they are afraid of being reprimanded or condemned but because they feel committed to the fellowship and ideals of the group. In the higher educational system , the purpose of discipline is to

produce graduates who will be well behaved in the society by differentiating what is good from what is bad and striving to do good for the general welfare of the society. Therefore, both the students and the workers in these citadels of learning should be properly disciplined (Gareth & Jennifer, 2013).

2.2.2 Types of Indiscipline acts in Secondary Schools

Several forms of indiscipline acts pervade through every corner of the secondary schools among the students in both rural and urban areas. 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 misbehaviour 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:

i. A learner consistently comes to class late and disrupts the flow of the class;
ii. He/she talks while the teacher is addressing the class;
iii. He/she writes graffiti on school property;
iv. one continuously calls out in class;
v. One is not listening and asks questions that have already been answered;
vi. Another one defies the teacher and refuses to follow instructions; and

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

Also, on the part of Rosen (2012 : 51 – 52) he identifies ten other types of disciplinary problems or indiscipline acts among the students in secondary schools and which may lead to suspension as a way of punishing any learner who perpetrate such acts, among these are:

i. Defiance to school authority;
ii. Class destruction;
iii. Truancy;
iv. Fighting;
v. The use of profanity;
vi. Damaging school property;
vii. Violation of school dress code;
viii. Theft/stealing ;
ix. Leaving campus without permission; and
x. Not reporting to after school detention or Saturday School.

There are other common types of indiscipline acts experienced in American schools Donnelly (2013), he therefore mentioned among other things: fighting, insubordination, little support for educators, a general climate of disrespect and distrust of the administration. Alidzulwi (2014) 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.

2.2.3 Meaning of Management

The term "management" is the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals effectively and efficiently. While Smith and Lastett (1993), define management as the skill that is applied by an individual in an organization also in the presentation of lesson, in such a way that all the learners are actively involved in learning.

Management can be defined as the process of planning, organizing leading and controlling the efforts of organizational members and using all other organizational resources to achieve set goals". Further still, management involves the achievement of goals set for the organization. This means that managers of any organization a commercial bank, a university, or the Nigerian stock Exchange-try to attain specific ends Yalokwu (2012) ". These ends are unique to each organization. The set goals, whatever it maybe to the organizations concerned, management is the process by which the goals can be attained. This applies even in situations where planning does not take place. From this perspective, Frenchman, Henri Fayol considers management to consist of five functions; Planning, organizing, Leading, Coordinating, and Controlling. Historically, difficulties arise in tracing the history of management. But with growing size and complexity of organizations, the split between owners and day-to-day managers gradually become more common. This split led to business management that consisting six separate branches namely:

i. Human resources management
ii. Operations management or production management
iii. Strategic management
iv. Marketing management

v. Financial management and

vi. Information technology management that manages information systems.

Management in simple terms means the act of getting people together to accomplish desired goals. It comprises planning, organizing, Resourcing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

Different meanings have according to Nwachukwu (2010) been attributed to the word "Management". Some people see it as referring to a group of people. They think of management team or a group of individuals in an organization. Management is also seen as a process demanding the performance of a specific function. Here, management is a profession. According to the American institute of management, it is used to designate either a group of functions or the personnel who carry them out; to describe either an organization's official hierarchy or the activities of men who compose it: to provide autonomy to either labour or ownership.

2.3 Theoretical Framework

There are a number of Theories on Management of indiscipline of the learners which can be of prime importance to School managers in management of Students indiscipline in secondary Schools in Okene and Lokoja Education Zones of Kogi State, Nigeria. According to Aristotle's Virtue Theory developed in Aristotle's Nicomachean Ethics (Muchiri, 2013), the central question for moral living is not what sort of action to do, but what sort of person to be (the agent) (Tiel, 2012).

On the other hand, Virtue ethics is primarily an "ethic of being", just as educational ideas are themselves also "ways of being", that is, they point to the dispositions that are

desirable in the learner "Njoroge et al, 2000:1840. The ethical premise of Aristotle's Virtue theory is that, "The good life is the virtuous life" (Zalta, 2003). It holds that the rightness or wrongness of an action is to be determined by appealing to what a virtuous person would do, where "virtuous" is understood to refer to the possession of admirable character traits (Shrike, 2012). This approach to character formation is directly related with students' moral character development, and is therefore crucial in examining the interpersonal relationship on the management of student's indiscipline in secondary schools in Okene and Lokoja Education Zones. (Marin, 2004).

This points to a discipline of personal choice, conceptualized in this study as "moral character". Lawrence Kohlberg's Theory of Moral Development theorizes that human organism's progress from one stage of moral development to the next in an invariant sequence. He presents six stages of moral orientation, each two of which form one level (Kohlberg, 2011: 86-9). The first Level is the Pre-conventional, characterized by an "obedience and punishment" moral orientation (Stage One) and a "morality of self-interest" (Stage Two). Next is the Conventional Level, marked by a morality of "interpersonal accord and conformity" (Stage Three), and one of "authority and social-order" (Stage Four).

The Post-Conventional is the last level, consisting of a moral orientation of "social contract" (Stage Five), and one of "universal ethic principles" (Stage Six). Kohlberg assumes that most adolescents, and therefore most of our secondary school students belong either to the pre-conventional or the conventional level. As Lewis (1991) asserts, these levels together with their respective stages can be very instrumental in examining the methodologies employed in developing students' morals in private Secondary Schools. For example, Kohlberg opposes the teaching of fixed rules and doctrines, but rather only "stimulating of the individual child's own moral judgment and capacities,

thus allowing him to use his own moral judgement to control his behaviour". This suggests an approach of engaging students in discussions of pertinent moral issues (Griffin, 2006), with the expectation that those who hear their peers discuss the issue from a higher level will orient themselves to that position (Huitt, 2004). Also as students grow, Kohlberg expects a decrease in outer controls and an increase in their own responsibility as autonomous persons, since fewer children feel pressurized simply to conform to authority, the freer they settle their own differences and formulate personal moral valuations.

Lewis (1991:39) outlines the situations where the learners' behaviour can become real disciplinary problems for the educator, and can impact negatively on his or her morale. He classifies these problems as educator-owned problems, and is listed by him (Lewis 1991:39) 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.

Pretorius, as cited by Louw (in: Mtsweni 2008:39), links the authoritarian style of leadership to autocratic communication, the excessive control of learners, and domination, as well as to unpedagogic and compulsive exercising of power that

undermine the learners' feelings of freedom and security. McKay and Romm (in: Mtsweni 2008:39) agree when they indicated that an authoritarian style of leadership causes learners to resort to violence, because they are frustrated by not having a say in what concerns their well-fare and well-being at school

2.4 Forms of Indiscipline among Students in Secondary Schools in Urban Areas

Indiscipline can simply be seen as mode of life not in conformity with rules and non-subjection to direct by the students in secondary schools in urban area. By extension, the term indiscipline connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system. Indiscipline breeds corruption and other related social vices (Dante, 2012). He identifies various forms of indiscipline among the secondary school students such as truancy, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting, and many other anti-social vices.

For secondary schools objectives to be achieved in urban area, various forms of indiscipline are so much needed. Members of the schools or group must have a common purpose towards the various forms of indiscipline; it is this purpose that binds them together to work as a group, towards the achievement of the objectives.

The aim of these cannot be achieved without conformity among the students of the school. In the process of conforming, students find themselves submitting or repressing some of their natural behaviours or thinking, not because they are afraid of being reprimanded or condemned but because they feel committed to the fellowship and ideals of the group. In the secondary school educational system, the purpose of discipline in urban areas is to produce students who will be well behaved in the society by

differentiating what is good from what is bad and striving to do good for the general welfare of the society. Therefore, both the students and the management in these citadels of learning should be properly disciplined (Manstruzzi, 2006).

Several forms of indiscipline acts pervade through every corner of the secondary schools among the students in urban area. Some occurred within the classroom, some within the school environment, 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, misbehaviors' 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.

Others form of indiscipline among students in secondary schools in urban area can be includes the following;

2.4.1 Cultism

Cultism is one of the common forms of indiscipline among students in secondary schools in urban area in system and it is reflection of what is happening in the larger society. Cultists lure innocent students into cultism, claiming to be protecting their interest while others joined out of share youthful inquisitiveness. Unknowingly, several students in urban schools entered cultists' traps and discovered that they cannot get out of it as they may think (Emmanuel, 2012).

Rivalry among member of the cult groups mostly led to blood-letting on several occasions leading at times to closure of the school and extension of school session. Some parents have been put in perpetual sorrow; teachers perceived as too strict or disciplined

are either maimed or killed by the students in urban area; so many glorious destinies have been wasted or diverted negatively by these cultists (Oyekan, 2012).

2.4.2 Examination Malpractice

Examination malpractice is another form of indiscipline that common among secondary school students in urban area. Examination malpractice is a deliberate wrong doing contrary to official examination rules designed to place a candidate at unfair merit or demerit. Nwana (2000), Examination malpractice is described as the "massive and unprecedented abuse of rules and regulations pertaining to internal and external examinations, beginning from the setting of such examinations through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates" in secondary schools in urban area.

Examination malpractice can also view as a deliberate act of indiscipline adopted by secondary school students most especially in urban area or their privileged accomplices to secure facile success and advantage before, during and after the administration of a test or examination. Oluyeba and Daramola (2013) defined examination malpractice as any irregular behaviour exhibited by candidate or anybody charged with the examination inside or outside the examination hall before, during or after such examination. Ojerinde (2002) he claimed that examination malpractice is no longer a desperate candidates' affair, rather school teachers and even principals are now involved in the perpetration of this vice mostly in urban areas in the zones.

2.4.3 Sexual Harassment

This act of indiscipline has almost become a monster in institutions of learning, from generation to generation. It is used to prevent a person from being able to focus or excel

based upon her sex. The harassment is generally sexual in nature and can vary from verbal abuse to physical assault and both teachers and students are capable of engaging in sexual harassment in secondary schools in urban area Daramola (2013). There are two basic types of sexual harassment:

The first is a sort of sexual harassment when a senior student with some degree of power over a student requires that student submit to some sort of unwanted sexual advance. For example, rich students may say that he will give a student from poor home 'money' for sleeping with him, if she does not put up with inappropriate sexual comments. A fellow student may refuse to turn in group work of a female student if she doesn't submit to sexual advances. The second is a sort of harassment by female students who use their indecent dressing to sexually harass the teachers (Oyekan, 2012).

2.4.4 Riots

This takes the form to open confrontation and consequent revolt among students against school authorities for trivial reasons that are often amplified by some deviant students most of the riots in Nigerian secondary schools in urban areas have led to the loss of lives as students come open confrontation with police wanton destruction of school and government properties and the resultant ultimate closure of schools and suspension of academic activities (Ojerinde, 2002).

2.4.5 Drug Abuse

Drug abuse among secondary school students usually found on students in urban area due to their surrounding and peers they associated with in the school. Substances usually targeted by the students in urban areas can be include alcohol (including drinking of alcohol, drunkenness and driving under the influence), tobacco (including cigarettes and various forms of smokeless tobacco), marijuana, inhalants (volatile solvents

including among other things glue, gasoline, aerosols, ether, fumes from correction fluid and marking pens), cocaine, methamphetamine, steroids, club drugs (Yalokwu, 2012). Drug abuse is one of the major forms of indiscipline among students in secondary school n urban area is a process that students attempts to manage the onset of drug use or limit the development of problems associated with using psychoactive substances. This form of indiscipline may focus on the individual students or their school environment. A concept known as "environmental prevention" focuses on changing community conditions or policies so that the availability of substances is reduced as well as the demand.

2.5 Management of Indiscipline among Students in Urban Area

It is imperative to ensure that the best behaviours and conditions are inculcates, established and maintained for effective learning to take place in our secondary schools. This can be realised if we accept that the teacher has the power to impose discipline by using some sort of power over this students. However, this is only possible to a little extent, for it to have meaningful impact, it must also take into account the psychological needs and development level of the student (Bernard, 2001).

A well-managed school begins with thorough advance planning by the school head and the teachers. Accordingly, extrinsic and intrinsic motivation should be used, positive and negative motivation, provision and satisfaction of students need with the teacher having adequate knowledge of the subject, teaching students how to learn and making them to use their time effectively. The school environment should be an active place in which the students and teachers know that they are on the same side working together to achieve something worthwhile. Such an environment is likely to establish mutual respect, and a mild reproof or expression of disappointment on the part of the teacher

will enhance discipline. Cleanliness and tidiness of surrounding, not being excessively noisy or disruptive when others are working, taking care of communal property, and punctuality exhibition of normal courtesies expected by the society to be observed. The rules can be established by quite persistence and good example by the teacher (Daramola, 2013). .

In essence, good discipline enables the sort of psychological need proposed by Maslow and others to be satisfied. This is because most disciplinary cases are as a result of unfulfilled basic needs. The teacher should look carefully at each level including the most basic physiological one of nutrition and ventilation (Blair, 1999).

Davis-Johnson (2012) 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 example teacher and parental shown would be the productive methods of guidance and discipline. Mendler, Curwin & Mendler (2010) further stated that secondary students in urban area 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. Therefore, outlined (12) processes that can manage any forms of indiscipline among students in secondary schools as follows:

1. Let students know what you need.
2. Provide instructions that match students' level of understanding.
3. Offer choice – "you can do your assignment now or during recess"

4. Refuse to accept excuses – accepting excuses teaches the students how to be irresponsible.
5. Listen to what students are thinking and feeling.
6. Use humour
7. Start fresh every day.
8. 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.
9. Vary your style of presentation
10. 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 misbehaviors' are legitimized the fun of acting out fizzles.
11. 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.
12. Realize and accept that you will not reach every child-some students must be allowed to choose failure.

2.6 Forms of Indiscipline among Students in Secondary school in Rural area

This widespread unrest and forms of indiscipline among the students in rural area reflect the prevailing indiscipline, lawlessness and frustration in the society. The students alone are not to be blamed. There is too much political interference in schools and educational institutions. The students are misled and misused by various political parties

to serve their selfish ends. The postings, appointments, transfers etc. in schools, Corruption and favouritism are rampant in these temples of learning (Conte, 2010).

The indiscipline among the students is on the increase. This is a fact borne out by daily happenings in secondary schools in rural areas. There are several forms of indiscipline among students in rural area that includes lateness to school, absenteeism, truancy, fighting, wanted pregnancy and stealing and so on. It has become one of the serious problems being faced by the country. Students go on strikes; they resort to copying and cheating in the examination, insult their teachers and principals. They tear away pages from the library books or pictures from the magazines, write dirty things on walls etc. and indulge in many other kinds of mischief. They clash with the police, throw stones and brickbats at them and practice violence at any pretext (Emmanuel, 2012).

Indiscipline acts in schools is not an obscure problem or phenomenon that it forms cannot be ascertained. In fact, scholars have carried out extensive studies on it and have been able to identify several forms that have led to indiscipline among students in rural areas of learning being it locally, nationally and internationally. For instance, Ozigi and Canlan (2013) as cited by Oyetubo and Olaiya (2009) presented some forms of indiscipline in secondary school among students in rural areas include the followings:

2.6.1 Absenteeism

This may result from the type of indiscipline obtaining in a secondary school in rural area. 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 school work (Bowman, 2004).

2.6.2 Fighting

Children fighting among secondary school level in rural area are very low in self-esteem. The chief impetus for fighting during the normal course of class room 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 (William, 2013).

2.6.3 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 among students in rural areas. 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 (Rossouw, 2003).

2.6.4 Stealing

This is the removal of another person's property without his permission. The socioeconomic environment including status of parents, home background and a natural tendency to steal is responsible for this among students in rural area. 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 (Bowman, 2004).

2.5.6 Drug Addiction

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 misbehaviour and are unable to instruct correct, advice or guide children along the proper paths concerning the use of drugs (Emmanuel, 2012).

2.7 Management of Indiscipline in Rural Areas

There is no denying the fact that the local community where the school situated has a very significant role to play in creating a climate of honesty, fairness, trust, respect and responsibility. Students on their part rely on the school management to establish clear classroom expectations, promote an atmosphere in which learning with integrity is encouraged, while situations that promote academic dishonesty is out-rightly confronted (Duke University, 2002). Academic advisers can assist in managing school indiscipline by impressing on the management of the school to adopt McCabe and Pavela's (1997) and Cole and Kiss' (2000) strategies for management of indiscipline toward academic integrity among students in secondary school.

These strategies include:

i. Teachers should be made to make students to understand what not only constitute plagiarism, and examination cheating, but also be able to impress on the students the need to avoid engaging in these acts.

ii. Stressing the importance of academic integrity in the class, and discussing why it should matter to the students, and the administrators

iii. Impressing on the teachers the need to be role models, by having teachers cite sources in their lectures.

iv. Teachers should also be made to talk to the students on how to manage their time, take lecture notes, and how to appropriately and effectively use the Internet.

v. Teachers should be made to provide students with written guidelines about collaborating with peers, citing sources, using notes of examination of previous classes and assessing information during examinations (Duke University, 2002).

In addition, academic advisers could further apply themselves to the goals of stemming academic dishonesty on rural schools by employing guidance and counselling trained personnel to help students change their attitudes towards academic dishonesty. Thus, if the cognitive component of attitudes towards academic dishonesty is restructured, the affective and behavioural components of the students are most likely to be positively affected (Alutu & Alutu, 2003).

Discipline should be an integral and essential part of secondary school education system, and a defined dress code is one of the ways to instill such. It will also instill a sense of responsibility when students dress in a proper manner, indicating an obvious difference when examined alongside their counterparts who are not in the school.

The following are also reviewed by the researcher that for better organization and management of indiscipline in secondary school in rural area for better productivity:

i. There should proper reorientation of staff by organizing conferences, seminars and workshops for various teachers in secondary schools in rural area.

ii. There should be formalistic impersonality in the appointments and promotions of staff. Merit should be the major criteria. Promotion of mediocrity should be avoided in the system.

iii. All workers who have disobeyed institution laws and are queried and warned three times should be relieved of their duties and replaced with prospective good workers.

iv. The non-academics should be rotated every three years in order to make administration more productive.

v. Rules and regulations guiding the school system should be strictly adhered to by all (Duke, 2012).

There is the great need to focus on strategies that can help manage or reduce indiscipline among students in secondary school in rural area. Efforts to manage cheating, lateness to school, absenteeism, stealing, fighting, among others among secondary school students in rural area should primarily begin at home and the primary school level. Thus, communities and school should establish environments that would promote academic integrity, and help students develop the values needed to deal effectively with the moral and ethical dilemmas facing present day secondary school students in most rural area, if not all the secondary school today, some of the prevalent method of managing indiscipline among students in rural area toward their academic dishonesty is through new student orientation exercises. This method have shown overtime that it is effective in achieving the much desired goals of informing students about the gravity of academic dishonesty, disciplinary behaviour, rules and regulation governing the school and so on. It would be of great value if academic advisers imbue on higher education managers an ethos of promoting academic integrity established by all

forms of written and verbal communication and by the extent which integrity is a priority for the leadership of the institution is important (Kibler, 2014).

2.8 Parents' Participation in the Management of Students' Indiscipline in Secondary Schools

School indiscipline is an important aspect for an orderly and ideal learning situation. Indiscipline has been defined by Webster (1993) as the training or experience that corrects, molds, strengthens or perfects especially the mental faculties or moral character. It may also refer to the control gained by enforcing obedience or order for example in school. In a school setting, the conduct of students is always a concern of teachers, parents and school administrators.

Indiscipline as the action by management to enforce organizational standards and respect of ones superiors within the chain of authority and the readiness to obey instructions and regulations laid down by the administration. In a school or organisation the significance of maintaining indiscipline focuses on the achievement of set goals. Discipline in school is an important instrument in the process of socialization and formation of character. It involves the control of student impulses to acquire the social skills that will help them participate actively in their work roles. Therefore discipline could be an important factor contributing to what one achieves at the end of the academic programme (Okumbe, 1998).

Indiscipline pronounced in schools could include disrespect for teachers and fellow students, drunkardness, smoking, fighting, theft, involvement in violent strikes and the like observed by Nsubuga (2002). Involvement in such activities would automatically deprive a student of time to concentrate on academics, would upset his/her mind, destroy his/her relationship with teachers and definitely affect the student's performance. Since Burden (1995) notes that teachers and parents work together as a group to provide

mutually agreed upon obligations and expectations regarding discipline, the results of academic performance as related to discipline should not only be attributed to teachers but to parents as well in Okene and Lokoja educational zones, Kogi State.

In his assertion' Babirye (2006) quotes Watenburger (1994) who relates discipline to the teaching of students the rules people live by and socialization in a life long process . It is clear that student's behavior is formed from childhood, which is a role of parents. Besides this, when students behavior at school is questionable, the school administration normally involves parents to either punish, advise or form the students' character with regard to school norms and rules. Parents' cooperation may help to direct students to bring order which is a characteristic for effective teaching and learning leading to improvement in academic performance.

In their study about school governance, Ekatan and Kasakya (1996) categorize school needs into three; one category being; those that require the community and school working together for example discipline. Although the above researchers have not established the relationship between students discipline and academic performance, experience in Katsina State shows that most schools whose discipline has deteriorated, for instance those with constant violent strikes, have had a gradual academic decline. Since discipline is a managerial area where parents' participation is indispensable, it was important to establish whether parents' participation in ensuring students' discipline contributed to academic standards.

In another study carried out by Cotton and Wikelund (2006), parents' involvement in students' schooling created effectiveness in fostering students' achievement. Aspects considered were; helping students in home work, helping students in making post secondary plans, behavioral improvement, home school communication and parent

school agreement on reward. However the study shows no clear evidence of a causal relationship between parents' involvement in school management and students' academic performance although it holds that some writers believe that such a relationship exists. Hence, the study will focused on establishing the extent to which parents' roles in school management influenced students' academic performance.

Social control is also a mechanism that may be related to school achievement. Grolnick and Slowiaczek, (1994) as quoted by Nancy et al (2004) indicate that when families do not agree with each other or with schools about appropriate behavior, the authority and effectiveness of teachers may be undermined. Yet social control helps children to receive messages about the importance of schooling and consequently increase children's competence and motivation to learn. There was need to establish the degree to which parents' influence on students' social conduct and discipline contributed to students' academic performance, as observed by Musaazi (2006) and Babirye (2006).

2.9 Management of Late Coming in Secondary Schools

Lateness to school leads to distraction to the individual and the whole system. The individual that came late to school is both a problem to him/herself, fellow students, teachers, and others in the school system. This is because he/she walks in when teaching is going on and both teachers and students turn to look at him/her. Hence, the system and flow is distracted and distorted. In addition, according to "Clackmannanshire Council Online", "lateness is disruptive to the individual and to the work of the class and may be an early warning of other difficulties" (Oghuvbu, 2008),.

Lateness leads to absenteeism and general failure in life. Students could sometimes feel the extent of their lateness and very often they just decide to be absent. This has a very great effect on the individual's academic and other achievements. According to Ali

(2013), this could lead to the loss of confidence and engagement in premature sexual activity for students, leading to pregnancy, resulting in a phenomenon called storm and stress among adolescents. Lateness upset teachers. Most often, teachers feel very annoyed when a student enters the class after lectures has begun for twenty minutes, especially when there is food practical class. The tardy will have to catch up with others and the teacher has to explain again what need to be done. The partner with whom the tardy works also gets annoyed as the latter has to wait for ingredients to be able to work (what ingredients to bring for a particular dish are shared between them as they work in pairs).

Students can be managed in lateness to school in the following ways;

Sleeping late: Some students are fond of watching late night movies and hence sleep late. Going late to bed could result in waking up late, as could be deduced from the literal meaning of the saying "early to bed early to rise". (Ubogu,2004) asserted that, parent should endeavor not to allow their children involved in watching late films and home videos because this may be so captivated and hypnotized by it that he/she forgets that he/she has to be in school the next day and likely may not be punctual in class.

Distance/location of school: Students who stay far away from school are most often come to school late. The further the location of the school from the student the more the distractions such as traffic jam, road accidents, interruptions from friends and so forth. However, students who are closer to the school do not experience such distractions and therefore able to come to school on time. According to Oghuvbu (2008), "distance to school, is one of the common causes for the lateness of the secondary students. (Emore, 2005) study also revealed that distance to school is a factor to lateness to school

therefore, such students are to be provided transport facilities to arrive school at appropriate period.

Engagement in domestic chores: Most often female students are engaged in domestic activities by their parents. Though, these activities are necessary but untimely ones cause lateness to school. In some cases, in the rural areas, most parents force their wards to help carry their goods to the market and other kind of chores like fetching water, fire wood, cleaning of cooking utensils, sweeping before going to school. Activities like these should be effectively managed by the parents as it causes lateness to school, either voluntarily or involuntarily. Dafiaghor and Kose (2011). According to Oghuvbu (2008), female students are more likely to be late than male students because of "their involvement in domestic activities by their parents.

Parental factors: In some cases, the habit of lateness is being copied from the parents. For instance, the child that sees the father always going late to work could also either voluntarily or involuntarily learn the habit, thus go to school late also therefore, the parents have a big role to play in managing students late to school. This is supported by Peretomode (2013) and Egbule (2014) when they elaborated the concept of Nature-Nurture as it affects an individual's habits.

Excessive body care: In some cases, body should be properly managed, as individuals value their body and they are obsessed by their appearance to the detriment of timely engagements in school. Oghuvwu (2012) agreed to this when he opined that "lateness is common among females more than males". This could be as a result of the fact that females require more time for their body.

Cultural background: We live in a society where the culture does not frown at lateness. Thus, to most individuals, especially sub northern part of Nigeria, punctuality is not

really a serious matter, compared with how punctuality is being perceived in Western cultures and developed countries (Breezes et al., 2010).

2.10 Ways of Managing Examinations Malpractice in Secondary Schools

There are certain truths that every student needs to be reminded of from time to time, and the consequences of examination malpractices is one of them. Every effort must be made to stop it as quickly as possible before it becomes a serious epidemic in the society. The following steps will help in managing examination bodies and schools to reduce malpractice in Katsina metropolis:

1. All staff of examination bodies should be well paid so that they will not beenticed with money.
2. Examination papers should not be within the reach of the security agents.
3. Posting of Supervisors should be changed on daily or weekly basis. Invigilators to conduct examinations in a ratio of about (1:20) one to twenty students.
4. Sitting arrangement of students should be changed on daily or weekly basis. Students could be arranged according to their registration\examination numbers or names.
5. Efforts should be made to inspect all examination canters at least once daily.
6. Parents and communities should train-up their children to imbibe the traditional values of honesty, hard-work, fairness, uprightness at home and be complemented by schools.
7. Government should provide condusive-leaming environment in schools by providing learning facilities and enhanced remuneration for teachers.
8. Enough resources must be made available for the conduct of examinations (Ursula, 2013).
9. Examination bodies, school administrators and government should encourage individuals and groups towards prevention of examination malpractices like the

EXPO WAR SIMULATION GAME and activities of EXAMS Society of Nigeria.

10. Examination bodies and Chief Executives of educational institutions should plant secret cameras in halls to monitor examinees.

11. External examination bodies should publish the rules and regulations guiding their examinations. Schools, teachers and students must be compelled to have a copy.

12. Schools and examination halls must be in order, well equipped and arranged before the commencement of the examination. There must be enough personnel for invigilation.

13. Principals, teachers, lecturers, need to be tutored on consequences of examination malpractices and anyone caught to be remotely involved in examination malpractices should be summarily dismissed.

14. Techniques for identifying specific causes of examination malpractices in various schools and how to eliminate them should be made known to school personnel.

15. Embossment of candidates photographs as practiced by WAEC could be on all external examinations, tertiary institution and National Youth Services Corps certificates as a way of curbing impersonation.

16. Candidates caught cheating should have their results cancelled or barred from future examinations (for external examinations). For internal examinations, students caught cheating should be rusticated or expelled, their names should be published in newspapers and the school authority should inform their parents.

17. Tertiary institutions should always examine the new students immediately they resume and the students who do not meet up with the required level of performance should not be registered. For all examinations, students should not sit too close to each other and they should be checked very well before they start their papers.

2.11 Management of Truancy

Management of truancy and legal intervention should represent the final step in a school or district's effort to improve student attendance. This step often requires a combination of efforts from schools, school districts, as well as the juvenile justice system and juvenile courts. As a summary from the National Center for Student Engagement reports, effective management of truancy involve collaboration between schools, government agencies, communities, and families; family involvement; a comprehensive approach that focuses on prevention and intervention; use of incentives and sanctions; a supportive context; as well as ongoing evaluation of the program's effectiveness and consistent reference to current best practices.

The National Center for State Courts (NCSC, 2002) asserts that management of truant students require supports from programs that address scholastic difficulties, psychological programs, and mediate dysfunctional family factors. A meta-analysis completed by the Washington Institute for Public Policy indicated that alternative education programs, mentoring programs, and behavioural programs all were positively associated with improvements in attendance among truant students (Kilma, Miller, & Nunlist, 2010).

As reported by Dembo and Gulledge (2009), Truant students were picked up by policy officers and taken to a central Truancy Unit. Once at the unit, students were processed by police officers and assessed by social services personnel. While at the truancy unit, students received a basic assessment and interview, brief informal counselling with a school social worker, and are under enforced silence. The students cannot spend more than 6 hours at the centre and must be picked up by a parent or guardian (p.7). While the model resulted in modest short-term reductions in student absenteeism. Long-term the program actually proved detrimental as it resulted in higher levels of student absenteeism and disengagement. (Bazemore, et al., 2014). Thus, while

research indicates that programs designed to 'collect' truant students may improve attendance by bringing the students back to school they do little to impact the underlying personal, emotional, health-related, social, or academic factors that contribute to chronic absenteeism and truancy in the first place. Behavioral Managing and Reinforcement Program (formerly Preventive management): The management consists of four components:

i. collecting up-to-date information about students' actions from interviews with teachers and records of daily attendance, tardiness, and disciplinary action;

ii. providing systematic feedback to students and/or parents about the students' actions;

iii. attaching value to students' actions (e.g., students could earn points toward a special field trip by coming to school, being on time to class, receiving no disciplinary action); and

iv. helping students determine strategies for modifying their behavior and thus earning more points. The program lasts for two years, with booster sessions available during the following year.

2.12 Management of Drug Abuse in Secondary Schools

Management of drug abuse, also known as drug abuse prevention, is a process that attempts to manage the onset of drug use or limit the development of problems associated with using psychoactive substances. Management of this may focus on the individual or their school surroundings. A concept known as "environmental prevention" focuses on changing community conditions or policies so that the availability of substances is reduced as well as the demand (Nsubuga, 2002).

Drug abuse prevention efforts typically focus on minors – children and teens. Substances typically targeted by preventive efforts include alcohol (including binge drinking, drunkenness and driving under the influence), tobacco (including cigarettes and various forms of smokeless tobacco), marijuana, inhalants (volatile solvents including among other things glue, gasoline, aerosols, ether, fumes from correction fluid and marking pens), cocaine, methamphetamine, steroids, club drugs (such as MDMA), and opioids (Babalola, 2012).

The technology for drug screening and identification has greatly expanded in recent years. Inexpensive, reliable, and rapid tests are currently available. However, drug testing can provide reliable and useful information in the diagnosis and management of substance abuse in adolescents and is the only objective test to evaluate chemical abuse and dependency. However, false-positive and false-negative results do occur and positive results on screening tests should be confirmed with more specific tests. There are also many ethical dilemmas regarding drug testing and confidentiality issues (Nsubuga, 2012).

2.13 Role of Principal and Teachers in the Management of Discipline problems

The principals play important leadership roles in establishing school discipline, both by effective administration and by personal example. Principals of well-disciplined students are usually highly visible models. They engage in what Duke describes as "management by walking around," greeting students and teachers and informally monitoring possible problem areas. Effective principals are liked and respected, rather than feared, and communicate caring for students as well as willingness to impose punishment if necessary (Akomolafe, 2012).

The primary responsibility of the principal and teachers is to facilitate effective teaching and learning with the overall mission of enhancing students' performance and

achievement. Instructional leadership provided is significant to bringing about a discipline environment in the school. The principal's and teachers' effective leadership is considered to be an important element in school functioning (Basey & Ekpoh, 2011).

It is the key to success in creating a vibrant and an innovative environment, and in achieving teaching and learning excellence. The principal as head is accountable for the success or failure of the school. For the school to achieve its goal, the teachers must be disciplined and committed to their duties. At all times, the principal should provide disciplinary control over the behaviour of teachers for higher level of performance.

2.14 Empirical Studies

Many research studies have been conducted on assessment of indiscipline and management of indiscipline in public secondary schools in Okene and Lokoja educational zones, Kogi State, and such studies have been reviewed in the subsequent pages of this study.

Ndagire (2002) conducted a research titled "Management of Students' Discipline in Private Secondary Schools in Entebbe Municipality Wakiso district". The study sought to examine the management of students discipline in private secondary schools in Entebbe Municipality, Uganda. The Study objectives were: to find out the forms of indiscipline among students in private secondary schools, disciplinary management systems and to establish how the above management systems are applied to deal with student discipline in selected private secondary schools in Entebbe Municipality.

The study adopted a cross sectional survey design where both qualitative and quantitative approaches were used. The respondents totalled to 200 and were selected using simple random and purposive sampling techniques. The specific respondents included; Head-teachers, Students, Parents, Class and Discipline Teachers.

The study findings reveal that the forms of indiscipline include; disorder in classrooms, disrespect for teachers, verbal abuse of teachers and fighting among students, among others. On the other hand, the student disciplinary management systems in selected private secondary schools in Entebbe Municipality included; use of school rules and regulations, admission practices, criteria for leaving school, punitive measures such as use of punishments.

The findings also reveal that the student disciplinary management systems affect the management of students discipline especially when Teachers and school managers are involved in the management of students Discipline.

The study recommends that there is need to identify the forms of indiscipline and try to curb them. The study also recommends that there is need to identify better management systems for proper management of students Discipline. It also recommends appropriate application of the management systems so as to curb indiscipline, such as use of guidance and counseling.

Oyaziwe, (2013) carry out a research titled "managing bullying in Nigeria secondary schools in Benin City, Edo State". To achieve the purpose of the study five objectives of the study were formulated as well related to the research questions and the hypotheses that includes; These include; determine the provision of helping services for schools; examine the sensitization and capacity building of stakeholders in bullying detection, examine implementation of bully buster programme. Descriptive research design was used to gather the reliable data.

The population of the study comprises principals, teacher and PTA. The total sample use for the study is 380. The instrument use for study is structure questionnaire in line

with the title of the research. Analysis of variance (ANOVA) was use to analyzed the data.

The findings reveal that, though bullying problem remains pervasive and prevalent in several cultures and throughout the world, strategic interventions as outlined in this enterprise can help to ensure a safer and friendlier school climate in Nigeria. While the following recommendation were made such as;

Deliberate efforts at establishing/ strengthening counselling services in schools should be initiated with a view to protecting children from violence. Therefore, pre-service and in- service capacity of guidance counsellors and school psychologists must be prioritize. In addition, issues on violence, especially physical violence (bullying) against children should be incorporated into guidance and counselling curriculum.

School counsellors should as a matter of priority endeavour to ensure the promotion of life skills to prevent violence against students in schools. Where appropriate co-curricular activities in school clubs focusing on violence prevention should be encouraged.

Noble, (2012), conducted a research titled "Assessment of absenteeism and lateness among hospitality and tourism students in Sunyany polytechnics, Kenya. The ultimate aim of every educational institution is to improve the quality of teaching and learning in order to achieve its set objectives. The quality of teaching and the worth of every school is to a large extent assessed on the basis of its academic achievement and how the students performed in the field level. However, it has been observed that, Hospitality and Tourism department in Sunyani Polytechnic face the problem of absenteeism and lateness among students. Nowadays, attitudes of students are constantly changing towards attending lectures. The study is aimed at investigating the causes of the

absenteeism and lateness among the students in Hospitality and Tourism department and to seek for solutions to minimize these problems. The study is based on descriptive survey design and primary data was mainly used to gather data from the students. The target population includes all students at the department of Hospitality and Tourism of Sunyani Polytechnic with an average age of 18 years. The total sample used for the study is 350 involving lecturers and students. Questionnaire was used to gather data from the respondents. Data obtained from the study were analyzed by using SPSS and the results were presented in the form of tables.

From the findings, the results of the study showed that illness, financial constraint and distance to school were the major causes of lateness and absenteeism among students. It is recommended that, Management of Sunyani polytechnic as well as other stake holders such as the Student Representative Council (S.R.C.) should provide shuttle buses with moderate fare to convey students to and from school at various vintage points.

Olaitan, (2011), conducted a research titled "Management of Disciplinary Problems in Secondary Schools with Reference to Jalingo Metropolis" Nigeria. The purpose of the study 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.

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

i. All members of the staff, including the principals and vice principals should exhibit the spirit of team working order to energize morale and enhance staff motivation.

ii. 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.

iii. Parents should make education a priority for their children, this will make the children achieve better and behave in an acceptable manner.

The past study is of relevance to the current study as it talks about management of discipline in secondary schools and technical competencies needed by the stakeholders of secondary schools, this quality competent will enable the stakeholders and school administrators to know the various discipline that should be used in gilding and improving the student's academic and have respect to others people in Katsina metropolis, Nigeria as the case may be.

2.15 Summary

Indiscipline 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.

"Management" is the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals effectively and efficiently.

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' misbehaviour is a prevailing problem affecting schools not only in Katsina metropolis but also across many towns in Katsina 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.

Others major concepts of the study reviewed includes; management of truancy, management of absenteeism, management of bullying, management of examination malpractice, management of late coming in school and management of drug abuse. Empirical studies were also reviewed related to the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological procedure employed in carrying out this research work. The chapter is presented under the following Sub-headings:

- Research Design;
- Population;
- Sample and Sampling Techniques;
- Instrumentation;
- Validity of the Instrument;
- Pilot of the Study;
- Administration of the Instrument;
- Reliability ;
- Procedure of Data Collection; and
- Procedure of Data Analysis

3.2 Research Design

The study assessed indiscipline and management of indiscipline in secondary schools in Okene and Lokoja educational zones, Kogi State Nigeria. Therefore the appropriate design used for this study was descriptive survey. Survey research design according to Agber (2003) and Yabo (2007) is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among people or items considered to be representative of the entire group. This research design was found to be

appropriate because the study was on a small group considered to be representative of the entire population. The approach used was what Nworgu (1991) described as a sample survey in which a sample data in survey research are usually collected through questionnaire to collect the data the researcher decided to use the survey research method because only a part of the population was studied and findings from this can be generalized to the entire population.

3.3 Population

The population in this study comprises all principals, teachers and students of public and private secondary schools in Okene and Lokoja education zones in Kogi State, Nigeria. There are sixty eight (68) secondary schools in the two educational zones. Forty (40) are public schools and twenty eight (28) are registered private secondary schools. The study population was therefore made up of principals, teachers and Ministry of Education Officials (MOE). There are sixty eight (68) principals, five hundred and forty four (544) teachers, and one hundred and nineteen (119) MOE. Making a total of seven hundred and thirty one (731).

3.4 Sample and Sampling Techniques

Since the population under study was relatively high, which include all public and private secondary schools in Okene and Lokoja education zones in Kogi State, a portion of this population called sample, was investigated. Simple random sampling technique was adopted for the purpose of the study. But to ensure adequate representation of the respondents, the cluster sampling technique was derived from the strata. A purposive method was also adopted to determine the sample size in the case of principals, teachers and MOE. Aderonmu (1985) suggest that 30% percentage of a population of this magnitude can be used as the sample size to this end the total of (220)

respondents was used as sample for the study; i.e. 20 principals, 163 teachers and 37 MOE as shown in table 1.

Table 1: Sample of the Study

S/N	Zones	Populations and Samples					
		Principals		Teachers		MOE	
		Population	Sample	population	Sample	population	Sample
1	Okene	38	11	304	91	65	20
2	Lokoja	30	9	240	72	54	17
Total		**68**	**20**	**544**	**163**	**119**	**37**

3.5 Instrument for Data Collection

The instrument used in this study was adopted questionnaire titled "Stakeholders Perceptions on the Management of Students Indiscipline in Secondary Schools Questionnaire" (SPMSISSQ) design by, B.A. Maina (2016). The five (5) Likert scale opinions were used which included Agree, Strongly Agree, Undecided, Disagree, and Strongly Disagree. The questionnaire was in two section namely; section A, this contains demographic data such as name of school, age of respondent, class of the respondent and marital status. Section B, contains questions that was assist in assessing the stakeholders perception on the management of students indiscipline in secondary schools in Okene and Lokoja education zones in Kogi State, Nigeria.5

3.5.1 Validity of Instrument

The content validity was determined by giving to experts in Educational Administration and Planning and curriculum and English language to make meaningful

commentary and observations. The items were restructured in line with the objectives and hypotheses. Kerlinger (1986) and Gay (1976) both hold the view that, the validation of the content of the research instruments by experts is an important and acceptable technique.

3.5.2 Pilot Study

In order to establish the reliability of the instrument, pilot study was carried out in four different schools, GGSS Samaru, GDSS Bomo, GSS Shika and Model Learning centre Samaru, in Giwa educational zone, the reasons for choosing this school is the fact that the schools are out of the study area and will not in any way used for the main study.

The main purpose of the pilot study is to test the adequacy and suitability of the instrument in measuring what it is suppose to measure and to ascertain any difficulty that the researcher may encountered when carrying out the main study. For the purpose of this forty copies of questionnaires were distributed to principals, teachers and students representative of the above mentioned schools.

According to Commelly (2008) as quoted by Tapping (2014) “extend literature suggest that a pilot study, sample should be 10% percent of the main sample projected for the larger present study, he also maintained that 10% should be a minimum.

3.5.3 Reliability

The result of the pilot study was calculated using Cronbach Alfa Techniques and the reliability index of 0.63 was realized for use in the conduct of the main study because in Cronbach Alfa reliability analysis, the closer the Cronbach Alfa to 0.1 the higher the interval consistency reliability. This is in line with Mukherjee (2000) who started that the

requirement interval consistency was an average value of the correlation co-efficient which must be higher than 0.05.

3.5.4 Administration of the Instrument

The researcher decided to use on the spot questionnaire administration technique. This will be easier and if the response from the respondent is relatively high. Nworgu, (1991) confirmed that the percentage returns of such questionnaire can sometimes be as high as one hundred percent. The researcher was administer the questionnaires with the help of the research assistants. The questionnaire was designed in such a way that the group respondents will indicate their response with a simple (√) tick.

3.6 Procedure for Data Collection

The researcher used official visits to the Ministry of Education and the sampled schools in the respective Zones. The questionnaire was structured for data collection from principals, teachers and school prefects within the Education Zones. The questionnaire consist thirty two (32) items; the items was drawn based on the hypotheses. A researcher obtained letter of introduction from Head of Department. The letter of introduction assist the researcher to get the permission to obtain the required information and assistance needed. A copy of the structure questionnaires was administered by the researcher and two (2) trained research assistants.

3.7 Method of Data Analysis

Information collected through the questionnaire were analyzed using the Statistical Package for Social Sciences (SPSS) using frequency counts and percentages of the

scores. However, the four (4) hypotheses were analyzed to identify the mean differences using One way Analysis of Variance (ANOVA).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

1.1 Introduction

The chapter presents the data collected, the analysis carried out and the discussion of the results. The analysis is presented in sections. The first section presents the frequency and percentage distribution of bio data respondents and nominal questions as responded by respondents. The second section presents the answers to the research questions using descriptive parameters of mean scores, standard deviation and standard errors. The third section presents the testing and interpretation of four null hypotheses using parametric statistical techniques of Analysis of Variance statistics. All hypotheses were tested at 0.05 alpha level of significance. The major findings are then revealed before the discussion of the major findings.

Table 2: Bio-data of respondents

S/N	Bio-data	Category	Frequency	Percentage	Total
1	Status	Principals	20	9.1	220 (100)
		Teachers	163	74.1	220 (100)
		MOE	37	16.1	220 (100)
2	Genders	Male	125	56.8	220 (100)
		Female	95	43.2	220 (100)
3	Qualification	PhD	19	8.64	220 (100)
		M.Ed	43	19.5	220 (100)
		B.Ed	121	55	220 (100)
		NCE	20	9.1	220 (100)
		HND	17	7.7	220 (100)
4	Years of Experience	0-5years	12	5.5	220 (100)
		6-10years	23	10.5	220 (100)

		11-15years	80	36.4	220 (100)
		16-20years	76	34.5	220 (100)
		21years and above	29	13.2	220 (100)
5	Location	Urban	122	55.5	220 (100)
		Rural	98	44.5	220 (100)

On the status of the respondents, 20 representing (9.1%) are principals, 163 representing (74.1%) are teachers, while 37 representing (16.1%) are ministry of education officials (MOE).

On the gender, the table showed that 125 respondents, representing (56.2%) are male and 95 representing (43.8%) are females.

The qualification of the respondents in table 2 shows that, 19 people representing (8.64%) of the respondents had P.hd. 43 people representing (19.5%) had M.Ed/Ma, 121 people representing (55%) had B.Ed/B.sc Ed, 20 people representing (9.1%) had HND while 17 people representing (7.7%) of the respondents had NCE.

The years of working experience respondents from the table below showed that, 12 people representing (5.5%) each have worked between 0-5years, 23 people representing (10.5%) have worked between 6-11 years, 80 people representing (36.4%) have worked for 11-15years, 76 people representing (34.5%) have worked for 16-20years while 29 people representing (13.2%) have 21years and above working experience .

The location of the respondents showed that, 122 representing (55.5%) are from Urban area while, 98 representing (44.5%) are from Rural area.

4.2 Answering of Research Questions

The researcher used 3.000 as the mean otherwise known as decision mean since the instrument was structured along a modified five point likert scale structure to take decision on whether to accept or reject the research question after comparing it with the cumulative mean. Therefore, a mean score of 3.0 and above indicate positive response to the research question and accepted while a mean score below 3.0 indicate negative answer to the research question and rejected. This is shown below:

SA - 5point

A - 4point

UD - 3point

SD - 2point

D - 1point

$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.000$ (Decision mean)

4.3: Opinions of Respondents on the Forms of Indiscipline among Secondary School Students in Urban Area in Okene and Lokoja Education Zones, Kogi State

This section presents the opinions of respondents on the forms of indiscipline among secondary schools students in urban area in Okene and Lokoja education zones, Kogi state.

Items 1-16 in the questionnaire relate to the section.

Items I, 2 and 3 were to find out from respondents if rudeness, hooliganism and Ganstanism are form of indiscipline among secondary schools Students in the School. Items 4, 5 and 6 carried to solicit the opinion of respondents on whether smoking, stealing and consumption of alcohol is forms of indiscipline among students in secondary schools in urban area, respectively.

Items 7, 8 and 9 solicited the opinions of respondents on whether membership of secret cult, sexual immorality and institutional destruction of properties are all forms of indiscipline among students in urban area. Items 10, 11 and 12 attempted to find out if the quarrelling/fighting, reading/watching pornographic and riot/violent demonstration are all forms of indiscipline among students in secondary schools in urban area.

Item 13 and 14 attempted to find out if the unwanted pregnancy and examination malpractice are forms of indiscipline among secondary school students in urban area. Items 15 and 16 solicited the opinion of respondents on whether the cheating and bullying are forms of indiscipline among students in secondary schools in urban area in Okene and Lokoja educational zones, Kogi State.

Respondents of all stakeholders were collected, analyzed and presented in the table 3.

Table 3: Opinions of Respondents on the Forms of Indiscipline among Secondary School Students in Urban Area in Okene and Lokoja Education Zones, Kogi State

S/N	Item Statement	Categories of Respondents	SA	A	U	SD	D	Mean	ST.D
1	Rudeness is a form of Indiscipline among Students in the School	Principals	12	8	-	-	-	4.600	.5026
		Teachers	85	67	9	-	2	4.429	.7111
		MOE	20	16	-	1	-	4.459	.76720
2	Hooliganism is a form of Indiscipline among Students in the School	Principals	7	10	-	-	3	4.050	.9986
		Teachers	36	77	20	-	30	3.730	1.0065
		MOE	11	18	6	-	2	4.0270	.83288
3	Gangstemism is a form of Indiscipline among Students in the School	Principals	5	12	2	-	1	4.050	.7591
		Teachers	30	95	27	2	9	3.883	.83783
		MOE	12	13	5	-	7	3.8108	1.1014
4	Smoking is a form of Indiscipline among Students in the School	Principals	8	10	1	1	-	4.250	.7864
		Teachers	58	83	15	7	-	4.1779	.6448
		MOE	15	18	3	1	-	4.2703	.73214
5	Stealing is a form of Indiscipline among Students in the School	Principals	10	9	-	-	1	4.350	.9333
		Teachers	75	72	4	9	3	4.233	.5798
		MOE	21	14	1	1	-	4.459	.8025
6	Consumption of Alcohol is a form of Indiscipline among Students in the School	Principals	10	4	2	3	1	3.3950	1.3168
		Teachers	88	35	11	28	1	4.110	.6314
		MOE	18	11	2	5	1	4.0811	1.16377
7	Membership of Secret Cults is a form of Indiscipline among Students in the School	Principals	12	-	1	-	1	4.550	.6048
		Teachers	68	65	26	2	2	4.1963	1.0286
		MOE	20	11	3	1	2	4.270	1.1637
8	Sexual Immorality is a form of Indiscipline among Students in the School	Principals	8	11	1	-	-	4.350	.58714
		teachers	72	78	12	-	1	4.355	.9128
		MOE	17	12	7	1	-	3.243	1.0178
9	Intentional Destruction of Properties is a form of Indiscipline among Students in the School.	Principals	6	13	1	-	-	4.250	.55012
		Teachers	38	113	11	1	-	4.147	.87146
		MOE	10	27	-	-	1	4.270	.45023
10	Quarreling/Fighting is a form of Indiscipline among Students in the School	Principals	8	12	-	-	-	4.400	.5026
		Teachers	52	98	12	-	1	4.227	.86488
		MOE	11	25	-	-	1	4.270	.50819
11	Reading/Watching Pornography is a form of Indiscipline among Students in the School	Principals	6	8	5	-	1	3.950	.8870
		Teachers	35	66	45	8	9	3.681	.87532
		MOE	11	13	7	6	-	3.783	1.0576
12	Riot/Violent Demonstration is a form of Indiscipline among Students in the School	Principals	9	10	-	1	-	4.350	.7451
		Teachers	49	81	17	15	1	3.993	.6849
		MOE	12	19	2	-	4	4.0541	.91122
13	Unwanted Pregnancy/Abortion is a form of Indiscipline among Students in the School	Principals	3	15	-	-	2	3.950	.7591
		Teachers	27	106	17	7	6	3.865	.86132
		MOE	9	22	2	2	2	3.918	1.0104
14	Examination Malpractice is a form of Indiscipline among Students in the School	Principals	8	11	-	-	1	4.300	.7327
		Teachers	69	80	6	6	2	4.2577	.99674
		MOE	14	16	6	1	-	4.135	.88701
15	Cheating is a form of Indiscipline among Students in the School	Principals	9	8	1	1	1	4.150	1.0894
		Teachers	77	65	10	10	1	4.2699	.77255
		MOE	15	14	1	6	1	3.973	1.1466
16	Bullying is a form of Indiscipline among Students in the School	Principals	6	13	-	-	1	4.2500	.55012
		Teachers	33	102	23	5	-	4.000	.98146
		MOE	7	24	4	1	1	3.945	.81466

Table 3, shows item 1-16 reveals the opinion of respondents on the forms of indiscipline among secondary school students in urban area in Okene and Lokoja education zones, Kogi State. Item 1 shows that rudeness is a form of indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 4.600, teachers are 4.429 and MOE is 4.459. From item 2, the responses of the respondents were all accepted that hooliganism is a form of indiscipline among students in the school with the mean score representing the principals 4.050, teachers 3.730 and MOE is 4.027. In respect to item 3, it was also accepted from the responses of the respondents that gangstarnism is a form of indiscipline among students in the school where the mean score representing the principals 4.050, teachers 3.88 and 3.810 for MOE. In item 4, Smoking is a form of indiscipline among students in the school accepts from the respondents with the mean score of 4.250 for principals, 4.177 for teachers and 4.270 for MOE. From item 5, the respondents were all accept that stealing is a form of indiscipline among students in the school with decision mean of 4.350 representing principals, 4.23 for teachers and 4.459 for MOE.

Item 6, was accepted from the opinion of respondents that consumption of alcohol is forms of indiscipline among students in secondary schools in urban area, with decision mean of 3.950 representing principals, 4.11 for teachers and 4.08 for MOE respectively.

From item 7, the respondents were all accept that member of secret cult is a form of indiscipline among students in the school with decision mean of 4.550 representing principals, 4.196 for teachers and 4.270 for MOE. Item 8 shows that sexual immorality is a form of indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 4.35, teachers is 4.35 and MOE is 4.24. From item 9, the responses of the respondents were all accepted that

intentional destruction of properties is a form of indiscipline among students in the school with the mean score representing the principals 4.25, teachers 4.14 and MOE is 4.27. In respect to item 10, it was also accepted from the responses of the respondents that quarreling/fighting is a form of indiscipline among students in the school where the mean score representing the principals 4.22, teachers 4.00 and 4.27 for MOE.

From item 11, the respondents were all accept that member of reading/watching of pornography is a form of indiscipline among students in the school with decision mean of 3.95 representing principals, 3.68 for teachers and 3.78 for MOE. Item 12 shows that riot/violent demonstration is a form of indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 4.35, teachers is 3.99 and MOE is 4.05. From item 13, the responses of the respondents were all accepted that unwanted pregnancy/abortion is a form of indiscipline among students in the school with the mean score representing the principals 3.95, teachers 3.86 and MOE is 3.91. In respect to item 14, it was also accepted from the responses of the respondents that Examination Malpractice is a form of indiscipline among students in the school where the mean score representing the principals 4.30, teachers 4.25 and 4.13 for MOE.

From item 15, the respondents were all accept that member of cheating is a form of indiscipline among students in the school with decision mean of 4.15 representing principals, 4.26 for teachers and 3.97 for MOE. Item 16 shows that Bullying is a form of indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 4.25, teachers is 4.00 and MOE is 3.94.

4.4: Opinions of Respondents on the Techniques on Management of Indiscipline among Secondary School Students in Urban Area in Oken and Lokoja Education Zones, Kogi State

This section presents the opinions of respondents on the forms of indiscipline among secondary schools students in urban area in Okene and Lokoja education zones, Kogi State. Items 1-13 in the questionnaire relate to the section.

Items I, 2 and 3 were to find out from the respondents if corporal punishment, suspension from class and discussion with parents are techniques that can be used for managing indiscipline among secondary schools Students in the School. Items 4, 5 and 6 carried to solicit the opinion of respondents on whether explosion from school, deprivation from position of authority and signing an undertaking are the techniques that can be used in managing indiscipline among students in secondary schools in urban area, respectively.

Items 7, 8 and 9 solicited the opinion of respondents on whether removals from position of authority, report to law enforcement agent and dialog with students are techniques that can be used in managing indiscipline among students in urban area. Items 10 and 11 attempted to find out if changing students from boarding to day system and punishing students during the classes are techniques used in managing indiscipline among students in secondary schools in urban area.

Item 12 and 13 attempted to find out if provision and maintenance of games and recreational facilities and examination Provision and maintenance of health and welfare facilities are technique used in managing indiscipline among secondary school students in urban area in Okene and Lokoja education zones, Kogi State.

Respondents of all stakeholders were collected, analyzed and presented in the table 4.

Table 4: Opinions of Respondents on the Techniques on Management of Indiscipline among Secondary School Students in Urban Area in Okene and Lokoja Education Zones, Kogi State

S/N	Item Statement	Categories of Respondents	SA	A	U	SD	D	Mean	ST.D
1	Corporal punishment is a Technique used in managing Indiscipline among Students in the School	Principals	6	13	1	-	-	3.500	1.1920
		Teachers	18	109	19	12	5	3.754	.86132
		MOE	11	19	3	1	3	3.918	1.11501
2	Suspension from class is a Technique used in managing Indiscipline among Students in the School	Principals	1	15	-	1	3	3.95	1.0500
		Teachers	57	63	31	7	5	3.981	.9967
		MOE	4	1	1	-	-	3.837	1.2363
3	Discussion with the parents is a Technique used in managing Indiscipline among Students in the School	Principals	7	8	2	-	3	4.05	.99868
		Teachers	71	65	24	-	3	4.251	.77255
		MOE	13	14	4	3	3	4.351	.91943
4	Explosion from school is a Technique used in managing Indiscipline among Students in the School	Principals	2	13	5	-	-	3.85	.58714
		Teachers	28	95	28	12	-	3.779	.98146
		MOE	21	10	5	-	1	3.918	1.0104
5	Deprivation from position of authority is a Technique used in managing Indiscipline among Students in the School	Principals	4	13	2	-	1	4.42	.72548
		Teachers	40	106	13	4	-	4.092	.73543
		MOE	11	16	8	-	2	4.135	1.1585
6	Signing an undertaking to be of good behavior is a Technique used in managing Indiscipline among Students in the School	Principals	6	12	2	-	-	4.720	.61559
		Teachers	52	93	18	-	-	4.2086	.62315
		MOE	18	12	4	-	1	4.108	.7372
7	Removal from position of authority is a Technique used in managing Indiscipline among Students in the School	Principals	4	13	-	2	1	3.80	1.1516
		Teachers	41	96	5	14	7	3.920	1.0060
		MOE	12	17	8	-	-	4.135	1.0842
8	Report to the law enforcement agents for necessary actions is a Technique used in managing Indiscipline among Students in the School	Principals	3	10	3	2	2	3.50	1.1920
		teachers	48	80	11	12	12	3.858	1.1433
		MOE	15	18	1	3	-	4.243	.83017
9	Dialogue with the students is a Technique used in managing Indiscipline among Students in the School	Principals	7	10	2	1	-	4.10	.9679
		Teachers	50	68	25	5	15	3.816	1.1771
		MOE	15	18	3	1	-	3.945	1.4131
10	Changing students from Boarding to Day System is a Technique used in managing Indiscipline among Students in the School	Principals	1	14	1	-	4	3.400	1.273
		Teachers	19	114	10	4	16	3.711	1.0406
		MOE	19	8	4	5	1	3.918	1.0898
11	Punishing students during classes is a Technique used in managing Indiscipline among Students in the School	Principals	1	11	1	-	7	2.95	1.5035
		Teachers	15	103	20	2	23	3.521	1.1457
		MOE	11	19	2	3	2	3.351	1.3378
12	Provision and Maintenance of Games and Recreational Facilities are Technique used in managing Indiscipline among Students in the School	Principals	2	15	2	-	1	3.85	.8127
		Teachers	25	116	17	4	1	3.981	.64284
		MOE	5	19	4	7	2	3.756	.8301
13	Provision and Maintenance of Health and Welfare Facilities are Technique used in managing Indiscipline among Students in the School	Principals	13	7	-	-	-	4.00	.64520
		Teachers	84	53	10	6	2	3.87	.64117
		MOE	4	24	6	1	2	3.94	.6073

Table 4, shows item 1-13 reveals the opinions of respondents on the techniques on managing indiscipline among secondary school students in urban area in Okene and

Lokoja education zones, Kogi State. Item 1 shows that corporal punishment is a technique that can be used for managing indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 3.500, teachers are 3.75 and MOE is 3.91. From item 2, the responses of the respondents were all accepted that suspension from class is a technique used in managing indiscipline among students in the school with the mean score representing the principals 4.67, teachers 3.98 and MOE is 4.00. In respect to item 3, it was also accepted from the responses of the respondents that discussion with the parents is a technique used in managing indiscipline among students in the school where the mean score representing the principals 3.95, teachers 3.981 and 3.83 for MOE. In item 4, explosion from school is a technique used in managing indiscipline among students in the school accepts from the respondents with the mean score of 4.05 for principals, 4.25 for teachers and 4.35 for MOE. From item 5, the respondents were all accept that deprivation from position of authority is a technique used in managing indiscipline among students in the school with decision mean of 3.85 representing principals, 3.77 for teachers and 3.91 for MOE.

Item 6, was accepted from the opinion of respondents that signing an undertaking to be of good behavior is a technique used in managing indiscipline among students in the school in urban area, with decision mean of 4.20 representing principals, 4.20 for teachers and 4.10 for MOE respectively.

From item 7, the respondents were all accept that removal from position of authority is a technique used in managing indiscipline among students in the school with decision mean of 3.80 representing principals, 3.92 for teachers and 4.13 for MOE. Item 8 shows report to the law enforcement agents for necessary actions is a technique used in managing indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 3.50, teachers is 3.85 and

MOE is 4.24. From item 9, the responses of the respondents were all accepted that dialogue with the students is a technique used in managing indiscipline among students in the school with the mean score representing the principals 4.10, teachers 3.81 and MOE is 3.94. In respect to item 10, it was also accepted from the responses of the respondents that changing students from Boarding to Day system is a technique used in managing indiscipline among students in the school where the mean score representing the principals 3.40, teachers 3.71 and 3.91 for MOE.

From item 11, the respondents were all accept that punishing students during classes is a technique used in managing indiscipline among students in the school with decision mean of 2.95 representing principals, 3.52 for teachers and 3.35 for MOE. Item 12 shows that provision and maintenance of games and recreational facilities are technique used in managing indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 3.85, teachers is 3.98 and MOE is 3.75. Item 13 shows that provision and maintenance of health and welfare facilities are technique used in managing indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 4.00, teachers is 3.87 and MOE is 3.94.

4.3: Opinions of Respondents on the Forms of Indiscipline among Secondary School Students in Rural Area in Oken and Lokoja Education Zones, Kogi State

This section presents the opinions of respondents on the forms of indiscipline among secondary schools students in rural area in Oken and Lokoja education zones, Kogi state. Items 1-16 in the questionnaire relate to the section.

Items I, 2 and 3 were to find out from respondents if rudeness, hooliganism and Ganstanism are form of indiscipline among secondary schools Students in the School. Items 4, 5 and 6 carried to solicit the opinion of respondents on whether smoking, stealing and consumption of alcohol is forms of indiscipline among students in secondary schools in urban area, respectively.

Items 7, 8 and 9 solicited the opinion of respondents on whether membership of secret cult, sexual immorality and institutional destruction of properties are all forms of indiscipline among students in urban area. Items 10, 11 and 12 attempted to find out if the quarreling/fighting, reading/watching pornographic and riot/violent demonstration are all forms of indiscipline among students in secondary schools in urban area.

Item 13 and 14 attempted to find out if the unwanted pregnancy and examination malpractice are forms of indiscipline among secondary school students in urban area. Items 15 and 16 solicited the opinion of respondents on whether the cheating and bullying are forms of indiscipline among students in secondary schools in urban area in Okene and Lokoja education zones, Kogi State.

Respondents of all stakeholders were collected, analyzed and presented in the table 5.

Table 5: Opinions of Respondents on the Forms of Indiscipline among Secondary School Students in Rural Area in Okene and Lokoja Education Zones, Kogi State

S/N	Item Statement	Categories of Respondents	SA	A	U	SD	D	Mean	ST.D
1	Rudeness is a form of Indiscipline among Students in the School	Principals	14	5	-	-	**1**	4.65	.5026
		Teachers	48	91	5	4	1	4.45	.4452
		MOE	8	16	1	5	1	3.64	1.225
2	Hooliganism is a form of Indiscipline among Students in the School	Principals	13	4	-	2	1	3.55	.9986
		Teachers	42	87	8	-	22	3.05	1.452
		MOE	20	12	5	-	-	3.46	.8892
3	Gangstemism is a form of Indiscipline among Students in the School	Principals	17	3	-	-	-	4.33	.7591
		Teachers	36	95	23	-	5	4.08	1.902
		MOE	12	20	1	1	5	3.44	1.009
4	Smoking is a form of Indiscipline among Students in the School	Principals	16	3	1	-	-	3.50	.7864
		Teachers	60	80	18	1	2	4.25	1.221
		MOE	10	9	-	1	-	3.88	.4452
5	Stealing is a form of Indiscipline among Students in the School	Principals	6	11	-	3	-	4.13	.9333
		Teachers	85	66	-	6	2	4.43	.2242
		MOE	24	10	2	1	-	4.06	1.110
6	Consumption of Alcohol is a form of Indiscipline among Students in the School	Principals	13	5	-	-	2	4.20	1.315
		Teachers	90	49	2	2	16	4.49	1.662
		MOE	21	6	1	6	3	3.56	1.284
7	Membership of Secret Cults is a form of Indiscipline among Students in the School	Principals	9	10	-	-	1	4.35	.7753
		Teachers	69	71	14	1	4	4.10	.9022
		MOE	22	7	3	3	2	4.20	1.0160
8	Sexual Immorality is a form of Indiscipline among Students in the School	Principals	16	1	-	-	3	3.51	1.224
		Teachers	73	75	7	3	1	3.35	1.3552
		MOE	20	6	4	2	5	4.24	.4261
9	Intentional Destruction of Properties is a form of Indiscipline among Students in the School.	Principals	3	4	-	-	-	4.50	.5621
		Teachers	40	109	6	-	4	4.25	1.0342
		MOE	-	8	2	-	-	4.19	1.226
10	Quarreling/Fighting is a form of Indiscipline among Students in the School	Principals	6	1	2	-	-	4.58	.8873
		Teachers	46	102	8	2	1	4.26	.2263
		MOE	-	8	-	-	1	4.00	1.0990
11	Reading/Watching Pornography is a form of Indiscipline among Students in the School	Principals	3	4	-	-	-	4.33	1.1162
		Teachers	44	83	21	7	4	3.86	1.2233
		MOE	23	10		4	-	3.25	1.2004
12	Riot/Violent Demonstration is a form of Indiscipline among Students in the School	Principals	14	3	1	-	2	4.23	1.783
		Teachers	64	71	10	13	1	4.19	.8740
		MOE	19	10	1	5	2	3.21	.4523
13	Unwanted Pregnancy/Abortion is a form of Indiscipline among Students in the School	Principals	11	6	2	1	-	3.13	1.232
		Teachers	37	107	11	4	-	3.28	1.223
		MOE	23	7	-	-	7	3.75	1.653
14	Examination Malpractice is a form of Indiscipline among Students in the School	Principals	15	5	-	-	-	4.42	1.004
		Teachers	81	69	6	3	-	3.75	.8892
		MOE	23	6	4	1	3	4.32	.7523
15	Cheating is a form of Indiscipline among Students in the School	Principals	11	21	-	-	6	4.35	1.283
		Teachers	81	64	4	6	4	4.21	1.862
		MOE	24	6	2	4	1	3.46	1.2403
16	Bullying is a form of Indiscipline	Principals	12	8	-	-	-	4.42	.902

among Students in the School	Teachers	32	99	25	-	3	4.24	1.277
	MOE	20	17	-	-	-	3.22	.773

Table 5, shows item 1-16 reveals the opinions of respondents on the forms of indiscipline among secondary school students in rural area in Okene and Lokoja education zones, Kogi State. Item 1 shows that rudeness is a form of indiscipline among students in the school in rural area, this could be seen from the responses of the respondents where the mean of principals is 4.65, teachers are 4.45 and MOE is 3.64. From item 2, the responses of the respondents were all accepted that hooliganism is a form of indiscipline among students in the school in rural area with the mean score representing the principals 3.53, teachers 3.05 and MOE is 3.46. In respect to item 3, it was also accepted from the responses of the respondents that gangstarnism is a form of indiscipline among students in the school in rural area where the mean score representing the principals 4.33, teachers 4.08 and 3.44 for MOE. In item 4, Smoking is a form of indiscipline among students in the school accepts from the respondents with the mean score of 3.50 for principals, 4.25 for teachers and 3.88 for MOE. From item 5, the respondents were all accept that stealing is a form of indiscipline among students in the school with decision mean of 4.13 representing principals, 4.43 for teachers and 4.06 for MOE. Item 6, was accepted from the opinion of respondents that consumption of alcohol is forms of indiscipline among students in secondary schools in urban area, with decision mean of 4.20 representing principals, 4.49 for teachers and 3.59 for MOE respectively.

From item 7, the respondents were all accept that member of secret cult is a form of indiscipline among students in the school with decision mean of 4.35 representing principals, 4.10 for teachers and 4.20 for MOE. Item 8 shows that sexual immorality is a form of indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 3.51, teachers is 3.35 and MOE is

3.24. From item 9, the responses of the respondents were all accepted that intentional destruction of properties is a form of indiscipline among students in the school with the mean score representing the principals 4.50, teachers 4.25 and MOE is 4.19. In respect to item 10, it was also accepted from the responses of the respondents that quarreling/fighting is a form of indiscipline among students in the school where the mean score representing the principals 4.58, teachers 4.26 and 4.00 for MOE.

From item 11, the respondents were all accept that member of reading/watching of pornography is a form of indiscipline among students in the school with decision mean of 4.33 representing principals, 3.86 for teachers and 3.25 for MOE. Item 12 shows that riot/violent demonstration is a form of indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 4.23, teachers is 4.19 and MOE is 3.21. From item 13, the responses of the respondents were all accepted that unwanted pregnancy/abortion is a form of indiscipline among students in the school with the mean score representing the principals 3.13, teachers 3.28 and MOE is 3.75. In respect to item 14, it was also accepted from the responses of the respondents that Examination Malpractice is a form of indiscipline among students in the school where the mean score representing the principals 4.42, teachers 4.75 and 3.32 for MOE.

From item 15, the respondents were all accept that member of cheating is a form of indiscipline among students in the school with decision mean of 4.35 representing principals, 4.21 for teachers and 3.46 for MOE. Item 16 shows that Bullying is a form of indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 4.22, teachers is 4.24 and MOE is 3.36.

4.5: Opinions of Respondents on the Techniques on Management of Indiscipline among Secondary School Students in Rural Area in Okene and Lokoja Education Zones, Kogi State

This section presents the opinions of respondents on the forms of indiscipline among secondary schools students in rural area in Okene and Lokoja education zones, Kogi state. Items 1-13 in the questionnaire relate to the section.

Items I, 2 and 3 were to find out from the respondents if corporal punishment, suspension from class and discussion with parents are techniques that can be used for managing indiscipline among secondary schools Students in the School. Items 4, 5 and 6 carried to solicit the opinion of respondents on whether explosion from school, deprivation from position of authority and signing an undertaking are the techniques that can be used in managing indiscipline among students in secondary schools in rural area, respectively.

Items 7, 8 and 9 solicited the opinion of respondents on whether removals from position of authority, report to law enforcement agent and dialog with students are techniques that can be used in managing indiscipline among students in rural area. Items 10 and 11 attempted to find out if changing students from boarding to day system and punishing students during the classes are techniques used in managing indiscipline among students in secondary schools in rural area.

Item 12 and 13 attempted to find out if provision and maintenance of games and recreational facilities and examination Provision and maintenance of health and welfare facilities are technique used in managing indiscipline among secondary school students in rural area in Okene and Lokoja education zones, Kogi State.

Respondents of all stakeholders were collected, analyzed and presented in the table 6.

Table 6: Opinions of Respondents on the Techniques on Management of Indiscipline among Secondary School Students in Rural Area in Okene and Lokoja Education Zones, Kogi State

S/N	Item Statement	Categories of Respondents	SA	A	U	SD	D	Mean	ST.D
1	Corporal punishment is a Technique used in managing Indiscipline among Students in the School	Principals	10	7	-	1	2	3.30	1.1920
		Teachers	22	102	18	5	12	3.29	.86132
		MOE	14	15	2	1	5	4.10	1.11501
2	Suspension from class is a Technique used in managing Indiscipline among Students in the School	Principals	16	6	1	-	4	3.67	1.0500
		Teachers	47	77	24	6	5	3.98	.9967
		MOE	20	14	3	-	-	4.12	1.2363
3	Discussion with the parents is a Technique used in managing Indiscipline among Students in the School	Principals	15	5	-	-	-	4.67	.99868
		Teachers	56	84	17	1	1	4.22	.77255
		MOE	24	12	1	-	-	4.31	.91943
4	Explosion from school is a Technique used in managing Indiscipline among Students in the School	Principals	10	7	2	-	1	3.67	.58714
		Teachers	36	91	19	11	2	3.81	.98146
		MOE	14	20	2	-	1	4.00	1.0104
5	Deprivation from position of authority is a Technique used in managing Indiscipline among Students in the School	Principals	15	4	-	-	1	3.42	.72548
		Teachers	33	44	24	14	-	3.15	.73543
		MOE	14	16	-	1	5	4.00	1.1585
6	Signing an undertaking to be of good behavior is a Technique used in managing Indiscipline among Students in the School	Principals	11	7	-	-	2	3.75	.61559
		Teachers	37	101	16	1	4	3.10	.62315
		MOE	18	9	4	1	9	3.94	.7372
7	Removal from position of authority is a Technique used in managing Indiscipline among Students in the School	Principals	16	4	-	-	-	3.83	1.1516
		Teachers	48	96	7	10	8	3.29	1.0060
		MOE	12	9	4	-	2	4.69	1.0842
8	Report to the law enforcement agents for necessary actions is a Technique used in managing Indiscipline among Students in the School	Principals	15	4	-	-	1	4.75	1.1920
		Teachers	38	89	5	16	11	3.81	1.1433
		MOE	24	11	-	1	1	4.00	.83017
9	Dialogue with the students is a Technique used in managing Indiscipline among Students in the School	Principals	12	6	-	1	1	4.33	.9679
		Teachers	41	73	19	19	7	3.76	1.1771
		MOE	14	13	-	5	5	4.00	1.4131
10	Changing students from Boarding to Day System is a Technique used in managing Indiscipline among Students in the School	Principals	13	4	-	2	1	4.17	1.273
		Teachers	17	108	8	1	9	3.58	1.0406
		MOE	24	5	1	1	6	4.25	1.0898
11	Punishing students during classes is a Technique used in managing Indiscipline among Students in the School	Principals	11	7	-	-	1	3.20	1.5035
		Teachers	45	83	18	28	5	3.13	1.1457
		MOE	14	15	1	6	1	4.05	1.3378
12	Provision and Maintenance of Games and Recreational Facilities are Technique used in managing Indiscipline among Students in the School	Principals	10	8	-	1	1	3.02	.8127
		Teachers	33	104	11	-	11	3.24	.64284
		MOE	20	9	1	-	7	3.11	.8301
13	Provision and Maintenance of Health and Welfare Facilities are Technique used in managing Indiscipline among Students in the School	Principals	12	5	2	-	1	4.20	.64520
		Teachers	18	109	19	12	1	3.17	.64117
		MOE	15	17	2	2	1	3.54	.6073

Table 6, shows item 1-13 reveals the opinions of respondents on the techniques on managing indiscipline among secondary school students in rural area in Okene and

Lokoja education zones, Kogi State. Item 1 shows that corporal punishment is a technique that can be used for managing indiscipline among students in the school in rural area, this could be seen from the responses of the respondents where the mean of principals is 3.30, teachers are 3.29 and MOE is 4.10. From item 2, the responses of the respondents were all accepted that suspension from class is a technique used in managing indiscipline among students in the school with the mean score representing the principals 3.67, teachers 3.98 and MOE is 4.12. In respect to item 3, it was also accepted from the responses of the respondents that discussion with the parents is a technique used in managing indiscipline among students in the school in rural area where the mean score representing the principals 4.67, teachers 4.22 and 4.31 for MOE. In item 4, explosion from school is a technique used in managing indiscipline among students in the school accepts from the respondents with the mean score of 3.67 for principals, 3.81 for teachers and 4.00 for MOE. From item 5, the respondents were all accept that deprivation from position of authority is a technique used in managing indiscipline among students in the school with decision mean of 3.42 representing principals, 3.15 for teachers and 4.00 for MOE.

Item 6, was accepted from the opinion of respondents that signing an undertaking to be of good behavior is a technique used in managing indiscipline among students in the school in rural area, with decision mean of 3.75 representing principals, 3.15 for teachers and 4.00 for MOE respectively.

From item 7, the respondents were all accept that removal from position of authority is a technique used in managing indiscipline among students in the school in rural area with decision mean of 3.83 representing principals, 3.10 for teachers and 3.94 for MOE. Item 8 shows report to the law enforcement agents for necessary actions is a technique used in managing indiscipline among students in the school, this could be seen from the

responses of the respondents where the mean of principals is 4.75, teachers is 3.81 and MOE is 4.00. From item 9, the responses of the respondents were all accepted that dialogue with the students is a technique used in managing indiscipline among students in the school with the mean score representing the principals 4.50, teachers 4.25 and MOE is 4.19. In respect to item 10, it was also accepted from the responses of the respondents that changing students from Boarding to Day system is a technique used in managing indiscipline among students in the school where the mean score representing the principals 4.17, teachers 3.58 and 4.25 for MOE.

From item 11, the respondents were all accept that punishing students during classes is a technique used in managing indiscipline among students in the school with decision mean of 3.20 representing principals, 3.13 for teachers and 4.05 for MOE. Item 12 shows that provision and maintenance of games and recreational facilities are technique used in managing indiscipline among students in the school in rural area, this could be seen from the responses of the respondents where the mean of principals is 3.02, teachers is 3.24 and MOE is 3.11. Item 13 shows that provision and maintenance of health and welfare facilities are technique used in managing indiscipline among students in the school, this could be seen from the responses of the respondents where the mean of principals is 4.20, teachers is 3.17 and MOE is 3.54.

4.3 Hypotheses Testing

This section deals with hypotheses testing. The hypotheses are related to variables identified in the research objectives. These issues include forms of indiscipline in urban area, techniques used in managing indiscipline in urban area, forms of indiscipline in rural area, techniques used in managing indiscipline in rural area in Okene and Lokoja education zones, Kogi State. Four objectives were tested using (ANOVA) at 0.05 level

of significant. A hypotheses is rejected if p-Value is less than the level of significance set by the study.

Hypothesis 1

There is no significant difference in the opinion of principals, teachers and ministry of education officials (MOE) on the forms of indiscipline among students in secondary schools in urban area in Okene and Lokoja education zones, Kogi State Items 1-16 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 7 gives the details.

Table 7: Summary of Analysis of Variance (ANOVA) on the opinions Principals, Teachers and MOE on Forms of Indiscipline among Students in Urban Area in Secondary Schools in Okene and Lokoja Education Zones in Kogi State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	88.517	2	43.259	.620	.620	2.61
Within groups	15134.919	217	69.746			
Total	15221.436	219				

Table 7, show f-ratio value (.620) at 2 df 219 and at the level 0.05. The critical value (2.61) is greater than f-ratio values (.620), the probability level of significance P (.620) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the forms of Indiscipline among students in secondary schools in urban area in Okene and Lokoja education zones, Kogi State. Therefore, the null hypothesis is retained.

Hypothesis 2

There is no significant difference in the opinion of principals, teachers and ministry of education officials (MOE) on the techniques used in managing indiscipline among students in secondary schools in urban area in Okene and Lokoja education zones, Kogi State Items 1-13 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 8 gives the details.

Table 8: Summary of Analysis of Variance (ANOVA) on the opinions Principals, Teachers and MOE on Techniques Used in Managing Indiscipline among Students in Urban Area in Secondary Schools in Okene and Lokoja Education Zones in Kogi State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	79.947	2	39.973	1.347	.262	2.61
Within groups	6440.799	217	29.681			
Total	6520.745	219				

Table 8 shows f-ratio value (1.347) at 2 df 219 and at the level 0.05. The critical value (2.61) is greater than f-ratio values (1.347), the probability level of significance P (.262) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the techniques used in managing indiscipline in secondary schools in urban area in Okene and Lokoja education zones, Kogi State. Therefore, the null hypothesis is retained.

Hypothesis 3

There is no significant difference in the opinion of principals, teachers and ministry of education officials (MOE) on the forms of indiscipline among students in secondary schools in rural area in Okene and Lokoja education zones, Kogi State Items 1-16 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 9 gives the details.

Table 9: Summary of Analysis of Variance (ANOVA) on the opinions Principals, Teachers and MOE on Forms of Indiscipline among Students in Rural Area in Secondary Schools in Okene and Lokoja Education Zones in Kogi State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	1281.081	2	630.510	2.402	.213	3.28
Within groups	5109.426	217	49.130			
Total	6390.407	219				

Table 9 shows f-ratio value (3.402) at 2 df 219 and at the level 0.05. The critical value (3.28) is greater than f-ratio values (2.402). The probability level of significance P (.213) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the forms of indiscipline in secondary schools in urban area in Okene and Lokoja education zones, Kogi State. Therefore, the null hypothesis is retained.

Hypothesis 4

There is no significant difference in the opinion of principals, teachers and ministry of education officials (MOE) on the techniques used in managing indiscipline among students in secondary schools in rural area in Okene and Lokoja education zones, Kogi State Items 1-13 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 10 gives the details.

Table 10: Summary of Analysis of Variance (ANOVA) on the opinions Principals, Teachers and MOE on Techniques Used in Managing Indiscipline among Students in Rural Area in Secondary Schools in Okene and Lokoja Education Zones in Kogi State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	2261.081	2	530.312	2.402	.343	3.18
Within groups	5109.423	217	39.231			
Total	7370.404	219				

Table 10 shows f-ratio value (2.402) at 2 df 219 and at the level 0.05. The critical value (3.18) is greater than f-ratio values (2.121). The probability level of significance P (.424) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the techniques used in managing indiscipline in secondary schools in rural area in Okene and Lokoja education zones, Kogi State. Therefore, the null hypothesis is retained.

4.6: Summary of Hypotheses Testing

This section shows the summary of all the four null hypotheses tested in this study.

Table 11: Summary of the Four Null Hypotheses Tested

S/N	Ho Statement	Statistical Tested Used	Result	Level of Sig.	Decision
1	There is no significant difference in the opinions of teachers, principals and MOE officials on the forms of indiscipline among students in secondary schools in urban areas in Okene and Lokoja Education Zones, Kogi State.	Analysis of Variance (ANOVA)	f-ratio is .620, while f-critical is 2.61 level of significance	0.05	$\mathbf{H_{o1}}$ was retained. This means there was no significant difference in the opinions of the respondents
2	There is no significant difference in the opinions of teachers, principals and MOE officials on the management of indiscipline among students in secondary schools in urban areas in Okene and Lokoja Education Zones, Kogi State.	Analysis of Variance (ANOVA)	f-ratio is 1.34, while f-critical is 2.61 level of significance	0.05	$\mathbf{H_{o2}}$ was retained. This means there was no significant difference in the opinions of the respondents

3	There is no significant difference in the opinions of teachers, principals and MOE officials on the forms of indiscipline among students in secondary schools in rural areas in Okene and Lokoja Education Zones, Kogi State.	Analysis of Variance (ANOVA)	f-ratio is 2.402, while f-critical is 3.28 level of significance	0.05	**H_{o3}** was retained. This means there was no significant difference in the opinions of the respondents
4	There is no significant difference in the opinions of teachers, principals and MOE officials on the management of indiscipline among students in secondary schools in rural areas in Okene and Lokoja Education Zones, Kogi State.	Analysis of variance (ANOVA)	f-ratio is .620, while f-critical is 3.18 level of significance	0.05	**H_0**4 was retained. This means there was no significant difference in the opinions of the respondents

4.4 Summary of Major Findings

The study revealed that:

1. various forms of indiscipline such as rudeness, examination malpractice, reading/watching pornoghraphy, smoking, drug addict, membership of secret cults, consumptions of alcohol and stealing. These forms of indiscipline hinder students academic performance in urban area in secondary schools in Okene and Lokoja education zones, Kogi State;
2. discussion with parent, explosion from school, corporal punishment, suspension from and signing an undertaking which can be used in managing indiscipline among students in secondary schools in urban area in Okene and Lokoja education zones, Kogi State;
3. cheating, rudeness, Hooliganism, ganstamism, riot, unwanted pregnancy, quarrelling/fighting and sexual immorality that really hinder students academic performance of students in rural area in secondary schools in Okene and Lokoja education zones, Kogi State; and
4. various techniques such as keeping away from bad friends, Punishing students during classes, provision and maintenance of health and welfare facilities and removal from

position of authority are used in managing indiscipline among students in secondary schools in rural areas in Okene and Lokoja education zones in Kogi State, Nigeria.

4.5 Discussion of the Findings

This study was aimed at assessing the impact of indiscipline and management of indiscipline among students in secondary schools in Okene and Lokoja education zones, Kogi state. It objectives were to assess the followings: forms of indiscipline among students in urban area in secondary schools in Okene and Lokoja education zones, Kogi State, techniques used in managing indiscipline among students in urban area in secondary schools in Okene and Lokoja education zones, forms of indiscipline among students in rural area in secondary schools in Okene and Lokoja education zones, Kogi State and techniques used in managing indiscipline among students in rural area in secondary schools in Okene and Lokoja educational zones, Kogi State.

However, to give general description of the respondents on the issues raised, frequencies and simple percentage were used. The following are discussions arising from the major findings of the study.

In assessing the forms of indiscipline and techniques that can be used in managing indiscipline among students in both urban areas in Okene and Lokoja education zones, Kogi State. It was revealed that there is no significant difference in the opinions of the respondents. It was agreed that forms of indiscipline such as drug addict, membership of secret cults, consumptions of alcohol, rudeness, hooliganism, gangstemism, late coming to school, smoking, and stealing that hinder students academic performance of students in urban and rural area in secondary schools in Okene and Lokoja education zones, Kogi State. This is supported by the view of Johnson (2011) who says that “various techniques

in managing indiscipline among students in secondary schools become important because of the extent that it helps in improving teaching-learning effectiveness".

From the responses, item reveals the opinion of respondents on the forms of indiscipline among secondary school students in urban area in Okene and Lokoja education zones, Kogi State. Item 1 shows that rudeness is a form of indiscipline among students in the school, this could be seen from the responses of the respondents. The responses of the respondents were all accepted that hooliganism is a form of indiscipline among students in the school. In respect to item 3, it was also accepted from the responses of the respondents that gangstarnism is a form of indiscipline among students in the school; Smoking is a form of indiscipline among students in the school accepts from the respondents. From item 5, the respondents were all accept that stealing is a form of indiscipline among students in the school in urban area. This is line with Gede (2011) opined that "it is of utmost importance that the various forms of indiscipline among students in secondary schools will duly contribute to the successful implementation of school programme. Item 7, the respondents were all accept that member of secret cult is a form of indiscipline among students in the school. Item 8 shows that sexual immorality is a form of indiscipline among students in the school, this could be seen from the responses of the respondents, in item 9, the responses of the respondents were all accepted that intentional destruction of properties is a form of indiscipline among students in the school. In respect to item 10, it was also accepted from the responses of the respondents that quarrelling/fighting is a form of indiscipline among students in the. From item 11, the respondents were all accept that member of reading/watching of pornography is a form of indiscipline among students in the school with decision mean of principals, teachers and MOE. Item 12 also reveal that riot/violent demonstration is a form of indiscipline among students in the school, from item 13, the responses of the

respondents were all accepted that unwanted pregnancy/abortion is a form of indiscipline among students in the school. In respect to item 14, it was also accepted from the responses of the respondents that Examination Malpractice is a form of indiscipline among students in the school, this is supported by the view of Johnson (2011) who says that "discipline in school become important because of the extent that it helps in improving teaching-learning effectiveness". the respondents in item 15, were all accept that member of cheating is a form of indiscipline among students in the school while, item 16 shows that Bullying is a form of indiscipline among students in the school in urban and rural area in Okene and Lokoja education zones in Kogi State, Nigeria.

From table 4.3 and 4.5 presents the opinion of respondents on the techniques used in managing indiscipline among secondary schools students in urban and rural area in Okene and Lokoja education zones, Kogi state.

Items I, 2 and 3 were all accepted from the respondents that corporal punishment, suspension from class and discussion with parents are techniques that can be used for managing indiscipline among secondary schools Students in the School. Items 4, 5 and 6 were also accepted from the opinion of respondents that, explosion from school, deprivation from position of authority and signing an undertaking are the techniques that can be used in managing indiscipline among students in secondary schools in urban and rural area, respectively. This is supported by the view of Olatoye (2010) who says that "techniques of managing indiscipline become important because of the extent that it helps in curbing various disciplinary problem among students in secondary schools".

Items 7, 8 and 9 were all also accepted from the opinion of respondents that; removals from position of authority, report to law enforcement agent and dialog with students are techniques that can be used in managing indiscipline among students in urban and rural area in Okene and Lokoja education zones, Kogi state. Items 10 and 11

were also accepted from the opinion of respondents that changing students from boarding to day system and punishing students during the classes are techniques used in managing indiscipline among students in secondary schools in urban area. Adeboyeje (2000) adds that techniques of managing indiscipline are mandatory in order to make the school a pleasant, safe and comfortable centre that will increase students attendance, motivation and willingness to participate adequately in both curricula and co-curricula activities.

Responses from item 12 and 13 were accepted that provision and maintenance of games and recreational facilities and examination Provision and maintenance of health and welfare facilities are technique used in managing indiscipline among secondary school students in urban and rural areas in Okene and Lokoja education zones in Kogi State, Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study has focused on the stakeholders perceptions on the management of students discipline in secondary schools in Okene and Lokoja education zones in Kogi State, Nigeria. This chapter will be discussed under the following headings:

- Summary of the study;
- Conclusion; and
- Recommendations

5.2 Summary

The first chapter sets the tone and direction for the study. It introduced the background to the study and described the problems the research investigated. Four objectives and research questions were wet to guide the researcher. The objectives of the study were to find out the forms of indiscipline in urban area in Okene and Lokoja education zones, techniques used in managing indiscipline in urban area in Okene and

Lokoja education zones, forms of indiscipline in rural area in Okene and Lokoja education zones and techniques used in managing indiscipline in rural area among students in secondary schools in Okene and Lokoja education zones in Kogi state, Nigeria. The null hypotheses formulated to guide the research include:

The following hypotheses are stated to guide the study:

1. There is no significant difference in the opinions of principals, teachers' and MOE on the forms of indiscipline among students in secondary schools in Urban Areas in Okene and Lokoja Education Zones, Kogi State.

2. There is no significant difference in the opinions of principals, teachers' and MOE on the management of indiscipline among students in secondary schools in Urban Areas in Okene and Lokoja Education Zones, Kogi State.

3. There is no significant difference in the opinions of principals, teachers' and MOE on the forms of indiscipline among students in secondary schools in Rural Areas in Okene and Lokoja Education Zones, Kogi State.

4. There is no significant difference in the opinions of principals, teachers' and MOE on the management of indiscipline among students in secondary schools in Rural Areas in Okene and Lokoja Education Zones, Kogi State.

The study covers all public secondary schools in Okene and Lokoja education zones in Kogi State and is significant because it would give school administrators a guide to the forms of indiscipline and techniques used in managing indiscipline in secondary schools. The key variables are operationally defined to conclude the chapter.

Chapter two focuses on analyzing the works of several scholars who have written on the indiscipline. The conceptual framework provides a base as it explores the concepts of types of indiscipline and meaning of management. The system theory provided the theoretical frame work for the study. Scholarly works on the variables; forms of indiscipline and techniques used in managing indiscipline among students in secondary schools in both urban and rural area in Okene and Lokoja education zones, Kogi State. An empirical study of related works to show the relationship of the study to previous studies was carried out. It revealed some similarities to the present research, but its uniqueness in terms of scope and variables covered are highlighted.

Research methodology is covered in chapter three. The research design used is the descriptive survey. The population in this study were comprises all principals, teachers and ministry of education officials (MOE) of secondary schools in Okene and Lokoja education zones, Kogi State. There are sixty eight (68) secondary schools in Okene and Lokoja educational zones, Kogi State. The study population was therefore made up of principals, teachers and MOE with 68 principals, 544 teachers and 119 MOE. Making a total of (731). A purposive method was also adopted to determine the sample size in the case of principals, teachers, and ministry of education officials (MOE). Aderemo (1987) suggest that 30% percentage of a population of this magnitude will be used as the sample size to this end the total of (220) respondents was used as sample for the study; i.e. 20 principals, 163 teachers and 37 MOE. A questionnaire titled "Questionnaire for the stakeholders perceptions on the management of students discipline in secondary schools in Okene and Lokoja Education Zones in Kogi State" Designed by "Prof. B. Maina" containing 30 items was adopted and deployed to collect data for the study, a pilot study was carried out before it was finally deployed to the field.

The fourth chapter presented the analysis of the data in form of frequency and percentage tables. The research questions are answered using mean scores and standard deviation. The four null hypotheses are tested using analysis of variance (ANOVA) at 0.05 alpha level were all are retained. Some of the major findings are: the study shows that; there are various forms of indiscipline such as smoking, drug addict, membership of secret cults, consumptions of alcohol rudeness, hooliganism, gangstemism, late coming to school, and stealing that hinder students academic performance of students in both urban area in secondary schools in Okene and Lokoja educational zones, Kogi State. The study also reveals various techniques such as suspension from class, discussion with parent, explosion from school corporal punishment, and signing an undertaking can be used in managing indiscipline among students in secondary schools in urban and rural area in Okene and Lokoja education zones in Kogi State, Nigeria.

5.3 Conclusions

From the above findings and discussions the study makes the following conclusions;

1. It is concluded that, there are various forms of indiscipline among students in secondary schools in urban area such as; disorder in classrooms, student acts of disrespect for teachers, student verbal abuse of teachers and fighting among students in Okene and Lokoja education zones, Kogi State;

2. The existing student disciplinary management policies in selected secondary schools in Okene and Lokoja education zones, Kogi State included: use of punitive measures like punishments by teachers and Head-teachers. Use of school rules and regulations, student admission practices, criteria for leaving school should be used to reduced the disciplinary problems in the schools;

3. It is conclude that, there are other various forms of indiscipline among students in secondary schools in rural area such as; late coming to school, absenteeism, fighting in classrooms among students in Okene and Lokoja education zones, Kogi State; and

4. It is also concluded that student disciplinary management techniques used by the different school administrators affect the management of students discipline since the conduct of teaching staff, non teaching staff, school prefects and the operation of other governing bodies contribute much in grooming the students into responsible citizens. In this respect, the conduct of teachers usually prompts strikes among students in Okene and Lokoja education zones, Kogi State.

5.4 Recommendations

On the basis of the findings and conclusions of the study, the following recommendations are made:

1. To reduce the various forms of indiscipline, principals' and teachers need to identify a concrete strategies and practices that can be used to improve safety, support, academic challenge, and social-emotional learning to monitor the effectiveness of interventions; and in so doing, to enhance proper discipline of the students in secondary schools in Okene and Lokoja education zones, Kogi State;
2. Our School principals and teachers must be more carefully selected and trained to better manage schools on a daily basis. Also, many more teachers need to be trained as Counselors so as to better assist principals and parents to manage indiscipline students in secondary schools in Okene and Lokoja education zones, Kogi State;

3. As regards disciplinary management systems, communication is very important especially when trying to curb indiscipline in schools. This involves the exchange of ideas, feelings, and resources to facilitate the relationship between the students in the classroom setting and the teachers or administrators. At the same time it motivates the student, to engage himself more in his education; and
4. finally, there is need for staff training in indiscipline resolution short courses or seminars encompassing approaches other than the one currently adhered to. There should also be practicing regulations that teachers who abuse students rights should be dealt with accordingly basing on the ministry of education and sports set rules and regulations among students in secondary schools in Okene and Lokoja education zones in Kogi State, Nigeria.

5.4 Suggestions for Further Studies

Due to the findings, implications and the limitations of this study, the researcher made the following suggestions for further studies:

1. It is recommended that seminar should be conducted in other states or zones of the country and how to maintained indiscipline among students in secondary schools;
2. This study should be repeated in other schools not covered by this study, or in other state of Nigeria in order to confirm or disapprove the findings in this study;
3. Nationwide study of this nature (impact of discipline and management of indiscipline among students in secondary schools) in Okene and lokoja education zones in Kogi State) will help to minimize if not eradicated the problem from school system in Nigeria; nd

4. Extent to which school rules and regulations contribute to management of student discipline in schools.

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APPENDIX

STAKEHOLDERS' PERCEPTIONS ON THE MANAGEMENT OF STUDENTS' INDISCIPLINE IN SECONDARY SCHOOLS QUESTIONNAIRE"
(SPMSISSQ) DESIGN BY, B.A. MAINA (2016).

Department of Educational
Foundations and Curriculum
Faculty of Education,
Ahmadu Bello University
Kaduna State.

Dear Sir/Madam,

REQUEST TO FILL A QUESTIONNAIRE

I wish to solicit for your assistance in collecting necessary data on a research topic: Stakeholders Perception on the Management of Students Indiscipline in Secondary Schools in Okene and Lokoja Education Zones in Kogi State, Nigeria. This research work is purely an academic exercise and the information gathered in this questionnaire will be treated with confidentiality.

Your honest response will help in improving on forms of indiscipline and techniques used in managing indiscipline in both urban and rural area in Secondary Schools in Okene and Lokoja Education Zones in Kogi State, Nigeria.

Thank you.

Yours Sincerely,

Aliyu Rakiya Oyiza

Section A: Bio-data

Please tick in the appropriate box that relates to you

1. **Status**

i. Teacher [ ]

ii. Principal [ ]

iii. Official of MOE [ ]

2. **Gender**

i. Male [ ]

ii. Female [ ]

3. **Educational qualification**

i. B.Ed [ ]

ii. M. Ed [ ]

iii. P.h'D [ ]

iv. N.C.E [ ]

v. H.N.D [ ]

vi. If none of the above, please specify …….

4. Ownership of school

i. Public [ ]

ii. Private [ ]

5. Nature of school

i. Boarding [ ]

ii. Day [ ]

iii. Boarding/Day [ ]

6. Location of school

i. Urban [ ]

ii. Rural [ ]

SECTION B: Forms of Indiscipline among Students in Secondary Schools

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Rudeness is a form of Indiscipline among Students in the School					
2	Hooliganism is a form of Indiscipline among Students in the School					
3	Gangstemism is a form of Indiscipline among Students in the School					
4	Smoking is a form of Indiscipline among Students in the School					
5	Stealing is a form of Indiscipline among Students in the School					
6	Consumption of Alcohol is a form of Indiscipline among Students in the School					

7	Membership of Secret Cults is a form of Indiscipline among Students in the School					
8	Sexual Immorality is a form of Indiscipline among Students in the School					
9	Intentional Destruction of Properties is a form of Indiscipline among Students in the School.					
10	Quarreling/Fighting is a form of Indiscipline among Students in the School					
11	Reading/Watching Pornography is a form of Indiscipline among Students in the School					
12	Riot/Violent Demonstration is a form of Indiscipline among Students in the School					
13	Unwanted Pregnancy/Abortion is a form of Indiscipline among Students in the School					
14	Examination Malpractice is a form of Indiscipline among Students in the School					
15	Cheating is a form of Indiscipline among Students in the School					
16	Bullying is a form of Indiscipline among Students in the School					

Provide other forms of indiscipline in your school:

SECTION C: Techniques for Management of Indiscipline among Students in Secondary Schools

S/N	Item Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	Corporal punishment is a Technique used in managing Indiscipline among Students in the School					
2	Suspension from class is a Technique used in managing Indiscipline among Students in the School					
3	Discussion with the parents is a Technique used in managing Indiscipline among Students in the School					
4	Explosion from school is a Technique used in managing Indiscipline among Students in the School					
5	Deprivation from position of authority is a Technique used in managing Indiscipline among Students in the					

	School					
6	Signing an undertaking to be of good behavior is a Technique used in managing Indiscipline among Students in the School					
7	Removal from position of authority is a Technique used in managing Indiscipline among Students in the School					
8	Report to the law enforcement agents for necessary actions is a Technique used in managing Indiscipline among Students in the School					
9	Dialogue with the students is a Technique used in managing Indiscipline among Students in the School					
10	Changing students from Boarding to Day System is a Technique used in managing Indiscipline among Students in the School					
11	Punishing students during classes is a Technique used in managing Indiscipline among Students in the School					
12	Provision and Maintenance of Games and Recreational Facilities are Technique used in managing Indiscipline among Students in the School					
13	Provision and Maintenance of Health and Welfare Facilities are Technique used in managing Indiscipline among Students in the School					

Provide other Techniques for managing indiscipline among students in your school:
